MORE THAN A JOB'S WORTH:

Making Careers Education Age-Appropriate

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LKMco works across the education, youth and policy sectors. We help organisations develop and evaluate projects for young people and carry out academic and policy research and campaigning about the issues that experience tells us matter.

Find out more at **www.lkmco.org**, or get in touch at **info@lkmco.org**.

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Foreword

The capability of the UK education system to develop and nurture the human and social capital of our future workforce is perhaps more important today than it has been at any point in our past. This is not to say that today's education debate is very different from previous generations. A look back over the last 100 years of education policy in the UK reveals similar challenges - from questions about the most appropriate curriculum design and exam structures, to how the education system best prepares young people for the world of work. What differentiates this current period, however, is the pace of technological change. This will only create more urgency for future generations to respond to the innovations and digital advances of global competitors, from both established and emerging economies.

The benchmark of good quality careers education, embedded within every phase of learning, is whether the system today is able to equip our young people to meet this challenge in the future. I want to congratulate LKMco and Founders4Schools for producing this timely research, which should be seen as an important contribution to the debate. This report sets all of us a clear challenge to think about how we can best establish age-appropriate careers education - one that is necessarily distinct but also complementary throughout each phase. As the authors conclude, there are no quick fixes or 'silver bullets'. What's needed is a considered view of what high quality careers education looks like throughout every stage of the education system, to prepare children, young people and adults as they transition in to work and progress throughout their careers.

The report rightly points out that, while the debates are not new, the responsibility on all of us involved in shaping the education system - policy-makers, businesses, practitioners and providers - is one that we must share equally and redouble our efforts to improve. The Education Select Committee report from 2013 highlighted the persistent problem around the lack of consistency and quality of careers guidance in different parts of the country. We also know this is a concern shared by employers of all sizes, and is a recurring theme in our annual CBI/Pearson Education & Skills Employer Survey - which the authors also reference in this report.

This patchiness of provision remains a real challenge, and high quality careers education should be a basic entitlement that every young person is able to access.

There are no easy answers to this national challenge, but establishing consistency and consensus around the purpose of careers education, and how it is best deployed and embedded at different stages of learning, is vital. How can schools, colleges and universities ensure that their curriculum keeps pace and meaningfully responds to a dynamic and fast-changing labour market? How can we prepare young people throughout their education for jobs that are changing, or haven't yet been created? How can we equip young people with the core knowledge, skills, and 'real world' experiences, so that they can adapt to the changes that are being driven by the still nascent potential of AI and robotics?

So what actions should we take based on the findings from this report?

Firstly, we need to determine what underpins a good careers education and the ideas raised in this report around universality, authenticity and diversity are key. Secondly, we need to better understand the barriers to good careers education and the underlying cause of the 'patchiness' of provision - whether this is geography, funding, curriculum timetabling or extra-curricular provision. Finally, we need to be able to answer the question of what is needed to ensure that all young people can access good quality careers education. More resources and funding is a perennial factor - but not in itself enough. There needs to be better system-wide accountability to improve knowledge sharing and education-business brokerage at all stages and phases.

As the leader of a global education business these are issues that I fully recognise and understand. But above all, as an employer, these are issues that our business needs to respond to every day. As this report highlights, this is not a UK problem, these are global challenges. The real question therefore is how fit for purpose the current system is for us to meet this challenge.

John Fallon, Chief Executive, Pearson

Executive summary

Founders4Schools commissioned this research, because while there is compelling evidence outlining the benefits good careers education and guidance has for children and young people, much less is understood about when different sorts of careers-focused interventions should take place. This report sets out what children and young people's careers education should entail, and when, drawing on the literature and input of a wide range of education and careers practitioners, experts, and employers.

What underpins a good careers education?

Building on principles set out for careers education in the Gatsby Benchmarks and elsewhere[1] [2] [3], this report highlights principles that are important throughout a young person's careers education:

- **Universality:** all children and young people should access a careers education, regardless of their background, prior knowledge about possible pathways, or pre-existing aspirations.

- **Authenticity:** all pupils should experience work that reflects the realities of day-to-day employment.

- **Progression:** the different elements of careers education should build on prior learning and experiences, forming a coherent journey.

- **More is more:** a range of different interventions targeting different outcomes will increase the likelihood that all children and young people benefit.

- **Open-mindedness:** young people should engage with a range of ideas that open their horizons about a range of options.

Key barriers to better careers education throughout schooling

This research highlights eight main barriers to quality careers education throughout schooling. These are:

1. Time, prioritisation and buy-in.

2. Division of labour (within schools, and between schools and external partners).

3. Embedding careers into the curriculum.

4. Working with parents and carers.

5. Geography.

6. Teachers' knowledge.

7. Networks and brokerage.

8. Balancing the need to expand horizons while whittling down options.

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[1] http://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf.
[2] Enabling Enterprise (2019) Skills Builder. Available at: https://www.skillsbuilder.org/.
[3] Mann, A., Rehill, J. and Kashefpakdel, E. T. (2018) Employer engagement in education: Insights from international evidence for effective practice and future research, London: Education Endowment Foundation. Available at: https://www.educationandemployers.org/wp-content/uploads/2018/01/Employer_Engagement_in_Education.pdf.

Recommendations: What is needed in order to ensure all young people can access a quality careers education?

In addition to phase-specific recommendations about how careers education should be sequenced (summarised in the table, below), this report calls for action from schools, colleges, government and other organisations supporting careers education.

Schools and colleges should:

- Begin age-appropriate, careers-related learning early, as soon as children and young people join the setting.

- Appoint a senior leader and governor or trustee to take responsibility for the setting's careers education. This individual should ensure careers education is sequenced in an age-appropriate way, and highlight how careers education can support the setting's work towards its other priorities, including pupils' academic, social and personal development, and settings' performance during inspection.

- Ensure curriculum and middle leaders work with their teams to identify opportunities to include appropriately sequenced and age-appropriate careers-focused learning in lessons.

- Work with parents from the beginning of primary school and throughout schooling, for example by inviting parents into school to hear careers talks alongside their children, or even talk about their own careers. Schools and colleges should also help parents support their children develop positive (and career-relevant) behaviours at home, for example by reinforcing messages about value of hard work, and developing strategies for dealing with distractions.

- Use labour market information to help align the setting's provision with employers' needs locally and regionally (while keeping an open mind about where pupils might end up, and the intrinsic as well as instrumental value of education).

Government and other organisations supporting careers education in schools should:

- Provide funding for transport costs to help pupils in rural areas or areas lacking transport infrastructure to access opportunities to work with employers.

- Signpost to existing guidance, resources and support for practitioners.

- Augment existing digital brokerage services and platforms so that these provide or signpost to additional support. These would reduce the administrative burden on schools and employers, for example by undertaking background health and safety, insurance and other background checks to facilitate employer-encounters.

- Tailor existing support and guidance so that it is age-appropriate, for example providing resources and guidance to help speakers and employers plan age-appropriate presentations and projects.

- Commission research that compares the impact of different careers interventions on different age-groups.

What activities should happen, and when?

The following table summarises this report's findings, setting out what should happen during children and young people's education, and when. It also provides examples of the sorts of activities that schools (and their partners) could support with each age-group.

How activities are sequenced will depend on a young person's age and stage. For example, the objective for young children aged 5 to 7, might be to open minds, broaden horizons and challenge stereotypes; meanwhile, the aim for older pupils aged 14 to 16 might (alongside keeping an open mind about possible options) be to begin whittling down post-

16 pathways. Furthermore, careers education is cumulative and should build progressively on previous learning, as well as aligning with a child or young person's learning more broadly. Therefore, how activities are sequenced will depend on the activities a young person has engaged in previously. For example, it could make sense for a young person to have a coaching session enabling him or her to drill down into ideas, after participating in a careers carousel activity, or after hearing several external speakers talk about different roles and sectors

Objective	Pre-school Ages 2 to 4	Infants Ages 5 to 7	Juniors Ages 8 to 11	Lower Secondary Ages 11 to 14	Upper Secondary Ages 14 to 16	Post-16 Ages 16 to 18	Higher Education and beyond Ages 18 and over
Education, training and career pathway decision-making and understanding	**Role-play** Children could play with costumes and other props themed around different jobs. This could involve responding to 'situations' set by staff, or involve 'free play'.						
		Discussing parents' jobs • Staff ask pupils questions about the children's parents' work and roles. • Teachers invite parents in to speak about their work (ensuring sessions are short and interactive).					
	Jobs corners • Teachers set up one or more 'corners' that contain costumes, props and written information (such as stories featuring the job roles, posters outlining what the roles entail, or authentic materials from the roles). • Written information will get more sophisticated for older pupils, perhaps including 'authentic' materials from a particular role (such as architects' drawings).						

Visits from external speakers

- Teachers invite the parents and carers of younger children (aged 5 to 11) into listen to speakers alongside their children.
- Primary-age children play 'What's my line?', asking speakers questions in order to try and guess their jobs.
- Children and young people of all ages could prepare questions for visitors in advance (perhaps involving research about job roles).
- Visitors run workshops with children and young people. For younger children aged 5 to 11 this may involve short presentations followed by a Q+A or workshop. Older pupils aged 11 and over listen to longer presentations about specific roles/sectors (they may also enjoy more interactive activities such as careers carousels and competitions, set out, below).

Linking classroom learning to the outside world

- Class teachers link 'regular' lesson content to careers and the world of work. Younger children aged 5 to 11 discuss how and where content might relate to particular jobs with their teachers. Older primary pupils aged 8 and over begin to think about 'groups' of jobs and different industries and sectors.
- Older pupils (aged 11 and over) link classroom learning to specific jobs and sectors, and explore links with other careers-focused experiences such as workplace visits, visits from external speakers, or careers mentoring sessions.
- Throughout schooling, teachers highlight how specific skills and competencies (such as communication or teamwork) could be useful in the world of work.

Referring to local, regional and national labour market information

Practitioners working with older students use labour market information to help guide young people making decisions about possible pathways.

Offsite visits

- Offsite visits (whether specifically to learn about a job or sector, or as part of the wider academic curriculum) involve discussion of careers and roles. These discussions will become increasingly sophisticated and technical as pupils progress through secondary school.
- Young people aged 11 and over visit specific workplaces to learn about particular roles and sectors.

Career carousels

Young people meet representatives and employees from a wide range of organisations and sectors to learn about different possible pathways, spending 10 to 15 minutes at each table before moving on to the next one.

Careers mentoring

Pupils aged 14 and over participate in individual or group-mentoring sessions, helping them find out about specific roles and sectors.

	Careers coaching • Younger pupils aged 11 to 14 participate in coaching focused on opening horizons, exploring options, and reflecting on personal skills and attributes. • Coaching for older pupils aged 15 and over helps them focus on whittling down possible pathways, and reformulating ideas about pathways as and where appropriate. • Pupils work with an external coach, or a regular class teacher. • A longer 'run' of coaching sessions can be beneficial. So too can 'one-off' check ins with teachers following a careers talk, to help reflect and map out next steps.
	Work experience Older pupils (ideally aged 16 and over) participate in a range of work experience opportunities, helping them learn more about specific roles while also developing career-relevant skills.
	Enterprise activities and competitions All children and young people work individually or in teams on specific questions and tasks, during regular lessons or in dedicated activities, to develop career-relevant skills and competencies. These questions and tasks get more sophisticated as children get older, and for pupils aged 8 and over possibly involve working offsite and/or with employers.
Personal, emotional and social development	**Careers coaching** • Pupils aged 11 and over engage in careers coaching with their class teacher or an external coach. • Pupils aged 11 to 14 reflect on and develop their personal skills and competencies, and explore a wide range of possible pathways. • Pupils aged 14 and over, and/or making decisions about their future educational pathways, begin to whittle down options, stress-test ideas, and reformulate ideas as necessary.
	Mentoring Pupils aged 14 and over work with mentors to learn more about specific roles and sectors, and the specific skills and competencies relevant to these.
	Work experience Older pupils (ideally aged 16 and over) develop career-relevant skills and competencies as part of work experience.

		Linking classroom learning to the outside world Throughout schooling, teachers help pupils develop career-relevant skills by highlighting how skills developed as part of the school curriculum link to the world of work, or by undertaking specific activities to build career-relevant skills such as teamwork and communication. Secondary pupils aged 11 and over will be given increasing levels of autonomy when undertaking these activities.
		Part-time work • Pupils aged 14 and over may undertake part-time work or summer jobs, although caution should be exercised in how this is done during term time (ideally not exceeding around 15 hours a week maximum).
Career-readiness		**CV writing, application, networking, and interviewing workshops** Older pupils approaching decisions about post-16 or post-18 education and training participate in workshops targeting specific career readiness skills. For pupils aged 15 and 16, this includes sixth form or college application writing workshops. For pupils aged 17 and 18, this might involve university and training application workshops, CV writing, and interviewing technique.

1. Introduction and methodology

1.1 Message from Sherry Coutu, Chairman of Founders4Schools and Workfinder

We know that solving the skills crisis is the most important issue of our time, and that we are all part of the solution. We are also acutely aware of how difficult it can be for educators, parents and students to be confident in the choices they are making, given the speed of change across the world of work.

Founders4Schools' award-winning services ensure that the expert recommendations we make to the thousands of educators and students using our digital services are aligned with the Gatsby Benchmarks[4] and Skills Builder framework.[5] This means teachers and school leaders can be confident that, over time, the employer encounters they arrange through our services will help pupils flourish during and beyond their educations.

We welcome this research, which reveals what should happen during a young person's careers education, and when. This has allowed us to further personalise our labour market insight recommendations so that these are geared towards the ages of the pupils for whom teachers are responsible.

This research (alongside another, forthcoming report, 'More Than A Job's Worth: Making Work Experience Fit For Purpose') will benefit all children and young people, and disproportionately so those from disadvantaged backgrounds, who are currently the least likely to access quality careers education.

Sherry Coutu, Chairman,
Founders4Schools and Workfinder

1.2 More Than A Job's Worth: The case for change in careers education

Many young people face barriers in making the transition from education into meaningful employment, and this is reflected in the comparatively high rates of unemployment among young people aged 16 to 24 in comparison with older groups, both in the UK,[6] and OECD countries.[7] Barriers impeding a smooth transition between education and work can disproportionately impact certain groups of young people, including young women, those from minority ethnic backgrounds, or low-income backgrounds.[8]

Commentators attribute this difficulty in part to a break in the chain between the worlds of education and work. As one contributor to this research said

> *The job situation's changing so rapidly that there's a whole plethora of jobs out there that young people have no cognisance of. …The jobs we're doing today won't be the jobs that they'll do tomorrow, and so it's about widening [young people's] appreciation of that.*
>
> **Morag McLoughlan, Service Manager For Schools, Learning and Education at Stirling Council**

Surveys of employers and young people as they leave compulsory education support this idea, indicating that employers sometimes struggle to find young people with the right skills or the right level of skill.[9, 10]

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[4] Gatsby Foundation (2014) Good Career Guidance Reaching The Gatsby Benchmarks, London: The Gatsby Foundation. Available at: http://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf.
[5] Enabling Enterprise (2019) Skills Builder. Available at: https://www.skillsbuilder.org/.
[6] Office for National Statistics (2018a) UK labour market: December 2018. Available at: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/december2018.
[7] Musset, P. and Mytna Kurekova, L. (2018) Working it out: Career Guidance and Employer Engagement, OECD Education Working Papers, No. 175, Paris: OECD Publishing. doi: 10.1787/51c9d18d-en.
[8] Ibid.
[9] Mckinsey Global Institute (2017) Technology, Jobs And The Future Of Work - Briefing Note Prepared For The Fortune Vatican Forum, December 2016 Updated February 2017. Available at: https://www.mckinsey.com/~/media/McKinsey/Featured%20Insights/Employment%20and%20Growth/Technology%20jobs%20and%20the%20future%20of%20work/MGI-Future-of-Work-Briefing-note-May-2017.ashx.
[10] CBI/Pearson (2017) Helping The UK Thrive: CBI/Pearson Education And Skills Survey 2017, London: CBI. Available at: http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77.

Teachers feel they support pupils to develop skills that employers value,[11] although many young people feel they do not acquire the career-relevant skills they need during their education[12]. Paradoxically, though, these young people tend to be more highly educated than older generations[13, 14].

These challenges look set to become more pronounced, as employers seek more highly skilled workers.[15] Simultaneously, social and technological changes will continue to create jobs, while changing and eradicating others. As the Department for Education's 2017 Careers Strategy states:

> *'Now is the time to act so that everyone has the skills and the knowledge to thrive in our fast-changing work environment.'* [16]

The fragility of young people's transitions into the labour market is also reflected in the fact that few young people achieve, as adults, the aspirations they articulate in their youth. A minority of young people pursue or achieve their 'dream' career pathways as adults,[17] and this is partly due to limited opportunities: a higher proportion of young people aspire to higher-level study, and professional and managerial occupations, than the proportion of adults that hold these positions.[18, 19] However, young people's job-related hopes and dreams extend beyond job titles, occupational status and remuneration;

although these are important, young people tend to rank having interesting jobs, a positive work/life balance, and helping others as more important to them than pay.[20] Participants in our research noted that young people's hopes and dreams increasingly encompass a 'way of life':

> *When I was a child, when someone said 'what do you want to do when you grow up?', you named a job: 'I want to be a teacher, a truck drive, a whatever'. When I ask young people today…, they give me list of lifestyle requirements. They say 'I want to work internationally', 'I want to do something good for society', …and 'I want to do something that earns a lot of money'. They don't think about a named, targeted job.*
>
> Dr Anne Bamford, Strategic Director for Education, Culture and Skills, the City of London Corporation

This report outlines how careers education can be made fit for purpose. The recommendations in this report adhere to the principles set out by the Gatsby Benchmarks, Enabling Enterprise's Skills Builder, and elsewhere,[21] and align these with the best-available evidence on what children and young people should learn during their careers education, and when. It sets out actions to bridge the gap between educators', businesses' and young people's needs.

11 Kashefpakdel, E. T., Newton, O. and Clark, J. (2018a) Joint Dialogue: How Are Schools Developing Real Employability Skills?, London: Education and Employers. Available at: https://www.educationandemployers.org/wp-content/uploads/2018/11/Joint-Dialogue-FINAL-REPORT-2019.pdf.
12 Mourshed, M., Farrell, D. and Barton, D. (2013) Education to Employment: Designing a System that Works. Available at: https://www.mckinsey.com/~/media/McKinsey/Industries/Social%20Sector/Our%20Insights/Education%20to%20employment%20Designing%20a%20system%20that%20works/Education%20to%20employment%20designing%20a%20system%20that%20works.ashx.
13 Musset and Mytna Kurekova, 2018.
14 McKinsey Global Institute, 2017.
15 CBI/Pearson, 2017.
16 Department for Education (2017) Careers strategy: making the most of everyone's skills and talents, London: Department for Education, p. 7. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf.
17 Office for National Statistics (2018b) Young people's career aspirations versus reality. Available at: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/youngpeoplescareeraspirationsversusreality/2018-09-27.
18 Kintrea, K., St Clair, R. and Houston, M. (2011) The influence of parents, places and poverty on educational attitudes and aspirations, York: Joseph Rowntree Foundation. Available at: https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/young-people-education-attitudes-full.pdf.
19 Croll, P. (2008) 'Occupational choice, socioeconomic status and educational attainment: a study of the occupational choices and destinations of young people in the British Household Panel Survey', Research Papers in Education, 23(3), pp. 243–268. doi: 10.1080/02671520701755424.
20 ONS, 2017b.
21 Mann, A., Rehill, J. and Kashefpakdel, E. T. (2018) Employer engagement in education: Insights from international evidence for effective practice and future research, London: Education Endowment Foundation. Available at: https://www.educationandemployers.org/wp-content/uploads/2018/01/Employer_Engagement_in_Education.pdf

1.3 Methodology

This report was written alongside another report in the 'More Than a Job's Worth' series, 'Making Work Experience Fit For Purpose',[22] and draws from a wide range of evidence on the age-appropriacy of careers education (and work experience), including:[23]

- Literature reviews of the best-available evidence, using search portals including Web of Science. We focused on studies and evidence relating to the efficacy of careers education and specific interventions for different age groups. The existing studies we identified included a mixture of quantitative and mixed-methods designs including small-scale surveys and randomised control trials, giving us insights into careers education across educational phases, ranging from descriptive information about how young people perceive careers interventions to causal claims about the impact of specific activities;

- Two roundtables, which were attended by more than 40 experts on and practitioners in careers education, including educationalists and employers;

- Interviews with four experts in careers education (who were interviewed in a personal capacity, as opposed to representing the organisations for which they work), and;

- Nine case studies of primary, secondary and FE settings across the UK identified by LKMco, Founders4Schools and roundtable participants as having adopted innovative approaches in order to provide high quality careers education and work experience.

[22] Millard, W., Shaw, B., Baars, S. and Menzies, L. (2019) More Than A Job's Worth: Making Work Experience Fit for Purpose, London: LKMco/Founders4Schools.
[23] Further information about the research design and the contributors involved in the research is available in the appendices.

1.4 A brief overview of careers education policy in the UK

2011

- Professor Alison Wolf's review of vocational education is published, raising concerns over the quality of vocational education and careers-orientated learning.[24]

- The Scottish government publishes its strategy for careers information, advice and guidance (IAG).[25]

- In Wales, maintained secondary schools and colleges must ensure their pupils are provided with a 'Learning Pathways Document' to record their career-related goals and learning experiences.

2012

- The National Careers Service (NCS) is established by the government to provide information, advice and guidance about training and work.

- The National Careers Council (NCC) is established to advise the government on careers provision for young people in England.

- Skills Development Scotland publishes the Career Management Skills Framework for organisations with responsibility for the planning, management and delivery of career IAG services.[26]

2013

- The Education Select Committee publishes a report on careers guidance, raising concerns about the consistency and quality of careers guidance on offer to young people.[27]

- The statutory duty on schools and colleges in England to provide impartial careers guidance is extended to cover pupils aged 12 to 18.

- Ofsted publishes a report outlining its concerns about the quality of careers guidance available in schools.[28]

- The government responds with its action plan for careers education, which says the government will take steps including strengthening the use of destinations measures, and sharing best practice in careers education.[29]

2014

- The Gatsby Foundation outlines eight benchmarks to underpin quality careers education in its 'Good Careers Guidance'.[30]

- The Commission for Developing Scotland's Young Workforce (CDSYW) calls for careers education to begin earlier in children's education.[31]

- The Scottish Government outlines how it intends to enact the Commission's recommendations in its strategy 'Developing the Young Workforce'.[32]

[24] Wolf, A. (2011) Review Of Vocational Education: The Wolf Report. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf.
[25] The Scottish Government (2011) Career Information, Advice and Guidance in Scotland: A Framework for Service Redesign and Improvement, Edinburgh: The Scottish Government. Available at: https://education.gov.scot/Documents/CareerInformationAdviceGuidanceScotland.pdf.

[26] Skills Development Scotland (2012) Career Management Skills Framework for Scotland. Available at: https://www.skillsdevelopmentscotland.co.uk/media/34749/career_management_skills_framework_scotland.pdf.

[27] Education Committee (2013) Education Committee - Seventh Report Careers guidance for young people: The impact of the new duty on schools, London: The Stationery Office. Available at: https://publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/632.pdf.
[28] Ofsted (2013) Going in the right direction?: Careers guidance in schools since September 2012, Manchester: Ofsted. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413171/Going_in_the_right_direction.pdf
[29] Department for Education (DfE) and Department for Business, Innovation and Skills (BIS) (2013) Careers Guidance Action Plan, London: DfE and BIS. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/238791/Careers_Guidance_Action_Plan.pdf.

[30] Gatsby Foundation, 2014.
[31] Commission for Developing Scotland's Young Workforce (CDSYW) (2014) Education working for all: developing Scotland's young workforce, Edinburgh: The Scottish Government. Available at: https://www.gov.scot/publications/education-working-commission-developing-scotlands-young-workforce-final-report/pages/0/.
[32] The Scottish Government (2014) Developing the Young Workforce: Scotland's Youth Employment Strategy, Edinburgh: The Scottish Government. Available at: https://www.skillsdevelopmentscotland.co.uk/media/43857/developingtheyoungworkforce2014.pdf.

2015

- DfE publishes research finding only around a third of schools and colleges surveyed offer personalised careers education to pupils aged 11 to 14.[33]

- Ofsted's Chief Inspector describes careers education as a "disaster area" in schools.[34]

- Education Scotland outlines career education standards for children and young people aged 3 to 18.[35]

- The Careers and Enterprise Company is established, a national network connecting schools and colleges with employers and careers education providers.

2016

- Prime Minister David Cameron announces £14 million of funding "to build capacity" in the careers education system.

- The Northern Irish government launches its careers education and guidance strategy, introducing statutory duty on schools and colleges to provide careers advice.[36]

2017

- Education Scotland publishes its review of the implementation of the career education standards.[37]

- The DfE in England announces the first three 'T-Levels' in Digital, Construction, and Education and Childcare, to be taught from 2020.

- The DfE in England publishes its careers strategy, building on the Gatsby Benchmarks, and committing to – among other things – a post-16 vocational pathway, and a Careers Leader in every school and college.[38]

2018

- The DfE in England revises its statutory guidance on careers education, outlining its expectations in light of its new careers strategy.[39]

- Career Wales launches its 'Education Business Exchange', linking schools and employers.

- The Careers and Enterprise Company announces a new investment fund of £5 million to support disadvantaged pupils access quality careers education and opportunities.

- The Education Select Committee launches its inquiry into the Fourth Industrial Revolution, and implications of this on young people.[40]

33 Gibson, S., Oliver, L. and Dennison, M. (2015) Mapping Careers Provision in Schools and Colleges in England, London: Department for Education. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447134/Mapping_careers_provision_in_schools_and_colleges_in_England.pdf.
34 Education Committee (2015) Oral evidence: The Work of Ofsted, HC 400 Wednesday 16 September 2015, London: House of Commons. Available at: http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/education-committee/the-work-of-ofsted/oral/21696.pdf.
35 Education Scotland (2015) Developing the Young Workforce Career Education Standard (3-18), Livingston: Education Scotland. Available at: https://education.gov.scot/documents/dyw2-career-education-standard-0915.pdf.

36 Department of Education (DoE) (2016) Preparing for success 2015 - 2020 : A strategy for careers education and guidance, Northern Ireland: Department of Education. Available at: https://www.education-ni.gov.uk/sites/default/files/publications/de/Careers-strategy.pdf.

37 Education Scotland (2017) Review of the implementation of the Career Education Standard (3-18), the Work Placement Standard and Guidance on School/Employer Partnerships, Livingston: Education Scotland. Available at: https://education.gov.scot/documents/ces-implementation-review0517.pdf. 38 DfE, 2017

39 Department for Education (DfE) (2018) Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff, London: Department for Education. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf.
40 Education Committee (2018), Fourth Industrial Revolution. Available at: https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2017/fourth-industrial-revolution-inquiry-17-19/.

2. Making careers education age-appropriate

There is limited evidence regarding whether particular careers interventions are more effective with young people of a particular age. However, the literature and new data gathered for this research indicate that the sequencing of careers interventions is important. This includes the broad phases of education within which different types of activity are targeted, and the way in which later interventions build on earlier ones

2.1 Defining 'careers education', 'impact', and 'age-appropriacy'

2.1.1 Careers education

'Careers education' involves careers-based activities inside and outside school that help young people:[41, 42]

- **Learn about different jobs and possible career pathways.** Activities might include visits from external speakers, careers carousels, career mentoring, workplace visits, and work experience.

- **Develop career-relevant skills such as teamwork and communication,**[43] **and personal effectiveness** including self-efficacy and self-belief. This may be through targeted activities such as enterprise competitions and work experience, or through work embedded into regular lessons.

- **Prepare for their careers**, through workshops and guidance focusing on CV writing, job searching, and application and interview preparation.

2.1.2 Measuring the impact of careers education

This report sets out compelling evidence that careers education, when done well, can be hugely beneficial for young people. However, there are many different ways of measuring this impact on young people, including (but not limited to) their:

- Knowledge of careers;[44]

- Career-relevant personal, social and emotional skills and competencies;[45]

- Aspirations towards particular career pathways,[46] and;

- Academic outcomes.[47]

Furthermore, impact can vary by age-group (with careers-focused interventions at secondary shown to influence economic outcomes in later life).[48] This means that conclusions about careers education's impact (including specific interventions) need to be sensitive to the outcomes measured in particular studies.

41 Careers and Enterprise Company (CEC) (2018a) The Careers and Enterprise Fund, London: CEC. Available at: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/cef2018_prospectus.pdf.
42 DfE, 2017.
43 These are sometimes referred to as 'soft skills', although the utility of this term is debated as delineating between 'hard' and 'soft' skills is problematic (Kashefpakdel, Newton and Clark, 2018a). We therefore refer throughout this report to 'career-relevant' skills.
44 Kitchen, J. A., Sonnert, G. and Sadler, P. M. (2018) 'The impact of college- and university-run high school summer programs on students' end of high school STEM career aspirations', Science Education, 102(3), pp. 529–547. doi: 10.1002/sce.21332.
45 Kuijpers, M., Meijers, F. and Gundy, C. (2011) 'The relationship between learning environment and career competencies of students in vocational education', Journal of Vocational Behavior, Elsevier Inc., 78(1), pp. 21–30. doi: 10.1016/j.jvb.2010.05.005.
46 Huber, L. R., Sloof, R. and Van Praag, M. (2014) The Effect of Early Entrepreneurship Education: Evidence from a Randomized Field Experiment, IZA Discussion Paper No. 6512. Available at: http://papers.ssrn.com/abstract=2044735%5Cnhttp://papers.ssrn.com/sol3/papers.cfm?abstract_id=2044735.
47 Duckworth, K. and Schoon, I. (2012) 'Beating the odds: exploring the impact of social risk on young people's school-to-work transitions during recession in the UK', National Institute Economic Review, 222(1), pp. 38–51. doi: 10.1177/002795011222200104.
48 Kashefpakdel, E. T. and Percy, C., (2016) 'Career education that works: An economic analysis using the British Cohort Study', Journal of Education and Work, 30(3), pp.217-234.

2.1.3 Age-appropriacy

Overall, there is limited evidence about whether particular careers interventions are more effective with young people of a particular age: we did not find any studies that explicitly test the appropriacy of careers interventions for specific age-groups. Where studies do explore the impact of careers interventions on young people of a particular age, these impacts are generally not compared with other ages. It is therefore not possible to conclude that these interventions work more or less effectively than with other parts of the age range.

Contributors to this research including roundtable participants, interviewees and practitioners in our case studies emphasised that it is not possible to say in definitive terms what activity types are appropriate for pupils of specific ages (for example, an eight-year-old versus a seven- or nine-year-old):

> *I don't think there's really hard research evidence that says, 'at the age of nine, this is the right thing to do'.*
>
> **Tristram Hooley, Professor of Career Education, University of Derby**

However, the literature and new data gathered for this research indicate that the sequencing of careers interventions – the broad phases of education within which different types of activity are targeted, and the way in which later interventions build on earlier ones – is important.[49, 50]

This section of the report therefore discusses the age-appropriacy and structure of careers education by educational phase, from the early years to post-16 provision.
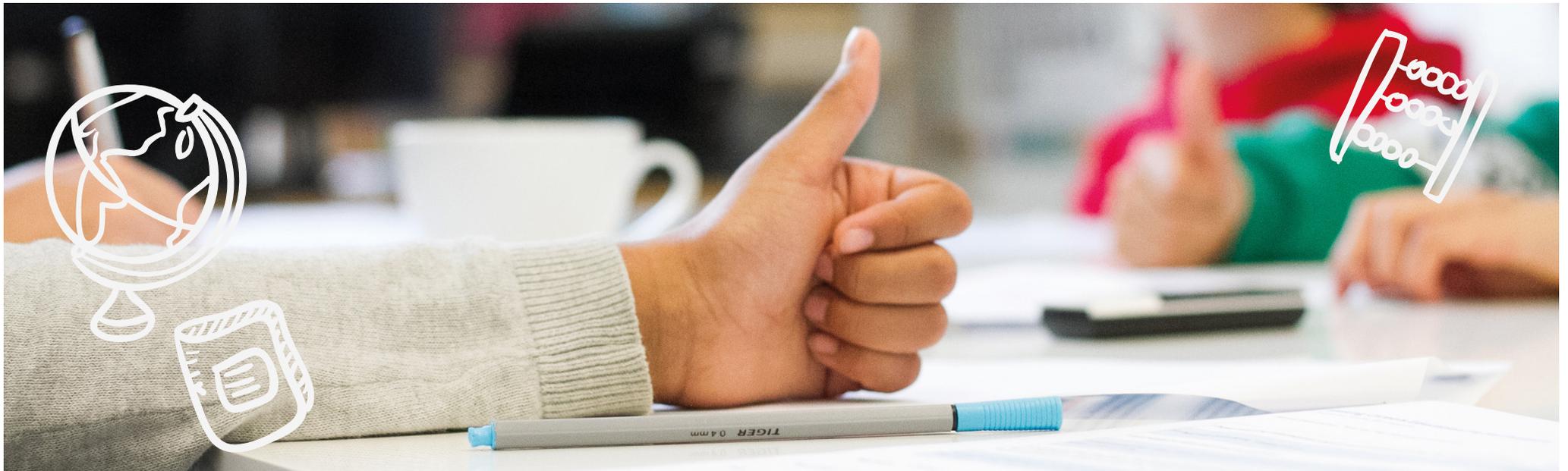
49 CEC, 2018a.
50 Careers and Enterprise Company (CEC) (2018b) Careers Guidance: Activity sequencing and careers curriculum design – An initial assessment [work in progress]. Unpublished.

2.2 Cross-phase principles underpinning quality careers education

Section summary: Building on principles established in the wider literature, this research highlights six key features that should underpin careers education throughout children and young people's education:

1. Universality
2. Authenticity
3. Progression
4. More is more
5. Open-mindedness

While this report focuses on tailoring careers education to different age groups, we also encountered a number of principles that the literature and contributions from experts and practitioners indicated should underpin careers education across all phases of education. These align with and build on the principles of good careers education and guidance that are set out elsewhere in the literature.[51]

Universality

All young people stand to gain from engaging in careers education, not just those who lack a plan for their future trajectory. However, as we go on to explore in greater detail in the phase-specific sections below, many children and young people do not have access to careers education and this can limit the options a whole range of young people consider:

> *The kid who's 12 and has assumed she's going to be a lawyer because "Dad's a lawyer" and that's what everyone told her she should do is also facing her own set of barriers. A broad careers approach could help her end up in a better future for her. But if she falls back on law without a chance to see if she would be happier elsewhere, that's typically not seen as a problem in terms of policy outcomes, even though it may well be bad for her personally.*
>
> **Chris Percy, Strategy and Research Contractor, the Careers and Enterprise Company**

Authenticity

Authenticity involves pupils working in ways that genuinely reflect the realities of day-to-day employment, whether on a real-life problem in the workplace, or on a made-up problem that mirrors a real-world workplace challenge. Practitioners and experts emphasised that all young people should have opportunities to participate in authentic, work-related learning throughout their education (such as classroom projects, enterprise days, or work experience projects). This is supported by the literature,[52, 53, 54] specifically in term of how

The Gatsby Benchmarks for Good Careers Guidance:

1. A stable careers programme, in every school and college.

2. Learning from career and labour market information.

3. Addressing the needs of each pupil.

4. Linking curriculum learning to careers.

5. Encounters with employers and employees.

6. Experiences of workplaces.

7. Encounters with further and higher education.

8. Personal guidance.

Gatsby Foundation, 2014

[51] Including Gatsby Foundation, 2014; Enabling Enterprise, 2019; Mann et al., 2018.
[52] Buzzeo, J. and Cifci, M. (2017) Work experience , job shadowing and workplace visits: what works?, London: Careers and Enterprise Company. Available at: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers-enterprise-what-works-report-work-experience.pdf.
[53] Collins, J. and Barnes, A. (2017) Careers in the curriculum: What works?, London: Careers and Enterprise Company. Available at: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers_in_the_curriculum_report_what_works.pdf.
[54] Hughes, D., Mann, A., Barnes, S., Baldauf, B. and McKeown, R. (2016) Careers education: International literature review, London: Education Endowment Foundation. Available at: https://educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf.

authentic experiences that resemble or convey workplace experiences can help young people develop cultural and social capital:[55, 56]

> *The experience has to feel real to the young people. If you're setting up an architecture corner, give them real equipment or real paper or real plans, connected to a real company.... Keeping it 'real' is really crucial and that goes the whole way through [education].*
>
> **Dr Anne Bamford, Strategic Director for Education, Culture and Skills, the City of London Corporation**

This is not to say all careers education should mimic the real world; ultimately, maximum impact depends on a mix of careers interventions and experiences.[57, 58, 59]

Progression

Careers education should be progressive, building coherently on prior learning.[60] Contributors to this research suggested that careers education can be poor quality when it is fragmented, particularly where pupils do not receive feedback, sufficient challenge or can where they cannot access individualised support. The importance of progression is also an important theme within the Gatsby Benchmarks and other careers frameworks.[61]

More is more

The quality of careers education is vital, but so too is the quantity. As is emphasised throughout this report, drip-feeding children and young people information about jobs and careers (alongside more extended activities such as work experience), increases the likelihood that pupils will benefit.[62, 63, 64] For example, several studies outline the benefits of young people experiencing numerous careers events since this is linked to improved outcomes for NEET young people, better preparation for work, and future wage premiums:[65, 66]

> *What's really important is that people get a multifaceted, progressive careers education, in that you have lessons, you have personal guidance, you hear from employers, you go out and do things, you do experiential activities. All of that should be happening throughout school.*
>
> **Tristram Hooley, Professor of Career Education, University of Derby**

> *You throw mud at the wall and you see what sticks. ...It's about having more of these activities as well as having that quality there.*
>
> **Jordan Rehill, Research Analyst, Education and Employers.**

This was also something the schools we visited emphasised. Alan Hamilton, Depute headteacher at Stirling High School, said "we know that the more interactions we have the more likely that wee light bulb will be lit with somebody."

55 Mann, A. and Kashefpakdel, E. (2014) 'The views of young Britons (aged 19—24) on their teenage experiences of school-mediated employer engagement', in Mann, A., Stanley, J. and Archer, L. (eds.), Understanding Employers Engagement in Education: Theories and Evidence, London: Routledge.
56 Raffo, C. and Reeves, M. (2000) 'Youth Transitions and Social Exclusion: Developments in Social Capital Theory', Journal of Youth Studies, 3(2), pp. 147–166. doi: 10.1080/713684372.
57 CEC, 2018b.
58 Collins and Barnes, 2017.
59 Gatsby Foundation, 2014. 60 Ibid.
61 Mann et al., 2018.
62 CEC, 2018b.
63 Collins and Barnes, 2017.
64 Gatsby Foundation, 2014.
65 Mann, A. Kashefpakdel, E. T. and Iredale, S. (2017) Primary Futures: connecting life and learning in UK primary education, London: Education and Employers. Available at: https://www.educationandemployers.org/wp-content/uploads/2017/05/Primary-Futures-research-essay-2017-Mann-Kashefpadkel-Iredale.pdf.
66 Kashefpakdel and Percy, 2016.

Increasing the number of careers encounters young people participate in can also increase the range and diversity of people they meet, something that can support learning about roles and pathways[67, 68].

Open-mindedness

Careers education should present young people with a range of ideas, and not suggest that there is one, 'correct' pathway for them. Gerard Liston, an expert on careers education, argues that provision should "progressively challenge pupils to think expansively about what's possible beyond school, widening their horizons." This is an important theme in the literature.[69, 70, 71] Chris Percy (Strategy and Research Contractor at the Careers and Enterprise Company) said children and young people should play an active role in this process for example by:

- Identifying what they want to do, and how to get there;

- How to tell if this turns out to be the wrong move and, if so, what to do about this;

- How to develop different ideas (including back-up plans), and;

- Challenging his or her current choices and assumptions.

Time constraints can shut down opportunities to keep an open mind, as one roundtable participant emphasised.

"

It feels like a lot of careers education at the moment is about driving young people towards a particular option whereas actually it needs to be the opposite. It should be saying 'look at this whole spectrum', 'look at all these roles', 'look at all these companies, all these sectors', 'where might you see yourself?' ...Very little time is allowed at schools for exploration; there is a lot of focus on what are you going to do, what degree are you going to do. There's very little time spent [asking] 'why?': why is that important to you, what kind of person are you, what matters to you, what kind of impact do you want to have in the world?

Joanna Cruse, Independent Education Consultant

"
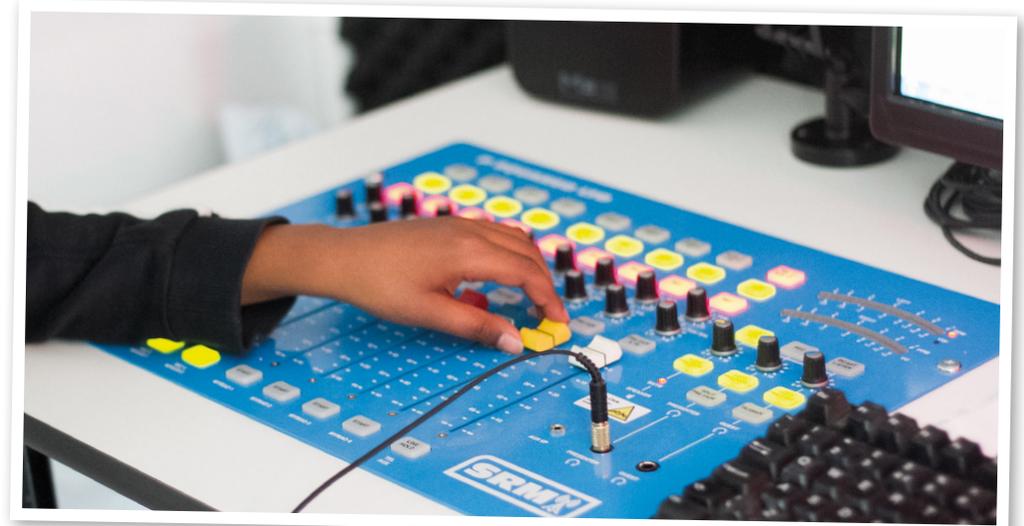
[67] Millard et al., 2019.
[68] Buzzeo and Cifci, 2017.
[69] Kitchen et al., 2018.
[70] Hughes et al., 2016.
[71] Huber et al., 2014.

2.3 Early years and primary school (ages 3 to 11)

Section summary: Existing research highlights the fact that in early years and primary settings, careers education can:

- Shape and broaden young people's career aspirations;

- Help young people understand the world of work; and,

- Develop young people's social and non-cognitive skills.

These points were also emphasised by expert and practitioner interviewees.

Careers education during the early years and throughout primary schooling should therefore focus on expanding children's horizons and exposing them to a wide range of occupations and jobs. As children grow older, activities can then become more sophisticated, building on their prior knowledge

2.3.1 Access to careers-related learning in primary schools

Surveys of school leaders and teachers indicate that engaging in some form of career-related learning is common in primary schooling.[72] A recent survey of 250 primary school headteachers and teachers found that the majority of primary schools offer some form of career-related learning, with nearly three quarters linking careers learning to the curriculum, and 38% arranging workplace visits.[73]

However, as we go on to explore, the quality of provision varies considerably. This is likely to result in young children in different classes, schools and regions having differing levels of access to quality career-related learning.[74]

2.3.2 What role do careers interventions play in the early years and primary phases?

Existing literature[75] and expert and practitioners' input gathered during this research suggests that, in early years and primary settings, career-related learning can:

- Shape and broaden young people's career aspirations;

- Help young people understand the world of work, and;

- Develop young people's social and non-cognitive skills.

There are claims that early career-related learning can support young people's academic attainment, although evidence for this tends to be rooted in teachers' survey responses,[76] rather than experimental or quasi-experimental studies. Where there is evidence regarding the impact of career-related learning on academic outcomes, it tends to focus on older pupils.

Shaping career aspirations

Career-related learning can play an important role in shaping children's career aspirations in the early years and primary phases. Children start to develop career

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[72] Throughout this section focused on early years and primary schooling, we refer to 'career-related learning' as opposed to 'careers education', in line with Kashefpakdel, Rehill and Hughes' (2018) research showing that the term 'careers education' can sometimes be conflated with meaning 'careers guidance'. The issue is discussed more in this article: https://www.educationandemployers.org/research/what-works-primary/.

[73] Mann et al., 2017.

[74] Kashefpakdel, E., Rehill, J. and Hughes, D. (2019) Career-related learning in primary: The role of primary teachers and schools in preparing children for the future, London: Education and Employers, Teach First and AKO Foundation. Available at: https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf.

[75] See Kashefpakdel et al., 2019. However, it should be noted that our literature search generated very few studies that measure the impact of careers interventions specifically in the early years or primary school settings. However, the studies we did identify were based on quasi-experimental designs that allow reasonably robust causal claims to be made about the relationship between interventions and outcomes.

[76] See Education and Employers (2017) Teachers Perception on the impact of the engagement with the world of work on students' academic achievement in primary education, London: Education and Employers. Available at: https://www.educationandemployers.org/wp-content/uploads/2017/08/Primary-teachers-perception-Headline-Stats-Final.pdf.

aspirations (as well as identifying careers they would not like to enter) from as early as age 4.[77, 78, 79] These aspirations are then influenced, over time, by children's experiences both at home and in school.[80]

Developing career aspirations among children is important, with evidence showing some link between the broad 'status' of young people's early career aspirations (for example, professional and managerial careers) and the jobs they secure as adults, even taking into account their parents' occupations.[81] Whilst this evidence is far from causal, roundtable participants and interviewees suggested young children are more likely to encounter 'obvious' jobs (through children's literature, and traditional and social media platforms) such as fire fighters and sports people, and that consequently their career aspirations cluster around these occupations, a theory that is corroborated by the literature.[82] While these jobs can clearly provide valuable and rewarding careers, they do not do represent anywhere near the full spectrum of careers options available to young people. There is therefore important work to be done in broadening pupils' career horizons.

More worryingly, children's exposure to jobs when they are young may reinforce gender and other stereotypes, limiting children's career aspirations from an early age. This concern features prominently in the literature about early career-related learning,[83, 84] and was reiterated during our roundtable discussions, interviews, and case studies.

However, material resources (for example, parental income) and academic attainment are also important for entering the labour market.[85] This means that high aspirations alone are not sufficient to achieve career goals. The value of career-related learning for young children is therefore in preventing the 'closing down of aspirations', and 'informing and diversifying aspirations'.[86] Exposure to a range of options is therefore important for young children from the early years onwards.

77 Kashefpakdel et al., 2019.
78 Archer, L., DeWitt, J. and Wong, B. (2014a) 'Spheres of influence: what shapes young people's aspirations at age 12/13 and what are the implications for education policy?', Journal of Education Policy, 29(1), pp. 58–85. doi: 10.1080/02680939.2013.790079.
79 Trice, A. D. and Rush, K. (1995) 'Sex-stereotyping in four-year-olds' occupational aspirations', Perceptual and Motor Skills, 81(2), pp. 701–702. doi: 10.1177/003151259508100266.
80 Archer et al., 2014a.
81 Ibid.
82 Chambers, N., Kashefpakdel, E. T., Rehill, J. and Percy, C. (2018) Drawing the Future: Exploring the career aspirations of primary school children from around the world, London: Education and Employers. Available at: https://www.educationandemployers.org/wp-content/uploads/2018/01/Drawing-the-Future-FINAL-REPORT.pdf.
83 Chambers et al., 2018.
84 Musset and Mytna Kurekova, 2018.
85 Menzies, L. (2013) Educational Aspirations : How English Schools Can Work With Parents To Keep Them On Track, London: Joseph Rowtree Foundation. Available at: https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/england-education-aspirations-summary.pdf.
86 Archer et al., 2014a.

The careers education 'funnel'

Some aspects of careers education targeting children and young people's aspirations and understanding of the world of work can be seen as a 'funnel', gradually helping identify and test ideas of different possible career pathways.

In the early years and infants – at the widest end of the 'funnel' – this means talking to children about a range of jobs and career pathways in order to open pupils' horizons, while challenging any stereotypes that may be beginning to form. As young people grow older and progress through secondary school into post-16 provision, further study and employment, this funnel narrows as they discover more about themselves and possible trajectories.

However, it may open up again after young people have made key decisions about education or training pathways, so that they can continue to formulate and test ideas:

> *[Careers education activity] might narrow as you approach a decision point, like what shall I do for my GCSEs, but as soon as you've made that decision it might then widen out again.*
>
> Chris Percy, Strategy and Research Contractor, the Careers and Enterprise Company

Understanding the world of work

Existing evidence suggests that careers interventions that improve knowledge and understanding of the world of work are well suited to the early years and primary phases. For instance, there are tentative indications that careers interventions can help children in early years and primary school settings to understand (and feel more secure about) their parents' working patterns.[87]

Furthermore, interventions to expand young children's understanding of different career pathways can broaden primary-aged pupils' aspirations. Such interventions have also been shown to help pupils make links between their education and particular career pathways (for example, the link between certain subjects and particular jobs). For instance, the Pathway Finder pilot involved pupils aged 10 and 11 learning about the career options available to them through activities including discussions about careers during Citizenship lessons, hearing from external speakers, and workplace visits. The pilot's primary aim was to improve disadvantaged young people's understanding of how to achieve their career goals. An evaluation of the programme that sampled pupils from seven local authorities suggested the pilot had positive results for 10- and 11-year-old pupils' understanding of the importance of educational qualifications for starting a career, and for helping to counteract pupils' pre-existing, 'stereotypical' views of particular jobs including gender-stereotypes.[88]

This aligns with findings from our roundtables, interviews and case studies. Participants frequently stressed the importance of career-related learning in helping young children as young as three or four to expand their understanding of the world of work. Practitioners and experts alike felt many children do not understand what their parents or friends' parents do, and that learning about this during class provided a hook for talking about the world of work more broadly. This can be challenging if children come from families and communities exposed to unemployment, or where particular types of employment (such as law, medicine, or manual labour) dominate:

> "
> *Engagement in learning in school can be difficult because parental attitudes are 'well I didn't do well at school so it's kind of okay to not try'. So having speakers come into school can help children aspire to be the best they can be, if they don't get this encouragement at home or don't have a wide range of role models to look up to.*
> "
>
> **Gillian Lochore, Depute Headteacher, Borestone Primary School**

Career-related learning in early years and primary school settings should not push children towards particular career paths or make them think there is a 'right' career. Some roundtable participants even expressed doubt about the appropriateness of the word 'careers', given that many adults move between jobs and sectors during their working lives:

> "
> *There's a danger in thinking that kids aged seven or eight … have to know what they want to do. …Obviously there are some six-year-olds that want to be a doctor and end up being doctors, but I would say that's a tiny minority, so I think these conversations about world of work are really important, rather than making [pupils] think they've got to choose.*
> "
>
> **Mary Curnock Cook OBE, Independent Educationalist**

87 Jacobs, N. L., Chandler, T. M. and Hausknecht, D. R. (1996) 'Unraveling the mystery of parents' work', Early Childhood Education Journal, 24(1), pp. 61–64. doi: 10.1007/BF02430555.
88 Wade, P., Bergeron, C., White, K., Teeman, D., Sims, D. and Mehta, P. (2011) Key Stage 2 career-related learning pathfinder evaluation, London: Department for Education. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182663/DFE-RR116.pdf.

However, given that a key challenge facing career-related learning is getting it on practitioners' radars in the first place (see section 2.6), it would be pragmatic to ensure teachers have an expansive view of what 'careers' might involve, rather than disposing of the term altogether.

Case study: Using standalone events to support a broader focus on careers in primary schools

Torriano is a primary school located in the Inner London borough of Camden, an area that has above-average rates of unemployment (18.9% of households being workless, compared to 14.5% nationally, and 12.9% in London as a whole).

Headteacher Helen Bruckdorfer and Learning Pathways Leader Rosemary O'Brien explained the school embeds career-related learning throughout its curriculum (see case study box, below). However, it also runs standalone events in the form of careers weeks.

Careers weeks take place in the Autumn term and are structured around a theme (such as 'Maths in the World of Work'). As well as relating to the school's wider curriculum, this initial careers week is backed-up by a STEAM (Science, Technology, Engineering, Arts and Maths) week in the Spring term, and a global project in the Summer term. All of these are linked back to the overarching theme, which is also reflected in displays around the school. In 2018, the school celebrated an "Ada Lovelace Day", combining themes relating to STEAM, and gender stereotypes and norms.

Careers weeks are used as an opportunity to engage with employers, and the school uses this initial engagement as a jumping-off point for collaboration on other opportunities such as STEAM week. However, the school's Careers Lead encourages staff to maximise their links with employers at every opportunity, rather than being overly dependent on careers weeks.
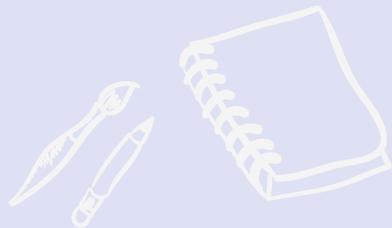
> *We're very reflective on our own practice and always trying to find a new way to do it... which is why I always felt that we lost opportunities with the careers week: not all the staff followed up on their contacts and I was very passionate about this... I've been very clear that you need to [consider] how you approach this person, have you made future arrangements, what are you doing with them?*
>
> **School leader, Torriano School**

We spoke to other schools who also host careers weeks: St Mary's RC Primary School in Stirling, for example, hosts World of Work Week each year, during which pupils learn about a range of careers and sectors through talks, workshops, and offsite visits. Pupils said they find World of Work Week helpful, and that the various talks and activities they attend "could've changed a few people's opinions on what they want to be when they're older."

The school caters for children aged 4 to 12 from a wide range of backgrounds, and the depute headteacher Thomas Joyce explained "we have to gauge what's suitable for them." He emphasised that careers week activities must be pitched appropriately for different age groups. For example, older children aged nine and over may be able to work more autonomously, or sit and listen during a presentation (which younger children aged eight and under may not).

Case Study: Embedding careers education in the curriculum – Torriano Primary School, Camden

Headteacher Helen Bruckdorfer said that Torriano School's approach to careers education seeks to broaden pupils' horizons and promote the "idea of being a possibilist. Originally, careers education was delivered through a stand-alone careers week that was somewhat dependent on parents (see the case study, above). However, the approach is now much more deeply embedded in curriculum design, which school leaders feel is critical as it helps bring "real-life context" to lessons. A pupil observed:

> *Even though we learn about jobs literally themselves on careers day, other work still helps us because they teach us how jobs can have an impact on things.*
>
> Pupil, Torriano School

The approach hinges on three key aspects:

1. Planning. Leaders at Torriano believe that careful planning around a "connecting idea" underpins effective careers activities. When planning activities for careers' week, maths and literacy leads work with the Careers Lead to ensure there is a clear outcome to all activities. Employers themselves are also involved so that the 'employer lens', curriculum, and underlying skills can be drawn together in a project that results in a tangible output.

> *[Employers] actually very much worked on the National Curriculum... on [the topic of] light, and took it way beyond the refraction... we did diffusion. That's with [pupils aged 7 and 8]. They really explained how light worked because ... these are people using that in the real world. So kids could really see what you can use light for in a job.*
>
> School leader, Torriano School

2. Progression. Careers activities linked to the school's overarching theme for the year take place across all year groups, but delivery is tailored to ensure content is age-appropriate.

> *In the early years and [infants], it's starting to develop awareness of the different jobs that people do and maybe the different values that people have. We looked at caring professions in the early years, so we talk about jobs [pupils] know. ...So we don't try to go too broad, we try to keep it in the jobs you see as a child.... And then we're challenging them as they get older.*
>
> School leader, Torriano School

Therefore, while younger pupils may explore a theme through familiar careers, the school exposes older pupils to careers that go beyond their day-to-day experience.

> *When we were kids, all we thought about were what the jobs were, fireman, policeman, nurses, doctors... and then when you get older, we eventually know how we want to get an idea of what we want to do.... I feel quite inspired to see these people doing amazing jobs. ...You're just like, 'wow', it's amazing.... I think it's important that we learn about a varied selection of jobs as well, not just the traditional ones like policeman, lawyers, baker, architect.*
>
> Pupil, Torriano School

3. Drawing on external support. Torriano has drawn on support from a number of sources in developing its approach. Staff have worked with advisors from TeamLondon and Founders4Schools to identify business links they can weave into provision. This has been helpful because the school previously struggled with the fact that most support in the area was focused on secondary schools and employers could sometimes be nervous of primary schools.

Case study: Embedding careers education into schools' curricula – Stirling Council

Councils and schools in Scotland work to the Careers Education Standard, part of the Scottish government's 'Developing the Young Workforce' strategy, a seven-year programme that began in 2014 and aims to better prepare children and young people aged 3 to 18 for the world of work. This is a national requirement, and seen as a "basic entitlement" akin to literacy or numeracy, according to Morag McLoughlan, Service Manager For Schools, Learning and Education at Stirling Council. She said that pupils "should have been exposed to a lot of careers education in primary school."

Morag and her colleague Kevin Kelman, Chief Education Officer at Stirling Council, explained that teachers and schools in Stirling are expected to ensure that:

- Careers education is treated as everyone's responsibility.

- Lessons are prepared with specific skills in mind that – in Morag's words – they should "assist young people not just initially, but [for] life-long learning and work."

- Subject-based learning is linked to the world of work, meaning teachers "will then not just talk about the subject they're teaching on that given day, but they'll be relating it to the skills they're developing that [pupils] could use in the world of work."

- Learning is made relevant, through schools bringing in people from industry, and helping young people understand the relevance of different experience and skills to the workplace and transitions into further or higher education.

- Careers education is embedded throughout young people's education, not just at 'key points' such as transition between phases and stages:

> " *It's getting in early and allowing young people from a very early age, you know, as early as the primary schools, to explore the whole world of careers and the whole, the opportunities that are out there.* "
>
> **Morag McLoughlan, Service Manager For Schools, Learning and Education at Stirling Council**

We visited two primary schools in Stirling, who said teachers link what pupils learn day-to-day during lessons with their possible future lives and work. For example, the depute headteacher at St Mary's RC Primary School, Thomas Joyce, gave the example of angles: "Where would that come in handy? Where would you use angles? It's not just in a textbook, it's not just on the whiteboard, it's more important." Teachers are also encouraged to do this at Stirling High School, where depute headteacher Alan Hamilton explains "it is every class teacher's responsibility to ensure that skills and careers are highlighted through lessons."

However, both Thomas and Alan acknowledged that ensuring teachers embed careers links into their lessons day-to-day consistently is challenging, for reasons outlined in section 2.6 of this report.

Developing personal, social and emotional skills

Career-related learning can help children in early years and primary school settings to develop socially, for example by developing non-cognitive and interactional skills. Entrepreneurship interventions for example normally involve practical tasks that have been shown to have a positive impact on younger pupils' non-cognitive and social skills. In one Dutch study for example, researchers focused on the 'Bizworld' programme (a five-day entrepreneurship programme in which pupils participate in practical tasks that mimic what takes place in the world of business). They found that participating pupils aged 11 and 12 demonstrated increased self-efficacy, risk-taking, persistence, pro-activity, and creativity compared to those in a comparison group.[89] On the other hand, the intervention did not have a statistically significant positive impact on primary pupils' knowledge of entrepreneurship, or their plans to take up entrepreneurial careers in the future.

There are tentative indications that practical entrepreneurship interventions are especially useful for building younger pupils' social and non-cognitive skills compared to pupils in later education phases. An evaluation of the Bizworld programme on teenagers (as opposed to primary-age pupils, who were the focus in Huber et al.'s study) found no significant effect on teenagers' non-cognitive and social skills.[90]

Meanwhile although there is strong evidence suggesting career-related learning (including enterprise activities and work experience) can support the development of secondary school pupils' personal, social and emotional skills, there is a dearth of evidence examining this among primary-age children.[91]

Experts and practitioners interviewed as part of this study believed that talking about the world of work can be beneficial for young children in the early years and during their primary schooling, but hypothesised that longer-term, career benefits would accrue through a focus on personal, social and emotional development. This might form part of targeted career-related learning, although it can also occur through regular subject teaching and play.
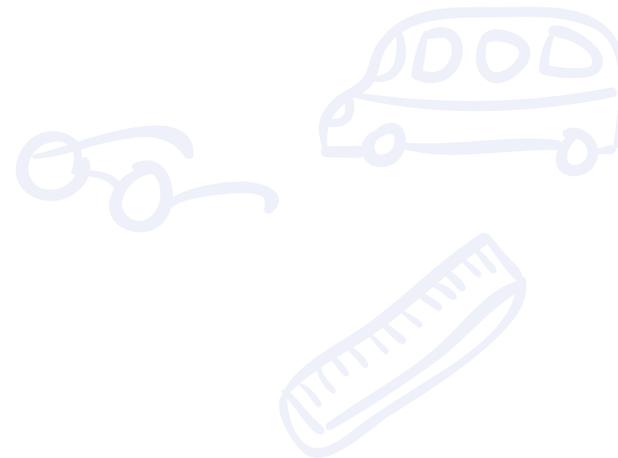
89 Huber et al., 2014.
90 Oosterbeek, H., van Praag, M. and Ijsselstein, A. (2010) 'The impact of entrepreneurship education on entrepreneurship skills and motivation', European Economic Review, 54(3), pp. 442–454. doi: 10.1016/j.euroecorev.2009.08.002.
91 Hughes et al., 2016.

2.3.3 Recommendations for structuring career-related learning in the early years and primary phases

1. Early years and infants (ages two to seven)

The literature explored above, and input from experts and practitioners, indicates that appropriate ways of opening up pupils' aspirations and increasing their understanding of the world of work during the early years and infant phases include:

- **Role-play**, where children use costumes and props associated with particular jobs and sectors;

- **'Job corners' in the classroom**, either themed around a particular role or sector, or containing toys, books and costumes to help children interact with ideas about work;

- **Offsite visits**. Even offsite visits that are not primarily focused on careers present opportunities to link what the children experience with the world of work;

- **Visits from external speakers**, including parents and employers of local organisations. Practitioners felt these could be beneficial for younger children, although caution should be taken to ensure the presentations are active rather than didactic. Speakers may need support beforehand from teachers to make their sessions engaging and (ideally) experiential. One example is the Primary Futures project's 'What's My Line' events, in which four to six speakers visit a school and answer 'yes' or 'no' to questions about their jobs from children, whilst pupils try to guess each volunteer's role;

- **Discussing links between class work and the outside world including jobs**, and;

- **Family assemblies**, where children and their parents attend together to learn more about the world of work from teachers and external visitors.

Expert and practitioner contributions to this research indicated that while developing young children's personal, social and emotional skills is crucially important throughout the early years and infants, this is best supported through regular activities including play, rather than specific, targeted interventions such as enterprise competitions.

2. Juniors (ages eight to eleven)

As children move up through primary school into the juniors, career-related learning should maintain its breadth, but should also explore specific industries and roles in greater depth, including discussion about academic and vocational pathways into different sectors.[92] Career-related learning at this stage should also continue to challenge stereotypes.

Contributing experts and practitioners said many of the activities highlighted above, as being appropriate for children in the infants would be useful in the juniors too. This is particularly the case for offsite visits, workshops and presentations run by visiting speakers, and linking classroom learning to the world of work.[93] However, sessions for older children should be more sophisticated, using vocabulary and concepts that are comparatively more advanced. Practitioners teaching juniors said enterprise competitions can help pupils develop work-relevant skills, as well as finding out about business.

Tristram Hooley, Professor of Career Education at the University of Derby, suggested that activities supporting self-reflection with pupils at primary school should encourage exploration of ideas rather than decision-making about pathways, an argument also made by Kashefpakdel et al. [94]

Schools should develop young children's personal, social and emotional skills during this phase of education, building on progress made during the early years and infants. Contributors suggested this would occur primarily through 'regular' classroom activities (such as working in groups to solve problems), but that targeted activities focusing on specific skills would also be beneficial.

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[92] Kashefpakdel, E., Rehill, J. and Hughes, D. (2018b) What works? Career-related learning in primary schools, London: Careers and Enterprise Company. Available at: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v6_digital13.pdf.
[93] Kashefpakdel et al., 2019.
[94] Ibid.

Case study: External speakers visiting primary schools – Stirling

Case study: External speakers visiting primary schools – Stirling The primary schools we visited in Stirling invite external visitors in to speak to pupils. This fulfils several functions, and can take different forms. We heard about speakers:

- Talking to a group of pupils (such as a class or whole year group) about a particular job or sector. This often incorporates a presentation and question and answer session.

- Running smaller workshops focused on the speaker's job or sector, or giving pupils an opportunity to engage in a specific project. This can take place with small groups of pupils, or in pupils' classrooms.

Schools said they often use teachers' existing contacts or brokerage services such as Founders4Schools to arrange these sessions. The advantage of using a brokerage platform is that it gives teachers access to a far wider network of speakers and contacts, and means relationships can be sustained if teachers move on. Thomas Joyce, depute headteacher at St Mary's RC Primary School, explained speakers from less 'obvious' occupations – including a priest, retired politician, local gin producer, a cake decorator, and nutritional advisor – exposed pupils to "jobs that we hadn't heard of." Gillian Lochore, depute headteacher at Borestone Primary School, said the benefit of speakers coming in from outside is that they bring specific knowledge and passion:

" *I could tell people about the job of an engineer, but I couldn't get across the same passion and interest that an engineer has in their own job.*

Gillian Lochore, Depute Headteacher,
Borestone Primary School "

Teachers generally felt that meeting external speakers could be valuable throughout primary, but that the sessions should be tailored to pupils' ages, and that didactic presentations were not suitable for younger children (aged 9 or younger). School leaders at the primary schools we visited (and council staff) said presenters could vary in quality, and some needed support:

" *Speaking in front of children can be quite nerve-racking but also, for us, it needs to be somebody that grabs their attention because children can easily be distracted.*

Gillian Lochore, Depute Headteacher,
Borestone Primary School "

" *[Speakers] can go into a boardroom, present to partners, pitch their case, pitch their business case, but actually coming in and speaking to a group of young people is quite a daunting experience for them.*

Morag McLoughlan, Service Manager For Schools,
Learning and Education at Stirling Council "

One pupil found it beneficial that speakers' sessions got more sophisticated throughout school:

" *Well, people simplified it more for us, I think, when we were younger. …I don't think [some speakers] would've gone into many P1 classes because [younger children] probably wouldn't understand quite what it was*

11-year-old pupil, St Mary's RC Primary School "

However, other recalled times when speakers did not pitch content correctly:

" *"When I was younger, sometimes, I didn't quite understand some of the terms that they were using. So, sometimes, I'd not understand the word, or if they were saying something to do with their job, I would be a bit like, 'What's that?'."*

"Sometimes, they do explain it, but sometimes, we're all just sitting there, "What does that mean?" because I was thinking, 'Are we the only ones that don't get this?'"

10- and 11-year-old pupils, St Mary's RC Primary School "

Case study: External speakers visiting primary schools (cont.) – Stirling

Primary pupils often find these presentations helpful in teaching them about specific occupations, and also how to achieve certain life outcomes:

> *We were also talking about how to get those jobs and you need certain skills. Like if you see something in the job that you need to have, like you need to start planning now about your future, even though you're still quite young.*
>
> 11-year-old pupil, Borestone Primary School

> *"The SSPCA (Scottish Society for Prevention of Cruelty to Animals) came in, and I definitely want to work with animals when I'm older, and I learnt something new about what I had to do if I wanted to. So that was very helpful for me."*
>
> *"You find out a bit more about things. So, you might say, 'Oh, I definitely want to do that,' or you might think, 'Oh, maybe I don't want to do that then."*
>
> 10- and 11-year-old pupils, St Mary's RC Primary School

Pupils suggested external speakers are more engaging when they:

- Use stories.

- Have activities that pupils can take part in.

- Keep their presentations short.

Primary pupils of all ages (from the infants to upper juniors) talked about finding smaller workshops in groups especially useful, as they allow them the space and time to explore a topic with an external visitor. The norm for speakers should therefore not necessarily be a traditional whole class or whole school presentation.

Reflecting on a workshop with a zoologist in which pupils at St Mary's RC Primary School handled live animals while finding out facts about wildlife, pupils said "we learnt loads." Thomas Joyce explained pupils could get more from sessions if they are supported in preparing for them, such as helping pupils think of questions to ask speakers beforehand.

2.4 Secondary school (ages 11 to 16)

The quality of careers provision in secondary schools is hugely variable and certain groups of young people are less likely to access it than others. Where effective, careers interventions at secondary are linked to improvements in:

- personal, social and emotional outcomes;

- educational outcomes;

- career aspirations and understanding the world of work;

- economic outcomes; and,

- skills and aspirations related to careers in STEM.

The evidence does not indicate exact ages at which particular interventions should be undertaken. Rather, the literature and expert and practitioners' contributions to this research provide useful guidance in terms of how activities might be sequenced in order to achieve particular outcomes.

2.4.1 Access to careers education at secondary level

Interventions in this phase often focus on skills or experiences that are either directly applicable to the labour market, or that will help young people to embark on a career in the near future. However, existing research suggests that the quality and coverage of careers education in the secondary phase is variable.

For example, a study drawing on large-scale surveys with students aged 15 and 16, and longitudinal qualitative interviews with 10 to 16 year olds, found that over a third of pupils in their final year of secondary study (aged 15 and 16) had not received any form of careers education.[95] Of these, only a little over half were satisfied with the quality of careers education they received, leading to calls from the same students for 'more and better' provision. As the study's authors argue elsewhere:

> *'Careers education is not currently reaching those most in need of it. Girls, minority ethnic, working-class, lower-attaining and students who are unsure of their aspirations or who plan to leave education post-16 are all significantly less likely to report receiving careers education.'* [96]

Youth Employment UK's 2018 'Youth Voice Census' corroborates this finding, indicating that throughout their education, girls aged 15 to 25 were less likely to access careers education.[97] Specifically, female respondents were less likely to have talked about vocational pathways or apprenticeships. Furthermore, a higher proportion of male respondents reported feeling confident about what employers want in terms of skills, and that they would progress into meaningful employment.

Female students and students from poorer backgrounds are more likely say retrospectively (having left school) that they would have welcomed additional careers support and guidance.[98]

95 Moote, J. and Archer, L. (2018) 'Failing to deliver? Exploring the current status of career education provision in England', Research Papers in Education, 33(2), pp. 187–215. doi: 10.1080/02671522.2016.1271005.
96 Archer, L. and Moote, J. (2016) Aspires 2 project spotlight: Year 11 students' views of careers education and work experience, p. 1. Available at: https://www.kcl.ac.uk/sspp/departments/education/research/aspires/ASPIRES-2-Project-Spotlight---Year-11-Students-Views-on-Careers-Education-and-Work-Experience.pdf.
97 Youth Employment UK (2018) Youth Voice Census Report. Available at: https://www.youthemployment.org.uk/dev/wp-content/themes/yeuk/youth-voice-census-report-oct-2018.pdf..
98 Mann, A., Kashefpakdel, E. T., Rehill, J. and Huddleston, P. (2016) Contemporary transitions: Young Britons reflect on life after secondary school and college, London: Education and Employers. Available at: https://www.educationandemployers.org/wp-content/uploads/2017/01/Contemporary-Transitions-30-1-2017.pdf.

Qualitative data from a 2016 study also indicates that schools often provide careers guidance on a self-referral basis, meaning that disengaged pupils who could benefit from careers education are not receiving adequate support.[99] Furthermore, teachers believe it is the lowest performing quartile of pupils who stand to gain most from work-related learning aged 15 and 16.[100] It is therefore important that providers working with secondary-age young people ensure all pupils have access to effective careers education.

2.4.2 What role do careers interventions play in the secondary phase?

The literature sets out different careers interventions can impact upon young people at secondary school including:

- Personal, social and emotional outcomes;

- Educational outcomes;

- Career aspirations and understanding the world of work;

- Economic outcomes, and;

- Skills and aspirations related to careers in science technology engineering and maths (STEM).

As with primary-aged children, the evidence does not indicate exact ages at which particular interventions should be undertaken. Rather, the literature and expert and practitioners' contributions to this research provide guidance on how activities might be sequenced in order to achieve particular outcomes .

[99] Archer and Moote, 2016.
[100] Mann et al., 2018.

Case Study: Supporting opportunities for reflection and career planning – XP School, Doncaster

XP School Doncaster is a secondary free school with 250 pupils on roll aged 11 to 16. The school builds opportunities for learning about careers into its curriculum, both as part of regular lessons in the form of 'learning expeditions' (see below), as well as through out-of-lesson activities and visits, including:

- **University visits:** each pupil visits a university at least once, and usually more frequently, irrespective of prior attainment or additional learning needs (such as SEND). The school works with some pupils – particularly those from disadvantaged backgrounds – who may feel they do not 'belong' at university. Visits may contribute to countering this, although the school also strives to ensure pupils have exposure to a wide range of pathways outside university.

- **Workplace visits:** these can involve individual pupils or groups, and are intended – as one pupil put it – "to help us have a better understanding of the real world." These can be ad hoc, arranged by teachers in response to a pupil's interests. For example, one pupil with an interest in politics recalled attending a meeting with the Deputy Mayor and MPs to discuss Doncaster's response to Brexit.

- **Guided reflection:** all pupils discuss their career goals with teachers, and link experiences they are accruing at school with possible future pathways. Pupils also create digital portfolios, serving as a record of their work. The school's CEO suggested this would boost pupils' confidence in the future:

> *When our kids go into interviews, they won't be scared, they're used to showing the work off and themselves off in their best light*
>
> **Gwyn ap Harri, CEO, XP School**

Pupils are also encouraged to reflect on their skills and possible pathways through a 'mini-exhibition' called 'Meet our Future Selves', in which pupils aged 12 to 14 (year 8 and 9) set out two potential pathways for themselves

up to the age of 28. Pupils use websites such as 'Start Profile' (www.startprofile.com) to identify possible jobs and occupations of interest, and have one-to-one conversations with their teachers.

- Parents' evening: Parents' evenings are called 'student-led conferences', and are seen as an opportunity to discuss pupils' academic progress and future career pathways. Pupils lead these conversations, and prepare for doing so in school beforehand with their teachers.

Given that the first cohort of XP School pupils are currently aged 15 and 16 (in Year 11), there is no destination data (to understand what pupils do next after leaving the school) available to help evaluate the impact of XP's approach to careers education. Instead, the school relies on less formal feedback from pupils. Some feedback is connected to pupil aspirations, as Gwyn ap Harri explains:

> *We talk with them, they talk to us. They talk to us about what it is they want to do.... The lack of ambition [in Doncaster] is well documented, [but] when you talk to our kids, it just feels like the world is their oyster really.*
>
> **Gwyn ap Harri, CEO, XP School**

Personal, social and emotional outcomes

As has been reported in relation to primary pupils, careers education is often linked to an improvement in secondary-aged pupils' personal, social and emotional outcomes including self-efficacy and leadership.[101] These outcomes are important as they give young people skills that are relevant to the labour market, such as proactivity, reflectiveness and interactive behaviour.[102, 103]

Hughes et al. (2016) identify careers interventions that have consistently shown a positive impact on pupils' personal and social outcomes, including mentoring (over a period of around a year), enterprise activities (including projects and competitions), and work-related learning. Other activities the authors highlight as generating a positive impact in relation to personal and social outcomes help pupils to:

- Reflect on possible career choices and pathways and identify and 'make concrete' personal skills, competencies and aptitudes,[104] and provide clarity on options for study and work;[105, 106]

- Talk openly about their thoughts and options with a range of people including teachers, parents, employers, and career development professionals, and;[107, 108]

- Experience the workplace, either in person or in a simulated setting (through working on 'real life' problems in school).[109, 110]

Educational outcomes

There is reasonable evidence that careers education can exert a positive influence over young people's academic outcomes at secondary school.

Hughes et al. (2016) find that, of 67 different interventions, 60% provided 'largely positive findings' in relation to pupils' educational outcomes, with the remainder providing mixed or unclear results. However, this is in part contingent on how studies measure outcomes, and when it comes to studies focusing on pupils' performance at GCSE, benefits appear to be modest (although still positive). For example:

- Pupils involved in the 'Increased Flexibility for 14- to 16-year olds Programme' (IFP), which sought to increase access to vocational subject learning among this age group, obtained marginally higher points scores in their exams than similar pupils not involved.[111]

- Pupils taking the 'Certificate of Personal Effectiveness' ('CoPE') (which includes modules on health, communication, and citizenship) did slightly better in their GCSEs than similar pupils not taking the CoPE, on average.[112]

[101] Hughes et al., 2016.
[102] CEC, 2018b.
[103] Kuijpers et al., 2011.
[104] McComb-Beverage, S. K. (2012) An Experimental Design: Examining the Effectiveness of the Virginia Career View Program on Creating 7th Grade Student Career Self-Efficacy, Lynchburg, VA: Liberty University. Available at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1019.4276&rep=rep1&type=pdf.
[105] Athayde, R. (2012) 'The impact of enterprise education on attitudes to enterprise in young people: an evaluation study', Education and Training, 54(8/9), pp. 709–726. doi: 10.1108/00400911211274846.
[106] Furstenberg, F. F. Jr. and Neumark, D. (2005) School-to-Career and Post-Secondary Education: Evidence from the Philadelphia Educational Longitudinal Study, IZA Discussion Paper No. 1552. Available at: http://ftp.iza.org/dp1552.pdf.
[107] Buckler, N., Coles-Jordan, D., Crisp, P. and Silvera, S. (2015) Future First's alumni programme: Evaluation report, Coventry: Centre for the Use of Research and Evidence in Education (CUREE). Available at: https://files.futurefirst.org.uk/wp-content/uploads/images/20160907072535/Future-First-JP-Morgan-CUREE-Evaluation-March-2015.pdf.
[108] Hooley, T., Matheson, J., and Watts, A. G. (2014) Advancing ambitions: The role of career guidance in supporting social mobility, Derby: University of Derby and The Sutton Trust. Available at: https://www.suttontrust.com/wp-content/uploads/2014/10/Advancing-Ambitions-16.10.pdf.
[109] Hillage, J., Kodz, J., and Pike, G. (2011) Pre-16 work experience practice in England: an evaluation, London: Department for Education and Employment. Available at: https://dera.ioe.ac.uk/4605/1/RR263.pdf.
[110] Kuijpers, M. and Meijers, F. (2009) 'Learning environment for career learning: A study of the relations between the learning environment and career competencies in students in pre-vocational and secondary vocational education', Pedagogische Studien, 83(3), pp. 93–109.
[111] Golden, L., O'Donnell, L., Benton, T. and Rudd, P. (2005) Evaluation of Increased Flexibility for 14 to 16 Year Olds Programme: Outcomes for the First Cohort - Research Report No 668, London: Department for Education and Skills. Available at: https://webarchive.nationalarchives.gov.uk/20130323031402/https://www.education.gov.uk/publications/eOrderingDownload/RR668.pdf.
[112] Harrison, N., James, D., and Last, K. (2012) The impact of the pursuit of ASDAN's Certificate of Personal Effectiveness (CoPE) on GCSE attainment. Available at: http://eprints.uwe.ac.uk/16808/1/UWE%20report%20%20final.pdf.

Other educational benefits associated with careers education include the selection of more advanced courses,[113] and lower rates of student attrition.[114] More generally, while the evidence is not fully able to explain why careers education may generate positive educational outcomes, hypotheses include its ability to increase young people's motivation and link school work with possible future pathways.[115, 116]

It is also important to note that the lack of evidence linking careers education with negative academic outcomes is important, 'given the potential for such time-consuming activities to detract from valuable teaching and learning time'.[117] Thus careers education need not be seen as competing for time with the pursuit of academic attainment.
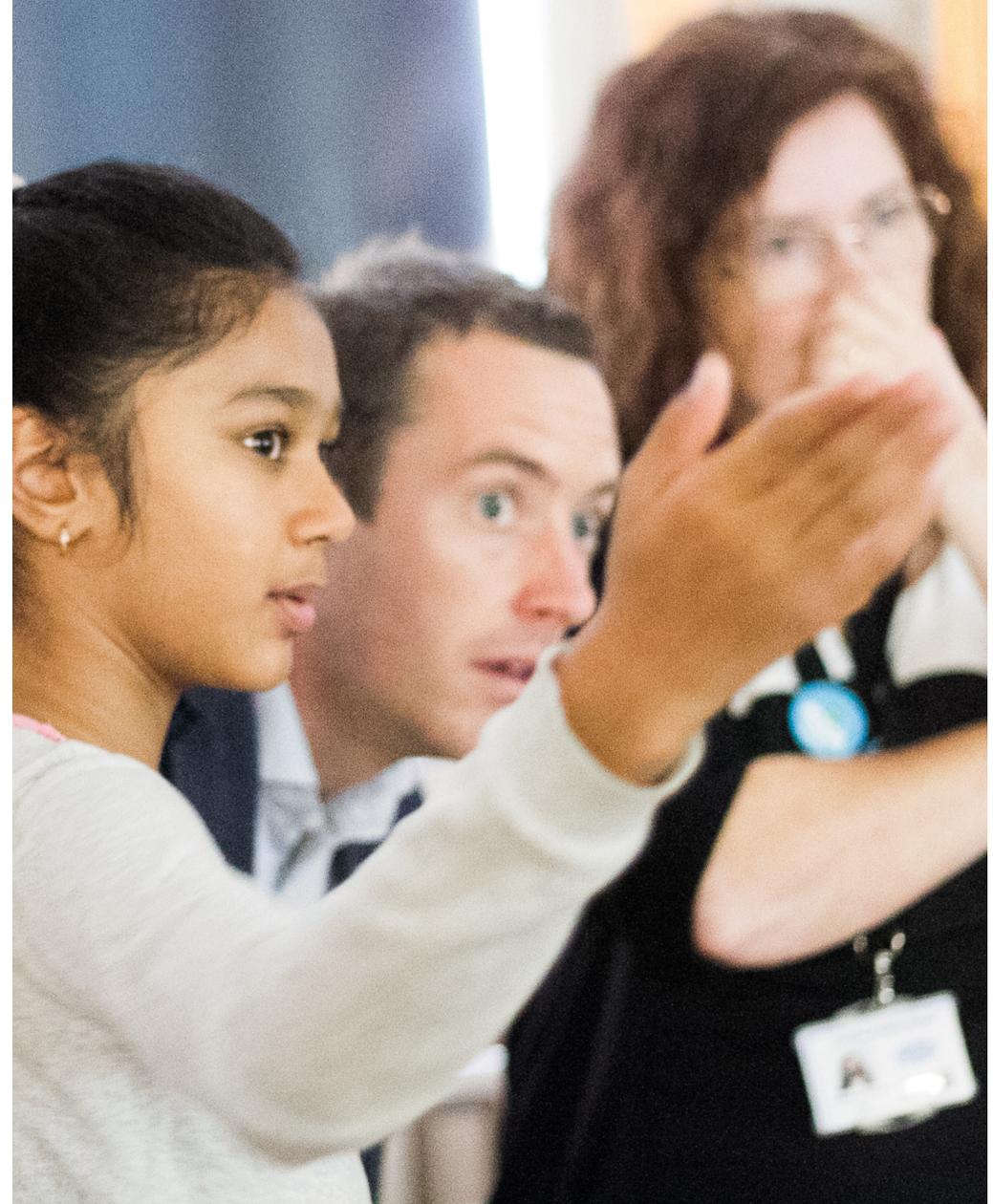
[113] Dalton, B., Lauff, E., Henke, R., Alt, M. and Li, X. (2013) 'From Track to Field: Trends in Career and Technical Education across Three Decades: Prepared for the National Assessment of Career and Technical Education (NACTE)', U.S. Department of Education, Policy and Program Studies Service. Available at: https://files.eric.ed.gov/fulltext/ED540478.pdf.
[114] Golden et al., 2005.
[115] Kashefpakdel, E. T., Rehill, J. and Schleicher, M. (2018) 'What impact can employer engagement have on student attitudes towards school and their academic achievement? An analysis of OECD PISA Data', in Mann, A., Huddleston, P. and Kashefpakdel, E. (eds.), Essays on Employer Engagement. Abingdon: Routledge.
[116] Kashefpakdel, E. T., Mann, A. and Schleicher, M. (2016) The impact of career development activities on student attitudes towards school utility: an analysis of data from the Organisation for Economic Cooperation and Development's Programme for International Student Assessment (PISA), London: Education and Employers. Available at: https://www.educationandemployers.org/wp-content/uploads/2016/12/The-impact-of-career-development-activities-on-student-attitudes-December-2016-2.pdf.
[117] Hughes et al., 2016.

Career aspirations and understanding the world of work

There is some evidence to suggest that teenagers' future careers aspirations are linked, albeit broadly, to subsequent career outcomes. For example, one study using two longitudinal datasets shows that the nature of teenagers' aspirations links to their future adult social status aged 33 and 34.[118] Furthermore, young people aged 16 who are less certain about their career aspirations, or who have 'misaligned' understandings of what they need in order to access their preferred career pathway, are more likely on average to experience periods of being NEET by age 19.[119, 120]

The relationship between careers education, young people's aspirations and future outcomes is complicated, in part because 'raising aspirations' can constitute both an input and an outcome. In other words, raising aspirations can be seen as a means to an end, or an end in its own right. However, contributors to this research stressed that careers education can raise secondary pupils' careers aspirations by exposing young people to options they might not otherwise have considered and by challenging stereotypes about the world of work.

Expert and practitioner contributors suggested mentoring could be particularly beneficial for pupils entering post-16 education, particularly by providing specific information about jobs and by helping them develop work-relevant skills such as self-awareness. However, studies of mentoring paint a mixed picture about its impact. Where effective, mentoring has been linked with improvements in pupils' understanding of the world of work, the development of career-relevant skills, engagement in school, and even academic performance.[121] This is more likely to happen where mentoring is founded on a relationship with a high degree of trust, and where mentoring takes place at regular intervals (for example, each fortnight), over a sustained period (ideally a year or longer).[122, 123]

> *They are working with an adult who is not a teacher and not their parent, who they'll meet at the workplace, at school, or in a neutral venue*
>
> **Lorraine Lawson, Brokerage Manager, Camden Learning**

Contributors also suggested that careers carousels – sometimes called 'speed mentoring' – could help develop secondary-age pupils' understanding of the world of work. These activities involve small groups of between five and ten pupils moving between a series of short discussions with employees from different organisations. Previous research supports this, indicating carousel-style activities can broaden pupils' horizons while also developing their communication skills and confidence.[124]

Secondary pupils we spoke to said that activities where they met external visitors and heard about career pathways were useful in showing them possible pathways they had not previously considered:

> *Well you might have been set on a certain career you want to go into but then after a talk you might have been swayed a bit to consider other options.*
>
> **Pupil, Stirling High School**

118 Schoon, I., and Polek, E. (2011) 'Teenage career aspirations and adult career attainment: The role of gender, social background and general cognitive ability', International Journal of Behavioral Development, 35(3), pp. 210–217. doi: 10.1177/0165025411398183.
119 Yates, S., Harris, A., Sabates, R. and Staff, J. (2010) Early Occupational Aspirations and Fractured Transitions: A Study of Entry into 'NEET' Status in the UK', Journal of Social Policy. doi:10.1017/S0047279410000656.
120 Sabates, R., Harris, A.L. and Staff J. (2011) 'Ambition gone awry: the long-term socioeconomic consequences of misaligned and uncertain ambitions in adolescence', Social Science Quarterly, 92(4), pp. 959–77.
121 Hooley, T. (2016) Effective employer mentoring: Lessons from the evidence, London: Careers and Enterprise Company. Available at: https://www.careersandenterprise.co.uk/sites/default/files/download-files/effective_employer_mentoring_report.pdf.
122 Ibid.
123 Children's Commissioner (2018) Forging futures through mentoring: A risk worth taking?, London: Children's Commissioner for England. Available at: https://www.lkmco.org/wp-content/uploads/2018/04/Forging-futures-through-mentoring.pdf.
124 Rehill, J., Kashefpakdel, E. T., and Mann, A. (2017) Careers events: what works?, London: Careers and Enterprise Company. Available at: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers-enterprise-what-works-report-careers-events.pdf.

Activities in school targeting young people's careers aspirations and understanding of the world of work can – and some contributors to this research argued should – involve parents. Throughout school and especially at secondary, parents' aspirations can be narrow, potentially limiting the options young people consider:

> " *I think, traditionally, many parents aspire for their child to attend university and think that, if they do go to university, at the end of their time there, they'll leave with a degree and will secure a job. I think there are other pathways that are more appropriate for young people and it's persuading parents of the relevance of that* "
>
> Morag McLoughlan, Service Manager For Schools, Learning and Education at Stirling Council

However, the depute headteacher of a secondary school said that poverty could also exert a narrowing effect on parents' aspirations for their children, especially where "unemployment is the norm."

There is evidence that careers guidance and information can improve parents' understanding of their children's potential pathways, including into Higher Education. For example, a study funded by the Dutch Ministry of Education found that, among parents attending a series of careers guidance sessions with their children in either their third or fifth year of secondary school (aged 14 to 16, and 16 to 18, respectively), parents without university degrees benefitted more than parents with degrees.[125] Specifically, parents without university degrees had improved knowledge about possible academic and career pathways for their children, and felt more confident discussing future pathways. The impact of the intervention – which involved attending four sessions covering issues such as the 'dos and don'ts' of discussing careers education, the costs associated with different pathways, and information about career pathways and study routes – was more muted for parents with degrees, and for parents attending with older children. This is in line with other research indicating that school-based interventions and support can influence parents' self-perceived and actual capacity to support their children's education.[126]

Economic outcomes

There is limited quality evidence available on the impact of careers education at secondary school on young people's future economic prospects. However, there are tentative indications that careers education can support positive economic outcomes.[127, 128] Interventions linked to improved young people's economic outcomes include:[129]

- **Job shadowing** where young people observe and talk to employees;

- **Work experience**;

- **Careers guidance** where young people receive general support and advice in relation to careers;

- **Mentoring** where young people receive specific advice and guidance to help them develop knowledge and skills; and,

- **Developing skills through classroom learning**, incorporating careers into regular subject teaching (linking content with work), or as part of discrete activities within the curriculum.

There are some tentative indications that attending careers talks by external speakers at school can improve economic outcomes in later life. An analysis of the 1970 British Cohort Study estimates that young people who had attended careers talks given by an external speaker during secondary school (aged 14 to 16) were more likely to enjoy wage premiums at age 26 compared to young people who did not attend careers talks, when gender, socio-economic status, academic performance and home environment were controlled for.[130] This was especially the case if young people had stated that they found the talks 'very helpful' when they were at school. However, given the study's historic context, caution should be exercised in generalising findings to contemporary secondary pupils.

125 Oomen, A. (2018) 'Do parents of intending 'frst generation' students in higher education differ in their need for school support to help their child's career development?', Journal of the National Institute For Career Education And Counselling, 40, pp. 17–24. doi: 10.20856/jnicec.4004.
126 O'Reilly, F., Chande, R., Groot, B., Sanders M., and Zhi Soon (2017) Behavioural Insights for Education: A practical guide for parents, teachers and school leaders, London: Pearson. Available at: http://38r8om2xjhhl25mw24492dir.wpengine.netdna-cdn.com/wp-content/uploads/2017/06/BI-for-Education-A-Practical-Guide-for-Parents-Teachers-and-School-Leaders.pdf.
127 Mann et al., 2018.
128 Hughes et al., 2016.
129 Ibid.
130 Kashefpakdel and Percy, 2016.

Roundtable participants suggested that taking part-time work holds many benefits for young people, giving them exposure to the workplace enabling them to learn about workplace 'norms', and equipping them with career-relevant skills. However, although young people who are Not in Education, Employment or Training (NEET) are less likely to have had part-time jobs before finishing school compared to young people who are not NEET,[131, 132] this does not necessarily mean that part-time work is wholly beneficial. Part-time employment can be linked to poorer educational outcomes, especially when young people work in excess of 15 hours per week.[133] Thus, while some part-time work (between around 10 to 15 hours a week) may be beneficial for young people aged 14 to 16,[134] it is important that pupils have the time and space to focus on their studies. Given that higher educational outcomes are associated with higher earning careers,[135] and that part-time work can be linked to poorer attainment, recommendations for young people to work whilst studying should be made with caution.

STEM careers: knowledge, skills and aspirations

Many UK employers want to see more young people developing skills in science, technology, engineering and maths (STEM),[136] and recent studies have evaluated the impact of careers interventions on secondary pupils' development of STEM-related skills and knowledge, and interest in STEM careers.

Improving STEM knowledge

Programmes that aim to improve secondary pupils STEM knowledge (for example, their mathematical knowledge) have had some success, especially where long-term interventions that inspire deep learning are used. For instance, one study found that a 40-hour intensive STEM summer camp significantly improved young people's knowledge of STEM-based subjects, including engineering and maths, compared to a control group.[137]

Similarly, intense university-run programmes have been shown to improve pupils' STEM knowledge, as well as pupils' self-belief in their own scientific ability. The Early Preparation and Inspiration for Careers in the Biomedical Sciences (EPIC) is a programme that partners universities with high schools in the USA and involves project-based learning over the course of a year. High school students' pre- and post-intervention self-assessments showed that pupils' scientific self-belief and knowledge increased after the intervention.[138] However, the programme had no significant impact on young people's interest in science.

[131] Duckworth and Schoon, 2012.
[132] Percy, C. (2010) NEET status during sixth form years vs. part-time paid work in years 9, 10 and 11 – an initial statistical analysis using the LSYPE, Paper presented to the Education and Employers Taskforce Conference The point of partnership: understanding employer engagement in education University of Warwick 15th October 2010. Available at: https://www.educationandemployers.org/wp-content/uploads/2014/06/ks4_employment_and_ks5_outcomes_chris-percy.pdf.
[133] Hughes et al., 2016.
[134] Percy, 2010.
[135] Crawford, C., Gregg, P., Macmillan, L., Vignoles, A. and Wyness, G. (2016) 'Higher education, career opportunities, and intergenerational inequality', Oxford Review of Economic Policy, 32(4), pp. 553–575. doi: 10.1093/oxrep/grw030.
[136] CBI/Pearson (2018) Educating For The Modern World CBI/Pearson Education And Skills Annual Report, London: CBI. Available at: http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=12087B3C-FD5F-497B-908E5285EA942928.
[137] Nugent, G., Barker, B., Grandgenett, N. and Adamchuk, V. I. (2010) 'Impact of robotics and geospatial technology interventions on youth STEM learning and attitudes', Journal of Research on Technology in Education, 42(4), pp. 391–408. doi: 10.1080/15391523.2010.10782557.
[138] Wilson, R. T., Watson, E., Kaelin, M. and Huebner, W. (2018) 'Early preparation and inspiration for STEM careers: Preliminary report of the epidemiology challenge randomized intervention, 2014-2015', Public Health Reports, 133(1), pp. 64–74. doi: 10.1177/0033354917746983.

STEM career awareness

STEM careers education provision is patchy, with a National Audit Office report suggesting that only 18% of young people surveyed were satisfied with STEM-related careers advice they had received.[139]

STEM-focused interventions have also shown positive effects on secondary pupils' understanding of STEM career pathways. A pre- and post-survey-based evaluation of a teacher-led STEM careers programme highlighted improvements in 13- and 14-year-old pupils' understanding of the range of STEM jobs.[140] The intervention included STEM-related trips, external visits from STEM professionals, and teacher-led sessions and STEM-focused projects in school.

STEM career aspirations

University-run STEM programmes have been shown to positively impact secondary pupils' intentions to enter a STEM career. For example, one study used a large-scale survey to find that US high-school leavers who participated in a university-run STEM careers intervention were 1.4 times more likely to want to pursue a STEM career compared to young people who did not participate.[141] However, Archer et al.'s study of teacher-led STEM interventions (2014b) did not identify an impact on pupils' STEM-related careers aspirations.
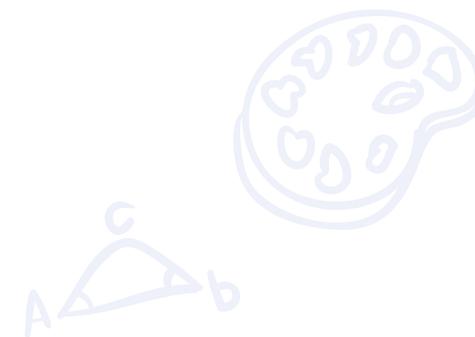
STEM-focused work placements – Nuffield Research Placements

Students in their first year of a post-16 STEM course at a state school or college can apply to take part on a Nuffield Research Placement (www.nuffieldfoundation.org/nuffield-research-placements). Sharmila Metcalf, an employee of the Nuffield Foundation seconded to the DfE, explained during our roundtable that placements take place over the summer holidays, and can be office- and/or fieldwork-based.

Each year, over 1,000 students gain experience working alongside scientists, engineers and mathematicians, and are matched with placements by Nuffield Coordinators. Organisations including the National Foundation for Educational Research, NewRail Research Centre, Royal Holloway (University of London), and John Innes Centre have all hosted participants in the past.

Roundtable participants argued that research placements show that work experience can increase understanding of the world of STEM-related work, while building on knowledge and skills learnt during regular lessons.

139 National Audit Office (NAO) (2010) Educating the next generation of scientists - Report by the Comptroller and Auditor General HC 492, London: The Stationery Office. Available at: : https://www.nao.org.uk/wp-content/uploads/2010/11/1011492.pdf.
140 Archer, L., DeWitt, J. and Dillon, J. (2014b) '"It didn't really change my opinion": Exploring what works, what doesn't and why in a school science, technology, engineering and mathematics careers intervention', Research in Science and Technological Education, 32(1), pp. 35–55. doi: 10.1080/02635143.2013.865601.
141 Kitchen et al., 2018.

2.4.2 Recommendations for structuring careers education in secondary school

Taking into account the literature outlined above, and expert and practitioners' contributions to this research, careers education in the secondary school phase should be structured around the following principles.

1. Formulating and reformulating ideas

Throughout secondary school and especially aged 11 to 14, pupils should gain frequent exposure to a wide range of activities exploring possible jobs and career pathways. This helps open their minds to different options so they can continue form, re-form and refine their aspirations as they approach decisions about options. Such exposure should continue purposefully to counteract stereotypes or misapprehensions where possible.

While some activities might require smaller groups of five to ten pupils, or even support individual pupils, many can be undertaken with whole classes or year-groups. Activities can include:

- **Listening to and meeting external speakers** with different roles and from a range of different sectors talk about their work and careers;

- **Participating in classroom discussion** about how an academic subject might link to the wider world;

- **Working with a teacher or external mentor**, encouraging self-reflection about learning in school and personal strengths, and linking this to possible future pathways including vocational training and apprenticeships, and;

- **Visiting offsite venues** such as workplaces.

Discussion about jobs and careers should emphasise that there is no single 'right' path to choose.

> *We are constantly saying qualifications are really important and that is never going to change but if all you have got is a set of qualifications you are not going to get very far because you need to have the skills and articulate you have the skills*
>
> Alan Hamilton, Depute Headteacher, Stirling High School

> *What are your pathways? What are your routes? Where can it lead you? Where does it go? They do have to start making some quite fundamental choices at that age*
>
> Dr Anne Bamford, Strategic Director for Education, Culture and Skills, the City of London Corporation

2. 'Stress-testing' ideas about jobs

Young people should have access to a broad range of ideas about jobs and careers throughout their schooling. However, as they get older and approach the age of 16 (which represents an important transition point for most young people), they should have the opportunity to 'stress-test' some of their initial preferred ideas, checking whether or not these initial ideas are worth pursuing further:

> *You're exploring the map and, although the map is too big and too complex to explore the whole thing, you can get spotlights on the map which help to understand specific career options and narrow it down*
>
> Chris Percy, Strategy and Research Contractor, the Careers and Enterprise Company

'Stress-testing' opportunities may be best undertaken in smaller groups or individually, maximising opportunities for feedback. However, activities such as careers carousels where young people hear short presentations from a range of employers are a means of involving larger numbers of pupils in sessions.

Contributors to this research suggested pupils should meet with a careers counsellor at least twice and ideally more often throughout secondary school, to help formulate ideas, reflect on skills, and start to identify possible pathways. Class-based activities can also help pupils explore different industries and roles.[142]

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[142] Gatsby Foundation, 2014.

Work experience can also help stress-test ideas, and this is discussed in the 'More Than A Job's Worth' report focused on work experience.[143]

3. Supporting subject choices and decisions about educational and career pathways

As pupils approach the point where they must make decisions about qualifications and educational pathways (for example, before selecting subjects for study up to the age of 16), careers education should help them identify suitable pathways. Contributors to this research stressed that external advisors and mentors, as well as teachers, should feed into this process.

Certain activities may be particularly relevant for different age groups. For example, as pupils decide which subjects to select for study up to the age of 16, they may benefit from:

- **Mentoring** focused on exploring their preferences and mapping out possible future options. This might take place with an external employee or careers specialist, or staff member within the school.

- **Subject and career carousels.**

As pupils decide about post-16 pathways, they can benefit from:

- **Discussing labour market information at different levels**. This can involve looking at local, regional and national data;

- **Visiting post-16 education settings or apprenticeship providers**; and,

- **Application, CV writing and interviewing workshops.**

Pupils we spoke to said that 'career-readiness' support in writing CVs and applications, and interviewing technique, was very valuable to them (see case studies below).

4. Building employability skills

Activities throughout secondary school should target improvements to pupils'

personal, social and emotional skills, and activities to support. This can be done through:

- **Enterprise competitions and events**, and;

- **Classroom-based activities**, either as part of regular lessons, or dedicated careers guidance sessions.[144]

Throughout their time at secondary school, pupils should continue to develop work-relevant personal, social and emotional skills such as teamwork, communication and leadership. As at primary, these skills can be honed through both career-specific and non-specific activities throughout schooling:

> *It's not about 'once you've ticked it off, you've ticked it off.' It's more about continual and steady practise, identifying gaps and continuing to work on them.*
>
> **Chris Percy, Strategy and Research Contractor, the Careers and Enterprise Company**

[143] Millard et al., 2019.
[144] See Collins and Barnes, 2017.

5. Meeting employers and learning how businesses work

Throughout secondary school, young people should gain an understanding of how businesses (including different business functions) operate. Roundtables participant and practitioner interviewees suggested that participating in enterprise competitions can be one means of building this understanding, particularly where it takes place in combination with other opportunities.

Several contributors argued that work experience is less appropriate for pupils aged 11 to 14, and more meaningful for pupils aged around 16 or above as these older pupils have more developed personal, social and emotional skills with which to engage with such opportunities. Ideally, pupils would gain exposure to a range of organisations, including larger corporations, as well as SMEs. This issue is dealt with directly in our report on work experience, published as part of the 'More Than A Job's Worth' series.[145]

Developing career-access skills – School 21, Newham

School 21 is an all-through free school in Newham, East London. It caters for both boys and girls aged between 4- and 18-years-old from a largely deprived community, and currently has just over 1,200 students on roll.

Young people aged 14 and 15, and 16 to 18 receive support and advice from teachers and external visitors on writing applications, CVs, and interview technique. The rationale for this is largely practical; pupils aged 14 and 15 (in year 10) are not yet sitting exams and sixth form pupils aged 17 and 18 (year 13) are applying for university, apprenticeships, and jobs. However, Hannah Barnett, the school's Programme Lead for Real World Learning, explained the decision to include pupils aged 16 and 17 (in year 12) in the formal careers programme is to ensure these pupils are thinking about their futures, "how [they'd] make a difference to the world", and the skills that will be relevant for them.

CV, application and interviewing workshops run in tandem with work experience, and the school also uses settings and role-play to emulate real life:

> *In Year 10 (aged 14 and 15), before we started our first work placements, our whole year group was asked to do mock interviews and we went to...an external place, so we had interviews with adults...and we were given time, in coaching time to prepare for the mock interviews. We [were] asked questions that you'd be asked in an actual interview. It was good, because it gave you an insight in what an actual interview would be like.*
>
> **Pupil, School 21**

The school also runs trips to careers and university fairs for sixth form pupils (aged 16 to 18) to give them an insight into different career pathways and how university links to this. Pupils in these years explained that these experiences are particularly useful for sixth-formers, as they are on the cusp of entering the workforce or applying to university.

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[145] Millard et al., 2019.

Tracking young people's skills over time – Enabling Enterprise's Skills Builder

The Skills Builder Partnership is a social enterprise that seeks to help children and young people develop the essential skills to be successful throughout life (skillsbuilder.org). Tom Ravenscroft is the Founder and CEO, and talked at our roundtable about the Skills Builder Framework, which breaks down eight skills into 15 'teachable and measurable steps' (www. skillsbuilder.org/framework). The eight skills are:

1. Listening
2. Presenting
3. Problem solving
4. Creativity
5. Staying positive
6. Aiming high
7. Leadership
8. Teamwork

The 15 steps for each skills area are cumulative, building on one another and therefore providing a framework for charting pupils' development throughout their schooling.

Several roundtable participants cited the Skills Builder as a useful resource for schools seeking to track pupils' development in career-relevant skills over time. Research published in 2017 outlines the impact of these skills areas on young people's outcomes (Millard, Menzies and Baars, 2017).

Career-readiness activities – West Hill School

West Hill School is a secondary school for boys aged 11 to 16 in Stalybridge, a town in Tameside, Greater Manchester.

CV Writing
As part of the school's careers education, pupils get their first taste of CV writing aged 13 and 14. This provides them with the basic knowledge of what a CV is and what to include in it. Pupils aged 14 to 16 are given advice

on writing personal statements and take part in CV workshops. Pupils believe that this helps them feel prepared for the future:

> *If you've done it right you can then use that in later life, and feel like you've got the skills then that matter that you can take forward to any job that you want to apply for.*
>
> Pupil, West Hill School

One pupil said they felt it would be useful to learn more about how to write a CV specifically tailored towards a particular career instead of being "more general".

Mock interviews
From their first year of GCSE study aged 14 and 15, pupils are able to participate in informal interviews with a range of employers supporting the school's work experience programme to help them understand what an interview for college or work might be like. A member of staff who is responsible for careers education arranges the interviews, inviting a range of employers into the school for a day. Each employer interviews around four pupils.

The school's assistant headteacher, Paul Butterworth, acknowledged that not all pupils took up this opportunity. However, pupils who had taken part said they felt the school did a good job of providing realistic interviewing practise:

> *"I was able to experience certain fears and also areas for improvement ... I've got an interview for a college coming up so the mock interview was a really good way of me knowing what to do, what not to do, how to approach it and how to overcome fears and certain emotions when I'm going into the interview.*
>
> Pupil, West Hill School

Embedding skills and coaching into the curriculum – School 21, Newham

School 21 in Newham believes oracy (pupils' spoken communication) and coaching should be at the heart of all pupils' learning. Oracy skills are prioritised throughout all education phases (primary to sixth form), in lessons, assemblies and coaching. The school believes that helping young people develop strong verbal communication skills will help them prepare for communicating effectively with employers. This case study, as well as Voice 21 and LKMco's previous research on oracy (Millard and Menzies, 2016), highlights ways School 21 helps teachers develop their and their pupils' oracy, including by:

- Providing regular CPD, which often focuses on elements of oracy and coaching practice;

- Teaching oracy discretely in dedicated lessons, while also helping pupils build skills during regular lessons through discussing academic concepts;

- School leaders publicly supporting oracy, and working with class teachers to develop pupils' oracy (and other) skills, and;

- Ensuring all pupils receive support in developing their oracy, with every pupil expected to participate in the school's Ignite Speeches and assemblies during which pupils give speeches about issues they care about.

This was recognised by the young people we spoke to, with one saying the focus on oracy helped them speak to employers with confidence and skill when they took part in a work placement:

" *It helped develop your way of thinking and the way you conducted yourself... For me, it really helped, because going into my work experience at HSBC in Canary Wharf - a very corporate setting - and knowing that I could conduct myself and speak [well],...that really helped. That was like the breaking point, because I could then feel like, if I had a question, I could ask the question, if I had to give a presentation, I could give a presentation. I don't have to be nervous about anything, I don't have to worry about messing up*

Pupil, School 21 "

Additionally, every pupil is part of a coaching group. Four coaching sessions (including two shorter half hour sessions, and two longer 50-minute sessions) take place per week throughout a pupil's time at the school, from age 11 through to the age of 16. Coaching is structured around peer groups, with pupils working together in small groups and one-on-one with their coaches on issues including personal well-being, current affairs, as well as developing specific skills and attributes, including self-awareness and resilience. Although the 'coaching curriculum' is not explicitly linked to careers, Hannah Barnett, the school's Programme Lead for Real World Learning, said it is a chance for young people to reflect on career-relevant aspects of self-development:

" *It's about ... thinking about skills development, self-awareness, feeling vulnerable, pushing yourself out of your comfort zone, stepping up, and all that kind of language that we use across the school.*

Pupil, School 21 "

2.5 Post-16 and University

Careers education for young people in further and higher education is linked to improved work-readiness, and more tentatively with better social and economic outcomes. However, survey data suggests careers education may currently privilege academic over vocational pathways, as well as young people attending private or selective settings.[152]

Careers education for young people aged 16 and over should continue to help them 'stress-test' ideas and identify pathways, while continuing to develop work-relevant personal, social and emotional skills.

2.5.1 Access to careers education

Although many young people who are over 16 receive some form of careers intervention, the overall consistency and quality of these interventions is uncertain,[146] with 'as many different models of career guidance delivery as there are colleges'.[147, 148]

As is the case among pupils aged 14 to 16, male students over 16 and up to the age of 25 are more likely than their female peers to say they receive quality and relevant careers advice.[149] The advice young people aged 16 and over receive in school is likely to focus on certain pathways over others, in particular on going to university rather than pursuing an apprenticeship; therefore, students on vocational pathways may be disadvantaged.[150]

A survey of 19- to 24-year-olds conducted by Education and Employers in 2016 revealed that young people recalled receiving greater levels of employer engagement during their education if they had attended a fee-paying or selective institution, or were from wealthier backgrounds. Those who had been eligible for free school meals recalled lower levels of engagement.[151]

2.5.2 What role do careers interventions play in this phase?

Work 'readiness'

'Work-readiness' encompasses young people's ability to make informed decisions about their future pathways, and to make a fulfilling transition into employment. Given that young people in further education and university are on the cusp of entering the labour market, careers education during these phases needs to prepare young people for their imminent labour market transition.[152]

Existing evidence indicates that careers education in this phase can be effective in preparing young people for the future (for example, by improving their work readiness). Work experience forms an important part of this, with young people over the age of 16 saying it helps them prepare for the future. For example, a 2014 survey found that adults who undertook work experience between the ages of 16 to 19 were more likely to agree that the intervention helped them to get into university, decide on a career, or get a job, compared to their peers who undertook work experience aged 14 to 15.[153]

[146] Gibson et al., 2015.
[147] Association of Colleges (2012) Career Guidance in Colleges: Increasing National Careers Service co-location with colleges and the role of Colleges in providing a service to schools - A feasibility study. Available at: https://www.aoc.co.uk/sites/default/files/Careers_Guidance_in_Colleges_full_report.pdf.
[148] Williams, J., Buzzeo, J., Spiegelhalter, K. and Dawson, A. (2018) Careers Provision in Colleges: What Works?, London: Careers and Enterprise Company. Available at: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1140_what_works_for_colleges_digital2.pdf.
[149] Youth Employment UK, 2018.
[150] Ibid.
[151] Mann et al., 2016.
[152] Wolf, 2011.
[153] Mann and Kashefpakdel, 2014.

To improve young people's 'work readiness', it is important that young people in this phase value careers education. For example, one study used pre-test and post-test surveys to find that young people's satisfaction with hospitality internships correlated with improved employability in terms of the young people's general and professional competencies, attitudes towards work, and confidence in career planning.[154]

Learning about careers at university can also help young people to feel 'work ready.' A quasi-experimental study found that undergraduate university students in Dundee who undertook accredited modules in careers education were more likely to enter a graduate job or further study after university compared to students who did not take such modules.[155]

When surveyed, young people aged 19- to 24-years-old felt careers education was more effective in terms of supporting decision-making and preparing them for the next stage of their journey when they received multiple interventions (four or more).[156]

Job shadowing and work experience have several key benefits for post-16 pupils. Roundtable participants argued that referencing work experience could strengthen higher education and employment applications. CV, interviewing, and application-writing workshops were also flagged as important for young people leaving post-16 provision, apprenticeships, and higher education.

Similarly, for pupils deciding what to do post-18, visits to Higher Education settings, employers, and apprenticeship providers can be valuable (sometimes through attending careers fairs). So too can participating in application and interviewing workshops.

Social and economic outcomes

There is limited robust evidence exploring the impact of career education on other outcomes, although there are indications that quality provision has positive social and economic outcomes for young people aged 16 and over. Using survey responses submitted by 19- to 24-year-olds, one study concludes that:[157]

- Higher rates of employer engagement at school or college correlate with a reduced likelihood of a young person becoming NEET, and;

- Young people who were more satisfied with their careers education, and had undertaken activities involving employers, earned up to 16% more on average than peers who did not take part in any activities.

[154] Chen, T. L., Shen, C. C. and Gosling, M. (2018) 'Does employability increase with internship satisfaction? Enhanced employability and internship satisfaction in a hospitality program', Journal of Hospitality, Leisure, Sport & Tourism Education, 22, pp.88-99. doi: 10.1016/j.jhlste.2018.04.001.
[155] O'Riordan, R., Del Rio, E. and Wieczorek, J. (2007) Exploring the impact of undergraduate credit-bearing careers education: Preparing our graduates, University of Dundee. Available at: https://www.hecsu.ac.uk/assets/assets/documents/non_hecsu_reports/UoD_-_Exploring_the_impact_of_undergraduate_credit_bearing_careers_education.pdf.
[156] Mann et al., 2016.
[157] Mann et al., 2016.

2.5.3 Recommendations for structuring careers education post-16

1. 'Stress-testing' ideas

Guidance and experience for young people in post-16 education or training should help them understand what pathways may suit them best.

> *Do I go apprenticeship? Do I go university? Do I go traineeships? Do I go direct into work? Do I set up my own business? Do I begin as an entrepreneur?*
>
> Dr Anne Bamford, Strategic Director for Education, Culture and Skills, the City of London Corporation

This is important because while we often assume people who have left school know what they want to do, many do not:

> *You could have 50-year-olds who have got no idea what they want to do or are not sure they're in the right place.*
>
> Chris Percy, Strategy and Research Contractor, the Careers and Enterprise Company

As with secondary-age pupils, post-16 education and training should also maintain a focus on developing:

- Work-relevant personal, social and emotional skills, and;

- Work 'readiness' including through building young people's networks, and providing support with applications, CV writing, and interview practise.

Engaging in social action 'Studio Projects' – School 21, Newham

'Studio projects' play an important role in the formal careers programme for year 12 students aged 16 and 17 at School 21, and involve pupils working in small groups on a social action project. These might focus on raising awareness about or fundraising for a particular cause. Hannah Barnett, the school's Programme Lead for Real World Learning, explained "some of them are looking at women and some of them are looking race, some of them are looking at sexuality."

Pupils work with teachers, and sometimes outside organisations, to develop clear project aims. They then use studio sessions to work towards their goal. School 21 frequently brings in outside expertise to assist young people with their projects:

> *We always try and get professionals involved in the projects [as pupils] may need a bit more support in terms of their expertise in certain areas. So, if we're looking at a documentary film they might have a documentary filmmaker come in and critique their work. Or they have a councillor come in and talk to them about the actual problems in Newham.*
>
> Pupil, West Hill School

Interactions with peers and professionals helps pupils learn how to lead and develop projects while having a positive impact on the local area. Where pupils need additional support, for example if they have a form of SEND, the school ensures they attend external visits with a mentor.

Developing skills pathways for all young people – City of London

Dr Anne Bamford, the Strategic Director of Education, Culture and Skills for the City of London Corporation, outlined work she is leading to develop careers and skills pathways. In collaboration with Nesta, Anne and her colleagues have set out how schools and employers can work together to track children and young people's skills development from the early years through into post-16 study. This supports the Mayor of London's pledge that all children and young people in London should receive 100 hours of careers-related learning a year as they progress through school.

Anne explained this provision is structured around key age bands:

- **Ages 3 to 7:** The focus for children entering or new to school (aged 3 to 7) is activities that explore different possible jobs and pathways through experiences and play. For example, children (and sometimes their families) may take part in workshops led by volunteers from external organisations. Anne said jobs corners in classrooms are also useful. Themed around particular occupations children may not have come across (such as fashion design or sound engineering), they enable the children to dress up and explore these roles.

- **Ages 8 to 11:** The focus should shift for children as they get older, onto understanding how jobs and occupations are grouped into different sectors and industries. This should link to classroom learning, which can focus on helping children develop career-relevant skills including communication and teamwork.

- **Ages 12 to 16:** As young people move through secondary school, their experiences should help them explore possible options and pathways, including by meeting employees of organisations, and visiting work places. Anne commented that schools do not always expose pupils to a wide range of careers, as schools are subject to 'drivers' (such as exam results) that encourage teachers to focus on narrower, more academic routes.

- **Ages 16 and over:** Again, the emphasis for students in post-16 study should be on helping explore and narrow down education, training or employment pathway options.

The rationale behind the work is to link together young people's experiences as they move through education and into the world of work:

> *At a very basic level the world of work has changed in an unrecognisable way over the past 100 years, but the world of school has hardly changed over the same 100 years. What we're trying to do is really push the two sectors to work in a more aligned way.*
>
> **Dr Anne Bamford, Strategic Director for Education, Culture and Skills, the City of London Corporation**

Anne believes this will help schools and employers nurture skills that enable young people to make fulfilling transitions between education and employment.

'Bridging' post-16 study and training – Stirling Council Foundation

Apprenticeships are designed to lead young people through education and training pathways into specific sectors and employment. Developed and used by schools and colleges in Stirling, the Foundation Apprenticeships currently span 12 work streams (including, for example, early years and childcare). Young people enrolling onto these 'bridging' courses undertake education and training in several settings, including school or college and with an employer. Because the work streams respond to areas with perceived shortages in labour supply (identified using local and regional labour market information), the young people on these courses are – in the words of an employee at Stirling Council – "more or less guaranteed" a pathway resulting in a 'positive destination' (such as employment, higher education or further training):

> *The college delivers the Foundation Apprenticeship, and the young person stays in school and accesses that as one of their subject choices within school. They're given work experience built into that, so they've got proper work-based learning in the field that they're thinking they might go into.*
>
> **Morag McLoughlan, Service Manager For Schools, Learning and Education at Stirling Council**

2.6 Challenges inhibiting careers education, and ways forward

This research highlights eight key challenges impeding careers education in schools and other educational settings:

1. **Time, prioritisation and buy-in**
2. **Division of labour**
3. **Embedding throughout the curriculum**
4. **Working with parents**
5. **Geography**
6. **Teacher knowledge**
7. **Networks and brokerage**
8. **Balancing the need to expand horizons with whittling down options.**

However, each of these can be overcome with the right type of support.

Our research highlights a number of challenges that can impede careers education in schools and other educational settings. Many of the challenges highlighted during our fieldwork align with those emphasised elsewhere in the literature.[158, 159, 160]

1. Time, prioritisation and buy-in

Careers education can get pushed to the side when teachers see it as an optional extra, or when time pressures mean they prioritise other tasks.[161] Participants suggested that teachers' moral responsibility includes helping pupils to make informed decisions about their futures:

> *They're not just a subject teacher, and they're not just discipline leader. They have a role and responsibility for enabling their young people to transition effectively and progress to the next stage of their lives.*
>
> Dr Siobhan Neary, Associate Professor and Head of iCeGS, the University of Derby

Addressing teachers' workload more generally would help classroom practitioners focus more energy on offering careers education to their pupils. While the quality of a school's careers education is taken into account during school inspections in England (as it is elsewhere in the UK), contributors to this research felt that the incentives acting upon teachers and school leaders can still mean they focus their energies elsewhere.

Therefore:

> Governing bodies and academy trustees should appoint a specific individual to oversee, and take responsibility for, the setting's careers education.

> Ofsted and other organisations providing information and guidance to careers leaders, schools and colleges about careers education should signpost to resources, services and networks that can help them fulfil their responsibilities.

2. Division of labour

Not having a member of staff responsible for careers education in education settings can mean the issue slips down the agenda.[162, 163] However, where there are careers coordinators, they can end up being the point of contact for everything. A challenge is getting other teachers and staff involved and taking responsibility for careers education:

> *It can be a lonely role as a careers leader and its important you have the back-up of the senior management team*
>
> Lorraine Lawson, Brokerage Manager, Camden Learning

> *Tick the box, fine, but does everyone else know why [careers education is] happening and what the benefits are? How it's going to improve the life chances for the young people themselves?*
>
> Janet Colledge, Education Director and Company Secretary, National Careers Week

158 Kashefpakdel et al., 2018a.
159 Kashefpakdel et al., 2018b.
160 Williams et al., 2018.
161 Kashefpakdel et al., 2018b.
162 Kashefpakdel et al., 2018b.
163 Williams et al., 2018.

One careers leader said a key part of her role is to encourage and support staff to follow through on their ideas, providing messages such as "'that's a really good idea, and please go ahead and organise this trip that you've been offered, or this experience, if this employer wants to come in'."

Another roundtable participant suggested careers education needs support and buy-in from school leadership.[164] She suggested that training sessions for headteachers specifically could help generate this support, covering the rationale for and underlying principles of quality provision, and ideas about making it work operationally. However, there is a risk that only headteachers already interested in and supportive of careers education would attend such training.

Case study schools acknowledged that making all teachers feel accountable for careers education in their schools and colleges is challenging, as many do not see it as a core part of their role.

Therefore:

> In addition to appointing a careers leader or champion, settings should nominate a specific leader and member of the governing body to oversee careers education in the setting.

> Careers leaders should highlight how careers education can support teachers', school and college leaders', and governors' and trustees' work towards their other priorities (including pupils' academic, social and personal development, and a setting's performance during inspections).

> Improving the support available to teachers (and practitioners' knowledge of existing support) would help teachers understand both what quality careers provision looks like, and save them time in preparing and facilitating careers-focused learning. This could involve government, Ofsted, and other organisations supporting careers education signposting the resources and guidance available to teachers.

3. Embedding throughout the curriculum

Schools can struggle to embed careers education throughout the curriculum, meaning pupils experience it in de-contextualised and fragmented ways. Contributors to this report raised this concern, which is also flagged in previous research:[165, 166, 167]

> *I don't think routinely schools are doing things which are not helpful at all. I think it's more like, they're providing learning opportunities in very fragmented and de-contextualised ways.*

Tristram Hooley, Professor of Career Education, University of Derby

> *It all comes down to what do you want to achieve through your programme and that's the bit I don't think people think through strongly enough*

David Andrews, Careers Education and Guidance Consultant

164 See Kashefpakdel et al., 2019.
165 Kashefpakdel et al., 2018a.
166 Kashefpakdel et al., 2018b.
167 Collins and Barnes, 2017.

Embedding opportunities throughout school can also ensure all pupils benefit, as opposed to those with either a clearer view of their options, or with pre-existing interpersonal skills that enable them to use opportunities more effectively:

> *If your school's careers programme is to take [pupils] to a careers fair [and just] kick them in through the door, ...then it's not going to be very effective for many of the young people. It will be for some, for ones who have a clear idea of what they want to do and the ones who have the confidence to talk to a lot of people, ...but for most it won't.*

Tristram Hooley, Professor of Career Education, University of Derby

> *It's all about building in those encounters with employers routinely within subject learning, so it's not something that's tagged on and it's not just the responsibility of a champion for work experience or careers within the school. Everybody, potentially, can play a part in equipping youngsters for life beyond school.*

Gerard Liston, Director, Forum Talent Potential CIC

Contributors to this research therefore suggested that:

> Settings should help teachers and middle leaders to embed careers-focused learning throughout the curriculum by emphasising the moral imperative underpinning careers education. They should particularly highlight how this can support teachers' and school leaders' other priorities, for example careers education's potential to improve prospects for all children and young people, especially those from more disadvantaged backgrounds.

> Begin age-appropriate, careers-related learning early, as soon as children and young people join the setting.

> Alongside building explicit discussion about careers into their lessons (for example, linking lesson content to specific roles or sectors), teachers can build pupils' career-relevant skills such as communication, teamwork, self-image and resilience throughout their lessons and make the link between these skills and the world of work explicit.

> Teachers should use discussion to counteract stereotypes about particular subjects or career pathways and target particular career-relevant skills through lesson activities.[168]

> Curriculum and middle leaders have a crucial role to play in helping their teams identify opportunities for careers-focused learning in lessons.

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[168] See for example O'Reilly et al., 2017.

Building work-related learning projects into the curriculum – XP School, Doncaster

XP School sees careers education as integral to every aspect of school life. As one pupil put it:

> *It's built into the basics, really, within the school. Everything we do links back to the real world*
>
> Pupil, XP School

Core elements of careers education are woven into the curriculum for all year groups – an approach XP calls "learning expeditions". "Expeditions" are built around a single guiding question and involve three elements of careers education, as well as traditional classroom learning in subjects relevant to that question:

1. **The creation of a 'product'**, which may be physical, digital, written or performed. The product is designed so pupils can, in the words of the XP Academy Trust CEO, Gwyn ap Harri, "present who they are and the quality of the work that they can produce, to authentic audiences".

2. **Fieldwork**, which is "purposeful" learning outside of the school, normally conducted in partnership with organisations based in Doncaster.

3. **Expert input** from people involved in industries or sectors relating to the guiding question, and with whom pupils are able to interact and ask questions related to careers in that field.

Gwyn ap Harri describes a typical learning expedition:

> *One of the expeditions ... was called Stand up Doncaster. We created a social campaign #standupdoncaster, where we got people of Doncaster to make various pledges about making Doncaster a better place. The kids went out to the local shopping centre, the Frenchgate Centre, they were given a stall by the Frenchgate managers and got these pledges. Then our expert was Jo Miller, the CEO of the local authority ... Jo told our kids about how she grew on a council estate in Liverpool and how she came to be the CEO of a very big metropolitan borough council.*
>
> Pupil, XP School

The product of a learning expedition is intended to be authentic and useful. For example, products have included the launching of the school's radio station (which broadcasts to the community), a field guide for the local Potteric Carr Nature Reserve, and a digital brochure for Doncaster's Tourist Information Centre.

Pupils said they learnt valuable skills while undertaking these projects which they feel will be relevant to their working lives:

> *[The project] gives you a good outlook, especially if you want to go into a managerial role, what that's going to be like, and how that's going to have to be done because, obviously, you have to work with different teams, different people, not always in your business, outside your business, to get it all sorted and get this product to where it needs to be.*
>
> Pupil, XP School

Fieldwork takes place outside school, and involves visits to local businesses and industries relevant to the expedition's guiding question. For example, for a learning expedition called 'Society, Steam and Speed', pupils visited both the Hitachi plant which builds high-speed trains, and the High Speed 2 (HS2) college, also based in Doncaster, which offers further and higher education pathways for pupils when they leave school.

XP School brings in experts in fields related to the learning expedition, both to give an insight into the real-world application of the curriculum they learn in the classroom, and to help pupils reflect on their skills and career goals. Pupils told us that they value experts' insights into their plans for the future, as well as the school's flexibility in bringing in experts to offer targeted support.

Pupils also feel that the learning expeditions help them to develop skills they will need after school:

> *It show us what we like ... and what we're good at doing.... [For example] in lessons, there's a lot of problem solving. So even within the subjects you're not good at, you're looking at, 'okay, here's what I know, how can I get from what I know now to what I need to know to solve this?' ... [That will] help when you come out of school.*
>
> Pupil, XP School

4. Working with parents and carers

Parents exert considerable influence over their children's aspirations. In some cases, parents' experiences and expectations may counteract schools' efforts to open pupils' aspirations, or contribute to the formation of stereotypical views.[169] Parents may also have doubts about particular options (such as accruing debt through HE study, or working in an unfamiliar industry such as coding).

Schools and expert interviewees argued that schools should involve parents in their children's careers education. What is appropriate varies, but suggestions for parents of younger, primary-age children included inviting parents in to hear external speakers talk about their roles and sectors, or even asking parents in to talk about their roles and careers (this could work at secondary, although contributors suggested it could make these older children feel self-conscious). Parents of older children at secondary could attend subject and career 'carousel' events with their children to hear about different pathways.

This chimes with research indicating that schools can positively influence parents' self-perceived and actual capacity to support their children's study and career choices (particular those with lower levels of education, or with lower socioeconomic status). This is especially the case for parents of children aged 14 to 16 (as opposed to over 16).[170] Specifically, one study showed that parents without degrees benefited from attending careers workshops with their children that involved:[171]

1. The aims of careers education, both in the short and long term, and 'dos and don'ts' in talking to children about pathways;

2. Discussing parents' career development, and children's strengths and interests;

3. Dilemmas in career decision-making, and current information about upcoming choices, and;

4. Study costs and drafting 'next steps.'

Therefore:

> Alongside inviting parents in to listen to external speakers, primary, secondary and post-16 settings should consider offering parents more comprehensive careers education guidance.

> Schools can also support parents in helping their children develop positive, career-relevant behaviours and competencies. This might involve encouraging parents to reinforce messages about the value of effort, and to help children put in place strategies at home for dealing with distractions.[172]

5. Geography

Geographical location affects young people's access to careers education and opportunities to engage with employers.[173, 174] Young people in rural areas often struggle to engage in meaningful careers encounters, because employers are further away and harder to reach.

Furthermore, young people in different regions have differing levels of engagement with employers. The rate is highest in the South East of England, at 1.77 recalled engagements during schooling and is lowest in the North East of England (1.46) and Scotland (1.45).[175]

Teachers in the schools we visited who have access to labour market information for their areas said they found this data useful, as it can join up young people's decisions about possible pathways with local employers' needs. This can help align schools' provision with labour demand, expanding pupils' opportunities to gain work experience and access other career-related opportunities (although it is important these decisions keep an open mind about where pupils would like to end up). This could potentially increase employers' engagement in careers education in different localities.

[169] Education Endowment Foundation (2018) Parental Engagement, London: Education Endowment Foundation. Available at: https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=139&t=Teaching%20and%20Learning%20Toolkit&e=139&s=.
[170] Oomen, 2017.
[171] Ibid.
[172] O'Reilly et al., 2017.
[173] Mann et al., 2016.
[174] Commission for Rural Communities (2012) Barriers to education, employment and training for young people in rural areas, Gloucester: Commission for Rural Communities. Available at: https://dera.ioe.ac.uk/15199/1/Barriers-to-education-employment-and-training-for-young-people-in-rural-areas.pdf.
[175] Mann et al., 2016.

Using data to support careers guidance and education – Stirling Council

The Council and schools in Stirling use different forms of data to help inform careers education and guidance, as well as to track young people's destinations.

Labour market information

Skills Development Scotland (SDS) produces labour market information for councils, enabling councils to identify where there possible future local-labour shortages. This helps inform councils' and schools' choices about possible suitable pathways for young people. While decisions in schools are not based on labour market information alone, Kevin Kelman (Chief Education Officer at Stirling Council) explained it helps triangulate decisions, and encourage young people to consider career pathways they otherwise might not have thought of (such as early years childcare or elderly social care). Alan Hamilton, Depute Headteacher at Stirling High School, said the data was useful to help pupils onto courses that would be more likely to support employment after school, including in construction and hospitality.

Destinations data

Stirling tracks its young people's progression through education, using a system called 'SDS 16+ Datahub' (www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/16plus-data-hub/). This captures young people's aspirations and needs, and highlights those who are at risk of a negative destination (that falls outside education, employment or training) after leaving school. Young people receive a RAG rating, which their teachers can view. This rating then guides future interventions both inside and outside school (including work with third sector organisations).

Risk matrices

The government produces a risk matrix, based on factors including the Scottish Index of Multiple Deprivation, Free School Meal-eligibility, special educational needs, and attendance. It highlights young people at risk of negative destinations after school, including unemployment. Depute Headteacher Alan Hamilton explained that Stirling High School uses the matrices to help him and his colleagues highlight pupils who otherwise might slip through the net.

6. Teachers' knowledge

Teachers' limited knowledge and experience can inhibit careers education:

> *[The world of work and jobs is changing] at such a pace that actually a lot of staff that are working with children are not exposed to that change.*
>
> Kevin Kelman, Chief Education Officer at Stirling Council

Encouraging teachers to attend careers education sessions with their pupils within school and outside was highlighted as one way of addressing this concern. So too was raising teachers' awareness about the support available to them, that could help them save time when planning careers-focused learning in their classrooms and schools. This would involve government, Ofsted and other organisations supporting careers education signposting to teachers, careers leaders, school and college leaders, and governors and trustees to make them more aware of the sorts of support and guidance available to them.

Example innovation: Careers in the Curriculum – Career Ready

Career Ready is a charity that connects employers with schools and colleges to deliver a whole school careers and employability programme for 11-18 year olds. The charity's Careers in the Curriculum resources offer two bite-sized pieces of subject-relevant careers information for each year group and each core GCSE subject. These are accompanied by a set of Subject Champion posters showing how real people use subjects at work. The resources are delivered by teachers following a CPD session and designed for use alongside a busy curriculum. The resources are programmatic and mapped to wider learning outcomes (www.careerready.org.uk/careers-in-the-curriculum).

7. Networks and brokerage

A major challenge highlighted by experts and practitioners contributing to this report is that of education and employer networks. Teachers' and parents' networks are often limited, and schools can lose contacts with employers if members of staff leave.

Brokerage services that link schools to employers (or young people to work experience opportunities) can take the pressure off teachers because careers encounters brokered through these platforms are less reliant on teachers using their own, personal contacts. They also reduce the time needed to arrange encounters and protect schools from the effects of staff turnover, while expanding the networks schools can access.

Platforms include:

- The government's National Careers service website,[176] which contains information about different career pathways, advice on finding work, and links to careers advisers (although this is not specifically for young people).

- Founders4Schools,[177] which brokers encounters between schools and employers, and its subsidiary, WorkFinder,[178] which enables young people to search for work placements.

Other portals are also available, but contributors to this research – including the schools we visited – said uptake is limited as teachers are not always aware of them.

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[176] https://nationalcareersservice.direct.gov.uk/
[177] https://www.founders4schools.org.uk/
[178] https://www.workfinder.com/
[179] Millard et al., 2019.

Careers information websites – Stirling

The careers advisor and class teachers at Stirling High School introduce pupils to the My World of Work website (www.myworldofwork.co.uk), produced for Skills Development Scotland and funded by the government, providing information to pupils about possible pathways and the qualifications required to pursue these. Pupils find the website helpful in raising their awareness of particular pathways and also in terms of career preparation:

> *It's really helpful. There's tools to help you choose [pathways] … but then there's also CV builders that you can use to help write things and lots of stuff in that.*
>
> **Secondary pupil, Stirling High School**

However, some pupils said the resource is more helpful for older pupils, as they have more information (such as grades and subject choices) on which to base their research:

> *It doesn't work as well when you don't have a career in mind, because a lot of its based about '[if] you want to do this, this is how you get there', but what if you don't know where you want to get. It doesn't necessarily help you with that much.*
>
> **Secondary pupil, Stirling High School**

Therefore:

> Careers leaders and classroom teachers should be signposted towards such services and their potential benefits. Services could be enhanced if they offered access to additional support that could reduce the administrative burden on schools and employers – a theme we explore in the second report in the More Than A Job's Worth series. Key areas might include undertaking health and safety, insurance and other background checks so that work experience can take place.[179]

> Further support could include resources, advice and guidance to employers working with pupils of different ages and in different settings and contexts, as well as for different intervention types - such as assemblies and mentoring.

Careers education support and brokerage – Stirling Council

Schools in Stirling have access to a range of support and brokerage services.

Careers education coordinators

Most schools have a Developing the Young Workforce (DYW) Coordinator, who organises careers-focused events such as careers fairs. The coordinators are often teachers with an additional responsibility who work with SDS (Skills Development Scotland) to provide and facilitate:

- Group careers sessions, including whole-class sessions;

- Individual sessions (including careers mentoring);

- Support for pupils around transition points (between school phases, and at decision-making points about what subjects and qualifications to choose);

- Schools' strategic careers planning (including the incorporation of this into school improvement plans), and;

- New relationships with employers and partners.

There is also a link DYW staff member in the Council, who coordinates and communicates with the school staff members.

Stirling High School has a full time, dedicated careers advisor. Talking about the careers advisors' role, Depute Headteacher Alan Hamilton said she:

- Runs mentoring with pupils aged 12 to 14 in groups of between 20 and 30;

- Runs one-to-one sessions with pupils aged 15 and 16, the first stage at which pupils can decide to leave school, and;

- Arranges targeted workshops for specific groups of students, such as a female computer programming workshop with girls aged 13 and 14.

Careers education brokerage organisations

Members of Stirling Council and school-based practitioners said that third sector organisations including Founders4Schools help link schools with businesses and external speakers. Other organisations such as Business Class and Career Ready provide targeted mentoring for young people, and also provide work experience and placement opportunities.

Interviewees felt one of the benefits of a platform such as Founders4Schools is that individual teachers can use it as and when they need it, enabling them to build relevant links with business networks. For example, teachers might recruit external contacts:

- To speak on a topic or issue relevant to what pupils are studying at that point (linked to the curriculum, or about their professional journey), or;

- To provide mentoring for a particular student.

Sector specialist groups

Stirling Council has established sector groups, comprising representatives from schools and colleges, businesses, and universities. These groups include the Digital Industry Group, Creative Industries Group, Food and Drink Group, and Construction Group. Kevin and Morag at Stirling Council explained the groups help build understanding and networks between schools and businesses. They also help bring into focus employers' needs, with one employer saying to Kevin: "we will not stay in Stirling if we cannot get young people coming through the system that can move into our jobs."

8. Balancing the need to expand horizons with whittling down options

A perpetual challenge for settings providing careers education is striking a balance between opening young people's minds to a range of opportunities, while also helping them identify suitable ways forward. Throughout schooling, the emphasis should largely sit on broadening horizons, although at key decision-making points pupils need support to narrow down their options:

> *There's a sort of tension between things which are about expanding the possibilities and … the points at which you've got to close those possibilities down. …Mainly you want to be expanding people's possibilities and saying to people, 'Well actually there's more that you can do than you think.' But then there are points when that isn't what you want to do. …What you're trying to do from all of these activities is to give young people an idea about what's possible and some preparation for their transition into these different environments.*
>
> Kevin Kelman, Chief Education Officer at Stirling Council

Awareness of the issues raised and conclusions drawn in this research will help schools ensure the careers provision they offer pupils is appropriate for the young people's age and stage.

3. Conclusion

Our close examination of existing evidence and expert testimony has shown that careers education should be carefully sequenced so that it responds to young people's developmental journeys and aligns with key transition points. A sequenced approach to careers education ensures all children and young people gain access to the support they need, when they need it.

Effective careers education really matters. As this report shows, careers education can help children and young people make informed choices, improve their access to the pathways they aspire to, and learn about themselves in the process. It also has the potential to have a wider impact on society by breaking down stereotypes and prejudices in relation to different careers. However, this research also highlights the disparities in young people's access to quality careers education, and the fact that pupils from poorer backgrounds, girls, and young people from minority ethnic backgrounds are less likely to receive the provision they need and deserve. This report therefore provides important guidance on how careers education can be structured, the different types of activities provision it might include, the different purposes it might serve and how a number of barriers to delivery can be overcome.

Importantly, improved provision depends on increased consistency, enhanced practitioner knowledge, and better brokerage of relationships between schools and employers.

Recommendations: What is needed in order to ensure all young people can access a quality careers education?

In addition to phase-specific recommendations about how careers education should be sequenced (summarised in the table, below), this report calls for action from schools, colleges, government and other organisations supporting careers education.

Schools and colleges should:

- Begin age-appropriate, careers-related learning early, as soon as children and young people join the setting.

- Appoint a senior leader and governor or trustee to take responsibility for the setting's careers education. These individuals should ensure careers education is sequenced in an age-appropriate way, and highlight how careers education can contribute to the setting's work towards other priorities, including pupils' academic, social and personal development, and settings' performance during inspection.

- Ensure curriculum and middle leaders work with their teams to identify opportunities to include appropriately sequenced and age-appropriate careers-focused learning in lessons.

- Work with parents from the beginning of primary school and throughout schooling, for example by inviting parents into school to hear careers talks alongside their children, or by talking about their own careers. Schools and colleges should also help parents support their children to develop positive (and career-relevant) behaviours at home. This might involve reinforcing messages about value of hard work, and developing strategies for dealing with distractions.

- Use labour market information to help align the setting's provision with employers' needs locally and regionally (while keeping an open mind about where pupils might end up, and the intrinsic as well as instrumental value of education).

Government and other organisations supporting careers education in schools should:

- Provide funding for transport costs to help pupils in rural areas or areas lacking transport infrastructure to access opportunities to work with employers.

- Signpost to guidance, resources and support already available to practitioners.

- Augment existing digital brokerage services and platforms so that these provide or signpost to additional support. This could tackle administrative burdens such as health and safety, insurance and background checks, facilitating employer-encounters.

- Tailor existing support and guidance so that it is age-appropriate, for example providing resources and guidance to help speakers and employers plan age-appropriate presentations and projects.

- Commission research that compares the impact of different careers interventions on different age-groups

4. Afterword

This report, and its sister report on work experience, are timely.

In the world of education, the noises off from employers have become a clamour. They demand change so that young people are better equipped for work. The Royal Society question the validity of A Levels for science careers, and the chair of the House of Commons Education Select Committee called for GCSEs to be scrapped as part of reforms to balance vocational and academic learning.

In amongst these more radical ideas, this report offers important analysis and solutions for careers advice.

This is an area where a long-standing dissatisfaction and a demand for improvement have been heard in equal measure. This impatience has come equally from employers and young people themselves. Meanwhile schools have struggled to find resources and support to offer their pupils a service.

The principles are sound. I was most drawn to those of open mindedness and diversity. As the labour market is changing so fast, it is imperative that young people see beyond stereotypes and towards the reality of multiple careers. For those living in parts of the country with homogenous cultures, the principle of diversity is both more important and more challenging. Employers increasingly want a diverse workforce to increase creativity and improve decision-making. Future workers need to be at home in diverse workforces.

Policy makers read plenty of reports that are long on analysis and short on solutions. We also are used to the answer being simply to release more money. This report does ask for more resource, but is direct in arguing for time as the key resource.

It is only with teacher time that we can unlock the other recommendations. Teachers know their pupils and their parents; if they had time to engage both, each other and expertise then this can all start to improve. They can also develop the curriculum links that make careers education meaningful and engaging. That in turn requires school leaders to feel accountable for the quality of careers education so they unlock the time this so sorely needs.

I commend the report.

Lord Jim Knight

5. Appendices

5.1 Research design

5.1.1 Literature review

The literature review we undertook for this report and its sister report, 'Making Work Experience Fit For Purpose', set out to answer the questions:

1. 'What careers and employability interventions are appropriate for children and young people of different ages?'

2. 'What does high quality work experience look like, and how can existing provision be improved?'

A literature search was carried out using the Web of Science, Google Scholar and British Education Index databases. In each database, the following search terms were used to generate results:

- ("careers" OR "work experience") AND ("education or school") AND ("primary" or "key stage 2" or "key stage 1")

- ("careers" OR "work experience") AND ("education or school") AND ("secondary" or "key stage 3" or "key stage 4")

- ("careers" AND "education OR "work experience") AND ("Key Stage 5" OR "Further Education") AND ("effective")

- ("careers" AND "education" OR "work experience") AND ("university") AND ("effective")

These initial keyword searches generated over 1,000 results. These results were then sifted in two stages to generate a short list of articles for inclusion. Firstly, titles were screened for relevance and then, from the resulting subset of literature, abstracts were reviewed for relevance. Literature was judged to be 'relevant' if it addressed one or more of the following:

- The proven or potential benefits of careers education for particular phases (including early years, primary, secondary, further education, university);

- The current careers education policy-offer for particular phases, or;

- Impactful interventions for particular phases (for example, an evaluation of the effect of a careers education programme for primary pupils).

References in the sifted literature were also followed up in order to generate further results, particularly when we identified gaps in the literature we had already examined.

All sifted literature was published in the last 30 years and was from the UK, other European countries or the USA. The studies found were based on a range of methodological approaches, including randomised controls trials and quasi-experimental designs, survey-based methods, and qualitative approaches including interviewing and focus groups.

5.1.2 Roundtables

Two roundtables were held, bringing together experts and practitioners in the field of careers education. Attendees gave informed consent before participating. A semi-structured interview script was used to guide the discussion, which centred on the two research questions (see above). The roundtables were recorded, and the recordings transcribed and then analysed.

Will Millard, Head of Policy Advocacy at LKMco, chaired both roundtable discussions.

Roundtable #1

The first roundtable took place on 12th September 2018, and was kindly hosted by the Headland Consultancy. It was attended by:

- Alice Oakley, Founders4Schools.
- Ashley Friedlein, CEO and Founder, Guild.
- Cecile Memhave, Founders4Schools.
- Cleo Chalk, Founders4Schools.
- Dr Helen A. Brown, Business Leaders Advisory Council, Founders4Schools.
- Edward Goff, Marketing Director, EE.
- Isabella Rose Alexandroff, Founders4Schools.
- James Holland, Director of Philanthropy, Founders4Schools.
- Jason Elsom, Chief Operating Officer, Founders4Schools.
- Jenk Oz, CEO, iCoolKid.
- Jessica Butcher, Co-Founder and Director, Blippar.
- Joanna Cruse, Independent Education Consultant.
- Jonathan Pearl, Founders4Schools.
- Lauren von Stackelberg, Head of Female Client Strategy, J. P. Morgan.
- Mark Gettleson, Founders4Schools.
- Mary Curnock Cook OBE, Independent Educationalist.
- Nadia Woodhouse, EY.
- Oliver Beach, Campus Director, Flatiron School.
- Richard Higgs, Founder, AngSco Ltd.
- Robert Marshall, CEO, Marshall Group.

- Sherry Coutu, Founder and Chairman, Founders4Schools.
- Stephen Bolton, Group Controller, Diageo plc.
- Vikki Kirby, Vibrato Consulting.

Roundtable #2

The second roundtable took place on the 6th November 2018, and was kindly hosted by Nesta. It was attended by:

- Dr Anne Bamford, Strategic Director for Education, Culture and Skills, the City of London Corporation.
- Arvind Batra, Careers Coordinator, RSA Academies.
- Chris Percy, Strategy and Research Contractor, the Careers and Enterprise Company.
- Emily Tanner, Head of Research, the Careers and Enterprise Company.
- Janet Colledge, Education Director and Company Secretary, National Careers Week.
- Jenny Barber, Director of Programmes, Career Ready.
- Jessica Edwards, Graduate Apprentice, Ted Baker.
- Jordan Rehill, Research Analyst, Education and Employers.
- Joysy John, Director of Education, Nesta.
- Kate Madelin, Founders4Schools.
- Kim Elms, Education Programmes, ACS International Schools.
- Lorraine Lawson, Brokerage Manager, Camden Learning.
- Peter McDonough, Historian in Residence, Ted Baker, and Next Generation Coordinator at Urban Partners.
- Sharmila Metcalf, STEM and Digital Skills Secondee, the Department for Education (and Nuffield Foundation).
- Sherry Coutu, Founder and Chairman, Founders4Schools.
- Dr Siobhan Neary, Associate Professor and Head of iCeGS, the University of Derby.
- Sir John Holman, Emeritus Professor of Chemistry at the University of York, and lead author of the Gatsby Framework.
- Skye Fenton, Founders4Schools.
- Tom Ravenscroft, Chief Executive, Enabling Enterprise.

5.1.3 Interviews

Four semi-structured interviews were conducted with the following careers education experts, all of whom gave informed consent before participating. These experts were interviewed in a personal capacity, as opposed to representing the organisations for which they work. Transcriptions of the recordings were made, then analysed in order to identify the main themes arising in each interview, and then to identify common themes across all the interviews:

- Chris Percy, Strategy and Research Contractor, the Careers and Enterprise Company.
- David Andrews, Careers Education and Guidance Consultant.
- Gerard Liston, Director, Forum Talent Potential CIC.
- Tristram Hooley, Professor of Career Education, University of Derby.

5.1.4 Case studies

Nine case studies were conducted, involving in-person visits to schools (with the exception of Access Creative College) where semi-structured interviews and focus groups were conducted with school staff and pupils, alongside informal observations of school practice. LKMco selected schools from a long-list supplied by Founders4Schools, ensuring a breadth of coverage in terms of phase and geography.

For each case study, the teacher or teachers responsible for careers education were interviewed, and a group of randomly-selected pupils took part in a focus group about careers education. All participants gave informed consent, and recordings were transcribed then analysed.

Case studies were conducted at:

- Access Creative College (multiple FE colleges);
- Avonbourne Trust (all-through including sixth form), Bournemouth;
- Borestone Primary School, Stirling;
- School 21 (all-through including sixth form), Newham;
- Stirling Council, Stirling;
- Stirling High School, Stirling;
- St Mary's RC Primary School, Stirling;
- Torriano School (primary), Camden;
- West Hill School (secondary without sixth form), Tameside, and;
- XP Free School (secondary with sixth form), Doncaster.

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This report was written by the education and youth development 'think and action tank' **LKMco**. LKMco is a social enterprise - we believe that society has a duty to ensure children and young people receive the support they need in order to make a fulfilling transition to adulthood.

We work towards this vision by helping education and youth organisations develop, evaluate and improve their work with young people. We then carry out academic and policy research and advocacy that is grounded in our experience.

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Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood

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