Informed decisions

The implementation of the Careers and the World of Work framework

October 2012

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ⅄ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ⅄ primary schools;
- ⅄ secondary schools;
- ⅄ special schools;
- ⅄ learner referral units;
- ⅄ independent schools;
- ⅄ further education;
- ⅄ adult community learning;
- ⅄ youth support services;
- ⅄ local authority education services;
- ⅄ teacher education and training;
- ⅄ work-based learning;
- ⅄ careers companies; and
- ⅄ offender learning.

Estyn also:

- ⅄ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ⅄ makes public good practice based on inspection evidence.

Contents	Page

Introduction

1   This report is published in response to a request in the Ministerial remit letter to Estyn for 2011-2012. It is the first report in a series of two reports to evaluate the extent and effectiveness of secondary schools' delivery of the statutory Careers and the world of work (CWoW) framework. The learning objectives in the framework are are set out in Appendix 1.

2   This survey report evaluates schools' effectiveness in equipping young people with the knowledge and skills to plan their learning and careers and to be aware of the skills required to be successful in the labour market or in further learning. This report draws on the range of evidence noted in Appendix 2.

3   The report takes account of the conclusions of a previous report from Estyn, which examined learners' participation in work experience.

Background

4   In January 2008 the Welsh Assembly Government published its requirements for schools to deliver "Careers and the world of work: a framework for 11 to 19-year-olds in Wales". The Welsh Assembly Government intended that the framework would enable learners to develop "the kind of insights that generate both realism and aspiration in terms of their future life". The document set out that "the person who co-ordinates CWoW will need to ensure that a wide range of partners are involved in the delivery of this area of the curriculum. These will include subject teachers/tutors making their own area of the curriculum relevant and interesting by using the world of work as a context for learning. Equally it will involve Careers Wales, employers, entrepreneurs, advisers, parents, trainers and community groups offering relevant opportunities related to their own areas of expertise." The framework aims to help learners to:

* explore the attitudes and values required for employability and lifelong learning;
* plan and manage their pathway through the range of opportunities in learning and work;
* make effective career choices;
* become entrepreneurial;
* flourish in a variety of work settings;
* become motivated, set long term goals and overcome barriers;
* see the relevance of their studies to their life and work;
* develop key skills and other skills required by employers; and
* prepare for the challenges, choices and responsibilities of work and adult life.

5   In the same year, the Welsh Assembly Government also published supplementary guidance to provide co-ordinators with a selection of key materials to assist them in managing this subject area.

6   During 2008, the Welsh Assembly Government began a process of reviewing the relationships between the wide variety of service providers working to provide careers education, careers information, advice and guidance services and also education business links and placement services in order to identify how these relationships might be improved.

7   As part of this review, the Welsh Assembly Government requested evidence from Estyn's inspections of Careers Wales companies, completed during the 2004-2010 inspection cycle. Estyn published its review 'Estyn's Submission to the Review of the Careers Services in Wales: A comparative analysis of the performance of Careers Wales 2005-2008' in 2009. In the publication, Estyn reported that by the time clients attend a guidance interview with a careers adviser, clients' career planning was "better informed in Cardiff and the Vale and the North East both in relation to other companies and better than the Wales average. In the North West and West, clients are only adequately informed and in Gwent they are poorly informed." The later inspection of Careers Wales Mid Glamorgan and Powys in 2009 identified that clients in this area were also less well informed than the Wales average, based on grades that Estyn inspectors had awarded. This variation in clients' skills and preparedness for career planning, despite their experience of CWoW, results in careers advisers in some areas having to achieve more to help clients during guidance interventions.

8   The Welsh Assembly Government commissioned a further study, the findings of which, "Future ambitions: Developing careers services in Wales", were published in September 2010. This later review, which drew on a wide range of evidence, recommended that the implementation of the CWoW framework should be inspected on a thematic basis by Estyn.

Main findings

9   Nearly all schools give pupils good information to help them to choose subjects in Year 9. This involves careers advisers well and gives parents opportunities to discuss options. Learning Network consortia have increased the range of choices available to pupils. However, the administrative challenge of co-ordinating provision and timetables across the partners in a 14-19 Network means that many pupils are required to make Year 9 option choices earlier than they used to. This limits the time they have and the amount of assessment data available to prepare them to make informed choices. In a minority of schools, Year 9 learners do not have CWoW or personal and social education (PSE) inputs early enough to be helpful. Overall, schools make limited use of labour market information to help pupils to make decisions at this stage. The evaluation of how effectively pupils make decisions about the consequences of their subject choices in Year 9 is not rigorous. Data is not gathered systematically across Learning Network partnerships to inform strategic planning of how CWoW can have the best impact on learners' decisions about progression.

10   Nearly all schools fail to gather useful achievement data against the overall CWoW framework of learning objectives. They do not assess pupils' skills or knowledge consistently or systematically in this respect.

11   In most cases the criteria schools use to judge their preparation of pupils to make informed decision are flawed because they do not measure the impact of activities on "learners' attitudes and values or skills in a range of contexts", which comprise the key elements of the CWoW framework. In evaluating effectiveness, schools do not make good use of available or appropriate data. Neither do they take account of how well pupils' decisions enable them to succeed in sustaining their progression choices.

12   The use of information and communication technology (ICT) to support the tracking of pupils' achievement or to enable online assessment of knowledge is underdeveloped.

13   Methods for delivering CWoW vary considerably across schools. Schools identify a very broad range of data that they draw from in order to plan and improve the CWoW programme, but many of these sources do not show whether pupils' preparedness for making career planning decisions is improving. For example, many schools refer to the high number of guidance interviews that Careers Wales carry out in a school as a measure of the success of a CWoW programme. However, the interviews take place whether or not there is a CWoW programme in place and are not an indicator in themselves of the success of CWoW.

14   The amount of lesson time that schools allocate to CWoW varies too much. For example, in Year 11 it varies from no time at all in some schools to more than 30 hours in others. Learning Networks cannot judge which of these schools offer best value for money or are the most effective in preparing pupils to make effective career planning decisions.

15 The extent to which schools involve others to deliver the CWoW programme also varies greatly. In over a quarter of schools, more than a half of the programme in key stage 4 is delivered by external partners. Without clear, common evaluation criteria, schools and Learning Networks cannot evaluate which of these variations offers the best value for money or has the best impact for pupils. In nearly all schools Careers Wales companies are an important contributor to the programme.

16 Schools do not enable governors to develop a role that supports the strategic planning of CWoW. The majority of schools do not have a governor who has nominated responsibility for CWoW.

17 Sixty-two per cent of schools surveyed hold or are working towards the Careers Wales Mark award for continuous quality improvement. The audits they have completed against Welsh Government's published CWoW guidance enables them to be clearer about the specific services and support they need from partners and how to improve the quality of CWoW. In a few schools, the recent reductions in services from Careers Wales have put a strain on the capacity of schools to deliver CWoW.

Recommendations

The Welsh Government should:

R1   consult with schools to help them develop systems to track evidence against the CWoW framework so that pupils and teachers can monitor individuals' progress in developing skills in career planning and decision-making;

R2   help schools to develop their use of local, regional and national data to help them to evaluate their effectiveness in delivering CWoW;

R3   distribute data on the sustainability of learners' first destinations so that schools can monitor how successful their choices have been: and

R4   encourage more schools to work towards getting the Careers Wales Mark award.

Schools should:

R5   improve governors' involvement in the strategic planning of CWoW; and

R6   make better use of available data to monitor and track trends in pupils' achievement and progression so as to plan improvements in CWoW.

Learning Networks should:

R7   lead institutions in developing strategies to evaluate rigorously how well they prepare pupils for key transitions and for the world of work; and

R8   encourage the gathering and sharing of appropriate data to evaluate how pupils are prepared for key transitions.

Outcomes and provision

Supporting learners to choose subjects in Year 9

18   Nearly all schools give pupils good support to find out about subject choices in Year 9. They involve careers advisers well in helping pupils to understand the career-related implications of subject choices. Most schools hold helpful open evenings for parents to enable them to discuss options with school staff and careers advisers. Many schools encourage pupils to use the Careers Wales website to organise their choices of subjects. This online facility has made pupils more aware of the choices open to them.

19   Learning Network consortia have extended the range of choices available to pupils at key stage 4.

20   The administrative challenge of co-ordinating provision and timetables across the range of partners in a Network means that many learners are required to choose subjects earlier in Year 9. In those schools that deliver CWoW or PSE on a carousel basis, only a proportion of the year group can access CWoW or PSE at a time. This means that those who access the subjects earlier will have time to follow through what they learn and prepare for their Year 9 choices. However, those who access the subjects later are less well prepared for making their choices.

Preparing learners to make effective decisions in key stages 4 and 5

21   In all schools, Careers Wales is an important contributor to the CWoW programme. Schools recognise the importance of the independent guidance and advice that careers advisers give to all pupils. Careers Wales's Education Business Link activities provide pupils with beneficial work-related activities and broaden their awareness of the labour market.

22   In many schools, Careers Wales supports young people who have been identified as being at risk of becoming disengaged from education, employment or training. Where they offer programmes to support these young people, they evaluate the impact well. They track the young people into their next stage. They offer them onging support to maximise their chances of making an effective post-16 progression into education, training or employment.

23   Many schools gather evidence of pupils' achivements and skills from a variety of sources, including work experience diaries and class work. However, neither pupils nor teachers can identify or track what individual pupils achieve against the overall CWoW framework of learning objectives.

24   The use of ICT to enable online assessment of knowledge, to support tracking of pupils' skills or to monitor progress towards CWoW learning objectives (Appendix 2) is underdeveloped. Until this shortcoming is addressed, schools cannot make accurate, evidenced judgements about the standards pupils reach in CWoW. Neither can they compare their performance against that in other schools.

25   Overall, schools do not make enough use of labour market information to help young people to make fully informed decisions at key stages 4 and 5.

Delivery of the 'careers and the world of work' curriculum

---

26   Methods for delivering CWoW vary considerably across schools. CWoW topics are frequently, but not exclusively delivered in PSE sessions or Welsh Baccalaureate Qualification programmes. Where schools delegate delivery across extended teams of staff, in most cases, staff meet regularly to discuss progress.

27   There are examples of effective CWoW delivery in schools that have a single CWoW co-ordinator as well as examples of good delivery in schools that adopt a team approach. In either case those schools that are most effective at informing their young people about their post-16 options and the labour market share certain common characteristics. They:

- dedicate time to CWoW and careers-related lessons and activities;
- suspend timetables to hold events for whole year group activities;
- have a good range of CWoW activities including external speakers, visits and participation in events;
- encourage pupils to investigate the expanded range of post-16 options available across the Learning Network;
- have senior managers who demonstrate good commitment to CWoW and communicate well with staff to ensure CWoW has a high profile;
- develop an accredited CWoW programme;
- offer good learning resources, including shared teaching materials that are updated regularly, and provision of / access to ICT facilities;
- make available well-stocked libraries or reference areas;
- have experienced and proactive careers co-ordinators, who are well established within the institution and who also provide a good focus to CWoW across the school;
- take an effective team approach, incorporating school staff and careers advisers, to help young people to make effective decisions; and
- explain clearly to school staff how they should contribute to the delivery of CWoW.

Leadership and management

28   Co-ordinating a larger range of choices across Learning Networks means that learners in a minority of schools have to choose subjects for key stage 4 earlier in Year 9. A minority of schools have responded to this well by organising information events and taster sessions in Year 8 or starting Year 9 timetables in the summer of Year 8, which give pupils and parents more time to make better-informed choices.

29   However, there are challenges in this approach which schools have yet to overcome. The earlier that choices are made, the less assessment data is available on the quality of the work that pupils have completed in Year 9, and this can impact adversely on the reliability of educational and career advice given to pupils.

30   Also, those schools that ask pupils to choose key stage 4 subjects earlier in Year 9 have found that, for a minority of pupils, this can impact adversely on their learning. Having alreay decided to drop subjects at the end of Year 9, this minority of pupils make considerably less progress in those subjects for the remainder of the year.

Resource management

31   There are large variations in the amount of lesson time that schools allocate to CWoW (see figure 1). Whilst the average time allocated to this programme in Year 7 is 2.5 hours, 30% of schools allocated no time to CWoW, yet several schools allocated over 20 hours. Similarly in Year 11, 30% said they allocated no time to CWoW, whilst several schools allocated 30 hours or more. Whilst there is no prescribed time allocation, there are too many schools that allocate too little time to this work.

Figure 1: The time that schools allocate to CWoW

Year group	Y7	Y8	Y9	Y10	Y11	Y12/13
Average amount of time allocated to CWoW (in hours)	2.5	3.7	8	10	10	13
Percentage of schools not allocating any time	30%	21%	32%	12%	30%	21%

The above values are based on 113 survey responses. The specific schools that responded are listed in Appendix 2.

32   Schools do not have common criteria for evaluating the range of delivery approaches on the development of CWoW skills.   Neither do they share information about they evaluate the they evaluate CWoW between schools or within Learning Networks. This means they cannot judge which methods are the most effective in preparing learners to make effective career planning decisions.

33   In most schools, CWoW is managed by a member of staff who is represented on the senior management team. A minority of schools have a careers co-ordinator or head of careers who is responsible for CWoW.

34   School governors do not have a sufficiently developed role in the strategic planning of CWoW. In the majority of schools (62%), there is no governor with a nominated responsibility for CWoW. In the remaining minority, nominated governors' roles are not always structured well enough to provide schools with strategic direction. In these cases, whilst many are involved in annual evaluations of PSE, they do not focus enough on contributing to judgements about the quality and standards of CWoW. In a few cases the nominated governor plays a useful role in developing links with industry. A few schools provide governors with a termly report on CWoW. However, these reports do not focus enough on evaluations that can help governors to understand how provision improves pupils' understanding of and readiness for the world of work.

35   Schools identify a very broad range of data that they draw from in order to improve the management, quality and standards of CWoW. Some of the data sources that schools cited include:

- attendance data;
- Fischer Family Trust data;
- labour market information;
- free-school-meals data, without identifying any relationship between receiving meals and making progress in CWoW;
- numbers of interviews conducted by Careers Wales staff;
- numbers of pupils attending mock-interviews with employers; and
- numbers of pupils attending work experience placements.

36   However, most of these data sources are not useful. They do not evidence whether pupils are better prepared to make career-planning decisions. Schools are not able to demonstrate clearly how they use specific items of data to inform planning or to demonstrate a clear relationship between the data and learning outcomes wthin CWoW.

37   Schools make insufficient use of data, that Careers Wales already gathers, which tracks how well young people sustain progression in the career options they have chosen.

Partnerships to deliver CWoW

---

38   There are large variations in the extent to which schools involve other partners in delivering the CWoW programme. Without clear, common evaluation criteria, schools and Learning Networks cannot evaluate which of these variations offers the best value for money or has the best impact for young people. In over a quarter of schools, more than a half of the programme in key stage 4 is delivered by external partners such as Careers Wales (see figure 2).

Figure 2: External involvement in CWoW delivery

	Less than 5%	6-10%	11-20%	21-30%	31-40%	41-50%	More than 50%
The proportion of CWoW activities delivered by external organisations, rather than by school staff in key stage 4	7%	12%	21%	14%	7%	12%	27%

39   There is no relationship between the proportion of external delivery and the amount of overall time allocated to CWoW. For example, in several schools where more than 50%, and as much as 80% of provision was delivered by external partners, the amount of time allocated to CWoW across the timetable was below average. In these few cases, without external delivery, learners would have very little access to CWoW.

40   Schools undertake annual negotiations to agree Careers Wales companies' input, which they see as particularly valuable.

41   Sixty-two per cent of schools surveyed hold or are working towards the Careers Wales Mark award for continuous quality improvement. Careers Wales staff support schools well to help them gain this award. Preparing for the award helps schools to be clearer about the specific services and support they need from partners. This clarity is partly achieved as a result of audits they have completed against Welsh Government's published CWoW guidance. This helps these schools to become more focused about their priorities when negotiating support. They are clearer about which external services will enhance what the school can provide. Nearly all schools holding or working towards the Careers Wales Mark have specific objectives in their school development plans to improve the quality and standards of advice and guidance available to learners.

42   A few schools have identified that recent reductions in service coverage from Careers Wales have put a strain on the schools' delivery of CWoW. Whilst they are not able to quantify the overall impact of this service reduction on the quality and standards of CWoW, several have identified that companies are delivering services in a more targeted way. Examples of this are reflected in such statements as:

- "the annual review/negotiation has proved more challenging than ever. The school has prioritised work in key stage 3 and key stage 4 and less input at key stage 5"; and
- "We hope to promote some activity in every year group. Cuts in careers company funding are increasingly making this difficult".

Evaluating effectiveness and measuring impact

43   Many schools use surveys and focus groups well in Year 9 to consult pupils about the range of available options and how they are grouped. Many use questionnaires to gain feedback on the Year 9 options process. In Gwynedd and Anglesey, all schools are involved in a Year 9 options evaluation arranged via the Learning Network on an annual basis. This is a useful strategy in gathering data which can enable benchmarking. However, most schools' evaluation of how effectively pupils make planning decisions in Year 9 is not rigorous and does not use common criteria across the schools in an area or across Wales.

44   Many schools monitor the number of pupils who change courses early in Year 10. However, data is not gathered systematically across Learning Network partnerships or used to inform strategic planning.

45   In nearly all cases, the criteria that schools use to evaluate their effectiveness in delivering CWoW are flawed in so far as they do not measure the impact of activities on pupils' attitudes and values or skills in a range of contexts, the key elements of the CWoW framework. Nearly all judge that their pupils' effectiveness in achieving the CWoW learning objectives is good or excellent. However, no school systematically assesses pupils' achievement of the objectives set out in the CWoW framework. This means that they cannot show the impact of the programme.

46   Schools judge that they prepare pupils well or very well to make informed decisions about their career plans and post-16 options. However, again, the criteria they cite as informing this judgement are flawed and do not make effective use of data about pupils' progress towards the framework's learning outcomes or their use of what they have learned. The criteria that schools use focus too much on the rate of return to education, the rate of progression to higher education and on the levels of post-16 learners who are not in education, employment or training (NEET). However, schools do not take account of how well young people succeed in sustaining their progression choices as a measure of the effectiveness of their career and education planning.

47   Several schools monitor the number of students who secure their most desired higher education course. However, they do not monitor the rate at which these students complete their first year in higher education, despite the high drop-out rates of some courses. This means they assume that the fact of gaining access to a course is a mark of successful planning, even if the student finds that the course does not match their interests, strengths or aspirations once they have embarked on it.

48   Currently Careers Wales gives schools data on the destinations of their students. Many schools use this data to compare the progression destinations of their students against national averages. However, there is little sharing of this data with other schools, which could initiate the sharing of good practice.

49   Careers Wales companies undertake follow up analyses of learners to identify the proportions who have sustained their progression options. However, schools do not

receive breakdowns of this data, which offer a measure of the successful outcome of learners' decision-making.

50   Information about the large variations in the funding for delivering CWoW is not gathered and analysed within Learning Networks or local authorities to enable them to identify which delivery methods offer best value for money in helping young people to prepare to make effective decisions.

Appendix 1

The extract below is taken from Careers and the World of Work: a Framework for 11 to 19-year-olds in Wales, published by the WAG in January 2008. It sets out the main **learning objectives of the framework**.

Key Stage 3 learning outcomes

Skills

Learners should be given opportunities to:

1. work both independently and cooperatively

2. listen attentively and respond helpfully

3. access an appropriate range of sources for help, support and advice within defined contexts

4. locate, select and summarise information, identifying key points

5. select and interpret data about learning and career opportunities

6. use ICT to find, check and use relevant information

7. consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions

8. develop a range of ideas to solve problems

9. communicate clearly in English or Welsh, as appropriate, about careers and the world of work

Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:

Personal achievement

1. describe their abilities, interests and skills

2. list their achievements in and out of school

Seeking information

3. use a variety of sources to search for information about a range of work and learning opportunities

4. find out about the different types of work that are available and how work patterns are changing

Understanding the world of work

5. recognise and challenge the stereotypes that limit people in their choice of work and careers

6. explore the attributes of entrepreneurs and the role of enterprise in wealth creation

7. learn about the personal qualities that employers see as important

10. organise information about themselves clearly and positively

11. plan, agree and review targets

12. manage time within given structures

13. adapt to new situations

14. be able to apply learning to a range of situations.

Guidance

8. identify the people able to provide informed advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them

9. identify any obstacles to future plans and decide how they might be overcome

Making and implementing decisions

10. use what they have discovered about themselves, learning and work in decisions about individual Key Stage 4 pathways

11. be able to explain their proposed choices both to their peers and to appropriate adults.

Key Stage 4 learning outcomes

Skills

Learners should be given opportunities to:

1. work both independently and cooperatively within the classroom and beyond

2. listen attentively and respond helpfully noting strengths and weaknesses of views

3. access a wide range of sources for help, support and advice

4. locate, select and identify key points from a range of information, including any lines of reasoning

5. select, compare and interpret data relevant to their own needs

6. use ICT to find information that is accurate and relevant for a range of purposes

7. consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions

8. seek out and evaluate innovative solutions to problems

9. communicate coherently in English or Welsh, as appropriate, about careers and the world of work

10. present information about themselves effectively in a variety of forms

Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:

Personal achievement

1. develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills

Seeking information

2. use a variety of sources to find information about their career ideas, differentiating between information and promotional material

3. examine employment and learning opportunities and trends both locally and further afield

Understanding the world of work

4. examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity

5. explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways

6. recognise their responsibilities and rights as employees and learn how to follow safe working practices

7. use work-focused experiences to understand better what skills and personal qualities employers want

11. plan, set targets and review/reflect on learning

12. manage time with some independence

13. adapt to a range of new situations

14. be able to apply learning to a range of situations both within and outside school

15. show emerging awareness of customer needs.

Guidance

8. access realistic, impartial guidance on learning, careers and work-related matters

9. understand the prospects and progression patterns in the jobs in which they are interested

10. examine their careers ideas and the potential effects on their lives

11. identify any obstacles to future aspirations and plan thoughtfully how they might be overcome

Making and implementing decisions

12. identify, understand and make decisions about individual pathways in education, training and work

13. be able to explain in some detail their choices both to their peers and to appropriate adults

14. review current information about themselves in relation to learning and work in order to negotiate a career plan

15. promote a positive self-image when making applications and attending interviews.

Post-16 learning outcomes

Skills

Learners should be given opportunities to:

1. work both independently and cooperatively in a wide range of settings

2. listen attentively and respond effectively, making significant contributions to discussions

3. access independently a wide range of sources for help, support and advice

4. select, summarise and synthesise key ideas and information

5. select, compare and interpret data from a variety of situations relevant to their own needs

6. use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose

7. explore their own and other people's assumptions and aspirations and make best use of this in their decision-making

8. use innovative approaches to identify opportunities and solve problems

9. communicate confidently and coherently, in English or Welsh, as appropriate, about careers and the world of work in a wide range of contexts

Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:

Personal achievement

1. review their achievements and their work/career/study plans

2. continue to develop an ongoing curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability

Seeking information

3. research and evaluate a range of information about careers and the labour market within Wales

4. explore how opportunities in Britain, Europe and the rest of the world might impact upon their career ideas

5. expand their knowledge of business and self-employment opportunities in order to inform their career horizons

6. discuss the impact of current trends in working patterns on their career plans

Understanding the world of work

7. discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping

8. engage in activities that encourage an entrepreneurial approach to work and wealth creation

10. present information about themselves effectively in a variety of forms for different audiences

11. plan, set targets across several time spans and review/reflect on learning

12. manage time independently, meeting tight deadlines

13. adapt to challenging new situations

14. be able to apply learning in a wide range of familiar and unfamiliar settings

15. show increasing awareness of customer needs.

9. understand their responsibilities and rights as employees and know how to follow safe working practices

10. use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans

Guidance

11. access and analyse realistic, impartial guidance on education/career/work routes

12. consider the financial and lifestyle implications of their career ideas

Making and implementing decisions

13. understand, analyse and make decisions about individual pathways in education, training and work

14. be able to explain and justify their choices both to their peers and to appropriate adults

15. review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan

16. promote a positive self-image in a range of formal situations including applications and attending interviews.

Appendix 2

Evidence base

The evidence for this report is taken from:

- secondary school inspection reports from the cycle 2004-2010;
- emerging trends from school inspection reports from the cycle 2010-2016;
- materials submitted to and published by the Welsh Government relating to its review of careers services in Wales;
- material and data gathered during inspections of careers companies, Learning Networks, local authorities and youth support services;
- Estyn inspectors' notes of visit that contributed to remit surveys; and
- data relating to Estyn inspectors' judgements regarding the outcomes of careers guidance interviews.

To supplement this material, Estyn invited careers companies to complete questionnaires relating to the delivery of services in their areas that contribute to enabling learners to make informed planning decisions.

Estyn also undertook a survey of secondary schools. The schools who responded to this survey were:

- Abersychan Comprehensive School
- Amman Valley Comprehensive School
- Archbishop McGrath Catholic School
- Argoed High School
- Barry Comprehensive School
- Bedwas High School
- Bishop Hedley High School
- Bishopston Comprehensive School
- Blessed Edward Jones R.C. School
- Brecon High School
- Bryn Hafren Comprehensive School
- Bryncelynnog Comprehensive School
- Bryngwyn Comprehensive School
- Builth Wells High School
- Caereinion High School
- Caldicot Comprehensive School
- Cardigan County Seconday/Ysgol Aberteifi
- Castell Alun High School
- Coleg Cymunedol Y Dderwen
- Cowbridge Comprehensive School
- Darland High School

- Dyffryn School
- Eirias High School
- Elfed High School
- Fairwater High School
- Ferndale Community School
- Fitzalan High School
- Ysgol Glan-Y-Mor School
- Gwernyfed High School
- John Beddoes School
- Lewis Girls' Comprehensive School
- Lewis School Pengam
- Llanidloes High School
- Llantwit Major School
- Maesteg School
- Mary Immaculate R.C. High School
- Milford Haven School
- Mold Alun School
- Monmouth Comprehensive School
- Newbridge School
- Newtown High School
- Oakdale Comprehensive School
- Olchfa School
- Pencoed Comprehensive School
- Penglais Comprehensive School

- Pentrehafod School
- Pen-Y-Dre High School
- Pontllanfraith Comprehensive School
- Pontypridd High School
- Porth County Community School
- Queen Elizabeth High
- Rhyl High School
- Risca Community Comprehensive School
- St Cenydd School
- St John Lloyd RC School
- St John Baptist C.I.W. High School
- St Joseph's Catholic and Anglican High School
- St Joseph's R.C. High School
- St Martin Comprehensive School
- St Teilo's C.I.W. High School
- St David's High School
- Stanwell School
- Tasker-Milward V.C. School
- Treorchy Comprehensive School
- Welshpool High School
- West Monmouth Comprehensive School
- Whitchurch High School
- Willows High School
- Ysgol Aberconwy
- Ysgol Botwnnog
- Ysgol Bro Ddyfi
- Ysgol Bro Gwaun
- Ysgol Bryn Alyn
- Ysgol Bryn Elian
- Ysgol Brynrefail
- Ysgol Clywedog
- Ysgol David Hughes
- Ysgol Dewi Sant

- Ysgol Dinas Bran
- Ysgol Dyffryn Conwy
- Ysgol Dyffryn Nantlle
- Ysgol Dyffryn Ogwen
- Ysgol Eifionydd
- Ysgol Friars
- Ysgol Glan Y Mor
- Ysgol Gyfun Aberaeron
- Ysgol Gyfun Bryn Tawe
- Ysgol Gyfun Cymer Rhondda
- Ysgol Gyfun Dyffryn Teifi
- Ysgol Gyfun Ddwyieithog y Preseli
- Ysgol Gyfun Emlyn
- Ysgol Gyfun Garth Olwg
- Ysgol Gyfun Gwynllyw
- Ysgol Gyfun Gŵyr
- Ysgol Gyfun Gymraeg Bro Myrddin
- Ysgol Gyfun Gymraeg Glantaf
- Ysgol Gyfun Gymraeg Llangynwyd
- Ysgol Gyfun Llangefni
- Ysgol Gyfun Llanhari
- Ysgol Gyfun Llanbedr-Pont-Steffan
- Ysgol Gyfun Maes Yr Yrfa
- Ysgol Gyfun Tregib
- Ysgol Maes Garmon
- Ysgol Rhosnesni
- Ysgol Syr Hugh Owen
- Ysgol Syr Thomas Jones
- Ysgol Uwchradd Bodedern
- Ysgol Uwchradd Glan Clwyd
- Ysgol Uwchradd Tregaron
- Ysgol Uwchradd Tywyn
- Ysgol Y Gader
- Ysgol-Y-Grango
- Ysgol Y Moelwyn

The remit author and survey team

Remit author	Alun Connick
Team member	Catherine Evans
Team member	Stephen Davies