Children Services Department
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Isle of Wight

Commissioning Guide for Careers Education, information advice and guidance

Participation Team

Supporting our young people's future pathways

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Supported By

1. This guide has been published to assist schools on the Isle of Wight with meeting their new duty, introduced by the Education Act 2011, to secure access for pupils to independent and impartial careers guidance. The guide should be read alongside the Isle of Wight *Operational Plan for independent careers advice and guidance service* which sets out the plan for the Isle of Wight Children's Services Participation Team for careers education, information, advice and guidance (CE IAG).

2. The Isle of Wight *Operational Plan for independent careers advice and guidance service* identifies four key strategic themes:

    a) High quality and impartial CEI AG
    b) Careers and employability across the curriculum
    c) Involving young people, parents and carers
    d) Tracking

    Under Theme a, one of the immediate priorities listed includes supporting schools and other providers to deliver their new duties in relation to CE IAG and we gave a commitment to publish a CE IAG commissioning guide and provide training on implementing the good practice that it promotes.

Purpose of the guide

3. From September 2012 schools have a statutory duty to secure access for pupils to independent and impartial careers guidance. The Isle of Wight Children's Services believes that it is good practice to support young people's progression onto further and higher education, training and work through a partnership approach. This partnership should involve the school, with its provision of careers education, careers information and initial careers advice, working with a careers guidance service that is working to recognised quality standards. Nationally a number of local authorities are supporting their schools to deliver their new CE IAG duties: some are planning to offer their schools a traded service for the delivery of careers guidance, some are commissioning a careers guidance service on behalf of schools using funding provided by schools; others are drawing up a list of approved suppliers. The Isle of Wight is following the example of several other local authorities across the country by supporting schools through producing a commissioning guide. This guide offers information and practical advice on how schools might go about identifying their needs and commissioning a careers guidance service for their students.

The new statutory duty on schools

4. Since 1973 the Secretary of State for Education has had responsibility for securing access to careers guidance for young people and for the past 40 years this responsibility has been devolved to an external service which has worked in partnership with schools to support students with the choices and transitions they face. Schools have had access to a local service funded through local or central government. Initially there were LEA-based careers services and then these were replaced in the 1990s by privatised careers guidance services such as VT Careers Management. At the beginning of the current century Connexions took over the role of providing this service and then, in 2008, responsibility was returned to the local authority. The Education Act 2011 changes these arrangements; with effect from September 2012, responsibility for securing access to careers guidance for students has been devolved directly to schools

5. Consistent with the priority the government is giving to school autonomy, schools are free to decide how best to meet this new duty. Local authorities are no longer required, or funded, to provide a universal careers service but they retain their statutory duty to enable, encourage and assist young people's participation in education and training. The Isle of Wight Children's Services believe that we continue to have an important role in ensuring that young people have access to high quality CE IAG. We will achieve this through publishing guidance, sharing good practice and supporting schools and colleges.

6. The new duty requires schools to secure access to independent and impartial careers guidance for students in years 9, 10 and 11, from September 2012. The government extended this duty to include years 8, 12 and 13, from September 2013. The legislation applies to all maintained secondary schools, including special schools, and to PRUs. Academies and free schools are subject to the same requirements, through their funding agreements.

7. The careers guidance provided must:

    - be **independent** (defined as "from a source external to the school")
    - be presented in an **impartial** manner (i.e. promote the best interests of the students to whom it is given and show no bias towards any particular option)
    - include **information** on all the options available, including apprenticeships

8. In March 2012 The Department for Education published Statutory Guidance for headteachers, school staff, governing bodies and local authorities, on the new duty. This can be found at: www.education.gov.uk/aboutdfe/statutory/g00205755/statutoryguidance-for-schools--careers-guidance-for-young-people .This guidance stated that it is for schools to determine how best to fulfil their new duty, based on the needs of their students. Costs should be met from their overall budgets, including the pupil premium.

Why invest in careers guidance?

9. There has never been a time when careers education and guidance have been so important for young people. The challenging economic climate has resulted in high levels of youth unemployment; the raising of the age of participation in learning to age 18 and the reforms to 14-19 education and training mean that young people will be faced with more choices about what to study and where. The replacement of the national scheme for education maintenance allowances with locally-administered post-16 bursary funds, plus the introduction of new tuition fees for higher education, mean that young people, together with their parents and carers, will need help with thinking through the financial implications of the options they are considering. High quality and impartial careers guidance:

    - helps students to make the right choices for them
    - helps reduce the numbers of young people who might otherwise become not engaged in employment, education or training (NEET)
    - by raising levels of aspiration and motivation, makes a positive contribution to increased levels of attainment

10. The government is introducing new learner destination measures into the school performance tables and high quality and impartial careers guidance will make a significant impact on the numbers of students moving on to positive destinations

What are the essential components of a CE IAG programme?

11. To support them in making choices and managing transitions students need to be provided with access to a co-ordinated programme that includes the following elements:

    - **Careers information**: Information on the full range of opportunities available in education, training and work, at each key point of transition. This should cover all the options at 13+/14+, 16+, 17+ and 18+, together with information on the progression routes that follow from these options. Careers information can be provided through a range of media including: books, leaflets and posters; software, websites, and telephone helplines; information talks for students and their parents/carers. The Isle of Wight will continue to provide up to date information through its Participation Team website "Youthtube" (http://www.iwight.com/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube) and the Choices Facebook (https://www.facebook.com/ChoicesIW). The participation team also produce an annual copy of the "Choices" brochure which outlines all the offers and courses available on the Isle of Wight to 14-19 year olds, and is available as a hard copy or online. See http://www.iwight.com/Choices. Our on line area prospectus can also be accessed at https://www.ucasprogress.com/ and the recently launched National Careers Service (see later section) provides careers information online a https://nationalcareersservice.direct.gov.uk

    - **Careers advice and guidance**: Advice helps students to interpret information and apply it to their own situation; guidance is the in-depth support provided to help students explore their options and make informed choices that are best for them. Advice and guidance are closely linked to related activities in schools such as tutoring, progress reviews, academic monitoring and target-setting or mentoring. The latter activities focus on supporting students' progress in their current learning, but often go on to looking at future options, while advice and guidance focus on supporting students' progression on to their next stage of learning or work, but usually start with a review of their current situation. For this reason schools need to develop effective recording and referral systems for these inter-related forms of one-to - one support.

    - **Careers education**: Programmes and activities which help students to develop the knowledge, understanding and skills to understand themselves, explore the opportunities available, make decisions and move successfully on to the next stage. Careers education not only helps students to make effective use of the information, advice and guidance provided but also helps them to develop important career management skills, such as writing targeted CVs, and employability skills.

12. Historically, CE IAG programmes have been delivered through a partnership between, on the one hand, the school, with its knowledge of its students and expertise in teaching and learning, and, on the other, an external careers service with its knowledge of the labour market and expertise in guidance. Schools have provided careers information, through careers libraries and access to computer based resources, programmes of careers education, and some initial advice on options: the external service has provided careers guidance, in the context of IAG on a wider range of personal wellbeing matters, plus support to schools for careers

information and careers education. The Education Act changes this arrangement by removing from local authorities the responsibility to provide a universal careers guidance service and placing a duty on schools to secure independent and impartial careers guidance for their students. Schools are required to take on the responsibility for careers guidance, but it is still expected that this will be provided through an external source.

Reviewing the school's current provision of CE IAG

13. The remainder of this guide offers schools information and advice on a step-by-step approach to commissioning a careers guidance service. Before starting the process of identifying needs and selecting an appropriate provider, however, schools will need to take stock of their current arrangements. Specifically this will require a review of what is currently provided and some evaluation of how effective it is.

14. A template for reviewing the school's current provision of CE IAG can be found in the annexes to this guide.

Questions for schools to consider:

- What are the strengths of your current provision of CE IAG?
- What improvements to your current programme do you want to make?
- Has the senior leadership team discussed the change in statutory arrangements and its response to the new duty?
- Has the governing body discussed the new statutory duty and taken account of it when setting its budget?

Part Two: Step-by-Step Guide to Commissioning

Ten-point action plan

15. Schools are free to decide how best to meet their new duty to secure access for pupils to independent and impartial careers guidance. Some schools will choose to commission services from an organisation; others will commission services from an individual. The process is the same in both cases. Schools are advised to go through the following sequence of steps when commissioning:

Step 1: Clarifying understanding of the new duty

- reading the Department for Education's Statutory Guidance and this guide
- attending briefing sessions

Step 2: Briefing senior leaders and governors

- discussions involving the headteacher, other senior leaders and the middle leader for CE IAG
- presentation to governors

Step 3: Reviewing current provision

- taking stock of what is currently provided and its effectiveness
- identifying areas for development

Step 4 : Identifying the services that need to be commissioned

- confirming what CE IAG the school will provide
- confirming what services the local authority will provide for students who have a SEN or learning difficulty and/or disability and for those young people considered to be at significant risk of not progressing onto education/training
- identifying what CE IAG services the school needs to buy in and preparing a specification

Step 5: Confirming the budget for CE IAG services

- discussions involving senior leaders and governors

Step 6: Identifying possible providers

- drawing up a 'long list' of all the individuals and organisations from which the school could buy careers guidance services

Step 7: Researching providers

- gathering information on the services available, a range of associated issues such as quality standards, experience and ways of working, plus costs

Step 8: Drawing up a shortlist of potential providers

- reviewing information gathered from Step 7 and matching this against the specification prepared in Step 4

Step 9: Inviting bids

- requesting quotations and inviting tenders
- assessing bids and deciding on the preferred supplier

Step 10: Agreeing a contract

- agreeing services and costs, terms and conditions
- signing contract

16. Part One of this guide offers advice on Steps 1 – 3, Part Three examines in detail Step 4 and Part Four considers Steps 5- 10, with a particular emphasis on Step 7.

To commission as an individual school or as a consortium

17. Schools may choose to make their own individual arrangements for commissioning careers guidance services for students or they may decide to do so in partnership with other schools. There is a strong tradition of collaborative working among guidance services as a member of a consortium of schools brings several advantages. Firstly, it might be possible to negotiate a lower price for a larger contract. Secondly, the commissioning process and contract management could be done by one senior leader working on behalf of all the schools in the group. Thirdly, the arrangement has the advantage of enabling careers advisers to move across the different schools to meet particular demands and to cover for absence.

Questions for schools to consider:

- Which member of the senior leadership team will take lead responsibility for commissioning careers guidance services for the school?
- Who will this senior leader need to work with in the school?
- What approach to responding to the new duty are other schools in the local area, or in the group of which your school is a member, thinking of taking?
- Will you commission careers guidance services as an individual school or as part of a group of schools?

Part Three: Identifying needs

18. This section of the guide offers information and advice on how to decide what services to commission for students. This involves looking at the total package of CE IAG that the school considers students should have access to and determining what elements the school itself will provide, what the local authority will continue to provide in terms of targeted support for certain groups of young people and then what the school will need to purchase for its students.

What to commission

19. Purchasing careers guidance services for students is a new venture for most schools. In the past schools have had access to a local service, funded by central government or the local authority. Now that schools are responsible for commissioning careers guidance, they are free to buy services from a range of possible providers of careers guidance. This is new territory for the providers of careers guidance as well. In the past such organisations have been used to bidding for government and local authority contracts; now they are having to promote their services directly to schools. As a result, schools are being sent brochures of careers guidance services and invitations to free seminars and briefings. Before responding to these promotional materials and activities schools need to decide what they want to commission. This requires careful consideration of the needs of students, of their parents and carers and of the school and its staff involved in CE IAG. Careers leaders in schools, working together with the senior leadership, need to decide what elements of the CE IAG provision can be delivered by the school and what needs to be bought from external providers. This section of the guide is concerned with helping schools to draw up the specification for the services they wish to commission.

20. Taking on responsibility for securing access to careers guidance for students does create additional work for schools, but it also presents an opportunity to look afresh at the support offered for students and to take greater control over the provision.

Reviewing the needs of students, parents and the school

21. Part One of this guide set out the essential components of a CE IAG programme. These provide useful sub-headings under which to consider the needs of students, their parents and the school, and what elements might be provided by the school and what might be commissioned from an external service.

Careers information

22. Students and their parents and carers continue to need access to up to date information on the full range of opportunities available in learning and work. Traditionally schools have taken the lead responsibility for this through providing a careers library, or Connexions resource centre, with access to electronic sources, and organising information evenings for parents and carers. Careers services and Connexions have provided support through supplying information booklets, making presentations at parents' evenings and offering advice and training on establishing and maintaining a careers information centre.

Careers education

23. The Education Act 2011 repeals the statutory duty on schools to provide careers education, with effect from September 2012, and the government has also removed the duty on schools to provide work-related learning and enterprise from the same date. No educational arguments have been presented for these changes and, indeed, Ministers have been keen to stress the importance of both a wider range of careers activities to complement careers guidance and developing students' employability and entrepreneurial skills. The reason given for removing the requirement relate to school autonomy, however, because careers education is not a National Curriculum subject and, therefore, does not have a prescribed programme of study, schools have always been free to decide what to teach and how to teach it.

24. As schools decide what to do about careers education in the curriculum they should take into account the critical role of careers education in helping students to access and evaluate information, to prepare for advice and guidance sessions and to develop their career management and employability skills. Schools might wish also to consider fresh approaches to delivering careers education, including linking it more closely to other areas of the curriculum.

25. The Association for Careers Education and Guidance (ACEG) has recently published a new, curriculum framework for careers and work-related education 7-19. The lists of suggested learning outcomes for each key stage provide a useful template against which schools can review their programmes of careers education. The framework can be found at: http://www.thecdi.net/write/ACEG_Framework_CWRE.pdf. Schools might wish also to consider how to consult students and parents on the content of the careers education programme. The Career Development Institute website (http://www.thecdi.net/) provides a wealth of resources to support teaching and learning in careers education.

26. Clearly schools have always taken the lead on careers education but external careers services have offered support through providing curriculum advice, running in-service training events for teachers of careers education and publishing classroom resources. Careers and Connexions services have also offered group work sessions on particular topics, to complement the school's programme of careers education.

Careers advice and guidance

27. Students need access to timely guidance, delivered face-to-face, to help them to decide the best options for them. This can be delivered through individual or small group interviews.

28. Through their regular contact with students, schools are well placed to identify which students need guidance, and when, drawing on data and intelligence gathered through progress reviews, monitoring and target-setting sessions. This requires discussions involving staff leading on careers, tutors and pastoral managers, mentors and the SENCO. Some students' guidance needs will be met through the school's in-house provision of tutoring and advice, while others will best be met through referrals to external services.

29. Before commissioning new services from an external provider, schools should take stock of what provision of advice and guidance they make from their own staff and find out what support they will continue to receive from the local authority as part of

its continuing responsibility to provide guidance for the most vulnerable young people. On the Isle of Wight the Participation Team and the special educational needs (SEN) personal advisers will continue to work with young people with statements of SEN and disabilities aged 14-25. The Participation Team continue to provide intensive support to young people 16 and 17 year olds who are at risk of becoming, or are already NEET, and who have multiple or complex barriers to participation.

30. Once schools have identified what provision of advice and guidance they can make available internally, and what access to targeted support they will continue to have, they can then determine what additional guidance they need to commission. This also requires schools to consider how they make provision for students to self-refer to an external service and for parents to refer their children to the service.

Preparing a specification for the external careers guidance service

31. When schools start to think about what they need to commission from an external provider, they inevitably start with one-to-one guidance interviews. This is understandable as this is the aspect of CE IAG that schools have neither the time nor the professional expertise to provide. One-to-one guidance sessions for students will form the largest part of the specification but schools should also think more widely about the services needed.

32. Thinking differently about one-to-one guidance interviews means looking afresh at who needs guidance and when. Previously the South Central Connexions service has carried out this service to priority groups. Now the only priority groups will be those determined by the school and services wishing to secure work in the school will need to respond to the demand and the needs identified by schools.

33. Thinking more widely about the services needed means looking at other activities beyond one-to-one interviews for students; these could include group work sessions, drop-in surgeries and support on results days. Schools should consider each year group in turn and decide what provision of individual interviews, groupwork sessions and other support the students should have access to in order to meet their needs and to complement the CE IAG that the school itself will provide. This does not have to be restricted to the year groups subject to the statutory duty. Schools should also consider what services they wish to commission for parents and for the staff involved in CE IAG too. For parents, activities could include talks at options evenings and access to one to one support at consultation evenings; for the staff, services might include support for careers information and careers education, in-service training for tutor teams and access to network meetings for careers leaders.

34. A template for identifying services that the school needs to commission can be found in the annexes to this guide.

Questions for schools to consider:

- Have you reviewed your provision of careers education against the new ACEG framework?
- What changes do you want to make to the provision of careers education in the school?
- What changes do you want to make to the provision of initial advice and guidance provided from within the school?

- What guidance, for which students, will you continue to receive from the local authority?
- What services will you want to commission from an external provider of careers guidance:
    i. for students? (e.g. one-to-one guidance interviews, group work sessions, drop in surgeries, support on results days)

    ii. for parents? (e.g. presentations at information evenings, attendance at consultation evenings)

    iii. for school staff? (e.g. careers information support, curriculum advice, INSET, network meetings).

Part Four: Choosing and commissioning a service

35. This section of the guide offers information and advice on how to select a provider of careers guidance services for students. This involves looking at the range of possible providers and then considering in some detail the questions schools should ask potential suppliers of careers guidance services before contracting with one of them. The section includes a particular focus on assuring quality and offers some final thoughts on how schools might start to think about developing their partnership with the external service in new directions.

The emerging market for careers guidance

36. For the past four decades schools have worked in partnership with an external careers or Connexions service to provide careers education and IAG for their students. The service has been free of charge, but schools have been limited to using their local provider. Now, schools will have to pay for the service but they are free to select their provider. Instead of having a service level agreement, or partnership agreement, with the local service, schools will have a contract with the provider of their choice. The previous section offered advice on how to go about deciding what services to commission: this section examines the range of providers available and offers advice on the issues schools need to consider when choosing a provider. This is a new and evolving market, at the time of writing it is possible to define seven categories of provider of careers guidance services.

Local Authorities

37. Some local authorities are offering a careers guidance service on a traded basis to their schools. The Isle of Wight has established a traded service (see **Appendix 2** of the operational plan for independent careers advice and guidance service). With our partnership with Hampshire County Council this service has expanded considerably to include career support for schools and quality awards such as “Investors in Careers”. Some neighbouring local authorities may also offer to sell services to schools.

Careers companies

38. All the major careers companies that in recent years have provided Connexions services under commission to local authorities are actively promoting their services direct to schools. At the same time, new organisations are entering the market place.

Individual careers advisers

39. Over the past two years local authorities have had to deal with significant reductions in the funding available for IAG and, as a result of these cuts, large number of careers advisers are now available in the labour market. Many individual careers advisers are offering their services to schools as sole traders.

New social enterprises

40. In several areas careers advisers have come together to form social enterprises to offer careers guidance services to schools.

Education-business partnerships (EBPs)

41. Some EBPs, which have traditionally worked with schools on work experience, enterprise and other education-business activities, are recruiting careers advisers in order to offer schools integrated services for careers guidance and work-related learning.

FE colleges

42. Most colleges have within their student services departments qualified careers advisers and some colleges have approached the schools in their area to offer careers guidance services to students.

Universities

43. Almost all universities have their own careers advisory services, staffed with qualified careers advisers, and a few universities have started to offer guidance services to schools. At the same time some schools have approached their local universities to ask if they would be able to provide careers guidance services to their students.

National Careers Service

44. The National Careers Service (NCS) was launched in April 2012. When it was first announced, in November 2010, it seemed that the NCS in England would be similar to the all-age careers services in Wales and Scotland, providing careers guidance both to young people and to adults. It has since become clear that, while the NCS provides information and advice services to young people aged 13 to 19 and adults, it will provide face-to-face guidance only for adults. The regional providers of the NCS may choose to offer careers guidance services to young people but schools would have to pay and the providers could not use the NCS brand in this context. For the time being, face-to-face careers guidance is not available to young people through the NCS. Information is, however, available through its website https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx and information and advice are available through its telephone helpline service on 0800 100 900.

Choosing a provider

45. Part Three of this guide offered advice on how to determine what services to commission. Once schools have decided what they need from an external provider they are free to purchase services from any individual or organisation offering such services in their locality. As described in outline above, there are several different types of provider and the Career Development Institute website (http://www.thecdi.net/) have published a professional register of careers guidance providers. Schools will be faced with several different options and this section offers advice on what questions to ask of the potential providers. Schools are advised to research the following issues:

    - range of services offered
    - quality standards
    - professional qualifications of careers advisers and professional development
    - impartiality of advice and guidance
    - experience of working with schools and with young people

- knowledge of local labour market and of education and training options available in the area
- referral and support systems
- cover for absence
- CRB/DBS checks
- public liability and professional indemnity insurance
- costs

Range of services

46. The obvious place to start is to clarify the range of services that the provider can offer and to check the list against the services the school needs to commission. If the individual or organisation cannot offer everything that the school needs, the school could choose to contract with more than one provider, although this would make the management and co-ordination of the CE IAG programme more complex. It is worth remembering that schools on the island will already be receiving some support from the local authority (IW Participation Team) with respect for the targeted service.

Quality standards

47. Schools will want to be assured that the individual or organisation is a reputable provider of careers guidance services. The recognised national quality standard for IAG services is the *matrix Standard*, details of which can be found at www.matrixstandard.com. All providers of the NCS for adults must be matrix-accredited. Although there is no requirement for schools to use only matrix-accredited providers, schools are advised to ask potential providers if they are accredited or if they have made a commitment to seek accreditation. Accreditation is available to organisations of all sizes and to individuals.

48. If the provider a school is considering is not matrix-accredited, schools should ask what alternative quality assurance arrangements the provider uses. The *matrix Standard* has four elements, covering Leadership and Management, Resources, Service Delivery and Continuous Quality Improvement, and the 27 quality statements can be downloaded as a PDF from the website listed above. These statements provide a useful checklist for schools to use when assessing a potential provider. (see **Appendix 1** of the operational plan for independent careers advice and guidance service)

Professional qualifications of careers advisers and professional development

49. Another important question is whether the individuals who would be providing careers guidance to the school's students are appropriately qualified. The main professional qualifications for careers advisers are as follows:

    - Diploma in Careers Guidance (DipCG)
    - Qualification in Career Guidance (QCG) – which replaced the DipCG
    - NVQ 4 Advice and Guidance
    - Level 6 Diploma in Career Guidance and Development

50. The careers professional associations are working together to create a single body for the careers profession. Currently operating as the Careers Profession Alliance (CPA), they have launched a national Register of Career Development Professionals. It is important to remember that this is a register of individual professionals, not of organisations. Schools considering commissioning services

from an individual careers adviser should ask if he or she is on the Register; those considering working with an organisation should ask if the careers advisers it employs are on the Register. Schools can search the Register themselves, at http://www.thecdi.net/

51. Entry to the Register is set at a minimum of a Level 6 qualification. Both the DipCG and QCG are postgraduate qualifications and, therefore, at Level 7, and the new Diploma in Career Guidance and Development is a Level 6 qualification. Many competent and experienced careers advisers hold the NVQ 4 in Advice and Guidance and these individuals have the opportunity to take further courses of professional development to top up their current qualification to a Level 6 award.

52. In addition to holding an appropriate initial qualification careers advisers should participate in regular continuing professional development to update their knowledge and skills. The worlds of education, training and employment are constantly changing and guidance practice is continually developing. Schools should ask how the provider intends to keep up to date, so that the careers guidance offered to students remains relevant and reflects best professional practice.

Impartiality

53. The Education Act 2011 says that the careers guidance a school secures for its students must be independent, i.e. from a source external to the school. This is an attempt to ensure impartiality, so that students receive guidance that is in their best interests and shows no bias towards particular options. Schools are advised to check if the provider they are considering is truly impartial, particularly in the case of organisations that are themselves providers of education and training opportunities for young people aged 16 to 18.

Experience of working with schools and with young people

54. Schools will want to be assured of the provider's experience of working not only with schools but also with students of different ages and across the whole ability range. Schools may, of course, choose to contract with more than one provider in order to cover the full range of students in the school.

Local knowledge

55. Students today choose to pursue opportunities in education, training and work further from home than previous generations: nevertheless, initial destinations are usually within the local area. It is important for careers advisers working with the school to have up to date knowledge of the Isle of Wight's labour market and of the education and training opportunities available in the local area. Schools should ask providers how they will ensure that the careers advisers have access to this information. This will be particularly important if the school is considering working with an organisation that has not previously operated on the island.

Referral and support

56. Even experienced careers advisers can be presented with questions from students, or their parents, that they have not encountered before. Schools should ask what arrangements the provider has for dealing with these situations, particularly where schools are considering working with a sole trader.

Cover for absence

57. There are, inevitably, occasions when careers advisers are not available for work, including because of illness or maternity/paternity leave. Schools should ask the provider what cover they will receive in such circumstances.

CRB/DBS checks

58. Careers advisers working in schools are usually in situations where they are with young people, often on a one-to-one basis, without an adult present. It follows that schools should ask to see documentary evidence that any careers adviser who will be working in the school has a valid enhanced CRB/DBS check.

Public liability and professional indemnity insurance

59. In the context of the provision of careers guidance given to young people in schools by external providers, public liability insurance provides cover for claims for damage or injury caused by a careers adviser while working in the school and professional indemnity insurance provides cover for claims for losses caused as a result of the information or advice provided to the young person. Sometimes the two types of insurance are combined into a single policy for professional liability. Schools should ask for evidence that the provider has adequate insurance cover.

Costs

60. Of course, having determined whether or not the provider can supply the services the school needs, to the quality required, the final question is whether the school can afford them. As has been stated earlier, this is an evolving market and price levels are still being set. Each provider will have its own tariff structures and schools will need to negotiate the costs of what they wish to commission.

61. A template for researching potential providers can be found in the annexes to this guide.

Contracting

62. Having researched potential providers, schools should follow the usual standing orders procedures for obtaining quotations and seeking tenders in order to draw up a contract with the provider of their choice. This will require the involvement of a senior leader, working in consultation with the careers leader in the school. A guide for contracting and purchasing for schools can be found www.iwight.com, whilst this is a guide for council officers it is strongly advised that schools also follow the rules under http://www.iwight.com/council/committees/mod-Council/21-11-07/Paper%20C%20-%20Appendix%202.pdf

63. The contract should include arrangements for how it will be kept under review and this should also include something about the arrangements for collecting feedback from students and parents about the services provided.

Quality matters

64. A fundamental principle underpinning this guide is that the best approach to providing CE IAG for young people is through a partnership between the school and an external careers guidance provider, but overall responsibility for the whole programme rest with the school. The school will provide careers information, careers education and some initial careers advice, and will commission careers guidance, plus possibly support for careers information and careers education, from an external provider. It follows that it is the school that will have overall responsibility for assuring the quality of the provision made for students. Reference has already been made to ways of assuring the quality of services commissioned from external providers, through using only providers that have achieved, or that are working towards, the *matrix Standard* and that are, or employ, careers advisers with relevant professional qualifications in careers guidance.

65. There is a third dimension to quality and that is assuring the quality of the school's own provision of CE IAG. There are in England several quality awards for CE IAG and recently the Isle of Wight has made available to its schools one of the more widely used awards, *Investor in Careers.* It is offered through our partnership with Hampshire County Council and is offered by Hampshire Careers and Employability Services for more information see: http://documents.hants.gov.uk/childrens-services/HampshireCareersEmployabilityServiceflyer.pdf , they to provide training and one-to-one support to schools to help them achieve the *Investor in Careers* quality award. In February 2012 a national standard for the various quality awards was launched – the *Quality in Careers Standard* (QiCS) – and the *Investor in Careers* award has committed to work towards achieving the QiCS. Young people on the Isle of Wight can be assured of good quality CE IAG if their school:

    - has achieved *Investors in Careers*
    - commissions services from a careers guidance provider that is matrix-accredited and that employs careers advisers who have professional qualifications in careers guidance.

66. Further details of the *Investors in Careers* quality award can be found at www.investorincareers.org.uk. Details of the *Quality in Careers Standard* can be found at www.careersengland.org.uk

67. A template for researching potential providers can be found in the annexes to this guide along with a draft template specification for schools to use to send out to potential providers.

Changing partnerships

68. The new statutory arrangements for CE IAG are bringing about changes to the nature of the partnership between schools and external careers services. In all cases, the partnership changes from one where a 'free-to-the-school' local service negotiated a partnership agreement with the school to one when the school contracts with a supplier of costed careers guidance services. This in turn is causing schools to rethink their approaches. Some schools, while commissioning careers services from an external provider, are increasing their capacity internally to provide more of the initial advice and guidance to students. They are doing this either by employing qualified careers advisers or supporting members of staff to undertake

relevant, accredited professional development in careers guidance. Other schools are exploring the possibility of extending the range of services they commission from the external provider to include day-to-day leadership and management of the school's programme of careers education.

69. As schools implement these new arrangements, and explore new approaches, the Isle of Wight Participation Team will provide regular updates and briefings on national and local developments, and facilitate the sharing of practice between schools.

Questions for schools to consider:

- Which providers will you investigate as potential suppliers?

- What responses will you be looking for in response to questions to potential provider about:

    a) range of services?
    b) quality standards?
    c) professional qualifications of careers advisors and professional development?
    d) impartiality?
    e) experience of working with schools and young people?
    f) local knowledge?
    g) referral and support?
    h) cover for absence?
    i) costs?

- What budget has the governing body set aside for commissioning careers guidance?

- Has the school already achieved the Investor in Careers award? If not, will it commit to working towards the quality award?

- In what new ways might you think about developing your arrangements for CE IAG?

Annex A

Template for reviewing the school's current provision of CE IAG

1. Summary of provision by year group

Year group	Careers information	Careers advice and guidance	Careers education
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12 and 13			

2. Key questions about your current CE IAG provision

In our school how satisfied are we that all our students receive … … comprehensive information on all the options available, at each point of transition? … information on the progression routes from those options? … guidance on their choices at the right time? … guidance that is impartial? … careers education that is taught well?
What are the most effective features of our current provision of CE IAG?
What would we like to change?

Annex B

Template for identifying services the school needs to commission

Services for students	**Notes**
One-to-one guidance interviews	*Which year groups? Numbers? When?*
Groupwork sessions	*Which year groups? On what topics?*
Drop-in surgeries	*When?*
Support on results days	*Dates*
Other	

Services for parents	**Notes**
Presentations at information evenings	*Which year groups? Dates*
Availability at consultation evenings	*Which year groups? Dates*
Other	

Services for school staff	**Notes**
Careers information support	*Publications. Advice on library*
Support for careers education	*Resources. Curriculum advice. INSET. Co-ordination*
Professional development	*INSET. Network meetings*
Other	

Annex C

Template for researching potential providers

Name of provider:……..

Contact person:……..

Address:……..…….

…… Postcode:……..…….

Email: …….. Telephone:……..……..

Website:……

Services available	Costs	Notes
Quality standards *e.g. matrix*		
Professional qualifications of careers advisers and professional development *e.g. DipCG, QCG, NVQ4 Advice and Guidance, Level 6 Diploma in Career Guidance and Development*		

Impartiality
Experience of working with schools and young people
Local knowledge
Referral and support
Cover for absence
CRB/DBS checks
Public liability and professional indemnity insurance
Other notes

Annex D

Template specification for CE IAG services

Specification for:	**CE IAG Services for (*name*) school**
Date:	

Background:
Changes to the statutory duties of schools and colleges introduced from September 2012 introduce greater freedom and flexibility for schools and colleges to exercise their professional judgement in determining the most appropriate careers guidance for their pupils.

The main features of the legislation are as follows:

- A duty on schools to secure access to impartial and independent careers guidance for every pupil in Years 8 to 13.

- The governing body of a school will have the freedom to decide how best to fulfil this duty in accordance with the needs of their pupils. Guidance, independent of the school, must be provided in an impartial manner, and should promote the best interests of the person to whom it is given.
- In addition, the Government will repeal some statutory provisions in England as explored in the DfE guidance to schools dated (April 2011):

    - The requirement for schools to provide a programme of careers education (section 43 of Part VII of the Education Act 1997). The removal of this provision is permissive.

    - The duties on schools to provide appropriate pupil data to support the provision of careers advice and guidance and to provide access for external persons to students and premises (section 44 of the Education Act 1997 and section 73 of the Education and Skills Act 2008).

    - The duty on schools to provide information relating to careers education and career opportunities (section 45 of the Education Act 1997). The provision of up-to-date careers information will be safeguarded by the new legislation as it requires schools to secure access to careers guidance that includes information on 16-18 education or training options, including Apprenticeships.

The implications for schools and colleges
Changes to legislation introduce greater freedom for schools to develop and source careers guidance provision appropriate for their learners. In doing so they will need to meet their statutory duty to ensure that this IAG is independent and impartial.

Schools will be free to make arrangements for careers guidance that best suit the needs of their pupils, engaging, where appropriate, in partnership with independent providers (i.e. not directly employed by the school). Those schools that have already developed their own arrangements for providing impartial careers advice and guidance – for example, by employing their own careers adviser – can continue to do so. However, in such cases a school must also ensure pupils have access to a source of guidance which is independent and external to the school. This might include web-based or telephone services, and/or face-to-face guidance from a specialist provider. A range of national and local, commercial

and charitable organisations provide IAG services which schools can commission. Schools can make use of funding within the Dedicated Schools Grant to secure careers guidance provision.

Isle of Wight Context
Historically the Isle of Wight Participation Team under the control of the Local Authority provided careers information advice and guidance to all young people from 13 – 19 years old. Following the national policy changes this service is now only offered to targeted groups of young people. A new island website for young people called "Youthtube" http://www.iwight.com/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube/ supports a range of activities and resources for our young people on this island including continuing to provide information and advice on a range of issues, including careers and post-16 opportunities, to all young people. From April 2012 the National Careers Service also provides information and advice to young people, this includes information on their website and a national helpline for young people.

Support for young people with Special Educational Needs
On the island there are 3.3 FTE Participation Advisors and 1FTE Senior Participation Officer that provide advice to young people with statements of special educational needs and disabilities aged 14 - 25. In particular they undertake the Learning Difficulty Assessments (also known as Moving on Action Plans or Section 139A assessments) for these young people when they are in their last year of school if they intend to move to post 16/19 education or training. This will alter in the next few months as this service aligns with the SEN team to support to the new Education, Health and Care (EHC) Plans where the resource for this service will sit. This will enable us to provide a single point of contact for advice and support to LLDD (Learners with Learning Disabilities and Difficulties) young people aged 16-25 and their families.

NEETs (Not in Education Employment or Training)
The Isle of Wight Participation Team part of the Isle of Wight Council continue to provide intensive support for young people beyond the statutory school age, who are Not in Education, Employment or Training (NEET) and who are experiencing multiple/complex barriers to engagement. The Isle of Wight Participation Team are providing support for young people who are academic age 16 and 17 (Yrs 12 and 13) and have multiple/complex barriers to engagement, this team are also able to provide support to identified Year 11 learners who are vulnerable and at risk of not progressing successfully.

Add further background information about the school here

Scope of work:

The school is seeking the following services from a provider:

- Detail the range of services you expect them to deliver.

Approach and methodology:

Who will the provider need to work with – key staff and other partners such as Isle of Wight Participation Team, SEN PAs and Targeted Youth Support Staff for example.

Detail how you expect them to work with young people – approachable, professional etc.

Outputs:

The provider will be expected to provide:

Detail here the specific outputs you expect them to deliver – this is what you will measure their contract against.

Staff team:
The provider should indicate the names of personnel to work on the project, providing brief references, professional qualifications and examples of similar work undertaken.

Additional information to be provided:

- Should the work require a valid enhanced CRB/DBS, evidence of this should be provided
- Confirmation of Public Liability and Professional Indemnity insurance levels needs to be provided

The contract will be managed by *[provide the contact at the school who will oversee the contract/service delivery]*

Fees and contractual arrangements:

- The value of the work will not exceed a maximum *[insert value here if you wish to indicate this].*
- *Invoices will be paid in arrears on the basis of work completed or as a regular payment according to an agreed schedule of payments.*

Timescales: Tenders should be submitted by: Successful applicants will be informed by: Work to commence by: Work to be completed by:	

Tenders should be sent by email to:

Tenders should clearly outline:

- how the provider will deliver against the specification
- previous relevant experience
- a detailed breakdown of charges and costs
- project staff (as detailed above)

Assessment of tenders:

In the event that we receive more than one tender for this service, we will make a decision against the following criteria:

- Evidence of previous related experience/work and successful impact
- Qualifications of staff
- Knowledge of relevant local and national education and employment opportunities
- Value for money