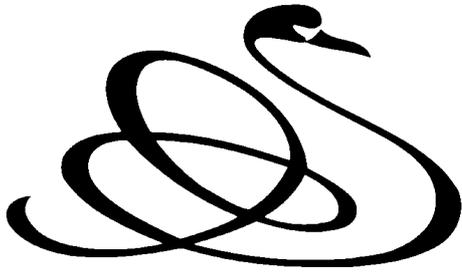


York Consulting

DfES

**OECD Review of Information, Guidance and Counselling
Services:
Northern Ireland**

November 2001



York Consulting

Originated by:

Dated:

Reviewed by:

Dated:

DfES
**OECD Review of Information, Guidance and Counselling
Services:
Northern Ireland**

Contents

	<u>Page</u>
1 OVERVIEW	1
2 KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES	5
3 POLICY INSTRUMENTS FOR STEERING SERVICES	14
4 THE ROLES OF STAKEHOLDERS	21
5 TARGETING AND ACCESS.....	26
6 STAFFING	35
7 DELIVERY SETTINGS.....	47
8 DELIVERY METHODS.....	53
9 CAREER INFORMATION	57
10 FINANCING	64
11 ASSURING QUALITY	68
12 EVIDENCE BASE	79

1 OVERVIEW

1.1.1 This report is one of a series, which collectively represents the UK response to the OECD Review of Information, Guidance and Counselling. The full series of reports includes the following:

- **Summary Report** – which provides a very brief overview against the broad questionnaire headings, highlights similarities and variations across the UK. In addition this report includes a section on methodology, references and those consulted as part of this work;
- **England Report;**
- **Wales Report;**
- **Northern Ireland Report.**

1.1.2 In the UK, careers support is more frequently termed “information, advice and guidance” (IAG) rather than “information, guidance and counselling” and is, therefore, frequently used within this report.

1.2 National Arrangements

1.2.1 In the UK, careers support is more frequently termed “information, advice and guidance” (IAG) rather than “information, guidance and counselling” and is, therefore, frequently used within this report.

1.2.2 Arrangements for IAG service provision in Northern Ireland are characterised by integration with the Government department’s operational structures, supported by some grant funded activities by external agencies. The major delivery mechanisms include:

- careers officers in job centres;
- Educational Guidance Service for Adults (EGSA);
- partners in the IAG network;
- higher education institutions;
- schools and FE colleges;
- **learndirect.**

- 1.2.3 The current situation with regard to the funding, provision and delivery of IAG services in N Ireland is portrayed in diagrammatic form in **Figure 1.1**. The central part of Figure 1.1 lists the key providers of IAG showing those who deliver services to the young people and adult client groups.
- 1.2.4 The major focus of work with **young people** is through the activities of the Careers Officers who work to the Job Centre managers. The Job Centre network sits within the Training and Employment Agency (T&EA), which in turn reports to the Department for Employment and Learning ('the Department'). Further support is provided to young people at schools, colleges and universities through the work of careers teachers and lecturers. This support is complemented by the work of the Department's Careers Service.
- 1.2.5 The Northern Ireland Education Business Partnership is a further source of IAG support to young people. This initiative works across two further Northern Ireland Government departments, the Education Department and the Department for Enterprise, Business and Investment.
- 1.2.6 The main focus of support for **adults** in terms of information and advice is through the **learnirect** freephone number. Careers Staff in Jobcentres, EGSA and partners in the IAG network provide all the in-depth support for adults. EGSA is responsible for the development of the network and also supports initiatives such as **learnirect** and Individual Learning Accounts.
- 1.2.7 There are numerous private providers that offer IAG services – their main clients are companies, on behalf of their staff, along with employed people who approach them for support on an individual basis. Voluntary and community organisations provide a variety of support, ranging from signposting services through to specialist careers advice in others e.g. The Royal National Institute for the Blind (RNIB)¹ and The Royal National Institute for the Deaf (RNID) employ their own IAG staff. Many of the voluntary and community sector providers provide IAG support as only one of the services they offer.

¹ The RNIB has recently produced a handbook - "Standards in vocational Guidance for People with a Visual Impairment: a guide for practitioners" - which supports guidance practitioners in their work with blind and partially sighted people.

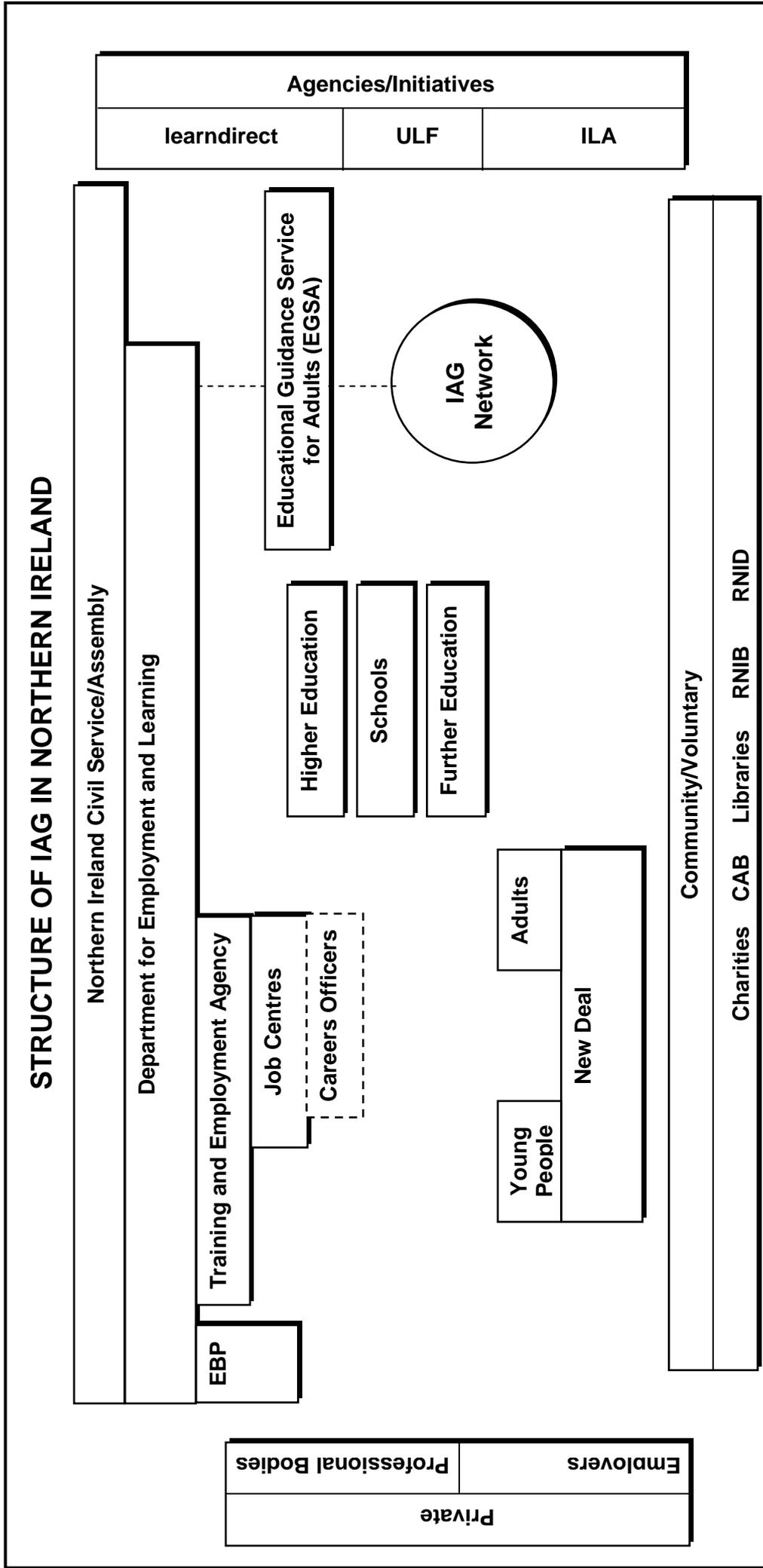
1.3 Different roles of Government departments in terms of managing and funding IAG.

1.3.1 There are a number of key elements of IAG, which are funded, or provided, through Department for Employment and Learning; Department for Education; Employment Service and EGSA and more recently the Northern Ireland Assembly. The Secretary of State has established a National IAG Board with the objective of ensuring coherence in IAG policy across all areas of activity.

1.3.2 The management and funding roles of relevant Government departments and agencies are summarised in Table 1.1.

Table 1.1 Roles of Government departments		
	Management Role	Funding Role
Department for Employment and Learning (DEL) / T&EA	<ul style="list-style-type: none"> ▪ Careers Service ▪ Employment Service: New Deal programmes 	<ul style="list-style-type: none"> ▪ Careers Service ▪ IAG for Adults Partnerships ▪ Employment Service: New Deal programmes ▪ EGSA ▪ Business Education Partnerships
Department for Education	<ul style="list-style-type: none"> ▪ Schools 	<ul style="list-style-type: none"> ▪ Schools ▪ Education Business Partnerships ▪ Higher Education Institutions
EGSA	<ul style="list-style-type: none"> ▪ Adult IAG ▪ IAG Network development ▪ (learndirect) 	

1.3.3 DEL provides funding for the Careers Service and for the Employment Service, through the T&EA. EGSA's funding comes from DEL and it is in turn responsible for delivering IAG services, developing the IAG Network and supporting Broadcasting Support Services (BSS) with the **learndirect** helpline.



2 KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES

2.1 Introduction

2.1.1 Until the recent establishment of an Assembly for Northern Ireland, policy formation was primarily linked to the UK Government Department for Education and Skills (formerly DfEE). Therefore, the majority of initiatives and legislation is broadly similar to that found across England.

2.2 Key Objectives and Goals of National Policies

2.2.1 The key overriding objective relating to IAG in Northern Ireland is the delivery of an all age IAG service, however this is not currently a reality in all areas of IAG. It is an aspiration to develop structures to deliver 'Careers Northern Ireland'. This would be a commonly branded all age service, delivering provision through appropriate channels based on the existing delivery mechanisms within Northern Ireland.

2.2.2 Key legislation which supports the above overriding objective derives from:

- Article 3 from the Employment and Training (amendment Northern Ireland) Order 1998 – this puts a statutory obligation on the T&EA to provide careers guidance;
- further details from Skills and Employment Act 2001.

2.2.3 Since 1999, the Government's fundamental priority for the Careers Service has been to address social exclusion by encouraging **young people** not in appropriate learning to become re-engaged and to help prevent those in danger of disengagement to remain within the system.

2.2.4 For **adults** the move away from a "job for life", and the increasing skill levels required from employees, have led to IAG services being seen by the Government as an important tool in helping people to adapt and prepare for work in the twenty first century.

- 2.2.5 The Government's aim of providing a local information and advice service of reliable quality for adult learners and potential learners in every part of England was announced in 1999. This was seen as an important issue as good quality information, advice and guidance has a critical role to play in encouraging people to become involved in learning and to improve their prospects within the labour market.
- 2.2.6 The IAG for Adults Network being developed by EGSA is comprised of organisations that deliver any combination of learning and/or work-related information, advice and guidance services. Membership includes Careers Service, the Employment Service/Jobcentre Plus, Further and Higher Education Institutions, local authorities, trades unions, the community and voluntary sector and private sector providers. The Network is considering working towards the quality standards developed by the Guidance Council.
- 2.2.7 The Employment Service and the Benefits Agency will be merging in Spring 2002 to provide a more holistic service to people claiming benefits and those seeking employment. This initiative is called "Job Centre Plus".

Variations in emphasis between Government departments

- 2.2.8 The Employment Service has funded IAG with the sole aim of enabling more people to enter the workforce, rather than to engage in learning. Jobcentre Plus will help provide 'work for those who can, support for those who cannot' and this will include engaging people into learning.

2.3 Social, Educational and Labour Market Influences currently shaping National Policies

Lifelong Learning

- 2.3.1 In response to the Government's Green Paper, "The Learning Age" (1998), the Department of Education in Northern Ireland has produced a report "A New Learning Culture for All". The report introduced a package of measures to fulfil the Government's strategic aim of developing and sustaining a culture of lifelong learning.

Social Inclusion

- 2.3.2 The work of the Careers Service forms part of the Government's strategy aimed at combating 'social exclusion'. 'Bridging the Gap', a Social Exclusion Unit report published in 1999, highlighted a number of key issues. The Social Exclusion Unit was set up by the Prime Minister in 1997 in order to improve understanding of Government policies on it, and to promote solutions by encouraging co-operation across departments and making policy recommendations. The unit is primarily aimed at addressing exclusion in England, although it works in co-operation with the Welsh, Scottish and Northern Ireland administrations to address exclusion outside England. (12N)

Higher Education

- 2.3.3 The Government wants to address the under-representation of certain groups in Higher Education, so that for young people from all backgrounds, going into HE becomes the norm rather than the exception. The Government's aim is that by 2010, 50% of young people should have the opportunity of benefiting from HE by the time they are 30.

Basic Skills

- 2.3.4 Tackling poor basic skills is one of the key priorities of the lifelong learning agenda. To respond to the dearth of basic skills among a target number of adults, the Government has set up a Basic Skills unit. The unit is based within EGSA and is a strategic body that advocates and advises on adult basic skills issues.

Labour Market Changes

- 2.3.5 A significant influence has been the changing labour market. The United Kingdom has experienced a fall in unemployment over the last few years; in September 1998 unemployment was at 4.5% compared with a rate of 3.1% in September 2001. (NOMIS)

- 2.3.6 There has also been a sectoral shift from manufacturing to service industry employment. Manufacturing industry employment has fallen from 4,904,000 in June 1989 to 3,821,000 in June 2001. However, service industry employment has increased from 17,087,000 in June 1989 to 19,947,000 in June 2001. This change has taken place alongside the focus on increasing participation in Higher Education.
- 2.3.7 Employment across the UK is considerably less secure than thirty years ago with people changing jobs more frequently and there have been significant increases in part-time work and increased female participation in the labour market.
- 2.3.8 The following key issues represent important background influences:
- labour market conditions have been changing in line with the relative upturn in the Northern Ireland economy over recent years. The two major influences on the improved economic conditions are recent European and UK economic growth and the impact of the Good Friday agreement in terms of local investment and inward investment;
 - the major social issue across Northern Ireland is the sectarian nature of communities. Bilingualism is a minor but growing issue which currently has a very small impact on provision of IAG services;
 - travel to work limitations – travel to work patterns are significantly distorted on a spatial and company basis due to the sectarian divide existing throughout the Northern Ireland society;
 - the equality of opportunity is increasingly becoming accepted by larger employers and organisations as critical, both to their business operation and responsibility to the development of society in Northern Ireland. Some traditional companies with former sectarian biases are taking steps to improve the balance of their workforce;
 - The level of community involvement, commitment and motivation is very high compared to the UK as a whole. This can help create a network both in IAG terms and wider, which can support individual development.

2.4 Issues facing policy makers in terms of Organisation, Management and Delivery

2.4.1 Key change catalysts which have had an impact on the organisation, management and delivery of services, identified in the Guidance Team Business Plan 2001-2, include:

- developments in Scotland and Wales on all-age guidance;
- the introduction of Quality Standards in Guidance;
- the review of Careers Education and Guidance;
- the development of joint working/ONE within the Division;
- the development of the new Qualification in Careers Guidance (QCG) (N2).

2.4.2 The most important overriding issue facing policy makers is how to develop the existing system in the most effective way to achieve an effective all age IAG service. Key areas to be addressed in achieving this include:

- on the youth side the development of a direct service organisation to provide a strategic focus for the work of the careers officers. At present the careers guidance function is provided as part of a portfolio of services offered by regional operations division of the T&EA through its Job Centre network. Careers officers are under direct management from the Job Centre Manager, however the breadth of the responsibility on the Job Centre Manager effectively means that Careers Officers are self managed and that careers guidance must compete for the managers time, targets and resources;
- EGSA has a responsibility to develop the IAG network across Northern Ireland. Its strength has tended to be stronger in the area of Belfast, with coverage further a field requiring further development;
- the provision of IAG is technically available to people of all ages, however, from a practical perspective, the infrastructure does not currently exist to provide this;

- Branding/Marketing. The number of organisations involved in the provision of IAG, each with their own title, can result in a confused message to potential customers. This lack of a single overarching brand does not help with the promotion of IAG services as a coherent package nor does it help individuals to identify the support most appropriate to their needs. The National Adult Learning Survey 2001 highlighted the fact that a lack of information is a barrier to learning, and indicated that one-quarter of adults contacted said that they did not know about local learning opportunities, with 10% stating that they did not know where to go to find out about them.
- ensuring access to skilled and qualified staff to deliver IAG services is a major concern in Northern Ireland. In particular, the T&EA has struggled to recruit adequate numbers of careers officers and is currently 30% below its full cadre.
- Impartiality. Concerns remain that the guidance offered by some IGC providers, particularly those who are based within learning providers, may not be impartial and may therefore be guiding clients towards learning opportunities within their own institutions. The **learndirect** national learning advice line gives impartial advice on all learning opportunities. Without impartial guidance and objective information, people will find it difficult to compare the opportunities available to them.
- Non-Traditional Learners. The Government wants to encourage non-traditional learners into learning and ILAs are seen as a key step in achieving this goal. However, research indicates that the majority of people opening and using an ILA had participated in learning since leaving school. This is therefore indicative of the need to provide additional encouragement, and IAG support, to engage and sustain non-traditional learners.

2.5 Recent Initiatives and Changes

- 2.5.1 There are a number of important areas relevant to IAG in Northern Ireland. These include:

- the Careers Adviser Team, which has responsibility within DEL for guidance policy development and operational support has gone through a period of significant change in the past 18 months in terms of staffing and strategic direction. Key areas of this new focus include:
 - addressing professional development needs;
 - developing policy relating to social inclusion;
 - quality standards in guidance.
- currently there are 90 **careers officers** in practice, which is 30 staff below the 1995 compliment. Key factors which have influenced this include:
 - changes in qualification systems;
 - lack of career structure within the careers service – most careers officers, when promoted, move elsewhere within the civil service;
 - failure to recruit through external recruitment due to locality and pay scales.
- **EGSA** has been in existence since 1970 and is a long established independent organisation, which was a pioneer of guidance for adult learning in the UK. With grant aid from the department for its core costs, it provides IAG on learning opportunities for those aged 19 and over, with particular emphasis on the needs of people who, for whatever reason, have previously been unable to take full advantage of formal education. Since 1999, EGSA has been given a strengthened role in widening participation in all forms of adult learning. The Department has significantly increased its funding under a new three year compact with EGSA to strengthen its role in support of the Lifelong Learning strategy. Two key areas relevant to the compact include:
 - the development of a regional IAG network across Northern Ireland and to increase the profile and effectiveness of the IAG through the network;
 - to build relationships with T&EA's careers service and to support flagship Lifelong Learning initiatives such as ILAs and **learnirect**.

- the current assessment is that EGSA is making “good progress in establishing the IAG network in Northern Ireland” (N16). The network consists of over 800 organisations, many of which are community and voluntary based;
- **learndirect/University for Industry (Ufi)**: in its Green Paper, entitled the “The Learning Age”, the UK Government set out its vision of 'a learning society in which everyone, from whatever background, routinely expects to learn and upgrade their skills throughout life.' Backed by Government, the University for Industry (Ufi) was created to make that vision possible. UFI in NI will be developed closely with the National Organisation, but will operate through a local NI office.
- Ufi manage the **learndirect** service, and aim to work with partners to boost individuals’ employability, and organisations’ competitiveness and effectiveness, by inspiring existing learners to develop their skills further, winning over new and excluded learners, and transforming the accessibility of learning in everyday life and work. They manage the **learndirect** network of 1400 **learndirect** centres across the UK, and the **learndirect** national learning advice service, which has taken over 3.5 million calls to date.
- Ufi developed the **learndirect** service to change the face of learning for hundreds of thousands of people. This enables them to learn for fun or work, to gain knowledge and skills to enhance their employability, to take control of their future and it will also help businesses improve their competitiveness. Working with new levels of partnerships between the public and private sectors, and through the use of the latest available technology, Ufi assists individuals, commercial, industrial and voluntary organisations, to identify and achieve learning targets, building on the national Lifelong Learning Partnerships, to make supported learning a possibility for all. It aims to make learning accessible to everyone over the age of 16 whether they are within, or outside, the active workforce.
- the **learndirect** helpline was introduced in Northern Ireland in June 2000. Overall structure and branding is identical to that across England and Wales. It is managed and delivered by a mechanism consisting a helpline staffed by advisors recruited by EGSA and seconded to Broadcasting Support Services (BSS) the management company;

- **Individual Learning Accounts** – designed to provide a basis for sharing responsibility for investing in learning between individuals, employers and the Government, whilst recognising that individuals are best placed to choose what and why they want to learn;
- **Northern Ireland Business Education Partnership.** The mission of the BEP is “to promote the development of innovative, value creating and effective partnerships between business and education to enhance the educational experience, employability and entrepreneurial attitudes and skills of young people, thereby preparing them for the world of work” (N10). One particular area of activity is explicitly “to support careers guidance”.

3 POLICY INSTRUMENTS FOR STEERING SERVICES

3.1 Importance of Legislation

3.1.1 Legislation is broadly in line with that issued across the UK in recent years, accepting some specific differences to account for the local context. The key areas of legislation include:

- the Education Act 1997 requires schools to provide careers education to all pupils in years 9 to 11 (age 13-16);
- to provide access to the Careers Service and to provide up to date careers information. Schools are required to refer students for guidance on a basis of individual need. Schools and Careers Officers must work together to identify student needs and target support accordingly;
- furthermore sections 43 to 45 of the Education Act 1997 place responsibility on all maintained secondary schools and FE colleges to give careers officers relevant information on pupils and students, to ensure access to careers guidance and to up to date careers information materials.
- the T&EA has a statutory obligation to provide careers guidance under Article 3 of the Employment and Training (amendment) (Northern Ireland) Order 1988.

3.1.2 However, the legislation does not specify the content of careers education and guidance programmes, how they should be provided nor the amount of time and other resources that schools should allocate to them.

3.1.3 The Assembly is bound by the provisions of Sections 8 to 10 of the Employment and Training Act 1973 (as amended by Sections 45 and 46 of the Trades Union Reform and Employment Rights Act 1993). This means that everyone in schools, and within at least two years of leaving full-time education, is entitled to careers education and guidance. People with disabilities (including learning difficulties) remain in the statutory group until they are settled in their chosen destination.

Colleges

3.1.4 The Trades Union Reform and Employment Rights Act 1993 (TURER) placed a duty on the Assembly to secure the provision of careers guidance and placing services for people attending and leaving schools and colleges. The Education Act 1997 set out new requirements for careers education and guidance in colleges. These requirements stated that colleges must provide:

- students with access to a wide range of careers information;
- careers services with access to premises and relevant students;
- careers services with information about relevant students in order for them to provide careers guidance. (52E).

Higher Education

3.1.5 Higher Education institutions (HEIs) have no statutory responsibility to provide careers information, advice or guidance for their students in Northern Ireland, but see it as an increasingly important role for them to play with the majority having their own Careers Advisory Service.

Careers Service

3.1.6 The Employment and Training Act (1973) placed a duty on the Secretary of State to secure the provision of careers guidance, ensuring services for people attending schools and colleges and for those who had recently left.

Other Relevant Legislation

3.1.7 Other legislation that has a relevance to the provision of IAG services includes:

- the Children Act 1989: Sections 27 and 47 place specific duties on agencies to co-operate in the interests of vulnerable children;
- the Children (Leaving Care) Bill: its principal aim is to improve the life chances of young people living in, and leaving, local authority care;

- the Criminal Justice and Court Services Bill: there is a potential link between the work of Personal Advisers and officers of the Children and Family Court Advisory and Support Service (CAFCASS) created by this bill;
- the Data Protection Act 1984 and 1998;
- the Disability Discrimination Act 1995: since December 1996 it has been unlawful for service providers to treat disabled people less favourably for a reason related to their disability;
- the Employment Rights and Responsibilities and Relevant Employment Law;
- the Equal Opportunities Act;
- the Human Rights Act 1998: this makes it unlawful for a public authority to act in a way, which infringes a person's rights and freedoms under the European Convention. The Act's definition includes bodies "whose functions are of a public nature";
- the Health and Safety at Work Act 1974;
- the Immigration and Asylum Act 1999;
- the Local Government Act 1999;
- the Race Relations (Amendment) Act 2000;
- the Rehabilitation of Offenders Act 1974.

3.1.8 More recently and more generally the Northern Ireland Executive's Programme for Government states that under the heading of Investing in Education and Skills it will:

- provide high quality education to all, with equal access for all;
- ensure that young people have the skills and qualifications to gain employment in a modern economy;
- enable people to update their knowledge, skills and qualifications though out their working lives;

- assist and support the socially excluded to enable them to enter or return to the workforce, or to improve their quality of life (N4).

3.2 Other Instruments used for the Political Steering of Services and to Monitor Implementation

3.2.1 Throughout IAG provision in Northern Ireland the use of targets is currently limited, while the use of quality standards and service level agreements have a greater role.

3.2.2 Key instruments used to manage and monitor IAG provision include:

- the Careers Service has a target to reduce the 6% of young people not achieving a positive destination;
- the funding of EGSA is based on a three year contract which binds the organisation to address specific issues such as the development of the IAG network and the building of relationships with the T&EA's careers service and initiatives such as ILAs and **learndirect**;
- the current relationship existing between the T&EA and the Careers Service embodied by the Careers Officers working within the Job Centres is being reconsidered with a changed structure enabling more direct control and policy focus of the activities of the careers service (16 NI);
- service level agreements (SLA) exist between the schools and the Department to support and facilitate education business partnership activities. Similarly SLAs exist between the Department and FE colleges;
- the new Qualification in Careers Guidance will support the development of careers officers to minimum standards;
- the IAG network is developing a membership structure based on organisations signing up to a code of practice that will be linked to the quality standards developed by the Guidance Council.

3.3 Relationship between Government Regulation, Funding and Provision

- 3.3.1 The majority of **funding** for information, advice and guidance flows through two routes. The first is through the department to the T&EA as part of an operational business plan to support the activities of the careers service. The second is through the grant to EGSA.
- 3.3.2 **Regulation** is currently limited to self regulation in terms of the Careers Service except where activities overlap with schools. The Education and Training Inspectorate (ETI) undertake inspections of schools, which increasingly make mention of careers support within their reports. The Careers Service implements the Charter Mark quality system to support customer satisfaction.
- 3.3.3 EGSA's activities are also regulated by the ETI. In terms of the IAG Network a number of the partner organisations undergo different forms of statutory regulation (e.g. Employment Service and further and higher education), while others including voluntary groups are less regulated in terms of IAG provision. The commitment by the IAG Network to the Guidance Council quality standards does however represent a form of self-regulation.
- 3.3.4 In the case of IAG provision to young people through the Careers Officers, this provision is made by the same department, which also funds and regulates its activities. IAG to adults through EGSA ensures provision is made by an external organisation to the Department. This link is further extended as the IAG Network develops as a voluntary partnership of external organisations.

3.4 Mechanisms for co-ordinating services between ministries

3.4.1 Since the provision of IAG to young people is wholly within the department, the civil service systems for communication ensure a good flow of information between departments and levels in Northern Ireland. In particular, links with community groups and trades unions are strong. EGSA as part of the expanded role are being encouraged to develop stronger relationships both through the IAG network, which includes community groups, trades unions and the private sector, and their relationship with the Careers Service through work with the careers officers.

3.4.2 Until 2001 almost all the areas of responsibility lay within the former DfEE. However, with the advent of the Northern Ireland Assembly the Careers Service is within (in descending order of scale), the NI Civil Service, the Department of Education, the T&EA and the Jobcentre network.

3.5 Barriers to co-ordination of services and networking amongst providers

3.5.1 The main barriers to co-ordination of services and to networking amongst IAG providers are seen to be:

- differences in organisational cultures;
- management pressures to focus on core business;
- reciprocal doubts about each other's professionalism;
- areas of perceived incursion – where one side perceives the other as intruding upon its specialist area of work;
- different agendas;
- different targets;
- lack of trust between the agencies/providers;

- lack of time to network/ pressure of other commitments;
- policy pressures and/or a culture that leads to a climate of competition rather than collaboration. (22E)

4 THE ROLES OF STAKEHOLDERS

4.1 Role of Employer Organisations in Regulation and Funding

4.1.1 An increasing proportion of employers provide career management support to their employees. This can include:

- development reviews (sometimes linked to appraisal systems);
- career planning workshops;
- individual career counselling;
- self-assessment materials;
- development centres;
- mentoring programmes.

4.1.2 Much of this is provided in-house although outplacement counselling tends to be externally purchased. Provision is more frequently found in large companies and tends to be targeted at white-collar and managerial staff. Some employers have, however, extended this support to the whole of their workforce, sometimes as part of 'employee development programmes'.

4.1.3 Information contained within the National Adult Learning Survey 2001 indicates that the most frequently mentioned source of advice, mentioned by 31% of people contacted was employers. This finding is supported by the outcomes of a MORI survey (15E) in which 37% of adult IAG users identified an employer as the source.

4.1.4 In addition to the support provided by employers, a number of trades unions are now not only advocating such provision but are also providing learning advice for their own members.(9E)

4.1.5 Employer groups such as the CBI and Institute of Directors have given evidence to the Government's training sub-group of the Assembly. The extent to which employers enable employees to engage in IAG is similar to that across the country as a whole, with a small proportion of employers being more forward looking.

4.2 Initiatives employer organisations Take to Help Provide Services

4.2.1 Many employers play a key role in developing young people, and their teachers' careers awareness through participation in careers education programmes and work-related activities. Popular activities include:

- work experience placements for young people;
- teacher placements into industry;
- work shadowing;
- mentoring projects: some of these involve business people in mentoring young people and helping them to understand more about the world of work;
- industry visits;
- careers conventions;
- projects through which teams of young people set up and run their own businesses.

4.2.2 A number of employers are actively involved in the Northern Ireland Education Business Partnership activities. In addition, employers often respond to careers fairs and exhibitions organised by the careers service and the universities.

4.3 Extent of Employer Involvement

4.3.1 In order to grade employer involvement in IAG, it is important to split out the information element. In terms of employer involvement and the provision of information, employers are regularly involved and would score a five. However, in terms of guidance and counselling, their involvement is much more limited and would probably score a two.

Extent of Employer involvement in the provision of information				
Seldom		Occasional		Regular
1	2	3	4	⑤
Extent of Employer involvement in IAG services				
Seldom		Occasional		Regular
1	②	3	4	5

- 4.3.2 In terms of the level of employer involvement, the majority is made by representative organisations at a mostly national level such as the CITB involvement in Education Business Partnership activities and so would score a four.

Level of Employer Involvement in IAG services				
Local	Mostly local, but some national	50/50	Mostly national, but some local	National
1	2	3	④	5

4.4 Role of Trades Unions in Regulation and Funding

- 4.4.1 Trades unions play a significant role as partners in the development of a learning society. A workforce learning initiative has been introduced to encourage innovative approaches involving employers and unions to raise awareness and promote the learning culture in the workplace. In terms of IAG their involvement has been limited. However, Trades unions have been involved in the review of careers guidance taking place in Northern Ireland and play a role in representative capacities.

4.5 Initiatives Trades Unions take to Help Provide Services

4.5.1 Trades unions are keen to promote positive partnership approaches with employers, providers and other organisations, and to encourage the uptake of programmes and initiatives, particularly of those employees who would otherwise have been unlikely to take advantage of such opportunities. One example of this, are their attempts to promote the take-up of Individual Learning Accounts.

4.6 Extent of Trades Union Involvement

4.6.1 Overall, at the operational end, trades union involvement in IAG has been fairly limited. It is scored a two on the scoring framework.

Extent of Trades Union involvement in IAG services				
Seldom		Occasional		Regular
1	②	3	4	5

4.6.2 In terms of the level of delivery of activities, they are mostly local but some national and therefore score a two.

Level of Trades Union Involvement in IAG services				
Local	Mostly local, but some national	50/50	Mostly national, but some local	National
1	②	3	4	5

4.7 Involvement of Other Stakeholders

4.7.1 In this section, we describe ways in which policies encourage other stakeholders to play a role in IAG services.

Parents

- 4.7.2 In many cases, parents are invited to attend their child's careers guidance interview with their Careers Adviser.
- 4.7.3 It is expected that parents sign a form prior to their child's work experience placement in Key Stage 4 to give their permission for this to take place, and they are invited to attend Parents' Evenings and events at which IAG issues such as subject options are discussed, but in most cases they have little other involvement in IAG within schools.

Educational Institutions

- 4.7.4 As described in Section 3, Government legislation places a requirement on publicly funded secondary schools to provide a careers education and guidance programme for pupils in Years 9-11 of secondary school. The Secretary of State also guides educational institutions to provide IAG support to students who are above this age.

5 TARGETING AND ACCESS

5.1 Priorities and targets groups

5.1.1 Priorities are expressed separately for the IAG to young people and IAG to adults areas.

Young People

5.1.2 The **Careers Service** is required to support careers education and guidance in schools. Their client groups are:

- people undergoing full-time education at any educational establishment, other than one within the HE sector;
- people undergoing part-time education at any educational establishment, other than one within the HE sector;
- other people under 21 years of age.
- Since the publication of the Social Exclusion Report “Bridging the Gap” a greater focus has been placed upon young people who have dropped out of education or who are in danger of doing so.

5.1.3 Guidance was given to the Careers Service on targeting their support at young people who were likely to drop out of education or who were experiencing particular problems which could hinder their chances of moving on to, or remaining in, a “positive destination”.

5.1.4 In addition, one area of specialism is identified as special needs with dedicated special needs officers addressing relevant cases.

- 5.1.5 **Schools:** Under the Education Act 1997, schools are required to provide careers education to all of their pupils in years 9-11 (ages 13-16), to provide access to the Careers Service and to provide up-to-date careers information. Schools are also required to refer students for guidance on the basis of individual need. Schools and careers services work together to identify student needs and target support accordingly but there is an increasing focus upon young people who have, or appear likely to, drop out of compulsory education.
- 5.1.6 **Sixth Form Colleges/Further Education Colleges:** particular attention is paid to providing pre-entry, and induction, guidance to ensure that learners are enrolled onto programmes that meet their needs. Careers Advisers liaise closely with college IAG staff to identify students whose achievement and/or attendance is giving cause for concern to ensure that they receive appropriate guidance. Another key group are students approaching the end of their courses, and those considering Higher Education, to ensure they are aware of the progression opportunities open to them.
- 5.1.7 **Higher Education:** HEIs provide IAG services in different ways. Many have a Careers Advisory Service whilst others deliver IAG support through their academic departments, through student services or a combination of both. These services are provided for their institution's students, their ex-students (for a period of time) and, under the Mutual Aid Scheme, graduates of other HEIs although this provision can be patchy.
- 5.1.8 All young people between the ages of 18 and 24 have the right to access Government's New Deal for Young People programme.
- 5.1.9 **Work-Based Learning and Employment:** 16-19 year olds in work-based learning or employment can also access support through the Careers Service. The training provider or employer is responsible for regular reviews of progress and it is important that they identify young people at risk of dropping out and refer them for support if appropriate. This clearly requires the organisation to be aware of the support that the Careers Service can offer to them and their young trainees/employees.

Adults

- 5.1.10 The IAG for adults activities of EGSA tends to be unemployed people. There is expected to be a focus on areas such as basic skills and the socially excluded groups.
- 5.1.11 The agencies involved in the provision of adult information, advice and guidance sector include:
- Careers Service;
 - EGSA;
 - Commercial and private sector organisations;
 - Community and voluntary organisations;
 - Employment Service/Jobcentre Plus;
 - Further Education Colleges;
 - Higher Education institutes (HEIs);
 - Libraries;
 - Probation and Prison Services;
 - Trades unions;
 - University for Industry (Ufi).
- 5.1.12 Provision from the Careers Service and EGSA includes:
- access to careers information and in-depth guidance interview and access to careers software;
 - brief advisory interviews, job search/CV writing workshops and psychological testing and assessment;
 - career workshops and/or group guidance.
- 5.1.13 The Employment Service/Jobcentre Plus provides an increasing range of advice and support services. These services are strongly associated with Welfare to Work programmes, including the New Deals for specific groups of people. In collaboration with DfES, the Employment Service has developed **worktrain** through which Internet users can scan information from a range of sources including Employment Service/Jobcentre Plus job vacancies and **learndirect**'s Learning Directory.

- 5.1.14 For adults unemployed for over 18 months there is the right of access to New Deal 25+. It is the intention that all adults aged between 18 and 24, older long term unemployed adults and other disadvantaged groups will be provided with the opportunity to return to employment. This could be either directly or through a range of options, including a subsidised employment placement; a work opportunity in a voluntary or environmental programme; or an opportunity to participate in full time education or training.
- 5.1.15 The Employment Service/Jobcentre Plus provides an increasing range of advice and support services linked to its main functions of advising unemployed and economically inactive people about returning to the labour market and placing them in suitable jobs.
- 5.1.16 **Employers:** an increasing proportion of employers – although mainly large companies - provide career management support to their employees. Activities include development reviews, career planning workshops, individual advice and guidance, development centres and mentoring programmes. Much of this is provided in house although outplacement counselling – for staff that are being made redundant – tends to be externally purchased.
- 5.1.17 **Private sector guidance and employment agencies:** outplacement agencies, who are commissioned by employers to provide a service to their staff as part of managed redundancy programmes, are key private sector providers. Aside from these firms, which are few in number, the rest of the sector is mainly comprised of small firms, many of whom are singleton companies. Some of these focus upon individual guidance services, such as psychometric tests, with others providing a package of IAG support to individuals. Recruitment and employment agencies offer specialist advice on specific occupational sectors to people seeking work or alternative employment.
- 5.1.18 **Community and voluntary based provision:** this IAG provision often involves work within neighbourhood projects and through community education programmes, often in partnership with local authority staff. Much of this provision will have target groups such as people within defined wards/geographical areas, people with disabilities, the unemployed and/or people from ethnic minorities.

5.1.19 Many voluntary organisations are key providers of IAG services and some receive Government funding.

5.2 Expression of priorities and targets

5.2.1 Legislation provides an entitlement to services to young people at schools and people studying at FE colleges to have access to careers information and advice. All groups have the right to access the **learnirect** helpline, which provides information and advice on learning opportunities.

5.2.2 One specific delivery target exists within the T&EA relating to young people and the careers service. This is linked to the social inclusion agenda and aims to reduce the six percent of the school cohort who do not achieve a positive outcome. This includes individuals who become unemployed, those whose details are unknown and other groups.

5.3 Active Steps Taken to Ensure Access to Target Groups

5.3.1 A significant proportion of IAG providers undertake many of the active steps described below.

5.3.2 **Client identification:** Young people who could particularly benefit from the support of a Careers Adviser are identified through a variety of methods. These include liaison between Advisers and staff in schools, colleges, training providers and other relevant organisations along with self-referrals from young people.

5.3.3 Employment Service/Jobcentre Plus has a series of programmes, which aim to enable individuals to enter, or re-enter, the employment market. People who are receiving certain Government benefits – e.g. the Job Seekers' Allowance – are assigned an Adviser who can refer that individual to a variety of provision, which can often include IAG services. The Adviser can deliver certain elements, but the Adviser will refer the person to an external provider if they would benefit from in-depth guidance.

- 5.3.4 **Outreach services:** Organisations have increasingly seen the importance of taking services to where their clients are, rather than expecting clients to come to their offices. There are numerous examples of such outreach provision amongst both Government and non-Governmental providers. For example, people with employability skills requirements, who live in areas of high social deprivation, may respond more positively to locally based, informal services delivered through voluntary/community sector providers.
- 5.3.5 **One-Stop Shops:** Some providers, or groups of providers, have established “one-stop shops” which act as drop-in centres.
- 5.3.6 **Telephone/Email Helplines:** **learndirect** (managed by Ufi Ltd) provides a national information and advice service, which is available to all adults in the UK through a telephone helpline, and Internet service. **learndirect** offers information and advice on the full range of learning opportunities and provides an important entry point to IAG services. It can be an effective way of raising client awareness of IAG services available locally.
- 5.3.7 **Basic Skills Assessments:** a significant number of IAG for Adults Partnership members are already involved in identifying basic skills needs and **learndirect** centres are also often involved. Employment Service/Jobcentre Plus Advisers have a Client Progress Kit, which enables them to undertake a basic skills assessment with their clients.
- 5.3.8 **On-Line Careers Information:** the Internet contains a wealth of careers information, but many members of disadvantaged groups do not have ready access to a computer. In response to this, the Government introduced the “UK Online” initiative.

- **UK-Online:** was targeted at people with limited or no access to new technologies. It is a drive to enable everyone in the UK to gain access to the Internet by 2005. The Online centres are based in communities and could be in an Internet café on the high street, in a college, a community centre, mobile centre or any other place that is accessible to members of the public. These centres have been designed to meet the needs of local people who have little or no ICT skills and/or access to a computer. It is hoped that UK Online centres will act as stepping stones to **learnirect** provision which is aimed at adults whether they are in work, seeking work, considering returning to work or retired. A website describing the UK Online Centres is located at www.dfes.gov.uk/ukonlinecentres/whatis/default.cfm or at www.ukonline.gov.uk/about/

5.3.9 There are many similarities in the methods used to identify and provide support for the various target groups but a key difference in relation to young people is that IAG professionals work closely with staff in educational institutions to identify those who could most benefit from their support.

5.3.10 When seeking to engage individuals from what are perceived as disadvantaged and/or disenfranchised communities, an outreach approach is more frequently taken – taking the services to where people live instead of expecting them to come to the IAG provider.

5.4 Methods Used for Different Target Groups

5.4.1 There are many similarities in the methods used to identify and provide support for the various target groups but a key difference in relation to young people is that IAG professionals work closely with staff in educational institutions to identify those who could most benefit from their support.

5.4.2 When seeking to engage individuals from what are perceived as disadvantaged and/or disenfranchised communities, an outreach approach is more frequently taken – taking the services to where people live instead of expecting them to come to the IAG provider.

5.5 Examples of Where Requirements Exist to Participate

5.5.1 There are few examples where individuals are required to participate in IAG – those that do exist tend to relate to people receiving some form of Government benefit. For example, those receiving the Job Seekers Allowance have to attend a mandatory workplace interview with the Employment Service/Jobcentre Plus every six months.

5.5.2 On the New Deal for adults aged 25 plus programme it is compulsory for all groups, except those aged over 50, to participate in the gateway and Intensive Activity Period, which contain elements of IAG provision delivered by New Deal Personal Advisors and external providers.

5.6 Balance of Policies

5.6.1 The priority is for an all age IAG service, however priority is given to those most at risk of disaffection and/or underachievement.

5.7 Gaps in Provision

5.7.1 Some key gaps in current provision are regarded as free in-depth adult guidance of a reliable quality, the provision of IAG support to pre-13 year olds, provision for more able young people and provision in some schools and colleges.

- **Adult guidance:** IAG for Adults provision is developing but is still far from comprehensive across all areas of Northern Ireland.
- **IAG for pre-13 year olds:** the Careers Service focus their attention upon young people of secondary school age and above. However, a widely held view is that some young people come to a conclusion about their abilities and interests whilst at primary school.

- **Provision for more able young people:** there were many fears that, with the refocusing of Careers Service support that the needs of more able young people would be neglected. There is little evidence that this has actually happened but is one area that guidance practitioners, and many schools, are watching carefully.
- **Provision in some schools and colleges:** whereas the provision of careers information, education and guidance in most schools and colleges is of a good quality – as testified to in the DfEE/OFSTED joint surveys undertaken at the end of the 1990's – the priority given to this area of work is still worrying low in a minority of cases. For instance, at the time of the above survey into secondary schools, 10% of the publicly funded secondary schools inspected did not have a careers library.

6 STAFFING

6.1 Categories of Staff Employed to Provide Services

- 6.1.1 The qualifications held by staff working within the various types of IAG provider can vary enormously. All of those working within the Careers Service hold relevant qualifications, but this is less likely to be the case amongst those for whom the provision of IAG is not the main role. A wide variety of people provide IAG services, both formally and informally.
- 6.1.2 The major providers of IAG services in Northern Ireland are staff working in the Job Centres as Careers Officers. Currently there are 120 positions for Careers Officers, together with a team of Information Officers at the COIU. In addition, the New Deal Personal Advisor role has expanded significantly to include aspects of IAG provision – this covers young unemployed people (aged 18-24), long term unemployed adults (aged 25 plus), and unemployed lone parents.
- 6.1.3 There are plans to develop a new role within the Careers Service of a Careers Assistant/Receptionist.
- 6.1.4 There is a clear requirement for the Careers Service to ensure that professionals who have undergone recognised training deliver career guidance for young people. All Careers Service staff in IAG roles have, or are working towards, a relevant professional qualification or have relevant experience and training. (29E). For the past thirty years, the recognised qualification for guidance practitioners has been the Diploma in Careers Guidance (DCG), which is delivered through HEIs.
- 6.1.5 Indeed, the Institute of Career Guidance, the UK's largest professional association for people working in all parts of the sector, restrict membership to those with a recognised qualification; the Diploma in Careers Guidance, highlighted above, and the National/Scottish Vocational Qualification in Guidance Level 4 (graduate level).

- 6.1.6 The Institute is currently examining the case for admitting into full membership people who have completed the new pilot Qualification in Careers Guidance (QCG - see later). I think this has been agreed
- 6.1.7 In addition, the Institute has a Register of Guidance Practitioners. Acceptance criteria for the Register are stringent – full membership of the Institute (which includes qualification as above), demonstration (over previous, and next, 12 months) commitment to continuous professional development, minimum levels of client contact hours, and adherence to the Institute’s Code of Ethics and Standards. (Canadian Symposium Report)
- 6.1.8 To undertake an individual careers guidance interview with a young person, Careers Service staff must be qualified although other staff can work with individual pupils if agreed with the school. Staff leading group discussions must be competent to undertake this task, but do not need to be professionally qualified Careers Advisers.
- 6.1.9 Careers Services have needed a range of appropriately experienced and trained staff to fulfil a wide range of functions. These have included guidance staff but also, for example, people skilled in ICT, employer liaison, training, careers education and careers information development. In smaller services, these roles may be combined or sub-contracted to external organisations. (29E)
- 6.1.10 EGSA staff include the following roles:
- Guidance Network Area Advisers (11 – seven of which are based outside Belfast);
 - Information Officers (5);
 - Network Development Officer (1);
 - IAG Network Co-ordinator;
 - Adult Basic Education Support Officers (2).
- 6.1.11 Plans are underway to recruit the following roles to EGSA:

- Quality Standards Adviser;
- Information/Research Officers;
- Network Support Officer.

Schools

6.1.12 The majority of publicly funded secondary schools in Northern Ireland allocate responsibility for IAG to a member of their teaching staff. This person is given the title of Careers Co-ordinator and is sometimes awarded additional responsibility points and time to undertake these duties.

6.1.13 NFER conducted a research project between December 2000 and March 2001 into the nationally recognised guidance qualifications held by Careers Co-ordinators (33 E). Their findings are outlined in **Table 6.2** below.

Qualification	%
Further Professional Certificate in Careers Education & Guidance	14
Diploma in Careers Guidance	12
Advanced Professional Certificate in Careers Education & Guidance	8
Masters Degree	2
Diploma in 16-19 Guidance	1
NVQ Level 3 in Guidance	1
NVQ Level 4 in Guidance	1
Other	17
None/No response	55
Source: 33E More than one answer could be put forward so percentages do not add up to 100. A total of 236 respondents gave at least one response to this question	

- 6.1.14 Many of these teachers undertake a professional development placement (formerly known as 'teacher placements') with one or more local businesses to develop their own awareness of the local labour market. These placements are often arranged, and financially supported, through the local Education Business Partnership.
- 6.1.15 Funds for training teachers in careers work are managed by their local Careers Service Company and are required to implement training programmes following consultations with local schools. Other training for work-related learning is available to schools through the Standards Fund.

Colleges

- 6.1.16 Many sixth form colleges, and further education colleges, have a guidance professional working within their student support team. Such teams typically offer counselling/pastoral support to address problems in areas such as finance, health and accommodation as well as IAG support. The Government focus upon increasing participation in learning, and the retention of students, has encouraged such institutions to expand their IAG support for potential and current students, and they often work in close partnership with staff from the Careers Service.
- 6.1.17 Many of the staff providing IAG support within these college services will have previously worked for the Careers Service and will hold a relevant guidance qualification.

Higher Education Institutions

- 6.1.18 Careers Advisers in HEIs, by contrast to those in Careers Service companies, hold a wider variety of guidance qualifications with approximately 60% of AGCAS members holding relevant professional qualifications. A further 10% are known to be studying for one. (29E).

- 6.1.19 A survey undertaken by AGCAS in 1996 indicated that 48% of HE Careers Service heads, and 58% of Careers Advisers, held a Diploma in Careers Guidance. In all, three-quarters held a postgraduate qualification of some kind: these included academic Postgraduate Degrees, Teaching Certificates, Diplomas in Personnel Management, Librarianship, Management and Counselling. Whilst their academic qualifications tend to be higher than those of Careers Service staff, and while it could be argued that the range of their qualifications enriches the professional resources within HE Careers Advisory Services (HECAS) the perceived lack of a consistent standard of professionalism remains a weakness in outside perceptions of them (Watts, 1997).
- 6.1.20 To address this issue, AGCAS has supported the development of a Certificate and Diploma in Careers Guidance in Higher Education at the University of Reading. These courses have been designed as open-learning qualifications that careers staff can acquire whilst in employment. They are optional, rather than mandatory, qualifications which add to the range of existing options. AGCAS is currently investigating the equivalence of these qualifications to the NVQ in guidance.
- 6.1.21 The Harris Higher Education Careers Service Review, which published its report in January 2001, made a series of recommendations to HEIs one of which was that all staff in advice and guidance roles should have, or be working towards, relevant qualifications or have relevant experience/training. In addition, the Quality Assurance Agency for Higher Education's 'Code of practice for career education, information and guidance' contains a general principle that "the institution should ensure that all members of its staff involved with CEIG provision, including academic staff, have the skills, knowledge and training appropriate to the role they are undertaking".

- 6.1.22 In 1997, the DfEE reviewed the content of the DCG in the light of the introduction in 1995 of an alternative work-based qualification route – the National Vocational Qualification (NVQ) or Scottish Vocational Qualification (SVQ) in Guidance at level 4 (graduate level). It was agreed by the Guidance Sector that there was a need to develop a new qualification to replace the DCG that had a better fit with the S/NVQ route, and in 1999 a new Qualification in Careers Guidance (QCG) was piloted in two universities. In 2000, a further three universities joined the pilot, and it is expected that by 2002 all of the 14 universities currently offering either the DCG or the QCG will offer the new Qualification.
- 6.1.23 The QCG is based on 19 prescribed ‘Learning Outcomes’, each of which has a number of curriculum objectives. A key feature of the qualification is the inclusion of significant work-based learning, which can be assessed by an employer or the university. But most importantly, students collate evidence of capability against 6 of the Learning Outcomes within a portfolio of evidence, rather than through more conventional assessment methods such as essays or case studies. This portfolio can include peer or witness testimony and can be used by the student as evidence against a great deal of the competence requirements for the VQ, reducing the assessment period for the VQ (generally a year or more) to a matter of months.
- 6.1.24 The Institute of Career Guidance has worked closely with DfEE to ensure that the QCG meets the needs of guidance practitioners and their employers across the UK, no matter what the delivery structure or client context. (Canadian Symposium Report)
- 6.1.25 A summary of training and qualifications (either mandatory or optional) for the different occupational roles within the five main services/systems within HEIs is given in **Table 6.3**.

Table 6.3: Training and Qualifications in Higher Education Guidance & Counselling Services				
Service/Systems	Occupational Roles	Minimum educational qualification for entry	Initial training in guidance and counselling	In-service training in guidance and counselling
Careers Services	Director	1st degree	None required	Cert. CGHE*, Dip CGHE*, MA CGHE*
	Careers Adviser	1st degree	None required	Cert. CGHE*, Dip CGHE*, MA CGHE*
	Information Officer	1st degree	None required	Cert. CGHE*, Dip CGHE*, MA CGHE*
	Placement Officer	1st degree preferred	None required	Cert. CGHE*, Dip CGHE*, MA CGHE*
	Job Shop Manager	Studying for, or obtained, 1st degree	None required	None
	Lecturer in Careers Education	1st degree	None required	Informal training by Careers Service*
Student Support and Development Systems	Careers Tutor	1st degree	None required	Informal training by Careers Service*
	Personal Tutor	1st degree	None required	Institution-based short courses*
	Enterprise Manager	1st degree	None required	None
	Student Development Officer	1st degree preferred	None required	None
	International Student Adviser	None specified as essential but normally 1st degree expected	None required	None
	Head of Counselling			

Table 6.3: Training and Qualifications in Higher Education Guidance & Counselling Services				
Service/Systems	Occupational Roles	Minimum educational qualification for entry	Initial training in guidance and counselling	In-service training in guidance and counselling
Counselling Services	Head of Counselling Counsellor	1st degree or equivalent	Diploma in Counselling 1 year full-time, 2/3 years part-time	4 days per year
	Secretary/Receptionist	GCSE + secretarial training	Often, basic counselling	None
	Medically Qualified Practitioner (Psychiatrist)	1st degree and postgraduate medical training plus specialisation in psychiatry	Placement in Health service Psychotherapy Department	Continuous
Services for Students with Disability and/or Learning Difficulties	Students with Disability and/or Learning Difficulties Adviser	None specified as essential but normally 1st degree expected	None required	Almost none (only University of Central Lancashire and University of Plymouth)*
Admissions and Access Services	Access Officer/ Tutor	None specified as essential but normally 1st degree expected	None required	Certificates and Diplomas in adult guidance at both further and higher education level, including NVQ and university-accredited qualifications*

Table 6.3: Training and Qualifications in Higher Education Guidance & Counselling Services				
Service/Systems	Occupational Roles	Minimum educational qualification for entry	Initial training in guidance and counselling	In-service training in guidance and counselling
	Admissions Tutor	1st degree	None required	Institution-based short courses*
*These courses are optional Source: 26(E)				

Employment Service/Jobcentre Plus

- 6.1.26 Advisers, Senior Advisers and frontline staff provide elements of information and advice during their day-to-day work, although in-depth guidance is mainly provided by a specialist external provider – in some cases this will be an organisation that Employment Service/Jobcentre Plus has contracted with to provide such support. On other occasions, it will be a referral for which Employment Service/Jobcentre Plus incurs no costs – for instance, to a member of the IAG for Adults Partnership who is able to provide free in-depth guidance.
- 6.1.27 In addition to staff working within Jobcentres, Employment Service/Jobcentre Plus has staff in Action Teams and Outreach Teams who have close links with the community. Many operate from community premises and provide IAG on work and learning.
- 6.1.28 All Employment Service/Jobcentre Plus staff undergo a series of internal training courses which prepare them for their role, including IAG services and, in addition to this, a significant proportion of Employment Service/Jobcentre Plus Advisers have an NVQ Level 3 or 4 in Guidance. New Deal Advisers are required to work towards an NVQ Level 3 in Guidance, and to have achieved it within a specified time, and Senior Advisers are required to have a Level 3 and be working towards an NVQ Level 4 in Guidance. Other Advisers are encouraged to work towards an NVQ Level 3 in Guidance.

6.1.29 Frontline staff working for the Employment Service/Jobcentre Plus are encouraged to work towards at least an NVQ Level 2 in Customer Services, and some staff have gained the Level 4. Others study for relevant Open College Network (OCN) qualifications.

Private Sector

6.1.30 There are no stipulated requirements for staff employed by most private sector IAG providers, but they do often seek people who have gained significant work experience within the private sector, often in Human Resource Management roles.

6.2 Numbers of Staff employed to provide services

6.2.1 Broadly the following numbers of staff are involved in IAG activities:

- Careers Officers (120);
- New Deal Personal Advisors; (approx 150)
- EGSA Staff (approx 18);
- **learndirect** staff (7);
- IAG Network Partners;
- University Careers Officers (approx 21);
- FE Colleges (approx 10).

6.2.2 There is a bias towards females working in IAG occupations, although there is no particular age bias.

6.3 Education and Training Qualification Requirements of Staff

6.3.1 Staff working in the Job Centres as Careers Officers are all qualified to post-graduate level. The qualification system has been changing recently, but from now on all newly qualified Careers Officers will have completed the new Qualification in Careers Guidance. This is a T&EA requirement and the qualification is administered by the ICG. All IAG professionals undergo regular in-service training.

6.4 Competencies of Staff

6.4.1 See previous sections.

6.5 Changes in Competencies Required

6.5.1 See previous sections.

6.6 Opportunities for Staff to Update Their Knowledge and Skills

6.6.1 The following numbers of days per Careers Service staff member are being established to ensure staff are competent in their work:

- four days focusing on occupational information;
- five days on theory and practice to help staff meet the quality standards.

6.6.2 EGSA follows a system of continuous professional development for staff on an ongoing basis.

6.6.3 The practice of sharing professional development opportunities between Careers Service and EGSA is now firmly established.

6.7 Policies Designed to Systematically Utilise Alumni, Parents and Employers

6.7.1 Currently there are no explicit policies focusing on use of alumni, parents or employers. However, this is an area that is being looked at to consider how it might be addressed.

Parents

- 6.7.2 Some primary and secondary schools invite their pupils' parents into school to talk about their jobs as part of Careers Conventions or similar careers-related events, but there is no Government policy, which requires them to do so. The Careers Service informs parents of the IAG services that they can provide to their children and many will invite the parents to attend a scheduled careers guidance interview.

Employers

- 6.7.3 There is no Government policy, which requires individual employers to become involved in IAG activities but many do play a key part in those relating to young people and to adults. Employers are invited to play a key role in IAG provision in schools and colleges through their involvement in careers education programmes – for instance, by giving presentations to students, by providing real-life business problems for pupils to solve, by hosting pupil/teacher visits to their workplace or through mentoring support. They also provide work experience placements for young people and their teaching staff, and for young people and adults who are participating in Government training programmes such as New Deal.

7 DELIVERY SETTINGS

7.1 Relationship between Careers Education Lessons and School Curriculum

7.1.1 Careers Education is regarded as one of a number of cross-curricular themes. However, there is no statutory responsibility to provide careers lessons and therefore there is a varied picture with some schools providing separately timetabled careers lessons while others do not give them such high priority.

7.1.2 There is no prescribed programme of study for careers education and schools decide what to teach, how to teach and where to place careers education within the curriculum. However, since September 2000, a non-statutory framework has guided schools for Personal, Social and Health Education (PSHE) which includes several explicit references to careers education. (3E)

7.1.3 The first OFSTED/DfEE Joint Survey of Careers Education and Guidance, published in 1998, found that seven out of ten schools provided careers education as part of a Personal, Social and Health Education (PSHE) programme. 3E

7.2 Policies to integrate Careers Education into Other Subjects

7.2.1 In 1999, QCA published a document entitled “Learning Outcomes from Careers Education and Guidance” to help schools understand how elements of careers education could be delivered through National Curriculum subjects. This was produced to support the new statutory role for careers education within Years 9 –11 of secondary education.

7.2.2 The policy of providing careers education as a cross-curricular theme attempts to integrate it into other subjects in the school curriculum. However, the reality is that careers provision often gets lost in the school curriculum, although this may change in the future.

7.3 Work Experience Requirements

- 7.3.1 There is no statutory requirement to provide work experience but it is standard practice in most schools. The T&EA are particularly aware of recommendations in the Burns Review and the NI Skills Task Force in this area.
- 7.3.2 Work experience is provided to pupils aged between 15 and 16 in the second year of GCSE work. It can make a major contribution to pupils' learning - in particular, their preparation for adult and working life. In reality, the vast majority of schools organise one or two week block placements for their Year 10 or Year 11 students.
- 7.3.3 Some students may spend a greater amount of time in the workplace, particularly those for whom the National Curriculum has been "disapplied" at Key Stage 4 and/or those who are studying for a vocational course such as a GNVQ. Work experience placements are covered by the Education (Work Experience) Act 1973, as amended in the Education Act 1996 and the Schools Standards and Framework Act 1998. The legislation enables pupils in the last two years of compulsory schooling (Years 10 and 11) to participate in schemes of work experience where arrangements have been made or approved by the LEA with a view to providing work experience as part of a pupil's education. The Health and Safety at Work Act 1974 requires LEAs and schools to take reasonable steps to satisfy themselves that the placements they arrange will be safe. P19 (3E)
- 7.3.4 Many schools and colleges organise other activities to raise their students' awareness of the "world of work" – these activities can include workplace visits, work shadowing and enterprise activities during which students gain an understanding of the skills required to run a business.
- 7.3.5 Education Business Link Organisations, such as Education Business Partnerships, help schools and colleges to develop their links with local businesses. They also develop programmes that young people and/or their teachers/lecturers can participate in.

7.4 Other Services Provided to School Students

7.4.1 Each maintained secondary and special school must have an accessible careers library that contains up-to-date information on career opportunities and on post-16 opportunities for further learning such as colleges and training providers. This is underpinned in legislation through the Education Act 1997.

7.4.2 Other career-related activities can include:

- adult and/or peer mentoring programmes;
- Careers Conventions;
- Higher Education activities such as Open Days and HE-based experiences;
- computer guidance packages.

7.5 Provision by the Public Employment Service

7.5.1 The Employment Service provides a range of services, primarily linked to Government unemployment programmes but also services to adults in general.

7.5.2 The range of New Deal programmes are all primarily work-focused, although recent modifications have introduced greater elements of IAG as part of gateway periods, during the programme and as part of follow-through periods.

7.5.3 Under the New Deal programme, a Personal Adviser is assigned to an individual to provide help and guidance with a variety of activities such as work tasters, subsidised employment, and work experience placements. In addition to this, the Personal Adviser will also offer careers advice and mentoring support.

7.6 Provision by the Tertiary Education Sector

- 7.6.1 In the FE sector legislation states that careers support must be offered to all students. Service Level Agreements exist between each of the 17 colleges and the Department to ensure this provision is made available. However, the departmental structure of colleges means that this is complex with agreements made to each head of department. This complexity leads to variability in the standards of provision and was subject to review in the Feldon report.
- 7.6.2 Many sixth form colleges and further education colleges have student support teams that typically offer counselling/pastoral support to address problems in areas such as finance, health and accommodation as well as IAG support. The Government focus upon increasing participation in learning, and the retention of students, has encouraged such institutions to expand their IAG support for potential and current students, and they often work in close partnership with staff from the Careers Service.

7.7 The Private (for Profit) Sector

- 7.7.1 There is a wide array of commercial organisations that offer IAG services to individuals and to businesses. These include private practitioners, consultants and outplacement agencies. There are few major companies in this field with the majority of the sector comprised of singleton, or small, firms. The majority of this sector's client are companies, often contracting with the private sector – particularly outplacement agencies – to provide support for their employees. Some of the work takes place at the workplace – this is especially the case where there are large-scale redundancies taking place – whilst other IAG support, particularly that provided to management staff, will be provided at the agency's premises.

7.8 Government Steps to Encourage Private Sector Provision

- 7.8.1 The Government is taking few steps to encourage private sector provision. However, one way in which the Government has encouraged private sector provision is through the issuing of open tenders for the provision of in-depth guidance to Employment Service/Jobcentre Plus clients. Where an Employment Service/Jobcentre Plus Adviser feels that a client would benefit from such guidance they are then referred to an appropriate provider from the contractor list.

7.9 Provision by the Community Sector

- 7.9.1 Services for adults are often provided in a less formal manner in community settings. These services vary from information and signposting services undertaken by professionals working in other sectors – such as health and social services - through to agencies. These agencies often have a broad remit to provide a wide range of guidance and support services to clients (of which guidance for learning and work forms only a part), to guidance delivered through initiatives such as family learning centres, neighbourhood projects, and community education programmes. Many of these serve very specific communities. Such guidance tends to be relaxed and informal, and takes place at venues people already go to, are familiar with, and which are non- threatening.
- 7.9.2 EGSA is undertaking a mapping of services available through the development of the IAG Network.

7.10 Government Steps to Encourage Community Sector Provision

7.10.1 One way in which the Government has encouraged community sector provision is through the issuing of open tenders for the provision of in-depth guidance to Employment Service/Jobcentre Plus clients. Where an Employment Service/Jobcentre Plus Adviser feels that a client would benefit from such guidance they are referred to an appropriate provider from the contractor list.

7.10.2 Many of the activities developed on a local basis with support from Government regeneration funds include an element of IAG support. Much of this is delivered through, or in partnership with, the community sector as this is seen as the user-friendliest way of reaching those people that statutory services find the hardest to reach.

8 DELIVERY METHODS

8.1 Extent of Government Policy Influence on Delivery Methods

8.1.1 The Government is keen to ensure that as many individuals as possible have access to electronic information and is therefore seeking to address the 'digital divide.' This term refers to policy concerns that sections of the population may be excluded from participation in the new, digital technology-based forms of communication, learning and action. The factors underlying this exclusion may include lack of access to the required systems, lack of awareness of training, or confidence building needs.

8.1.2 In recent years Government policy has focused on improving methods of communicating Careers information and better methods of assessment. The following are key areas in Northern Ireland:

- a school leavers series of information sources has been converted into a 'virtual bookcase' in the form of a CD-ROM;
- internet-based information tool (see 8.2 for details);
- the **learndirect** website supports provision of information and the **learndirect** Futures software, which is linked to the main **learndirect** site;
- Careers Conventions take place for young people at various points in the academic calendar;
- the 'Getting Connected' assessment tool (see 8.3);
- other key areas include group sessions, individual face to face interviews and careers information libraries.

8.2 Initiatives to Develop Internet Based Services

- 8.2.1 There are numerous examples of computer software, which focus upon careers-related topics. These include information databases that provide information on education and training courses, and/or occupations. In addition to this, there are guidance systems/self-evaluation programmes, which produce a list of potentially suitable career options based upon client responses to a list of questions. These systems are often linked to an occupational information database.
- 8.2.2 Computer-based information and guidance systems can be accessed through the Careers Service and adult advisory and guidance agencies. In addition to this, many educational institutions subscribe to computer-based systems for the benefit of their students and information databases are often available through libraries and Jobcentres.
- 8.2.3 An increasing number of homes have Internet access which enables people to access a wealth of information on education, training, careers and job opportunities; also educational institutions often provide Internet access for their students.
- 8.2.4 COIU is working towards an internet-based tool to provide information to individuals. Initially they have scanned in all their careers information to form a simple website. The longer-term aim will be to develop this further into a more user-friendly, interactive site.
- 8.2.5 Other sites of interest include:
- www.qca.org.uk: the site of the Qualifications and Curriculum Authority, which contains information on academic and vocational qualifications for England, Wales and Northern Ireland;
 - www.newdeal.gov.uk: provides information on Employment Service/Jobcentre Plus New Deal programmes;

- www.prospects.csu.ac.uk: provides information on graduate careers, jobs and postgraduate opportunities;
- www.ucas.ac.uk: includes information on higher education courses and institutions, provides links to HEI websites, and also a database of access courses;
- www.careersoft.co.uk: this site provides links to HEI websites and to industry professional bodies;
- www.ntics.clara.net: contains information on Training Access Points (TAPs) - databases of information on education and training opportunities in a particular geographical area. TAP databases cover the whole range of learning providers including the public, private and voluntary sectors.

learndirect

- 8.2.6 In its 'Learning Age' Green Paper, the Government set out its vision of "a learning society in which everyone, from whatever background, routinely expects to learn and upgrade their skills throughout life." Backed by the Government, Ufi Ltd was created to make that vision possible and it established the **learndirect** service. In June 2000, the **learndirect** helpline was introduced in Northern Ireland. It is located in EGSA and managed by BSS. Advisers recruited by EGSA and seconded to BSS staff the helpline. As well as providing a telephone helpline, **learndirect** has recently introduced a "Futures" online diagnostic package which individuals can access and use.
- 8.2.7 The learning advisers provide information and advice on all learning opportunities, by interrogating a database of over 500,00 courses. Over five hundred **learndirect** course are also available, for use whether at **learndirect** centres or online at home, offering the time, place, pace and style of learning that responds best to the learner's needs.

8.3 Examples of Screening Tools to Clients to Service Provision

Young People

- 8.3.1 Careers Officers, in partnership with Careers Co-ordinators in schools, often issue questionnaires to young people in Key Stage 4, which ask them a series of career/learning-related questions. Their responses enable the Careers Officer to assess the urgency of their need for IAG support. Schools and Careers Service companies may also use psychometric tools such KUDOS and those provided by JIIG-CAL.
- 8.3.2 The 'Getting Connected' assessment tool, developed by Taylor Wells Associates, is used to screen for people who need guidance more urgently or more in depth than the majority of individuals (N7). A system of allocating red, amber or green following assessment helps to identify the individuals who require this additional support. This tool is also useful to help measure progress of individuals by reapplying it in a longitudinal fashion at a later point in time and comparing results.

Adults

- 8.3.3 The main assessment tool used by the Employment Service/Jobcentre Plus is the Client Progress Kit. Advisers use this kit to assess clients' basic skills levels and to assess if they require further support. In some cases, this can be for specialist guidance.

9 CAREER INFORMATION

9.1 Public Sector Role in Producing Career Information

9.1.1 The Careers and Occupational Information Unit (COIU) within the T&EA “provides and distributes local career information to customers” [N13]. COIU provides information to intermediary agencies such as schools and libraries, as well as directly to individuals. Information provided includes:

- careers information (leaflets and Odyssey software package);
- The Careers Newsletter;
- a list of careers consultants;
- a checklist for careers libraries;
- higher education courses;
- index of reference books;
- resources (videos and resource packs) [N14].

9.1.2 The majority of career information is produced by industrial sectors at a UK national level, for example the Association of Architectural Technicians will produce information about qualification levels and career prospects relating to the occupations in their sector. From time to time the T&EA will write to associations and representative bodies to request any update to currently held information.

9.1.3 At the Northern Ireland level this generic occupational information may be enhanced, where relevant, with local details.

9.1.4 COIU then formats this information in line with other series of career information to provide to young people and adults.

9.2 Typical Types of Career Information

9.2.1 Careers information is provided in a variety of formats including leaflets, printed guides; written publications; information sheets; CD ROMs; websites; kits and games. There has been a significant increase in the number of IAG sites available on the Internet, but it is clear that there is a continued demand for paper-based materials.

9.2.2 Some of the key Internet sites are described in Section 8, and some of the paper-based and electronic information sources are described earlier in this section. Other key sources of electronic-based IAG include:

- **UK Course Discover:** a national database of further and higher education opportunities, which has been produced by ECCTIS 2000. It is available by subscription and provides information on more than 100,000 courses at over 1000 universities and colleges of higher and further education throughout the UK;
- **The PICKUP National Training Directory:** this database, produced by Guildford Educational Services, contains information on over 30,000 vocational short courses and training opportunities;

9.3 Target Client Groups for Career Information

9.3.1 The target client group(s) will vary depending on the publication but publications are usually aimed at young people or at adults, although some is appropriate to both. The majority of publicly funded careers information is targeted at young people, and often at certain age groups. Therefore, they are written in an appropriate style to make the information accessible and relevant.

9.3.2 Some forms of information are available in a format relevant to adults, for example, leaflets on how to develop a CV. Most national guidance-related websites are also targeted at particular age or interest groups. A number of sites for older people are holistic in their design, and in the range and depth of the information they contain – examples of these include websites managed by Age Concern and Help the Aged. The **learnirect** website contains information that is relevant to all age groups, even though it is targeted at adults.

9.4 Methods Used to Gather Career Information

- 9.4.1 The main method used for gathering career information is constant contact with industrial sector representative organisations. This will take a number of forms including by fax, e-mail and telephone. Usually the current note or leaflet will be forwarded with a request to update or confirm that it remains contemporary. Information is gathered through employer surveys and by using data compiled by other local partners, such as local authorities and other parts of the T&EA.
- 9.4.2 COIU uses professional writers and researchers to produce the publications and software that they market. The writers and researchers are required to quality assure/validate their work by checking with the appropriate authorities – for instance, job specific research might be checked with the NTOs. The COIU team is also responsible for quality assuring the work that they commission.

9.5 Steps Taken to Ensure Career Information is Accurate and Timely

- 9.5.1 All COIU publications are regularly reviewed and updated to ensure their accuracy, with most publications being revised every 1-3 years. Dates for updating leaflets are diaried so that all information can be guaranteed to be of a minimum age. The COIU team checks all information received and where possible enhances with a Northern Ireland flavour.
- 9.5.2 Guidance professionals provide the COIU team with feedback on an ongoing basis, and some market research is also carried out. Information contained in websites can be reviewed and updated on a more regular basis, which is a significant benefit of this medium.
- 9.5.3 In relation to the information contained within schools, the Education Act 1997 states that publicly funded secondary schools should provide “up-to-date reference materials”.

- 9.5.4 It is recognised that further information could be made available to adults – this remains an area to be addressed.

9.6 Steps Taken to Ensure Career Information is User-Friendly

- 9.6.1 The Careers Service is required to provide material in a way that enables people with disabilities, learning difficulties or sensory impairments to make use of and understand it. Careers Officers work with Careers Co-ordinators to identify their students' needs and agree how information can most helpfully be presented to take account of their needs. These requirements are also placed on their sub-contractors by COIU.
- 9.6.2 To enable their students to understand how to access and use information contained within a careers library, including electronic resources, many Careers Service companies, in collaboration with schools, have developed induction programmes. These programmes introduce students to the careers library and its resources, and some can result in a Careers Library Users' Award. Some schools have students who, during break times and lunchtimes, are on duty in the careers library to help their peers to access information.
- 9.6.3 In Northern Ireland ensuring careers information is user friendly is an area where further work is required. For example the information on the website is currently just straight text with no interactivity – this represented the first stage and will be followed by a more structured website to enhance interactivity. Furthermore, the T&EA are aware that the style of language used for information leaflets can be a major factor in accessibility to young people. Plans include 'youth proofing' information to ensure accessibility.
- 9.6.4 Some forms of information are made available in minority languages used in Northern Ireland; these include Irish and Cantonese.

9.7 Typical Distribution Methods for Career Information

- 9.7.1 A wide variety of methods are used to distribute careers information. In relation to Government-commissioned information, COIU issues a catalogue to schools and IAG providers, such as Jobcentres, listing its IAG materials. It then relies on individual institutions, and organisations, to submit orders for the materials that they require.
- 9.7.2 Other providers use a variety of distribution methods including sending flyers to educational institutions, sending a free copy with an order form for further copies and/or relying on reviews contained within publications such as “Newscheck”.
- 9.7.3 Secondary schools and colleges provide a key means of distributing careers information through their careers libraries. “Better Choices 8” from DfES describes the materials which should be contained within such a library and Careers Service staff also support Careers Co-ordinators with the maintenance and development of their resources.
- 9.7.4 Individuals can put their name on a mailing list to receive copies of such information. A small number of individuals have done this.

9.8 Role of Private Sector in Career Information Provision

- 9.8.1 The private sector publishes and sells careers information in all its forms, and many publications are available free of charge as they are financed through advertising. Key publishing companies in this sector include Trotmans, Hobsons, Springboard and Kogan Page along with publishing companies established by some Careers Service companies.

9.8.2 Some examples of these Careers Service companies are Careers Wiltshire, whose catalogue includes 'CLIPS' leaflets which provide information on a wide range of occupational areas, and Careers Europe (part of Careers Bradford) which provides information on opportunities across Europe. Careers Europe is the UK member of the LEONARDO National Resource Centres for Vocational Guidance (NRCVG). Established by the European Commission, the NRCVG is a network of resource and information centres that promotes mobility throughout Europe. The NRCVG exists in all EU and EEA Member States and acts as a link between the guidance services of each country, exchanging information about work, study and training opportunities throughout Europe.

9.8.3 Some career information is provided by commercial recruitment agencies and recruitment agencies, which operate websites for example, Monster.com and Stepping Stones.

9.9 Extent of Government Influence of Private Sector Provision of Career Information

9.9.1 The Government has influenced the provision of careers information by the private sector in a number of key ways. For instance, through the commissioning of materials and by paying for the development and piloting costs of an item and then seeking a private sector company to take it forward.

9.10 Typical Use of Labour Market Data in Career Information

9.10.1 The Department for Employment and Learning has a Research and Evaluation branch, which provides a range of Labour Market Information. In addition, the Northern Ireland Skills Task Force has published a range of reports relating to the labour market. The COIU team quality assures all materials produced under its banner to ensure that they contain relevant and up-to-date labour market data.

- 9.10.2 A bi-monthly newsletter covers areas such as new courses being provided or reports on university or FE college surveys.
- 9.10.3 Nationally produced careers information is adapted to provide clients with information on local labour market opportunities. Much of this information has been gathered through visits to local employers as well as through the analysis of data gathered by partner organisations.
- 9.10.4 In 1997-8, DfEE provided funding for twenty-three pilot projects which developed and trial ways in which labour market data could be made more accessible to young people. Findings which emerged from an in-depth evaluation of four of these projects, undertaken by the National Institute of Economic and Social Research between 1997 and 1999, included:
- “understanding of labour market information among teachers and other ‘mediators’ is low”;
 - “projects aimed to encourage active involvement” of young people;
 - “Careers Advisers and teachers need to have materials during the late Spring or early Summer term, when they are planning their programmes for the next school year”;
 - young people’s “knowledge of labour markets needs to be complemented by the skills and confidence needed to use it in practice”.

10 FINANCING

10.1 Methods used by Governments to Fund Services

- 10.1.1 The Government's social inclusion agenda has encouraged a growing recognition that appropriate and accessible IAG can be of public, as well as of individual, benefit. This has resulted in an increase in funding to support more widespread, co-ordinated and targeted provision
- 10.1.2 The main areas of provision such as the Careers Service and **learndirect** are direct service provision out of departmental budgets. The funding of EGSA is based on a grant supported by a compact agreement with the Department.

10.2 Extent of Individual Contribution to Costs of Services

- 10.2.1 The service provided through Government funding is entirely free to the individual and is an all age service.
- 10.2.2 Research has identified that the costs charged by Government-funded agencies for guidance provision is often below the market rate and is therefore effectively subsidised.
- 10.2.3 As part of a recent survey undertaken by the Guidance Council, researchers asked those who said that they were likely to undertake some form of learning in the next three years, whether they would be willing to pay for advice about learning. Seventeen per cent said that they were willing to pay with 13% stating that they might be willing. (Source: "What are adults' expectations and requirements of guidance?" A Millennium Agenda). Those who appeared to be the most willing to pay for advice about learning were the self-employed, professional and managerial workers and those with the highest household incomes.

10.3 Availability of Cost and Expenditure Data

- 10.3.1 For the Careers Service cost and expenditure information is only available via a breakdown of departmental budgets, as the service is an integral part of the Employment Service. The majority of funding falls under the headings of management and support.
- 10.3.2 Cost data is available for EGSA, as its primary role is the provision of IAG services.
- 10.3.3 There is very little quantitative data available on IAG costs and expenditure but a typical example of the charges made to individuals for the provision of such services by a Careers Service company is shown in Table 10.2 below.

Table 10.2 Charges for IAG provision for adults (November 2001)	
<i>Item</i>	<i>Charge</i> (includes VAT)
Information	Free
Short interview (30 minutes) with a qualified Careers Adviser	£25.00
Personal consultation (1 hour). An in-depth interview with a qualified Careers Adviser	£45.00
CV production	£60.00
Psychometric testing. Includes a battery of tests, a full written report and an in-depth interview to explain findings	£120.00
Comprehensive package (all of the above)	£175.00

10.3.4 The “Evaluation of Local Adult Information, Advice and Guidance Services”, undertaken by NFER during 2000, gave the following approximate costings for IAG services: £5 for information, £17 for advice and £53 per guidance episode. The estimated costs of outreach services were higher with information costing £9 and advice costing £42. (64E)

10.3.5 Feedback from the Institute of Careers Guidance (ICG) suggests that the cost of guidance provided by the private sector is likely to be in the range of £60-80 per hour, if not higher, with their comprehensive packages being in the region of £300-500.

10.4 Best Available Estimates of the Cost of Government Provision of Services

10.4.1 The best available estimate of the cost to Government of providing IAG services is as follows:

- Careers Service: £1.2 million per annum covering staff, running and part-premises costs; (It is difficult to separate out careers guidance costs from the overall costs of the portfolio of JobCentre Services).
- EGSA: £820,000.

10.5 Statutory Salaries of Professionals Delivering Services

10.5.1 The payscale range for Careers Officers in the Jobcentres is from a minimum of £14,601 per annum through to a maximum of £20,634 per annum, based on civil service gradings.

10.5.2 Salary over time depends on experience and performance as pay increases are based on a system of performance related pay.

10.5.3 EGSA staff are paid on a similar civil service scale.

Employment Service/Jobcentre Plus

10.5.4 Frontline staff working for the Employment Service/Jobcentre Plus are paid on a range from £11,020 to £14,710. Advisers are paid from £14,770 to £18,970 with Senior Advisers earning between £18,090 and £20,410.

Private Sector

10.5.5 Information is not available on the salaries paid to guidance staff working in the commercial sector.

11 ASSURING QUALITY

11.1 Steps Taken by Government to Maintain and Increase the Quality of Provision of Services

11.1.1 T&EA has made a commitment to meet the Guidance Council quality standards and will be seeking accreditation to the Guidance Council. It is beginning a three stage process of enhancing the Careers Service which will involve the following:

- phase one is being addressed between now and March 2002 and involved looking at entitlements and guidelines;
- phase two will involve the structural change of the Careers Service to achieve the objective of Careers Northern Ireland;
- phase three will involve the implementation of the rest of the Guidance Council standards.

11.1.2 EGSA has a contract with the Department in which it is committed to aim for the achievement of the Quality Standards developed by the Guidance Council by Spring/Summer 2002. They are appointing a Quality Officer to oversee this development.

Schools

11.1.3 Inspections of the publicly funded secondary sector include careers education and guidance provision within their remit. The evidence sought during inspections when evaluating a school's careers provision is:

- a well-documented and co-ordinated careers programme;
- clear liaison with the careers service;
- up-to-date information on the full range of post-16 options;
- impartial guidance, free from stereotyping and bias;
- well-planned and monitored work experience;
- a staff development programme with access to appropriate training.

- 11.1.4 In 1997/8, OFSTED and DfEE carried out a national joint inspection of all aspects of careers education and guidance provided by a large sample of schools and Careers Service companies. Their findings were published in two “National Survey of Careers Education and Guidance” documents – one for secondary schools and one for special schools and pupil referral units.
- 11.1.5 In 1999, the Qualifications and Curriculum Authority published a document entitled “Learning Outcomes from Careers Education and Guidance”. It sets out suggested learning outcomes from CEG at Key Stages 3, 4 and post-16 against the three broad aims of CEG – self-development, career exploration and career management.

EGSA

- 11.1.6 The Department’s Inspectors inspect EGSA; the last inspection took place in December 1996.

Higher Education

- 11.1.7 The Association of Graduate Careers Advisory Services (AGCAS) has developed standards for HE IAG provision. In addition, the new Quality Framework of the Higher Education Quality Assurance Agency (QAA) also has a separate Code of Practice covering IAG.

Employment Service/Jobcentre Plus

- 11.1.8 The Employment Service/Jobcentre Plus is currently exempted from any requirement to gain Quality Standards for Learning and Work accreditation, although they are working to these standards. However, Employment Service/Jobcentre Plus is currently operating two pilots – which will run until June 2002 – in which districts are exploring the benefits of becoming accredited. Early findings are that Employment Service/Jobcentre Plus staff undertakes a significant amount of IAG work, but they do not always recognise it as such.

Private Sector

- 11.1.9 The International Board for Career Management Certification (IBCMC) is reviewing how it establishes and maintains quality standards within the private sector and is working with the International Association of Career Management Professionals (IACMP) and the Association of Outplacement Consulting Firms (AOCFI). The IACMP promotes the standards and development of IAG practitioners and the AOCFI is committed to career firms proactively meeting “the needs of the workplace through ethical practices”. IBCMC is “the association that focuses on establishing standards of excellence and a mechanism for assuring individuals and organisations that career professionals have the training and the background they need to lead others through work and life transitions”.

11.2 Standards for Provision of Services

National Occupational Standards for Guidance

- 11.2.1 The National Occupational Standards for Guidance were published in 1999 by the Counselling, Advice, Mediation, Psychotherapy Advocacy and Guidance (CAMPAG). The Level 3 and Level 4 National Vocational Qualifications (NVQs) are based upon these standards.
- 11.2.2 DfEE commissioned the Guidance Council – a registered charity and company limited by guarantee, set up by the CBI and RSA in 1994 - to lead the development of national quality standards for providers of IAG services through consultation with the Council’s members. DfEE contracted with the Guidance Council to provide support to IAG for Adults Partnerships in their implementation of continuous quality improvement and to establish an independent Guidance Accreditation Board (GAB) that would award a badge of quality to organisations meeting the quality standards.

- 11.2.3 The GAB was established by the Guidance Council in autumn 1999 with pump-priming funding provided by the DfEE. The GAB assesses providers from the public sector, the voluntary sector, the further education sector and the private sector and, where the criteria are met, will award accreditation against the national Quality Standards for Learning and Work. This tells clients and prospective clients that providers have been inspected and approved, and is being promoted as a sign of quality-assured service provision. 9E By September 2001, one thousand organisations had gained, or were working towards, this accreditation.
- 11.2.4 The majority of bodies for guidance professionals have also developed codes of practice that their members are expected to meet. One example of this is the Association of Graduate Careers Advisory Services (AGCAS) that produced a code to encourage good practice in graduate recruitment. This was developed in collaboration with the association of Graduate Recruiters (AGR) and the National Union of Students (NUS).
- 11.2.5 DfEE produced a statement on the principles that should underpin effective local quality standards schemes. These were published in their document entitled “Better Choices – Quality in Careers Education and Guidance”.

Other Relevant Quality Standards

- 11.2.6 In addition to the IAG specific standards outlined above, many guidance providers have worked towards one or more of the following quality standards - the European Framework for Quality Management (EFQM) Model; Investors in People (IiP); ISO 9000; Chartermark, and Best Value principles - to facilitate quality assurance.

11.3 Standards for Competencies Required by Staff

- 11.3.1 A significant proportion of the professional associations representing staff who provide IAG services have developed standards which their members are expected to meet. For example, the Institute of Careers Guidance (ICG) has established codes of professional and ethical practice. The code of ethical practice covers the standards of competence, integrity and rigour expected of its members. In 1999, the Institute established a Register of Guidance Practitioners that its members are invited to join, and which commits them to continuous professional development.
- 11.3.2 Providers of IAG services need to demonstrate that their staff are competent to deliver the services they are offering by using the National Occupational Standards as a benchmark for assessing competence.^{9E}
- 11.3.3 DfES has commissioned the Employment NTO (ENTO) to develop an occupational competency framework package for IAG frontline staff and their Managers/Co-ordinators. The framework will not concentrate specifically upon occupational standards but will encompass the complete process of recruitment, selection, induction, appropriate qualifications and continuous professional development of practitioners within the IAG arena. The occupational element will include the existing advice and guidance occupational standards but will also include a whole range of other occupational competencies such as IT, admin, customer service, project management etc. ^{41E}
- 11.3.4 Inspections of Schools, examine careers education and guidance and work related learning as part of their inspections of secondary schools.

11.4 Formal Requirements for Qualifications Required by Staff

- 11.4.1 The Government currently recognises three initial training qualifications for advisers offering careers guidance to statutory clients: the Diploma in Careers Guidance (DCG), the Qualification in Careers Guidance (QCG) and the NVQ Level 4 in Guidance plus three additional units.

11.4.2 Within the private sector, there are fewer staff accreditation requirements. The main form of certification is that provided through the International Board for Career Management Certification but many staff do not have formal guidance qualifications but do have significant work experience, often in the field of Human Resources, within the private sector.

11.4.3 In EGSA the following requirements apply:

- GNAAAs require an NVQ level 3 or 4;
- Information staff have information related qualifications, but do not have to hold NVQs;
- **learndirect** helpline staff require NVQ level 2.

11.5 Guidelines on Career Information Quality Standards

11.5.1 Careers services must ensure the provision of readily accessible, well-organised, accurate, unbiased, comprehensive and up-to-date careers and labour market information (LMI).

11.5.2 The information must cover:

- the requirements and demands of the full range of occupations and the routes into these occupations;
- the labour market and trends in supply and demand in each occupational sector;
- general skills, qualifications and other patterns and trends within the labour market, which are relevant to client decisions about learning and skill development;
- how to find and keep a job;
- specific education, training and employment opportunities, including:
- special provision for clients with special needs;

- information about students' achievements and destinations produced by colleges under section 50 of the Further and Higher Education Act 1992;
- information about the full range of local training opportunities and about the careers to which they lead;
- self-employment - sources of funding and other information to enable individuals to take advantage of the education, training and employment opportunities available;
- occupational Information.

11.5.3 Careers services must ensure that comprehensive occupational information is available on :

- the occupations available locally and nationally at the various entry levels within each occupational sector;
- the requirements and demand of these occupations;
- the alternative entry and qualification routes, including A/AS levels, GNVQs, NVQs, Modern Apprenticeships and National Traineeships;
- the opportunities for progression and recognised careers paths from the various entry levels;
- the education and training requirements of occupations and the routes into such education and training, including college and university prospectuses.

11.5.4 Careers services must ensure that they:

- have adequate and up-to-date regional, national and international labour market information so that client career decisions can be made in the knowledge of job opportunities and employment trends;
- make this information available to clients and their parents/guardians and educational institutions in a form, which is easily understandable.

11.5.5 Careers and other relevant information must:

- be accurate and up-to-date;
- be balanced and free from bias;
- seek to raise clients' expectations and aspirations whilst also being able to challenge unrealistic goals;
- promote equality of opportunity by actively countering stereotyping in all its forms. (8E)

11.5.6 To promote best practice, and as a guide to the production and interpretation of labour market information (LMI), DfEE produced an "LMI Matters" toolkit which supports the "Requirements and Guidance for Providers" document. It is used as a resource by Careers Advisers and teachers as well as people delivering staff training sessions on LMI. www.ctad.co.uk/lmimatters/toolkitb.html

11.6 Professional Groups, Bodies and Associations

11.6.1 There are various organisations that represent professionals working within the guidance sector. Most of these bodies are UK-wide and some are international.

11.6.2 One of the main representative bodies in the guidance sector is the National Advisory Council for Careers and Educational Guidance – commonly abbreviated to the “Guidance Council”. The Council was formed in 1994, initially under the joint aegis of the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA) and the Confederation of British Industry (CBI), but is now a separate legal entity with charitable status. Its main roles are:

- to develop and maintain quality standards (which provide the basis for the work of the Guidance Accreditation Board);
- to promote wider understanding of the nature and significance of guidance for learning and work;
- to provide strategic leadership in the field of guidance, including advice to Government and others. (9E)

11.6.3 The NACGT aims to influence, and inform, Government and other key decision makers through its meetings with senior Ministers and staff. It also maintains close contact with QCA, OFSTED and other professional organisations. www.nacgt.org.uk/about_general.html

11.6.4 The Institute of Careers Guidance (ICG): is the largest professional association for people working in the guidance sector and restricts its membership to those with a recognised guidance qualification. The ICG aims to influence and lobby the Government and others on guidance issues and related legislation, and provides an independent voice for the entire guidance community. It also aims to raise the profile of career education and guidance workers to demonstrate that they are a coherent, ethical, qualified and professional body. The ICG worked closely with DfEE to ensure that the emerging QCG qualification met the needs of guidance practitioners and their employers.

www.icg-uk.org/live2/pages/info/info.htm.

11.6.5 The main professional associations in the guidance sector are listed in **Table 11.1** below:

Professional Association	Founded	No. of Members	Main membership
Association of Careers Advisers in Colleges of Higher Education (ACACHE)	1977	48 individuals (42 full members and 6 associate members)	Careers Advisers in Colleges of HE
Association of Graduate Careers Advisory Services (AGCAS)	1967 (as the Standing Conference of University Appointment Services)	Approx. 1,000 individual and over 100 correspondent members	Careers Advisers in Higher Education
Association of Managers of Student Services in Higher Education (AMOSSHE)	1976 (as the Association of Polytechnic Student Services)	105 institutions	Managers of Student Services in Higher Education
Careers Services National Association (CSNA)	1994	66 organisations	Chief Executives (and Chairs of Boards) of Careers Service companies
Institute of Careers Guidance (ICG)	1922 (as the Association of Juvenile Employment and Welfare Officers)	Approx. 3,000 individuals	Mainly Careers Advisers. Now covers other sectors, including the private sector.
National Association for Educational Guidance for Adults (NAEGA)	1982 (as the National Association of Educational Guidance Services)	221 institutional members and 147 individual members	Adult guidance workers, including those working in FE and Careers Service companies.
National Association of Careers and Guidance Teachers (NACGT)	1969 (as the National Association of Careers Teachers)	Approx 2,000 individuals	Careers Co-ordinators in schools.
National Association of Managers of Student Services (NAMSS)	1992	350 institutional members and 4 individual members.	Managers of Student Services in FE
National Association for Pastoral Care in Education (NAPCE)	1982	Over 1,600 individuals	Tutors and Heads of Pastoral Care in schools.

Reference: 9E

11.6.6 In addition to these, some guidance practitioners – if they hold relevant professional qualifications, belong to bodies such as the British Psychological Society (BPS) or the Institute of Personnel and Development (IPD). Some guidance practitioners are also members of international organisations such as the International Association for Educational and Vocational Guidance (IAEVG) and/or the International Association for Career Management Professionals (IACMP). This is particularly the case within the private sector where other key organisations are the Association of Outplacement Consulting Firms (AOCFI) and the International Board for Career Management Certification (IBCMC).

11.7 Extent Careers Professionals are involved in Policy Development

11.7.1 The main professional associations in the guidance sector have contributed to policy development by responding to Government consultations and by providing papers resulting from members' discussions and conference/workshop outcomes. Policy consultations have also been conducted by research organisations such as NICEC. These have often been supported through Government and/or private sponsorship.

11.7.2 There is a small membership of the Institute of Career Guidance, which has developed from 6 to 42 over the past two years.

11.7.3 The Home Internationals, a series of conferences involving the four home countries and the Republic of Ireland involve many professional bodies in dialogue with Government officials.

11.7.4 In addition to this, many of the professional associations lobby national and local Government bodies on issues that have a direct bearing upon their key IAG activities.

12 EVIDENCE BASE

12.1 Availability of Information Relating to the Use of Services

12.1.1 Activity records of the Careers Service are monitored and reviewed quarterly and annually. Analysis enables an assessment of flow through the service. A high level of detailed data on service users is collected including:

- work with those in full-time education;
- activities of those not in post-compulsory education;
- numbers not in education, training or employment (including numbers entering and leaving each category);
- young people within the Jobskills Access;
- placings into employment with training, employment without training, education and work-based training;
- destinations of young people in the first year of leaving compulsory education.

12.1.2 Recent research studies have highlighted the fact that a significant proportion of young people “remain outside the formal education, training or employment system because, among other factors, they perceive the system as labelling them as ‘failures’ and offering little of value to them”. (60E)

12.1.3 A number of Target and Social Need (TSN) areas are monitored closely by the Department. For adults there are some concerns regarding socially excluded groups, which include the Chinese community in Northern Ireland.

12.1.4 Usage of the service has dropped slightly in the past year but this is attributed to a lack of resources rather than a lack of demand.

learndirect

- 12.1.5 Ufi Ltd report that nationally 3.4 million calls have been taken by the **learndirect** telephone helpline since February 1998, with a further 1.5 million expected between April 2001 and March 2002.
- 12.1.6 **learndirect** undertake a range of customer satisfaction surveys, results of which are published on its website.

12.2 Assessment of Need and Demand for Services

- 12.2.1 There has been minimal work at the Northern Ireland level to assess demand. The Charter Mark customer service standard, used throughout the Jobcentre network, is one method of generating some feedback from clients about the service.

Adults

- 12.2.2 From national research there is little national evidence of demand for IGS services apart from that identified by MORI at the request of the Guidance Council who asked them to conduct research into the expectations of, and demand for, IAG on opportunities for learning and work. The key aims of the research were:
- to provide information about the nature and scale of client demand for guidance services to help providers deliver better services to clients;
 - to inform policy on provision, branding and promotion of IAG services.
- 12.2.3 Key findings from the research included:
- users of IAG services placed more importance on the need to develop and enhance skills than people who had not received IAG in the past three years;
 - those least positive about IAG and skills development were also the most disadvantaged such as unemployed & disabled adults, as well as people over 45 years of age (particularly those aged 55-65);

- people under 25, particularly 16-19 year olds, were more likely to have used IAG services and age was the factor that most influenced use of services. Amongst adults over 25, those who had formal qualifications were much more likely to have used IAG than those without;
- the use of IAG varies with work status. Adults in full-time education, and unemployed people, were more likely to have used IAG than others;
- just over one-half of IAG users (57%) had received IAG from more than one source;
- adults who had accessed IAG from a Careers Service company were most likely to have used multiple services and, in particular, to have also received advice from an education institution;
- one in four adults (28%) expressed some unmet demand for IAG. They felt that they had needed IAG about some aspect of education, employment or training in the previous three years, but had not received any;
- a minority of adults reported difficulties in accessing IAG with one in five saying that it was difficult to find IAG of relevance to their needs. The unemployed, and other non-working adults, were most likely to report difficulties in accessing IAG services;
- almost all adults (93%) who accessed IAG within the previous year were satisfied with what the support they had received, and also with the quality of provision. However, one in four users criticised service providers for not telling them everything they needed to know, or for being impersonal;
- most users (86%) reported a positive outcome, such as learning new or update existing skills, which resulted from the IAG they had received. People who were not in employment were less likely to state a positive outcome.

12.3 Criteria Normally Used to Judge Benefits and Outcomes of Services

12.3.1 The main method used to judge outcomes is the achievement of sustainable choices. However, this is only monitored on a qualitative basis currently.

12.3.2 There is little direct evidence of the economic costs of IAG in relation to their economic benefits and it can be difficult to assess the benefits and outcomes of IAG services as so many other factors play a role in influencing an individual's progression. However, key criteria used to judge the benefits and outcomes of ICG services can include:

- destinations: for instance, is the person in education, training or employment? Careers Service companies, are judged upon the destinations of 16 year olds in their areas;
- retention rates: how long does the person remain within their chosen destination? Research indicates that up to one-fifth of starters drop-out of their courses. (63E).

12.3.3 As has been stated by NICEC in its briefing document entitled "Economic Benefits of Careers Guidance" (1992) IAG can offer the benefits to:

- Individuals: "in enabling them to cope with and derive maximum benefit from the complex range of educational and vocational choices with which they are presented";
- Education and training providers: "in increasing the effectiveness of their provision by helping learners to be linked to programmes, which meet their needs";
- Employers: "in helping potential employees to come forward whose talents and motivations are matched to the employer's requirements";
- Governments: "in making maximum economic use of the society's human resources".

12.3.4 However, again as described in the NICEC briefing mentioned above, the benefits and outcomes are usually judged in terms of the labour market:

- “By supporting the individual decisions through which the labour market operates” e.g. people judging whether to apply for work, deciding how much education/training to invest in and/or deciding which jobs to apply for;
- “By reducing some of the market failures of the labour market” e.g. helping to reduce drop-out levels from education/training and thereby increasing the level of qualification held; enabling a closer match between labour supply and demand; raising awareness of appropriate opportunities;
- “By contributing to institutional reforms designed to improve the functioning of the labour market”.

12.4 Recent Studies

12.4.1 There has not been any specific research commissioned in Northern Ireland.

12.4.2 DfEE, and later DfES, have commissioned a wide range of studies relating to IAG. A significant proportion of existing IAG research has focused upon young people and, over the past five years, published studies (including some not commissioned through DfEE/DfES) have included:

Social Exclusion

- “Wasted Youth: Raising Achievement and Tackling Social Exclusion” (Institute for Public Policy Research, 1998);
- “Bridging the Gap: new opportunities for 16-18 year olds not in education, training or employment” (Social Exclusion Unit, July 1999);
- “Destination Unknown” (DEMOS, 1999).

Careers Service

- “Schools and Careers Services” (NICEC Briefing, 1996);

- “The Role of the Careers Service in the Learning Gateway” (GHK Economics and Management for DfEE, 2000)
- “Careers Service Work with Young People with Priority Needs: Examples of Practice” (Centre for Guidance Studies for DfEE/CSNA, 2000);
- “Careers Service Work With Adults: A Survey” (Centre for Guidance Studies, 2001).

Adult Guidance

- “Evaluation of Local Adult Information, Advice and Guidance Services” (NFER, 2000);
- “Guidance for Adults: Harnessing Partnership Potential (NICEC, 2001);
- “The Impact of Careers Guidance on Adult Employed People” (NICEC/Policy Studies Institute, 2000).

Guidance

- “Who Needs Guidance?” (Centre for Guidance Studies, 1999);
- “Quality Guidance: A Sectoral Analysis” (NICEC, 2000);
- “Guidance and Individual Learning Accounts” (Centre for Guidance Studies, 2001);
- “The Demand for Information, Advice and Guidance” (The Guidance Council/MORI, 2001).

12.4.3 Ufl Ltd is currently undertaking two pieces of research relating to IAG work. These include a user satisfaction survey and a longitudinal study to identify the extent to which people participate in learning as a result of calling the **learndirect** helpline.

12.5 Recent Initiatives or Pilot Projects

- 12.5.1 There has been limited involvement in initiatives or pilots relating to IAG provision in Northern Ireland. One area that has been the subject of focused work is the impact of motivational interviews.
- 12.5.2 EGSA is currently developing a client records database to track clients over time.

12.6 Extent of Specialism by National Research Centres

- 12.6.1 The T&EA is developing a partnership with the University of Ulster relating to work on the skills of staff and research on aspects of careers provision.
- 12.6.2 Outside of Northern Ireland there are a range of research centres. Three of the key research centres that conduct research into IAG are the National Institute for Careers Education and Counselling (NICEC), the National Foundation for Educational Research (NFER) and the Centre for Guidance Studies (CeGS) at the University of Derby.

National Institute for Careers Education and Counselling (NICEC)

- 12.6.3 The National Institute for Careers Education and Counselling (NICEC) is a network organisation established and supported by the Careers Research and Advisory Centre in Cambridge. It conducts applied research and development work related to guidance in educational institutions, and in work and community settings. It aims to develop theory, inform policy and enhance practice through staff development, organisation development, curriculum development, consultancy and research.

National Foundation for Educational Research (NFER)

- 12.6.4 NFER conduct research into a wide range of education-related issues and have been commissioned by Government departments as well as more localised bodies, such as Careers Service companies, to conduct research into IAG provision.

Centre for Guidance Studies (CeGS)

- 12.6.5 The Centre for Guidance Studies (CeGS) is a partnership initiative of the University of Derby and the Careers Consortium (East Midlands) Ltd that aims to bridge the gap between guidance theory and practice. It supports and connects guidance practitioners, policy makers and researchers through research activities and learning opportunities, and by providing access to resources related to guidance and lifelong learning.
- 12.6.6 Other key research organisations that conduct IAG studies include the Roehampton Institute, the Policy Studies Institute and Canterbury Christchurch College.

12.7 Usefulness of Research Centre Work in Developing Government Policy

- 12.7.1 To date the work with research Centres has been moderately useful, although the developing relationships should help to improve the usefulness of their work.

12.8 Extent to which Governments have taken Steps to Increase the Evidence Base through Support for Research Centres

- 12.8.1 There has not been any specific support for research centres to date.

