

GOOD CAREER GUIDANCE

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Good career guidance helps inspire students towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open students' eyes to careers they may not have considered. Ofsted now includes career guidance specifically within the inspection framework.



IF YOUNG PEOPLE
KNOW MORE ABOUT
THE RANGE OF CAREERS
OPEN TO PEOPLE WITH THE
RIGHT QUALIFICATIONS,
THEY WILL HAVE A CLEARER
IDEA OF THE ROUTES
TO BETTER JOBS



ONCE YOU FIND OUT WHAT
A 'SCIENTIST' ACTUALLY DOES,
OR DISCOVER ALL OF THE
DIFFERENT WAYS IN WHICH
YOU CAN BE A SCIENTIST, YOU
MAY FIND IT EASIER TO IMAGINE
YOURSELF INTO THAT ROLE



Career guidance in the UK has been much criticised, but what would it look like were it good? Our team visited six countries (the Netherlands, Germany, Hong Kong, Finland, Canada and Ireland) where both career guidance and educational results are good. We also visited schools in England and studied the available literature on career guidance in English state schools. From all this input we made a judgement on what 'good' looks like in the form of eight benchmarks identifying different dimensions of good career guidance.

THE BENCHMARKS

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

THE BENEFITS AND COSTS



PwC's impact pathway

Good career guidance has a long-term impact on students and pupils. It is important for social mobility because it helps open young people's eyes to careers they may have never considered. More effective career guidance can potentially lead to economic and social benefits for the individual pupil, for employers, for government and for the country as a whole. Benefits can also be seen in the shorter term when pupils are still at school. These benefits include better motivation of pupils once they have clear goals for future study and careers, leading to:

- higher self-esteem
- higher attainment
- reduced drop out rates

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IF ONE MORE PUPIL IS
DETERRED OR PREVENTED
FROM BECOMING NEET,
THE AVOIDED COST TO
THE EXCHEQUER WOULD
BE ENOUGH TO PROVIDE
THE BENCHMARKS
TO 280 PUPILS

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IN ADDITION TO THE
LONGER TERM ECONOMIC
BENEFITS, SHORTER TERM
BENEFITS ACCRUE DURING
PUPILS' SCHOOL CAREERS,
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HIGHER ATTAINMENT

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But what about the costs of implementing good career guidance? We commissioned PwC to estimate the costs of implementing each benchmark and to estimate their economic benefits. We anticipate that schools will work towards all eight benchmarks simultaneously, but PwC estimated the cost of activities required to achieve each benchmark separately.

The cost of implementing all the benchmarks in a medium-sized school outside London is estimated at £53,637 in the first year, and £44,676 in subsequent years. This is equivalent to £54 per student from the second year onwards, and is less than one per cent of the school's budget. PwC's review suggests that economic and social outcomes are likely to arise from a sequence of links. This impact pathway is set out above.

USEFUL ORGANISATIONS AND RESOURCES

There are many organisations and sources that provide advice, support and information in order to deliver good career guidance. Some examples are set out below.

DEPARTMENT FOR EDUCATION	The Department for Education has produced statutory guidance for governing bodies, school leaders and school staff on providing careers guidance and inspiration.
THE CAREERS AND ENTERPRISE COMPANY	The Careers and Enterprise Company works with schools, Local Enterprise Partnerships (LEPs) and businesses to support the careers of young people. careersandenterprise.co.uk
NATIONAL CAREERS SERVICE	The National Careers Service provides career advice for 13–19 year olds via phone and web.
APPRENTICESHIPS	Apprenticeships are a route valued by government and employers, combining study with practical experience in the workplace. Search GOV.UK for the latest information and updates on apprenticeships.
UCAS	The UCAS website provides a range of career-related resources for students. ucas.com
NATIONAL GOVERNANCE ASSOCIATION	The National Governance Association, NGA, has guidance for school governors.
CAREERS ENGAGEMENT	A number of organisations have come together to produce Careers Engagement: A Good Practice Brief for Leaders of Schools and Colleges, from ASCL, NFER, ATL and I57 Group.
CAREERS ENGLAND	Careers England provide a Quality in Careers Standard. www.careersengland.co.uk
CAREER DEVELOPMENT INSTITUTE	A register of career guidance professionals is managed by the Career Development Institute (CDI).
MATRIX QUALITY STANDARD	There are numerous commercial providers of services to schools. Many will have the Matrix quality standard for information, advice and guidance services. matrixstandard.com
STEM AMBASSADORS AND STEMNET	STEM Ambassadors and STEMNET broker partnerships between schools and science-based employers. stemnet.org.uk

A more detailed, regularly updated list of organisations, resources and weblinks is available at goodcareerguidance.org.uk/support
You can email careerguidance@gatsby.org.uk with queries or suggestions.

For more information on NAHT and ASCL please visit naht.org.uk or ascl.org.uk