



CAREERS
EDUCATION AND
GUIDANCE IN A
NUTSHELL

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What it's all about?

Most people spend over 40 years working for a living. Some work until they drop. Imagine how it must feel to spend the whole time doing something that you dislike or even hate. That's where careers work comes in. Good careers education and guidance can give young people a flying start by helping them to get the basic knowledge and skills they need to begin navigating their way successfully through career choices and changes.

The past

In the early days, careers work focused on matching individuals to specific opportunities in education and work. As choice was limited, many young people simply followed in their family's footsteps. Making decisions about next steps was a straightforward process, taking little time and requiring little preparation. For most students, an 'end of school' careers guidance interview was generally sufficient.

As the world changed and opportunities grew, the matching process became more complex. More young people had to decide whether to continue their education or get a job. They had to think about the longer-term consequences of their decisions as well as their next steps. So, careers work changed and young people began to receive some careers education in preparation for their 'end of school' guidance interview. This was normally a handful of lessons giving information about the opportunities on offer and advice on how to complete application forms and construct CVs.

Technology, globalisation and other developments continued to transform the world and change became a feature of daily life. In schools, curriculum change meant that young people had some choice about which subjects to study in Years 10 and 11. To help them make these 'career choices', most schools extended their careers education lessons into Year 9 and gave young people earlier access to careers guidance. The expansion of post-16 choices also led to an increase in the careers guidance offered to young people in sixth forms and colleges.

As careers education embedded itself in the curriculum for 13 to 16 year olds, schools developed more structured programmes and support arrangements. Programme content expanded to cover decision making, opportunity awareness, transition learning and self-awareness (*often known as DOTS*). Alongside this, most young people had access to specialist careers guidance from careers advisers working for the local careers service. Such guidance was also available post-16.

The present

Today a career is a personal journey through an assortment of opportunities that includes learning, work and career breaks, both planned and unplanned.

Continuous change presents people with career choices throughout their lives. Some stem from personal circumstances such as the need to support a family. Others come from personal aspirations such as a desire for promotion, to become self-employed or to live somewhere different. Yet others result from external forces such as company reorganisation, redundancy, new technology and retraining to remain employable.

The links between living, learning and earning have never been clearer. It is no longer possible to keep them in three separate boxes - a decision made about one always affects the others, whatever the age of the individual concerned. Nor is it possible to say that learning ends when someone leaves school, college or university.

Dealing with ongoing career choice and change means that most adults are engaging in lifelong career planning and development, although they rarely use these labels. The careers education and guidance that individuals receive in schools and colleges provide the foundation for this.

Careers education programmes now emphasise helping young people to build their knowledge and self-help skills. The aim is to give them the survival skills they need to grasp opportunities, manage change and deal with success, disappointment and the unexpected.

Careers guidance is part of wider support offered by the Connexions Service in partnership with schools and colleges. Connexions provides careers guidance for young people aged 13-19 along with information and advice on related issues such as health, finance, relationships, education and personal development.

The future

While continuous change remains a part of daily life, there will always be a need for good careers education and guidance. In the immediate future, careers education and guidance will change in response to the development of a single 14-19 phase of education. Expected changes include:

- careers education from Year 7 - so that young people are ready to make choices in Year 9
- more emphasis on financial education - so that young people are ready to think about and deal with the financial implications of their choices
- more emphasis on enterprise and employability skills - so that young people are equipped to manage their own careers
- increased information - so that young people can research their choices and make informed decisions about living, learning and earning
- improved careers guidance in Year 9, including individual learning plans - so that young people make the right curriculum choices for them
- enhanced guidance and tutoring 14-19, including the use of Progress Files - to help young people review and adjust their plans and record their achievements.

The future is notoriously hard to predict...

‘By the turn of this century, we will live in a paperless society’

Chairman of General Motors, 1986

‘By 1990, most people will be retiring at the age of 40 or thereabouts’

Dr Christopher Evans, Science Fact, 1978

‘There is no reason anyone would want a computer in their home’

Ken Olson, President, Chairman and Founder of Digital Equipment Corporation, 1977

‘It will be years - not in my time - before a woman becomes Prime Minister’

Margaret Thatcher, 1974

‘Landing and moving around on the moon offer so many serious problems for human beings that it may take another 200 years to lick them’

Science Digest, August 1948

‘There is not the slightest indication that nuclear energy will ever be obtainable. It would mean that the atom would have to be shattered at will’

Albert Einstein, 1932

Sorting out the difference

Careers education and guidance go hand in hand. One is useless without the other but the relationship is so close that it is often difficult to disentangle them. This section looks at the differences between the two.

Careers Education

This is a planned programme of curriculum activities and learning experiences. Most take place in timetabled time but some involve ‘special events’ (e.g. *careers conventions, work experience*) and extra-curricular activities.

The purpose of careers education is to help young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. It has three curriculum aims.

- *Self development*
To help young people understand themselves and the influences on them, build a track record of their experiences and achievements and develop their capabilities.
- *Career exploration*
To help young people identify, investigate and weigh up opportunities in learning and work.
- *Career management*
To help young people make and adjust plans to manage career choices, changes and transitions.

These aims are set out in a national, non-statutory framework for careers education and guidance 11-19. The framework, published by DfES, describes learning outcomes and illustrates appropriate content for each aim.

The framework supports the development of programmes that help young people to understand:

- the links between living, learning and earning
- what goes on in the working world and how it is changing
- what can make a person’s career go well or not
- what they can do to improve their own chances of success
- their starting points and the influences on them
- how and where to get information, and how to judge its value and trustworthiness
- how to make decisions and deal with the consequences.

Programmes based on the framework should also give young people:

- the opportunity to take an active part in their ‘career learning’
- access to useful information and a system for reviewing their readiness for further learning and work
- background knowledge on areas such as what is happening in work, how to make a career decision, how to search for opportunities and how to do themselves justice in applications and interviews
- links with the working world through visits, visitors, work experience and other activities
- a system for recording what they learn, and how it affects them and their plans.

Careers Guidance

This is a one-to-one or small group activity that takes place in timetabled time (*e.g. in tutorials*) or in separately scheduled sessions. The latter are most common when young people have a particular problem, face a major decision or reach an important transition point. Young people may receive guidance as part of a structured programme or through referral (*e.g. self-referral or from tutors, personal advisers, etc.*).

Careers guidance gives young people an opportunity to talk through their ideas, in general and in detail, before making any potentially life-changing decisions. Its purpose is to help individuals focus on their own choices, find the answers to questions, resolve issues and make informed decisions. It aims to help young people use the knowledge and skills they gain from careers education, other learning experiences and formal and informal guidance when they are making decisions. (*Informal guidance comes from many sources including teachers and other staff, friends, parents, carers, mentors and employers.*)

It is vital that careers guidance is impartial - free from personal or institutional bias - and supports equity, diversity and inclusion. Careers guidance activities involve:

- establishing the young person’s current starting point
- helping the young person to explore his or her interests, abilities, values and potential and then identify possible ways forward
- identifying and challenging ‘erroneous’ ideas (*e.g. those based on past experience, stereotypes, inaccurate self-image, out-of-date or inaccurate information*) and helping the young person to see that some opportunities previously ignored or rejected may have real potential for them
- confirming realistic possibilities, taking account of what’s available and potential constraints
- helping the young person to make informed decisions and develop, test and implement an action plan.

Strong Connexions

The Connexions Service replaced, but is not the same as, the Careers Service. This section summarises the main features of the Connexions Service.

- **A one-stop shop**

Connexions is an integrated service. It brings together all the services (e.g. *careers, youth, health, housing, and welfare*) that young people use and offers impartial help and support (e.g. *information, advice, guidance, advocacy and referral*). It covers all issues that might interfere with young people’s progression through learning and into work.

- **Access for all teenagers**

Connexions is for all young people aged 13-19 in England. Young people with learning difficulties and/or disabilities can use the service until they are 25. All teenagers have access to Connexions whether they are at school, in further education or training, in or out of work. Connexions is there whenever and wherever they need it. They can access it on the high street, at their place of learning, over the phone or on the web.

- **Differentiation to meet individual need**

Connexions aims to help young people participate in learning, achieve more of their potential and succeed in life. Personal advisers offer support and guidance in response to individual need. Support can take the form of information and advice, in-depth guidance or intensive personal support.

- **Local solutions to local needs**

The Connexions Service National Unit (CSNU) is part of the Children and Families Directorate at the DfES and sets national service standards. It also enters into contracts with local Connexions partnerships. These design and deliver their services so that they meet local needs as well as national standards.

The Connexions Service organises training and curriculum support for staff involved in careers education and guidance. It also helps with the development and maintenance of Connexions Resource Centres in schools and colleges. These have a dedicated training and work section.

- **Young people have a voice**

An underpinning principle of Connexions is that young people take part in service design, delivery and development.

The Connexions Card

The Connexions Card is available free to all 16-19 year olds in England. A secure smartcard, it lets young people collect reward points for learning, work-based training and voluntary activities. They can exchange the points for discounted and free goods and services and other rewards, including some exclusive 'money can't buy' experiences. The card also gives access to discounts and special offers from outlets and businesses displaying the Connexions Card window sticker.

More information, rewards and discounts are displayed on www.connexionscard.com or call the free helpline on 0808 1723333

Connexions Direct

This is a new service for young people aged 13-19. It offers quick access to information and advice on a wide range of topics through one easy-to-use website. Young people can also speak to a Connexions Direct adviser by telephone, webchat, email or text message. Advisers listen, offer confidential advice, practical help and referral for specialist help if necessary.

Tel: 080 800 13219 9 (lines open seven days a week, 8am - 2am)

Email/webchat via www.connexions-direct.com anytime

Why we have careers education & guidance

Most schools accept the need for careers education and guidance in the curriculum. Incidental and informal learning contributes greatly to the career development of young people, but the knowledge and skills needed to manage personal career planning and progression are taught, not caught. This section summarises the value of careers work to schools and colleges and sets out the legal requirements.

The value

All schools and colleges want to help young people make the most of themselves and their opportunities. Careers work has long been an important part of this process. It helps young people to make well-informed, realistic choices about their futures and prepares them for the next stage in learning and work.

The research and inspection evidence suggests that in addition to the intrinsic value of careers work for young people, it can also help schools and colleges. Effective careers work can help to maximise individual potential, promote social inclusion and increase participation in post-16 learning, thereby contributing to overall improvement.

Careers education and guidance support strategies to raise achievement by:

- raising aspirations and increasing motivation - helping young people to identify educational and occupational goals
- demonstrating the relevance of the knowledge and skills learnt in subjects to future opportunities in learning and work
- developing skills for effective learning - reviewing achievements, setting targets, planning and taking action
- demonstrating the links between living, learning and earning
- improving literacy - developing information and communication skills.

Careers work also supports strategies for social inclusion and widening participation by:

- building self confidence and self-reliance
- promoting positive attitudes to learning
- improving progression
- reducing drop-out
- opening new doorways.

The requirements

Careers education

All maintained schools (*including special schools and Pupil Referral Units*) have a statutory duty to provide a planned careers education programme in the curriculum for all pupils in Years 9 to 11 (*Education Act 1997*). The Government recently announced its intention to extend this requirement to cover pupils in Years 7 and 8 from September 2004 at the earliest.

There is no prescribed programme of study for careers education but the DfES has published a national, non-statutory framework for careers education and guidance 11-19 which can be downloaded from www.cegnet.co.uk. This describes appropriate aims, learning outcomes and content for careers education programmes 11-19. The Careers Education Support Programme (*CESP*) provides exemplar schemes of work to use alongside the framework. These are also available on CEGNET.

Careers guidance

Maintained schools, Pupil Referral Units (*PRUs*), further education and sixth form colleges must work in partnership with the Connexions Service to make impartial careers guidance available to young people. Provision must be differentiated to meet individual need and may be provided by a range of staff including tutors, teachers, lecturers, trainers and Personal Advisers (*Education Act 1997; Learning & Skills Act 2000*).

Maintained schools, PRUs, further education and sixth form colleges must give young people access to guidance and up-to-date careers information (*Education Act 1997*) - this means having and maintaining a designated, accessible careers information area.

Providing information

Governors are required to publish an annual school prospectus for parents which sets out where school leavers go after leaving. They must also provide the local careers (Connexions) service with a copy of their prospectus with this information and information about the achievements of young people to assist them in their work. Subject to parental right of veto, schools must also provide Connexions services on request with the names and addresses of every relevant young person in the school and any information they hold about a young person which the adviser needs in order to provide advice and guidance.

Teachers' duties

The professional duties of teachers include 'providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;' (Paragraph 62.2 2 of the School Teachers Pay and Conditions Document, 2003)

Racial equality Code of Practice

The Commission of Racial Equality's statutory Code of Practice covers work experience and careers advice. It states that it is unlawful for an employer or work experience provider to put pressure on a school or college not to send him or her students from a particular racial group for work experience. It would also be unlawful for a school or college to yield to such pressure. Similarly, it would be unlawful for schools or colleges themselves to allocate work experience placements on a racial basis.

It is also unlawful for those responsible for careers advice (e.g. teachers and lecturers) to refuse to give advice to pupils or students on racial grounds, or to dissuade them on racial grounds from considering particular career, education or training opportunities. It is unlawful for an employer or vocational training body to put pressure on a school, college or careers (Connexions) service not to send them persons from particular racial groups. It would also be unlawful for a school, college or careers (Connexions) service to yield to such pressure.

What careers education and guidance look like in practice

Careers education and guidance programmes can only help young people to succeed if they are coherent, consistent and support progression and continuity. This section looks at how schools and colleges achieve this.

Leadership and management

Senior managers often have strategic responsibility for careers education and guidance while day to day responsibility rests with a careers co-ordinator or student services manager. Many schools and colleges are giving responsibility for Connexions matters to a senior manager and it makes sense for that person to oversee the work of the careers specialist(s) on the staff.

The person in charge of careers education and guidance may not actually teach the programme and nearly always has other curriculum and management responsibilities. Nevertheless, this person acts as a 'subject leader' and has four main tasks:

1. To lead the development of effective careers education, information and guidance for young people and facilitate its continued improvement;
2. To work in partnership with, and facilitate contributions from, colleagues and others;
3. To design, select and provide curriculum resources, activities and services to meet young people's career needs;
4. To facilitate the continuing professional development of themselves and others to secure high standards of careers teaching, learning and guidance.

Schools and colleges decide where and when to teach **careers education**. As all schools and colleges are unique, there is great variety in approach. Most use a combination of the following.

- specialist careers lessons
- careers activities in tutorial and enrichment programmes
- careers units in PSHE and citizenship programmes
- careers activities in subject lessons (e.g. *English, science, humanities, ICT*)
- careers activities in vocational and specialist courses
- careers activities in the Connexions Resource Centre
- special events and extra-curricular activities (e.g. *option evenings, career conventions, industry days, work experience, assemblies, visits and taster days*)
- drop-in sessions, clinics and surgeries (*mainly post-16*)
- supported self-study and independent work (*mainly post-16*)

There are no set time allocations for careers education but the suggested minima are as follows¹.

- Y7 - 6 hours
- Y8 - 12 hours
- Y9 - 15 hours
- Y10 - 24 hours (excluding work experience)
- Y11 - 24 hours (excluding work experience)
- Y12 - 20 hours (excluding work experience)
- Y13 - 20 hours (excluding work experience)

Careers guidance comes from many sources. The most influential sources in schools and colleges are tutors, subject teachers, personal advisers and other individuals (*e.g. mentors, careers specialists*) who offer targeted support.

All young people aged 13 to 19 have access to a Connexions Service personal adviser. (*Young people with learning difficulties and/or disabilities can have access up to the age of 25.*) For some, this may be just for careers advice and practical help with choosing the right courses and opportunities. For others, it includes access to broader personal development activities (*e.g. sport, performing arts and volunteering*) and help and advice on issues such as finance, drug abuse, sexual health and homelessness.

Connexions offers differentiated provision and the young people most in need of help get priority. Partnership Agreements show how Connexions, school and college resources will be used, the role of personal advisers and other staff, and the support the service will provide. The aim is for the work of Personal Advisers to complement the pastoral and support arrangements of schools and colleges.

In good practice, schools and colleges have mechanisms to help young people access and use the outcomes of guidance and support. Such mechanisms include a guidance management group (*involving all managers who have some responsibility for guidance*), referral and recording systems (*e.g. Progress Files, careers portfolios*).

Delivery

Teaching

Careers education programmes generally have schemes of work and lesson plans. Good programmes make balanced use of direct (*e.g. exposition*) and indirect (*e.g. active and experiential*) teaching methods. They allow teachers to select methods and materials that are both ‘fit for purpose’ and that tap into a range of learning styles. Most lessons demand the active involvement of young people.

As in all subjects, compromises are sometimes necessary because of constraints such as time, resources, space, money and personnel. Occasionally, such compromises lead to an over-reliance on didactic methods and worksheets. They can also reduce the capacity for differentiated provision and may create problems with timing (*e.g. carousel arrangements which lead to work experience preparation taking place after students have had their placements*).

Personnel

Four main groups of people teach careers education and guidance:

- trained staff
- staff who have expressed an interest in the subject
- staff who have space on their timetable
- tutors.

At present, there are comparatively few specialists. Nobody trains as a ‘careers teacher’ in their initial teacher training and very few take on a careers role at the start of their teaching lives. People tend to pick up the role during the course of their teaching careers and do most of their training ‘on the job’ and in their own time. Recent surveys (*Ofsted 1998, NACGT 1999, NFER 2001*) show that more careers education practitioners in schools are gaining professional qualifications in careers work (e.g. *certificate, advanced certificate, diploma*). Many careers staff in colleges hold guidance qualifications.

Most careers programmes make use of colleagues (e.g. *subject specialists, ICT staff, librarians, special educational needs co-ordinators, learning support staff*) and people from outside the organisation (e.g. *former students, business people, community agency staff*). There is increasing emphasis on involving young people and their parents, carers and guardians in programme development, delivery and evaluation.

Connexions staff, including personal advisers, contribute to both careers education and careers guidance. They:

- provide one-to-one support for young people
- work with school and college staff to support curriculum and staff development and ensure that all young people have access to high quality information, advice, guidance and personal development opportunities
- deliver or co-ordinate access to specialist help.

Staff development

Connexions Partnerships have an important role in training, and organise and promote INSET for specialists and non-specialists. Local authorities have inspectors and advisers with responsibility for careers education and related areas (e.g. *PSHE, citizenship, work-related and enterprise learning*) and some have Advanced Skills Teacher posts in careers education.

Resources

Resource allocations for careers work vary enormously. They generally include funding, accommodation (e.g. *office, storage, display and interview space*), information and ICT.

ICT gives young people easy access to comprehensive and regularly updated careers information and this will increasingly include access to e-learning and e-guidance. Concerns about problems (e.g. *access, use, quality, structure and value*) remain but it is likely that the importance of ICT in careers work will continue to grow.

Changes are also afoot in respect of careers information. Many careers libraries are turning into Connexions Resource Centres (CRC) and the Connexions Resource Centre Index (CRCI) has replaced the Careers Library Classification Index (CLCI).

Links

The purpose and nature of careers work mean that it is possible to make links with nearly every other activity that takes place in a school or college. Obviously, some links are more realistic than others. Good programmes have explicit links with:

- subject teaching (e.g. *work-related content and contexts for learning, information about progression opportunities*)
- specialist courses (e.g. *those with a vocational or occupational focus*)
- PSHE, citizenship, work-related and enterprise learning
- review, recording and target setting activities, including individual education and transition plans.

Assessment, recording and reporting

In the absence of any statutory requirements, schools and colleges use a variety of methods. Good programmes make use of ongoing self and peer assessment and recording, supported by teacher assessment and recording. Some schools and colleges choose to use qualifications approved under Section 96 of the Learning and Skills Act 2000 to accredit young people's career learning post-14.

In schools, there is a general requirement that annual reports issued to parents of students in Years 7 to 11 should cover students' progress in all subjects and activities studied as part of the curriculum. As careers education is part of the curriculum, it should feature in school reports.

In future, schools will be encouraged to help young people produce Individual Learning Plans in Year 9. The purpose of these is to:

- record progress made during key stage 3
- help inform specific choices about the subjects/learning programmes that they will study during key stage 4
- establish *broad* learning and career goals for the whole 14-19 phase, including identifying wider development activities that the young person might participate in
- provide the basis for ongoing monitoring and review of progress during the 14-19 phase.

Quality

Monitoring, review and evaluation

Careers education and guidance generally feature in monitoring, review and evaluation arrangements in schools and colleges. However, research and inspection findings suggest that in most cases, these require further development.

Inspections

Careers education and guidance is inspected by Ofsted in inspections of individual schools and colleges, in Adult Learning Inspectorate (ALI) inspections of training providers, in area inspections of 14-19 education and training and in Connexions inspections.

Ofsted has published guidance on the inspection and self-evaluation of careers education and guidance 11-19.

Local quality standards

Many schools and colleges use local standards and quality awards to help them monitor and improve the quality of their careers work. These show that they are committed to securing the best possible provision over time. Those gaining awards are generally well placed when the inspectors come.

Who's involved?

Anyone who has contact with young people may be contributing to careers education and guidance. This section gives a thumbnail sketch of the main contributors in schools and colleges.

Young people

Young people are at the heart of careers education and guidance. Most schools and colleges now involve them in programme evaluation and they are expected to ensure their participation in the development and delivery of the programme.

Parents, carers and guardians

This group has a crucial role in helping young people to make successful choices. Most schools and colleges involve them in the careers programme in one or more of the following ways.

- Giving them information about the decisions young people have to make and the help they are getting to do so (e.g. *parents' evenings, options information and careers events*);
- Giving them information about young people's progress in learning and career development (e.g. *reports, parents' evenings and target setting events*);
- Giving them the opportunity to attend guidance interviews and providing a written summary of the outcomes;
- Giving them the opportunity to participate in the programme (e.g. *as guest speakers, work experience providers and mentors; by supporting events such as 'Take your son/daughter to work' days*).

Senior Managers

There is a very clear relationship between senior management support and the effectiveness of careers education and guidance. Senior manager involvement ensures that careers work is taken seriously, forms an integral part of the curriculum, and is appropriately staffed and resourced.

Governors

Many schools and colleges have link governors for careers work who act as 'critical friends'. They help to review and develop provision and provide access to community networks and resources.

Local authority staff

Local authorities have inspectors and advisers with responsibility for careers education and related areas. They also run governor training programmes.

Careers specialists

These include trained teachers, Advanced Skills Teachers, guidance workers and Connexions staff. The latter support young people and help school and college staff to develop appropriate provision and practice.

Tutors

Some tutors teach careers education and provide careers guidance. Others contribute through ‘normal’ tutorial activities (*e.g. responding to requests for information, help and advice; helping individuals to reconcile conflicting priorities or to change their behaviour and attitudes*).

Subject specialists

Subject based discussions and activities often have a careers content. Subject specialists might, for example:

- use ‘real life’ contexts for study or tasks taken from the workplace
- tell young people when and how they will use the subject’s knowledge and skills in later life or how people use them in the workplace
- tell young people about progression opportunities in the subject area
- organise visiting speakers or visits.

Adults other than teachers

Many other school and college staff contribute to careers work. They may help young people to build their skills (*e.g. librarians and ICT technicians supporting the development of ICT and information handling skills*), offer information and advice (*e.g. visiting speakers*) or help them to work through their choices (*e.g. mentors*).

Employers and community agencies often play an important role in careers work. Their contributions can include acting as mentors, speaking to groups, hosting visits, providing work placements, participating in mock interviews and providing resources. Schools and colleges may negotiate contributions by themselves or work through an organisation (*e.g. Education Business Link Organisations, Trident, Young Enterprise and the Connexions Service*).

Tutors count!

Regular contact, often daily, makes tutors important people in terms of careers education and guidance. Everything they do in tutorial sessions can contribute to the three aims of careers work - self development, career exploration and career management. This section looks at how tutors can contribute.

Monitoring

All tutors monitor young people's attendance, punctuality, behaviour and general performance. Some also visit young people on work placements. Their work often includes helping young people to reconcile conflicts and alter some aspect of their behaviour.

These activities support the career aims of self development and career management. They help young people to assess themselves and, over time, develop attitudes (*e.g. willingness to learn*) and skills (*e.g. time management*) that increase their employability.

Communication

Tutors often act as a conduit, passing information between colleagues, young people, parents, carers, Personal Advisers and others. While some communications are purely administrative in nature, many generate further action that contributes to young people's 'career learning'. For example:

- Tutors passing on positive comments (*e.g. a subject merit slip, a compliment about coursework*) often praise the young person themselves. Praise raises self-esteem, encourages the young person to maintain his or her efforts and supports the career aim of self development.
- Tutors passing on negative comments (*e.g. a detention for late completion of homework or negative comment about the standard of work achieved in an assignment*) may initiate discussions about personal organisation and timekeeping, encourage young people to review and reflect on their behaviour and consider how to do things differently next time. Such discussions support the career aims of self development and career management.
- Tutors passing on details about the time of a guidance interview or careers event (*e.g. mock interview, employer visit, work experience*) may also talk about future opportunities, information sources and career plans. Such discussions support the career aims of self development and career exploration.

Teaching

When tutors meet a new group, they offer some form of induction. Induction activities help young people with their self development and career management skills. Where tutors use structured tutorial programmes, most contain a strong element of careers work.

Guidance

All tutors provide ‘front line’ guidance, including basic careers guidance. They give young people time and attention so that they can talk about their hopes, fears, plans, achievements and barriers to success. During the course of such discussions, they often challenge young people’s preconceived ideas and stereotyped thinking. They may also refer young people for specialist support and guidance (*e.g. from learning mentors and personal advisers*) or act as a young person’s advocate in discussions with parents and others.

The guidance role of tutors is likely to become even more important as the government implements its plans for a more coherent 14-19 phase of education.

Subject teachers inspire!

Everyone remembers his or her best teacher.

'She encouraged me to use my imagination. She encouraged me to speak out and to argue and implied that it is all right to dare to be bold and brave and express enthusiasms and opinions. I can remember getting very excited about English classes. She made me, and everyone in the class, feel special.' (Joanna Trollope, author)

'My favourite teacher was a PE teacher we called JJ. We got on well. He was a cool guy. He was a teacher I could talk to without any problems. He would sit me down sometimes and try to sort me out. A lot of the teachers I didn't get along with. I wasn't very big on school. It has improved now, I believe, but when I was there, they taught you to try to pass exams, they didn't tell you much about life.' (Jeremy Guscott, former England International rugby player)

Subject teachers have the power to reach the parts that careers programmes cannot reach. By promoting young people's self development, career exploration and management skills, subject teachers can make a real difference to an individual's career learning and future prospects.

Talk about your best teachers and you will find that they all have something in common. They inspired their students, gave them confidence, helped them to recognise their potential and encouraged them to 'go for it'. It is no coincidence that when people talk about how their careers developed, they mention particular teachers as role models.

Careers as a motivating force

Many subject teachers motivate young people by making explicit links between their subject studies and career aspirations. These links take three main forms.

- Career relevance - Young people do better in their studies if they can see the point of what they are doing. Many subject teachers highlight transferable skills and knowledge that can be used in later life (e.g. *this activity helps you with the problem solving and information handling skills that all employers want nowadays*).
- Career goals - Young people work hard if they have a realistic but challenging goal in mind. Many subject teachers make the links between learning targets and career goals and plans (e.g. *you need a good grade to be entered for the higher level paper or you need this grade to meet the entry requirements for that course or job*).
- Career reinforcement - Subject teachers encourage young people to work hard as success shapes performance and influences choice (e.g. *young people who continually get good marks maintain their efforts because they enjoy the subject or its rewards*).

Curriculum connections

Most subject teachers take advantage of the curriculum connections between their subjects and careers work. These connections can be structured (e.g. *they feature in schemes of work, lesson plans and learning outcomes*) or incidental (e.g. *they arise naturally during the course of a lesson or activity*). Curriculum connections include:

- activities that help young people to plan for and work towards a successful future in learning and work (e.g. *review, recording and target setting*)
- activities that involve investigating and finding out about learning and work in future life (e.g. *finding out what professional designers do, what opportunities subject qualifications open up or close down, or how the world of work in other countries differs from that in the UK*).
- activities that prompt young people to explore and clarify their own values, beliefs and attitudes about work (e.g. *investigating the meaning of work in people's lives in RE, considering media coverage of work-related issues in English*).
- activities that use 'real life' contexts for study (e.g. *looking at industrial processes in science, looking at technology applications in ICT*).
- activities that use resources supplied by business and community agencies (e.g. *coursework assignments based on a brief supplied by industry, producing publicity materials for a local voluntary organisation, working alongside professionals in the classroom*).
- activities that challenge preconceptions, stereotyped thinking and discrimination (e.g. *discussing the career path of famous people, doing a statistical analysis of destination statistics or local employment patterns, role playing anti-bullying strategies*).
- activities that promote and support the development and application of key and other transferable skills that are essential if young people are to become and remain employable (e.g. *communication, number, ICT, problem solving, group work and planning*).

You're not alone

Help to develop and deliver careers education and guidance is available from many sources. This section highlights the sources of most use to newcomers and non-specialists. Each of the sources mentioned has links or signposts to other sources of information and help.

www.cegnet.co.uk

The Careers Education Support Programme (*CESP*) runs this site which is a one-stop shop for all professional queries relating to careers work. It has regular updates on national developments and offers advice and practical help. The practical help includes briefing notes, schemes of work and teaching activities.

www.connexions.gov.uk

This site, run by the Connexions Service National Unit (*CSNU*), covers everything to do with the Connexions Service and is for young people as well as practitioners. The home page has links to local Connexions Partnerships. Professionals should start by exploring the 'Delivering Connexions' part of the site. This contains information, resources and advice for practitioners.

www.nacgt.org.uk

This site is run by the NACGT (*National Association of Careers and Guidance Teachers*), the professional association for careers staff in schools and colleges. The site includes the latest information about the careers scene, news about the association's work, resources and essential reading lists. The links section includes sites for young people.

www.qca.org.uk

This is the Qualifications and Curriculum Authority site. The new 14-19 section of the site has guidance on careers education, including its relationship with citizenship, PSHE and work-related learning.

www.ofsted.gov.uk

This site contains inspection guidance and reports.

www.namss.org.uk

This site, run by the National Association for Managers of Student Services, is primarily for practitioners working in further education. It provides information updates, publications and links to other FE sites.

Footnotes

¹ Preparing pupils for a successful future in learning and work, DfEE, 2000