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**SUCCESS  
THROUGH SKILLS**  
SKILLS STRATEGY FOR NORTHERN IRELAND

**PREPARING  
FOR SUCCESS**

# **A Careers Education, Information, Advice and Guidance Strategy for Northern Ireland**

## **Consultation Document**



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## FOREWORD

In February 2006, Angela Smith MP, the then Minister for Employment and Learning, launched “Success Through Skills” the Skills Strategy Programme for Implementation, setting out how the Department for Employment and Learning intends to deliver on an ambitious vision for skills.

A key theme within the strategy is **Improving the Skills levels of the Workforce** and the Department of Education and the Department for Employment and Learning committed jointly to supporting this theme by developing an independent all-age Careers Education, Information, Advice and Guidance Strategy.

The proposed strategy has been developed through a process of consultation and we are grateful to all who have contributed and in particular, the many stakeholders who invested their time and effort in the Futuresearch consultation event in March 2006. The ideas generated at that event have helped to inform the development of this draft strategy for consultation.

In presenting this draft strategy, we are aiming to develop high quality provision of careers education, information, advice and guidance which supports the development of effective career decision makers, leading to increased participation in education, training and employment.

We would urge you to engage with us in the debate and help us develop a strategy which will support young people and adults in their career decision making, increase participation in education, training and employment and help people of all ages to achieve their potential.

**Caitríona Ruane MLA**  
**Minister for Education**

**Sir Reg Empey MLA**  
**Minister for Employment and Learning**

*“This is an important time in the development of education and skills. The introduction of the Revised Curriculum Framework in September 2007 and the ongoing implementation of “Success Through Skills” present challenges and opportunities in relation to subject and career choice. Making the right choices will have a lasting impact on individuals and on the economy.”*

**Sir Reg Empey MLA, Minister for Employment and Learning**

*“Tugann an comhairliúchán áiméar dúinn straitéis a fhorbairt a riarann ar riachtanais gach duine aonair agus ar riachtanais an gheilleagair os rud é gur tréimhse an-tábhachtach i saol an aosa óig é seo.”*

**Caitríona Ruane MLA, Minister for Education**

## EXECUTIVE SUMMARY

### BACKGROUND

The overall purpose of this paper is to make policy proposals for the future development of Careers Education, Information, Advice and Guidance (CEIAG) and to set out a strategy that will address the CEIAG needs of individuals of all ages.

The DE Entitled 2 Succeed Programme and the DEL Success Through Skills Strategy highlight the need for an independent all-age strategy for CEIAG. The proposed strategy aims to support young people and adults in better-informed decision making, leading to more effective career planning and increased participation in education, training and employment. Responsibility for the development of this strategy lies with the Department of Education (DE) and the Department for Employment and Learning (DEL).

The Departments have agreed that a new strategy should be developed within the context of genuine consultation and these proposals are based on detailed stakeholder involvement. The “Futuresearch” methodology was used to research the views of stakeholders and the resultant action plan has helped to inform this draft strategy. The Futuresearch action plan identifies eight key actions. These are that:

1. a clear framework should be developed for client entitlement to CEIAG;
2. the CEIAG needs of young people and adults vulnerable to social exclusion should be given priority focus;
3. proposals for a new careers service system should be subject to consultation;
4. CEIAG networks should be established;
5. a unified careers education and guidance system, resulting from strong collaboration between DEL and DE and stakeholders, should be developed;
6. parental involvement in CEIAG should be enhanced;
7. a flexible Careers Information, Advice and Guidance Service which offers the appropriate level of intervention and support, according to individual client need, should be developed; and
8. research and evidence-based approaches, to consumer needs and provider delivery, should be developed to inform future operational and policy decisions.

## **VISION**

The overall aspiration is that young people and adults will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best.

The vision for the proposed strategy for CEIAG is that by 2015 school leavers and adults will:

- have developed the appropriate skills to become effective career decision makers;
- have a clear understanding of the impact of their education, training and employment choices and will make career choices, which are informed and well thought through and are based on self awareness; understanding of the relevance of their education, skills and experience; and awareness of the opportunities and pathways available;
- be lifelong learners and will be motivated to pursue continuous professional development to achieve their own potential, to become effective employees and to make a valuable contribution to the local economy;
- have developed information handling skills and will be aware of career opportunities locally, nationally and internationally;
- have developed the skills to plan their career, and to manage planned and unplanned career change;
- have access to good quality careers education provision and impartial information, advice and guidance in conjunction with up-to-date labour market information, to assist young people and adults to make career choices which are well informed in order to achieve their potential;
- have access to modern, fit for purpose, facilities in schools, Further and Higher Education establishments which are located in main population centres, suitably resourced to provide access to relevant information, up-to-date assessment tools and professional, impartial guidance and support as required; and
- have the use of technology to support access to relevant information, advice and guidance.

## **AIMS AND OBJECTIVES.**

The overall aim of the strategy is to develop effective career decision makers leading to increased 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 experiences 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.

## KEY RECOMMENDATIONS

The proposed CEIAG Strategy addresses the issues raised in the Futuresearch action plan and makes the following key recommendations:

- CEIAG Guide for 4-19 to be available for all schools Further Education (FE) Colleges and training organisations. At primary level this supports Personal Development and Mutual Understanding;
- additional resources and ring fenced funding are being sought to co-ordinate work-related learning activities;
- up-to-date Labour Market Information to be developed;
- a careers information hub to be developed;
- current DEL contracts in relation to adult careers and educational guidance provision to be reviewed and refocused;
- a robust quality assurance process incorporating self-evaluation and the use of CEIAG quality indicators to be introduced, ensuring provision is fit for purpose;
- the **matrix** Standard to be implemented in the Careers Service, training organisations delivering Training for Success provision, FE Colleges and all other organisations funded by DEL to deliver careers information, advice and/or guidance services;
- an evidence-based approach to the delivery of CEIAG including the monitoring and evaluation of the impact of the CEIAG proposals to be introduced;
- a qualifications framework to be developed for all staff involved in CEIAG;
- continuous professional development to be introduced for all staff involved in CEIAG;
- the provision of work-based learning opportunities for staff involved in careers provision to be reviewed;
- additional Careers Advisers to be recruited to assist learners at Key Stage 3; and



- Careers Resource Centres, based on the model developed by Professor J Sampson et al - Florida State University, to be developed including flagship resource centres in a small number of key towns and in the wider community through the Extended School provision.

## **CONCLUSION**

The overall aim of the proposed CEIAG Strategy is to develop effective career decision makers leading to increased participation in education, training and employment.

The proposals are based on the assumption that an effective strategy must be underpinned by a comprehensive CEIAG framework which aims to develop self awareness, career exploration and career management skills. Careers education, careers information, careers advice and guidance, work-related learning and the development of employability skills form an integral part of the framework.

The strategy emphasises the importance of high quality careers information and makes proposals for the development of and access to up-to-date, comprehensive and impartial, careers information, including easily understood labour market information. The availability of professional, impartial advice and guidance to support young people and adults in the career decision making process, with a level of support appropriate to the decision making readiness of the individuals, is also central in these proposals. Particular emphasis is placed on support for young people and adults vulnerable to social exclusion.

The strategy also proposes the development of modern well equipped Careers Resource Centres in town centre locations and in Extended School provision to ensure effective provision for adults and the community in general.

It is vital that this strategy is delivered by well trained, appropriately qualified staff who continually update their knowledge and skills. It is also essential that appropriate robust quality assurance processes, incorporating an evidence-based approach, are established to ensure that the provision is fit for purpose and that the strategy continues to reflect changing individual, economic and social need.

In developing the proposals set out in this document, DE and DEL have established strong links and a joint focus on the importance of preparing young people and adults for employment. Both Departments support fully the proposals and are committed to implementation once the strategy is finalised following consultation.

In relation to further development and implementation of the strategy, it will be important to establish champions in the various stakeholder groups. It will be particularly important to identify a champion in both DE and DEL and to build the agreed action points of the strategy into the appropriate business plans of the relevant departments.

As the CEIAG Strategy is an integral element of both the DE Entitled 2 Succeed Programme and the DEL Success Through Skills Strategy, it is proposed that a Project Board, chaired jointly by DEL and DE is established to take forward the implementation of the strategy. This mechanism will ensure that a lead person is appointed in each Department to work jointly on the cross cutting issues and to take responsibility for the issues specific to their respective Departments.

## 1. BACKGROUND

- 1.1 The overall purpose of this paper is to make policy proposals for the future development of Careers Education, Information, Advice and Guidance (CEIAG) and to set out a strategy that will address the CEIAG needs of individuals of all ages.
- 1.2 The Department of Education (DE) Entitled 2 Succeed Programme<sup>1</sup> and the Department for Employment and Learning (DEL) Success Through Skills Strategy highlight the need for an independent all-age strategy for CEIAG. The proposed strategy aims to support young people and adults in better-informed decision making, leading to more effective career planning and increased participation in education, training and employment. Responsibility for the development of this strategy lies with DE and DEL. The Departments have agreed that a new strategy should be developed within the context of genuine consultation and these proposals are based on detailed stakeholder involvement and are now being issued for public consultation. Details of the consultation process are set out at the end of the document.
- 1.3 The proposals have emerged from a review undertaken by both Departments through a Futuresearch consultation activity, evidence from inspection reports published by the Education and Training Inspectorate (ETI), work carried out by the DE Careers, Employability and Business Education Working Group and other consultation activities with Careers Scotland, the Institute of Careers Guidance and the Centre for Guidance Studies, University of Derby. In addition, account has been taken of, FE Means Business, the Curriculum Entitlement Framework for 14-19 year olds, Training for Success, the Anti-Poverty Strategy, the Welfare Reform Agenda, the Promoting Social Inclusion Agenda, the Leitch Review and research from the Organisation for Economic Co-operation and Development (OECD). Also examined was practice in relation to Careers Education and Guidance Services in England, Scotland, Wales, Ireland and the United States of America (USA).
- 1.4 The “Futuresearch” methodology was used to research the views of stakeholders. This process began in March 2006 through a Futuresearch conference entitled “It’s My Life”. At the event almost 60 key stakeholders, including young people and adults developed an initial action plan to move the careers education and guidance agenda forward. A list of participants is detailed at Appendix A. We are very grateful for the time, energy and thoughtful participation of this group. The group spent three days debating the issues of careers education and guidance in relation to their respective constituent groups and the impact on society as a whole. The Futuresearch action plan has helped to form the basis of the proposed strategy. The plan identifies eight key actions and these are detailed in Appendix B together with the strategic response.
- 1.5 The key issues on which views are sought are set out in Chapter 7 “The Proposed Strategy”. Consultees are invited to consider the proposals carefully and to respond.

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<sup>1</sup> The Entitled 2 Succeed Programme includes the Revised Curriculum and the Entitlement Framework, the School Improvement Strategy and the Extended and Specialist Schools.

1.6 Both Departments are committed to putting in place a high quality, cohesive provision of careers education, information, advice and guidance, which provides effective support to young people and adults, in the career decision making process. This will require collaboration and partnership between government departments, schools, further and higher education providers, training providers, employers and their representative bodies, parents and individuals. Implementation is clearly dependent on the availability of relevant resources including people and funds.

1.7 We look forward to hearing your views on the proposals.

## **HOW TO RESPOND**

Responses can be sent in writing or by email to:

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Tel: 028 90441 837

Fax: 028 90441 861

### **The closing date for responses is 14 December 2007**

If you would like this document in another format, or if you wish to obtain further copies, please contact the Department at the above address. This document is also available on the DE and DEL and Careers Service websites:

[www.deni.gov.uk](http://www.deni.gov.uk)

[www.delni.gov.uk](http://www.delni.gov.uk)

[www.careersserviceni.com](http://www.careersserviceni.com)

## 2. DEFINITIONS

- 2.1 CEIAG incorporate a number of elements and it is important to provide a clear definition.
- 2.2 For the purposes of developing this CEIAG Strategy, the Departments define the elements of CEIAG as follows:

**Careers Education** is the discrete provision which enables learners to develop their knowledge, understanding, skills and experience of opportunities, to manage their career development, and make relevant informed choices, ensuring successful transition into education, training or employment and become lifelong learners. Careers education includes taught timetabled provision which includes meaningful opportunities for progressive personal career planning; realistic and meaningful cross curricular opportunities for development of employability skills; and opportunities for planned and relevant work-related learning experience.

**Career Planning** is a developmental process for learners which involves target setting, action planning, researching and reviewing.

**Employability Skills** are the wide range of skills and capabilities, attributes and dispositions that will allow a learner to be employable, to sustain employment and to become a lifelong learner capable of realising their potential in the world of work. The skills and capabilities necessary for employability include communication, numeracy, Information and Communications Technology (ICT), working with others, problem solving, decision making, self-management and managing information.

**Work-Related Learning** experiences are the opportunity for planned and appropriate experiences of the world of work to increase learners' motivation, develop their employability skills and give relevance to their learning programme. Appropriate experiences of the world of work can increase learners' motivation to learn across the curriculum and give relevance to their learning programme and increase their knowledge and understanding of the requirements of the world of work.

**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.

**Careers Advice and Guidance** is the provision of impartial, learner/client-centred, advice and guidance, to assist in making appropriate career decisions and choices, which are informed and well thought through. It enables people to apply their knowledge, understanding, skills and experiences to manage their career and make informed decisions about their education, training or employment.

### **3. RATIONALE FOR ALL-AGE, IMPARTIAL CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE**

- 3.1 The importance of effective careers education within schools has never been greater. The increased choice of education and training pathways available to young people, the modularisation of the curriculum and the need to develop key employability skills, place careers education at the heart of the curriculum. This centrality is recognised in the DE Entitlement Framework Circular, 2005/18, which states that, with access to a wider choice of courses at both Key Stage 4 (KS4) and post-16, it is vital that young people and their parents are provided with high quality CEIAG to inform their decisions. The circular outlines clear definitions for CEIAG and in particular states, “the overall objective of an effective careers education and guidance programme is to enable a learner to manage their own career development successfully, confidently and with due respect and care for their own needs, those of others and of their wider communities”. The circular also helpfully identifies the relationship between CEIAG and Learning for Life and Work, commenting that, “while Career Management will be embedded as a key concept in Learning for Life and Work through the contributory strand of Employability at Key Stage 3 (KS3) and KS4, schools need to augment this provision to meet fully all the aims and objectives of a high quality CEIAG programme”.
- 3.2 The rationale for the provision of impartial careers information, advice and guidance for all ages, has been clearly established in a European Union (EU) Resolution which was passed by the EU Council in May 2004 and recognises the importance of guidance activity in the context of lifelong learning.
- 3.3 This resolution proposes that all European citizens should have access to high quality guidance provision at all stages of their lives to enable them to manage their learning and work pathways and associated transitions. In the UK, the term “information, advice and guidance” (IAG) is commonly used to describe a range of services that elsewhere are often collectively known as “guidance”; here, “guidance” is often (but not always) reserved to describe the more intensive support element of IAG.
- 3.4 The Council recognises that "Guidance throughout life contributes to the achievement of the EU goals of economic development, labour market efficiency and occupational and geographic mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and workforce development.
- 3.5 Effective guidance provision has a key role to play in promoting social inclusion, social equity, gender equality and active citizenship by encouraging and supporting individuals' participation in education and training and their choice of realistic and meaningful careers".
- 3.6 This rationale for the provision of CEIAG is emphasised further in the OECD Report “Career Guidance and Public Policy: Bridging the Gap” (2004 Sweet &

Watts) which states that, "While policy makers in some OECD countries expect career guidance to be centred upon individual goals, in all countries they also expect it to contribute to public policy objectives; making education systems more efficient; contributing to the improved efficiency of the labour market; and helping to improve social equity".

- 3.7 The local economy and labour market has improved considerably over the past few years: employment is up; unemployment is down; and output has risen by more than in any other region of the UK. On the other hand, local levels of economic inactivity have remained stubbornly high with a weak private sector and concomitant over-reliance on the public sector. Furthermore, skills levels in the working age population are somewhat lower than in the UK as a whole.
- 3.8 The local labour supply is fast growing, in part reflecting past high birth rates (although these have dropped recently). For example, in the past decade, the working age population has grown by more than 100,000, and this growth is expected to continue over the medium term<sup>2</sup>.
- 3.9 Young people represent the key group in relation to new entrants to the labour market, and obviously their characteristics and skills are important for employers and the labour market in general. However, they represent only part of the story. The other part is the stock of people of working age, both those inside and those outside the labour market. There is an issue with a high proportion of people here who are poorly qualified or who have no qualifications at all: some 24% of the local working age population lack qualifications, compared to a UK average figure of 14%<sup>3</sup>.
- 3.10 Labour demand has been growing strongly over the past decade. Services and construction have grown considerably, whereas manufacturing and agriculture have declined. However, within sectors the position is more complex and while manufacturing as a whole has declined, most of this fall in the past decade or so can be attributed to sharply reducing numbers in the textile/clothing industries, while other sectors (e.g. manufacture of metal products) have grown.
- 3.11 An understanding of future employment demands is a key underpinning of the determination of what supply might be required. This understanding comes, in part, from employment projections. Research carried out for the Sector Skills Development Agency (SSDA) included Northern Ireland. This work<sup>4</sup> showed that:
- employment in manufacturing and construction was likely to decline in the period up to 2014, whilst business services, transport etc were likely to grow;
  - managerial, professional and technical, and personal services occupations were projected to expand; elementary occupations and skilled trades to decline; and
  - in general, high skill jobs will grow; low skill jobs will decline.
- 3.12 In order to combat some of the weaknesses in the local economy and labour market identified above, the Assembly has recently produced a draft Regional

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<sup>2</sup> See NI Annual Abstract of Statistics #23, NISRA ([www.nisra.gov.uk](http://www.nisra.gov.uk))

<sup>3</sup> Source: *Regional Trends op cit.* Data relate to Spring 2005.

<sup>4</sup> Published in Labour Market Bulletin #19, Chapter 11 [www.delni.gov.uk](http://www.delni.gov.uk)

Economic Strategy<sup>5</sup>. This is predicated on the two key aims of increasing employment and increasing the productivity of those in work. Many of the levers for this will be on the demand side, but the supply side can assist by a number of measures, including facilitating the transition of those entering the labour market or looking to shift within the labour market, e.g. through policies aimed at improving education and training and through appropriate information, advice and guidance.

3.13 The current economic and social climate and the emphasis on **Improving the Skills Levels of the Workforce** as set out in “Success Through Skills” highlights further the need for the provision of effective CEIAG.

### 3.14 Effective CEIAG provision will:

- motivate people of all ages to make informed and well thought through, decisions about their education, training and employment options;
- provide individuals with opportunities and experiences to develop essential employability skills in order to become active and effective employees capable of contributing to future economic prosperity;
- enhance the overall effectiveness of learning organisations and raise learners achievement by maximising an individual’s potential, promoting positive attitudes to learning, raising aspirations, increasing motivation, linking learning to the world of work and encouraging providers to support career planning;
- optimise learner retention rates in the longer term, by reducing drop out from, and course switching in, the education and training sector and increase participation in post - 16 learning and encourage continued participation in learning and training;
- support economic development, prosperity and competitiveness and contribute to lifelong learning;
- facilitate a better match between individual competences, skills and qualifications and those demanded by employers;
- yield a higher return for the investment in education and training systems; if individuals make decisions about what they are to learn in a well-informed manner, and linked to their interests, capabilities and aspirations, and if people find jobs which utilise their potential and meet their own goals, they are likely to be more motivated and therefore more productive in their work; and
- promote social inclusion, challenge stereotypes and promote equality of opportunity by raising the aspirations and self esteem of disadvantaged groups and supporting them in accessing opportunities that otherwise might be denied.

3.15 The outcomes of effective CEIAG support the Entitled 2 Succeed Programme, the Skills Strategy, the Regional Economic Development Strategy, the Welfare Reform and the Promoting Social Inclusion agenda.

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<sup>5</sup> Available from the DFP website at [www.dfpni.gov.uk](http://www.dfpni.gov.uk)



## 4. VISION

- 4.1 The overall aspiration is that young people and adults will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best.
- 4.2 The vision for the proposed strategy for CEIAG is that by 2015 school leavers and adults will:
- have developed the appropriate skills to become effective career decision makers;
  - have a clear understanding of the impact of their education, training and employment choices and will make career choices, which are informed and well thought through and are based on self awareness; understanding of the relevance of their education, skills and experience; and awareness of the opportunities and pathways available;
  - be lifelong learners and will be motivated to pursue continuous professional development to achieve their own potential, to become effective employees and to make a valuable contribution to the local economy;
  - have developed information handling skills and will be aware of career opportunities locally, nationally and internationally;
  - have developed the skills to plan their career, and to manage planned and unplanned career change;
  - have access to good quality careers education provision, up-to-date labour market information, and impartial careers information, advice and guidance, to assist them to make well informed career choices and to achieve their potential;
  - have access to modern, fit for purpose, facilities in schools, Further and Higher Education establishments and in main population centres, suitably resourced to provide access to relevant information, up-to-date assessment tools and professional, impartial guidance and support as required; and
  - have the use of technology to support access to relevant information, advice and guidance.

## 5. AIMS AND OBJECTIVES

5.1 The overall aim of the strategy is to develop effective career decision makers leading to increased 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 experiences to develop the essential employability and life skills in order to become effective citizens and employees;
- 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.

## 6. THE NEED FOR CHANGE

- 6.1 Careers education, information, advice and guidance is currently provided in a range of settings and through a range of providers including post-primary schools, the Careers Service, Student Support Services in FE Colleges and Universities, the Educational Guidance Service for Adults (EGSA) and other community and private sector based providers.
- 6.2 In addition, specific advice and guidance is provided by personal advisers in the Jobs and Benefits Offices to assist clients to address barriers to employment. EGSA is currently contracted by DEL to provide educational guidance services to introduce adults to learning and to provide services in relation to Essential Skills.
- 6.3 Careers information can also be accessed online via a number of websites and the DEL Careers Service website [www.careersserviceni.com](http://www.careersserviceni.com) is continually developing as a key local source of impartial careers information. In addition, careers information, advice and guidance can be accessed by telephone through the Learndirect Advice Service. The provision and maintenance of the course database used by Learndirect and EGSA is funded by DEL.

**Figure 1. Current Provision of Careers Education, Information, Advice and Guidance**



Further details of the current provision are set out in Appendix C.

- 6.4 While the current provision has strengths, especially the commitment of many staff, there are however, weaknesses which will need to be addressed if this strategy is to make a real difference.
- 6.5 The current careers advice and guidance provision is focused on helping people to make immediate decisions through face-to-face interviews, providing only short-term benefits for the individual. What is needed is a broader approach which encompasses the development of career self-management skills such as the ability to make and implement effective career decisions. In addition, there is limited awareness of CIAG services currently available to adults through the Careers Service, colleges, EGSA and Learndirect and as a result uptake of services by adults is relatively low.

- 6.6 There is no defined link or development between careers education in post-primary schools, work-based learning organisations, FE Colleges and Universities. This results in duplication of effort and limited progress in developing career decision making skills.
- 6.7 With the introduction of the Entitlement Framework in September 2007 and the increased subject choice, together with a choice of general and applied subjects and collaboration between schools and colleges, the decisions required by young people in year 10 will become more critical in relation to future career choice. The development of career decision making skills prior to age 13-14 will become more important.
- 6.8 Facilities in schools, JobCentres and Jobs and Benefits Offices are inadequate to meet the needs of young people and adults seeking careers, information, advice and guidance. In schools, facilities are variable and in some cases are available only at specified times while Jobs and Benefits Offices are not conducive to young people or adult callers seeking careers information, advice and guidance and do not allow for the development of effective careers resource facilities.
- 6.9 There are inconsistencies in the qualifications, training and competence of staff involved in the provision of CEIAG e.g. staff in some schools, colleges and training organisations hold professional guidance qualifications and attend training programmes on a regular basis to update their skills and knowledge, while others receive little or no training.
- 6.10 There is a very wide variation in the content, organisation and time allocation of careers education provision. In the majority of schools, colleges and training organisations inadequate time is allocated to careers education and personal career planning is underdeveloped. There are insufficient opportunities for pupils to engage effectively in order to enhance and develop their career planning skills and there is a lack of focus, in many schools on the development of employability skills.
- 6.11 The current education provision has insufficient emphasis on work-related/work-based learning and, therefore, important opportunities are missed which would increase young peoples' motivation, develop employability skills, give relevance to learning and help make informed decisions about future education, training or employment pathways.
- 6.12 Up-to-date, impartial labour market information is a crucial factor in the career decision making process in terms of understanding future trends, opportunities and skills, experience and qualification needs. While there is a vast amount of information available, particularly through the internet, it varies in quality, is difficult to navigate and is not in an easily accessible format. There is also little evidence that those making career decisions use this information.

## 7. THE PROPOSED STRATEGY

7.1 In order to enhance the career decision making skills of learners/clients, it is important to develop a careers education, information, advice and guidance system that helps young people and adults to develop career planning skills, provides accurate, impartial, relevant and readily available information to assist in the process and provides the appropriate level of advice and guidance as required.

### 7.2 KEY RECOMMENDATIONS

7.2.1 The proposed CEIAG Strategy addresses the issues raised in the Futuresearch action plan and makes the following key recommendations:

- CEIAG Guide for 4-19 to be available for all schools/FE Colleges and training organisations. At primary level this supports Personal Development and Mutual Understanding;
- additional resources and ring fenced funding are being sought to co-ordinate work-related learning activities;
- up-to-date Labour Market Information to be developed;
- a careers information hub to be developed;
- current DEL contracts in relation to adult careers and educational guidance provision to be reviewed and refocused;
- a robust quality assurance process incorporating self-evaluation and the use of CEIAG quality indicators to be introduced, ensuring provision is fit for purpose;
- the **matrix**<sup>6</sup> Standard to be implemented in the Careers Service, training organisations delivering Training for Success provision, FE Colleges and all other organisations funded by DEL to deliver careers information, advice and/or guidance services;
- an evidence-based approach to the delivery of CEIAG including the monitoring and evaluation of the impact of the CEIAG proposals to be introduced;
- a qualifications framework to be developed for all staff involved in CEIAG;
- continuous professional development to be introduced for all staff involved in CEIAG;
- the provision of work-based learning opportunities for staff involved in careers provision to be reviewed;
- additional Careers Advisers to be recruited to assist learners at Key Stage 3; and

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<sup>6</sup> The **matrix** Standard is the national quality standard for any organisation that delivers information, advice and/or guidance on learning and work.

- Careers Resource Centres, based on the model developed by Professor J Sampson et al – Florida State University, to be developed including flagship resource centres in a small number of key towns and in the wider community through the Extended School provision.

### 7.3 DETAILS OF PROPOSALS

- 7.3.1 The aim of the proposed CEIAG Strategy is to **develop effective career decision makers**. In order to support this aim, a DE working group comprising representatives from, DE, DEL, Department of Enterprise, Trade and Investment (DETI), ETI, Council for the Curriculum Examinations and Assessment (CCEA), Invest NI, Education and Library Boards, FE Colleges and schools was established and a *CEIAG Guide to Developing Effective Career Decision Makers* (CEIAG Guide)<sup>7</sup> has been developed to improve the quality of career learning opportunities and to encourage greater cohesion in the provision of CEIAG across Schools, FE Colleges and training organisations.
- 7.3.2 Specifically, the CEIAG Guide has been designed to:
- provide a clear rationale and frame of reference that will help managers and practitioners in schools, FE Colleges, training organisations, Education Authorities and the Careers Service to review and enhance existing CEIAG provision;
  - define the aims and key features of a CEIAG programme;
  - provide a CEIAG Map which sets out the expected learning intentions and potential learning opportunities for young people from age 4 to 19 and to identify progression in learning that is clear to learners, parents and guardians and those responsible for delivery;
  - define the elements necessary for delivery of the CEIAG Map; and
  - outline how the CEIAG Map can be used in different learning organisations.
- 7.3.3 The CEIAG Guide will provide direction on the following key elements of the CEIAG learning offer:
- *Careers Education* - taught timetabled careers education provision which includes meaningful opportunities for progressive personal career planning;
  - *Careers Information* - access to up-to-date careers information;
  - *Careers Advice and Guidance* - planned opportunities to individual and impartial careers advice and guidance;
  - *Work-Related Learning* - opportunities for planned and relevant work-related learning experiences including; work experience, work shadowing,

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<sup>7</sup> Preparing for Success – A Guide to Developing Effective Career Decision Makers, will be published by DE following the CEIAG strategy Consultation.

work-based assignments, industrial visits, mock interviews, industry days and enterprising activities. Further details of this key element are provided in Appendix D.

- *Development of Employability Skills* - realistic and meaningful cross curricular opportunities for development of employability skills. This will include opportunities to develop the following skills; communication, numeracy, ICT, working with others, problem solving, decision making, self-management and managing information. In addition, learners should be provided with opportunities to develop key aptitudes and dispositions including personal responsibility, curiosity, concern for others, community spirit, self-belief, flexibility, tolerance, commitment, respect and integrity. Further details of this key element are provided in Appendix D.

7.3.4 The following paragraphs detail the proposals in relation to the key elements of the proposed **Careers Education, Information, Advice and Guidance (CEIAG) Strategy**.

## 7.4 CAREERS EDUCATION

7.4.1 Effective careers education underpins the CEIAG Strategy and the first step must be to strengthen and develop careers education including the essential elements of career planning, careers information, work-related learning (see Appendix D) and employability skills (see Appendix D). It is essential that schools, colleges and training organisations develop and implement effective careers education programmes which enable young people and adults to develop the knowledge, understanding and skills to make informed choices, plan the transition to learning or work, manage their career development and become lifelong learners.

7.4.2 There are some examples of good practice such as the Careers Education, Information, Advice and Guidance in Further Education project (September 2006), carried out by the FE Colleges under the guidance of the Leaving and Skills Development Agency Northern Ireland (LSDA NI), which provides guidance for the development of a Careers Education Programme for use in all six colleges. However, there are considerable variations in provision across schools, colleges and training organisations and, as a result, it is difficult to develop a progressive programme that accommodates learners moving from one type of provision to another. This includes difficulties faced by universities in addressing the CEIAG needs of students who have very varied experience of careers education.

7.4.3 Evidence from ETI reports<sup>8</sup> reinforces the importance of developing an effective CEIAG Framework in schools, colleges and training organisations. The lack of any clear guidance on what young people and adults can expect in relation to CEIAG was also identified as an issue by stakeholder groups. The CEIAG Guide developed by the DE working group and described above

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<sup>8</sup> The Chief Inspector's Report 2004 - 06



provides direction on all the key elements of CEIAG and in particular addresses the gaps in careers education. The CEIAG Guide offers recommended "Learning Intentions" based on the aims established from the decision learning, opportunity awareness, transition learning and self-awareness (DOTS) model, developed by Bill Law and Tony Watts. These learning intentions, linked to the three aims of CEIAG, will help the learners to:

#### *Self Awareness and Development*

- identify an awareness of their skills, qualities, interests, values, aptitudes and achievements, based on their experiences, potential and future career aspirations; and
- recognise and explore their changing attitudes to, and interest in, the world of work, training and education.

#### *Career Exploration*

- identify, investigate and explore the extent and diversity of local, national and international opportunities available in education, training and work;
- use their work-related learning experiences to extend their understanding of the world of work and recognise the skills, qualities and competences needed for the workplace;
- understand the changing demands of working life and responsibilities within the working environment; and
- obtain, evaluate and use effectively careers information, gathered from a wide range of sources, which is relevant to their personal career preferences, aspirations and achievement.

#### *Career Management*

- review progress against identified targets and record achievements;
- develop career plans which take account of self awareness, development, achievement and experience and knowledge of career exploration opportunities;
- develop decision making strategies in order to make and implement career choices, which are informed and well thought through;
- successfully engage with transition and change; and
- develop their self-presentation skills.

7.4.4 The CEIAG Guide "*Preparing for Success – A Guide to Developing Effective Career Decision Makers*" will be published by DE following the CEIAG Strategy consultation and will be issued to schools, colleges and training organisations.

## **7.5 CAREERS INFORMATION**

- 7.5.1 The second key element of the strategy is the provision of relevant, up-to-date and impartial, careers information. Access to such information is an essential element in supporting young people and adults making informed and sustainable career decisions.
- 7.5.2 The integral elements of careers information include the provision of labour market information relating to current and future trends; occupational information including career prospects and aptitude, skills and qualification requirements; information on further and higher education including courses available and how to apply; information on training programmes; and information on job search activities such as preparing a Curriculum Vitae (CV), completing a job application and preparing for interview and, information on how to make career choices. Participation in work-related learning activities also provides an opportunity to develop knowledge of the work place and gather relevant information on employment options; skills, attributes and qualifications required; and potential career opportunities.
- 7.5.3 At present careers information is available from a range of sources but unfortunately it is not always consistent, accurate or up-to-date, and the proliferation of information can make it difficult to identify relevant content.

### ***Labour Market Information***

- 7.5.4 A key element of careers information is the provision of accurate and user-friendly labour market information. One of the key themes of “Success Through Skills” is understanding the demand for skills and this has given rise to the Labour Market Information (LMI) project.
- 7.5.5 The purpose of the LMI project is to improve the quality of the information on the current labour market. This information is used by DEL and others to formulate policy in regard to current and future skills levels and employment opportunities. The information should also be available to the individual job seeker who needs information on job vacancies in their local area. Many organisations collect information on the labour market e.g. Sector Skills Councils (SSCs), DETI, and so it is important that these sources are compatible and accurate. There are also many examples of best practice in producing and disseminating labour market information around the world and part of this project was to benchmark the Northern Ireland system with the best practice examples from elsewhere.
- 7.5.6 The research phase of the project involved the engagement of the National Centre for Education on the Economy (NCEE) based in Washington DC to look across the developed world for best practice examples of LMI and to benchmark Northern Ireland against them. NCEE were also charged with indicating how the local LMI system could be improved using the knowledge

from other countries. A study visit to North Carolina was also undertaken to see first hand how one of the most highly accredited LMI systems in the USA functions. The information found in both these exercises was used to shape the proposed LMI system.

7.5.7 The review concluded that a wide range of information was available in Northern Ireland and there is evidence of extensive good practice, especially on the use of LMI in shaping policy and service delivery. However, the authors of the review concluded that more could be done to improve the use of LMI to influence the career choices of both young people and adults. To this end the project sets out a vision of a LMI system which is world class in relation to both data availability and how these data are used in an integrated way to meet customer needs. The report's recommendations include:

- working within Northern Ireland and with colleagues in other jurisdictions to improve the use of data derived from existing administrative sources;
- developing longitudinal cohort studies of Further Education and Higher Education participants, and young people in general, to track individuals' education, training and labour market experiences more effectively;
- meeting customer needs by deploying LMI in a more consistent, informative and joined up way; this would include, for example, the provision of local information to Workforce Development Forums and appropriate information to Sector Skills Councils (SSCs);
- ensuring that the Careers and Employment Services' LMI needs are well articulated and that there is a clear understanding of how this information can be best presented to impact positively on their clients' education, training and labour market choices, and ensure that information is presented accordingly; consider the appointment of Careers Service and Employment Service "LMI Champions" to help articulate and communicate their respective LMI needs; and
- examining the opportunities for integrating different departmental databases and systems to provide a comprehensive and linked information source.

7.5.8 Once the LMI project has been developed it will be essential to ensure that relevant information is easily accessible to all involved in the delivery of CEIAG and to young people and adults seeking careers information. It is also important to ensure that information is presented in such a way that maximises learning for individuals with diverse capabilities.

## **Careers Website**

7.5.9 The Careers Service website was launched in 2004 and is gradually developing as a significant and sound source of careers information. It is proposed, therefore, that this should become the central hub for careers information. The next phase of development of the website will concentrate on the provision of LMI and the development of the site as a primary source of accurate up-to-date labour market information. This will include collaboration with, schools, colleges, Education and Library Boards and Universities, to ensure the provision of consistent and relevant careers information.

## **7.6 CAREERS ADVICE AND GUIDANCE**

7.6.1 Careers Advice and Guidance is the provision of impartial, learner/client-centred, advice and guidance, to assist people make career decisions and choices, which are informed and well thought through. It enables people to apply their knowledge, understanding, skills and experiences to manage their career and make informed decisions about their education, training or employment. Advice and guidance can take a number of forms including:

- providing information and taking account of personal circumstances;
- helping learners/clients to use decision making tools;
- helping learners/clients to identify needs;
- exploring options;
- assessing skills, abilities, interests and values; and
- providing psychometric and other forms of assessment.

7.6.2 An important feature of effective careers advice and guidance is that it should be learner/client-centred and impartial. In developing proposals for impartial, all-age careers advice and guidance services, a specific focus has been given to young people and adults vulnerable to social exclusion.

7.6.3 It is recognised that careers advice and guidance can come from many sources including subject teachers, careers teachers, vocational tutors and trainers, employers, SSCs as well as dedicated Careers Advisers in colleges, universities and DEL. As indicated in Appendix C, careers advice and guidance is delivered in a number of settings. In developing this strategy, a consistent approach is of crucial importance.

### ***Provision of Careers Advice and Guidance for Young People***

7.6.4 The OECD Career Guidance Policy Review (2002) identified three models of careers guidance provision in schools and this could be applied equally to

FE Colleges and training organisations. These are:

- a) the school-based model in which CEIAG is provided by specialists from within schools;
- b) the external model in which CEIAG is provided solely by an external agency; and
- c) the partnership model where schools take responsibility for careers education and an external agency takes responsibility for providing impartial careers advice and guidance and for developing and maintaining links with the business sector.

- 7.6.5 The partnership model is currently the preferred option in schools and it is proposed that this model should be extended to include young people in colleges and training organisations. Whilst the school, college or training organisation has responsibility for the overall CEIAG provision within their organisation, an external agency, in conjunction with other key partners should be engaged to provide impartial careers advice and guidance.
- 7.6.6 Research shows that the provision of information, advice and guidance can only reach a high level of quality if the service provided is impartial, in order to remove bias from delivery and provide information on the full variety of opportunities available to the client. A criticism of a solely school-based model of provision is that in some cases there may be a lack of impartiality, with some schools showing a tendency to promote their own provision rather than college or work-based routes. One of the key objectives of this CEIAG Strategy is to develop effective career decision makers and impartiality of advice and guidance is a vital element in the achievement of this objective.
- 7.6.7 The CEIAG Guide will provide a framework for the learning intentions required for various age groups up to age 19. It will be the responsibility of schools, colleges and training organisations to develop and implement appropriate CEIAG provision and this will be monitored by DEL and DE with support from ETI as appropriate. Delivery of effective CEIAG provision will involve input from a number of participants including, careers teachers, subject teachers, lecturers, tutors and Careers Advisers, employers and sector skills councils. It will be important to ensure that the appropriate level of support is provided and that staff providing advice and guidance are appropriately trained. This will be addressed in more detail later in the proposals.

### **Careers Service**

- 7.6.8 The Careers Service is available to provide professional advice and guidance as required. In developing the CEIAG provision, schools, colleges

and training organisations should develop partnership agreements with the Careers Service to ensure that the appropriate level of external support is built into the programme to provide the most effective support for young people. This may include, introductory class talks on the support provided by the Careers Service; innovative presentations on career decision making; advice sessions for groups of learners; one to one guidance interviews; psychometric and other forms of assessment; provision of labour market information; and attendance at parents evenings and careers events.

- 7.6.9 Particular attention will be paid to key transition points. For young people in school these key points are, year 10 subject choice; year 12 education, training and employment decisions; year 13 and 14 higher and further education choices, training and employment choices. For those attending FE Colleges and training programmes, attention will also be paid to providing appropriate advice and guidance to support decisions in relation to progression in education, training or employment. The development of effective partnership agreements will be key to effective support and will inform the resource requirements of each of the providers involved. Using the CEIAG Guide as a framework for the development of the CEIAG programme, the partnership agreement should focus on how the various participants will work together to support young people in developing their career plans and career decision making skills. Partnership agreements will be reviewed annually at senior level. Partnership agreements will differ from the current Service Level Agreements in that they will focus on the joint support provided to the young person rather than the support provided to the organisation.

### ***Provision of Careers Advice and Guidance for Adults***

- 7.6.10 While the underpinning CEIAG provided up to age 19 aims to provide a strong foundation for future career decision making, the story does not end here. Increasingly, adults face key decision points throughout their working lives, through unemployment, redundancy, career development opportunities and career change opportunities. Seventy percent (70%) of those who will be in the workforce in 2020 are already in employment.
- 7.6.11 Impartial careers advice and guidance has an important role to play in supporting adults to make effective career decisions which, in turn, will support the achievement of these targets.
- 7.6.12 The careers advice and guidance services available for young people are equally valid for adults. These include:
- providing information and taking account of personal circumstances;
  - helping clients to use decision making tools;
  - helping clients identify needs;

- exploring options;
- assessing skills, abilities, interests and values; and
- providing psychometric and other forms of assessment.

7.6.13 These services are currently available through the Careers Service and other providers but, because of limited resources, are not promoted actively. There is also a lack of clarity about the services offered by the Careers Service and other providers. It is proposed to review and refocus current DEL contracts in relation to adult careers and educational guidance provision to address the potential for overlap of service delivery and to ensure that appropriate support is provided to address the targets which will be set out in DEL's response to the Leitch Report.

7.6.14 In addition, it is proposed that the provision for the Careers Service will be enhanced to meet better the needs of the adult clients by developing stand alone Careers Resource Centres which will provide easy access to careers information, advice and guidance. This provision will be based on a model developed by Professor J Sampson et al – Florida State University which operates effectively in Scotland, Coventry, Finland and a number of States in America. The approach aims to develop career decision making skills and to provide the right resource, used by the right person and with the right level of support. The model is based on the concept of delivering differentiated levels of service congruent with the readiness of clients to make career decisions. Services are delivered at three different levels; self-help, brief staff-assisted, and, individual case-managed services. Staff are available to assist at the different levels as required. Following an initial assessment of a client's readiness for decision making and diagnosis of specific needs, they are guided to one of the following services:

- **Self-help** services involve self-guided use of self-assessment, information, instructional materials and media in a careers resource room or on an Internet Web site, where resources have been designed for independent use by clients with a *high* readiness for career decision making. Signage in the Resource Centre, resource guides, internet website, and the availability of support from a Careers Adviser or Careers Support Staff member when needed, are essential elements of good self-help services.
- **Brief staff-assisted** services involve Careers Adviser guided use of assessment, information, instructional materials and media for clients with *moderate* readiness for career decision making. Screening, orientation, and follow-up to the use of careers resources are provided by a Careers Adviser. An individual learning plan is used to provide clients with assistance in sequencing career resources and services to meet identified goals. The use of an individual learning plan distinguishes brief staff-assisted and individual case-managed services from self-help

services. Successful use of the individual learning plan is dependent on the skill of the Careers Adviser in diagnosing need and recommending appropriate resources, as well as using effective helping and communication skills that create a supportive environment. This service is for clients who would have difficulty effectively using resources without assistance. As with individuals receiving self-help services, the opportunity to receive immediate assistance as opposed to waiting for a subsequent scheduled individual interview, results in more timely services and greater client satisfaction.

- **Individual case-managed** services involve Careers Adviser guided use of assessment, information, instructional materials and media for clients with *low* readiness for career decision making. Counselling is a key element of individual case-managed services. An individual learning plan is also an important part of individual case-managed services. Given the low readiness of clients who receive individualised services, the entire individual learning plan is not completed at one time, rather resources and activities are added over time to avoid overwhelming the client. In individual case-managed services, the Careers Adviser provides more proactive support to the client in comparison with brief staff-assisted services.
  - Examples of these types of clients would be young people at risk of social exclusion, long term unemployed adults, individuals with learning difficulties and people with health and mental health problems that make learning very difficult. Without substantial assistance over several sessions, these people would be unlikely to make informed career choices, which are well thought through. They are also unlikely to be in a position to learn the career decision making skills needed for future choices. A traditional single guidance interview is unlikely to provide the extent of help needed by these individuals.
  - Provision of this level of assistance is only possible because individuals with high or moderate readiness for career choice are provided only with the amount of brief assistance needed to meet their needs.

7.6.15 This approach provides a basis for organising the use of careers resources and services, tools to monitor progress in career choice, and guidance in decision making. It also helps to develop effective career decision makers and makes effective use of resources.

7.6.16 This model is currently piloted in Belfast, Ballymena and the North West and following evaluation it is proposed to roll this model out to other areas.

7.6.17 The pilot is based initially on adult provision but it is intended that the Resource Centres will offer all-age provision. The differentiated approach described above will also be reflected in the development of the Careers



Service website. Further detail on the Resource Centre concept will be provided in the section about accommodation.

- 7.6.18 Following the review of contracts and the establishment of Careers Resource Centres, extensive stakeholder marketing and an advertising campaign will be developed to raise awareness of the free careers advice and guidance services available to all adults, regardless of age, employment status or qualifications.

### ***Provision of Careers Information, Advice and Guidance Services for Young People and Adults Vulnerable to Social Exclusion***

- 7.6.19 DEL and DE are committed to the provision of impartial CEIAG for all young people and adults. In addition, special attention will be given to those vulnerable to social exclusion. Both Departments are actively engaged in the implementation of the Anti-Poverty Strategy and the Transitions Strategy.
- 7.6.20 It is recognised that clients who are vulnerable to social exclusion have high priority careers guidance needs. Access to Careers Information, Advice and Guidance Services for these clients is paramount and it is recognised that specialist skills are required for this area of work. A cohort of 14 Careers Advisers has been dedicated to this area of work, in line with DEL's commitments to the report of the Inter-departmental Working Group on Transitions (DEL, DE and the Department of Health and Social Services and Public Safety (DHSSPS)). The Careers Advisers will work closely with the Education Transition Co-ordinators appointed recently by the Education and Library Boards.
- 7.6.21 Feedback from stakeholders and Careers Advisers has indicated that this approach is favourable with this client group. While there is compliance with the relevant legislation, the advantages of this approach are that:
- training, development and resources for identified Careers Advisers with specialist expertise can be focussed; and
  - identified Careers Advisers can provide the intensive intervention and support required by this client group.
- 7.6.22 The role of these Careers Advisers is to build, maintain and sustain an effective guidance relationship which values and respects the client, where each client is encouraged and supported with careers information, advice and guidance to enable them to achieve their potential within education, training and employment. These specialist Careers Advisers now work with two specific Target Groups, A and B.

#### **Target Group A includes all clients with:**

- Physical Disabilities;

- Learning Disabilities;
- Mental Health Difficulties;
- Medical Conditions;
- Sensory Disabilities;
- Emotional and Behavioural Disorders.

**Target Group B includes:**

- Low academic achievers;
- Clients who are known to Social Services;
- Clients who have been referred to Educational Welfare Service;
- Clients on Link Programmes/Alternative Education Programmes;
- A family background of long term unemployment;
- Clients with motivational difficulties;
- Clients with a history of anti-social activities;
- Clients in residential/family care.

7.6.23 In addition to working with individual clients in target groups A and B, advisers also work to develop partnerships with relevant voluntary, community and statutory bodies. It is proposed to continue to develop this collaborative delivery model as part of the Careers Service Social Inclusion Policy. This is consistent with the strategic direction of the Skills Strategy, the Welfare Reform Agenda and the Anti-Poverty Strategy and fits with relevant legislation, such as the Disability Discrimination Act and Equal Opportunities Legislation.

## **7.7 QUALITY ASSURANCE**

7.7.1 Both DE and DEL are committed to raising the standards and improving the quality of provision in all settings - schools, further education and in training organisations. It is essential that a high quality and robust quality assurance process incorporating self-evaluation and the use of CEIAG quality indicators is introduced, to ensure that provision is fit for purpose.

7.7.2 Quality Assurance indicators for CEIAG have been developed by ETI, in collaboration with schools, FE Colleges, training organisations and other agencies including the Education and Library Boards, LSDA NI and CCEA. The publication, which will be issued together with *“Preparing for Success – A Guide to Developing Effective Career Decision Makers”*, provides a structured and coherent framework to allow learning organisations to evaluate their CEIAG provision.

7.7.3 The publication provides quality indicators, which will allow organisations to evaluate the overall quality of their CEIAG, provision under three main headings:

- Achievements and Standards;
- Quality of Provision for Career Learning; and
- Leadership and Management.

7.7.4 Quality indicators are identified for each of the main components of CEIAG programme:

- Careers Education;
- Careers Advice and Guidance;
- Careers Information;
- Work-Related Learning; and
- Development of Employability Skills.

7.7.5 The publication will allow organisations to engage in the process of self-evaluation to identify the strengths and areas for improvement in their current practice and provision and, where necessary, effect improvement. These indicators reflect good practice and support the implementation of *“Preparing for Success – A Guide to Developing Effective Career Decision Makers.”*

7.7.6 In addition, the Department for Innovation, Universities and Skills’ (DIUS) **matrix** Standard provides a unique quality framework for the effective delivery of information, advice and guidance on learning and work. **matrix** is a nationally recognised quality mark which has been constructed to be relevant in any setting where information, advice and guidance is given to support individuals in their learning and work.

7.7.7 The **matrix** Standard is made up of eight elements. Four of these cover the delivery of the information, advice and guidance and four relate to the management of the service:

#### Delivery

1. people are made aware of the service and how to engage with it;
2. people’s use of the service is defined and understood;
3. people are provided with access to information and support in using it; and
4. people are supported in exploring options and making choices.

## Management

5. service delivery is planned and maintained;
6. staff competence and support they are given are sufficient to deliver the service;
7. feedback on the quality of the service is obtained; and
8. continuous quality improvement is ensured through monitoring, evaluation and action.

- 7.7.8 DEL recognises the **matrix** Standard as a valuable continuous development tool and an extremely useful measure of quality. The standard has been achieved by the University Careers Services, EGSA and by the Careers Service, Richmond Chambers Office. The Careers Service will apply the **matrix** Standard across the organisation after the Careers Resource Centres are established. In addition, the achievement of the **matrix** Standard will be made mandatory for training organisations delivering Training for Success provision, for Further Education Careers Services and all other organisations funded by the Department to deliver careers information, advice and/or guidance services.

## 7.8 EVIDENCE-BASED APPROACH

- 7.8.1 The proposed strategy aims to support better-informed decision making, leading to more effective career planning and increased participation in education, training and employment. It will be important to monitor and evaluate the impact of the CEIAG proposals to provide evidence for the future development of services. OECD recognises that careers guidance has a strong research tradition, but this has focused upon theories, tools and methodologies and has less frequently been of direct policy relevance. The focus on outcomes and costs has been relatively weak. This view has been reinforced as, with limited success, baseline costs and outcomes in relation to provision, clients and services have been identified in preparation for this document.
- 7.8.2 In reviewing the impact of this strategy and building for the future there is a need to develop better baseline information and to maximise collaboration between DEL, DE, ETI, Universities, Schools, Colleges and training organisations to collate and analyse relevant data. Information is currently collected on an annual basis detailing school leavers and their destinations and DEL Careers Advisers are set a target to re-engage 30% of those in the current year's leaver group who are recorded as disengaged on 1 November i.e. not in education, training or employment (NEET). While this is a useful target, the progress of all young people under 19 years old who are not in education, training or employment needs to be identified, tracked and drop out rates of training programmes and higher and further education programmes monitored. While not a specific measure, these figures will

help to provide one indicator of the impact of the CEIAG Strategy.

- 7.8.3 Further work is required to identify the full range of key measures and indicators but both DEL and DE are committed to an evidence-based approach as well as working together and collaborating with the CEIAG community, including ETI, to ensure the collection and analysis of relevant, high quality data to measure the on-going impact of the proposed strategy.
- 7.8.4 The collection of administrative data, for example on clients or on services provided, is equally important. Again a collaborative approach is required to ensure relevance and integrity of data. Research is needed to identify the different kinds of clients and the range of administrative data required. This will include:
- the total numbers who receive careers education, information, advice and guidance and their characteristics - age, gender, race, community background etc;
  - the types of services received by different groups;
  - client satisfaction rates and variations by client group;
  - the distribution for demands of services over time (hours of the day, days of the week, times of the year);
  - the overall costs of services and how these costs are shared between different parties; and
  - the relative costs of different types of services.
- 7.8.5 In developing this evidence-based approach, it will be important to engage with the CEIAG community to understand the nature of the client base and the type of services provided and also to share best practice. It will also be important to engage with stakeholders to ensure that services meet their needs. In addition to DEL and DE, there are a number of organisations involved in the area of careers, education information advice and guidance including ETI, Northern Ireland Schools and Colleges Careers Advisory Services (NISCA), EGSA, FE Careers Advisers Forum and the Careers Service at University of Ulster (UU) and Queens University Belfast (QUB). In order to ensure a consistent approach to the implementation and further development of the strategy, it is proposed that a forum of delivery partners should be established and that they should consult with stakeholders as appropriate.
- 7.8.6 In line with current government recommendations, both DEL and DE are concerned with delivering improved resources and services that are fully accountable and provide value for money. Given this, it is clearly important to produce tailor-made approaches to enhanced evidence-based practice including robust performance and impact-related data. This will necessitate more detailed recording of client use of services and recording and tracking of the career destination of young people and adults. This information will inform the monitoring and further development of the proposed approach to CEIAG and to the evaluation of the aim of creating effective career decision makers.

## 7.9 ACCOMMODATION/TECHNOLOGY

- 7.9.1 The focus of this strategy is to ensure that all young people and adults have access to good quality, comprehensive, up-to-date, careers education, information, advice and guidance in modern, well-equipped and appropriately staffed accommodation.
- 7.9.2 The careers facilities within the universities cater for a very specific client group, offer a comprehensive service and are all currently accredited with the **matrix** Standard. They provide physical facilities on site and virtual resources through their respective websites. The strategy does not propose any changes to the current university provision. Through improved communication within the CEIAG community we aim to ensure that best practice will be shared and a cohesive CEIAG sector created.
- 7.9.3 CEIAG facilities in schools, colleges and training providers' premises are of varied standards and in many instances access is limited. In the CEIAG Survey in Post-Primary Schools, 2006, ETI reports, *"In the majority of schools, the quality of accommodation and resources is satisfactory or better with a minority providing accommodation and resources of a high standard. While pupils are encouraged to use these resources, in a significant minority of schools the pupils' access to the careers resources is poor"*.
- 7.9.4 The location of DEL Careers Service facilities in Jobs and Benefits Offices does not provide a conducive environment for young people and adults seeking careers information, advice and guidance. While there is no specific data available, Careers Advisers report consistently that there has been a reduction in numbers since they moved from JobCentres to Jobs and Benefits Offices. Accommodation in Jobs and Benefits Offices is limited, consultation takes place in booths and there are limited facilities to display careers information materials.
- 7.9.5 CEIAG services will be improved by developing the Careers Resource Centre Model described in the "Provision of Careers Advice and Guidance for Adults" above. The model promotes the availability of a range of services on the basis of self-help, brief staff-assisted, or case-managed as appropriate for the individual client. It is important that the Careers Resource Centres are highly visible and located in areas that are likely to attract high caller traffic. Clients, particularly in the self-help and brief staff-assisted categories will require access to relevant internet sites, computer packages and a wide range of up-to-date careers information. Trained staff will be required at all levels to accurately assess client needs and provide appropriate assistance. Professionally trained Careers Advisers will be on hand to provide advice and guidance, particularly for clients in the case-managed category. In addition to computer/internet facilities and an information library, private interview facilities will be available for individual and group consultations.
- 7.9.6 A small number of flagship Careers Resource Centres will be developed

which will replace the existing Careers Service provision in JobCentres, Jobs and Benefits Offices and Careers Offices. The initial focus will be on adult clients and as a result, Resource Centres will be located in town/city centres, although the facility will be open to clients of all ages. It is difficult to estimate the appropriate number of Careers Resource Centres, to ensure reasonable access, economic provision and efficient use of staff resources. The current pilot in Belfast, Ballymena and the North West will help to inform this picture but the initial proposal is to locate one Careers Resource Centre in each of the new Council areas.

- 7.9.7 To support the implementation of the CEIAG Guide and to extend access to Careers Information, Advice and Guidance Services beyond the proposed flagship Careers Resource Centres, consideration is being given to include Careers Information, Advice and Guidance Services in Extended Schools. While there is no single model of an Extended School, DE in the document *"Extended Schools – schools, families, communities working together"*, identifies the following shared understanding of what "Extended" means.

*"An Extended School is therefore a school which:*

- views working with its pupils, families and community as an essential element in raising the standard of pupils' achievement;*
- builds partnerships with neighbouring schools, the further education sector and other statutory, voluntary, business and community organisations to develop and deliver better services for the community as a whole and for children and young people and their families in particular;*
- helps to strengthen families and communities through providing opportunities for lifelong learning and personal development; and*
- uses its accommodation flexibly and outside of school hours for the good of learners and the community."*

The document continues,

*"In the case of Extended Schools, Government wishes to see the establishment of the school as a hub of its local community and it being an organisation which engages positively and actively with neighbouring schools and statutory and voluntary and community sector organisations operating in the local community - all efforts concentrated on meeting the needs of the pupils in school and the wider community."*

- 7.9.8 In line with this concept, expressions of interest will be sought from cluster groups of post-primary schools, located in close geographic proximity and collaborating in relation to the provision of the Entitled 2 Succeed programme, to participate in a pilot of the Careers Resource Centre Model in an Extended School setting. The aim would be to provide access to high quality, up-to-date, impartial careers advice and guidance for young people and adults in the community.

- 7.9.9 Careers provision in the FE sector has been developing under the guidance of LSDA (NI) and the Association of Northern Ireland Colleges (ANIC) and

the merger of the colleges in August 2007, to form six new colleges presents an opportunity to further develop the provision. The FE Colleges will be included in the evaluation of the Careers Resource Centre pilots and the potential for further development in the FE sector will be examined. In addition, collaboration within the CEIAG community will be strengthened with the development of a CEIAG network. Further details are provided in the section "Co-ordinated evidence-based approach".

## **7.10 PROFESSIONALLY TRAINED STAFF AND STAFF DEVELOPMENT.**

- 7.10.1 It is generally accepted that sound careers education, information, advice and guidance makes an impact on individual ability to become an effective career decision maker. It is important therefore that those involved in the provision of this service have the appropriate training, skills and experience to deliver the relevant parts of the CEIAG learning offer. It is also essential that their knowledge and skills are continually updated to ensure relevance of the careers education, information, advice and guidance provided.
- 7.10.2 In the CEIAG Survey in Post-Primary Schools, 2006, ETI reports that the level of training and experience of staff involved in the delivery of CEIAG programmes in schools is varied. *"In the majority of the schools the careers co-ordinators have specialist qualifications in careers education. In a significant minority of schools visited, however, teachers delivering the CEIAG programme lack appropriate professional development; their knowledge and understanding of CEIAG is limited. Furthermore, only a few teachers have undertaken any training or hold an appropriate qualification in careers guidance due to the lack of professional development opportunities in this area."*
- 7.10.3 A suite of CEIAG programmes for careers teachers in schools has been developed, in conjunction with the Education and Library Boards. These programmes are validated by the UU and QUB and provide various professional development routes. Online modules have also been developed in careers advice and guidance and these have been successfully completed by some CEIAG Officers in FE Colleges. Furthermore, there are initial teacher training courses which provide students with opportunities to gain experience in the delivery of careers education through the Employability Strand of Learning for Life and Work Area of the Curriculum. This includes opportunities to experience the world of work and engage in work-related learning activities.
- 7.10.4 In FE Colleges, the qualifications, skills, experience and on-going training of staff involved in the provision of CEIAG varies across the colleges. With the development of the six area-based colleges in August 2007, there is an opportunity to review this position and to strengthen the provision.
- 7.10.5 The universities employ professionally qualified careers guidance staff.



- 7.10.6 All Careers Advisers employed by DEL's Careers Service are required to obtain the Post-Graduate Diploma in Careers Guidance Parts 1 and 2 or the Qualification in Careers Guidance (QCG) together with the NVQ 4 in Advice and Guidance. The Careers Service works in partnership with the UU to deliver and support the Post-Graduate Diploma in Careers Guidance. In addition, the MSc in Careers Guidance was developed by UU and introduced in September 2005 and 3 members of staff have completed this programme and a further 2 are currently enrolled. This will help to build a valuable research base for both DEL and DE.
- 7.10.7 There are a number of membership organisations which support continuous professional development including, the Institute of Career Guidance (ICG), the Association of Graduate Careers Advisory Services (AGCAS), the National Association of Educational Guidance for Adults (NAEGA) and NISCA. Membership of a professional body is encouraged by some of the organisations involved in the delivery of careers guidance services but is not a requirement.
- 7.10.8 Lifelong Learning UK (LLUK), the Sector Skills Council for the lifelong learning sector, is currently considering practical options for the future inclusion of career guidance specialist employers within its footprint. LLUK covers those employers whose primary business is the delivery of support of learning for adults and young people outside schools (post-16). These include employers in further education, higher education, libraries, community learning and development and work-based learning and private training providers, many of which employ careers guidance practitioners. Although there are no proposals to include the schools sector, the inclusion of careers guidance specialist employers within the LLUK footprint could have added benefits for CEIAG staff in schools. Stakeholders have identified development of a qualifications frameworks and quality assurance standards as two of the key benefits of including careers guidance specialists in the LLUK footprint.
- 7.10.9 It is proposed that there should be core initial training or a benchmark for all practitioners and this could then be built upon to develop expertise in specialist areas. The process would support progression within a learning framework and within the profession, providing transparency for employers and practitioners. The framework could be used to ensure that all providing IAG have a core set of skills. There may also be potential to link this with initial teacher training. Consistency of approach, particularly with regard to client experience has also been raised as an issue. The development of a set of competences, delivered through a clear qualification framework and assured by a core standard, would address this issue.
- 7.10.10 It is important that all stakeholders work in a coherent fashion in order to develop appropriate and complimentary strands of initial and continuing professional development.

- 7.10.11 In addition to holding appropriate qualifications, it is important to ensure that staff have up-to-date knowledge and are able to provide accurate up-to-date careers information. DEL and DE recognise that Careers Advisers and careers staff in schools and colleges must have time and opportunity to regularly update and improve their occupational knowledge and labour market intelligence. Careers Advisers are currently required to do this through employer visits, job studies and attendance at various occupational information seminars.
- 7.10.12 Employer visits and job studies play a valuable part in helping Careers Advisers develop an up-to-date understanding of the modern work place which helps to ensure that they are able to provide relevant information. Likewise the Lecturers into Industry Scheme facilitated by LSDA NI and the Teacher Placements into Industry Scheme currently facilitated by the Education and Library Boards provides lecturers and teachers with up-to-date experience and information which they can share with their students. There is no specific provision for training organisations. The opportunity for industry experience is particularly valuable for staff involved in providing a careers service. A more co-ordinated approach to this important issue is currently being examined in order to maximise the benefits for individual participants, for students and clients and ultimately for industry. It is proposed that when Education and Skills Authority (ESA)<sup>9</sup> is established, it should join the Careers Service, LSDA NI and the SSCs in reviewing the provision of work-based learning opportunities for staff involved in careers provision.
- 7.10.13 DEL currently provides a series of training days to update DEL Careers Advisers on training and employment opportunities. Schools, colleges and LSDA NI also provide a range of opportunities to update relevant staff on developments in this area. It would enhance the professional development of all involved in this area of work to collaborate and to work with ESA to develop and deliver this training in a structured and co-ordinated way.

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<sup>9</sup> The Education and Skills Authority (ESA) has been recommended by the Review of Public Administration to take over the functions currently carried out by the:

- five Education and Library Boards (ELBs);
- Council for the Curriculum Examinations and Assessment (CCEA ); and
- Regional Training Unit (RTU).

It will also be responsible for the front-line support currently undertaken by:

- Council for Catholic Maintained Schools (CCMS);
- Northern Ireland Council for Integrated Education (NICIE ); and
- Comhairle na Gaelscolaíochta (CnaG).

The new ESA will absorb the role of the Staff Commission, which dealt with recruitment, training and terms and conditions of employment of officers of ELBs. It will also undertake some of the functions currently performed by DE.

The Youth Council will come under the ESA, as will Youth Services administration.

## 8. CONCLUSION

- 8.1 The overall aim of the proposed CEIAG Strategy is to develop effective career decision makers leading to increased participation in education, training and employment.
- 8.2 The proposals are based on the assumption that an effective strategy must be underpinned by a comprehensive CEIAG framework which aims to develop self awareness, career exploration and career management skills. Careers education, careers information, careers advice and guidance, work-related learning and the development of employability skills form an integral part of the framework.
- 8.3 The strategy emphasises the importance of high quality careers information and makes proposals for the development of and access to up-to-date, comprehensive and impartial, careers information, including easily understood labour market information. The availability of professional, impartial advice and guidance to support young people and adults in the career decision making process, with a level of support appropriate to the decision making readiness of the individuals, is also central in these proposals. Particular emphasis is placed on support for young people and adults vulnerable to social exclusion.
- 8.4 The strategy also proposes the development of modern well equipped Careers Resource Centres in town centre locations and in Extended School provision to ensure effective provision for adults and the community in general.
- 8.5 It is vital that this strategy is delivered by well trained, appropriately qualified staff who continually update their knowledge and skills. It is also essential that appropriate robust quality assurance processes, incorporating an evidence-based approach, are established to ensure that the provision is fit for purpose and that the strategy continues to reflect changing individual, economic and social need.
- 8.6 In developing the proposals set out in this document, DE and DEL have established strong links and a joint focus on the importance of preparing young people and adults for employment. Both Departments support fully the proposals and are committed to implementation once the strategy is finalised following consultation.
- 8.7 In relation to further development and implementation of the strategy, it will be important to establish champions in the various stakeholder groups. It will be particularly important to identify a champion in both DE and DEL and to build the agreed action points of the strategy into the appropriate business plans of the relevant departments.
- 8.8 As the CEIAG Strategy is an integral element of both the DE Entitled 2 Succeed Programme and the DEL Success Through Skills Strategy, it is proposed that a Project Board, chaired jointly by DEL and DE is established to take forward the implementation of the strategy. This mechanism will ensure that a lead person is appointed in each Department to work jointly on the cross cutting issues and to take responsibility for the issues specific to their respective Departments.

## 9. NEXT STEPS

- 9.1 Consultees are invited to respond until the closing date of **14 December 2007**. Responses will be analysed and published on the DE and DEL websites. Following the analysis, decisions will be taken on the way forward and an agreed strategy and implementation plan will be published.
- 9.2 The proposals are designed to address the weaknesses in the current provision and the need for change set out in Chapter 2. The aim is to develop high quality provision of careers education, information, advice and guidance which supports the development of effective career decision makers, leading to increased participation in education, training and employment. DE and DEL welcome your views on the proposals outlined in this document.
- 9.3 The Departments will publish a summary of responses following the completion of the consultation process. If you would prefer your response to be treated as confidential, please let us know, stating your reasons clearly. Any automatic confidentiality disclaimer generated by your IT system will be taken to apply only to information in your response for which confidentiality has been specifically requested.
- 9.4 If asked to disclose responses under Freedom of Information legislation, the Departments will take any requests for confidentiality into account. However, confidentiality cannot be guaranteed.
- 9.5 Any personal data you provide will be handled appropriately in accordance with the Data Protection Act 1998.
- 9.6 For further information about confidentiality of responses, please contact the Information Commissioner's Office or see their website at: [www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk)

## 10. CONSULTATION QUESTIONS

1. Do the proposals to develop Labour Market Information and to develop the Careers Service website as an information hub, meet the needs of clients and the CEIAG community? (pages 24-26)
2. What are your views on the proposals in relation to the provision of Careers Advice and Guidance for Young People? (pages 26-28)
3. Do you support the proposals to provide different levels of service in Careers Resource Centres, depending on client need i.e. self-help, brief staff-assist, and individual case-managed services? (pages 28-31)
4. What are your views on the proposals in relation to the provision of Careers Advice and Guidance for Adults? (pages 28-31)
5. What are your views on the proposals in relation to the provision of Careers Advice and Guidance for Young People and Adults vulnerable to social exclusion? (pages 31-32)
6. Do you consider that the proposals in relation to the implementation of quality assurance indicators and the **matrix** Standard will address concerns about the quality of CEIAG provision? (pages 32-34)
7. Do you support the formation of a forum of CEIAG delivery partners? (page 35)
8. What are your views on the proposals to develop flagship Careers Resource Centres and offer services under the Extended School provision? (pages 36-38)
9. Do you agree that a review of the provision of work-based learning opportunities, for staff involved in careers provision, is required? (pages 38-40)
10. Do the proposals adequately address concerns about the alignment of impartial careers information, advice and guidance and the needs of the economy? (pages 20-40)

## GLOSSARY

<b>AGCAS</b>	Association of Graduate Careers Advisory Services
<b>ANIC</b>	Association of Northern Ireland Colleges
<b>CCEA</b>	Council for the Curriculum Examinations and Assessment
<b>CEG</b>	Careers Education and Guidance
<b>CEIAG</b>	Careers Education, Information, Advice and Guidance
<b>CITB NI</b>	Construction Industry Training Board Northern Ireland
<b>CV</b>	Curriculum Vitae
<b>DE</b>	Department of Education
<b>DEL</b>	Department for Employment and Learning
<b>DETI</b>	Department of Enterprise, Trade and Investment
<b>DHSSPS</b>	Department of Health, Social Services and Public Safety
<b>DIUS</b>	Department for Innovation, Universities and Skills
<b>DOTS</b>	Decision Learning, Opportunity Awareness, Transitions Learning and Self-awareness
<b>EGSA</b>	Educational Guidance Service for Adults
<b>ESA</b>	Education and Skills Authority
<b>ETI</b>	Education and Training Inspectorate
<b>EU</b>	European Union
<b>FE</b>	Further Education
<b>FOSEC</b>	Foyle School and Employer Connections
<b>GVA</b>	Gross Value Added
<b>HE</b>	Higher Education
<b>IAG</b>	Information, Advice and Guidance
<b>IALS</b>	International Adult Literacy Survey
<b>ICG</b>	Institute of Careers Guidance
<b>ICT</b>	Information and Communication Technology
<b>LLUK</b>	Lifelong Learning United Kingdom
<b>LMI</b>	Labour Market Information

<b>LSDA NI</b>	Learning and Skills Development Agency Northern Ireland
<b>NCEE</b>	National Centre for Education and Economy
<b>NAEGA</b>	National Association of Educational Guidance for Adults
<b>NI</b>	Northern Ireland
<b>NISCA</b>	Northern Ireland Schools and Colleges Careers Association
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>QCG</b>	Qualification in Careers Guidance
<b>QUB</b>	Queens University Belfast
<b>RNIB NI</b>	Royal National Institute for the Blind Northern Ireland
<b>SLA</b>	Service Level Agreement
<b>SSC</b>	Sector Skills Councils
<b>SSDA</b>	Sector Skills Development Agency
<b>UU</b>	University of Ulster
<b>USA</b>	United States of America
<b>VOYPIC</b>	Voice of Young People in Care

## APPENDIX A

### FUTURESEARCH PARTICIPANTS

Dorothy Black	-	University of Ulster
Kieran Brazier	-	Department for Employment & Learning
Brian Campbell	-	Sentinus
Alan Cousins	-	Department for Employment & Learning
Laurence Downey	-	Sector Skills Development Agency
Nicola Finnegan	-	Hugh J O'Boyles
Clarke Frampton	-	Education Consultant
Patricia Frazer	-	Department for Employment & Learning
Cynthia Fulton	-	Belfast Institute of Further & Higher Education
Carmel Gates	-	Northern Ireland Public Service Alliance
Tom Gillen	-	Northern Ireland Committee, Irish Congress of Trade Unions
Joan Gormley	-	Qualifications and Curriculum Authority Northern Ireland
Laura Herron	-	Young Person
Cecil Holmes	-	Council for the Curriculum Examinations and Assessments
Deirdre Hughes	-	University of Derby
Christina Kelly	-	Department for Employment & Learning
Eileen Kelly	-	Educational Guidance Service for Adults
Richard Kenny	-	Department for Employment & Learning
John Kerr	-	North Down & Ards Institute
Buddy Kerwin	-	Belfast Stepping Stones
Alison Loughlin	-	Parents Advice Centre
Michael Maguire	-	Institute of Directors
Fiona McAuley	-	Grosvenor Grammar School
Rosaleen McAuley	-	Department for Employment & Learning
Vivienne McConvey	-	Voice of Young People in Care
Louise McCrossan	-	Department for Employment & Learning
Catherine McGeady	-	Construction Industry Training Board Northern Ireland



Damien McGivern	-	University of Ulster, Jordanstown
John McKeown	-	Department for Employment & Learning
Graeme McKimm	-	Business in the Community
Richard McMullan	-	Sliderobes Northern Ireland Ltd
Rob Millar	-	University of Ulster
Sean Mooney	-	Young Person
Donna Muldoon	-	Young Person
Raymond Mullan	-	Newry City Institute
Scott Naismith	-	Regent House Grammar School
Charlie Nicell	-	Foyle School & Employer Connections
Theresa Robinson	-	Department for Employment & Learning
Eddie Rooney	-	Department of Education
James Rooney	-	Department for Employment & Learning
Ciara Ross	-	Young Person
Jennie Rush	-	Department for Employment & Learning
Susan Russam	-	Belfast GEMS
Jim Sampson	-	Florida State University
Patsy Slater	-	Educational Guidance Service for Adults
Sonya Slevin	-	Educational Guidance Service for Adults
Nigel Smyth	-	Confederation of British Industry, Northern Ireland
Joyce Stephenson	-	Young Person
Heather Stevens	-	Department for Employment & Learning
Barbara Tame	-	Northern Ireland Schools & Colleges Association
Eileen Thompson	-	The Cedar Foundation
Martin Walls	-	Royal National Institute for the Blind, Northern Ireland
Margaret Watson	-	Belfast Education & Library Board
Sharon Watters	-	East Tyrone Institute
Philip Wilkinson	-	Young Person
Koulla Yiasouma	-	Include Youth

## Appendix B

### FUTURESEARCH RECOMMENDATIONS AND STRATEGIC RESPONSE

As a result of extensive discussion and debate the final action agreements of the Futuresearch event were identified as follows:

#### **1. Develop a clear framework in relation to client entitlement**

This is clearly addressed by the development of the CEIAG Guide which provides clear guidance on the development of CEIAG programmes for 4 to 19 year olds. Futuresearch participants also raised related concerns about on-going review and assessment of value and impact. These concerns are addressed in the proposals in relation to the development of evidence-based practice.

#### **2. Give priority focus to the CEIAG needs of young people and adults vulnerable to social exclusion**

The strategy reinforces the commitment of DE and DEL to provide effective and impartial CEIAG for all young people and adults. In addition, special attention will be given to those vulnerable to social exclusion. Both Departments are actively engaged in the implementation of the Anti-Poverty Strategy and the Transitions Strategy. It is recognised that clients who are vulnerable to social exclusion have high priority careers guidance needs. Access to CEIAG Services for these clients is paramount and it is recognised that specialist skills are required for this area of work. A cohort of 14 Careers Advisers has been dedicated to this area of work, in line with DEL's commitments to the report of the Inter-departmental Working Group on Transitions (DE, DEL, DHSSPS). The Careers Advisers will work closely with the Education Transition Co-ordinators recently appointed by the Education and Library Boards.

#### **3. Consult on proposals for a new careers service system in Northern Ireland**

The development of the proposed strategy is based on consultation with local stakeholders through the Futuresearch process and other consultation activities with the DE Careers, Employability and Business Education Working Group, Careers Scotland, the Institute of Careers Guidance and the Centre for Guidance Studies, University of Derby . In addition, the proposed strategy will be considered by the DE and DEL Departmental Committees and the Executive Committee prior to issuing for public consultation.

#### **4. Establish CEIAG networks**

This is addressed by the proposed establishment of a Careers Education and Guidance Forum detailed in section 7 "Evidence-based approach". In developing this evidence-based approach, it will be important to engage with the CEIAG community to understand the nature of the client base and the type of services provided and also to share best practice. It will also be important to engage with stakeholders to ensure that services meet their needs. In addition to DEL and DE, there are a number of organisations involved in the area of careers, education, information advice and guidance, including the NISCA, EGSA, FE Careers Advisers Forum and the Careers Service at UU and QUB. In order to ensure a consistent approach to the implementation and further development of the strategy, it is proposed that a forum

of delivery and improvement partners should be established and that they should consult with stakeholders as appropriate.

### **5. Develop a unified careers education and guidance system resulting from strong collaboration between DEL and DE and stakeholders**

The development of the CEIAG Guide provides the basis for the proposed unified CEIAG system. This was developed by a DE working group comprising of the following stakeholders DE, DEL, DETI, ETI, CCEA, Invest NI, Education and Library Boards, LSDA NI and a number of practitioners from the schools, FE Colleges and training organisations. Specifically, the CEIAG Guide has been designed to:

- provide a clear rationale and frame of reference that will help managers and practitioners in schools, further education, work-based learning, education authorities and the Careers Service to review and enhance existing CEIAG provision;
- define the aims and key features of a CEIAG programme;
- provide a CEIAG Map which sets out the expected learning intentions and potential learning opportunities for young people from age 4 to 19 and to identify progression in learning that is clear to learners, parents and guardians and those responsible for delivery;
- define the elements necessary for delivery of the CEIAG Map; and
- outline how the CEIAG Map can be used in different learning organisations.

In addition, DE and DEL have collaborated on the development of all the proposals in this document in relation to careers education, careers information, careers advice and guidance, professionally trained staff, accommodation/technology and the development of a co-ordinated evidence-based approach as part of a robust quality assurance process. This has formed the basis for the strong collaboration which will be required between DE, DEL and stakeholders for the future implementation of the strategy.

### **6. Enhance parental involvement**

The proposed development of Careers Resource Centres, under the Extended School provision, will encourage and support enhanced parental involvement. A special "Parent Zone" has been created on the Careers Service website and this will be further developed. In addition, parents were involved in the Futuresearch consultation and will continue to be involved through this consultation process and through future consultation with the Careers Education and Guidance Forum.

**7. Develop a flexible Careers Information, Advice and Guidance Service which offers the appropriate level of intervention and support according to individual client need (differentiated service model)**

Proposals in relation to the development of the flagship Careers Resource Centres and the Careers Resource Centres under the Extended School provision address the issue of flexible provision. The proposed approach aims to develop career decision making skills and to provide the right resource, used by the right person and with the right level of support. The model is based on the concept of delivering differentiated levels of service congruent with the readiness of clients to make career decisions.

**8. Introduce research and evidence-based approaches to consumer needs and provider delivery in careers education and guidance (evidence-based practice)**

The proposals demonstrate that both DEL and DE are committed to an evidence-based approach and are committed to working together and collaborating with the CEIAG community to ensure the collection and analysis of relevant, high quality data to measure the on-going impact of the proposed strategy. This will form part of an overall quality assurance process that will ensure that the provision is fit for purpose.

## APPENDIX C

### EXISTING PROVISION OF CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

#### PRIMARY SCHOOLS

Some primary schools have engaged successfully in a range of work-related learning and enterprise programmes, such as the Little Acorns Project, supported by CCEA. Other organisations, such as Young Enterprise, deliver a range of programmes within the Primary Sector.

#### POST-PRIMARY SCHOOLS INCLUDING SPECIAL SCHOOLS

The ETI Survey on CEIAG in post-Primary Schools 2006 is based on a comprehensive survey of 21 post-Primary Schools and highlights the key messages in relation to provision of CEIAG within the post-primary sector. These include:

- a very wide variation across schools with regards to the content, organisation and time allocation for the components of a CEIAG programme;
- pupils who experience a coherent CEIAG programme, are well motivated and respond positively to careers work. They show initiative in researching their ideas and are becoming more aware of changes and challenges in the workplace;
- in the majority of schools, personal career planning is underdeveloped; there are insufficient opportunities for pupils to engage effectively in order to enhance and develop their career planning skills. In schools where the process is well developed, pupils benefit from opportunities to develop effective researching, evaluation and decision making skills;
- the quality of careers information is satisfactory or better in just over half of the schools; in the majority of schools, careers information is supplemented by opportunities for pupils to attend a range of appropriate events; in almost all schools there is insufficient use of current and accurate LMI;
- in the majority of schools the quality of provision for careers guidance is inadequate due to the lack of appropriate resourcing; when the provision is well planned and taught by qualified staff, pupils are better prepared to make appropriate and informed career decisions;
- almost all schools provide pupils with the sufficient opportunities to participate in a range of work-related learning activities; pupils value these activities and they play an important part in their understanding of the world of work;
- there is insufficient monitoring, review and evaluation of provision to inform action for improvement; in particular, insufficient use is made of feedback from pupils, and management information data in relation to pupils' destinations, to inform strategic and operational planning;

- in a significant minority of schools, CEIAG staff are given insufficient time to undertake their administrative duties; careers teachers, who are predominately specialist teachers of other curricular subjects, on average have approximately two hours per week to carry out a wide range of administrative activities including organising work placements, industry visits and preparation and distribution of resources;
- careers education, information, advice and guidance provision are most effective when the school principal provides clear strategic direction and is committed to the provision of effective high quality CEIAG for all learners; the overall strategic planning of CEIAG, however, is weak in the majority of schools;
- in the majority of schools, careers co-ordinators have specialist qualifications in careers education; in a significant minority of schools visited, however, teachers delivering the CEIAG programme lack appropriate professional development; their knowledge and understanding of CEIAG are limited; furthermore, only a few teachers have undertaken any training or hold an appropriate qualification in careers guidance due to the lack of professional development opportunities in this area;
- in the majority of schools, the pupils' learning is enhanced through the use of effective partnerships with appropriate stakeholders, such as employers, FE Colleges, Universities, Young Enterprise and other schools; and
- in the majority of schools, the quality of accommodation and resources is satisfactory or better with a minority of schools providing CEIAG accommodation and resources of a high standard; while pupils are encouraged to use these resources, in a significant minority of schools the pupils' access to the careers resources is poor.

## **CAREERS SERVICE NORTHERN IRELAND**

Article 3 of the Employment and Training (Amendment) (Northern Ireland) Order 1988, places a statutory responsibility on the Department for Employment and Learning to provide careers guidance.

Prior to February 2004, the careers staff within the Department was managed by the Employment Service (JobCentre Network) and careers guidance was offered as one element of the Employment Service portfolio of services. This structure mitigated against the focused management and delivery of careers guidance services to young people and adults. Consequently, the service was restructured and responsibility for all guidance issues was integrated to form the Careers Service.

The Mission Statement for the Careers Service is:

**“To assist economic and social development in Northern Ireland by improving the effectiveness of clients’ career planning and decision making skills. To ensure equality of service to young people and adults within an open and responsive, progressive and innovative culture”.**

The Careers Service currently has 175 staff including 96 Careers Advisers (82wte) who are professionally qualified to post-graduate level and work in a variety of contexts with young people and adults (schools, colleges, training establishments, Careers Offices, JobCentres, Jobs and Benefits Offices and in the community through expanding outreach work). The Careers Advisers are currently based in 27 locations throughout Northern Ireland. Four offices are dedicated Careers Service Offices, seven are accommodated in JobCentres and 16 in Jobs and Benefits Offices. Careers Advisers provide information, advice and in depth guidance to young people and adults. The service is available to young people and adults but, to date, services to adults have not been widely publicised. In practice, the main focus has been on the delivery of service to young people in schools, particularly year 12. There are around 25,000 young people in this year group although attention is focused increasingly on young people and adults vulnerable to social exclusion e.g. clients with physical, sensory, mental or learning disabilities; clients who are low academic achievers, those known to Social Services or in residential/family care.

The Careers Service operates a Service Level Agreement (SLA) with most post-primary schools, training providers and organisations which provide an alternative education to those young people under the statutory school age who do not attend the statutory school sector. The SLAs aim to strengthen the partnership arrangements between the school/college and the Careers Service, promoting a quality CEIAG programme as outlined in the school’s policy statement, which reflects the core components of careers education.

The objectives are:

- to reinforce the strategic objectives set out in the school’s policy statement on the CEIAG programme;
- to promote equality of opportunity for all young people;
- to ensure that the CEIAG programme is impartial, learner/client centred and relevant to the needs and aspirations of individual pupils;
- to support the development of personal career planning; and
- to facilitate student access to the Careers Guidance and Information Service offered by Careers Service Northern Ireland.

Services provided include:

- class talks;
- group sessions;
- one to one interviews – programmed (e.g. yr10/yr12), staff referral and self referral;
- psychometric assessment;
- labour market information; and
- attendance at parents evenings and careers events.

The Careers Service also has a major role in the provision of up-to-date LMI. The Service works closely with DEL's Research and Evaluation Branch and the Sector Skills Councils (SSCs) to collate relevant information and make this readily available. The Careers Service website [www.careersserviceni.com](http://www.careersserviceni.com) is developing as a main source of LMI and also provides support through a range of tools including CareersMatch, Careers Notes, Course Search and CV Builder.

## FURTHER EDUCATION COLLEGES

Through Student Services, each of the FE Colleges provides CEIAG support to current students. Services may include help with decision making and career planning, course and subject choice and practical help with CV preparation, job applications and interview skills. The careers staff in FE Colleges are supported by the Association of Northern Ireland Colleges (ANIC) and the Learning and Skills Development Agency (LSDA NI) to develop common initiatives across the College network. In addition the colleges work with the Careers Service and EGSA, largely on a referral basis, to provide the full range of careers guidance services. In August 2007, the colleges merged to form six new area-based colleges and this will provide an opportunity to develop further the CEIAG services within the network.

## UNIVERSITIES

The Open University, QUB and UU each provide a CEIAG service to current students and graduates (up to 2 to 3 years after graduation). All these organisations have achieved the **matrix** quality Standard for the delivery of IAG services. Each organisation is staffed by professionally qualified staff and each is committed to recognised guidance principles. Services provided may include careers guidance, careers information and advice on the following: career planning, job search, applications, interviews and assessment centres, self-employment, change of course, work/study abroad, further study, work placement/experience, career management and employability skills.



## EDUCATIONAL GUIDANCE SERVICE FOR ADULTS

EGSA aims to connect adults with learning, enabling them to develop their full potential and to work with others to emphasise the vital contribution learning plays in economic and social development. EGSA is based in Belfast and has a network of guidance workers throughout Northern Ireland. It currently has 50 members of staff of which 38 are NVQ qualified or equivalent. The organisation has a key focus on assisting adults to address Essential Skills needs. In addition to its front-line information, advice and guidance (IAG) service for adults, EGSA offers a blend of skilled advice, a comprehensive information base, experience, insight and local knowledge to organisations interested in learning and development solutions to motivate and maximise the talents and capabilities of their staff. DEL currently provides funding to EGSA for guidance services and to support the Essential Skills of literacy and numeracy.

## COMMUNITY PROVISION

Many community based organisations which are focused on assisting unemployed young people and adults to address barriers and progress to employment, provide information, advice and guidance support. Some have achieved the **matrix** Standard for the delivery of IAG services. The Careers Service currently works in partnership with a number of community based organisations.

## PRIVATE SECTOR PROVISION

Careers guidance services are available on a commercial basis through private sector recruitment and consultancy organisations throughout Northern Ireland. This sector is not monitored or regulated and there is currently no specific information on the numbers of organisations/staff involved, services provided, qualifications of staff or fees.

## LEARNDIRECT ADVICE

Learndirect Advice provides information, advice and guidance to support adults in making appropriate decisions on a full range of learning and work opportunities. The service is:

- free to all adults in England, Wales and Northern Ireland;
- confidential;
- impartial;
- delivered by competent and qualified helpline staff that conform to equal opportunities practices;

- accessible on the web, by e-mail, mini com and telephone;
- delivered in accordance with the National IAG Board Principles; and
- available from 8am to 10pm, 7 days a week, 365 days a year.

An enhanced guidance service was launched in January 2006 offering personalised careers advice and guidance to callers who:

- are yet to receive a full level 3 qualification;
- are returning to work; and/or
- have been made redundant or are facing redundancy.

### **JOBS AND BENEFITS OFFICES**

Employment advice is available through JobCentres and Jobs and Benefits Offices. A recent review of front-line services has recommended a refocusing in the delivery of employment services. A web-based vacancy service [www.jobcentreonline.com](http://www.jobcentreonline.com) has been developed to assist unemployed adults and job changers to access the employment market. Services have also been developed to assist those who require additional assistance. Through work focussed interviews, clients are assisted and supported to identify and address barriers to employment. There are 3 levels of advisers and, through the development of a client assessment framework, clients' assistance needs are assessed and they are assigned to the appropriate level of adviser. The new service is currently being developed in four centres, Limavady, Lisburn, Shaftsbury Square and Knockbreda. When evaluated this service will be rolled out across Northern Ireland.

## APPENDIX D

### DETAILS OF WORK-RELATED LEARNING AND EMPLOYABILITY SKILLS FOR 4 TO 19 YEAR OLDS

#### WORK-RELATED LEARNING

Work-related learning is defined as planned activities that use work as a context for learning. It covers a broad range of activities that allow learners to experience working life, including learning about working practices, experiencing and developing skills for the working environment and learning through activities and challenges set in work-related contexts.

Well-planned work-related learning, develops learners' employability skills and helps them to prepare for life in an increasingly complex and changing world of work. It can enhance motivation by helping learners see how their school or college work relates to the world of work. It also helps learners prepare for further and higher education and make informed career choices. Work-related learning is as equally important for those learners who are going to higher education, as it is for those planning to enter work directly after school or college.

Work-related learning can be acquired in different ways by learners in both schools and colleges. It can take place across the curriculum, with different subjects and courses providing learners with the opportunities and contexts in which to develop work-related skills, knowledge and understanding. For many learners, it is provided largely through an extended work-related learning activity, such as work experience, work shadowing, or through courses that lead to vocational qualifications.

Work-related learning experiences also include work-based assignments and project work, industrial visits, mock interviews, and industry days. A key element of work-related learning includes Enterprise and Entrepreneurial activities, which aim to develop the necessary skills and attributes for those learners who will set up their own businesses. In addition, these activities help learners develop important key skills for both work and in their personal lives including, being innovative in solving problems, working effectively in teams and coping with uncertainty and change.

The ETI CEIAG Survey in post-primary schools identified a number of issues in relation to work-related learning activities in post-primary schools. The report highlights that while almost all pupils have the opportunity to participate in work-related learning experiences, it is predominately in the form of a work placement. The report highlights that the majority of schools surveyed offered pupils a placement opportunity at Key Stage 4, however a significant minority of schools only offered work placement opportunities to post-16 pupils. Significantly these schools provided insufficient work placement opportunities for those year 12 pupils who will not progress to a post-16 course within the school. In contrast, a minority of schools offer an extensive work placement programme to both Key Stage 4 and post-16 pupils.

The report highlights that in several cases the work placement has had a pivotal influence on the subsequent choice of pupils' career pathways. In a few schools,

good use is made of work placement for target setting in year 12 and there is clear evidence that some low performing pupils made significant improvement as a result of addressing issues targeted during work placement. Despite these positive outcomes, the majority of schools report that the placement of students is becoming increasingly difficult because of employer insurance costs and a bigger demand on employers for places.

It is accepted that appropriate experiences of the world of work can increase the learner's motivation to learn across the curriculum and give relevance to their learning programme and increase their knowledge and understanding of the requirements of the world of work. Work-related learning experiences enhance the learner's self-awareness, develop their career exploration and career planning skills and helps them make informed decisions about their future education, training or employment pathway. Experience of the world of work can make a major contribution to a learner's preparation for adult and working life. However, the ETI Survey Report of CEIAG in post-primary schools, 2006, states that in the majority of schools, the range of work-related learning activities is not co-ordinated and often consists of disjointed events offered in isolation by various teachers.

Work-related learning is an important element in the development of a learner's knowledge and understanding of the world of work. Work-related learning is a key element of the CEIAG Map and will be detailed in "*Preparing for Success – A Guide to Developing Effective Career Decision Makers*", which will be published by DE following the CEIAG strategy consultation.

## **DEVELOPMENT OF EMPLOYABILITY SKILLS**

Employability skills are the wide range of skills and capabilities, attributes and dispositions that will allow a learner to be employable, to sustain employment and to become a lifelong learner capable of realising their potential in the world of work. The skills and capabilities necessary for employability include communication, numeracy, ICT, working with others, problem solving, decision making, self-management and managing information. In addition to the skills and capabilities, learners will also need to develop the key aptitudes and dispositions including personal responsibility, curiosity, concern for others, community spirit, self-belief, flexibility, tolerance, commitment, respect and integrity.

Employers need employees who are innovative in their approach to solving problems, can cope with uncertainty and change, communicate well and are able to work effectively in teams. Employers also want enterprising employees who are willing to take risks and suggest new ways of working.

All learning programmes have the opportunity to make a valuable contribution to the development of a learner's employability skills. Learners will not simply pick up employability skills; they need to be developed as an integral element of a teaching programme where the learning environment replicates what happens in the workplace. Employability skills will only be effectively developed if learners are

provided with opportunities, through meaningful active teaching and learning strategies and opportunities, to engage as active participants and take responsibility for their own learning.

The development of employability skills and capabilities is essential in, enabling learners to be employable, to sustain employment and to become a lifelong learner capable of realising their potential in the world of work. The development of employability skills is a key element of the CEIAG Map and will be detailed in “*Preparing for Success – A Guide to Developing Effective Career Decision Makers*”, which will be published by DE following the CEIAG Strategy consultation.





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