Careers Coordinators in Schools

Tami McCrone, Helen Marshall, Karen White,
Frances Reed and Marian Morris
National Foundation for Educational Research

David Andrews and Anthony Barnes
National Institute for Careers Education and Counselling

department for
children, schools and families

Careers Coordinators in Schools

*Tami McCrone, Helen Marshall, Karen White,
Frances Reed and Marian Morris*

National Foundation for Educational Research

David Andrews and Anthony Barnes

National Institute for Careers Education and Counselling

Contents

Acknowledgements

Executive Summary

Introduction

The 14-19 education phase in England is presently undergoing significant change. Local authorities, for example, now have responsibility for commissioning arrangements for external guidance support and, in April 2010, will be responsible for commissioning all provision for young people up to 19 years old (25 years old for learners with disabilities and learning difficulties - LLDD). Furthermore, the introduction of the Diplomas and the four pathways of learning have increased the urgency for informed, impartial information, advice and guidance (IAG) for young people. Enhanced careers education is needed to help young people to navigate their way through, and make decisions in, the current changing educational landscape. In 2008 the Department for Children, Schools and Families (DCSF) commissioned research to explore the possibility of a national professional qualification for careers coordinators in schools. The research was carried out by a team at the National Foundation for Educational Research (NFER), in collaboration with the National Institute for Careers Education and Counselling (NICEC).

The central aim of the research was to gain insights into the qualifications, skills and the role of careers coordinators, as well as to establish the level of potential interest in a new professional qualification. The findings of the research have also been used to formulate guidance as to how higher education institutions (HEIs) may develop a new qualification or adapt current provision.

The research was carried out between August 2008 and May 2009. The main research methods used were:

- a review of the current qualifications provision for careers coordinators

- in-depth qualitative case-study visits to 18 schools

- an national survey of 1208 careers coordinators (achieved response).

Key messages from the research

There was widespread recognition of the need for a new qualification for careers coordinators. The main reasons identified by this research, were:

- that there was a need for the teachers delivering careers education to be more knowledgeable about, and dedicated to careers education in order to prepare students for choices ahead. Young people, in particular, stressed that they valued unbiased, available information on courses, qualifications, training and the places at which they can access them, and many wanted this information, alongside well-informed careers education, at a younger age.

- that, in general, it was believed that a potential new qualification would help to enhance CE / IAG provision in schools and ultimately benefit students by preparing them adequately for the future. There was specific evidence that, in the light of the recent 14-19 changes, respondents and interviewees felt that there was a need for careers coordinators with in-depth knowledge of the options, qualifications and pathways currently available to students.

1

- that it was recognised that the status of careers education and guidance, and careers coordinators, needed to be raised and it was believed that a new qualification would contribute to this. Careers education and guidance was thought to need greater prominence in all schools regardless of context, so that young people were prepared for the world of education, training and work post-16.

- it was felt that a new qualification (taken when in post) would aid recruitment for careers coordinators by providing a quality mark and consistency, and that it would also be beneficial when careers coordinators wished to move to another job.

The level of aspiration to take a new qualification was not as widespread as the recognised need for a new qualification and the overall interest in training and development of the profession. More experienced careers coordinators, and qualified teachers were less likely to express an interest in taking the qualification, as were those coordinators from higher attaining schools and those from schools where careers education and guidance enjoyed higher status and senior leadership support.

There was also general acknowledgment that the need for time (and for teachers, release time from teaching commitments) and funding to complete a qualification were limiting factors. This view was endorsed by Connexions, local authorities and careers companies. It was believed that the main reason for careers coordinators not participating in training, in the past, was the school not releasing individuals to attend courses, particularly when careers education and guidance was not regarded as a high priority, or where the coordinator had other subject teaching responsibilities that were given a higher priority for CPD.

The main market for any potential new qualification appeared to be amongst those coordinators who were less experienced, those who were non-teachers and those who recognised that a new qualification would help them to do their job better and would be good for professional development. However, this does not preclude other coordinators, and indeed teachers of careers education and personal advisers providing information, advice and guidance, as interest was also clearly expressed by them (albeit not as strongly).

Recommendations for guidance for a new qualification

Most of the qualifications currently available were established originally to meet the careers coordination needs of qualified teachers or guidance advisers. Although qualifications have adapted in recent years in response to the changing profile of coordinators, this research has indicated a need to further adapt the content and delivery mechanism of careers qualifications to cater for the more diverse and often non-teacher workforce that is emerging. Additionally, there is scope to explore further development of current CPD for practitioners and senior managers, possibly via Headteachers' associations.

Content

The research explored and identified the potential content of a new qualification, should one be funded, in terms of knowledge and skills. The development of communication skills (for example with pupils - such as identifying their IAG needs - and with parents and employers) and interpersonal skills (for example, working in and leading a team) were seen as essential. Planning and organisational skills (provision for which is not always evident in existing qualifications) were also recognised as crucial to the current role of coordination. There was a perceived need for further training in some aspects of strategic management, for example in preparing CE / IAG development plans and advising senior leaders on CE / IAG policy, priorities and resources, even though these tasks were not always undertaken by careers coordinators. It could be argued that strengthening this area might also contribute to raising the status of CE / IAG within schools and obtaining increased senior leadership support, both

of which would serve to underpin the increasingly recognised importance of CE / IAG and the role of the careers coordinator within schools. It is recommended that any new qualification should include elements of how to monitor, evaluate and review the effectiveness and outcomes from CE / IAG.

Negotiation skills (for example, working with other subject teachers to integrate careers education into their lessons), ICT, mentoring and coaching skills (for example providing CPD for other staff on delivering CE / IAG) were all identified as subjects by respondents to be included in a new, or modified, qualification. Those without teaching experience also expressed a need for teaching skills to be integrated.

The need for any potential new qualification to include not only current information on the four 14-19 pathways, and locations of provision, but also how to access relevant information to keep up-to-date with change in the future, was perceived to be a high priority. Alongside this, the need to understand the work and role of Connexions and other IAG services was clearly expressed.

Finally, careers coordinators wanted any new, or modified, qualification to include information on the world of work, work-based learning and apprenticeships and felt it was essential to acquire an understanding of the further education system and the skills agenda.

Methods of delivery

Preference for a new qualification to be delivered by e-learning was expressed by survey respondents interested in the qualification. We would also recommend, however, that a new qualification should include some elements of work-based training and face-to-face delivery, as there was considerable interest shown in these methods. Some elements of the content, such as mentoring and coaching skills and assessments based on real life scenarios, would be delivered better by these means. Face-to-face sessions (valued in training already experienced by respondents) would also facilitate networking - an important course constituent for coordinators and highlighted particularly by case-study interviewees. Bearing these preferences in mind, and considering the time pressures on both careers coordinators and schools' curricula, it would seem sensible that any new qualification was delivered by a combination of e-learning, day release and twilight sessions. In this way there would be shared commitment by, and minimum disruption to, both careers coordinators and schools.

In terms of the modular structure, it is recommended that a new qualification would include a mixture of optional and compulsory modules. Compulsory modules might include subjects such as communication and inter personal skills, and planning and organisational skills as well as information on 14-19 pathways and where to access information on future changes. The optional modules would provide the flexibility for careers coordinators to pursue topics of interest to them as well as covering modules pertinent to the school context. It would also enhance the opportunity for accreditation as well as providing an opening for subject teachers or personal advisers to take modules of relevance to them. This would help to build consistency across the profession.

With regard to the level at which a new qualification should be made available, it is important that it would be accessible, in order to attract coordinators from different backgrounds, while at the same time conferring status on those achieving it. It is suggested that either a tiered approach or a national suite of qualifications, starting at pre-degree level, might be appropriate and help to address the diverse needs of those from a range of backgrounds.

A tiered approach would enable coordinators to start the course at a stage suitable for them, but might culminate at, or contribute to, Masters level (which might appeal to teachers as all are to be encouraged to gain a Masters in teaching and learning). This would then build on the flexibility afforded by the modular approach to give a new qualification that would both be respected and valued by qualified teachers and also would be relevant and accessible to non-teaching coordinators. A suite of national qualifications could include:

- a qualification pitched at final year undergraduate level which would appeal to coordinators from backgrounds other than teaching without a professional background or without a relevant one

- a postgraduate qualification equivalent to four terms part-time study which could be the entry point for qualified teachers and careers advisers and the progression route for those with the initial qualification and

- a Masters qualification for coordinators who aspire to become advanced skills teachers (ASTs), excellent teachers (ETs) or senior school leaders.

The research findings indicated that careers coordinators would prefer any new qualification to be based on a compilation of a portfolio of evidence as this could facilitate the development of practice within schools. It would allow those who were already performing aspects of their role well to have this accredited in the qualification and, where practice was less good, it would encourage careers coordinators to change their practice so that they could reach the criteria.

Marketing

Flexibility would be an important aspect to the marketing of any new qualification, development of current qualifications or expansion of CPD for careers coordinators and senior managers., as potential participants would need to be able carry out the course alongside their busy role as careers coordinators, and schools would need to see that it would entail minimum disruption to the school. Coordinators would also want to see the relevance to their current role and their career progression. As most interest and demand for a qualification was expressed by less experienced coordinators (and non-teachers) and those motivated by altruistic value, it is important that it would be marketed in such a way as to appeal to such interests, stressing, for example aspects which would help coordinators to carry out their current role better, and the value to young people, as well as the benefit in terms of their own professional development.

In terms of marketing to senior managers (and coordinators) within schools, it may be worth stressing the value of effective CE / IAG in moving towards the achievement of all of the Every Child Matters (ECM) outcomes including economic-wellbeing (such as making young people aware of possible career opportunities and pathways and achieving lower rates of switching and drop-out at 16 and 18).The support of senior leaders to the status of careers within school is essential. Only with their cooperation would the barriers to the uptake of any new qualification (or further CPD) such as a perceived lack of time, motivation and/or funding, be overcome.

1.   Introduction

1.1   Background

The centrality of good quality and impartial information, advice and guidance for young people in schools has been emphasised from the 1997 Education Act (GB. Statutes, 1997) through to the 2005 Education and Skills White Paper (GB. Parliament. HoC, 2005) and the 2008 Education and Skills Act, suggesting a clear and anticipated need for a qualified specialist workforce to ensure its effective delivery. The concept of a professional qualification in careers education and guidance (CEG) is not new. However, despite a growth in the number of careers coordinators gaining a recognised qualification relating to CEG,[1][2][3] following the 1997 Education Act, the growth has not continued, but has stagnated and even declined.[4] The reasons for this are not clear, but may in part be due to a lack of clarity about the place of CEG in the curriculum in schools,[5] the careers coordinator role and the extent of professionalism and expertise required.

Attempts to exemplify expected skills and competencies for the careers coordinator role and introduce a greater degree of uniformity to training courses included the publication of the National Occupational Standards for CEG in schools and colleges in 1999 by the then DfEE.[6] Such attempts have not been successful in engaging more careers coordinators in professional training, however. The government-funded pilot NVQ Level 4 for careers coordinators, which was underpinned by the Standards, for instance, failed to recruit and retain its target number of careers coordinators and was never 'rolled out' nationally.

The National Occupational Standards were based on the premise that the careers coordinator was a qualified teacher. This premise no long holds true, however. Since workforce remodelling was introduced in 2003, with the intention to free teachers from more routine administrative duties by instigating more effective deployment of support staff,[7] a growing number of schools have appointed careers coordinators from professional backgrounds other than teaching.[8] This means that the careers coordinators in post may have a variety of existing skills and expertise, but may also have diverse training needs that are not the same as those of a qualified teacher. Furthermore, changes to commissioning arrangements for external guidance support in local authorities means that comprehensive access to continuing professional development for staff, of the sort traditionally provided by Connexions services, may no longer be available across the whole of England.

The introduction of the Diplomas and the four pathways of learning have increased the urgency for informed, impartial information, advice and guidance (IAG) for young people, in addition to enhanced careers education to help young people to navigate their way through, and make decisions in, the current changing educational landscape. Some moves to address this are already in place. TDA recently invited schools to bid for funding to enhance or develop (CEG) provision as part of the 'Small-scale Careers Education and Guidance Initiative'. In the associated evaluation of this initiative, which took place in six secondary schools, the positive impact on students of shared information and expertise amongst tutorial

[1]   Office for Standards in Education (1998). *National Survey of Careers Education and Guidance: Secondary Schools*. HMI Report 150. London:HMI

[2]   National Association of Careers Guidance Teachers (1999). *Survey of CEG in British Schools*. NACGT 1999.

[3]   Morris, M., Rickinson, M. and Davies, D. (2001). *The Delivery of Careers Education and Guidance in Schools* (DfES Research Report 296). London: DfES.

[4]   National Audit Office *(2004) Connexions Service Advice and guidance for all young people*. NAO, March 2004

[5]   Blenkinsop S, McCrone T, Wade P and Morris M (2006). *How Do Young People Make Choices at 14 and 16?*[NFER] DfES Research Report 773, DfES, June 2006.

[6]   DfEE (1999). *National Occupational Standards for Careers Education and Guidance in Schools and Colleges.* London:DfEE.

[7]   http://www.tda.gov.uk/upload/resources/na_standards_workload.pdf

[8]   Andrews D. (2005). *Careers Coordinators and Workforce Remodelling*. Cambridge: NICEC.

and teaching staff was specifically recognised, as was the necessity for senior leadership support. [9]

It is in the context of the need for specific careers-related expertise in schools that the Department for Children, Schools and Families (DCSF) sought to explore the possibility of a national professional qualification for careers coordinators in schools. The National Foundation for Educational Research (NFER), in association with National Institute for Careers Education and Counselling (NICEC), were commissioned to undertake research to inform the potential development of a new qualification.

1.2   Aims and objectives

This research sought to gain insights into the current qualifications, skills and competencies of careers coordinators and the role that they played in schools, as well as an estimation of the new skills and competences they might wish to develop and the scale of potential interest in a new professional qualification. The findings of the research have also contributed to an additional guidance document that offers suggestions as to how higher education institutions (HEIs) may develop or adapt current modular provision (Barnes *et al*, forthcoming). The methodology used in the research is summarised below.

1.3   Methodology

The research was carried out between August 2008 and May 2009. To achieve the aims of the research, the research team used a complementary, mixed-methodology approach. This included:

- a review of the current qualifications provision for careers coordinators

- in-depth qualitative case study visits to 18 schools

- an achieved national survey of 1208 careers coordinators (41 per cent response rate).

These strands were started sequentially, and, where possible, the research team used emerging messages from each strand to inform and modify the subsequent stages of the research. Full details of each of the strands, alongside the characteristics of the schools and interviewees, are outlined in Technical Appendix 2.

1.4   Structure of the report

This report is part of a research programme designed to explore what practitioners want from a potential new qualification for careers coordinators. It is part of a suite of reports, and was preceded by three working papers produced by David Andrews (NICEC Senior Fellow)

1.   Accredited CPD / qualifications for careers coordinators: the supply side

2.   Accredited CPD / qualifications for careers coordinators: the perspective of Connexions, local authorities and career companies

---

[9]   Sheffield Hallam University and University of Derby (2009). *Planning Careers Education and Guidance*

Projects: Learning from the Small-scale Careers Education and Guidance Initiative. London: TDA.

3.   Accredited CPD / qualifications for careers coordinators: recommendations from current providers and IAG services.

In terms of this report, Chapter 2 presents an up-to-date profile of careers coordinators in schools in 2009. Chapter 3 outlines the ways in which careers education and guidance is currently delivered in schools and comments on its perceived effectiveness. Chapters 4 and 5 consider the levels of interest in a new qualification, along with its potential content and the preferred modes of delivery and assessment. Chapter 6 presents conclusions and draws out recommendations for guidance for a new qualification, or for the development of current provision, and considers strategies for promoting the qualification to current and potential careers coordinators. In order to preserve their anonymity, all school names have been changed. Some Tables and Figures appear in the main body of the report; all other Tables can be found in Appendix 2 (page 70).

This report is followed by a guidance document for higher education institutions (HEIs) produced by Anthony Barnes (NICEC Senior Fellow).

2. Careers coordinators

As outlined in chapter 1, careers coordinators are no longer exclusively qualified teachers and can be from a variety of backgrounds and consequently have different levels of academic and employment experience. Accordingly, this study took the opportunity to obtain an up-to-date profile of careers coordinators in schools in 2009. Along with exploring the professional backgrounds of those people in post, the research also sought a clearer description of the roles and responsibilities typically held by careers coordinators.

2.1 Profile

2.1.1 Responsibility

Most respondents (79 per cent) had specific responsibility for coordinating careers education for Years 7 to 11 (Table 1.1). As shown in Figure 2.1 below, while almost half (46 per cent) had responsibility solely for Years 7 to 11, a further fifth (21 per cent) coordinated careers education for both pre- and post-16 students. There were smaller proportions of senior leaders with responsibility for CE / IAG (15 per cent) and for Years 7 to 11 (six per cent). Clearly, while a new qualification would need, primarily, to address the requirements of those coordinating careers education for students in Years 7 to 11, there was some demand for information on the needs of post 16 students and on strategic management of careers education.

Figure 2.1 - Responsibilities related to careers held by survey respondents
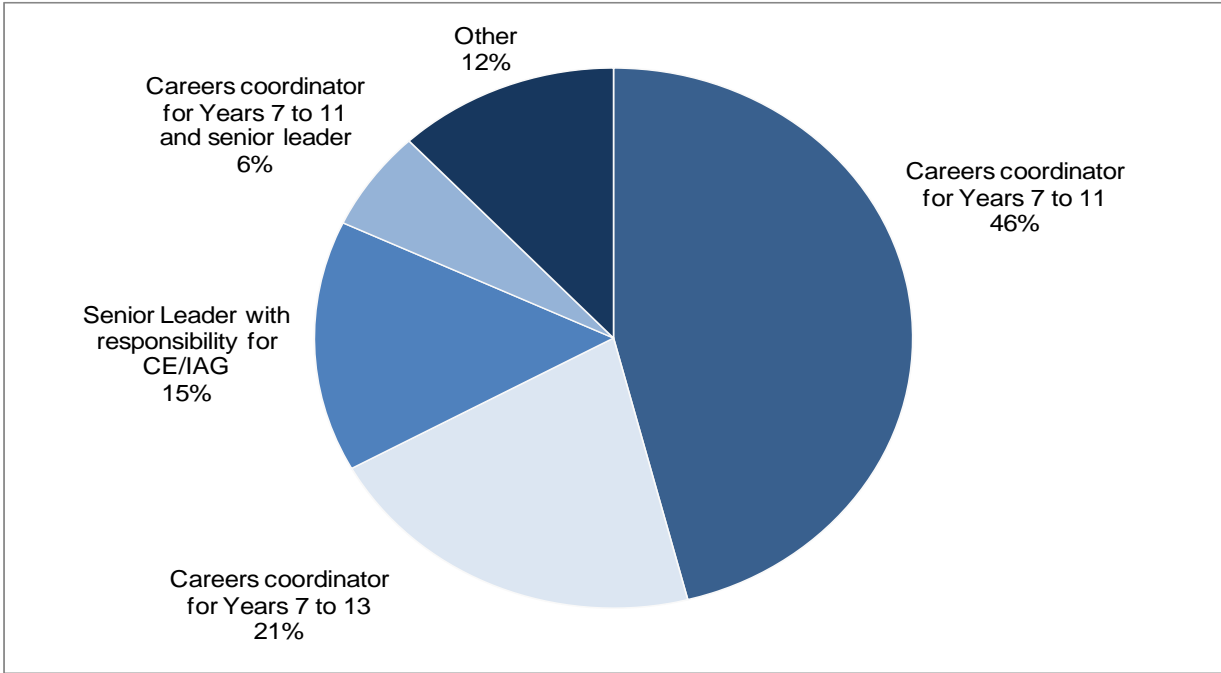
Only one third of careers coordinators (35 per cent) had been in their CE / IAG post for more than five years, and most commonly, they had been in post for two years or less (whether in the current school or in total), suggesting a relatively inexperienced workforce in terms of careers coordination.

Of those who had been in post for many years, the majority were teachers. In line with the relatively recent introduction of careers coordinators without Qualified Teacher Status (QTS), those that were not qualified teachers had typically held the role for a shorter period of time than their qualified teacher counterparts, as shown in Figure 2.2 (Table 2.1). As a result,

those developing a new qualification would need to bear in mind that some attendees might not only be new to the role of careers coordinator, but also new to working in a school environment.

Figure 2.2 - Length of time careers coordinators had been responsible for CE / IAG within their school
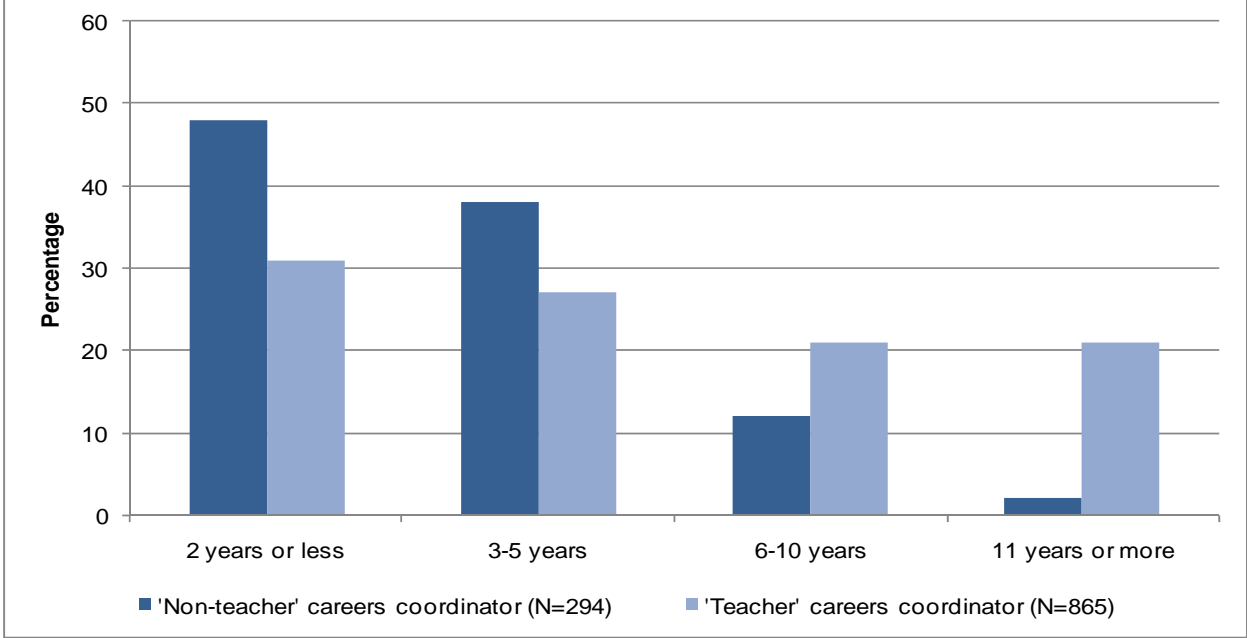
More careers coordinators were allocated to the post (59 per cent) than sought it (38 per cent) (Table 1.5). Although it is encouraging for the future of careers education to see that more than a third applied for the post, indicating that they actively wanted to take on the role.

Among those who were allocated to the post were around a quarter of careers coordinators who reported that their work in careers was part of their wider responsibility (26 per cent). Although this could include senior leaders, a number of schools viewed careers as part of a wider area rather than as a separate subject and have created posts in line with this, as outlined in section 2.3.

2.1.2 Professional background

Recent research (Andrews, 2005) has shown that an increasing number of schools employ non-teachers to carry out the role. This is supported by the findings of this study: although three quarters were qualified teachers (74 per cent) and the majority had been teaching for many years, the remaining quarter (26 per cent) were not qualified teachers (with backgrounds in industry, external careers services, or education) (Table 1.2).

Only a minority of teachers said that they also had experience working in other fields (69 people). This included experience of working in industry (42 teachers) or as a qualified careers adviser or personal adviser (18 teachers). This mixed experience was viewed positively by one of the teacher careers coordinators interviewed, who felt that their experience of working in industry helped them *'hugely'* in delivering careers education.

Employing non-teachers as careers coordinators is still a relatively new concept and case study interviewees expressed mixed views on the success of such a change. A number of schools identified a range of benefits of employing a non teacher as careers coordinator, including:

- more flexibility to work on careers related projects and attend courses because they do not have teaching commitments

- more time for careers if employed full time

- a focus on careers

- more knowledge of different pathways and careers available to young people.

Although the non-teacher model appeared to be working in some schools that were visited, other schools, however, felt that it was important that the careers coordinator had a background in teaching:

> *the best people to teach children are teachers. It's not something that anybody can walk off the street and just do. I mean the idea of somebody external* [not a teacher] *drawing up a scheme of work and handing it on to a teacher just appals me!* (Headteacher)

As schools are free to decide on whether they want a teacher in post or not, a new qualification for careers coordinators needs to be flexible enough to cater for both types of background. For example, those from a teaching background may need more of a focus on the world of work, while non-teachers may want more support in developing their knowledge of the current education system, lesson planning and teaching. Offering course attendees the opportunity to share experiences could be one way to support careers coordinators to develop their knowledge.

Although the majority of *all* respondents had a qualification equivalent to at least Degree level (85 per cent), there remained a substantial minority that might be excluded from any post-graduate level qualification in careers education, as careers coordinators can now be non-qualified teachers. A clear distinction in qualification levels emerged when considered by professional background. Figure 2.3 shows that, on the whole, careers coordinators not from a teaching background had lower levels of qualification than those from a teaching background. Within the non-teacher careers coordinators, four in ten had a highest qualification *lower* than the Degree equivalent (39 per cent). As would be expected, however, and bearing in mind that QTS (qualified teacher status) requires completion of a teaching degree or postgraduate certificate in education (PGCE), almost all teachers had a highest qualification of at least Degree level. Furthermore, there were proportionally more teachers with a postgraduate level qualification than non teachers, as shown in Figure 2.3 (also see Table 2.2). As a result, any new qualification for careers coordinators would need to be accessible for, and appeal to, both those with a Degree level qualification and those without such a qualification. Careers coordinators' preferences about the level of a potential new qualification are discussed in Chapter 5.

Figure 2.3 - Highest qualification level
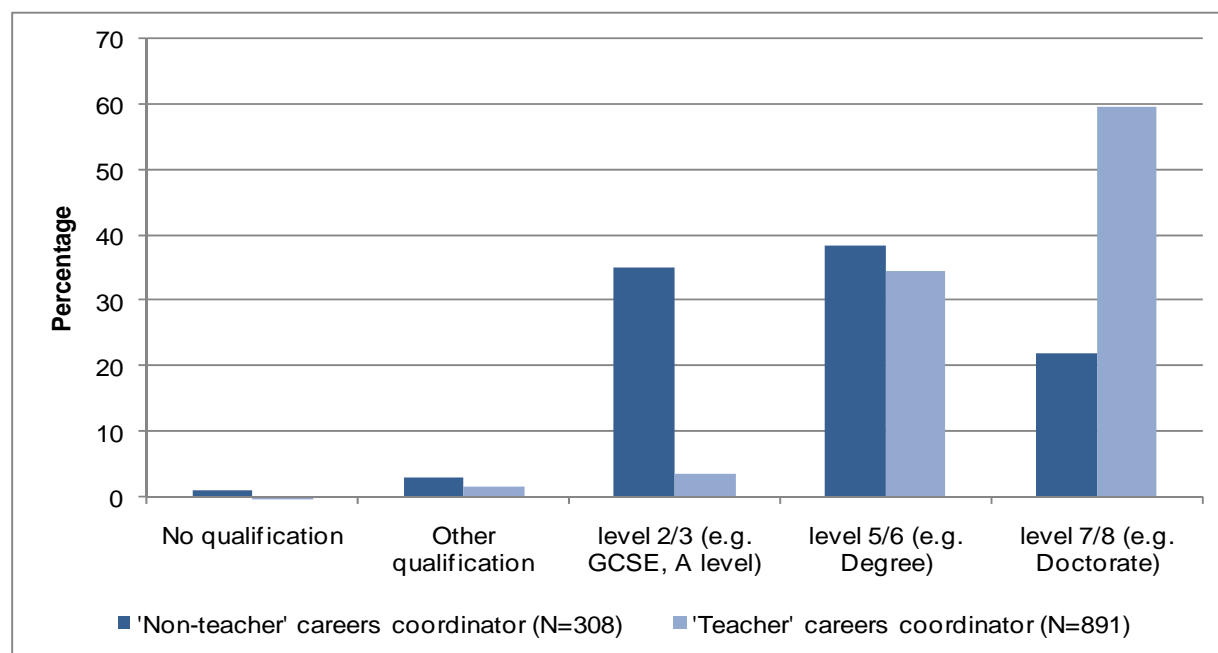
2.2   Training received

At present, there are eight awarding bodies offering qualifications for careers coordinators in schools: six higher education institutions (HEIs), the National Open College network (NOCN) and OCR (Oxford Cambridge and RSA Examinations). Qualifications are available at different levels, from a Level 3 certificate to a Masters degree. These qualifications were originally designed with careers coordinators from a teaching background in mind, but, recently, they have been adapted and updated to cater for the needs of a range of practitioners working in careers education and guidance, including careers coordinators without a background in teaching. There are courses without face to face taught sessions that careers coordinators across England can access. Those coordinators who prefer face to face sessions have less choice, however, as there are no local courses for careers coordinators situated in, for example, Yorkshire and the Humber, London and the South West.

There has been a decline in the proportion of careers coordinators with a qualification in guidance. This research revealed that less than one third of careers coordinators had a formal qualification relating to guidance (30 per cent) (Table 1.16a), compared with almost half the respondents (45 per cent) in 2001.[10] This decline was supported by the information obtained from the HEIs providing the courses. The reasons why respondents had not taken a qualification are outlined in chapter 4.

The qualifications held by the largest proportion of respondents (11 per cent) were the Certificate in Careers Education and Guidance (for example Certificate of Further Professional Studies) and the Diploma / Postgraduate Diploma in Careers Education and Guidance (seven per cent) (Table 1.16a). Of the six per cent of respondents (69 people) who said they were currently studying for a guidance qualification, the two qualifications most frequently mentioned were the Certificate in CEG (20 people) and the Diploma/Postgraduate Diploma in CEG (33 people).

---

[10] Morris, M., Rickinson, M. and Davies, D. (2001). *The Delivery of Careers Education and Guidance in Schools* (DfES Research Report 296). London: DfES.

The majority (94 per cent) of respondents were satisfied or very satisfied with the training they had received as part of that course (Tables 1.16b1 and1.16b2). The reasons given for satisfaction provide some insight into what careers coordinators might value in a new qualification. Courses were valued because they:

- **were applicable -** 'It [the course] *gave insight into background theory', 'it helped prioritise components of the role. It was practical'*

- **provided networking opportunities** to meet other careers coordinators

- **provided credibility** as the qualification contributed to increased status of the careers coordinator's role

Furthermore, by looking at the aspects of courses that careers coordinators had been less happy with, it seems that a future qualification should:

- provide **individual support**

- be **focussed on the role of the careers coordinator**, and not similar roles such as a Connexions adviser

- **cover the wide range of opportunities available to young people,** for example current labour market information as well as theory and skills: '*I learnt a lot of theoretical background, plus skills training. If I had not already been working in the field I think I would have felt I did not learn enough about available opportunities to equip me to offer effective guidance*'

The need for a qualification focussed on the role of careers coordinator also emerged from the case studies. Previous training to be a qualified careers or personal adviser did not always result in a smooth transition to the post of careers coordinator, as one interviewee from a Connexions background explained:

> *That's* [coordinating careers] *just something I've learnt on the job...what sorts of things does a careers coordinator do? I didn't know...I was very lucky in that I knew* [other] *careers coordinators I could ask, but if I didn't ...I don't know what I would have done.*

This interviewee and others were looking for a clearer job description and guidance on aspects such as:

- the content of the careers curriculum

- the content of careers education lessons

- the statutory elements that should be covered as part of careers education

- the tasks that careers coordinators should be doing.

A new qualification, including these topics and tailored to the role of careers coordinator could provide the support for which these careers coordinators are looking.

Access to training was an issue for most of the careers coordinators interviewed, but it was a particular problem for those from a teaching background whose time was restricted by teaching commitments for other subjects. As one careers coordinator explained, in order for her to attend courses during the day, the school would have to pay for supply cover for her lessons:

I think it's [good training] *there, I just don't think I can access it because of funding...There's a work related forum once a term.... which I can go to* [because] *that's twilight - that's CPD, that's free.*

The barriers preventing attendance were not only finding funding for supply cover, but also because not all schools were willing to release teachers from their teaching commitments to study. One senior leader saw part of their solution to this problem as employing a non teacher as career coordinator:

We can allow that time [for training] *because they are not teachers, they are not in contact with the kids so they don't have to sit in front of a classroom and teach the kids and you know they have got that flexibility in order to develop.*

Half of the careers coordinators interviewed said that they did not have a specific qualification in careers education. In these schools, knowledge had been acquired on the job; as one careers coordinator explained, she was: *'picking things up on the job really...a kid asks a teacher a question, she says she doesn't know, go and ask the careers coordinator, I don't know so I send them along to the Connexions person or the library'*. Some case study interviewees without a formal qualification in CE / IAG had been in post for a number of years and had accumulated experience and confidence in coordinating careers by doing the job, and by attending short CPD (continuing professional development) sessions when possible. This method of using on the job experience to learn and develop could also be incorporated into a new qualification for careers coordinators, perhaps to ensure that those studying do not have a sterile learning experience and have experience of the application of learning theory.

There are a number of professional associations that support the work of careers coordinators in England. The research evidence suggests that many careers coordinators were not aware of such associations (Table 1.18). Less than one quarter of careers coordinators reported that they were a member of a professional association relating to CE / IAG (23 per cent). More than half (57 per cent) said that they were not a member of such an organisation while one in seven (14 per cent) said that they were not aware of any professional associations relating to CE / IAG.

In order to keep up with developments in CE / IAG, careers coordinators reported a variety of other sources they used (Table 1.19); for example half (51 per cent) said that they used information received from the Local Authority. CE / IAG specific information sources such as Cegnet and CE / IAG magazines and journals appeared to be relatively well used (used by 45 per cent and 42 per cent respectively). A third (33 per cent) said they used information received from professional associations and a quarter used information obtained through the CE / IAG Support Programme (24 per cent).

Of concern, however, is that one in six careers coordinators (16 per cent) reported that they did not feel up to date with recent changes in CE / IAG. It is suggested that strategies for keeping up to date with changes in CE / IAG and sources of relevant information should be considered for inclusion in a new qualification.

2.3 Additional roles and responsibilities

Almost all careers coordinators reported having at least one other area of responsibility. On average, respondents held four roles in addition to that of careers coordinator (Table 1.10a2), although there was considerable variation and two people identified eleven additional job responsibilities. Most commonly, the other roles held were 'work experience coordinator' (64 per cent), 'subject teacher' (53 per cent) and 'work related learning (WRL) coordinator' (51 per cent) (Table 1.10a1). A third (34 per cent) were also the 'enterprise coordinator' for their school.

On the whole, respondents felt that the additional roles they held complemented their work as careers coordinator (Table 1.10b). This was particularly the case for posts related to elements of careers education or planning - more than four out of five people with the following roles felt that they complemented their CE / IAG work:

- Individual Learning Plan (ILP) coordinator

- Aimhigher coordinator

- work related learning coordinator

- 14-19 coordinator

- economic well-being coordinator

- work experience coordinator

- enterprise coordinator

- Vocational Education coordinator

- PSHE education coordinator

- Advanced Skills teacher.

Evidence from the case studies showed that, in some schools, careers education was grouped with related areas such as work experience, enterprise and work related learning. This was seen to be a more efficient way of managing these areas within a school. One headteacher, for example, explained that:

> *it wasn't happening very well so we rolled it into a senior leadership responsibility and put work related learning, careers education and guidance, enterprise education and some elements of external provision linking with more vocational education into that brief...purely for coherence, we brought it together*

In another school, the lack of any planned coordination at senior level, or any other level, was seen as a problem:

> *there's a lot of careers stuff going on in school that I don't coordinate and I don't know much about. I just know things happen because I hear about them. When Ofsted come in and the LA come in and ask what are you doing, I can tell them what I'm doing, but it doesn't represent what the whole school is doing. That is part of my concern with the role: all these other things are happening, but they don't report back to me what's going on*

As careers coordinators reported holding additional roles and responsibilities to that of careers education, it might be appropriate if a new qualification could provide optional modules covering related aspects such as work experience, work related learning or enterprise. This might also appeal to school management and provide a greater incentive for them to support staff to study for such a qualification.

Roles that some careers coordinators (between 10 and 20 per cent of those with the role) felt were not only unrelated to their work as careers coordinator, but also conflicted with it included 'Excellent teacher', 'form/class tutor', 'subject teacher', 'senior leader' and 'headteacher'. It could be that these responsibilities were seen to conflict because of the amount of time they each demanded. One case-study interviewee, for instance, (a careers coordinator who also had teaching commitments) explained: *'my dream would be to actually have a very minimal amount of teaching...and then I'd be able to do some of the other things* [related to CE / IAG] *better.'*

Of particular interest is that more than one third (36 per cent) of careers coordinators reported that their work as a subject teacher was not related to their work in careers, suggesting that, in these schools, some work needs to be done to demonstrate the links between careers and academic subjects. This was not the case in all schools, however, and one headteacher interviewed pointed out that *'...within every curriculum area there are areas for work related learning'*. Furthermore, one careers coordinator (from a different school) said: *'We need students to understand that when they do careers in a lesson, that's not removed from other subjects, it's all part of a package of learning'.* Techniques for integrating careers into other subject lessons effectively could be a valuable topic to include in a new qualification for careers coordinators, so that more schools could realise the benefits of presenting careers education to students in this way.

2.4   Current tasks

2.4.1 Time spent managing CE / IAG

More than half of the survey respondents (59 per cent) reported that they spent four hours or less managing CE / IAG per week in their school, most commonly two (17 per cent) or three hours (15 per cent) (Table 1.6). At the other end of the scale, only eight per cent of careers coordinators spent 25 hours or more per week managing CE / IAG. Most case-study interviewees felt that they did not have enough time to dedicate to careers coordination. For example, one careers coordinator, allocated one day a week for this role, said that she spent an additional two to three hours *per day*: *'It is such a wide area now, I don't feel I should be dealing with all of it...sometimes I am bogged down for the time that I have - I know other careers coordinators work full time'.* In general, careers coordinators with teaching commitments indicated that they had less time available for their work in careers education, information, advice and guidance than those without teaching commitments.

Even those with more generous allocations felt that the job was bigger than the time available. One careers coordinator, who spent four days a week on careers and the fifth day seconded to the local Connexions service, said that she could *'easily'* spend five full days a week working on careers - lack of time was deemed to be her biggest challenge. Another observed:

> *I think I'm becoming increasingly squashed, I feel under pressure and I feel I should have more time, or more help because obviously there's only 37 hours ... I would like more clerical support*

Perceived lack of time appeared to be a real issue for careers coordinators. By including guidance on the priorities of the role in a new qualification for careers coordinators, it might be possible to provide some support to those who felt they were struggling to keep up with the demands of their role in the allocated time.

2.4.2 Tasks related to CE / IAG

As part of the survey, careers coordinators were asked if they carried out a number of different tasks related to CE / IAG, in particular related to **strategic management**, **day to day management** and **subject leadership**. It should be noted that they might not be the only person that completed a particular task, but responses give some indication of areas to be considered for inclusion in further training (Chapter 5). These responses also provide some indication of how the careers coordinator role and job description have been defined by schools. Those that did the task were asked if they felt confident in completing the job, or if they felt they needed more training (a full set of results can be found in Tables 1.11, 1.12 and 1.13.)

The **strategic management tasks** listed in the questionnaire were carried out by at least half of the careers coordinators, as shown in Figure 2.4 (also see Table 1.11). The majority of careers coordinators were involved in reviewing the effectiveness of the delivery of CE / IAG in their school (82 per cent), informing parents and learners about CE / IAG services (83 per cent), attending local network meetings (80 per cent) and advising SLT on CE / IAG (79 per cent).

It appears that careers coordinators generally had a high level of responsibility for careers education within their school, although in some schools, it appears that higher-level decisions were made by other, possibly more senior, staff. For example, although three quarters *managed* the CE / IAG budget (75 per cent), only just over half (53 per cent) indicated that they were involved in decisions about *how* the CE / IAG budget would be spent.

Figure 2.4 - Strategic management tasks completed by careers coordinators

Percentage of careers coordinators

■ I do this and I would like (further) training in it   ■ I am confident in doing this
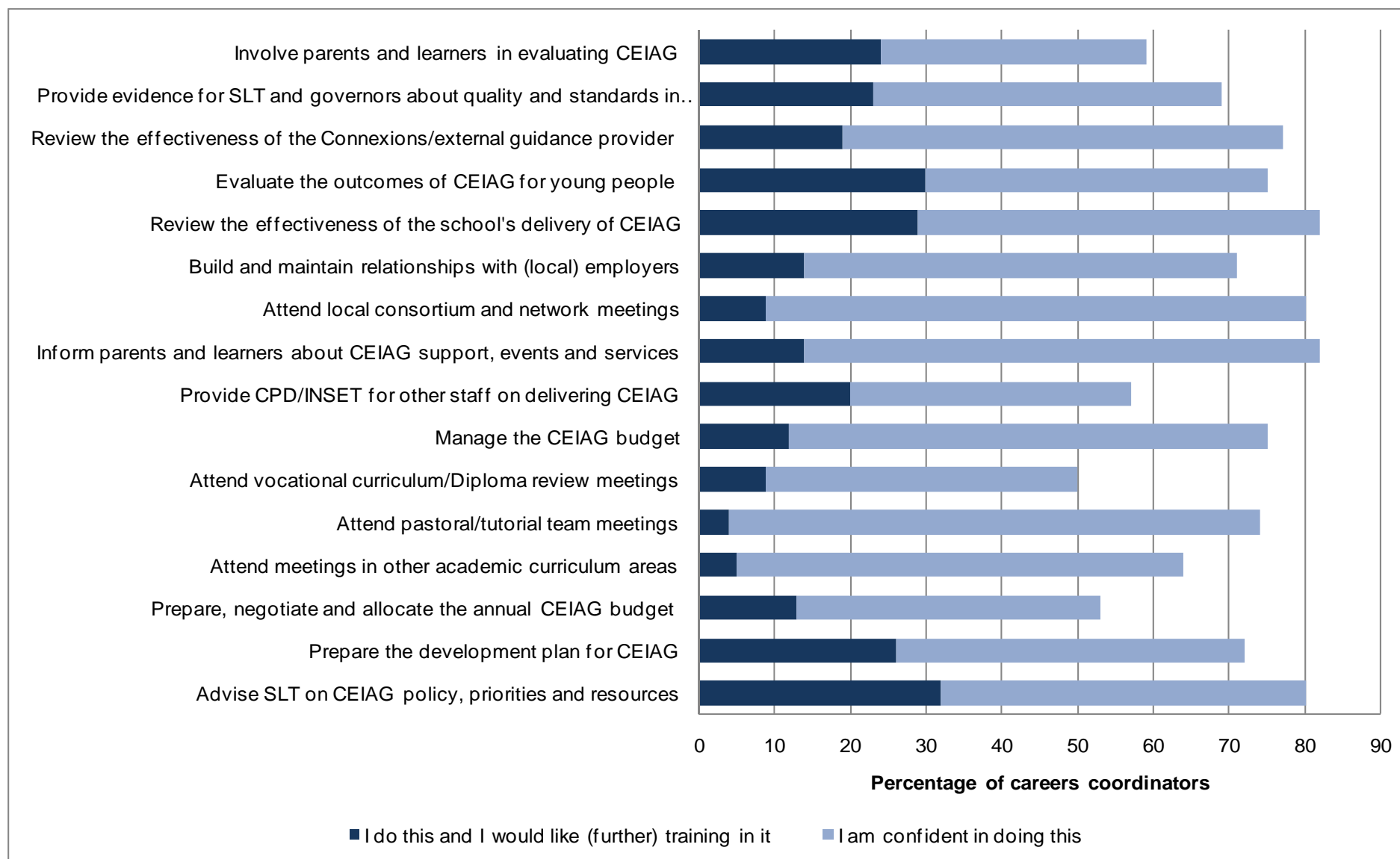
On the whole, careers coordinators appeared to be confident in carrying out strategic management tasks. As many as one third, however, said that although they were already doing some of the tasks, they would like training in particular activities; 32 per cent, for instance, indicated that they wanted further training on providing advice to the senior leadership team on CE / IAG policy, priorities and resources and 26 per cent said that they would like training on how to prepare the development plan for CE / IAG. It is suggested that strengthening training in these strategic tasks might serve to raise the status of CE / IAG within schools and (potentially) gain increased SLT support and involvement.

Monitoring, evaluation and review of CE / IAG appeared to be a specific area where careers coordinators wanted further training. Between one fifth and one third (variously) indicated that they would like further training in the following aspects of careers coordination:

- 'how to evaluate the outcomes of CE / IAG for young people' (30 per cent)

- 'how to review the effectiveness of the school's delivery of CE / IAG' (29 per cent)

- 'how to provide evidence for SLT and governors about quality and standards in CE / IAG' (23 per cent)

- 'how to involve parents and learners in evaluating CE / IAG' (24 per cent)

- 'how to review the effectiveness of the Connexions / external guidance provider' (19 per cent).

Most careers coordinators reported that *someone* in their school completed each of the strategic management tasks, although in some cases a task was completed by colleagues. The proportion of careers coordinators who reported that some tasks were *not* completed in their school was perhaps surprising, however. For example, around one quarter of respondents did not know of anyone in their school that provided CPD / INSET for other staff on delivery of CE / IAG (23 per cent), and a similar proportion said that parents and learners were not involved in the evaluation of CE / IAG (27 per cent). One in six believed that nobody attended meetings in other academic curriculum areas on behalf of CE / IAG (16 per cent) or provided evidence for SLT and governors about quality and standards in CE / IAG (16 per cent) (Table 1.11).

Although most careers coordinators appeared to have some involvement with the strategic management of careers education in their school, not all of them reported that they felt confident in completing these tasks. Furthermore, if training on tasks, such as providing INSET training for teachers involved in delivering careers lessons, is included in a new qualification specifically targeted at careers coordinators, this would send the message to schools that this could be part of a careers coordinator's remit. Most of the careers coordinators reported that they completed the day-to-day management tasks listed in the survey, with the exception of overseeing applications such as job, UCAS and college applications (Figure 2.5 below and Table 1.12).

Careers coordinators in the majority of survey schools (89 per cent) and case study schools reported that they worked with their external guidance provider. It is important to remember that the brief of many external guidance providers may still be wider than providing guidance solely related to careers. Thus, while it is important for there to be a strong link between the careers coordinator and personal adviser, some of the work of the personal adviser might be outside the remit of a careers coordinator. Only a minority of careers coordinators believed that the day-to-day management tasks were not completed in their school. On the whole, they indicated that that the tasks, if not completed by the careers coordinator, were covered under somebody's remit. This was also observed in the case studies, where, for example, tasks such as overseeing UCAS applications were frequently the responsibility of the Head of Year or Head of Sixth Form.

Figure 2.5 - Day to day management tasks completed by careers coordinators

Horizontal axis: Percentage of careers coordinators (0 to 100)

Categories (top to bottom):
- Oversee college (FE)/sixth form and/or training applications
- Oversee job applications
- Oversee UCAS applications
- Refer learners to personal advisers
- Identify the IAG needs of learners
- Liaise with other local post-16 providers (e.g. FE, schools, employers)
- Liaise with employers and work experience providers
- Manage the work of support staff (including administrative staff)
- Manage the relationship with Connexions/the external guidance provider
- Manage/maintain careers information resources

Legend:
- I do this and I would like (further) training in it
- I am confident in doing this

Fewer careers coordinators felt that they wanted training for day-to-day management tasks than for the strategic management tasks discussed above. The areas where they did express a need for further training were identifying the IAG needs of learners (26 per cent) and managing or maintaining careers information resources (15 per cent). Less than ten per cent of careers coordinators wanted training in the other day-to-day management tasks listed (such as managing the relationship with Connexions or referring learners to personal advisers). This could be because these tasks form a large part of their day-to-day work and, consequently, they may have built up more experience in this area. It does mean, however, that it is important that these tasks are covered in a new qualification to ensure that new careers coordinators are trained in how to do them effectively. This could be one of the areas where careers coordinators could benefit from sharing their experiences with their peers during a group discussion session as part of a course.

The degree to which **subject leadership tasks** were completed by careers coordinators varied, as shown in Figure 2.6 (Table 1.13). Attending training courses and keeping up to date with changes in CE / IAG were undertaken by around 80 per cent of respondents. Most careers coordinators were involved in the production of materials and schemes of work for careers education lessons for Years 7 to 11 (77 and 74 per cent respectively). Only 55 per cent of careers coordinators, however, taught careers education lessons themselves and a similar proportion (53 per cent) trained other colleagues how to teach careers education lessons. For some careers coordinators, the discrepancy between the responsibility for production of schemes of work and the delivery of lessons was one of the more difficult aspects of the job, as summarised by one (non-teacher) careers coordinator:

> *I produce the materials, resources, everything for the PSHE careers lessons, but then I hand them over, and one of my biggest challenges is making sure the students are getting what we want them to get. You know sometimes that is not happening.*

The divergence in roles could, in part, be related to the increase in non teacher careers coordinators, some of whom feel less qualified to instruct qualified teachers in how to deliver the lessons. As one such careers coordinator explained:

> *sometimes I find it a bit of a problem* [not being a teacher] *because I write all the lesson plans which the teachers deliver... I'm not a qualified teacher and I sometimes wonder whether the lessons are right*

It might also be explained by a lack of available time for careers coordinators to provide training. Indeed, when asked what would help improve the delivery of careers education, one careers coordinator replied:

> *Training for tutors and time for training tutors...with all the 14-19 changes, it's more crucial than it ever was.*

Figure 2.6 - Subject leadership tasks completed by careers coordinators

Percentage of careers coordinators

■ I do this and I would like (further) training in it ■ I am confident in doing this
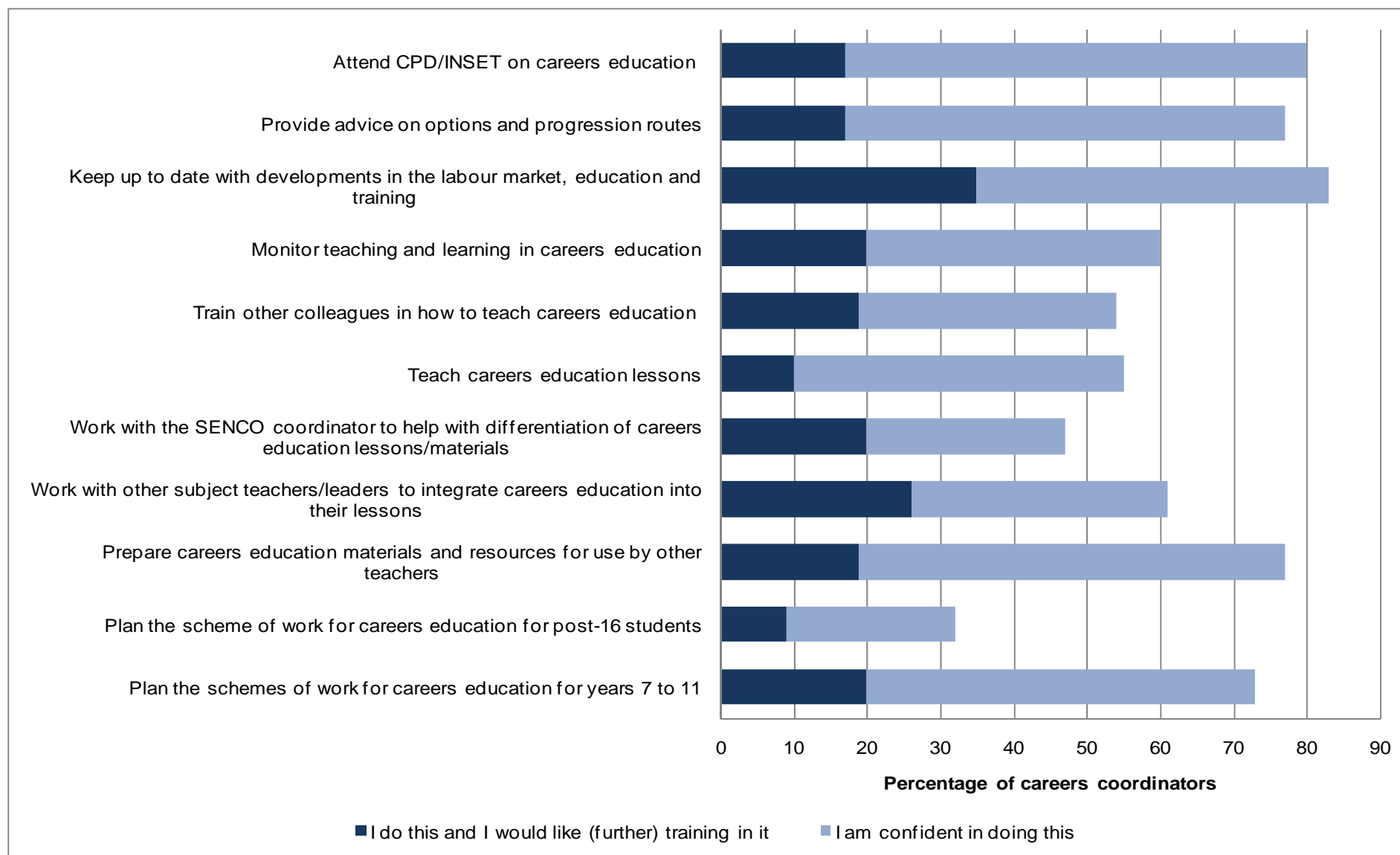
Delivery of careers education lessons was one area where careers coordinators reported that they felt less confident. Of the 53 per cent that were involved in training staff to deliver careers education lessons, one third (35 per cent) wanted further training in how to do it. Furthermore, although only 55 per cent of careers coordinators said they taught careers lessons, almost one in five of those currently teaching careers education wanted further training in the best way to do it (17 per cent).

Indeed, subject leadership tasks appeared to be a major area where careers coordinators felt training would be beneficial. In addition to the need for training relating to teaching careers education lessons outlined above, more than one third (35 per cent) said they wanted training on how to keep up to date with developments in the labour market, education and training. The following tasks related to planning and delivering careers education were identified (by around one in five careers coordinators, in each case) as key areas where training was needed:

- 'work with other subject teachers/leaders to integrate careers education into their lessons' (26 per cent)

- 'plan the schemes of work for careers education for years 7 to 11' (20 per cent)

- 'work with the SENCO coordinator to help with differentiation of careers education lessons / materials' (20 per cent)

- 'monitor teaching and learning in careers education' (20 per cent)

- 'prepare careers education materials and resources for use by other teachers' (19 per cent)

- 'provide advice on options and progression routes' (17 per cent)

Up to 30 per cent of careers coordinators reported that they were not aware whether some subject leadership tasks were even carried out in their school. For example:

- 'work with the SENCO coordinator to help with differentiation of careers education lessons / materials' (30 per cent)

- 'train other colleagues in how to teach careers education' (28 per cent)

- 'work with other subject teachers/leaders to integrate careers education into their lessons' (25 per cent)

- 'monitor teaching and learning in careers education' (20 per cent).

The lack of training for other teachers in how to deliver careers education suggests that in some schools careers education may have been considered a low priority.

2.5 Summary

Careers coordinators come from a variety of professional backgrounds and have varying levels of training and experience in careers education. Consequently, their needs vary and any new qualification would need to provide support and guidance for newer careers coordinators as well as consolidating and refreshing the knowledge of more experienced careers coordinators.

Training for careers coordinators is discussed in further detail in chapter 4, with a focus on how training should look in the future. It was clear from careers coordinators' experiences of training to date, however, that there were a number of issues that should be considered in the development new courses in CE / IAG in the future:

- the need for flexibility around when course participants would be required to attend sessions, especially for potential participants with teaching commitments

- the need for relevant subject matter, targeted specifically at the role of careers coordinators, not their associated roles (such as work-related learning coordinator)

- the need to include information on what is involved in the tasks and responsibilities of a careers coordinator

- the importance of acknowledging the value of on-the-job experience.

It is clear from the research evidence that there was no universal job description for careers coordinators. Some careers coordinators were looking for a clearer description of their role, potentially through training. Furthermore, some tasks (such as providing training for staff delivering careers education lessons) appear not to be carried out in some schools. With appropriate training to highlight models of best practice, these activities could be introduced more widely.

The following chapter provides an overview of how careers education and guidance is currently delivered in schools.

3. Careers education and guidance in schools

This chapter suggests that little has altered in the way careers education and guidance has been delivered in recent years. Even though senior leadership support, for example, has long been recognised as essential ('*where senior managers were involved in the development of policies ….it sent a clear signal to the careers service that careers education and guidance was being taken seriously within the school',*[11] *)* the national survey and case studies indicate that that there has been no significant change in the contributory factors to the perceived status of CE / IAG in schools since 2001.[12]

3.1 Approach to provision

3.1.1 Careers education

Reflecting the national survey, in which approximately three-quarters of respondents said that they planned schemes of work and prepared lesson resources (section 2.4 above), careers coordinators in nearly all the case-study schools were responsible for preparing their school's careers education programme. In most cases, they produced teacher packs, typically comprising lesson plans and resources such as handouts for the students. Planning schemes of work and preparing resource materials were each identified by approximately one-fifth of survey respondents (carrying out the tasks) as areas in which they would like further training (Table 1.13) and so should be considered for inclusion, to some degree, in the new qualification.

All of the case-study schools ran a programme of careers education. In most cases it was delivered as a block of lessons in personal, social and health education (PHSE) or citizenship, and in a small number of schools through tutor periods. The time allocated to careers education varied from a minimum of 35 minutes a fortnight to a maximum of one hour a week, and sessions were generally scheduled for a few weeks or up to one term per year. Most schools said that they attempted to timetable their careers lessons for certain year groups at an appropriate time of the year to support options choices or work experience.

As compared with the national survey, in which just over half of respondents said that they taught careers lessons, only a minority of careers coordinators in the case-study schools taught any careers lessons themselves. Their role in teaching careers was more generally limited to briefing the teachers delivering the programme, and to giving some classroom support where timetables allowed.

In a small number of case-study schools, careers lessons were taught by a discrete team of specialist teachers. The size of the team varied considerably between schools, from those where one or two individuals were almost solely responsible for teaching PSHE and/or careers education throughout the school, to others where up to 20 teachers shared the responsibility alongside other subject teaching. In the majority of case-study schools, however, and particularly in key stage 3, careers lessons were taught either by form tutors or by teachers '*with space in their timetable after the academic lessons have been allocated*'. Teachers expressed varying degrees of enthusiasm for the role, and were not generally given any non-contact time for it. As one noted, '*people are stuck on* [teaching PSHE] *because they need to fill up their timetable. . . careers is one of these bits that folk do'.* It was recognised that, because people teaching careers were non-specialists, there could be '*a huge difference between the best and the worst'.*

---

[11] Morris, M., Simkin, C. and Stoney, S. (1995). *The Role of The Careers Service in Careers Education and Guidance in Schools* (Quality Assurance and Development Unit Research report RD7)

[12] Morris, M., Rickinson, M. and Davies, D. (2001). *The Delivery of Careers Education and Guidance in Schools* (DfES Research Report 296). London: DfES.

As reported in chapter 2, just over half of the survey respondents (57 per cent) provided CPD / INSET for other staff on delivering CE / IAG (Table 1.11) and just over one third (37 per cent) of all coordinators felt confident undertaking this task. Case-study interviewees provided insight into this as they observed that any training that teachers were given for delivering careers lessons was generally undertaken in-house by the careers coordinator, though the extent of training varied considerably. Perhaps not surprisingly, the greatest focus on training was in schools where the coordinator was in post for all or most of the week; here it was likely that careers was included in the induction programme for new staff and that existing staff were kept regularly updated. In the majority of case-study schools, however, training more typically consisted of a short briefing session during an after-school staff meeting, possibly supplemented by occasional one-off sessions to demonstrate careers-related computer packages. In the national survey, over a quarter of respondents were not aware of any careers-related training for teachers in their school. This picture was reflected in some case-study schools where teachers said they had been given no training, and '*just picked things up*' as they went along, relying on the schemes of work being '*self-explanatory and straightforward*'.

A number of careers coordinators pointed to the difficulty of training staff when they did not know from one year to the next who would be teaching careers. One, who was attempting to develop more structured training for colleagues, nevertheless thought that '*until you get more people that are committed and specialised and there's more time given to* [training], *you're fighting a bit of a losing battle*'. Several of the case-study schools said they were currently in the process of trying to develop a more consistent PSHE / careers teaching team and, as discussed further in section 3.3.3 below, interviewees in others felt that careers education would be improved by doing so. As noted in section 2.4, developing careers teaching teams was an area in which approximately one in five careers coordinators, nationally, said they would like further training.

In spite of the apparent differences between case-study schools in the staffing and time given to careers teaching, the programme content, as described by interviewees, followed a broadly similar pattern. In **Years 7 and 8**, lessons were said to be quite general and looked at topics such as decision-making, with discussions around personal qualities, skills, strengths and weaknesses. Financial management and 'the world of work' sometimes featured.

In **Year 9**, the focus in careers lessons in all schools was on Key Stage 4 options, although some also broadened the programme to look at areas like teamwork and skills in the workplace. Computer packages such as 'Kudos' and 'The Real Game' were often introduced to students in Years 8 or 9; they were felt to be useful for students in small supported groups but less effective in whole-class sessions.

All of the case-study schools introduced work experience for students at the end of Year 10 or beginning of Year 11, and careers lessons in **Year 10** typically used this focus to cover topics such as CV writing, job applications and interview skills. In **Year 11**, schools' careers programmes were devoted to post-16 choices, with an emphasis on IAG. One careers coordinator described the '*purposeful placing of a bit of careers education and guidance*' between the Year 11 mock and exam; by highlighting the workplace, pathways and progression at this juncture, it was hoped that students would understand '*the links between their aspirations and their performance in school*'.

Careers coordinators in the case-study schools were generally less involved in careers education for **Years 12 and 13**, the responsibility for which came within the remit of heads of sixth form (who were not interviewed for this research). This picture reflects the national survey in which less than a third of respondents said they planned schemes of work for post-16 students (Table 1.13). There was little evidence in the case-study schools of designated

careers lessons for post-16 students, and the emphasis appeared to be on IAG and the completion of UCAS forms and job applications. For example, one school arranged a 'careers week' in Year 12 during which students concentrated solely on careers; activities included personal interviews, as well as presentations from and trips out to universities and industry.

As well as lessons specifically identified as careers or PSHE, some case-study interviewees described how they were trying to integrate careers into other subject areas. One school was carrying out an audit of what careers education and work related learning was delivered within each subject; another said that all faculties were expected to link careers into their subject specialisms, whilst a third was organising a 'careers week' during which each department would be asked to focus on careers in each lesson. In the majority of schools, however, the links between careers and other subjects were more piecemeal, with examples such as looking at careers packages in IT lessons, weaving personal finance into mathematics lessons, and covering CVs and job applications in English lessons. Working with colleagues to integrate careers education into other subject lessons was an area in which over a quarter of respondents to the national survey said they would like further training (Table 1.13).

In addition to timetabled lessons, assemblies were used to convey careers information, particularly in relation to option choices and work experience. Assemblies and lessons were supplemented by parents evenings, group workshops and one-off events such as careers fairs and college taster days. The perceived effectiveness of these various elements is discussed in section 3.3 below, (and the overall prominence of CE / IAG in schools is further discussed in Chapters 2 and 4), but one teacher summarised the feelings of many when she said that careers education, taken as a whole, '*probably doesn't get enough attention because it isn't included in any exam syllabus'*.

3.1.2 Information, advice and guidance

The majority of careers coordinators (70 per cent) (Table 1.12) reported that they identified the IAG needs of the learners and 26 per cent indicated that they would like further training in this area. While there was some superficial similarity in the pattern of IAG throughout the case-study schools, the level of provision for individual students varied enormously. All of the schools had an 'attached' personal adviser, typically in school for one or two days a week, although there was variation between schools from less than one day a week to almost full cover every day. In addition, some had a second personal adviser, generally in school for a whole or part of a day. A number of schools said that there had been some cutback in their allocated personal adviser time over the past year.

Personal advisers' involvement with the planning of careers education appeared to be quite limited, although some advisers said that they were invited to planning meetings or that plans were 'run by' them. On the other hand, careers IAG was very much their responsibility, though not exclusively so, and there appeared to be close working relationships between careers coordinators and personal advisers in all of the case-study schools. In addition, personal advisers typically liaised with, and received pupil referrals from, pastoral or year heads, the special needs team and outside agencies.

For personal advisers, the bulk of their time in school was devoted to individual student interviews, not necessarily related to careers IAG but encompassing any personal matters young people wished to discuss. While their focus was on Year 11 students, advisers in all of the case-study schools reported that their priorities within this group were strictly determined by targets set by their local authority and/or employing agency. The highest priorities were '*the most needy or vulnerable'* students, those deemed most likely 'to become NEET' (not in education, employment or training), those with statements of special need, and students

underachieving and/or unlikely to gain five GCSEs. One personal adviser described how she was given a Year 11 student list with risk indicators ranked alongside names, and was working her way down from the top of the list, fitting in other students if she had a gap; she explained that personal advisers '*have very specific targets to meet - what percentage of NEETs students we're allowed to have coming out of Year 11 . . . everything else goes by the board so long as we meet those targets*'. The perceived effectiveness of such prioritising strategies is discussed further in section 3.3 below.

While some personal advisers said they had sufficient time in school to give every Year 11 student at least one individual interview, most indicated that they were only able to see students in the priority groups, though did reserve some appointments or offered drop-in sessions for others. In schools allocated more than one personal adviser, the second adviser usually worked exclusively with a small group of the priority students; one, for example, ran a '*kickstart programme for disengaged Year 11s'.* Careers coordinators in a number of schools acknowledged that the more diligent or academic students might never see a personal adviser, with comments such as '*Connexions only look after the "naughties", they don't worry about the middle of the road students*' and '*if we have a gifted and talented student… Connexions are not allowed to see them'.*

IAG was not seen as the exclusive preserve of personal advisers, and in nearly one quarter of the case-study schools, the careers coordinator devoted a large proportion of his/her time to giving one-to-one interviews to all Year 11 students (plus their parents in some schools). In other schools, teaching staff were allocated as 'academic mentors' to students in Years 9 and/or 11, and one school informally closed for two days a year in order to run individual academic interviews.

One senior leader noted that students in his school had three different members of staff they could turn to for IAG: their form tutor, their staff mentor, and the personal adviser. He recognised, however, that none of the teaching staff had any training in careers and that the mentoring in year 9 was '*basically just a one-hit wonder'.* He admitted that '*what we're not good at, and don't have expertise about, is proper careers guidance*'. In the national survey, identifying the IAG needs of students clearly emerged as an area in which careers coordinators would like training, cited by over one quarter of respondents (Table 1.12).

Personal advisers were frequently described by schools as '*brilliant'* and '*supportive'* and were seen as an integral part of the school team. Besides giving individual interviews, they sometimes conducted assemblies and undertook group work, supported tutors with class work, demonstrated computer packages and websites, helped with special events and workshops and attended options evenings. Their allotted time in school was generally deemed adequate in those schools where the careers coordinator undertook individual student interviews personally. However, schools that relied solely on their personal adviser for IAG interviews generally felt that they were allocated insufficient adviser time and that students, had '*less support from an impartial outside agency'.* A qualified careers adviser who could be on site full-time was frequently cited by case-study schools as the ideal scenario.

3.2   Status of careers education, information, advice and guidance

The majority (71 per cent) of survey respondents reported that their school had a development plan for (CE / IAG), (Table 1.8). Furthermore, nine out of ten (89 per cent) of careers coordinators in schools *with* a CEIAG development plan, agreed that it was clearly linked to the school development plan (Table 1.9). Nearly one third (29 per cent) of coordinators, however, reported that they either believed their school did not have (or they did not know if they had) a CE / IAG plan (Tables 1.7 and 1.8). Additionally, less than half (41 per cent) of careers coordinators felt they had enough time to manage CE / IAG, (Table 1.7).

This perceived lack of dedicated time to manage CE / IAG and the lack of a development plan would suggest CE / IAG was not considered as a high priority in many schools.

In most of the case-study schools where careers was considered to be high status there was a CEIAG development plan, often linked to the school development plan. Furthermore, in these schools there was a reported sense of careers education having been embedded in the curriculum, as explained by one teacher in a school where careers education was taught as part of social and religious studies: *'I think it is central to the curriculum because …social and religious studies is central to their* [the students] *curriculum and careers is part of it'.* In contrast, in another school, which had recently come out of special measures, the main focus of the school had been on academic results and improving GCSE grades A-C and A-G, so careers education was considered a low priority.

Two-thirds of survey respondents (67 per cent) felt that their senior leadership team believed that CE / IAG was a school priority, (Table 1.7). Considerable numbers of case-study teachers, careers coordinators and Connexions personal advisers identified the importance of having sufficient involvement and support of a member of the senior leadership team. For example, one teacher commented on the benefits of SLT observations: *'Having heavyweights of the senior team going around to these lessons has raised the status again and just keeps us on our toes'.* In another example, a personal adviser observed how committed the SLT were to careers education and guidance in a school with its own sixth form, where the headteacher delivered an assembly on apprenticeships, *'which just goes to show how impartial the advice is that's delivered in this school'.*

Furthermore, when a member of SLT coordinated careers education, there was case-study evidence that this contributed to the overall status CE / IAG enjoyed within a school. For example, in Elm School, the assistant headteacher was the careers coordinator and the personal adviser reported ready access to him and other members of the SLT whenever necessary. The personal adviser believed careers guidance was *'held in high esteem'* because the assistant headteacher coordinated it, and there was a lot of support from the headteacher and other members of the SLT. She reflected that the reason that careers education had attained a high profile in this school was because the assistant headteacher had a forum for input, and, in her experience, careers education does not achieve the status it should as it can be an *'add-on role…in some schools careers coordinators are not senior management so they don't always have the communication routes to the people that make the decisions'.*

In contrast, in Birch School, the new careers coordinator was a PE teacher with extra responsibilities for PSHE, careers and healthy learning. She was widely perceived to be an enthusiastic and effective careers coordinator, and the personal adviser felt the status of careers education was improving due to the efforts of the careers coordinator, but nevertheless observed: *'I don't see anyone in school other than the careers coordinator trying to get to grips with careers education - she* [the careers coordinator] *has been identified as the person in charge and left to get on with it. It would be nice to see someone else interested and supporting her'.*

In terms of SLT support it is worth observing that nearly half (48 per cent) of survey respondents felt confident about advising SLT on CEIAG on policy, priorities and resources, although a third (32 per cent) stated that they would like further training (Table 1.11).

Case-study interviewees believed that achieving higher status for careers guidance was partly related to the respect accorded to careers coordinators and their role and standing**.** SLT support was integral to this, as was the perceived effectiveness of the coordinator (section 3.3), but so too was ensuring careers coordinators were on a pay scale reflective of the status many interviewees clearly hoped that the careers coordinators' role should attain.

One careers coordinator viewed her pay level, which she described as between subject and curriculum leader level, as indicative of the *'value'* SLT placed on the role.

Another way in which CE / IAG was perceived to achieve higher status involved the level of commitment of teachers to the subject and the degree to which they felt well-informed and supported. In some cases teachers appreciated the importance of their role in careers education and recognised the value of it, as expressed by one teacher: *'Well, why are we here? To send these people out to get good jobs. I mean it's absolutely fundamental isn't it?'* Additionally, in schools where careers guidance was highly valued, teachers did feel well-informed and '*very well-prepared'* as described by one teacher *'when it's a major topic she* [the careers coordinator] *comes into our year group meetings…and sometimes she will devote maybe even half the meeting or more to explaining it'*.

In contrast other teachers, delivering careers education lessons planned by the careers coordinator, were not committed to the subject, as explained by one teacher:

> *PSHCE teaching is allocated on the basis of who has a free lesson, so some teachers just get it tagged on as a random hour. So there can be an attitude from both staff and students that it's a bit of a 'non-subject'. It can be difficult when you're addressing something that's actually serious and useful and productive if they already have this mindset that it's PSHCE - "we don't get assessed in it, we don't do any writing so we don't care". Unfortunately some of that does come from teachers.*

Furthermore, this perceived lack of commitment on behalf of careers teachers was compounded, and made even more prevalent, by apparent lack of support and training in schools where careers education was viewed as low priority, as observed by a careers teacher: *'I'm not good. I'll do what I'm told but if the children ask me for advice, I'm afraid I can't give it to them…I've never had any careers training in my life'*.

3.3 Perceived effectiveness

3.3.1 Staff views

Survey respondents clearly indicated that they recognised that the most important potential outcome of studying for a national qualification in careers education was that it would help them to do their job better (Table 1.26). Although staff in the majority of case-study schools believed that the provision of CE / IAG in their school was effective, there was noticeably scope for improvement. It was believed that the knowledge, skills and accessibility of the careers coordinator (and the provision of objective advice) was critical to the overall effectiveness of careers education as indicated by one headteacher:

> *One of the strengths of this school and of our careers coordinator is that the advice given to pupils is both informed and very objective advice. . . The careers coordinator has a very good knowledge of availabilities of courses and suitabilities. Pupils and parents feel that what they are getting in terms of advice is objective and in their best interests . . The interviews are a personal touch, and pupils feel they are listened to. We are actively giving advice, it's not just a case of dipping into it if you want it.*

In another school the personal adviser observed that it was the knowledge of a non-teaching careers coordinator who had the time to assimilate impartial and up-to-date IAG as well as careers education that was critical to the effective provision of CE / IAG:

> *The students do get impartial advice. It's a massive benefit to the students that they have a full-time careers coordinator who isn't a teacher and who knows the CEG* [careers education and guidance] *side and the latest information. The careers coordinator recognises the importance of the Careers Mark and working towards it, whereas in other schools, teacher career coordinators would be less likely to.*

Staff in approximately half the case-study schools felt that the CE / IAG in their schools, or elements of it, was not as effective as they could be. In these cases there was evidence that careers coordinators would benefit from more time in order to advise all young people. In some cases CE / IAG was perceived to be directed at those young people considered to be 'gifted and talented' or those potentially in danger of becoming 'not in education, employment or training (NEETs). In these cases, it was the 'average' young people who were considered as not receiving adequate guidance, as explained by one vice-principal: *'our least able have everything bar the kitchen sink thrown at them; our most able are either very able at sorting themselves out or knowing exactly where to go to get information'.*

In some case-study schools careers education was considered ineffective, or in need of improvement, at different stages in the school, for example Key Stage 3, which was recognised as an important fundamental step before more practically useful guidance and information could be imparted at Key Stage 4.

In other schools careers guidance was considered ineffective in terms of direction on different types of qualifications. It was felt that careers coordinators would benefit, to some degree, from more training and knowledge about, for example, the changing 14-19 pathways and the implications of these changes on young people. For example, staff in a few schools felt that young people were not informed enough, or appropriately, about non-academic provision, as illustrated by one young person's observation that she was advised: *'you shouldn't be doing a diploma, you should be doing academic, you're too clever for that'.* It was felt that CE / IAG could be improved by widening young peoples' horizons and opportunities with knowledge about alternative qualifications. One deputy headteacher explained:

> *It's the students in the middle -* [GCSE] *grades C/D borderline- would A Levels be right for them? Would Diplomas be good? Would modern apprenticeships at 16 be good? Would a year re-doing Level 2 qualifications and maybe doing an AS Level be good? And for boys* [it would] *allow them to gain more maturity. It's that level of detail, that personalisation that I don't think we always have the management time to do.*

Additionally, staff in approximately one third of schools pointed out that an important factor influencing the effectiveness of CE / IAG provision was the knowledge, expertise and commitment of the staff delivering it. The task was considered to be either allocated to form tutors or to those teachers who had time left on their timetable. In these cases careers education, and recent 14-19 reforms, were not viewed as a priority, as an assistant headteacher explained.

> *In education there is so much change and there has been such incredible change in relation to vocational courses and post-16 courses, that all the staff could be more clued up about that, we do try to do it but it may not be the priority for everyone. If you're a geography teacher you may not see it as a key area for you to become completely conversant in.*

The majority of survey respondents and careers coordinators in case-study schools carried out some form of monitoring, evaluation and review of CE / IAG (Table 1.11). The extent of this appraisal varied from school to school, but appeared to be more pronounced in case-study schools where careers education was considered higher status. Some examples included:

- monitoring against the quality standards and the national framework

- seeking parental feedback

- seeking student evaluations of careers education, guidance, careers interviews and work experience

- using feedback from teachers delivering careers education

- using internet tools, such as 'planning for the future'

- conducting annual audits

- holding annual reviews with, for example, Connexions and link governors

- observing careers lessons

- SLT holding individual student interviews.

Although not all survey respondents carried out monitoring of CE / IAG, approximately one-fifth to one third of coordinators indicated that they would like to receive further training in this area (Table 1.11). Additionally, in a few case-study schools where CE / IAG provision did not appear to be monitored and evaluated, CE / IAG in general appeared not to be a priority. This would suggest that careers coordinators would appreciate further training in this area to be incorporated into the new qualification.

3.3.2   Young people's views

On the whole the majority of young people in the case-study schools indicated that they selected their options in Year 9, and their post-16 choices, based on what they were interested in and enjoyed, and approximately half considered what they were good at and future career possibilities.

However, there was some evidence that in schools where CE / IAG was perceived *not* to be a high priority (for example, schools that did not appear to have SLT support or where CE / IAG did not feature in the school development plan or where young people did not seem very well informed with regard to careers options), young people were directed in their choices. For example, students talked about being *'allocated'* to pathways and although in one school the learners said they knew about vocational choices, they did so because *'people are chosen to go on them'.* Furthermore, in the example outlined below, the students described how they were directed in their GCSE option choices to such an extent that they were unaware that they were selecting them.

> **Example of poor CE / IAG**
>
> The young people described how they were given a sheet and told to number the subjects they felt they were best at. One student said: *'I didn't realise that* [this] *was going to lead to what GCSEs I got'.* None of the young people interviewed realised that they were selecting their option choices, *'they* [the school] *just dropped the bomb and said "here are your GCSEs that you're taking"'.* The students were told they could change the subjects, but felt that it would be quite difficult to do so, as the planning *'had been sorted'.*

In other schools where young people appeared to be ill-informed about careers options, the careers personal adviser (often from Connexions) did not appear to be known to the students. In one school the students said they knew '*the Connexions woman'* existed, but none of them had met her and some did not know where to find her. Other examples of

where young people appeared to have received poor CE / IAG included little or ill-informed guidance; for example, students in a school with a sixth form explained that: '*if you really wanted to go somewhere else* [after Year 11] *then you had to find out for yourself'.* Additionally, even when some young people had heard about other qualifications, they appeared not to be fully informed; one student believed that Diplomas '*lead on from BTECs'* and another that *'they would only lead to one career'.*

In contrast in schools where CE / IAG was perceived to be important and where it held high status, it tended to be characterised by features such as an approachable and accessible careers coordinator committed to the value of careers education and able to communicate this perceived worth to others. Young people valued coordinators who were enthusiastic about the subject and strongly believed in its importance. This endorses the survey finding that coordinators felt that the ability to communicate was an essential skill for careers coordinators to have (Table 1.14a). In case-study schools young people particularly valued the accessibility and approachability of careers coordinators as illustrated by a Year 10 student: '*She* [the careers coordinator] *is really an expert in all these careers and you can just sit one to one and she gives you so much detail about stuff, and she's like always at the* LRC [Learning Resources Centre], *you can find her around school'.*

Similarly, young people also indicated that they appreciated a school careers system that was well-supported by an external adviser in IAG, such as Connexions, who was also well-known and accessible.

> *Connexions really helped as well, we were all issued to, like, an interview each, one-on-one interview. Some people didn't take the offer, but I think it helped a lot of people who were struggling, because we've got so many like Diplomas, BTECs plus the ordinary subjects you can take*. (Year 10 student)

Consistent with previous research findings,[13] young people clearly indicated that they appreciated the provision of impartial guidance and thorough and far-reaching careers education as demonstrated in the following example:

Example of CE / IAG highly valued by Year 11 students in Maple School (with its own sixth form).

The young people described how they felt well-informed about the various pathways. At Connexions meetings and sixth form evenings, they were given information not only about A Levels, but also BTECs and apprenticeships and where you could go to do them. *'They're not pressuring you to stay here'.* They felt the advice they were given was impartial and that they were free to choose what was best for them. Other colleges also came in for the evening, so they knew what was available elsewhere.

They also explained that they had one hour PSHCE lessons once a week; these included lessons on, for example, how to write CVs. In addition they had sessions with the careers coordinator who looked at information and websites with the students. She also brought in outside speakers. On request (not compulsory or universal) they could have individual sessions with the coordinator. Additionally **all Year 11s** had an individual interview with the headteacher about their choices post-16.

---

[13] Blenkinsop, S., McCrone, T.,Wade, P. and Morris, M. (2006). *How do young people make choices at 14 and 16? (DES research report 773)*

In terms of how useful young people felt different sources of information to be when making options and careers decisions, Chart 3.1 below illustrates the overall, spontaneous sources of information they found to be 'very useful'.

Chart 3.1 - 'Very useful' sources for making career decisions (spontaneous)
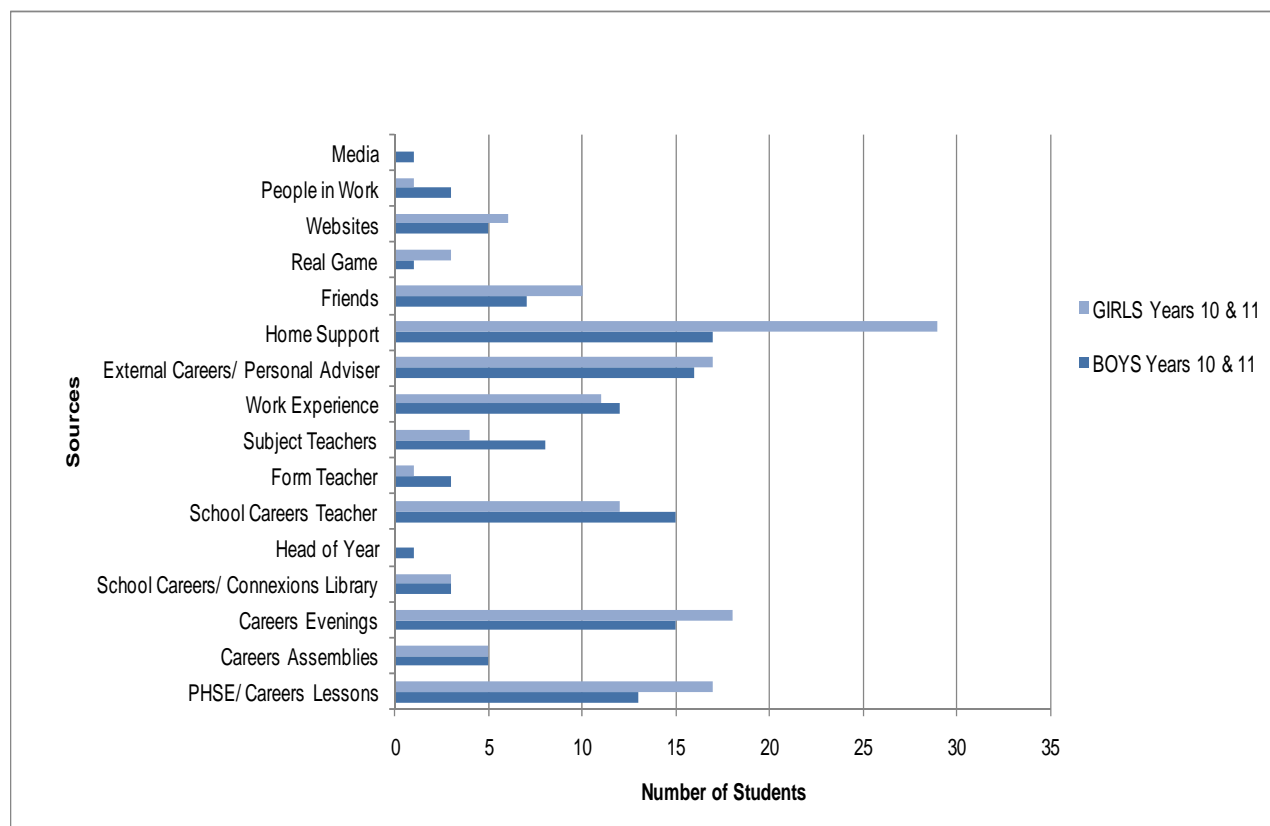
Further breakdown of these responses by gender and by spontaneous versus prompted comments is available in Appendix 2. It is worth noting that, in the schools where CE / IAG was considered to be a high priority, the proportion of young people that valued the careers coordinator, PHSE or careers lessons, assemblies and evenings as 'very useful' in contrast to support from home and friends, was higher. On the other hand, young people in schools where CE / IAG had a lower profile, tended to value support from home and friends more highly. This suggests that in those schools where CE / IAG was regarded as effective, young people relied more on school support, whereas where school support was not perceived to be regarded as so effective, young people appeared to depend more on friends and family for careers advice. Work experience and the external personal careers adviser were also valued highly. In terms of the new qualification it would appear that young people would value content that would enable careers coordinators to provide them with more impartial and comprehensive careers advice.

The majority of young people found the perceived pressure to *'make the right choice'* one of the hardest elements of decision making, and this was compounded by the extent of choice available as described by one Year 11 student: *'There's so many different choices, it's like a big decision so you keep thinking about it and keep thinking about it'.* This young person did feel well-supported in school and, as discussed below, would only have liked more advice from subject teachers. This account underlines, perhaps, the importance of the careers education (for example, on how to make decisions) needed in order to use careers guidance effectively.

In contrast, in most of the schools where careers was considered a lower priority, students reported finding the 'block system' of option choices created difficulty for them in terms of making decisions, as illustrated by a Year 10 student: *'All the good ones* [subjects] *were in one column, and then all the rubbish ones were in the other'.* This further endorses the need for careers coordinators, and school systems, to provide, as well as sound careers education, an impartial system of guidance that enables young people to make choices over their future careers.

3.3.3 Potential ways to improve CE / IAG delivery

Staff in the majority of schools, and some young people, indicated that the main way that CE / IAG provision could be improved would be by the allocation of more time and resources in the following ways:

- more time for managing CE / IAG at SLT level to ensure that the careers coordinator receives the support and attention needed in this fast-changing area

- more time for the careers coordinator to coordinate the various aspects of the role, such as training careers teachers and keeping abreast of new and changing qualifications and training opportunities

- more Connexions' time to inform the careers coordinators and careers teachers about new and changing qualifications and to provide one-to-one interviews with young people

- more time in the overcrowded PHCSEE (personal, health, careers, social, economic education) curricula. Teachers talked about *'juggling'* the different agendas.

Additionally, staff and young people in a few schools said that the delivery of careers education would benefit from trained staff with specialist knowledge and preferably enthusiastic about the subject. One careers coordinator explained her frustration:

> *I think the only thing that would improve it* [careers provision] *would be to have a specialist team to deliver it. ....I think where it might fall down is through tutor delivery and ..some tutors are superb, while others will pick up the lesson plan from the staffroom...and will have a coffee in one hand and my lesson plan in the other and they'll read it on the way to the classroom and that's as much preparation that they'll do.*

This view was endorsed by young people's perceptions of the usefulness of careers education when taught by non-specialist teachers: *'everybody teaches PDLS* [personal development and learning skills] *but I don't think everybody knows how to teach PDLS. I think that's why the teachers always give you sheets and things like that cos they don't know what else should be expected'* (Year 11 student). The quality of provision was perceived to vary depending on how genuinely interested in careers education teachers were, and this was apparent to young people, one of whom commented: '*I would like a teacher who could actually talk to us about careers, someone who knows what they're talking about'.*

Additionally, some young people observed that '*taster'* days or '*trial'* sessions would be helpful where they could sample subjects and different types of courses, *'hands on'* at school and college. A few also commented on the value of effective work experience and *'talking to people actually in careers'.*

Many young people reported that they would like more unbiased, accessible information on courses, qualifications, training and the places at which they can access them, and many wanted this information at a younger age. They would also value more accurate guidance from subject teachers with regard to their ability at subjects they were considering for further study.

3.4 Summary

It was clear from these research findings on the way in which careers education and guidance is delivered in schools that there is a need for further training for careers coordinators. Such training would enable them to provide impartial, knowledgeable information, and to communicate such education, in an accessible way to all young people, and would enable them to support careers teachers where necessary. Further, there was some evidence that modules for careers teachers and careers advisers might also be valued as young people clearly appreciated consistent, informed and unbiased information from all sources.

4. Interest in a new qualification

Chapters 2 and 3 outlined the ways in which the background and role of the careers coordinators have changed, the current tasks undertaken and the perceived needs for further training. Additionally current views on the approach to provision and the perceived effectiveness of CE / IAG were explored. This chapter builds on these findings and explores the reasons why a new qualification was felt to be needed and the level of potential interest in a new qualification. From the national survey, the characteristics of people most interested in undertaking a new qualification are considered, and from the case studies, the factors perceived as encouraging or hindering schools' and coordinators' participation are examined.

4.1 Perceptions of need for a new qualification

There were clear indications from the survey that a new, nationally recognised professional qualification for careers coordinators would be welcomed. The majority (59 per cent) of survey respondents either 'strongly agreed' or 'agreed' that careers coordinators need a nationally recognised qualification to be able to carry out the role effectively, with only around one in three (30 per cent) stating that they did not agree that this was the case. A similar majority (62 per cent) either 'strongly agreed' or 'agreed' that all new people involved in coordinating CE / IAG in the future should take a qualification in CE / IAG. Only around one quarter (26 per cent) of the respondents did not agree that a qualification in CE / IAG was necessary for people new to the role (Table 1.20).

Further analyses suggested that careers coordinators who were more involved in and engaged with CE / IAG themselves or who worked in lower attaining schools were more likely to agree that new people coordinating CE / IAG in the future should take a qualification (Technical Appendix 1; section 3, Model B). Generally, the survey respondents who supported the qualification were those who:

- already had a nationally recognised guidance qualification or were studying for one

- were members of professional associations

- spent more than three and a half hours per week coordinating CE / IAG

- were in schools with the lowest GCSE attainment

The survey respondents who were less likely to agree that a qualification was necessary were linked to some degree to all the following characteristics and were, on average, those who:

- 'strongly agreed' that they had enough time to manage CE / IAG

- were in schools that had a development plan for CE / IAG[14]

- were in schools that had the lowest proportion of students receiving free school meals

- worked in schools based in London, the South East or the West Midlands

---

[14] Although it should be noted that while having a development plan was associated with a lower likelihood to agree that a qualification was necessary for all new people coordinating CE / IAG, this association was not as strong as it was for the other predictors.

This suggests that careers coordinators in schools where CE / IAG appeared to hold a higher status or was better organised were less likely to feel that a new qualification was needed. Many interviewees in the case studies felt that a new qualification was needed to help to raise the profile and status of CE / IAG in schools. Perhaps in schools where CE / IAG was already perceived to have a higher status or was better organised, there was a lower perceived need for a new qualification, as, in these people's experience, the status of CE / IAG or perceived effectiveness of the programme was not an issue. Careers coordinators in schools in less deprived areas might perceive a lesser need for a new qualification, as the need to improve outcomes for students might be less salient than in more deprived areas.

Formal accreditation of the qualification was thought to be very important by most of the survey respondents, even if they did not agree that a new qualification was needed. Eighty-eight per cent of the careers coordinators either strongly agreed (33 per cent) or agreed (55 per cent) that a national qualification for CE / IAG should be formally accredited (Table 1.20).

The case-study data provided some insights into the reasons why school staff felt that a new, accredited qualification might be needed. Perceptions were that it would:

- help to raise the profile and status of both CE / IAG and the careers coordinator role in schools

- ensure consistency of training and practice across the country and help to clarify the role

- aid recruitment for careers coordinator posts by providing a quality mark and consistency, and would be beneficial when careers coordinators wished to move to another job

- improve provision of CE / IAG in schools and ultimately benefit students by preparing them for the future

4.1.1   Raising the profile and status of CE / IAG and the careers coordinator role

In the case-study schools, there was general agreement among careers coordinators, senior leaders, teachers and personal advisers that CE / IAG was not always seen as a high priority and that **a new, professional qualification could help raise its profile and status.** For example, one careers coordinator commented: *'I think it would help a lot of schools, and senior management teams of a lot of schools, take it more seriously'.* It was felt that a new qualification could help raise the profile of CE / IAG not only among staff and senior management, but also among governors, students and parents. One teacher said, *'it will help add more status to the subject within schools as well, in the eyes of all the stakeholders, the parents, governors, students.'*

Section 3.2 (above) highlights the relationship between the careers coordinator role and the status of CE / IAG in the school. Interviewees felt that a new qualification would not only raise the status of CE / IAG but also give prestige and recognition to the careers coordinator role and enhance the value of the job. In particular, some interviewees felt that in a Qualified Teacher Status (QTS)-dominated environment, the careers coordinator role was sometimes perceived as having lesser status, especially where the role was occupied by a non-teacher and seen as a 'support staff' role. Interviewees felt that a professional qualification would help careers coordinators from a non-teaching background to be seen as professionally equal to teachers and would enable them to have more influence and to be taken more seriously in their roles. For instance, the careers coordinator in Acacia school who was not a qualified teacher, had a school clerical role background, and had some prior experience in industry, felt that a professional qualification would be beneficial, as, *'it will help give it* [careers education] *status in school, and I think sometimes when you're working alongside teachers it will just give you an equal, sort of equal standing really'.*

Concerns about status were not only evident among those without higher level qualifications, but also among those already qualified to degree level and with previous CE / IAG experience. In Oak School, the careers coordinator was not a qualified teacher and had worked as a personal adviser for Connexions prior to her role as school careers coordinator. She was educated to degree level and had also completed an NVQ Level 4 in Learning and Development Support Services. She expressed concern that she felt regarded as less of an equal professional by the teachers in the school because she was not a qualified teacher. She believed that *'schools are very political, you are either support staff or you are a teacher, and I am support staff'.* She felt that the qualification would be beneficial because, *'you can say, "I'm qualified to this level", and I just think you'll find more people would be interested in you if you are qualified to a higher level and people would take you more seriously. . . At the moment, I think people . . could think that I don't have any qualifications in anything . . . So it would be more prestigious for the role'.*

Concerns about status and credibility were also echoed in careers coordinators' and personal advisers' thoughts about why professional accreditation of the qualification would be important. One careers coordinator said:

> *if it is a qualification, it begins to mean something - it has relevance and it equates to other qualifications and if you're a teacher in school looking to develop your career* [...] *for example, into pastoral care or learning support or management of some sort..., you can go on, you can do courses* [in them] *which are accredited to you and they carry meaning. CE / IAG has got to be that.*

Furthermore, it was felt that accreditation would empower and increase the credibility of careers coordinators themselves. It was thought that it might help them to be seen as 'professionals' in schools and would help them to have more confidence in their roles. As the careers coordinator in Oak School said, '*I've learnt what I should do, I haven't been through a qualification to prove that is exactly what you should do as a careers coordinator, so I one hundred per cent think it* [professional accreditation] *would be important'.*

4.1.2 Consistency of training and practice

Interviewees acknowledged that the duties of careers coordinators varied across different schools and that their professional backgrounds were likewise diverse. They felt that **a *national* qualification would bring some standardisation to the role** and enable careers coordinators from varied backgrounds to have the same preparation and training. In accordance with this, some interviewees felt that it would also help to clarify the exact responsibilities of careers coordinators. This could be especially useful for people new to the position As the careers coordinator in Oak School explained, *'Coming into this role, I have to say that I spent most of my time in some ways faffing about and thinking, "What should I be doing?", so, yes, it would definitely support me'.* She felt that a new qualification was definitely needed and that it should provide trainees with information about what a careers coordinator does: *'as a Connexions PA coming into a school, I wasn't trained into my role, and that is the biggest thing. Because obviously, I think you need to be trained in how to do a careers interview, but the biggest problem is what does a careers coordinator do? Because I had to work that out for myself.'* This suggests that even for someone with a professional qualification in guidance, the role of the careers coordinator needs clarification as this role can be seen as something of a mystery.

4.1.3 Recruitment and changing jobs

Interviewees felt that national standardisation of the role would help schools to recruit more widely for careers coordinators posts. It was felt that **a professional, accredited qualification would provide a useful quality mark** and would help to ensure that the person appointed was appropriately qualified to do the job.

Interviewees also believed that having a qualification would provide evidence of professional development. One concern expressed, however, was that opportunities for progression were very limited for those in the careers coordinator role. As one Assistant Principal said, *'it doesn't lead into a management position within the school, and outside of the school there are probably not many routes that a careers coordinator can take'* . This might explain why many careers coordinators in the survey ranked professional and personal development as a more important motivator for taking a qualification than improvement of their career prospects (section 4.3).

4.1.4 Enhancing CE / IAG provision

Finally, many interviewees felt that that **a new qualification was needed as it would help to enhance CE / IAG provision in schools and ultimately benefit students** by preparing them for the future. Particularly in the light of the recent 14-19 changes, interviewees felt that schools needed careers coordinators with in-depth knowledge of the options and pathways available to students. As one senior leader said, *'I think out there in the world now people do not stay in the same career all their life and you have to give them the skills to actually cope in a changing world; the more we can do in schools, the better it is for these young people'.* It was felt that a qualification might help to *standardise* the information and guidance that students receive across schools. Further, it was thought that a qualification would help ensure that the right person was doing the role and that this would help to raise the profile of careers education and make it more salient in students' minds. A careers coordinator said, *'if we are going to try and get them* [the students] *fit and ready* [to leave school] *we need the right people doing the right job for the right reasons so that career management and career aspirations are high on their agenda'.* This reflects the survey findings that the altruistic motive of benefiting students features highly as a reason why careers coordinators might engage in studying for a new qualification and feel that it is welcomed (also see section 4.3).

A few interviewees did not think that a new qualification was needed. The reason often cited for this was that they perceived their school's own careers coordinator as very good. In these cases, a few interviewees noted, however, that a qualification might be needed in other schools where the careers coordinator might be perceived to be less effective. Some pointed out that the need for a qualification might also be dependent on levels of experience; those with more experience were thought to have less need of a qualification. Some interviewees further explained that training and CPD were more important than a qualification per se. One careers coordinator commented that he didn't *'see the qualification being that relevant to us; CPD is important for us as you have to keep yourself ahead of the game.'* CPD was seen to be an ongoing activity rather than just a one-off event.

4.2   Interest in taking up a new qualification

Around one in five survey respondents believed they would be interested in taking a new, nationally recognised qualification in CE / IAG, with a further 49 per cent saying that they would possibly be interested, but would need more information before deciding. Around one third (30 per cent) said that they were not interested (Table 1.29). This suggests that there would be a potential market of up to two-thirds of current careers coordinators for the new qualification.

Those who were more likely to express interest in taking a new qualification were careers coordinators who, on average[15]:

- had less than two years' experience of responsibility for CE / IAG

- were non-teachers

- belonged to a professional association or were not aware of professional associations (both were equally likely to be interested in taking the proposed qualification)

- felt that a new qualification would help them to do their job better

- felt that a new qualification would be good for their professional development

- strongly agreed that careers coordinators need a nationally recognised qualification to do the role effectively

In terms of experience of CE / IAG, as coordinators' level of experience increased, their likelihood of wanting to take the qualification decreased. For instance, for those with six to 10 years' experience the odds of taking the qualification were reduced by 50 per cent in comparison to those with two years or less experience. This may not be surprising, given that many careers coordinators in the case studies pointed out that many of the skills and knowledge needed for the role were learnt 'on-the-job' and possibly those with more experience in the role felt they would be in less need of a new qualification.

There was also some indication that careers coordinators from schools where CE / IAG had a lower status were more interested in taking a qualification. For those who disagreed that the SLT in their school believed that CE / IAG was a priority and those who felt that they did not have enough time to manage CE / IAG, the odds of expressing interest in the qualification were increased by 43 per cent. However, while these were predictors of interest in the qualification, they were only significant at the ten per cent level.

On the whole, it would seem that teachers would be less likely than non-teachers to be interested in taking a new qualification. It also seems that those who would be interested in taking a new qualification were internally driven to study by a wish to improve their ability to do their job and to develop professionally. This might have implications for how the qualification could be marketed; that is, a qualification might be seen as more attractive by careers coordinators if providers emphasise the benefits for professional development and improving practice.

4.3   Enablers for uptake of a new qualification

Staff in the case-study schools were asked what they saw as the main advantages of and possible motivations for taking a new qualification. As discussed above, the overarching theme that emerged was that a new professional qualification was seen as a way to raise the status and profile both of the careers coordinator and of careers education within the school, in order to improve provision for students.

Furthermore, a new qualification was seen as recognition of the importance of CE / IAG to young people, and something that would encourage '*the embedding of careers in the school ethos*' and '*raise the whole level of awareness of it as a subject*'. It was recognised that there was generally little or no coverage of careers education in the training of new teachers, and

---

[15]   See Appendix 1: Model B. Note that this analysis was based only on the survey respondents who correctly completed the question about which potential outcomes might encourage them to study for a qualification

that it was an area in which subject teachers themselves felt a lack of expertise. As one subject teacher noted, '*everyone else has done a degree in their subject*', while a careers coordinator admitted that '*I've got to be able to do my job better than I am doing it*'.

This picture reflects the findings of the national survey in which respondents were asked to choose between five potential outcomes that might encourage them to study for a qualification. The ranking that emerged from their choices (Table 1. 26) indicated that the desire to do a better job and to benefit pupils was a stronger motivator than career progression and higher pay.

A qualification was also seen as a means of increasing the coordinator's confidence and self-esteem: '*it would clarify and confirm that what I am doing is right*'; it would give empowerment and enable coordinators to develop their area and '*hold their ground*' with teaching colleagues. A personal assistant said that a qualification '*would give careers coordinators an opportunity to show to colleagues that they have followed a recognised area of professional training for their role, rather than it just being an add-on to a teaching role*'. If the status of the careers coordinator was raised, it was argued that colleagues, students and parents would have '*confidence and peace of mind*' that they were dealing with someone who was qualified and professional. Some interviewees saw this endorsement as particularly relevant for coordinators who were not qualified teachers.

In the national survey, respondents ranked 'personal and professional development' more highly than career prospects and higher pay when asked what would encourage them to study for a qualification (Table 1.26). Similarly, senior manager interviewees pointed to the importance of continuing professional development for all staff, and acknowledged that careers, in particular, was an area in need of constant updating, as one senior manager explained*: 'We are all constantly upgrading our professional qualifications, and for something where there is such a huge element of change I think it's vital.'* There was a high level of interest in CPD amongst personal advisers, some of whom felt that training and updating in careers guidance had '*taken a back seat*' in Connexions since its remit had been extended to the provision of a wider range of personal advice.

Reflecting the national survey, case-study interviewees stressed that their interest in these potential benefits of a new qualification was in their impact on student outcomes. If staff were skilled and well informed, it was thought that schools would be better able to provide students with high quality CE / IAG in a changing climate. A number of case-study interviewees pointed to the desirability of developing a team of teachers who could specialise in PSHCE and careers by taking modules of a new qualification. It was thought that this would raise the level of awareness of careers education as a subject, and ensure that it was delivered by teachers who were committed to it, rather than '*having it foisted onto anyone with a bit of space in their timetable. *[Careers education] *will be seen as something desirable rather than just an added burden*' (personal adviser). There was felt to be a need for a qualification that would '*cascade down to the people being asked to deliver the programme*'; currently some tutors felt that they were '*just given the lesson plan and told to get on with it*'.

A new qualification which would help to standardise the quality of provision between schools, ensuring that all students had access to appropriate advice and guidance, was also perceived potentially to enable uptake of the qualification. To achieve this, interviewees said that the new qualification would need to be '*recognised nationally and backed by professional agencies'; *it would have to '*have weight behind it, be worth the paper it's written on'.* Schools whose staff had achieved the qualification would want to '*shout about it to parents and to Ofsted*' (Headteacher*).*

Another important factor perceived by senior managers to enable potential uptake of the new qualification was contribution to funding. Whilst all the senior managers interviewed expressed a willingness to support their careers coordinator in pursuing relevant further training, approximately half said that they would be encouraged to do so if course fees were funded and there was *full or partial funding for supply cover.*

Reflecting the national survey, while most careers coordinators thought that a professional qualification might enhance their career progression, only about one quarter said they would expect a financial reward for further study. A more important consideration for the majority of interviewees was that the content and style of delivery (as discussed in sections 5.1 and 5.2 below) would be appropriate for their needs and circumstances.

4.4   Barriers to uptake of a new qualification

As noted in section 2.2 (above), less than a third of careers coordinators responding to the survey already had or were studying for a nationally recognised qualification. For respondents who had not yet taken a qualification, lack of time was the most commonly expressed reason for not having done so, cited by more than half (53 per cent). Linked to this, one in five said that their school would not be able to release them to study for a qualification (Table 1.16c).

With regard to a new qualification, lack of time was again thought to be the main barrier for careers coordinators already in post, cited by nearly four fifths (79 per cent) of survey respondents, followed by the amount of work involved (identified by 67 per cent) and lack of funding (46 per cent). The fact that the careers coordinator role was not their main role or priority was seen as a potential barrier by more than two fifths (42 per cent) of respondents, while over a third (37 per cent) said they believed that their school would not give them time to study for the qualification (Table 1.28). Careers coordinators felt that for new people in post, lack of funding ranked alongside lack of time as a potential barrier to studying for a new qualification, cited respectively by 50 per cent and 48 per cent of survey respondents.

Case-study data supported and illustrated these findings. Staff in all 18 schools consistently identified time as the main barrier to studying for a new qualification, with concerns about the time needed to attend a course, to study and to put a portfolio together. Qualifying the survey findings where two-thirds of respondents cited the amount of work involved as a potential barrier, it was apparent that interviewees in the case-study schools regarded the time to undertake this additional work as the real barrier rather than the work itself.

There was little enthusiasm for undertaking further study that would have to be done in one's own time. On the other hand, time off during the working day was seen as a major barrier, particularly for careers coordinators who were also teachers. It was pointed out that loss of contact time not only had cost implications in terms of supply cover, but also teaching implications in terms of impact on classes. The following example illustrates the time problem for schools:

Example of time issues for schools releasing teachers for study:
In Willow School where there was high regard and support for CE / IAG from senior management and throughout the school, the deputy headteacher nevertheless pointed out that '*there is discontinuity* [for students] *if the careers coordinator is out and therefore not taking A Level groups* [in their subject]*; the impact on students can be a grade lower*', and the careers coordinator said that he would not want '*to substitute large amounts of* [teaching time] *unless it has a very big payback'.*

As in the survey, case-study interviewees also identified funding as a potential barrier to studying for a new qualification. They were concerned both about the cost of a course and the cost of supply cover for releasing a member of staff. Whilst arguing that funding was '*a major stumbling block'*, senior managers were not entirely resistant to the idea of funding their careers coordinator to attend a course. They nevertheless pointed out that schools had limited budgets and other priorities. The equivocal status which CE / IAG enjoyed in some schools was illustrated by one deputy headteacher who commented that '*careers is important but any application* [to take a new qualification] *might be competing with something that is directly relevant to the school itself'*.

The most consistent view from senior managers in the case-study schools was that they would be more willing to part-fund than fully fund participation in a course. A deputy headteacher suggested that '*to get the qualification kickstarted, there would have to be some incentive to schools, such as nil course fees or payment for supply cover; cost of cover is always very attractive to a business manager - £180 a day mounts up'*.

A number of interviewees suggested that while a new qualification might be most relevant for new entrants to the coordinator role, potential candidates might see cost as a barrier if they had to fund the course themselves.

Lack of interest or motivation for further study was seen as an additional barrier by some careers coordinators, teachers and personal advisers in the case-study schools. Long-standing coordinators typically felt themselves already well qualified, whilst teachers delivering careers often saw it as '*a low priority,* [spent] *very little time delivering it, and could not justify spending time studying for it'.* One teacher thought it unlikely that there would be many people '*jumping at the opportunity'* to take a careers qualification because it would not be seen as a way of accelerating their own career ladder: '*most people want to progress to things like head of department or head of year'.* Another pointed out that it might not be regarded as '*a proper qualification'* and might limit people early on to '*just doing careers'.*

Although they could see potential benefits in a new qualification, half of the careers coordinators interviewed (as compared with less than a third of survey respondents - see Table 1.29) said that they would not be interested, personally, in studying for one. Generally this was either because they were nearing retirement or because they already felt well qualified and were able to keep themselves updated through sources such as Connexions. However they did concede that a new qualification might help younger or new people coming into the role.

In spite of the desirability expressed by senior managers and careers coordinators in the case-study schools for developing specialised teaching teams, and the need expressed by students for careers lessons delivered by staff knowledgeable in the subject, few of the teachers interviewed who were currently delivering careers education expressed any interest in taking modules of a new qualification. The majority said this was because their time was already fully committed, their focus was on their main subject rather than PSHCE/careers, and they could refer students elsewhere for information advice and guidance. On the other hand, some thought that they might feel more enthusiastic if they were allocated time for professional development. A personal adviser commented that '*it's essential that people who do this training are enthusiastic. It's very difficult to feel enthusiastic about something if people are asking you to do it in your own time, after school or cram it into 10 minutes at the end of break.'*

Finally, it was felt that a new qualification would need to be marketed in such a way that potential attendees could see it as a relevant path for their career to take. Of the 750 survey respondents who had not taken a CE / IAG qualification, 20 per cent said they had not done so because there was no clear path for careers coordinators, and eight per cent said they did not see the point of a qualification in CE / IAG; one in five of these respondents was also unaware that any qualifications were currently available (Table 1.16c).

4.5   Summary

There were clear indications that a new qualification would be welcome in order raise the status of careers, ensure consistency of training and practice and improve provision for young people. Furthermore for these reasons there was interest expressed in taking such a qualification; however there were considerable barriers to converting interest into uptake. Reflecting the findings in section 3.2 about the importance for CE / IAG of having senior leadership support, interviewees in the case-study schools suggested that the combined barriers of time, money and motivation might be overcome if careers was seen as a priority by senior management. As one personal adviser pointed out, '*SMT need to take an interest; if they are not on board, nothing will happen'*. Senior leaders, for their part, appeared willing to support a new qualification if '*schools could see that it was something worth doing, if it helped teachers be more effective, and if it advanced outcomes for children*' (headteacher).

5.   The new qualification

As detailed in the previous chapter, there were clear indications that a new qualification would be welcomed by careers coordinators (and other school staff) and that a number of careers coordinators would be interested in taking a qualification. Current course providers, Connexions partnerships and local authorities felt that a new qualification should be available at a number of levels, to accommodate the diverse professional backgrounds of careers coordinators, that a mixture of core and optional modules should be available and that assessment should be directly relevant to careers coordinators' work (Andrews, 2009, working papers). In this chapter, we detail careers coordinators' and other school staffs' views about the content and structure of the new qualification. On the whole, these views reflect those of the other stakeholders.

5.1   Potential content

Many of the areas of skill and knowledge listed in the questionnaire were viewed by the majority of the survey respondents as essential for performing the careers coordinator role. The people-based nature of the position was strongly reflected in both survey respondents' and case study interviewees' views of the need for good communication and interpersonal skills. In terms of knowledge, both survey respondents and case study interviewees felt that while an understanding of career and qualification pathways was important, careers coordinators also needed to know about how to *find* relevant careers information and keep up-to-date with changes. We now discuss the findings relating to the potential content of the new qualification in more detail.

5.1.1   Skills

As Figure 5.1 shows, organisational, communication or interpersonal skills were perceived to be among the most essential for careers coordinators by between 81 per cent and 97 per cent of survey respondents (Table 1.14a).

Figure 5.1 - Skills considered essential and desirable for the role by survey respondents
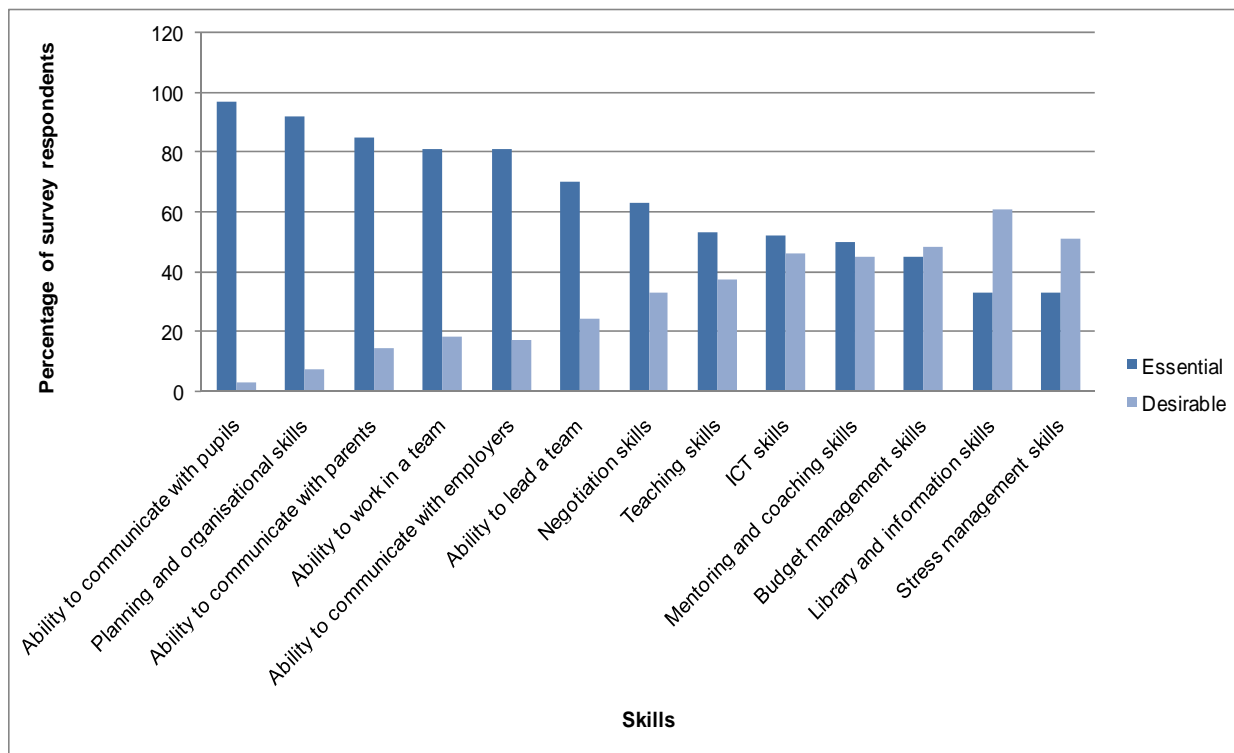
Case-study interviewees explained that these skills were needed to build relationships with a variety of CE / IAG stakeholders, such as teachers, employers, parents and Connexions. As one careers coordinator said, *'I find I have to liaise with so many different people at so many different levels'*. It was felt that to perform the role effectively, careers coordinators needed to be good networkers and be well-connected. They also needed to be able to influence others and be an ambassador for CE / IAG, to engage others and ensure that the CE / IAG information was promoted.. As one personal adviser said, *'Getting hold of enthusiastic staff and enthusing staff (one of the main difficulties) is important'*.

Nearly all (97 per cent) survey respondents believed the ability to communicate with pupils was an essential skill for careers coordinators to have. Interviewees in the case studies felt that careers coordinators needed good listening and interviewing skills to be able carry out effective guidance interviewing with students. As one careers coordinator said, *'you need to know students, and the way young people work very well'*. Interviewees stated that careers coordinators needed to be open-minded, impartial, and have the skills to work with more challenging students. A senior leader said, *'I would imagine that this qualification would teach them to deal with students that find it hard to open up and don't know what career choices to choose, that have parents and family backgrounds where there are a lot of barriers in the way'*.

Ninety-two per cent of survey respondents also felt that it was essential for careers coordinators to have planning and organisational skills. This suggests that the development of administrative and organisational skills would be an important aspect, and could possibly represent one module, of a new qualification.

Other skills considered to be essential for the role by at least half of the survey respondents were (Table 1.14a):

- The ability to lead a team (70 per cent)

- Negotiation skills (63 per cent)

- Teaching skills (53 per cent)

- ICT skills (52 per cent)

- Mentoring and coaching skills (50 per cent)

The ability to lead a team and mentoring and coaching skills were considered to be essential for the role by at least half (70 per cent and 50 per cent, respectively) of the survey respondents. The case-study interviewees felt that training in these subject leadership skills would be an important part of a new qualification, as careers coordinators need to be able to work with other people delivering the CE / IAG programme (for example, tutors delivering careers education) and provide a strategic lead.

While teaching skills were felt to be essential by just over half (53 per cent) of the survey respondents, training in how to write schemes of work and lesson plans was considered to be one of the main areas of content that they would like a new qualification to cover. As discussed in Chapter 2, few careers coordinators delivered careers education lessons themselves, but most wrote the lesson plans for the teachers who did. Developing skills for preparing effective careers education lessons might therefore be a more important element of the new qualification than teaching skills per se.

Chapter 2 highlighted the skills-based tasks in which coordinators indicated they would like further training. Approximately one-third of survey respondents currently conducting tasks such as advising SLT, preparing development plans, providing staff training in CE / IAG, identifying the IAG needs of learners and tasks related to monitoring, evaluation and review, would like further training in them. Additionally one in ten coordinators who considered negotiation skills and the ability to lead a team as essential skills for a coordinator to have said that they would like further training in these areas. Although only approximately a half of respondents viewed budget management and mentoring and coaching skills as essential, nearly all felt these tasks were at least desirable, and of those, approximately one in seven reported that they would like further training in these areas.

5.1.2 Knowledge

As Figure 5.2 shows, awareness of the 11-19 curriculum and related qualifications was one of the main areas considered essential by the majority of respondents (88 per cent). However, respondents also viewed knowledge on the sources of careers information (86 per cent) and the world of Connexions and IAG (85 per cent) as essential, perhaps indicating that coordinators want to know how to keep abreast of change. These responses suggest that developing careers coordinators' understanding of a wide range of career and qualification pathways, and sources to keep up-to-date, would be important in the new qualification (Table 1.15a).

Figure 5.2 - Areas of knowledge considered essential and desirable for the role by survey respondents
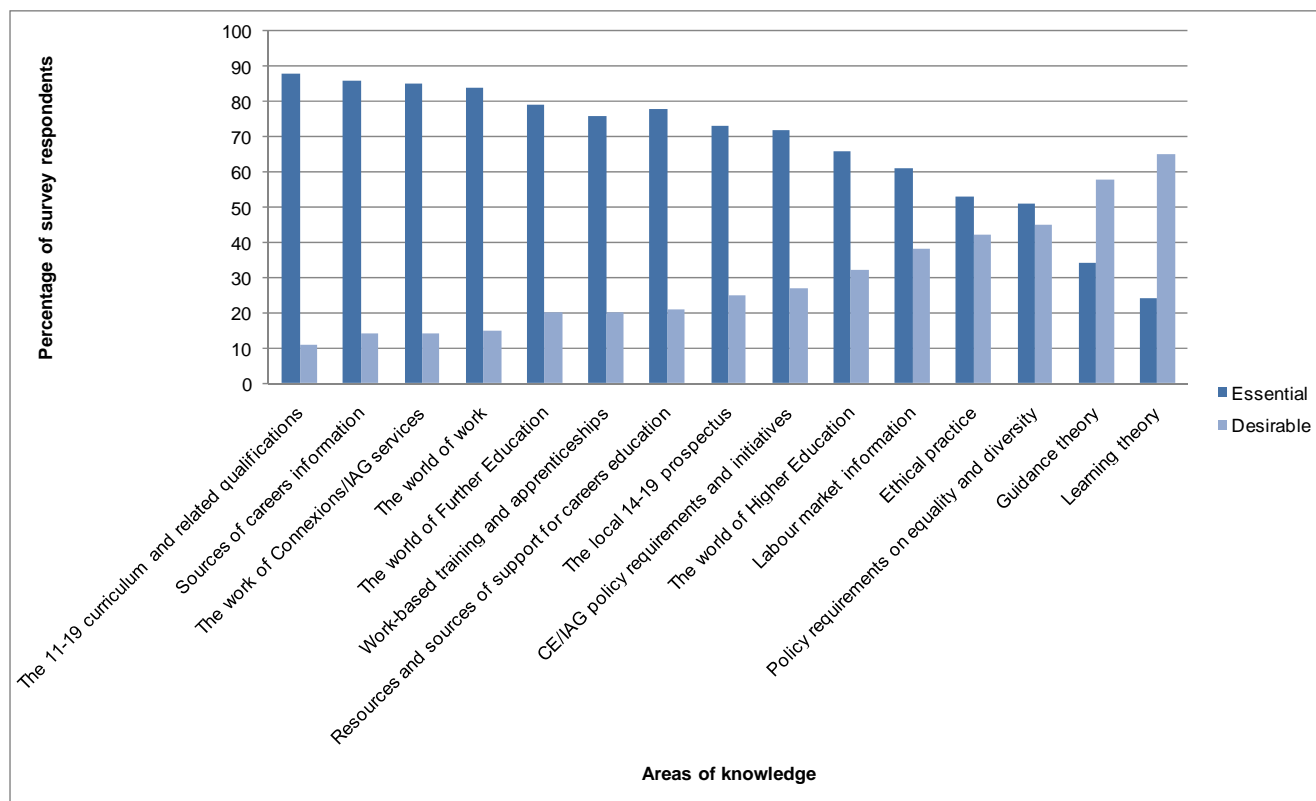
Interviewees in the case studies, including Connexions personal advisers, believed that careers coordinators needed to know how to make effective use of Connexions. Interviewees further suggested that it would be useful if a new qualification could develop career coordinators' and personal advisers' understandings of each other's roles in CE / IAG, and that joint training might be useful for this.

As well as having CE / IAG knowledge, survey respondents felt it was essential that careers coordinators were aware of how to *find* CE / IAG information and resources. Case study interviewees felt that provision of this information would be useful in the new qualification, because, as one careers coordinator said, [careers coordinators] *need to have a good understanding of where the resources are, how kids can access them'*. Teachers also considered that they would appreciate training in this. One teacher said, *'I can only advise students in areas I know about. I need to know how to access the information for other areas'*.

Knowledge of guidance theory and learning theory were believed to be less important for the role than other aspects by survey respondents, with only around a third (34 per cent) and a quarter (24 per cent), respectively, stating that these areas of knowledge were essential (although a large proportion of respondents felt that this knowledge would be desirable) (Table 1.15a).

Additionally, in response to an open question, approximately half of the survey respondents stated, unprompted, the main areas of knowledge or skill that they would like to see covered in a new qualification. The following aspects were most frequently cited (Table 1.27):

- How to find information and how to keep up-to-date with changes (nine per cent of all respondents)

- National statutory requirements, legislation and frameworks for CE / IAG, and quality standards (eight per cent)

- What should be included in the programme and how to provide a good programme to pupils (seven per cent)

- How to deliver an effective programme and how to evaluate it (both seven per cent)

- Writing lesson plans and schemes of work (seven per cent)

These findings were echoed by some of the case study interviewees who particularly expressed a concern with the need to keep up-to-date with CE / IAG information and changes. While it was felt that knowledge on pathways and various aspects of CE / IAG was vital, this was seen to be an ongoing need rather than a one-off training need due to the changing nature of CE / IAG information. As one senior leader said, *'well obviously people have to be up to date with new developments, and that's the challenge isn't it because there's so many changes'.* However some personal advisers felt that such a one-off module would be personally useful for them. One said, *'I haven't had any update training in occupational areas for years and years, so this would be on my wish-list as well'.*

As well as approximately one half of coordinators (who carried out the tasks) indicating that they would like further training in keeping up-to-date with developments in the labour market, education and training (section 2.4), there was also a perceived need for further training in many areas of knowledge considered essential or desirable to the role of coordinator (Table 1.15b). For example, approximately one in ten of coordinators who believed the following areas of knowledge were essential or desirable, wanted further training in them.

- The 11-19 curriculum and related qualifications

- The world of further education

- The world of higher education

- Work-based training and apprenticeships

- The world of work

- Labour market information

- Sources of careers information

- Resources and sources of support for careers education

- CE / IAG policy requirements and initiatives.

5.2 Preferred mode of delivery and assessment

The survey respondents who were either interested or possibly interested in taking a new qualification, on average, preferred the following methods of delivery and assessment[16] (Appendix Section 3, Model C):

- Compilation of a portfolio of evidence

- E-learning

- A mixture of compulsory and optional modules

- Either a stand alone or a linked qualification (both of these options were almost equally likely to be selected by respondents interested in taking the new qualification)

5.2.1 Mode of delivery

Survey respondents who were interested in the qualification, on average, favoured e-learning as a mode of delivery. The emphasis given to this method of training was slightly different to the preference expressed among survey respondents as a whole, who suggested that work-based and on-the-job training, followed by an attendance-based course, might be preferable to e-learning (Table 1.21). There are a number of possible reasons why the individuals interested in taking the qualification may have expressed greater preference for e-learning than those who were not interested in taking the qualification. First, they may have been more likely to consider what might be *realistic* for them rather than what might be *desirable* in an ideal world. For instance, those who were interested in a qualification were slightly more likely to state that they did not have enough time to manage CE / IAG and may have had concerns over how much time they would have available to study. Second, those who were interested tended to have less experience in the role, so they may have partly preferred e-learning as they might be younger and have greater familiarity with ICT. Third, they may have felt that e-learning would offer some degree of flexibility over when people could learn, and would widen access to the qualification. This was supported by interviewees in the case studies, who felt that e-learning might enable those working in rural areas or where release from school might be difficult, to study for the qualification. Fourth, as those who were interested in taking the qualification were more likely to be non-teachers, they may have preferred e-learning as they may be more likely to spend time at a computer than teachers. Finally, the preference for e-learning may also reflect careers coordinators' concerns about whether their schools might be willing to release careers coordinators to attend a course and it may therefore be seen as an easier way of fitting study for a qualification into working life.

While there was a preference for e-learning among the survey respondents who were interested in the qualification, it may also be desirable for a new qualification to include at least some elements of work-based training and face-to-face delivery. Case study interviewees' views, along with the preference for work-based and on-the-job training or an attendance-based course reported among survey respondents as a whole, suggest that a skills-based qualification, which incorporates careers coordinators' daily practice would be important, and that this should form at least *part* of the delivery of a new qualification.

The case-study data offered insights into why a more skills-based delivery method may need to be at least part of the new qualification. Careers coordinators, senior leaders and careers advisers all felt that much of the careers coordinator role was very practical and involved using skills which could not be learnt in front of a computer. It was felt that the delivery and

---

[16] Please note that this analysis was based only on the survey respondents who correctly completed the question about how they would prefer the new qualification to be delivered.

assessment of the new qualification should reflect this. One careers coordinator felt that the qualification should be on the job, with some e-learning, and that it could follow the NVQ model, saying it could be, *'more sort of evidence based, so it wasn't purely just going to study all the time* [...] *like how the NVQs work now where they can come in and look at what you do know and sort of count that towards something'.* Many interviewees felt that a qualification which developed and assessed careers coordinators' own practice would be the most beneficial both for schools and careers coordinators' CPD.

5.2.2 Finding the time

Delivering some of the qualification by e-learning might alleviate some of the pressure to find time to complete a course. In terms of finding the time to study, among survey respondents as a whole, day release only was the most preferred option (for 44 per cent), followed by a combination of twilight sessions and day release (32 per cent preferred this) (Table 1.23 in). Interestingly, just under a half (47 per cent) of careers coordinators felt that their school would prefer them to attend twilight sessions only (Table 1.23 in). This perhaps reflects a perceived lack of commitment or support among careers coordinators from their schools for both CE / IAG and their CPD. It suggests that many may feel that their school would expect them to pursue their CPD in their own time. Indeed, some senior leaders interviewed in the case-study visits felt that online learning was desirable, as schools might be unwilling to release staff and some senior leaders also felt that the qualification should largely be studied for in careers coordinators' own time. Perhaps not surprisingly, given careers coordinators' school work commitments, very few (seven per cent) survey respondents stated that they would prefer a term time course requiring full time attendance.

Case study interviews suggested that the skills- and people-based nature of the role was one reason why face-to-face attendance and contact time might need to form at least part of the delivery of the qualification, even if much of the course would be delivered by e-learning. It was felt that this may be especially important for learning guidance skills and interviewing skills. Interviewees also said that networking was an important part of the role and that, by attending a course, careers coordinators would be able to meet others in the profession, share ideas and good practice, and it could provide the opportunity for more prolonged networking opportunities post-course. For example, a careers coordinator who had completed a Diploma in Careers Education found sharing ideas on the course one of the most beneficial elements:

> *One of the great things about doing the Diploma in Careers Ed was that you got together with other people from throughout the region, and got different ideas. It was the process of being there and sharing ideas that was more useful for me than writing the assignments which was quite stressful.*

Additionally, current course providers and other stakeholders felt that a course with some attendance at taught sessions would be beneficial for building a group identity among participants and enabling them to share good practice.

Many case-study interviewees felt that some element of day release in the delivery of the qualification would be beneficial. Some suggested half day workshops or even courses of a week or a fortnight in duration for concentrated learning. However, this was not without its caveats; many acknowledged the difficulties of gaining school release to attend such courses. As a careers coordinator suggested, in designing the qualification, careful consideration might need to be given to ensuring that schools had plenty of notice about when careers coordinators might need to be away from the school: *'Ideally, schools should know* [about the qualification] *well before the academic year starts, so that if someone wanted to do that their timetable was constructed in a way that would allow them to get out and do those things.'*

5.2.3 Assessment

The preference for assessment by compilation of a portfolio of evidence suggests that careers coordinators who were interested in the qualification would prefer skills-based assessment. This preference was reflected among both case-study interviewees and survey respondents as a whole, even among those who were not interested in taking a qualification. Compilation of a portfolio of evidence was among the preferred methods of assessment for the majority (76 per cent) of all survey respondents, followed by competence-based assessment (49 per cent), workplace observation (44 per cent) and written reflective accounts of school-based review and development work (40 per cent). Assessment through examinations or by extended essays were the least preferred options, with only a minority of survey respondents (six and nine per cent, respectively) stating that these were among their preferred methods of assessment (Table 1.22 in). This suggests that more practical, skills-based forms of assessment were generally preferred over more academic forms of assessment such as essays and exams.

The case-study data offered insight into the reasons for this. Many of the careers coordinators interviewed had experienced exam fatigue and felt that assessment by exam would be unattractive and too cumbersome. One careers coordinator said, *'if it was exam-based, I wouldn't do it. For me that would be too stressful'.* It was felt that evidence-based assessment, such as a portfolio, was important as the careers coordinator role was skills-based. Emphasis was often placed on the importance of the qualification linking to and developing practice within schools. It was felt that the purpose behind the new qualification and its assessment should partly be improvement of practice. As an assistant headteacher said:

> *Assessment would really be "proof of the pudding" - to see what is happening in the school, so look at careers ed in the school at the start of it, and improvement at the end of the course. If a member of staff was being supported to do a qualification, you would expect to see change within the school. That would have to be a significant part of it. Otherwise there would be no point in people doing it.*

It was felt that a portfolio of evidence would allow those who were already performing aspects of their role well to have this accredited in the qualification and that where practice was less good, it would encourage careers coordinators to change their practice so that they could reach the criteria. Although, many interviewees did feel that some level of underpinning theoretical knowledge base would be useful too. As another senior leader said, *'by the same token, there has to be an academic edge to it in terms of assignments, to show full understanding of the information'.*

On the whole, many interviewees in the case studies felt that a mixture of delivery styles and methods of assessment would be desirable. For instance, a number of interviewees felt that e-learning could form at least part of the qualification, and may be a useful element for delivering the underpinning knowledge required for the role. This was reflected in the survey findings too, as respondents could choose more than one preferred method of assessment and a large number of combinations were selected across respondents. Although there was a great variety of combinations of assessment methods selected, compilation of a portfolio of evidence featured in a number of the preferred combinations. For instance, 10 per cent of survey respondents preferred assessment through a combination of competence-based assessment, workplace observation and a portfolio of evidence. A further 16 per cent preferred assessment by portfolio alone. This suggests that compilation of a portfolio of evidence should form at least part of the assessment methods for the new qualification.

5.2.4 Compulsory or optional modules

Survey respondents expressed a preference for a mixture of compulsory and optional modules (Table 1.25 in). Case-study interviewees provided some insight into the reasons for this. First, careers coordinators would be able to take the modules that were most relevant to their own training needs and their own school. As one careers coordinator said, *'I think that it's quite important for these modules really that they stand alone as well* [...] *so you have to take several* [modules] *in order to get your diploma but you have a choice so that it's specific to the school that you're in'.* Second, interviewees also felt that some modules could also be made available as one-off modules to other personnel involved in delivering CE / IAG. Third, interviewees felt accreditation for certain modules would be available based on previous experience and training, because, as one careers coordinator stated, *'We've all got so many different backgrounds'.* Indeed, the majority (79 per cent) of the survey respondents either 'strongly agreed' or 'agreed' that a national qualification should accredit prior learning (Table 1.20 in).It would appear that the provision of at least some optional modules would meet the needs of careers coordinators who, as detailed in chapter 3, may come to the role from diverse professional backgrounds. Course providers and other stakeholders were also in unanimous agreement that a course with a mixture of core and optional modules would be the most desirable.

5.2.5 A stand alone or linked qualification

The survey respondents who were interested in taking the qualification did not show a strong preference for whether the qualification should be stand alone or linked. Survey respondents as a whole were also equally divided about this. Around one quarter (26 per cent) stated that they would prefer a stand alone qualification and a third (33 per cent) stated that they would like the qualification to be linked to other qualifications for progression purposes. Around a further third (32 per cent) stated that they had no preference (Table 1.24). This again perhaps suggests that the new qualification should be flexible so that it can either be taken as a standalone qualification or linked to others if people wish to build on the qualifications they have and progress.

5.2.6 Level

Many case-study interviewees felt that a flexible qualification, which enabled coordinators to start at appropriate levels for them, might be the best approach given the variety of backgrounds and range of qualifications that careers coordinators represent. Some suggested that the qualification could be tiered. As one careers coordinator said, *'I think it would be nice to see a progression through it, so you could come at whatever level was sort of suitable for you, and perhaps even right up to Masters'.*

Some interviewees felt that it might be advisable that the qualification conferred status to the careers coordinator role. This was particularly a concern among careers coordinators who were teachers or who already possessed a degree. One careers coordinator felt that those from a teaching background would like it to be degree or Masters level: *'Don't give us a diploma in it, I mean if a teacher's got a degree then they don't want a diploma'.*

Furthermore, it was felt that the qualification might be more attractive to non-teachers if tiered levels were available. Indeed the level of the qualification was perceived by current providers and stakeholders to be a major factor which would determine whether careers coordinators might be interested in taking up a new qualification, especially in relation to whether or not it would enable careers coordinators to progress their current level of qualification. A qualification available in a range of levels might accommodate careers coordinators who now come from diverse professional backgrounds.

5.3 Summary

Organisational, communication or interpersonal skills were perceived to be among the most essential for careers coordinators, although the ability to lead and work in a team were also considered important. Awareness of the 11-19 curriculum and related qualifications and sources of careers information and the world of Connexions and IAG were viewed as essential knowledge for a careers coordinator to have.

E-learning was the favoured mode of learning for those interested in the potential new qualification, but there was also a recognised place for work based and on the job training and a course requiring attendance. Day release was the preferred method of delivery by careers coordinators, but there was recognition that twilight sessions also had a place and a combination would appeal to senior managers within school. The preference for assessment by compilation of a portfolio of evidence suggests that careers coordinators who were interested in the qualification would also prefer skills-based assessment. There was a preference for a flexible qualification, (which enabled coordinators to start at appropriate levels for them), and a mixture of compulsory and optional modules, which would allow coordinators at different levels, with different interests in varying school contexts to take modules suitable to them.

6.   Conclusions and recommendations for guidance

There was widespread recognition of the need for a new qualification for careers coordinators. The main reasons, identified by this research, were:

- that there was a need for the teachers delivering careers education to be more knowledgeable about, and dedicated to careers education in order to prepare students for choices ahead. Young people, in particular, stressed that they valued unbiased, available information on courses, qualifications, training and the places at which they can access them, and many wanted this information, alongside well-informed careers education, at a younger age.

- that, in general, it was believed that a new qualification would help to enhance CE / IAG provision in schools and ultimately benefit students by preparing them adequately for the future. There was specific evidence that, in the light of the recent 14-19 changes, respondents and interviewees felt that there was a need for careers coordinators with indepth knowledge of the options, qualifications and pathways currently available to students.

- that it was recognised that the status of careers education and guidance, and careers coordinators, needed to be raised and it was thought that a new qualification would contribute to this. Careers education and guidance needed to achieve greater prominence in all schools regardless of context, so that young people were prepared for the world of education, training and work post-16.

- it was felt that a new qualification (taken when in post) would aid recruitment for careers coordinators by providing a quality mark and consistency, and that it would also be beneficial when careers coordinators wished to move to another job.

The level of aspiration to take any potential new qualification was not as widespread as the recognised need for a new qualification and the overall interest in training and development of the profession. More experienced careers coordinators and qualified teachers were less likely to express an interest in taking the qualification, as were those coordinators from higher attaining schools and those from schools where careers education and guidance enjoyed higher status and senior leadership support.

There was also general acknowledgment that the need for time (and for teachers, release time from teaching commitments) and funding to complete the qualification were limiting factors. This view was endorsed by Connexions, local authorities and careers companies who explained that the main reason for careers coordinators not participating, in the past, was the school not releasing individuals to attend training, particularly when careers education and guidance was not regarded as a high priority, or where the coordinator had other subject teaching responsibilities that were given a higher priority for CPD.

The main market for any new qualification appeared to be amongst those coordinators who were less experienced, were non-teachers and those who recognised that a new qualification would help them to do their job better and would be good for professional development. However, this does not preclude other coordinators, and indeed teachers of careers education and personal advisers providing information, advice and guidance, as interest was clearly expressed by them (albeit not as strongly).

6.1 Recommendations for guidance for any potential new qualification

Most of the qualifications currently available were originally established to meet the careers coordination needs of qualified teachers or guidance advisers. Although qualifications have adapted in recent years in response to the changing profile of coordinators, this research has indicated additional change in the profile of careers coordinators and so there is a need to further adapt the content and delivery mechanism of careers qualifications to cater for this more diverse workforce. Additionally, there is scope to explore further development of current CPD for practitioners and senior managers, possibly via headteachers' associations.

6.1.1 Content

The research explored and identified the potential content of any potential new qualification, in terms of knowledge and skills. The development of communication skills (for example with pupils - such as identifying their IAG needs - and with parents and employers) and interpersonal skills (for example working in and leading a team) was seen as essential. Planning and organisational skills (provision for which is not always evident in existing qualifications) were also recognised as crucial to the current role of coordination. There was a perceived need for further training in some aspects of strategic management, for example in preparing CE / IAG development plans and advising SLT on CE / IAG policy, priorities and resources, even though these tasks were not always undertaken by careers coordinators. It could be argued that strengthening this area might also contribute to raising the status of CE / IAG within schools and obtaining increased SLT support, both of which would serve to underpin the increasingly recognised importance of CE / IAG and the careers coordinator's role within schools. It is recommended that any new or enhanced qualification should include elements of how to monitor, evaluate and review the effectiveness and outcomes from CE / IAG.

Negotiation skills (for example working with other subject teachers to integrate careers education into their lessons), ICT, mentoring and coaching skills (for example providing CPD for other staff on delivering CE / IAG) were all identified as subjects by respondents to be included in a new, or modified, qualification. Those without teaching experience also expressed a need for teaching skills to be integrated.

The need for a potential new qualification to include not only current information on the four 14-19 pathways, and locations of provision, but also how to access relevant information to keep up-to-date with change in the future, was perceived to be a high priority. Alongside this, the need to understand the work and role of Connexions and other IAG services was clearly expressed.

Finally, careers coordinators wanted any new, or modified, qualification to include information on the world of work, work-based learning and apprenticeships and felt it was essential to acquire an understanding of the further education system and the skills agenda.

6.1.2 Methods of delivery

A preference for a new qualification to be delivered by e-learning was expressed by survey respondents interested in the qualification. We would recommend, however, that a new qualification should also include some elements of work-based training and face-to-face delivery, as there was considerable interest shown in these methods. Some elements of the content, such as mentoring and coaching skills and assessments based on real life scenarios, would be delivered better by these means. Face-to-face sessions (valued in training already experienced by respondents) would also facilitate networking - an important course constituent for coordinators and highlighted particularly by case-study interviewees. Bearing these preferences in mind, and considering the time pressures on both careers

coordinators and schools' curricula, it would seem sensible that any new qualification was delivered by a combination of e-learning, day release and twilight sessions. In this way there would be shared commitment by, and minimum disruption to, both careers coordinators and schools.

In terms of the modular structure, it is recommended that any new qualification would include a mixture of optional and compulsory modules. Compulsory modules might include subjects such as communication and interpersonal skills, and planning and organisational skills as well as information on 14-19 pathways and where to access information on future changes. The optional modules would provide the flexibility for careers coordinators to pursue topics of interest to them as well as covering modules pertinent to the school context. It would also enhance the opportunity for accreditation as well as providing an opening for subject teachers or personal advisers to take modules of relevance to them. This would help to build consistency across the profession.

With regard to the level at which any new qualification should be made available, it is important that it would be accessible, in order to attract coordinators from different backgrounds, while at the same time conferring status on those achieving it. It is suggested that either a tiered approach or a national suite of qualifications, starting at pre-degree level, might be appropriate and help to address the diverse needs of those from a range of backgrounds.

A tiered approach would enable coordinators to start the course at a stage suitable for them, but might culminate at, or contribute to, Masters level (which might appeal to teachers as all are to be encouraged to gain a Masters in teaching and learning). This would then build on the flexibility afforded by the modular approach to give a new qualification that would both be respected and valued by qualified teachers and also would be relevant and accessible to non-teaching coordinators. A suite of national qualifications could include:

- a qualification pitched at final year undergraduate level which would appeal to coordinators from backgrounds other than teaching without a professional background or without a relevant one

- a postgraduate qualification equivalent to four terms part-time study which could be the entry point for qualified teachers and careers advisers and the progression route for those with the initial qualification and

- a Masters qualification for coordinators who aspire to become advanced skills teachers (ASTs), excellent teachers (ETs) or senior school leaders.

The research findings indicated that careers coordinators would prefer a new qualification to be based on a compilation of a portfolio of evidence as this could facilitate the development of practice within schools. Additionally, it would allow those who were already performing aspects of their role well to have this accredited in the qualification and where practice was less good, it would encourage careers coordinators to change their practice so that they could reach the criteria.

6.1.3 Marketing

Flexibility would be an important aspect to any marketing of a new qualification, development of current qualifications or expansion of CPD for careers coordinators and senior managers, as potential participants would need to be able carry out the course alongside their busy role as careers coordinators, and schools would need to see that it would entail minimum disruption to the school. Coordinators would also want to see the relevance to their current role and their career progression. As most interest and demand for a qualification was

expressed by less experienced coordinators (and non-teachers) and those motivated by altruistic value it is important that it would be marketed in such a way as to appeal to such interests for example stressing aspects which would help coordinators to carry out their current role better, and the value to young people, as well as the benefit in terms of their own professional development.

In terms of marketing to senior managers (and coordinators) within schools, it may be worth stressing the value of effective CE / IAG in moving towards the achievement of all of the Every Child Matters (ECM) outcomes including economic-wellbeing (such as making young people aware of possible career opportunities and pathways and achieving lower rates of switching and drop-out at 16 and 18).The support of SLT to the status of careers within school is essential; only with their cooperation would the barriers to uptake of a new qualification, or further CPD, of lack of perceived time, motivation and funding, be overcome.

6.2 Summary

There was general recognition of the need for a new qualification for careers coordinators, should funding be available, especially amongst those new to the profession and less experienced, non-teachers and from those intrinsically motivated to do their job better. In terms of the development of a new qualification or the improvement of currently available qualifications and CPD, it is recommended that the content and mode of delivery should be as flexible and inclusive as possible to reflect the diverse needs of careers coordinators from different backgrounds situated in varying school contexts. Flexibility, in terms of level, content and the mode of delivery, would also serve to facilitate attendance and possibly ease the SLT management challenge of finding the time and funding needed for the successful uptake of further qualifications for careers coordinators.

Appendix 1 - Details of research methodology

Review of current qualifications

The analysis of current qualifications took place in two phases. An initial desk review drew on information in the *Directory of Professional Qualifications for Careers Education and Guidance in England* (published jointly by the DCSF's Support Programme for Careers Education and IAG and the Association for Careers Education and Guidance (ACEG))[17]. This included information on all HEI-based and examining body courses run in England for careers coordinators and this was updated with further information collected through telephone interviews with each of the HEI providers (working paper 1). Subsequently, the team conducted telephone interviews with a range of Connexions partnerships, local authorities and careers companies that chose to support or chose not to support, careers co-ordinators to participate in the courses and programmes that led to the professional qualifications currently available. In the interviews, the team explored their involvement in: the planning, reviewing and delivery of training; factors determining which qualifications they chose to support; and, perspectives on current professional training (working paper 2). The team also asked the providers and the other stakeholders for recommendations about the content, structure and delivery of the proposed qualification (working paper 3).

Case studies

The research team conducted in depth case study visits to 18 schools between November 2008 and March 2009 to gain an insight into careers education, information, advice and guidance (CE / IAG) in each school and gain views on the proposed new professional qualification. Prior to making first contact with the schools, the team sent local authorities a courtesy letter outlining the research and informing them that some of the schools in their authority were being invited to participate in case-study work. The team then sent approach letters to the headteacher and careers coordinator at each school outlining the research and who the team would like to interview at the school. The letter was followed by a telephone call from one of the team researchers to discuss the research further and arrange the visits.

During the visit, one-to-one semi-structured interviews were conducted with the following personnel:

- the member of staff who had responsibility for the coordination and/or delivery of careers education and guidance

- the Headteacher, or Deputy or Assistant Headteacher or senior member of staff responsible for careers education

- two other members of school staff in Years 9 and 11 involved in the delivery of CEG

- the careers Personal Adviser who was linked to the school

If a member of staff or the Personal Adviser were not available on the date of the visit, telephone interviews were conducted with them at a later date. During each visit, the researcher also conducted a focus group interview with a group of pupils in either Year 10 or 11 to investigate the perceived impact of the CEG programme. Young people's needs and expectations of CEG were explored to triangulate their views on CEG input and staff expertise with those of other interviewees.

---

[17] CEIAG Support Programme and ACEG *(2008). Directory of Professional Qualifications for Careers Education and Guidance in England.* [Online] http://www.aceg.org.uk/ac_ind10.pdf (5th August 2008).

Drawing the case-study sample

The team purposively sampled schools to approach for the visits based on models of staffing for the careers coordinators role outlined in Appendix Figure 1. The team's experience in secondary schools suggested that few schools now have a qualified teaching staff member whose primary role is that of CEG coordination. Instead the models of staffing shown in Appendix Figure 1 may be more common and the case study schools were selected to reflect this.

Appendix Figure 1 - Potential models of careers coordinator staffing
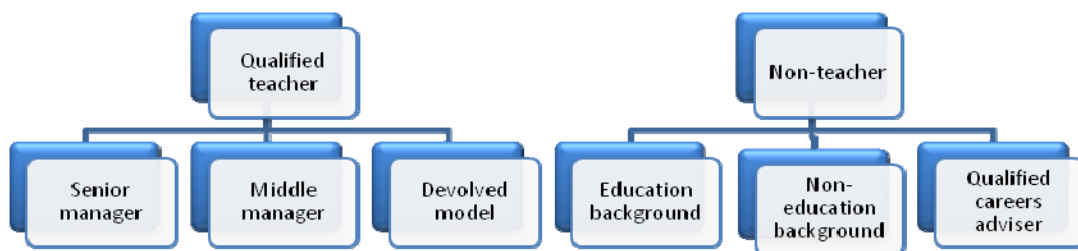
CEG advisers in Connexions partnerships, local authorities and careers companies provided names of schools and coordinators within each model. The team then selected a sub-sample of schools to represent geographical location (the north, the midlands and the south of England), and school type (e.g. 11-16 and 11-18 comprehensives). Eighteen schools were chosen to be approached initially and matched 'reserve' schools were also selected in case agreement for the visit could not be arranged with the first choice school.

Characteristics of schools and interviewees

In total, at the schools, we interviewed:

- 18 careers coordinators

- 17 senior leaders

- 31 teachers involved in the delivery of careers education

- 17 Personal Advisers / external guidance providers (for example from Connexions) and

- 130 young people (68 Year 11 and 62 Year 10 students).

Appendix Figure 2 summarises the background of the careers coordinators in the schools in the case study visits from each of the professional background models. Overall, half of the careers coordinators were qualified teachers and half were non-teachers. Four schools were visited in the north, six in the Midlands and eight in the South of England, and all but one government office region (GOR) were included.

Appendix Figure 2 - Professional backgrounds of the careers coordinators in the case study schools

Qualified teacher, senior manager (*n* = 2)

Qualified teacher, middle manager (*n* = 3)

Qualified teacher, devolved model (*n* = 4)

Non-qualified teacher (not QTS) from educational background (*n* = 3)

Non-qualified teacher from non-educational background (*n* = 2)

Non-qualified teacher and qualified careers adviser (*n* = 4)

To ensure the confidentiality and anonymity of the schools that took part, we have used fictitious names throughout this report, and these names bear no resemblance to the schools they represent.

The survey of careers coordinators

In the final stage of the research, questionnaires were dispatched to careers coordinators in 2,962 maintained secondary schools in England (excluding special schools and PRUs) (89 per cent of all maintained secondary schools) between January and February 2009. A representative sample was drawn from NFER's Register of Schools, taking into account school types and urban / rural locations. Questionnaires could be completed on paper or online. The main aim of the survey was to capture data on the nature and scale of demand for new careers coordinator qualifications and the content of these qualifications.

The questionnaire was informed by feedback from a consultation exercise that NFER and NICEC conducted with the Association for Careers Education and Guidance (ACEG) and the Institute of Careers Guidance (ICG and initial findings from the case study visits.

To maximise response rates, NFER used the following strategies:

- two written reminders, one of which included a further paper copy of the questionnaire

- publicising the survey through the CEIAG Support Programme Newsletter, the ACEG Newsletter, the ICG and CRAC websites and through the dedicated teacher pages of the NFER website

- informing respondents that the survey was supported by the National Association of Headteachers (NAHT) and the Association of School and College Leaders (ASCL)

Response rate and characteristics of the survey respondents

A total of 1208 completed questionnaires were returned from careers coordinators, 79 per cent of whom were careers coordinators for Years 7-11 (chapter 2). This represented a response rate of 41 per cent. The achieved survey sample of schools was representative of the full population of schools for KS3 and GCSE attainment, Government Office Region (GOR) and location (urban / rural) (Table 4.1).

Appendix 2 - Basic frequency tables: Survey of Careers Coordinators

Section 1 - Descriptive frequencies

Table 1.1 - Which of the following most accurately describes your work with careers education?

	%
I am the careers coordinator for students in years 7 to 11	79
I am the careers coordinator for students in years 12 and 13	27
I am the senior leader with responsibility for CEIAG	26
Other	7
No response to this question	0
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
A total of 1208 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.2 - How would you describe your professional background?

	%
Qualified Teacher	74
Other education background (e.g. TA, HLTA, Learning Mentor)	8
Qualified Careers Adviser / Personal Adviser	7
Librarian / Information specialist	4
Industry or business background	13
Other background	5
No response to this question	<1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
A total of 1203 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.3 - If you are a teacher, how long have you held QTS?

	%
5 years or less	7
6-10 years	11
11-15 years	13
16-20 years	10
21+ years	57
No response to this question	2
N =	**898**

A single response item
Due to rounding, percentages may not always sum to 100.
All those who said they were a Qualified Teacher in question 2
884 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.4 - How long have you been responsible for CEIAG?

	In this school %	In total %
2 years or less	34	23
3-5 years	28	18
6-10 years	18	13
11-15 years	7	6
16-20 years	6	4
21+years	3	4
No response	4	32
N =	**1208**	**1208**

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1198 respondents answered at least one item in this question
Source: NFER survey to Careers Coordinators 2008

Table 1.5 - How did you become responsible for CEIAG?

	%
I applied for the post	35
I was asked to take the post (by the Senior Leadership Team (SLT))	28
I volunteered for the post	3
I was assigned to the post (by the SLT)	5
It is part of the wider responsibility of my current post in the school	26
No response	3
N =	**1208**

A single response item
Due to rounding, percentages may not sum to 100
1171 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.6 - On average, how much time do you spend managing CEIAG per week?

Mean	Median	Mode	Min	Max
7h 17 mins	3h 30 mins	2h 0 mins	0h	50h
N = 1140				

Numerical data
Calculations are based on the 1140 respondents that gave an answer to this question out of the total 1208.(68 respondents did not provide an answer to this question)
Source: NFER survey to Careers Coordinators 2008

Table 1.7 - Please indicate the extent to which you agree or disagree with the following statements

	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Not sure %	No response %
I have enough time to manage CEIAG in my school	8	33	34	20	3	1
The SLT in my school believes that CEIAG is a priority	15	52	18	5	8	2

N = 1208

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1203 respondents answered at least one item in this question
Source: NFER survey to Careers Coordinators 2008

Table 1.8 - Does your school have a development plan for CEIAG?

	%
Yes	71
No	21
Don't know	8
No response	1
N =	**1208**

A single response item
Due to rounding, percentages may not sum to 100
1201 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.9 - The CEIAG development plan is clearly linked to the school development plan

	%
Strongly agree	26
Agree	63
Disagree	6
Strongly disagree	<1
Not sure	5
No response	<1
N =	**854**

A single response item
Due to rounding, percentages may not always sum to 100.
All those who said that their school has a development plan for CEIAG in question 8
850 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.10a1 - Please indicate which other roles and/or responsibilities you hold within your school, if any

	%
14-19 coordinator	14
Advanced Skills Teacher	2
Aim Higher coordinator	19
Citizenship coordinator	19
Economic well-being coordinator	21
Enterprise coordinator	34
Excellent Teacher	1
Form / Class tutor	26
Head of Year / Key Stage	8
Headteacher	1
Individual Learning Plan (ILP) coordinator	5
Librarian	4
PSHE education coordinator	21
SENCO or SEN / LLDD coordinator	2
Senior Leader	20
Subject teacher	53
TA / HLTA	1
Vocational Education coordinator	19
Work experience coordinator	64
Work related learning (WRL) coordinator	51
Other	17
No roles ticked	2
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
A total of 1185 respondents ticked at least one role.
Source: NFER survey to Careers Coordinators 2008

Table 1.10a2 - Number of additional roles held

	%
No roles ticked	2
1	10
2	16
3	17
4	17
5	14
6	11
7	7
8	5
9	1
10	1
11	<1
N =	**1208**

A total of 1185 respondents ticked at least one role.
Source: NFER survey to Careers Coordinators 2008

Table 1.10b - Please indicate how you feel this role works *with* or *against* your role as a careers coordinator/ senior leader with responsibility for CEIAG

	complements my work as careers coordinator %	conflicts with my work as careers coordinator %	unrelated to my work as careers coordinator %	No response %	N
14-19 coordinator	90	1	2	7	**175**
Advanced Skills Teacher	84	0	5	11	**19**
Aim Higher coordinator	91	1	2	6	**235**
Citizenship coordinator	79	5	10	6	**224**
Economic well-being coordinator	91	1	3	6	**255**
Enterprise coordinator	88	2	5	6	**415**
Excellent Teacher	36	18	18	27	**11**
Form / Class tutor	53	16	22	8	**310**
Head of Year / Key Stage	75	8	8	9	**99**
Headteacher	33	11	44	11	**9**
Individual Learning Plan (ILP) coordinator	93	0	2	5	**59**
Librarian	73	6	16	6	**51**
PSHE education coordinator	86	3	3	9	**257**
SENCO or SEN / LLDD coordinator	68	0	16	16	**19**
Senior Leader	73	10	7	10	**241**
Subject teacher	44	11	36	8	**637**
TA / HLTA	64	0	29	7	**14**
Vocational Education coordinator	88	3	1	8	**228**
Work experience coordinator	90	1	1	8	**776**
Work related learning (WRL) coordinator	91	1	1	7	**613**
Other	46	3	24	28	**204**

A series of single response items
Due to rounding, percentages may not sum to 100
Source: NFER survey to Careers Coordinators 2008

Table 1.10b2 - Other role held

	%
Head of Subject / In charge of subject / faculty	**22**
Progression Coach / Mentor / Futures Coordinator	**6**
Administrator / Secretary	**5**
Head of Offsite Learning / Alternative Provision / NEET group	**4**
Assessment Coordinator / Exams Officer	**4**
Coordinator / Head of Personal Development Curriculum / Progress file	**3**
Pastoral Support / Child Protection / Home-School links	**3**
Other relevant / vague comment	**3**
Communications & Marketing / Business Links	**3**
Post 16 / KS5 / 6th Form Manager / Guidance Manager	**2**
Cover supervisor / manager	**2**
ECM coordinator	**2**
G&T coordinator / assistant	**2**
SEAL coordinator (including UK Resiliency programme)	**2**
Coordinator / Head of ASDAN courses	**2**
SEN support teacher	**2**
Connexions coordinator	**2**
Extra curricular development coordinator (including DoE award)	**1**
Support Centre / Learning Centre Manager	**1**
Head of House / Mini Community / House Tutor	**1**
Healthy Schools Coordinator	**1**
Student support / leadership	**1**
PA (to member of senior staff)	**1**
Director / Coordinator of Specialism / Leading Edge	**1**
Community links	**1**
Extended Schools / Services coordinator	**1**
Deputy head teacher	**1**
Assistant head teacher	**1**
Curriculum leader / Responsibility for T&L	**1**
Vocational Coordinator / Centre Director	**1**
ECO schools / Sustainable Development Coordinator	**1**
ITT / ITE coordinator	**1**
NQT / PGCE student Induction Tutor	**1**
Health and Safety	**1**
No Response	**1**
Director / Head of IAG - Careers	**1**
College leader	**1**
Diplomas coordinator	**1**
Teacher of Learning to Learn	**1**
Inclusion Manager	**1**
Options coordinator	**1**
Reprographics	**1**
Careers librarian	**1**
Careers adviser	**1**
Targeted Mental Health Manager	**1**
Data manager	**1**
Irrelevant / Uncodeable	**1**
Behaviour manager / leader	**1**
N =	**204**

A single response, open ended item
Due to rounding, percentages may not always sum to 100.
All those who ticked 'other' in question 10
202 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.11 - Do you carry out any of the following strategic management tasks for careers education, information, advice and guidance (CEIAG)?

	Yes, I do this…		No, I don't do this…		
	and I am confident in doing it %	but I would like (further) training %	but somebody else does this %	and I'm not aware that anybody does this %	No response %
Planning					
Advise SLT on CEIAG policy, priorities and resources	48	32	10	9	2
Prepare the development plan for CEIAG	46	26	14	13	3
Prepare, negotiate and allocate the annual CEIAG budget	40	13	34	10	3
Internal Activities					
Attend meetings in other academic curriculum areas	59	5	14	16	6
Attend pastoral / tutorial team meetings	70	4	14	8	5
Attend vocational curriculum / Diploma review meetings	41	9	27	14	9
Manage the CEIAG budget	63	12	16	7	2
Provide CPD/INSET for other staff on delivering CEIAG	37	20	16	23	5
External Activities					
Inform parents and learners about CEIAG support, events and services	68	14	11	5	2
Attend local consortium and network meetings	71	9	10	8	2
Build and maintain relationships with (local) employers	57	14	22	6	2
Monitoring, evaluation and review					
Review the effectiveness of the school's delivery of CEIAG	53	29	11	7	1
Evaluate the outcomes of CEIAG for young people	45	30	15	9	2
Review the effectiveness of the Connexions / external guidance provider	58	19	14	9	1
Provide evidence for SLT and governors about quality and standards in CEIAG	46	23	12	16	2
Involve parents and learners in evaluating CEIAG	35	24	11	27	3

N = 1208

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1204 respondents answered at least one item in this question
Source: NFER survey to Careers Coordinators 2008

Table 1.12 - Do you carry out any of the following day to day management tasks for careers education, information, advice and guidance (CEIAG)?

	Yes, I do this…		No, I don't do this…		No response %
	and I am confident in doing it %	but I would like (further) training %	but somebody else does this %	and I'm not aware that anybody does this %	
Manage / maintain careers information resources	54	15	30	1	1
Manage the relationship with Connexions / the external guidance provider	81	8	9	1	1
Manage the work of support staff (including administrative staff)	58	6	21	12	3
Liaise with employers and work experience providers	57	7	33	2	2
Liaise with other local post-16 providers (e.g. FE, schools, employers)	65	8	22	4	2
Identify the IAG needs of learners	44	26	22	6	2
Refer learners to personal advisers	70	8	19	2	1
Oversee UCAS applications	13	2	78	3	5
Oversee job applications	33	7	38	16	6
Oversee college (FE) / sixth form and / or training applications	39	6	45	7	3

N = 1208

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1204 respondents answered at least one item in this question
Note that secondary schools without post-16 provision were excluded from the responses to the statement 'Oversee UCAS applications' (so that N=741)
Source: NFER survey to Careers Coordinators 2008

Table 1.13 - Do you carry out any of the following subject leadership tasks for careers education?

	Yes, I do this…		No, I don't do this…		
	and I am confident in doing it %	**but I would like (further) training %**	**but somebody else does this %**	**and I'm not aware that anybody does this %**	**No response %**
Plan the schemes of work for careers education for years 7 to 11	53	20	22	3	1
Plan the scheme of work for careers education for post-16 students	23	9	56	9	3
Prepare careers education materials and resources for use by other teachers	58	19	16	6	2
Work with other subject teachers/leaders to integrate careers education into their lessons	35	26	12	25	3
Work with the SENCO coordinator to help with differentiation of careers education lessons / materials	27	20	21	30	2
Teach careers education lessons	45	10	35	8	3
Train other colleagues in how to teach careers education	35	19	15	28	3
Monitor teaching and learning in careers education	40	20	19	20	2
Keep up to date with developments in the labour market, education and training	48	35	9	8	1
Provide advice on options and progression routes	60	17	19	2	2
Attend CPD / INSET on careers education	63	17	8	10	2

N = 1208

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1204 respondents answered at least one item in this question
Note that secondary schools without post-16 provision were excluded from the responses to the statement
'Plan the scheme of work for careers education for post-16 students' (so that N=741)
Source: NFER survey to Careers Coordinators 2008

Table 1.14a - What skills do you think a careers coordinator needs?

	This is essential %	This is desirable %	This is not important for the role %	No response %
Negotiation skills	63	33	3	2
The ability to work in a team	81	18	1	1
The ability to lead a team	70	24	4	2
The ability to communicate with pupils	97	3	<1	1
The ability to communicate with parents	85	14	1	1
The ability to communicate with employers	81	17	1	1
Planning and organisational skills	92	7	<1	1
Budget management skills	45	48	5	1
Teaching skills	53	37	10	1
Mentoring and coaching skills	50	45	4	2
ICT skills	52	46	1	1
Library and information skills	33	61	6	1
Stress management skills	33	51	13	2

N = 1208

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1203 respondents answered at least one item in this question
Source: NFER survey to Careers Coordinators 2008

Table 1.14b - Are there any skills in which you would like training in relation to your role as careers coordinator?

I would like (further) training in…	%
Negotiation skills	6
The ability to work in a team	2
The ability to lead a team	7
The ability to communicate with pupils	3
The ability to communicate with parents	4
The ability to communicate with employers	6
Planning and organisational skills	4
Budget management skills	11
Teaching skills	6
Mentoring and coaching skills	14
ICT skills	8
Library and information skills	9
Stress management skills	9
No response to this question	69
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
A total of 370 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.15a - What areas of knowledge do you think a careers coordinator should have?

	This is essential %	This is desirable %	This is not important for the role %	No response %
The 11-19 curriculum and related qualifications	88	11	<1	1
The world of Further Education	79	20	<1	1
The world of Higher Education	66	32	1	1
Work-based training and apprenticeships	79	20	<1	1
The world of work	84	15	<1	1
Labour market information	61	38	1	1
Sources of careers information	86	14	<1	1
The work of Connexions / IAG services	85	14	<1	1
Resources and sources of support for careers education	78	21	<1	1
CEIAG policy requirements and initiatives	72	27	<1	1
Learning theory	24	65	9	3
Guidance theory	34	58	5	3
The local 14-19 prospectus	73	25	1	1
Policy requirements on equality and diversity	51	45	3	2
Ethical practice	53	42	3	2

N = 1208

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1204 respondents answered at least one item in this question
Source: NFER survey to Careers Coordinators 2008

Table 1.15b - Are there any skills in which you would like training in relation to your role as careers coordinator?

I would like (further) training in…	%
The 11-19 curriculum and related qualifications	11
The world of Further Education	9
The world of Higher Education	11
Work-based training and apprenticeships	15
The world of work	9
Labour market information	14
Sources of careers information	8
The work of Connexions / IAG services	4
Resources and sources of support for careers education	10
CEIAG policy requirements and initiatives	14
Learning theory	9
Guidance theory	13
The local 14-19 prospectus	6
Policy requirements on equality and diversity	11
Ethical practice	11
No response to this question	68
N =1208	

More than one answer could be put forward so percentages do not sum to 100
A total of 387 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.16a - Do you have or are you studying for, any of the following nationally recognised guidance qualifications?

	I have this qualification %	I am studying for this qualification %
Certificate (e.g. Certificate of Further Professional Studies) in Careers Education and Guidance	11	2
Diploma / Postgraduate Diploma in Careers Education and Guidance	7	3
Diploma in Careers Guidance	4	
Qualification in Careers Guidance	3	1
NVQ Level III in Guidance / Advice and Guidance	2	<1
NVQ Level IV in Guidance / Advice and Guidance	2	1
Masters in Careers Education and Guidance	<1	<1
Other	2	1

None of the above = 62%

No response = 8%

N =1208

More than one answer could be put forward so percentages do not sum to 100
A total of 1113 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.16b1 - If you have any of the qualifications listed above, please indicate how satisfied or dissatisfied you were with the training you received as part of the course

	%
Very satisfied	50
Satisfied	44
Dissatisfied	2
Very dissatisfied	1
Not sure	1
No response	2
N =	**309**

A single response item
Due to rounding, percentages may not always sum to 100.
A filter question: All those who said they had achieved one of the qualifications in question 16a
A total of 303 respondents provided a response to this question
Source: NFER survey to Careers Coordinators 2008

Table 1.16b2 - Please indicate the main reasons why you feel this way about the training

Reason given	%
No Response	45
Comprehensive / Thorough / Very good	9
Felt fully prepared / equipped with the necessary skills	9
Course leader / tutors competent / knowledgeable / supportive	8
Relevant / Useful	8
In depth / learnt a lot of theory and practical / skills	7
Good delivery	6
Was a (full time) course at university	5
Gained qualification many years ago	4
Enabled networking / establishing contacts	3
Practical	3
Built up confidence	3
LEA / School based mentor supportive	3
Up to date	2
Distance Learning Course / e-learning	2
Not much training received (e.g. a tick box qualification)	2
Want more training / refresher course / updating	2
Choice of modules to fit situation / setting	2
Assignments related to developments in school	2
Local aspect / Locally delivered by local people	2
Acquired further knowledge on the job	2
Interesting	1
Training adequate	1
Helped prioritise components of role	1
Assessment related (e.g. ongoing/time for completion)	1
Needed more school based information	1
Part time study / after work	1
Other relevant / vague comment	1
Access to good facilities / library / online resources	1
Good for interview / group work sessions	1
Not useful / Not relevant	1
Was given secondment / time away from workplace	1
Enabled attention to be fully focussed on the course	1
Too much theory / academic exercises	1
Not sufficiently comprehensive / thorough	1
Insufficient support	1
Needed more on conducting careers interviews	1
Needed more on skills	1
Needed a local aspect	1
(Previous) School gained Careers Mark	1
Quality of delivery varied / Some good, some bad	1
Modular course	<1
Provided good foundation for a further course	<1
Undertook a wide range of assignments	<1
Variety of trainers / locations available	<1
Some opportunities for personal research	<1
Emphasis on completing FE / HE	<1
Reassured that our practices met national standards	<1
Made me feel I was not alone in this field	<1
Obtained global overview of CEIG	<1
Challenged my way of thinking	<1

Poor delivery / woolly	<1
Information was out of date	<1
Course too short	<1
Needed more on opportunities available for students	<1
Needed more work with employers	<1
Needed more on advice and guidance	<1
Evidence gathering too time consuming	<1
Did not equip me to offer effective guidance	<1
Changes within Careers Company resulted in downgrade from Masters	<1
Qualification was in careers education not in CEG	<1
Had to change college during course due to lack of numbers	<1
Gained qualification working in a different role (e.g. Connexions Adviser)	<1
Training undertaken alongside Connexions staff	<1
N =	**309**

More than one answer could be put forward so percentages do not sum to 100
A filter question: All those who said they had achieved or were studying for one of the qualifications in question 16a
An open-ended, multiple response question
A total of 170 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.16c - If you selected none of the above for question 16a, are there any particular reasons why you have not yet taken a qualification relating to CEIAG?

	%
I do not have the time to study for another qualification	53
My school / Connexions service would not fund this training	10
There are no courses available locally	7
I do not like the style of assessment on the courses I have seen	2
My school would not be able to release me to study for a qualification	20
I didn't know there were any qualifications available	20
I do not see the point of a qualification in CEIAG	8
There is no clear career path for careers coordinators	20
I'm new to the role	25
I intend to study for a qualification relating to CEIAG within the next year	6
Other reason	25
No Response	1
N =	**750**

More than one answer could be given so percentages do not sum to 100
A filter question: all those who did not have or were not working towards any of the qualifications listed in question 16a.
A total of 746 respondents answered at least one item in this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.17 - What qualifications do you currently hold?

	%
Degree	76
Doctorate	1
GCE 'A' level / Scottish / Irish / Higher Grade	48
GCSE / GCE O level / School Certificate / NVQ level 2	58
Higher Education Diploma / Foundation Degree	8
Masters degree	14
NVQ level 3	5
NVQ Level 4 / Higher National Diploma	5
NVQ level 5	1
Ordinary National Certificate / Diploma / Trade Apprenticeship	4
Postgraduate certificate / diploma	43
Other qualifications	28
None of these	<1
No response to this question	1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
A total of 1199 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.18 - Are you a member of a professional association relating to careers education, information, advice and guidance?

	%
Yes	23
No	57
I am not aware of any professional associations relating to CEIAG	14
No response	6
N =	**1208**

A single response item
Due to rounding, percentages may not sum to 100
1138 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.19 - How do you keep up to date with changes in CEIAG?

	%
Information from professional association	33
Through the CEIAG Support Programme	24
Cegnet	45
CEIAG magazines / journals	42
Regular CPD / INSET	29
Ad hoc CPD / INSET	24
Local Authority	51
Other	18
I do not feel up to date with recent changes	16
No response to this question	1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
A total of 1199 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.20 - Please indicate the extent to which you agree or disagree with the following statements

	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Not sure %	No response %
Careers coordinators need a nationally recognised qualification to do the role effectively	22	38	27	4	9	2
All new people involved in coordinating CEIAG in the future should take a qualification in CEIAG	20	42	23	4	10	2
A national qualification for CEIAG should be formally accredited	33	55	4	1	5	2
A national qualification has to accredit prior learning	33	46	7	<1	10	3
N = 1208						

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1197 respondents answered at least one item in this question
Source: NFER survey to Careers Coordinators 2008

Table 1.21 - If you had the choice, how would you prefer a qualification for careers coordinators to be delivered?

Rank	
1	Work based and on the job training
2	Course requiring attendance
3	E-learning
4	Distance learning
N=	**933**

This was a ranked pairs question where respondents were asked to indicate their preferred option in each pair of statements. 933 respondents gave a response to each pair of statements (the other respondents did not fully complete the question).

Overall ranks were calculated from the preference given to each delivery method in the following way: every preference was assigned a weight, so for example if E-learning method of delivery was chosen as the first method of delivery, this would have a count as 4, if E-learning was chosen as second method it would count as 3 and so on until the E-learning is chosen as the last method of delivery and for this, it gets 0 points.

Table 1.22 - If you had the choice, how would you prefer the qualification to be assessed?

	%
Through a competence-based assessment	49
By written reflective accounts of school-based review and development work	40
By extended essay(s)	9
Through examinations	6
By workplace observation	44
By compiling a portfolio of evidence	76
No response to this question	1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
A total of 1191 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.23 - If you had the choice, how would you prefer to find the time to study on this course?

	I would prefer %	My school might prefer %
Twilight sessions only	5	47
Day release only	44	7
Full-time term time attendance only	7	<1
Combination of twilight sessions and day release	32	27
No Response	13	19
N = 1208		

A series of single response items
Due to rounding, percentages may not always sum to 100
A total of 1122 respondents answered at least one item in this question
Source: NFER survey to Careers Coordinators 2008

Table 1.24 - Would you prefer…

	%
A stand alone qualification	26
A qualification linked to other qualifications for progression purposes	33
No preference	32
Don't know	8
No response	2
N =	**1208**

A single response item
Due to rounding, percentages may not sum to 100.
1186 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.25 - Would you prefer…

	%
All modules to be compulsory	5
A mixture of compulsory modules topped up with some optional modules	61
All modules to be opt-in	13
No preference	15
Don't know	5
No response	2
N =	**1208**

A single response item
Due to rounding, percentages may not sum to 100
1186 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.26 - What potential outcomes might encourage you to want to study for a national qualification in careers education?

Rank	
1	It would help me do my job better
2	It would benefit the pupils in my school
3	It would be good for my personal and professional development
4	It would improve my career prospects
5	It might lead to higher pay
N =	**958**

This was a ranked pairs question where respondents were asked to indicate their preferred option in each pair of statements. 958 respondents gave a response to each pair or statements (the other respondents did not fully complete the question).

Overall ranks were calculated from the preference given to each potential outcome in the following way: every preference was assigned a weight, so for example if the outcome 'it would benefit the pupils in my school' was chosen first, this would have a count as 4, if 'it would benefit the pupils in my school' was chosen as second outcome it would count as 3 and so on until 'it would benefit the pupils in my school' is chosen as the last potential outcome and for this, it gets 0 points.

Table 1.27a - What are the main things that you would most like to see covered in any new national qualification for careers coordinators?

(Codes at highest level of detail)

	%
No Response	51
How to find information / how to keep up to date with (changes in) CEIAG / sources of careers info / explore different avenues	9
Statutory / national requirements / legislation / frameworks of CEIAG (including meeting Quality Standards / Gold standard)	8
What should be included in a programme of CEG/how to create a balanced programme of CEIAG / good provision for pupils	7
Delivery of CE / effective learning / implementation of CEG	7
Self evaluation, How to evaluate / assess / manage CEIAG programme / policies / work	7
Writing lesson plans / schemes of work / SOW	7
Guidance theory / skills	6
Progression routes / career planning / different pathways incl non-academic routes	6
(local) labour market information, understanding of business and industry	6
How to find resources	5
How to work with (individual) students (of all abilities)	5
Available qualifications and levels (e.g. Diplomas, WBL, training), and other providers of these	5
CEIAG and the rest of the curriculum (including integrating it in other subject areas)	3
(how CEG links to) related areas (including work related learning (WRL), work experience (WEX), Enterprise, PSH(C)E, Cit	3
Why CEIAG is important/status of CEIAG / role of CEIAG coordinator	3
Management of resources (incl management systems)	3
11-19 agenda	3
Management of staff (e.g. To ensure all CEG requirements are covered)	2
Other relevant	2
Training / informing staff who are delivering / teaching CEG	2
Advice	2
Opportunity to discuss / share / learn about best practice	2
Post 16 options	2
Counselling skills (e.g. challenging assumptions)	2
Not sure / don't know	2
Interviewing techniques	2
The world / role of HE (including in both 11-16 and 11-18 schools)	2
CEG for KS3 / yrs 7-9 pupils	2
How to make careers relevant / interesting (including once pupils have chosen their options)	2
The world of work - what to expect, the recruitment process etc	1
Motivating / engaging pupils in CE, raising pupil self esteem	1
Skills to teach pupils:how to research jobs / find information / information skills	1
How to apply for jobs / write a CV / UCAS form etc.	1
New employment sectors / areas	1
World / role of FE	1
Creating / developing / maintaining (effective) partnerships with other agencies	1

Creating / developing / maintaining (effective) partnerships (non-specific)	1
Skills - other	1
Creating / developing / maintaining (effective) partnerships with Connexions	1
Skills to teach pupils: financial planning / economic awareness	1
How to differentiate CEIAG work (including work with SENCO coordinator)	1
Creating / developing / maintaining (effective) partnerships with (local) employers	1
To include basic information / training for those new to CEIAG	1
Knowledge - other	1
CEG for KS4 / yrs 10-11 pupils	1
Working / communicating with parents	1
Post 18 options	1
Skills to teach pupils: decision making (incl making informed decisions)	1
Qualification is not necessary (at all)	1
Management of information / Information systems	1
Teaching skills (e.g. For non-teachers)	1
How to evaluate resources / materials used	1
Qualification is not relevant to me	1
Understanding transitions (both within school and from school to work / FE / HE etc)	<1
To be modular / provide ways to demonstrate progress	<1
Consistent programme of study (e.g. over time, over the country)	<1
Should cover the same as existing qualifications (e.g. Diploma in CEG)	<1
Other irrelevant	<1
Use of special events to promote/deliver careers (e.g. Careers fairs, immersion days)	<1
Reporting (data)	<1
Should be accessible to all careers coordinators regardless of prior knowledge	<1
To be e-learning	<1
Should have compulsory elements	<1
Should be practical / work based	<1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
An open-ended, multiple response question
A total of 591 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.27b - What are the main things that you would most like to see covered in any new national qualification for careers coordinators?

(Codes grouped to middle level of detail)

	%
No Response	51
Skills relating to delivery of CEIAG in schools	20
How to find information / resources	14
Options / pathways / quals	12
IAG skills	10
Policy re CEG	8
Monitoring and evaluation	8
How to work with learners of different ages in delivering CEG	7
Labour market information (LMI)	7
What the curriculum should cover and linking to other subjects	6
Working with other school staff	4
Skills to teach pupils	4
Creating / managing partnerships (e.g. with connexions, local employers)	4
Management (of information / resources)	3
Knowledge - general	3
Other relevant	2
Best Practice	2
Comment related to delivery of the qualification	2
Not sure	2
HE	2
Employment / world of work	1
FE	1
Skills - other	1
Knowledge - other	1
Working / communicating with parents	1
Qual not necessary	1
Qual not relevant to me	1
Transitions (within school and from school to FE / HE / work)	<1
Should cover same as existing qual	<1
Other irrelevant	<1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
An open-ended, multiple response question
A total of 591 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.27c - What are the main things that you would most like to see covered in any new national qualification for careers coordinators?

(Codes grouped to low level of detail)

	%
No Response	51
Skills	38
Knowledge	29
Other relevant	2
Best practice	2
Delivery of qualification	2
Not sure	2
Qual not necessary	1
Qual not relevant to me	1
Should cover same as existing qual	<1
Other irrelevant	<1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
An open-ended, multiple response question
A total of 591 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.28 - What do you think might be the main barriers, if any, that would prevent you or a new careers coordinator from studying for a new qualification?

	Barriers for you %	Barriers for a new careers coordinator in your school %
Lack of funding	46	50
Lack of time available	79	48
Lack of support from my school / SLT	18	15
The amount of work involved	67	35
The careers coordinator role is not the priority / main role	42	23
Limited knowledge / experience of careers education	16	23
Difficulties of transportation / access	9	7
Limited access to ICT	4	5
Good local training already exists	10	6
No time given to study for the qualification by my school	37	27
I would rather study for something else	10	
I'm not academic	3	
I already know a lot about careers education	20	
I have already attended a similar course	16	
Other (please specify)	3	<1

I don't think that there would be any barriers = 2%

No response to this question = 2%

N = 1208

More than one answer could be put forward so percentages do not sum to 100
A total of 1184 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Table 1.29 - Would you be interested in taking a new, nationally recognised qualification in CEIAG?

	%
Yes	17
Possibly, but I would need more information before I decide	49
No	30
Don't know	4
No response	2
N =	**1208**

A single response item
Due to rounding, percentages may not sum to 100
1190 respondents answered this question
Source: NFER survey to Careers Coordinators 2008

Table 1.30 - If you have any additional comments that you would like to add, please use the box below

	%
No Response	77
A recognised qualification would help (new)careers coordinators do a better job	4
Respondent coming up to retirement / is semi retired	3
Need to recognise / raise profile of careers education / coordinators	3
Already have a qualification / don't want to study for another / repeat work	2
Careers coordinators need more time to do the job	2
Comment about questionnaire / survey	2
Careers Coordinator role often secondary to another main subject	1
Careers coordinator role varies between schools	1
Reluctant to study for a qualification when they have a body of knowledge from years of experience	1
Careers Coordinator role often combined with WRL / Enterprise Education	1
Careers Coordinator role is administrative (e.g. writes careers policy / lesson plans for the teachers)	1
Careers education undertaken briefly as part of PSHE	1
SMT / SLT need to be committed to careers	1
Careers coordinator role part of wider role so other study / development priorities	1
Young teachers need to be involved/ trained / gain qualification in CEIAG	1
Qualification should be HE level	1
Focus should be on training other staff to do the job	1
School does not have / no longer has a Careers Coordinator	1
Time constraints would prevent take up of the qualification	1
Middle school related comment	1
Respondent is new to the post	1
Insufficient time given to the delivery of CEG (including involvement of Business) / Needs to be timetabled weekly	1
(Some) Questions not relevant to respondent	1
SMT/SLT must allow time off for study / not an extra to be done in own time	1
Qualification would supply advice to fulfil role appropriately	1
Other relevant / vague comment	1
Respondent has non-standard pathway to role	1
Role held by member of support staff	1
Respondent committed to CEIAG	1
Existing qualifications in Careers Ed should gain credit to some modules	1
Schools have / need Careers Awards / Investors in Careers	1
Local careers guidance service / Connexions provide good support	1
Has done the role for many years-regrets its demise in national context	1
Further training not needed	<1
Qualification would be unrealistic / unnecessary in school situation	<1
A good qualification already exists	<1
Should be completely assessed in the workplace so people doing the job get qualification for what they do	<1
Qualification should cover both CEG and IAG	<1
Careers work should be delivered by professionals	<1
Irrelevant / Uncodeable	<1
Need to clarify the role of careers coordinator	<1
No point in qualification unless it is valued by all	<1
Information aspect of qualification would need constant updating	<1
36 Qualification would boost confidence	<1
Positive about / Enjoyed the qualification they did	<1
No point in gaining more knowledge unless you can pass it on to others	<1
CEIAG not a top priority in our school	<1
Support from Connexions deteriorated in last few years	<1
Careers coordinators need a benchmark to show pupils are being given correct info	<1
Cost of qualification could be an issue	<1
Modules should be compulsory if not covered in previous qualification	<1

Careers guidance regarded as add-on / needs to be integral	<1
CEIAG is the core of ECM	<1
Teachers / tutors only have a vague knowledge of CEIAG opportunities	<1
Respondent is considering leaving their post	<1
Offers to pilot qualification / or advise about it	<1
Careers coordinators need a background in employment	<1
Role needs to be called manager / leader	<1
Modern qualifications are mainly tick box	<1
National qualifications have changed very little over the years	<1
Interested in a qualification but need more information	<1
Careers education best served by Careers Fairs	<1
School takes CEIAG seriously	<1
Respondent about to start a degree course involving guidance	<1
Need more opportunities for careers coordinators to network	<1
Needs to involve less paperwork	<1
Needs to be flexible to school needs	<1
Teachers do not understand the business world	<1
Teachers only able to assist academic pupils	<1
Respondent not aware of latest developments in CEIAG	<1
Resents being forced to do careers work	<1
Not a qualified teacher-would prefer formal training for teaching	<1
Conflicting demands on pupil time in school	<1
Training providers can assist pupils in finding employment / apprenticeships	<1
Connexions p/as think they are the only specialists in the field	<1
Unhappy that Careers Quality Mark is no longer awarded	<1
Answers reflect non-standard experience	<1
N =	**1208**

More than one answer could be put forward so percentages do not sum to 100
An open-ended, multiple response question
A total of 277 respondents gave at least one response to this question.
Source: NFER survey to Careers Coordinators 2008

Section 2 - Cross-tabulations

Table 2.1 - Time responsible for CE / IAG in that school by respondent background

Length of time responsible for CE / IAG in this school	'Non-teacher' careers coordinator %	'Teacher' careers coordinator %
2 years or less	48	31
3-5 years	38	27
6-10 years	12	21
11 years or more	2	21
N =	**294**	**865**

A single response question
All respondents had the opportunity to answer both questions however out of the total 1208 respondents, 49 did not provide a response to one or both questions.
Source: NFER survey to Careers Coordinators 2008

Table 2.2 - Highest qualification level by respondent background

Highest qualification level held	'Non-teacher' careers coordinator %	'Teacher' careers coordinator %
No qualification	1	<1
Other qualification	3	2
level 2/3 (e.g. GCSE, A level)	35	4
level 5/6 (e.g. Degree)	39	35
level 7/8 (e.g. Doctorate)	22	60
N =	**308**	**891**

A single response question
All respondents had the opportunity to answer both questions however out of the total 1208 respondents, 9 did not provide a response to one or both questions.
Source: NFER survey to Careers Coordinators 2008

Section 3 - Regression analyses

Introduction to regression

The basic analysis enables us to look at the responses overall however it does not allow us to establish where relationships between variables may lie. Regression is a technique that helps to address this problem by predicting the values of some measure of interest given the values of one or more related measures. In our case, the regression analysis allowed us to build on the basic descriptive work by considering the effect of background variables on each of the outcomes once other background variables had been controlled for.

In this research, regression analysis was used to explore which careers coordinators could see value in a qualification, the characteristics of careers coordinators interested in such a qualification and their views on what this qualification should look like.

For each outcome there was a corresponding list of variables which were included in the regression; this list of variables and other controlling background variables were entered as predictors for this outcome. These variables detail the relationships we wish to examine. A comprehensive list of variables and their base cases for each of the models are given in the tables that follow. The variables that were found to be significant predictors at the 10% level are shown (with those significant only at the 5% level highlighted).

The model does not identify causality in a definitive way, but simply indicates significant factors which appear to bear some relationship to the outcomes. For instance, the analysis of the data indicated that careers coordinators who said that they were a member of a professional association relating to CE / IAG were more likely to be interested in taking a new qualification in CE / IAG than those that said they were not a member of a professional association (model B). This does not mean that being a member of a professional association related to CE / IAG caused these careers coordinators to be more interested in a new qualification, but simply indicates that the interest in the qualification amongst such careers coordinators was higher than would have been expected by comparison with careers coordinators with the same background characteristics, other than membership of a professional association.

In the outcome tables, variables with a positive Standardized Coefficients Beta value have a positive relationship with the outcome variable; those with a negative value have a negative relationship with the outcome variable.

Model A - Value of a qualification for careers coordinators

The first regression model used agreement with the question '*all new people involved in coordinating CE / IAG in the future should take a qualification in CE / IAG*' as the outcome variable.

Against this, a number of variables from the questionnaire were entered to explore the type of careers coordinators that agreed that a qualification in CE / IAG was important. In addition, a range of school level characteristics were entered to investigate if the type of school had an impact on careers coordinators' views on this matter. The variables initially entered into the model, along with their comparators can be found in Table 3.1 below. The variables that were found to have a relationship with the outcome of the model can be found in Table 3.2.

Table 3.1 - Variables entered into regression model A

Predictor variable	Comparator
Teacher	Non teacher
Responsible for CE / IAG in this school for 3-5 years Responsible for CE / IAG in this school for 6-10 years Responsible for CE / IAG in this school for 11+ years	responsible for CEIAG for less than 2 years
Sought post of careers coordinator (applied or volunteered for post)	Allocated post (asked to take post/assigned to post/part of wider responsibility)
Time spent managing CE / IAG more than 3.5 hours per week	less than 3.5 hours
Strongly disagree that have enough time to manage CE / IAG Disagree that have enough time to manage CE / IAG Not sure that have enough time to manage CE / IAG Strongly agree that have enough time to manage CE / IAG	Agree that have enough time to manage CE / IAG
Strongly disagree that the SLT believe that CE / IAG is a priority Disagree that the SLT believe that CE / IAG is a priority Not sure that the SLT believe that CE / IAG is a priority Strongly Agree that the SLT believe that CE / IAG is a priority	Agree that the SLT believe that CE / IAG is a priority
School has development plan for CE / IAG	No development plan
Has or is studying for a nationally recognised guidance qualification	No CEIAG qualification nor studying for one
Highest qualification level - none Highest qualification level - equivalent degree Highest qualification level - equivalent doctorate	Highest qualification level = GCSE/A level
Not aware of professional associations	Aware of professional associations
Member of professional association	Not a member
School type - Middle School type - Secondary Modern School type - Comprehensive to 16 School type - Grammar school School type - Other Secondary schools	school type comprehensive to 18
Post 16 provision	no post 16 provision
Attainment - low 20% gcse achievement band Attainment - lowest 20% gcse achievement band Attainment - high 20% gcse achievement band Attainment - highest 20% gcse achievement band Attainment - missing gcse achievement band	middle band

School size - small School size - big	school size medium
Region - North East Region - North West Region - Yorkshire Region - East Midlands Region - West Midlands Region - Eastern Region - South East Region - South West	London
Sex of school - boys Sex of school - girls	sex of school - mixed
Religious affiliation - Church of England Religious affiliation - Catholic Religious affiliation - Other	no religious affiliation
Free school meals eligibility - lowest 20% Free school meals eligibility - low 20% Free school meals eligibility - high 20% Free school meals eligibility - highest 20%	middle band
Number of barriers identified for new careers coordinators	continuous variable

Table 3.2 - Model A: Agreement that all new careers coordinators should take a qualification in CE / IAG

Variable	Significance	Standardized coefficients Beta	Odds multiplier		
			Lower	Mean	Upper
Has or is studying for a nationally recognised guidance qualification	*	1.35	1.13	1.47	1.90
Region - East Midlands	*	0.65	0.39	0.62	0.98
Region - Eastern	*	0.60	0.57	0.76	1.00
Region - North East	*	0.60	2.77	3.85	5.35
Region - South West	*	0.50	1.08	1.52	2.14
Region - Yorkshire	*	0.46	0.99	1.43	2.05
Religious affiliation - Catholic		0.43	1.01	1.43	2.02
Region - North West	*	0.43	0.27	0.52	0.99
Member of professional association	*	0.42	1.02	1.81	3.23
Time spent managing CE / IAG more than 3.5 hours per week	*	0.38	1.03	1.53	2.29
Responsible for CE / IAG in this school - 11+ years		0.36	1.01	1.58	2.48
Attainment - lowest 20% gcse achievement band	*	0.36	1.20	1.92	3.09
Not aware of professional associations		0.36	1.16	1.82	2.85
School has development plan for CE / IAG		-0.28	1.10	1.66	2.50
free school meals eligibility - lowest 20%	*	-0.36	0.98	1.54	2.40
Strongly Agree that have enough time to manage CE / IAG	*	-0.47	0.49	0.70	0.99
Attainment - missing gcse achievement band	*	-0.65	0.98	1.43	2.10

* Significant at 0.05 level

Model B - interest in a new qualification for careers coordinators

The second regression model used responses ('yes' and 'possibly, but I would need more information before I decide') to the question '*would you be interested in taking a new, nationally recognised qualification in CE / IAG?*' as the outcome.

Against this, a number of variables from the questionnaire were entered to explore the characteristics of careers coordinators that said they would potentially be interested in taking a new qualification in CE / IAG. In addition, a range of school level characteristics were entered to investigate if the type of school had an impact on careers coordinators' views on this matter. The variables initially entered into the model, along with their comparators can be found in Table 3.3 below. The variables that were found to have a relationship with the outcome of the model can be found in Table 3.4.

Table 3.3 - Variables entered into regression model B

Predictor variable	Comparator
Teacher	Non teacher
Responsible for CE / IAG in this school for 3-5 years Responsible for CE / IAG in this school for 6-10 years Responsible for CE / IAG in this school for 11+ years	responsible for CEIAG for less than 2 years
Sought post of careers coordinator (applied or volunteered for post)	Allocated post (asked to take post/assigned to post/part of wider responsibility)
Time spent managing CE / IAG more than 3.5 hours per week	less than 3.5 hours
Strongly disagree that have enough time to manage CE / IAG Disagree that have enough time to manage CE / IAG Not sure that have enough time to manage CE / IAG Strongly Agree that have enough time to manage CE / IAG	Agree that have enough time to manage CE / IAG
Strongly disagree that the SLT believe that CE / IAG is a priority Disagree that the SLT believe that CE / IAG is a priority Not sure that the SLT believe that CE / IAG is a priority Strongly Agree that the SLT believe that CE / IAG is a priority	Agree that the SLT believe that CE / IAG is a priority
School has development plan for CE / IAG	No development plan
Has or is studying for a nationally recognised guidance qualification	No CEIAG qualification nor studying for one
Highest qualification level - none Highest qualification level - equivalent degree Highest qualification level - equivalent doctorate	Highest qualification level = GCSE/A level
Not aware of professional associations	Aware of professional associations
Member of professional association	Not a member
Outcomes that would encourage study for qualification in careers education - it would be good for my personal and professional development Outcomes that would encourage study for qualification in careers education - if would benefit pupils in my school Outcomes that would encourage study for qualification in careers education - it would help me do my job better Outcomes that would encourage study for qualification in careers education - it might lead to higher pay Outcomes that would encourage study for qualification in careers education - it would improve my career prospects	Continuous variables
Strongly disagree that careers coordinators need a nationally recognised qualification to do the role effectively Disagree that careers coordinators need a nationally recognised qualification to do the role effectively Not sure that careers coordinators need a nationally recognised qualification to do the role effectively Strongly agree that careers coordinators need a nationally recognised qualification to do the role effectively	Agree that careers coordinators need a nationally recognised qualification to do the role effectively
Number of barriers identified for new careers coordinators	continuous variable

School type - Middle School type - Secondary Modern School type - Comprehensive to 16 School type - Grammar school School type - Other Secondary schools	school type comprehensive to 18
Post 16 provision	no post 16 provision
Attainment - low 20% gcse achievement band Attainment - lowest 20% gcse achievement band Attainment - high 20% gcse achievement band Attainment - highest 20% gcse achievement band Attainment - missing gcse achievement band	middle band
School size - small School size - big	school size medium
Region - North East Region - North West Region - Yorkshire Region - East Midlands Region - West Midlands Region - Eastern Region - South East Region - South West	London
Sex of school - boys Sex of school - girls	sex of school - mixed
Religious affiliation - Church of England Religious affiliation - Catholic Religious affiliation - Other	no religious affiliation
Free school meals eligibility - lowest 20% Free school meals eligibility - low 20% Free school meals eligibility - high 20% Free school meals eligibility - highest 20%	middle band

Table 3.4 - Model B: Characteristics of careers coordinators interested in taking a new, nationally recognised qualification in CE / IAG

Variable	Significance	Standardized coefficients Beta	Odds multiplier		
			Lower	Mean	Upper
Not aware of professional associations	*	0.88	1.47	2.42	3.99
Strongly agree that careers coordinators need a nationally recognised qualification to do the role effectively	*	0.52	1.10	1.68	2.58
Member of a professional association	*	0.52	1.14	1.67	2.46
Region - Yorkshire		0.51	0.97	1.66	2.86
Strongly disagree that have enough time to manage CE / IAG		0.36	0.96	1.43	2.12
Disagree that the SLT believe that CE / IAG is a priority		0.36	0.95	1.43	2.15
Outcomes that would encourage study for qualification in careers education - it would be good for my personal and professional development	*	0.32	1.16	1.37	1.63
Outcomes that would encourage study for qualification in careers education - it would help me do my job better	*	0.25	1.10	1.29	1.51
Responsible for CEIAG in this school - 3-5 years	*	-0.40	0.45	0.67	0.99
Disagree that careers coordinators need a nationally recognised qualification to do the role effectively	*	-0.65	0.37	0.52	0.74
Responsible for CEIAG in this school - 6-10 years	*	-0.69	0.33	0.50	0.77
teacher	*	-1.13	0.21	0.32	0.49
Strongly disagree that careers coordinators need a nationally recognised qualification to do the role effectively	*	-1.29	0.12	0.28	0.62
Responsible for CEIAG in this school - 11+ years	*	-1.46	0.14	0.23	0.38
School type - Middle	*	-1.86	0.04	0.16	0.68

* Significant at 0.05 level

Model C - How a new qualification for careers coordinators could look

The third and final regression model also used responses ('yes' and 'possibly, but I would need more information before I decide') to the question '*would you be interested in taking a new, nationally recognised qualification in CE / IAG?*' as the outcome variable. The focus of the analysis was what the qualification itself should look like.

A number of variables from the questionnaire were entered to explore what sort of a qualification was preferred by those careers coordinators that expressed interest in taking such a course (for example the questions about assessment methods and course delivery). In addition, a range of school level and respondent level characteristics were entered to investigate if they had an impact on careers coordinators' views on this matter. The variables entered into the model, initially, along with their comparators can be found in Table 3.5 below. The variables that were found to have a relationship with the outcome of the model can be found in Table 3.6.

Table 3.5 - Variables entered into regression model C

Predictor variable	Comparator
Responsible for CE / IAG in this school for 3-5 years Responsible for CE / IAG in this school for 6-10 years Responsible for CE / IAG in this school for 11+ years	responsible for CEIAG for less than 2 years
Time spent managing CE / IAG more than 3.5 hours per week	less than 3.5 hours
Highest qualification level - none Highest qualification level - equivalent degree Highest qualification level - equivalent doctorate	Highest qualification level = GCSE/A level
Sought post of careers coordinator (applied or volunteered for post)	Allocated post (asked to take post/assigned to post/part of wider responsibility)
Respondent preferred time to study: twilight sessions only Respondent preferred time to study: full-time term attendance only Respondent preferred time to study: combination of twilight and day release Respondent preferred time to study: missing	Respondent preferred time to study: day release
My school's preferred time to study: day sessions only My school's preferred time to study: combination twilight and day release My school's preferred time to study: missing	My school's preferred time to study: twighlight
Prefer stand alone qualification Prefer linked qualification Prefer don't know	no preference
Prefer modules to be all compulsory Prefer modules to be all opt in Prefer modules to be no preference Prefer modules to be don't know	Prefer modules to be a mixture of compulsory and optional
Preferred assessment method: through a competence-based assessment Preferred assessment method: by written reflective accounts of school based review and development work Preferred assessment method: by extended essay Preferred assessment method: through examination Preferred assessment method: by workplace observation	not ticked competence based not ticked written reflective account not ticked extended essay not ticked exam not ticked workplace observation

Preferred assessment method: by compiling a portfolio of evidence	not ticked portfolio of evidence
Preferred delivery method: course requiring attendance Preferred delivery method: e -learning course Preferred delivery method: distance learning Preferred delivery method: work-based and on the job learning	Continuous variables
School type - Middle School type - Secondary Modern School type - Comprehensive to 16 School type - Grammar school School type - Other Secondary schools	school type comprehensive to 18
Post 16 provision	no post 16 provision
Attainment - low 20% gcse achievement band Attainment - lowest 20% gcse achievement band Attainment - high 20% gcse achievement band Attainment - highest 20% gcse achievement band Attainment - missing gcse achievement band	middle band
School size - small School size - big	school size medium
Region - North East Region - North West Region - Yorkshire Region - East Midlands Region - West Midlands Region - Eastern Region - South East Region - South West	London
Sex of school - boys Sex of school - girls	sex of school - mixed
Religious affiliation - Church of England Religious affiliation - Catholic Religious affiliation - Other	no religious affiliation
Free school meals eligibility - lowest 20% Free school meals eligibility - low 20% Free school meals eligibility - high 20% Free school meals eligibility - highest 20%	middle band

Table 3.6 - Model C: Careers coordinators' (who were interested in taking a new, nationally recognised qualification in CE / IAG) preferences about how a new qualification should look

Variable	Significance	Standardized coefficients Beta	Odds multiplier		
			Lower	Mean	Upper
Region - Yorkshire	*	0.67	1.11	1.96	3.45
Preferred assessment method: by compiling a portfolio of evidence	*	0.64	1.33	1.90	2.72
Prefer stand alone qualification	*	0.48	1.09	1.61	2.39
Prefer linked qualification	*	0.45	1.09	1.58	2.29
Sought post of careers coordinator (applied or volunteered for post)		0.28	0.97	1.33	1.83
Preferred delivery method: e -learning course	*	0.21	1.05	1.24	1.47
Responsible for CE / IAG in this school - 3-5 years		-0.33	0.49	0.72	1.06
Highest qualification level - equivalent doctorate	*	-0.37	0.51	0.69	0.94
free school meals eligibility - lowest 20%		-0.39	0.45	0.68	1.02
Prefer modules to be all opt in	*	-0.48	0.39	0.62	0.97
Religious affiliation - Church of England		-0.71	0.24	0.49	1.00
Prefer modules to be no preference	*	-0.79	0.29	0.45	0.70
Responsible for CE / IAG in this school - 6-10 years	*	-0.98	0.24	0.37	0.57
School type - Middle	*	-1.57	0.06	0.21	0.76
Prefer modules to be don't know	*	-1.68	0.09	0.19	0.37
Responsible for CE / IAG in this school - 11+ years	*	-1.73	0.11	0.18	0.28

* Significant at 0.05 level

Section 4 - Representativeness of the sample

Table 4.1 - Comparison of the demographics of schools in the sample compared to all maintained secondary schools in England

		Sample %	Population %
Secondary school type	Middle	2	7
	Comprehensive to 16	37	36
	Comprehensive to 18	47	45
	Other Secondary schools	7	8
	Grammar	7	5
	Other type	0	
Total		100	100
Urban/rural (*)	not applicable		0
	Rural	5	5
	Non-rural	95	95
Total		100	100
Achievement Band (KS3 Overall performance 2007)	Lowest band	18	20
	2nd lowest band	20	21
	Middle band	20	20
	2nd highest band	18	19
	Highest band	23	20
Total		100	100
Achievement Band (total GCSE point score 2007)	Lowest band	18	21
	2nd lowest band	20	21
	Middle band	20	20
	2nd highest band	21	20
	Highest band	20	18
Total		100	100
Government Office Region (*)	North East	6	6
	North West / Merseyside	13	14
	Yorkshire & The Humber	9	10
	East Midlands	10	9
	West Midlands	11	12
	Eastern	12	13
	London	11	13
	South East	16	15
	South West	12	10
Total		100	100

As Table 4.1 shows, the sample is representative of all maintained secondary schools in England with regard to:

- Location (urban / rural)

- Achievement (KS3 and GCSE)

- Government Office Region

The sample is not quite representative of secondary school type as there are fewer responses from Middle schools than would be expected given the make-up of the population.

Section 5 - Pupil Charts

These charts represent the outcome of a 'circle of influence' exercise carried out during the pupil interviews and represent both spontaneous and prompted responses to questions about useful (and other) sources of help and information for career decision making.

Chart 1.1 - Very useful sources for making career decisions (spontaneous)
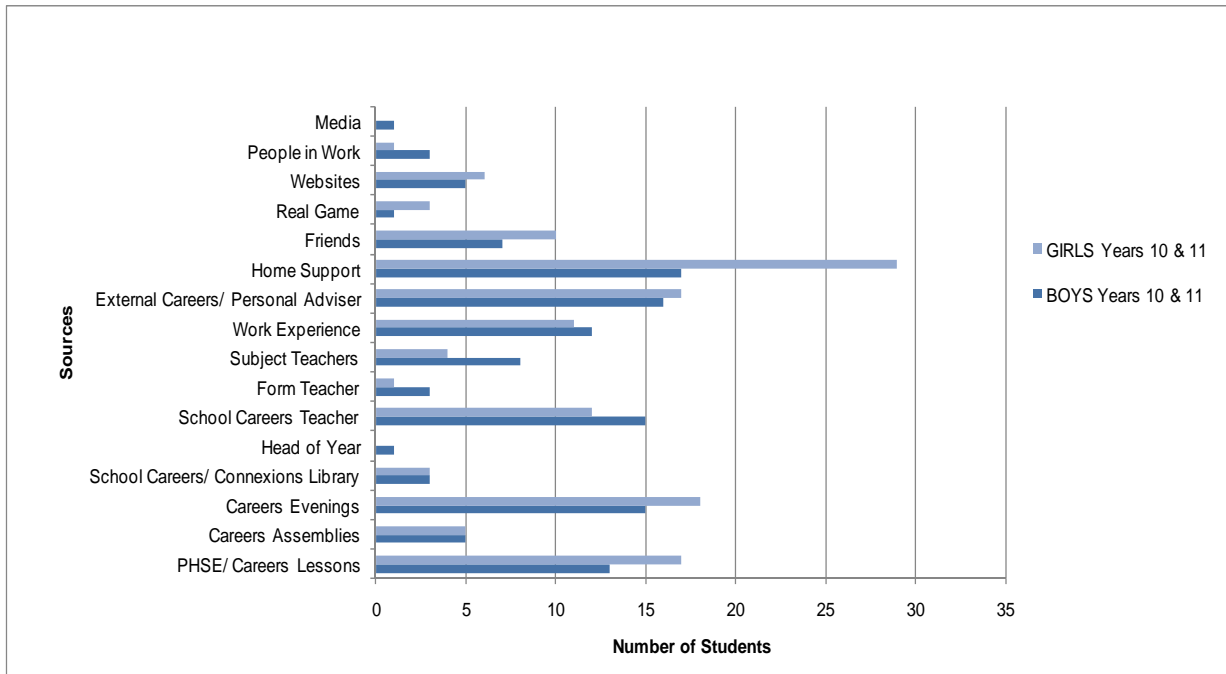
Total number of students = 130

Chart 1.2 - Slightly useful sources for making career decisions (spontaneous)
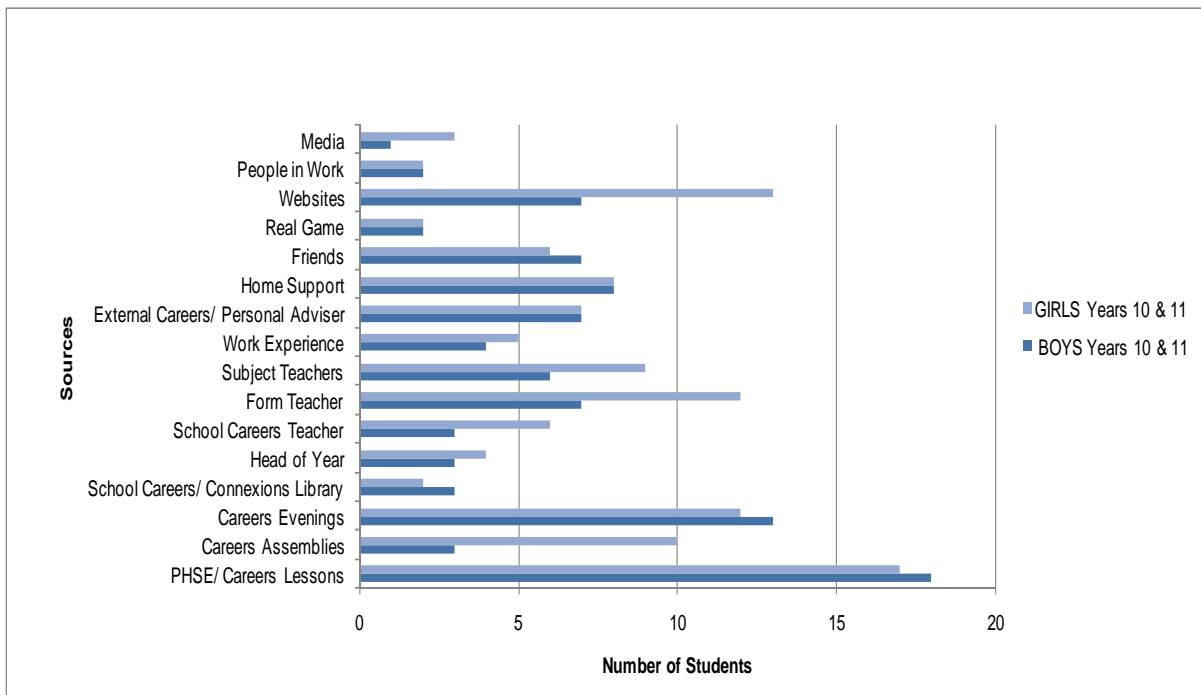
Total number of students = 130

100

Chart 1.3 - Sources not found useful for making career decisions (spontaneous)
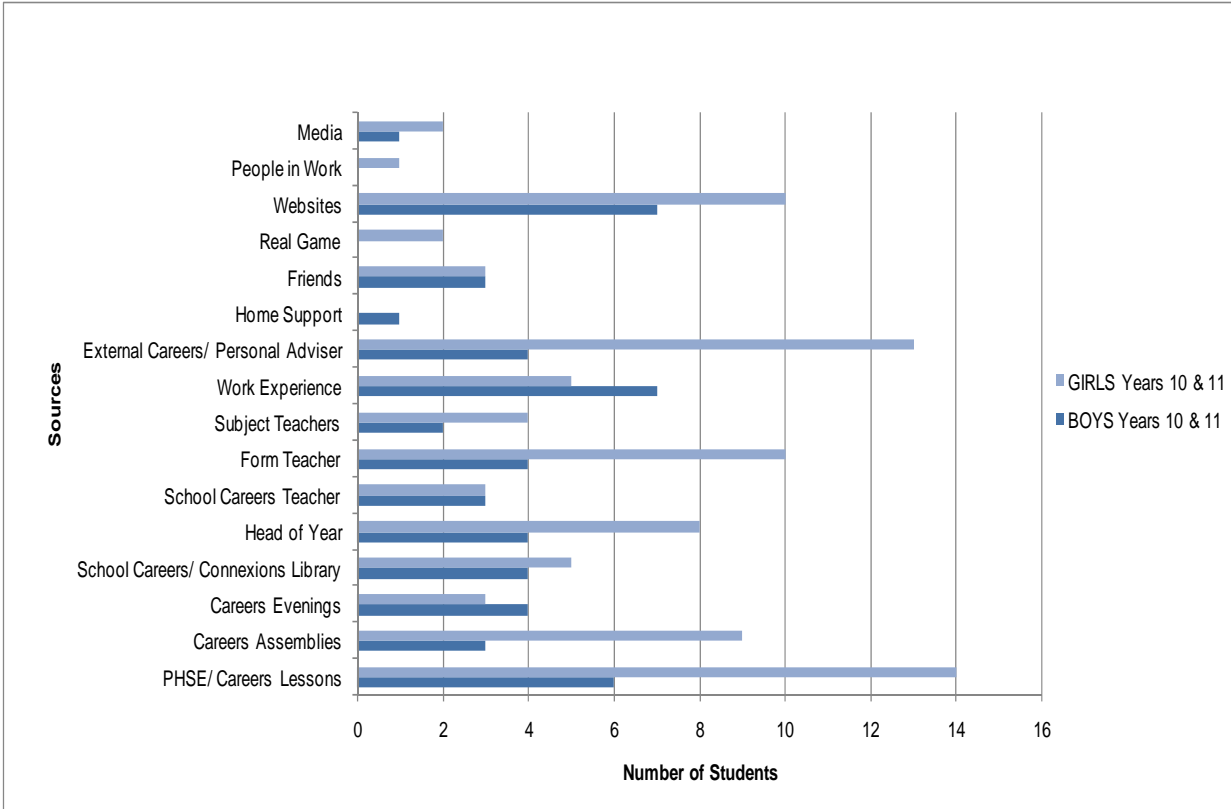
Total number of students = 130

Chart 2.1 - Very useful sources for making career decisions (prompted)

Total number of students = 130

Chart 2.2 - Slightly useful sources for making career decisions (prompted)

Total number of students = 130

Chart 2.3 - Sources not found useful for making career decisions (prompted)

Total number of students = 130

Chart 3.1 - Very useful sources for making career decisions - Total (spontaneous and prompted)

Legend:
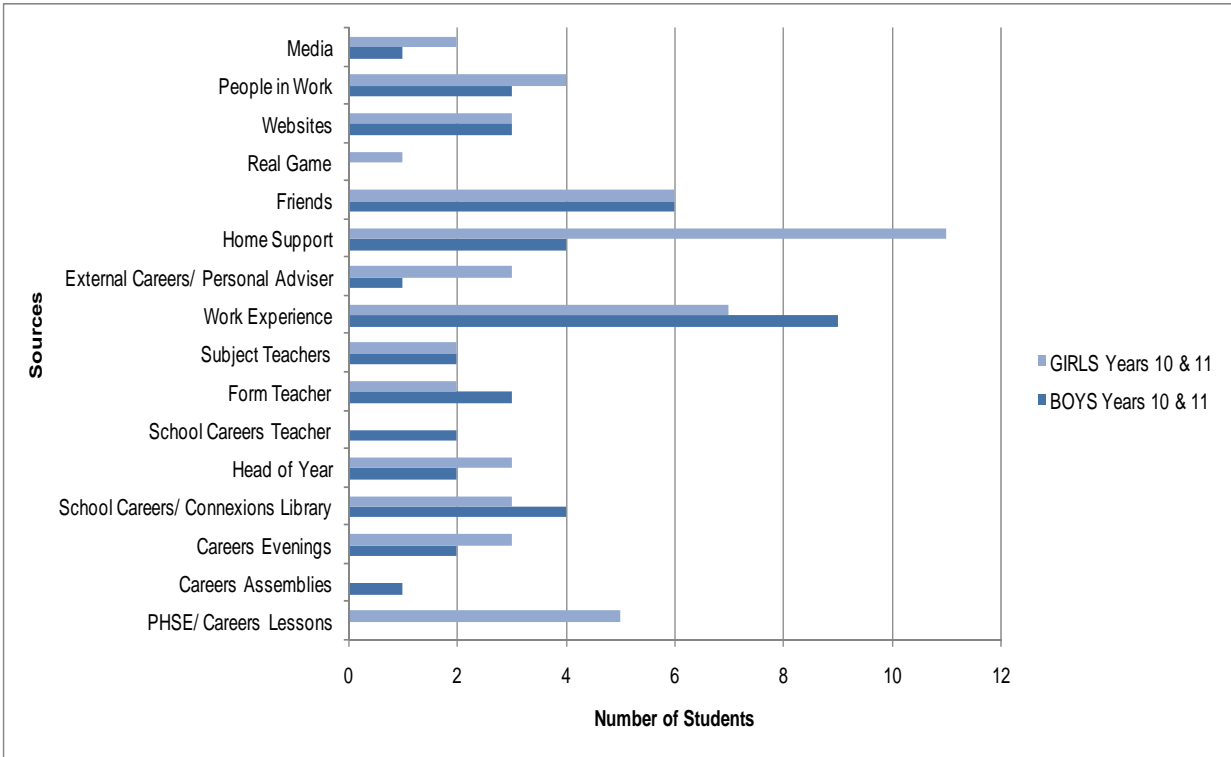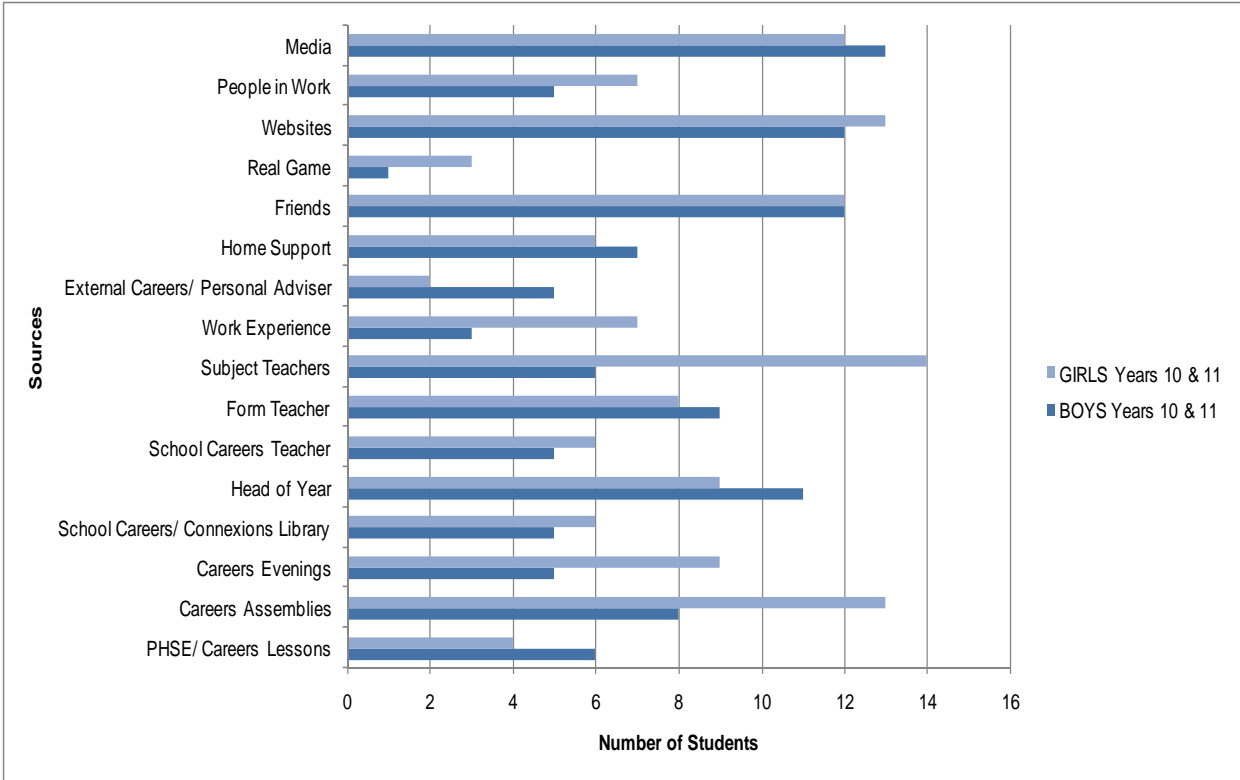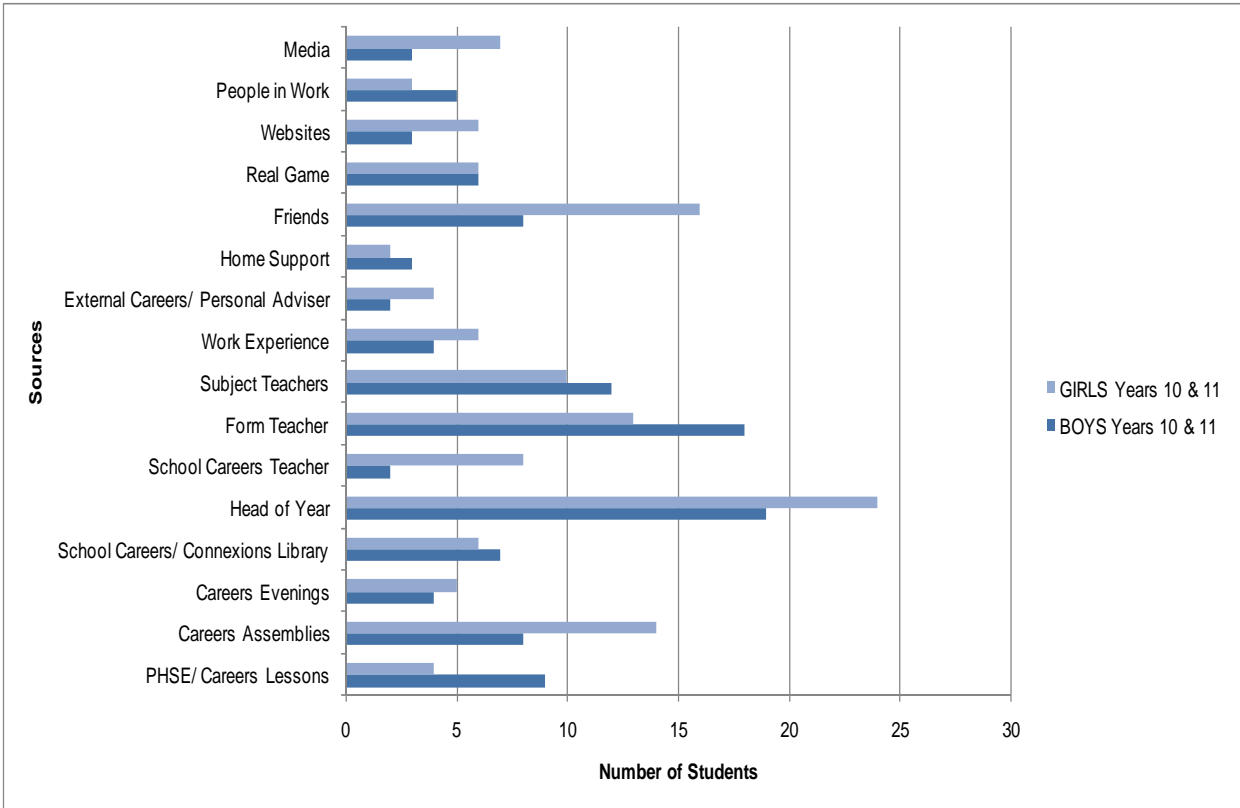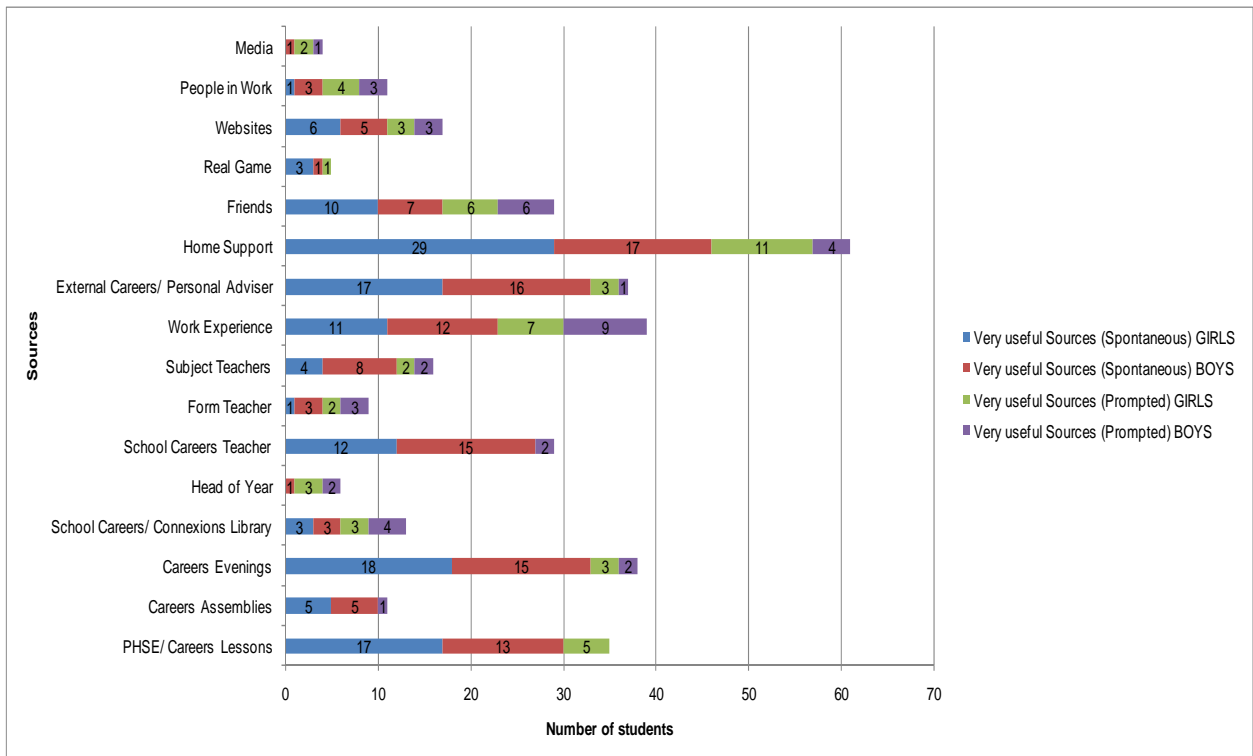- Very useful Sources (Spontaneous) GIRLS
- Very useful Sources (Spontaneous) BOYS
- Very useful Sources (Prompted) GIRLS
- Very useful Sources (Prompted) BOYS

X-axis: Number of students

Sources	Spont GIRLS	Spont BOYS	Prompted GIRLS	Prompted BOYS
Media	1	2	1	
People in Work	1	3	4	3
Websites	6	5	3	3
Real Game	3	1	1	
Friends	10	7	6	6
Home Support	29	17	11	4
External Careers/ Personal Adviser	17	16	3	1
Work Experience	11	12	7	9
Subject Teachers	4	8	2	2
Form Teacher	1	3	2	3
School Careers Teacher	12	15	2	
Head of Year	1	3	2	
School Careers/ Connexions Library	3	3	3	4
Careers Evenings	18	15	3	2
Careers Assemblies	5	5	1	
PHSE/ Careers Lessons	17	13	5	

Total number of students = 130

Chart 3.2   Slightly useful sources for making career decisions - Total (spontaneous and prompted)

Legend:
- Slightly useful Sources (Spontaneous) GIRLS
- Slightly useful Sources (Spontaneous) BOYS
- Slightly useful Sources (Prompted) GIRLS
- Slightly useful Sources (Prompted) BOYS

X-axis: Number of Students

Sources	Spont GIRLS	Spont BOYS	Prompted GIRLS	Prompted BOYS
Media	3	1	12	13
People in Work	2	2	7	5
Websites	13	7	13	12
Real Game	2	2	3	1
Friends	6	7	12	12
Home Support	8	8	6	7
External Careers/ Personal Adviser	7	7	2	5
Work Experience	5	4	7	3
Subject Teachers	9	6	14	6
Form Teacher	12	7	8	9
School Careers Teacher	6	3	6	5
Head of Year	4	3	9	11
School Careers/ Connexions Library	2	3	6	5
Careers Evenings	12	13	9	5
Careers Assemblies	10	3	13	8
PHSE/ Careers Lessons	17	18	4	6

Total number of students = 130

103

Chart 3.3 - Sources not found useful for making career decisions - Total (spontaneous and prompted)

Legend:
- Not been useful Sources (Spontaneous) GIRLS
- Not been useful Sources (Spontaneous) BOYS
- Not been useful Sources (Prompted) GIRLS
- Not been useful Sources (Prompted) BOYS

Source	Spontaneous GIRLS	Spontaneous BOYS	Prompted GIRLS	Prompted BOYS
Media	2	1	7	3
People in Work	1		3	5
Websites	10	7	6	3
Real Game	2		6	6
Friends	3	3	16	8
Home Support	1		2	3
External Careers/ Personal Adviser	13	4	4	2
Work Experience	5	7	6	4
Subject Teachers	4	2	10	12
Form Teacher	10	4	13	18
School Careers Teacher	3	3	8	2
Head of Year	8	4	24	19
School Careers/ Connexions Library	5	4	6	7
Careers Evenings	3	4	5	4
Careers Assemblies	9	3	14	8
PHSE/ Careers Lessons	14	6	4	9

Total number of students = 130

department for
children, schools and families