

MAKING A DIFFERENCE

Careers and World of Work - A Guide for Governors in Wales

This guide is to help governing bodies to understand and develop their role in helping head teachers and senior leadership teams with the strategy for Careers and World of Work programmes in their schools.

Why are Careers Guidance and Careers and the World of Work programmes important?

From 1st August 2008, teachers, head teachers and governing bodies of maintained schools, colleges and other learning providers have been required to base their Careers and the World of Work provision on *Careers and the World of Work; a framework for 11 to 19 year olds in Wales*.

The overall responsibility for, and co-ordination of, CWW provision,¹ must lie with the learning provider's governing body/management committee and senior leadership team. Each learning provider will decide how CWW roles and responsibilities will be shared amongst its staff, to make best use of their skills and expertise.

'Career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs'.

Good Career Guidance – Gatsby 2014

Careers and World of Work programmes should comprise a combination of careers education provided as part of the curriculum and impartial careers information, advice and guidance. Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

¹ *Careers and World of Work: Roles and Responsibilities*

What the governing body should do:

Taking account of statutory guidance, the governing body should ensure that Careers and World of Work is provided for all learners, while ensuring that all information, advice and guidance:

- Is presented in an impartial manner.
- Is in the best interests of the learner.
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Does not seek to promote, contrary to the young person's best interests, the interests or aspirations of any school, institution or other person.

Careers information, advice and guidance should be available to all learners as part of their 14-19 Learning Pathway.

Good Career Guidance - Gatsby 2014, set out to identify good practice in career guidance and recommended that *'Every school should have a member of their governing body who has a remit to encourage employer engagement and to take a strategic interest in career guidance'*

What can governors contribute?

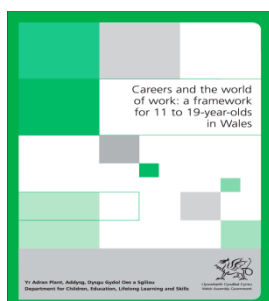
Collectively and individually, governors bring a range of skills and knowledge that can help improve the quality of careers provision including:

- Useful contacts to support employer engagement activities in schools and colleges.
- Awareness of the needs and expectations of students, their families and the wider community.
- Understanding of the local labour market and its opportunities.
- Contacts in other education and training provision and in the community, which can be harnessed to create opportunities for students.
- Personal experience of career planning and development in employment and adult life.
- Business, financial and HR skills to support strategic planning, effective deployment of resources, workforce development and review and evaluation.

What actions could the governing body consider?

- Encouraging the school to work towards achieving or maintaining the Careers Wales Mark to instil confidence in the careers provision and raise the profile of the school.
- Ensuring the oversight of the school's Careers and World of Work provision by the appropriate staff, for example ensuring that the careers policy is up to date and monitoring the effectiveness of provision against the school's annual delivery/development plan.
- Review reports ensuring that methods of intervention are centrally recorded, funding streams such as the Pupil Deprivation Grant are being used to good effect and destination data is embedded as part of the school's overall use of raising attainment, achievement and participation.
- Identifying a link governor, such as a local employer governor, to support and challenge the careers /PSE staff.
- Seeking out appropriate opportunities to talk to learners about their experience of the school's careers provision eg. attending events or taking part in school council meetings.
- Encouraging school careers staff to achieve relevant qualifications, eg. CDI Certificate in Careers Leadership.

The Careers and World of Work Framework



Careers Wales supports schools and colleges in Wales to review and improve their careers provision by providing help with auditing against the Careers and World of Work Framework, self-evaluation against the Estyn key questions and development planning. Learning providers are also offered support with working towards the Careers Wales Mark, which is an award that recognises continuous improvements in Careers and World of Work programmes.

Careers advisers have a particular role in helping disadvantaged and vulnerable students to make transitions and those at risk of becoming NEET (not in education, employment or training).

Face to face advice and guidance, provided by individuals from the world of work, alumni and mentors as well as careers advisers, is regarded as extremely important.

Welsh Government

The Welsh Government is keen for employers, schools and others to work together to inspire young people about the world of work. It is strongly supportive of initiatives to promote traineeships, apprenticeships, enterprise, employability, awareness of STEM careers, financial capability and volunteering.

Estyn – how will a learning provider’s Careers and World of Work provision be inspected?

During an Estyn inspection,² the inspection team will consider the quality of care, support and guidance provided. They will evaluate how well the learning provider enables access to a wide range of information, and how well they fulfil their guidance responsibilities. Learning providers will need to be able to demonstrate they are providing their learners with access to careers information, advice and guidance and that any information, advice and guidance provided is presented in an impartial manner.

Estyn: Informed Decisions: The Implementation of the Careers and World of Work Framework 2012 recommended that:

- schools should *‘improve governors’ involvement in the strategic planning of CWoW’*

Understanding Your School’s Careers and World of Work Programme

Schools are free to develop and deliver a careers programme that meets the needs of all of their students, while ensuring that activities are aligned to the Careers and World of Work Framework.

A delivery model that includes access to impartial careers guidance, employer engagement and school enrichment activities that help link curriculum subjects to the world of work, can make all the difference to a school’s performance.

² *Careers and World of Work: Roles and Responsibilities*

The key elements of a well-designed system are:

- **Distributed leadership** – governors and the senior leadership team set the vision for the school’s careers provision (linked to the school’s ethos and mission and provide strategic leadership and direction). Middle leaders ensure effective day to day delivery. All relevant staff (subject teachers, tutors etc.) takes responsibility for their contributions.
- **Communication** – students, parents and staff know what support is provided and how to access it. External partners know what is happening and how they can contribute.
- **Multiple access channels** – delivery is assured through both curriculum channels (eg. PSE, subject inputs, enrichment activities, work related experiences and online), and student support channels (eg. mentoring and coaching schemes, the House and/or tutoring system, careers drop-in sessions and clinics).
- **Interconnectivity** – links are made between the different channels of provision to maximise effectiveness.
- **Reflectiveness** – the system is reviewed and evaluated to support continuing improvement. An annual audit and self-evaluation against the Estyn key questions is considered good practice.
- **Openness** – the school recognises that formal careers education and guidance is only one small part of the career influences on young people. The school, therefore, tries to ensure that the school’s other inputs (eg. extra-curricular and enrichment activities) and influences and ideas from outside school (eg. family, friends), can be harnessed by the individual student.

Questions for Governors to Ask the Senior Leadership Team

Each question is followed by hints and prompts:

1. Are we fulfilling our statutory duties regarding careers guidance?

- How well does the provision match the requirements of relevant legislation, Estyn inspection criteria and Welsh Government recommendations?
- Does the school have a careers guidance policy in place that is reviewed by the governing body or appropriate governors committee (ideally every two years or in line with their school development plan) and reflects national requirements and our ambitions?
- Does the school have a member of the Senior Leadership Team who takes overall responsibility for leading and managing the school’s careers provision?
- Does the school have a member of the Senior Leadership Team who is responsible for supporting the CPD of school careers staff?

- 2. What difference is the school’s performance making to the career-related attainment and progression of our students?**
- Has the school and the governing body analysed the data on destinations at the end of KS4 and KS5 going back over the last 3-5 years?
 - Does the school and governing body regularly evaluate data on the quality and impact of the school’s careers provision and use it to inform improvement?
 - How does the school and the governing body promote its careers provision to pupils, their families, local education partners and employers?
- 3. What contribution is our careers provision making to school effectiveness and improvement?**
- Does the school’s annual careers delivery plan make clear how careers work will support the achievement of the goals in the school’s improvement plan?
 - On which recommendations, made by Estyn, is the school’s careers provision having a positive impact?
- 4. Have we allocated sufficient resources to meet our duty and are we getting value for money?**
- How much does Careers and World of Work provision cost the school?
 - How does the school manage its Partnership Agreement with Careers Wales?
 - What is the budget process for careers?
 - How does the school negotiate the contribution of other partners?

Glossary of Terms

Apprenticeships	An apprenticeship is a training and employment framework in which an individual gains the experience and learns the knowledge, skills and attributes they need to become established in a profession, trade or other area of work. Apprenticeships are at different levels of difficulty: intermediate (level 2), advanced (level 3) and higher (level 4+)
Career	The basic definition of a career is the sequence of positions and roles held by a person in the course of their working life. This definition refers to the information that is typically recorded on a person’s CV. A wider and more holistic definition would include how a person feels about the experiences they have had and the way it impacts on their life as a whole
Careers Education	The provision of a planned, progressive programme of learning activities that helps young people to increase their self-awareness, explore the opportunities available to them and develop the skills

	they need to decide upon and implement their career plans
Careers Information, Advice and Guidance	Involves the provision of impartial information, advice and guidance that helps young people make informed choices about career pathways
Career Management Competencies (CMCs)	Young people need career management skills to be able to manage their own careers – motivation, decision making, resilience, self-awareness, application and opportunity awareness. The school's Careers and World of Work programme needs to help young people to develop these skills
CEIAG	Careers education, information, advice and guidance
Employability	A young person is employable if they have the skills and resources to find and maintain themselves in work. Employability is not just about possessing the skills that employers need – it is about having the skills that employers are looking for and which enable young people to fulfil their aspirations in working life
Enterprise	Showing initiative and being entrepreneurial are key qualities and skills that enable individuals to contribute to the health of the economy but which also help them design and manage their own working lives
Equality Duty	The Equality Act (2010) offers protection to individuals and groups that might otherwise experience stereotyping, discrimination or prejudice in any area of their lives including their careers and work. The 'protected characteristics' that apply to young people are sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. Schools are required to publish equality information at least annually and to set their equality objectives at least every four years. It is vitally important that the performance of the careers guidance duty is underpinned by the equality duty.
IAG	Information, advice and guidance
Impartial	Impartial does not mean being neutral. It refers to putting the interests of the young person before any other consideration.
Independent	In this context, independent means external to the school
Mentoring	Mentoring is a planned programme in which a more experienced individual helps one or more less experienced individuals to develop or make progress in their learning or work
PSE	Personal, Social and Health Education. Schools often have their own variation of this term. It refers to programmes of study that are designed to promote personal and social well-being and 'learning for life'. Aspects of careers education may be delivered through PSE either in an integrated way or as separate modules
SLT	Senior Leadership Team. It is important that a member of the SLT has overall responsibility for careers work in the school and can ensure the school is providing appropriate levels of support for all students, but in particular for students with protected characteristics, looked after children, young carers, students with special educational needs and students for whom the school received the Pupil Deprivation Grant

STEM	A shorthand term for science, technology, engineering and maths. STEM related industries are vital to the success of the economy and are the focus of a drive to overcome the problem of labour shortages
The World of Work	Not solely about the world of paid employment. Opportunities for volunteering and community participation can also contribute to the development of young people's work related skills
Work Related Learning	Work related learning is learning about, for and through work. Learning about work promotes economic and industrial understanding. Learning for work promotes careers awareness and employability. Learning through work promotes the use of the world of work as a resource and a relevant context for learning in all subjects

Further Information

- Welsh Government (2012) *Careers and the World of Work: Roles and Responsibilities*
https://www.careerswales.com/prof/upload/pdf/ROLES_AND_RESPONSIBILITIES_DOCUMENT.pdf
- Welsh Government (2008) *Careers and the World of Work: A Framework for 11-19 Year Olds in Wales* [http://www.careerswales.com/prof/upload/pdf/Careers_Wow_WEB_\(E\).pdf](http://www.careerswales.com/prof/upload/pdf/Careers_Wow_WEB_(E).pdf)
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<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

Adapted from: 'Careers Guidance: Making All the Difference – A Guide for Governors' - Career Development Institute (CDI) May 2014