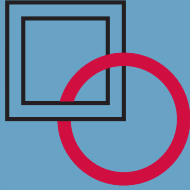# ACEG

The Association for Careers Education and Guidance

Promoting careers education and guidance

Supporting professional development

Representing practitioners

Working with partners

www.aceg.org.uk

Careers Education and Guidance

October 2010

About ACEG

The Association for Careers Education and Guidance (ACEG) is the professional subject association for Careers Education and Guidance (CEG) in schools and colleges in England and Wales. Its members are careers practitioners in schools and colleges and those working in Connexions partnerships and local authorities who support these practitioners. The Association works to support members in the delivery of high quality Careers Education and Guidance by:

- the regular dissemination of information
- the development of theories of Careers Education and Guidance and the implementation of its policies and practice
- the provision of networks to support practitioners at local, national and international levels
- offering consultancy and advice in the field of Careers Education and Guidance and the training of practitioners
- seeking to influence key decision makers and funding agencies.

Membership

Membership of ACEG offers you the Association's Journal, Newsletter and website, professional representation at the national level and contact with others working in the field of Careers Education and Guidance through the annual conference and regional network.

Membership subscription:
The subscription for individual or school membership is £60 per annum, payable on 1st April each year.

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Writing for Careers Education and Guidance

Careers Education and Guidance aims to support CEG staff in schools and colleges in their everyday practice and to strengthen the theoretical basis of their work. It also aims to aid the development of their management and professional skills. Contributions are therefore invited from those who are willing to share their ideas and their practice. Articles on innovative practice in careers teaching and learning and on the management of Careers Education and Guidance are always most welcome. The over-riding criterion for acceptability is the potential usefulness of the article to our members in their everyday working practice.

Careers Education and Guidance is published four times a year – in February, April, June, and October. Contributions are not paid for, but authors receive two copies of the issue in which their contributions appear.

Contributions should be e-mailed to the editor who will provide writing guidelines on request. Diagrams and illustrations (in e-form) in support of articles are welcome.

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Editorial

Welcome to the October issue of Careers Education and Guidance

When I was a careers co-ordinator, my favourite time of the school year was the Autumn term. I guess it just used to bring back that *'lets go to WH Smiths to buy new pens'* feeling! Seriously, I always used to think that it was a great opportunity to do things differently from last year and would spend September writing my CEIAG action plan for the year. (I was always a bit too keen!) These days of course it would have to be written, and no doubt approved by a senior leader, by July at the latest! However if any of you are still working your annual development plan, I hope that some of the articles in this edition might stimulate ideas.

Our President, Sue Barr, has had an extremely busy few months since the last edition. Sue, along with other members of ACEG's executive, works continuously, at the highest levels, to represent our interests and to lobby for CEIAG. Her article outlines the main outcomes from the Careers Profession Task Force, which presented its findings to government very recently.

Paul Davies is a very experienced and well respected careers practitioner and researcher, and his article encourages us to carry out small scale research projects. We would love to hear from anyone who is interested in sharing research findings into any aspect of CEIAG.

If you are in need of some positive thinking and re-invigoration, read Linda Reason's article – a personal reflection on the ACEG conference in July 2010. I really enjoyed reading her words of wisdom and I hope you will too.

Your feedback tells us that you appreciate the range of articles within the Journal and that you enjoy reading about good practice in other schools and colleges. Therefore I am pleased once again to include two articles based on activities for learners. Sue Nuttall shares how she runs mock interview sessions with a twist at her college and Dorothy Davies, a very experienced careers co-ordinator, demonstrates how CEIAG can be delivered through creative use of the Personal, Learning and Thinking Skills. Do get in touch if you have a practical idea to share – don't be shy!

Talking of sharing, Rachel Piper has produced a very useful mapping grid that shows us how the Ways & Choices lessons contribute to the learning outcomes listed in the 'Careers Education Framework 7-19'. Many of us will find this an invaluable tool – many thanks Rachel. Remember to go to **www.aceg.co.uk** to download the full document.

Pete Hulse also recommends that we take stock, but this time of our careers-related ICT packages and tools. Pete has certainly inspired me to do this. I have already constructed my grid; naturally using my new WH Smith felt tip pens! Seriously, as we all have to make hard decisions about what to fund and what to drop, this exercise will be invaluable, so thanks once again to Pete.

Having worked in a predominantly Muslim girls' school in East London, I found Clare Beckett-McInroy's article on the career and educational aspirations of young Muslim women in Bahrain, absolutely fascinating. Research findings, based on real life stories, are incredibly useful for us as professionals in order to understand the influences and factors at work in pragmatic decision making. Clare is very keen to hear from anyone with experience of supporting British Muslim young women in their career planning.

Two items will be of use to anyone who needs to strengthen the case for CEIAG within their organisations. Firstly Sue Barr and June Jenson provide us with a very useful summary of changes to the School Teachers Pay and Conditions Document for 2010. In particular they look at how these changes may impact on the CEIAG role that teachers play in schools. Secondly the Careers Professional Alliance has allowed us to reproduce its work on the benefits of CEIAG. I would urge you all to look at this, add to it and use it for presenting the case for CEIAG to senior leaders and governors. Personally I would also use it to help me re-write a careers policy.

Thanks to all these writers for their valuable contributions to the October Journal. I would love to hear from readers with any feedback about the Journal and with any suggestions for future articles.

Christine Thomas
Editor

Towards a Strong Careers Profession: reflections of a member of the Career Profession Task Force

Sue Barr

Sue Barr has been a freelance consultant for over 12 years, specialising in Careers Education, Work-Related Learning and enterprise. She is currently President of ACEG and in this role was asked to represent the Association on the Career Profession Task Force.

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Transforming the Careers Profession

The 'careers profession' has been much maligned in recent years, as Paul Redmond highlighted in his article for the ACEG Journal in February this year. Of course, some of this criticism is misplaced, but it remains that the public perception is of inconsistent, and sometimes poor, practice. In order to overcome this, the Department for Schools, Children and Families (DCSF) launched '*Quality, Choice and Aspiration*'[1] in October 2009, which sets out a strategy to transform information, advice and guidance so that all young people have the best chance of succeeding in adult life in the 21st century. It clearly stated that a strong careers profession would be crucial to achieving this transformation. A Task Force on the Careers Profession would explore what needed to be done to ensure that the existing workforce has the skills and knowledge to deliver effective programmes of careers education and information, advice and guidance (CEIAG) and to attract well-qualified people from all backgrounds to join the profession. In January 2010 this Task Force was set up by Iain Wright, who was then Under Secretary of State for 14-19 Reform and Apprenticeships, and Dame Ruth Silver agreed to be the chairperson. She had previously been Principal of Lewisham College and Co-Chair, along with Barry Sheerman, of the Skills Commission that undertook an enquiry into the provision of IAG between autumn 2007 and spring 2008.

Navigating the Terrain

I was delighted that ACEG was asked to be part of this group and met up with the other Task Force members at the first meeting on 14th February, which was entitled a 'Navigation Seminar'. During this session we established terms of reference and began to set out how we would approach the task. There were 16 of us, covering a wide range of backgrounds and experiences; not all from the careers profession itself. The full list of members is in the final report, which you can find on the ACEG, DfE and cegnet websites. The task itself was daunting – we had only eight months to produce a report setting out what needs to be done to strengthen the profession, in order to ensure that all young people have the best possible CEIAG to help raise their aspirations and achievement and prepare them for a rapidly changing economy and society.

The terms of reference established during that first meeting included a set of outcomes, which would be central to the development of a strong careers profession. We were all agreed that these would include how best to:

- Attract well-qualified entrants to the profession, from a variety of backgrounds and who accurately reflect the make-up of the working population
- Retain and motivate existing effective careers professionals
- Ensure that professional practice is of a high standard, with strong leadership, management and quality assurance
- Ensure that careers professionals receive the CPD, support and guidance that they need to enable their own development
- Strengthen the integrated working of careers professionals with other members of the youth and adult workforce

It was impressed on us that we had to focus on the careers profession working with young people in England. However, our discussions were set in the wider contexts of the whole of the young person's workforce, an all-age strategy for IAG and the position in other countries of the UK and further afield. We agreed to set up sub-groups and working parties outside of the main meetings and to having a range of presentations and other inputs from experts with additional, relevant perspectives.

Who are 'careers professionals'?

Our first real task was to agree a precise definition of 'careers professionals'. How difficult could that be? Yet by the end of the first meeting we were still far from agreement. I felt a sense of panic – with only eight more meetings, would we ever achieve

our goal? But this was clearly crucial to the whole process and so it had to be given time. Identifying and describing the guidance professionals was not too difficult. Most, but not all, of the 7,500 personal advisers in England[2] are trained as careers advisers and would therefore consider themselves part of the careers profession. The situation in schools and colleges is more complex, however, as there is no one model for the management and delivery of CEIAG. Careers co-ordinators come from a range of different professional backgrounds and may do this as part of a bigger role. In addition, we know that many teachers, tutors and other staff, help to support students' career development. Yet clearly, not all school and college staff are part of the careers profession. By the middle of May, around about the time the new Coalition Government was formed, we were using and becoming comfortable with the term 'careers educators' for those members of school and college staff, who manage, provide and/or support CEIAG programmes for students. We defined a model for effective practice, which included each of the following roles, but recognising that some schools may bring together more than one of these and give them to a single member of staff:

- A Governor with specific responsibility for CEIAG
- Careers leader – a member of the leadership team providing vision and strategic leadership
- Careers co-ordinator – a middle leader responsible for strategic direction and day-to-day leadership and management
- Careers administrators with a range of duties
- Teachers, who may be involved in three main roles:
  o teaching students about careers and skills for work relating to their subject
  o tutors who understand the CEIAG needs of individual students
  o teaching careers education lessons
- Careers support staff – including learning support assistants, learning mentors, Aimhigher and other progression staff

The careers co-ordinator is the key member of staff and is central to the provision of CEIAG in the institution. The majority will consider themselves to be part of the careers profession.

Characteristics of a Profession
So were we able to identify a 'careers profession' at this point in our work? Unfortunately - no! The reason for this is that careers professionals work in a number of different settings and are part of a wider community of practice, which makes it difficult for non-specialists to think of them as part of a homologous group. The view of the Task Force is that the profession is only weakly professionalised if indeed it is a profession at all yet. Regardless of how diverse it is, *professionalism* is an important aspect of high quality CEIAG and there are certain characteristics that all members of the 'careers profession' should aspire. These include:

- Upholding professional standards and a code of ethics
- Being committed to CPD and professional-level qualifications
- Encouraging professional practice
- Seeking to widen access to the profession while driving up standards
- Contributing to research and the profession's body of knowledge
- Being endorsed by employers and users of the service as providers of consistent and excellent services
- Being challenging and innovating in their practice
- Encouraging intellectual curiosity

By the third meeting, late in March, it was clear that in order to become more strongly professionalised, it would be vital that all members of the profession must come together, to speak with one voice so that it could be recognised as a true coherent profession, working towards achieving the above characteristics. To provide a vehicle for this, the five major associations that represent members of the profession came together as the Careers Colloquium and had a series of meetings to discuss how this could be taken forward. This group, which includes ACEG, the Association of Careers Professionals International (ACPi), the Association of Graduate Careers Advisory Services (AGCAS), the Institute of Careers Guidance (ICG) and the National Association of Education and Guidance for Adults (NAEGA) are now officially known as the Careers Profession Alliance. The Task Force has now identified this group as a key body in taking forward some of their recommendations.

The Recommendations
There are 14 recommendations in all. The first one stresses the importance of the partnership model at the heart of delivery of high quality, impartial CEIAG programmes and urges the Government to maintain and strengthen this model as it develops future policy in this area.

The next three recommendations are about the profession developing a strong, single voice, common professional standards and minimum entry requirements. The Government is asked to support and encourage the Careers Profession Alliance and suggests that it develops a set of common professional standards and code of ethics to which all their members should adhere. Also recommended is that all members of the profession should achieve a minimum level six qualification, that there should be transition arrangements put in place for those currently working below this level and that there should be consideration given to raising the minimum to level seven within five years.

Recommendation five is about encouraging a more diverse workforce and recognises the importance of the work-based route into the profession (leading to a level six) and the need for a common career progression framework.

Recommendations six to eight are about CPD requirements, urging individual members of the profession and their employers to demonstrate a commitment to CPD, that they should self-declare the nature and amount they undertake and that it should include a range of essential specialist areas for all practitioners and opportunities for further development, leading to the concept of an Advanced Careers Professional.

Recommendation nine is that Careers Advisers and Careers Educators, where they consider themselves careers professionals, should uphold professional standards and other requirements of the profession.

The next two recommendations are about quality assurance and include that there should be an overarching kite mark, endorsed by Government to validate the various CEIAG quality awards for schools, colleges and work-based learning providers and that these organisations should ensure that external providers of careers guidance meet nationally approved quality standards.

Of course, we are not starting from a blank sheet. It is recognised that there is already a great deal of good practice and so

recommendations 12 and 13 ask that this should be gathered and disseminated to all schools, colleges and work-based learning providers. We also recommend that Ofsted should carry out a thematic review of CEIAG practice, in order to establish a baseline for future development, and that there is a further review in three years, to identify progress.

The final recommendation is that the Government should commission reports in March 2011 and March 2012 to check that progress towards implementing the recommendations is taking place.

At last, 22nd September arrived and with it our opportunity to present these recommendations to John Hayes, Minister of State for Further Education, Skills and Lifelong Learning (BIS and DfE) and Nick Gibb, Minister of State for Schools. Unfortunately, John Hayes was not able to be there due to other commitments – it was the busy party conference season after all but he asked his adviser Dr Scott Kelly to attend. Both Nick Gibb and Scott Kelly received the recommendations very positively. Both were absolutely clear that the partnership approach, with careers educators and advisers working together is essential to delivery of high quality CEIAG and that the Coalition is committed to this. They talked about the need for an 'all-age, universal service' and the need for an additional unique response to those with multiple problems. They were also convinced that the need for improved professionalism would be crucial; Scott Kelly recognised that the role of the careers adviser had been 'diluted' by Connexions but the role of a professional careers adviser would be vital in the future. Nick Gibb was very interested in how the Careers Profession Alliance might support this process, although he was not able to promise any funding to facilitate this!

We hope to have written feedback about the report after formal publication, which at the time of writing is due to be 12th October. Check out the full report on the ACEG and DfE websites after that date. I would be very pleased to receive your views about the recommendations and what you think might be the implications for you.

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[1] Quality, choice and Aspiration, DCSF, October 2009
[2] Occupational Summary Sheet, Connexions Personal Advisers, Children's Workforce Development Council, 2007/8

It's a Mad, Mad World or It's a Wonderful Life?: A personal reflection on the ACEG conference 2010

Linda Reason

Linda Reason is CEIAG Development Manager for Prospects in the Black Country, running a programme of training and development and producing resources. The idea for this article came to her at the ACEG conference in July.

I found the inputs at the ACEG Conference this year stimulating and thought-provoking, and I really liked Anthony Barnes' film references – hence my title! One of the great things about good conferences is that they give you the chance to reflect and come up with more creative ideas. Certainly my stuttering brain operates better when it's not under intense time pressures from deadlines, phone calls and e-mails, and I suspect many people find the same.

Doom and gloom

There seem to be plenty of causes for pessimism in the changes (definite/proposed/rumoured?) that the Coalition Government is making to the education and CEIAG world. 14-19 collaboration is dead; the school is the key unit; fewer requirements to follow; and more freedom to do as schools wish. Pedagogy seems to be returning to the 1950s, when teachers imparted knowledge and pupils sat in rows and listened (or not!). The academic/vocational divide is widening again. Cegnet has gone as a government site. *It's Your Choice and Which Way Now?*, along with the Parents' Guide, may not be produced in hard copy. Ofsted inspections will be even 'lighter touch'. Connexions services are being cut dramatically in many areas. The major advances of the IAG Standards, the Quality, Choice and Aspiration Strategy and the Statutory Guidance for Careers Education may well be under threat. As Frankie Howerd used to say – '*Woe, woe and thrice woe!*'

Lots of hope!

Yet one of the best aspects of the conference was that it made me realise that a lot of other people believe it is worth crusading for CEIAG, and it was Sue Barr's Presidential speech that really fired me up. My newly liberated brain made a link with the High Five Principles of the Real Game that I thought I would share with you.

- **Access your allies**. As the Real Game points out, '*The journey of life is not taken alone*'! Or, as Woodrow Wilson, US President, put it '*I not only use all the brains that I have, but all that I can borrow*'. And thank goodness there are some strong allies out there. Nationally, for example, with ACSL (Association of School and Colleges Leaders) so well-represented at the conference by Brian Lightman, and with ICG and ACEG's other partners in the Careers Professional Alliance (see article in this Journal). Locally we have allies in 'friendly' heads, enthusiastic co-ordinators and knowledgeable colleagues. Although in schools particularly, it can often seem as if you're fighting a lone battle for CEIAG, remember there are lots of people on your side, who <u>know</u> that '*career interventions support occupational choice and enhance transitions into learning and work*'[1] (One of Deirdre Hughes' '10 Key Facts' that she mentioned at the conference) and who can give you encouragement and evidence to support your fight. Contact other careers co-ordinators in your area, or via ACEG, and start networking.

- **Learning is ongoing**. '*The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn*', as the global forecaster (and <u>there's</u> a career that doesn't come up on Jobs4u!) Alvin Toffler put it. For me, a big personal action point from the conference was that I need to make more use of, and promote to others including key influencers, the use of ICT solutions such as social networking and innovative IT products like iCould and Resource Companion. I know it's all too easy to feel we haven't got the time to get our head round new areas of learning like this, but I'm with the American writer Eric Hoffer – '*In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists*'.

- **Follow your heart**. For a long time, I have wanted to have another go at primary careers work. I was involved in a small local project on this a decade ago,

but in recent years all my work has been targeted at supporting secondary CEIAG, and particularly 14-19, since that is what was funded. The Key Stage 2 project that Barbara McGowan talked about at the conference made me realise again the value of early intervention, and how much fun it is, and I am going to try to get some funding for work with junior schools.

- **Focus on the journey**. '*Pay attention to the journey with all its pitfalls, sidetracks and opportunities, as well as the destination*.' We can't immediately change the big picture (although we can lobby and provide evidence for more CEIAG-friendly measures), but we can all do something positive now to make at least a bit of CEIAG better for the young people we're trying to help. We can try out an innovative approach to a lesson, or use young people's voice more effectively, or carry out some action research or just make an effort to work with innovative colleagues.

And, of course:
- **Change is constant!** (A reason, some might think, for focusing more on developing young people's skills – employability, personal, learning and thinking, functional – rather than attempting to fill their brains with knowledge, but I guess that's a matter of opinion.) Anyway – I need to remember this rather than bemoaning some lost 'golden age'. I also need to remember that anything new that is introduced will not last for ever, and can be shaped and possibly improved by strong lobbying and crusading.

I would echo Sue Barr's words that '*Negative emotions ……. could sap our energy and enthusiasm to go on*'. We need to turn the new freedoms into something positive (more careers education, anyone?), and shout loudly about the benefits of, and need for, quality CEIAG rather than bemoaning the situation and feeling demotivated and hopeless.

'*The people who are crazy enough to think they can change the world are the ones who do*' Steve Jobs, founder and CEO of Apple.

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[1] Deirdre Hughes is President of the Institute of Careers Guidance (ICG) and gave a keynote speech at the 2010 ACEG conference. Conference speeches are available via the ACEG website at: **www.aceg.org.uk**

Bahraini Muslim women and higher educational achievement - what helps and hinders educational and career success?

Dr Clare Beckett-McInroy

Dr Clare Beckett-McInroy has taught for over 14 years in the UK, Europe and The Arabian Gulf, whilst holding leadership and management positions related to Careers Education and Guidance. She has also been a Dean of Students and is now training Bahraini teachers.

Introduction

Whilst living in the Kingdom of Bahrain, a small archipelago off the coast of Saudi Arabia, I compared the life histories of eleven Bahraini Muslim women, aged between twenty five and fifty, who are educationally 'successful', defined as having at least one university degree. This research analysed their educational experiences to see if theories of social reproduction applied to their lives. Bahrain has a large expatriate population (around 50% of the total population) and so is influenced by the West and other cultures; it is a progressive society and boasts a fairly liberal culture.

It was apparent that, for these women, **significant others** and **critical incidents** influence educational successes. Significant others are those people who have encouraged them educationally in different ways, whereas critical incidents include such things as government scholarships for university courses. Educational success and career progression are multi-faceted, influenced by innate ability, capacity to juggle many roles, economic and other forms of capital, marital status, religion and culture.

Below, I focus on three particular areas for the purpose of this article as they are most pertinent to Careers Education and Guidance, namely the importance of significant others, gender issues and personality traits.

Significant Others

Significant others, such as parents, are important people in the women's lives. They appear to contribute to educational success because they instil embodied cultural capital, in the form of positive attitudes towards education. These people have influenced the women's habitus, their dispositions and behaviours that inform them of how to act within social milieus (Bourdieu 1977). Fatima mentions her father as a significant other, whilst Lola, Dana, Noor and Mona talk of their parents, uncles and grandparents as the ones who encouraged them. Sara, Dana and Hana mention their teachers as significant others. They perceive that their teachers saw them as able and hard-working students which helped motivate them to continue with their education (Di Maggio 1982). Having significant others who are able to pass on embodied cultural capital may be a key to educational success.

There were some contrasting examples of the role that marriage and husbands played for the women. For Aesha and Lola marriage provided a form of support and social freedom from their parental home; social capital, as well as economic capital (or government grants), enabled them to undertake further study abroad. Aesha managed to continue with her PhD by '...*juggling*...' her responsibilities as a wife and a mother and Lola sees education as '...*empowering*...' and a key to social mobility or success. In contrast, Fatima, Iman, Nadia and Rehab identified marriage and parenthood as restricting their opportunities. Mona studied for her degree later in life and Hana refused an arranged marriage and continued with her Masters degree. Hana had to '...*fight*...' for a chance to study. Her mother wanted her to '...*marry and have children*...' and felt that working outside the home was inappropriate.

Gender Issues

Four of the women explain that families would pay for their boys' education before that of their girls because the male is the one who must support his family in Islam. In contrast, Dana, Lola and Nadia have chosen to send their children, female and male, to private schools despite '...*struggling*...' financially (Lola). Nadia mentions that she encourages her daughter to value education

and work hard at school; her own children are receiving different educational values than she was exposed to. In the case of Dana, her parents' attitudes changed over time and they allowed her younger sister to study aboard.

Some of the women feel that having smaller families, ie only four children, is better for a woman because she can also manage to study or work. Mona talks about considering the financial implications of having many children whilst six of the women value time for each child, saying that this is not possible if you have many children. Having or using this time is an example of embodied cultural capital which is seen by Bourdieu as a privilege for those who do not have to work (Bourdieu 1986). Noor explains that it tends to be the woman who looks after the children which mirrors Arnot et al's (2001) research showing that there is a continuing reproduction of patriarchal relations in the family, therefore, the 'normal' divisions of labour within the family appears to be evident in most of these cases (Brown and Lauder 2001). Nadia says she is '*lucky*' because her husband helps with the children, although she is responsible for the majority of the housework despite working full-time. She is waiting for '*her time*' to study further, when she has finished bringing up children. In her case, having children has been a '...*hindrance*...' to her educational ambitions although family planning is a decision made between her husband and herself. Fatima's believes that her chances of studying full-time for a PhD are restricted by the fact that her fiancé will not live outside Bahrain and because '...*when I am married we will probably start a family*...'. In contrast, Aesha and Lola were able to continue with their education through the support of their husbands. Hana felt that this is not '...*usual*...' within Islam, women are responsible for putting their families before their own education and career. This is confirmed by many of the women; Iman's parents encouraged her to give up her professional job to care for her family. She feels that Western style childcare provisions, although needed with regards to quality and quantity, may contradict traditional family values.

Six of the women (Noor, Nadia, Fatima, Rehab, Iman and Mona) say that some husbands, or men in the workplace, do not like women working or having a better job or education than them because it may disgrace the man (Fakhro 1990). Traditional values are challenged where, in contrast to her

mother, Nadia works out of the home, studied at university and has refused arranged marriages. Nadia's mother looks after her children (with the help of a maid) to allow her to work. Many of the women agreed that '*wasta*' (who you know/your connections) plays a part in career progression and some mentioned that men are advantaged by their access to some '*majlis*' (where different people sit together/special gatherings among common interest groups). A number of the women felt that women have to compensate for being a woman in the workplace; they explain that they have to '...*work that bit harder*...' to prove their worth and there can be a clash between having a high ranking career and being both feminine and female.

Personality Traits and 'Success'

Many of the women talk about personality traits, such as being competitive, driven and professional as advantageous with regards to educational achievement. Iman, Aesha, and Noor state that they like to see their children competing to achieve high grades; they try to instil in them a desire for high achievement as a value. Nadia talks of an attitude where she wants to improve herself and all the women mention wanting to learn and working hard at school. These personality traits may explain how embodied cultural capital manifests itself within the educational experiences of these women. Often these are not just personality traits, they are examples of where the women have, at a young age, identified and understood social relations and advantage and recognised what is required for '*success*' in personal and social terms. Mona believes women should be taught skills such as '...*how to manage [the many] aspects of their lives*...'.

Discussion

All of the women, at some stage of their career, have had managerial or professional jobs and all those from working-class families have moved up the social ladder, therefore, in these cases, education contributes to upward social mobility because their positions required academic qualifications. Collective personality traits were evident; on the whole, the women mentioned that they wanted to succeed in education and that they enjoyed learning. The less affluent women talk about wanting to break their habitus (Bourdieu 1993) by trying to do things differently from their parents, not having as many children as their mothers, not marrying or by adopting an active role in their own children's education (Reay 1998 p57).

The women appear to prioritise different things at different times in their lives; for example, Aesha, Iman and Noor work part-time because they have young children, although they may not need to work outside the home for economic reasons. In comparison, due to financial necessity, Dana and Nadia now work full-time, even though their children are young. Mona chose to study later in life and worked '...*at different times*...' whilst raising her children. More study options, such as part-time and distance learning courses, may prove more accessible to women. Good careers advice is seen as vital and this facility is said to be better in private, as opposed to government schools.

Summary of Key Arguments
Significant others:
- Significant others helped nurture educational progress for all the women
- Parents were mentioned by the women from professional or managerial backgrounds
- Extended family members and teachers were mentioned more often by women from lower socio-economic classes
- Marriage was liberating for some of the women and inhibited the educational and career progression of other women, regardless of their social class

Dispositions and influences:
- A love of learning, a desire to succeed, dedication and a belief in themselves were contributory factors of educational '*success*'; these principles are valued in the field of education
- '*Juggling*' the many aspects of their lives was a significant factor
- Teaching young girls how to '*multi-task*' would be advantageous
- Additional influences such as decision-making strategies, cultural and religious beliefs, gender issues, social class, modernity and geographical mobility were all at play

Social class:
- Social and geographical factors inhibited some of the women's chances of pursuing their chosen careers (availability of courses in Bahrain), whereas women from higher social classes were more likely to study abroad
- Women from the lower socio-economic groups wanted to gain a '*good*' education for economic reasons
- Women from the lower social-classes acted upon critical incidents, such as scholarships, to gain educational '*merit*'

Policy:
- Structural issues were identified as important such as widening childcare provision and providing flexible course provisions to make them more accessible to women by changing their timings or formats
- The women felt that despite '*role models*', women are underrepresented at high levels in society in Bahrain
- Some parents may need to be '*taught*' about the benefits of a good education so that they encourage their children to achieve and also children need to learn about the benefits of educational achievement
- The women felt that meritocracy is not working well in the workplace; men hold the advantage
- '*Good*' careers education and guidance provisions were referred to as being important and private schools are perceived as providing better provisions
- Assertiveness and networking workshops may be useful, with trainers who are aware of cultural issues

Conclusion
Some of the women clearly managed to change their *habitus* and the course of their lives through the help of significant others and critical influences. Despite this, it is evident that the notion of relations between social class advantage and reproduction still holds despite Bahrain being a very different kind of society with different norms of gender relations and division of labour than the society used in Bourdieu's empirical research.

Moving on...
This article is intended to increase insight for individual women, careers guidance professionals and policy makers. A comparative study of Muslims in the UK would also form an interesting study, as would a wider quantitative study of the manifestation of qualifications in the workplace in Bahrain. I would be more than happy to hear suggestions for taking this research further.

For further research collaboration, methodological details or references, please contact Clare at: **cbeckett@btc.uob.bh**, Bahrain Teacher's Centre, University of Bahrain.

Member of Bahrain Society of Training and Development (BSTD)
http://www.bstd.com.bh/

Careers Professional Alliance – the benefits of CEIAG

Since February 2010, five careers profession membership associations (ACEG, ACPI[1], AGCAS[2], ICG[3] and NAEGA[4]) have been meeting, with the support of Lifelong Learning UK (LLUK), with the purpose of speaking on behalf of careers professionals with a single authoritative voice on matters relating to the profession and professionalisation. Between these bodies the Alliance represents 7,500 practitioner members. The development of the Alliance has clear links with the work and outcomes of the Government Task Force on the Careers Profession that are summarised elsewhere in this edition of the Journal. We also had the benefit of guidance from Dame Ruth Silver who chaired the Task Force.

ACEG is represented on the Alliance by our President - Sue Barr - and Joint General Secretary - Alan Vincent. Sue's experience on the Careers Profession Task Force has been a great asset and she also led on the drafting of the Alliance paper on the *Benefits of High Quality CE/IAG* that we share with you here. We hope that this might help you in your thinking about CEIAG and that it could support your case for greater status, time and resources.

Careers Professional Alliance
We recognise:

1. The need to get the best out of people working together for the benefit of UK plc
2. The requirement to reduce unemployment and welfare costs in order to create a fair and prosperous society
3. The immediate challenge to harness and maximise the positive contribution that everyone can make to the economy
4. The urgency to:
    a. reduce unemployment levels (including reducing NEET) and welfare costs
    b. provide solutions for relevant, improved careers education, information, advice and guidance
    c. improve local, regional and national economies linked to ensuring global competitiveness and economic success
    d. make accessible vocational routes and options for sustainable employment
    e. raise levels of aspiration, achievement and attainment
    f. address the academic and vocational divide in order to fully maximise individuals' talents and skills

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INTERNATIONAL
The World's Voice on Career Issues

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[1] Association of Career Professionals International, representing careers professionals in the private sector
[2] Association of Graduate Careers Advisory Services
[3] Institute of Career Guidance
[4] National Association of Guidance for Adults

Benefits of high quality CEIAG
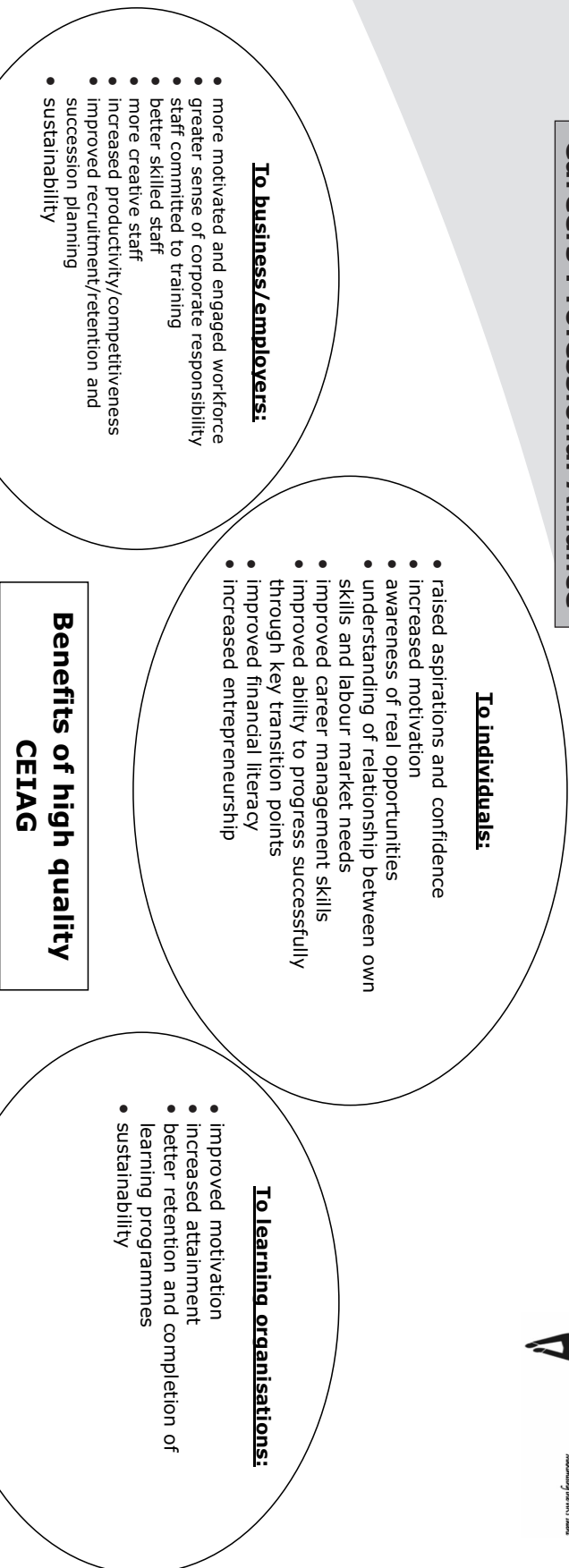
To business/employers:
- more motivated and engaged workforce
- greater sense of corporate responsibility
- staff committed to training
- better skilled staff
- more creative staff
- increased productivity/competitiveness
- improved recruitment/retention and succession planning
- sustainability

To communities:
- increased participation/contribution
- less dissatisfaction
- increased community cohesion
- reduced crime/anti-social behaviour
- more positive and creative communities
- better physical and mental health
- reduced demand on community services
- reduced numbers of young people NEET

To individuals:
- raised aspirations and confidence
- increased motivation
- awareness of real opportunities
- understanding of relationship between own skills and labour market needs
- improved career management skills
- improved ability to progress successfully through key transition points
- improved financial literacy
- increased entrepreneurship

To the economy:
- reduced staff turnover
- maximising and capitalising on talent
- higher productivity/increased GDP
- agile, mobile and flexible workforce
- increased entrepreneurship
- more social enterprise
- active retirement – dynamic Third Age
- reduced social welfare cost
- leveraging diversity

To learning organisations:
- improved motivation
- increased attainment
- better retention and completion of learning programmes
- sustainability

CREATE: a Campaign for Careers
Maximising the UK's Talent

Ways & Choices and the Careers Education Framework 7-19: a mapping tool

Rachel Piper

Rachel is the CEIAG Team Leader for BabcockEnterprise, London. She developed this tool to support the schools, colleges, work based learning providers, local authorities and IAG providers that she works with.

This tool is for careers leaders and co-ordinators and for others responsible for planning and managing CEIAG programmes in schools, colleges and work-based learning. It is designed to help practitioners identify and select the classroom activities and resources which will enable their students to achieve the learning outcomes in the *Careers Education Framework 7-19* (DCSF, 2010)[1] . This framework is part of the resource pack to support the Statutory Guidance on Impartial Careers Education which you can download from the cegnet website (**www.cegnet.co.uk**).

The tool lists the *Framework* outcomes for Key Stage 3, Key Stage 4 and Post 16, under each of the six principles that are used to define impartial careers education. It shows you how the *Ways & Choices* lessons (also available via the cegnet website) contribute toward the Framework outcomes. It also has a column which you can use to list other resources and activities that will help your students to achieve the learning outcomes in the *Framework*. This column can be filled out individually, but it could also be used in a workshop where participants share ideas and information about suitable resources and activities.

Ways & Choices is a set of twenty lessons, produced by the careers education and IAG support programme. The numbers in the *Ways & Choices* column refer to the numbers of the lessons which can contribute to the achievement of that outcome (see list below). It is unlikely that a single lesson will enable students to achieve any outcome fully, as the outcomes in the *Framework* refer to what students should be able to achieve after two or three years' work. Numbers in brackets refer to lessons that make a minor contribution to the achievement of that Framework outcome.

Ways & Choices Lessons
1. KS4 Decisions and Pathways
2. Making Careers Research Work
3. Exploring Labour Market Information
4. Who Gets To Do What? Challenging Stereotypes
5. Post-16 Decisions and Pathways
6. Apprenticeships
7. The Diploma
8. Careers in the Modern World
9. Decisions, Decisions, Decisions
10. Higher Education
11. Foundation Learning
12. GCSEs and A Levels
13. Employment with Part-Time Learning or Training
14. Finance for Post-16 Learning
15. Subjects and Careers
16. Individual Learning Planning
17. Making Effective Transitions
18. Building Support Networks
19. Setbacks, Steps Forward
20. Promoting Equality of Opportunity and Challenging Stereotypes

A Word version of this tool can be down-loaded from **www.aceg.org.uk**

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[1] The Careers Education *Framework 7-19* is a non-statutory framework that has been written by careers practitioners. Together with the six principles of impartial careers education, they supersede and replace *Careers Education and Guidance in England – A National Framework 11-19* (DfES, 2003). As the framework is non-statutory, it is clearly up to individual schools to make their own judgements about the relevance and usefulness of the framework in helping them to address school priorities. They should interpret the framework flexibly in the light of learner needs, particularly with respect to prior attainment or special needs. However, the framework is grounded in well-established thinking about young people's career learning and development. It has a wide application in helping schools and colleges to define students' entitlement to CEIAG, audit and design the CEIAG programme and evaluate the impact of CEIAG interventions. Although the framework covers Key Stage 2 as well, the tool that has been developed here focuses on Key Stage 3, Key Stage 4 and Post 16.

Careers Education – what can we use?

- This is part of the Key Stage 4 version of the tool. There is insufficient space here to show the full tool, which also includes Key Stage 3 and Post 16.
- Go to **www.aceg.co.uk** to download the full document.
- Numbers in brackets refer to lessons that make a minor contribution to the achievement of that outcome.
- Use the final column to record any other resources you could use to enable young people to achieve these aspects of careers learning.

1. Empowers young people to plan and manage their own futures

	Outcomes: by the age of 16 students:	Ways & Choices	Other resources to use
1.1	are able to investigate opportunities for learning and work on their own	5, 6, 7, (8), 11, 12, 13	
1.2	are able to interpret information and to identify partiality and bias	4, 20	
1.3	make challenging but realistic plans for their future learning and work	(5), 6, 7, (8), 11, 12, 13, (14), 17, 20	
1.4	recognise barriers to the achievement of their plans and understand how these can be overcome	14, 17, 18, 19, 20	
1.5	are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances	14, 17, 19	
1.6	feed back that they have the skills that they need to plan and manage their careers		

2. Responds to the needs of each learner

	Outcomes: by the age of 16 students:	Ways & Choices	Other resources to use
2.1	understand what motivates them, their strengths and their learning/work preferences	2, 5, (8), 9	
2.2	know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs	2, 5, 6, 7, 11, 12, 13, 14	
2.3	understand the skills and qualifications that they need to pursue their ambitions	2, 5, 6, 7, 11, 12, 13	
2.4	have an individual learning plan (ILP) that they keep under review and update as they approach each transition	(5), 17	
2.5	influence the design and delivery of careers education/information and advice services		
2.6	feed back that they have received personalised support that they have needed to make informed choices		

First impressions count - the added value of mock interviews

Susan Nuttall

Susan is a Travel and Tourism Co-ordinator at Peterborough Regional College.

Mock interviews have been used for many years in careers programmes, to teach young people how to maximise their chances during selection interviews. They can be arranged in a variety of ways; each having advantages and disadvantages. The way a college or school chooses to run mock interviews often reflects organisational practicalities.

Some of the models, which are not mutually exclusive, include:

- Just one or two students having a mock interview with a 'real' employer (or at least someone that the students think is really an employer!) and the rest of the group observing the interview and giving feedback and/or discussing the interview in small groups
- Every student having an individual mock interview on the same day, with an army of 'employers' in college/school working through a list of students
- Students visiting employers, college tutors or other suitable adults at their workplace for an individual mock interview
- Students working in groups to interview students on another course. This involves each student having the opportunity to be part of a selection panel.

I have found this last model to be extremely effective and it is one that I can thoroughly recommend. We use it as part of the BTEC National unit 'Preparing for Employment in the Travel and Tourism Industry' and so our students are very motivated to do it well. It is important that students not only know how to do well at interviews but also understand each and every stage of the recruitment process. At the Merit level students need to:
'*Produce guidelines for success in the different stages of the recruitment and selection process and use these to evaluate personal performance*'

What better way to do this than to give them the experience of being a recruiter? Students form groups to become recruiters within an airline company and firstly read and evaluate other students' CVs (who are applying for cabin crew positions) against a list of criteria that they have agreed on. The 'recruiters' then produce an information pack, similar to the kind you or I would get if we were invited to attend an interview, and formally invite individual students to come for the interview at an allocated time. A member of staff then observes the interviews and assesses the performance of each 'player'.

It goes without saying that each student learns a great deal about how to perform at interviews but, in addition to this, they gain a huge amount through being part of the selection panel such as:

- understanding how difficult being an interviewer can be. My students start to realise that the people on an interview panel might be nervous too!
- appreciating the need to have clear criteria for assessing candidates
- practising working as a team to come to a shared opinion about candidates
- honing their interpersonal skills by making candidates feel at ease, keeping the interview moving smoothly and giving candidates critically constructive feedback

This experience seems to really help students in applying for jobs after college. It builds up their confidence and gives them critical career management skills. Here are some examples of the handouts we use in case you would like to try something similar.

Towards a whole-school, skills-based curriculum for Careers Education

Dorothy Davies

For twenty years, Dorothy has been the Careers Co-ordinator of an 11-18 girls' selective school, Newstead Wood, in the London Borough of Bromley. She manages CEIAG in years 7-13, including Work Related Learning (WRL), Enterprise, Financial Capability and Higher Education advice and guidance. The school has held the Investor in Careers quality standard for the past fourteen years. She is also a member of Bromley's 14-19 IAG steering group and sits on the Borough's EBP group.

Introduction

Careers practitioners have always known that a properly conceived and coherent programme of careers education, advice and guidance can maximise students' preparation for adult life and boost their personal and academic skills, an aim endorsed at least nominally by all schools. However, it has often been difficult to convey this potential to senior managers who may be focused on league tables and the latest Government initiatives! For at least twenty years, careers work has been struggling for a secure toehold in the school timetable as well as for the requisite expertise, time and resources in order to be effective. In addition, activities like WRL, Enterprise, mentoring, sports and leadership activities, which all contribute to the development of careers management skills, but are not necessarily delivered under a careers label, have often been delivered in a fragmented way, with students unable to see how they interrelate.

From the five cross-curricular themes of the National Curriculum of the late 1980s and early 1990s (CEG, Citizenship, Environmental Education, Economic and Industrial Understanding and Health Education - for those of you too young to remember!),

through a plethora of initiatives such as WRL, Citizenship, Emotional Intelligence and Community Cohesion, various governments have tried to indicate to schools that academic learning is not all that matters in preparing students for adult life, at the same time as placing an increasing emphasis on performance and league tables. The most recent Government initiative - '*Statutory Guidance: Impartial Careers Education*' (October 2009) and the associated resource pack and quality standards, is a coherent and well-planned national approach to CEIAG. Its strength derives partly from the fact that it was designed to be statutory, instead of just 'recommended', unlike so many previous good practice initiatives. As David Andrews pointed out in '*Leadership and management of Careers Education and IAG in schools*' (ACEG Journal June 2010), the responsibilities for effective CEIAG now rest firmly where they belong - on the shoulders of governors, head teachers, and senior management, who are the only people who can provide the necessary resources.

Nevertheless, this initiative has not yet been adopted by the new government which has still to clarify its plans for the shape of school-based careers work. In addition, although CEIAG was also to be the

responsibility of Local Authorities, in the legislative 'wash-up' which preceded the election, this requirement was lost. In addition, as more schools become academies, CEIAG will become their sole preserve. Therefore, it is likely that careers professionals and practitioners will need to continue to argue for the resources to deliver Careers Education effectively.

One way to strengthen that argument could be to make much better use of the Personal Learning and Thinking Skills[1] (PLTS - Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers, Self-Managers and Effective Participators) since these provide a shared language that can be used to bind together Careers Education, WRL, PSHE Education and academic studies, thus making CEIAG an integral part of the mainstream. The PLTS framework built on the wider Key Skills, is expected to be addressed by all academic subjects and is an integral part of Diploma programmes.

PLTS were originally adopted by Newstead Wood School two years ago, for use with year 7 students to widen and enrich the academic curriculum and to deepen students' learning. The six PLTS were incorporated into the normal curriculum of a selection of academic subjects, which then worked together to produce a modular cross-curricular programme - '**Journeys of a Lifetime**'. In the programme detailed below, the PLTS are targeted as appropriate to the topic but reflective learning and self-management run through all modules in years 7 and 8 and will be critical in year 9 and, of course, subsequently as students make transition and career decisions. The essential point is to make clear and tangible links between PLTS and careers education learning. In the modules, students are empowered to set their own agendas, based on an assessment of who they are and what they need to do next.

Year 7 modules
Who we are
This involves group investigation and performance. Students work in small groups to research issues of personal and national identity and to devise creative contributions to a presentation evening. The main input comes from the History department on immigration and national identity, but Modern Languages also contribute. The PLTS focus on independent enquiry, team working, and creative thinking.

The Road to Sustainability
This involves a group investigation, action plan proposal, web site and presentation design. Students work to present, and decide upon, a plan for improving the school or local area. The Geography department delivers input on sustainability and global economy, while the PLTS focus on effective participation, and team working.

Space Travel and Discovery
Students investigate a 'planetary problem', designing a model to solve it as well as giving a presentation to Engineering expert 'dragons'. Science, Maths and Design and Technology departments provide input here, as do year 10 students working on Philosophy for Children. PLTS focus on creative thinking and team working.

Year 8 modules
Representing information and ideas
Students spend four days following their usual timetable, but with lessons focusing on the representation of information and ideas. On the fifth day, they work individually on a portfolio exploring some of the ideas and techniques they encounter. The PLTS focus on independent enquiry and creative thinking,

Proof and evidence
Students spend four days following their usual timetable with one day working independently. There is also a special Mathematics workshop on deductive proof. On the last day, students work independently to produce an individual investigation on a topic of their choice. The PLTS focus on independent enquiry, reflective learning and creative thinking.

The effects of working in this way has, by the end of year 8, produced students with a noticeably deeper and more critical approach to learning and academic study and has taken them well beyond the confines of the National Curriculum.

Year 9 modules
In year 9 it is planned that the students will research, and produce, an independent extended project of their choice in the summer after school exams. They will work independently, guided by conversations with supervising members of staff. As with the level 3 extended project, students will also produce a log of their research, reflections and production.

While year 9 students will be using PLTS to help with the research, creation and evaluation of their individual projects, in the Spring term they will also have to make option choices. The opportunity to take the language of the PLTS and use it in careers and personal development contexts as students consider their GCSE or Diploma options is exciting and represents a logical and coherent application of these skills in the next stage of the students' lives. The use of the skills in the new context of transition will also extend and develop the students' understanding of the skills themselves.

Key stage 4
Equally, learning about competencies in the working world can be delivered by referring the students to the PLTS. In Key Stage 4 we have been using the CBI's definition of 'Employability' for some years to prepare students for, and debrief them after, work experience at the end of year 10:
- Motivation and enthusiasm
- Interpersonal skills
- Team working
- Flexibility
- Adaptability
- Oral communication
- Initiative
- Proactivity
- Problem solving
- Customer awareness
- IT and computing skills

All of these employability skills fit easily into one or more of the six PLTS. We just have to use the same language to help students see the interconnectedness of their learning.

A student with well-developed PLTS will be more likely to gain a place in higher education and be successful there, than one without. But even then, with more than 40% of the 18+ year group going on to HE, the mere possession of a degree is not enough to guarantee graduate-level employment. In the global market, and with competition on equal terms from other young people in Europe – all of whom will have at least two languages and cultures to refer back to – UK students need to start to develop the graduate-level skills that employers expect, either in HE or,

preferably, in years 12 and 13. Even 15 years ago the association of Graduate Recruiters produced the following list of skills expected from the self-reliant graduates of the 21st century:

- Self awareness
- Self promotion
- Exploring and creating opportunities
- Action planning
- Networking
- Decision making
- Negotiation
- Political awareness
- Coping with uncertainty
- Commitment to lifelong learning
- Transfer skills
- Self confidence

'*The Self-Reliant Graduate is aware of the changing world of work, takes responsibility for her own career and personal development and is able to manage the relationship with work and with learning throughout all stages of life.'*
Association of Graduate Recruiters: *Skills for Graduates in the 21st Century 1995*

These requirements also mesh with the PLTS and a student who is familiar with them will find it much easier to achieve highly in higher education and work. The importance of these skills is underlined at **www.ucas.com/seps** where the employment and competency indicators are spelt out in detail for each subject in higher education.

From my experience, I would highly recommend that you take and develop the PLTS in ways appropriate for your institution. The concepts behind the skills are in constant use in all aspects of education – all we have to do is point out the correspondences and share the language. CEIAG then becomes an integral part of that learning journey.

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Personal Learning and Thinking Skills

Independent enquirers

Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:
1. identify questions to answer and problems to resolve
2. plan and carry out research, appreciating the consequences of decisions
3. explore issues, events or problems from different perspectives
4. analyse and evaluate information, judging its relevance and value
5. consider the influence of circumstances, beliefs and feelings on decisions and events
6. support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:
1. generate ideas and explore possibilities
2. ask questions to extend their thinking
3. connect their own and others' ideas and experiences in inventive ways
4. question their own and others' assumptions
5. try out alternatives or new solutions and follow ideas through
6. adapt ideas as circumstances change

Reflective learners

Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:
1. assess themselves and others, identifying opportunities and achievements
2. set goals with success criteria for their development and work
3. review progress, acting on the outcomes
4. invite feedback and deal positively with praise, setbacks and criticism
5. evaluate experiences and learning to inform future progress
6. communicate their learning in relevant ways for different audiences

Team workers

Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:
1. collaborate with others to work towards common goals
2. reach agreements, managing discussions to achieve results
3. adapt behaviour to suit different roles and situations, including leadership roles
4. show fairness and consideration to others
5. take responsibility, showing confidence in themselves and their contribution
6. provide constructive support and feedback to others

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[1] For further information about Personal, Learning and Thinking Skills go to:
http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/index.aspx

Other examples are available at:
http://spreadsheets.google.com/viewform?formkey=dEFKV1NDOFFtMmZ3U0N6Y2M4WnMyclE6MA
http://learningstudy.wordpress.com/
http://colleenyoung.wordpress.com/

How difficult is it for careers and guidance practitioners to do their own research?

Paul Davies

Paul Davies is a researcher and teacher at the Centre for the Study of Education and Training at Lancaster University where his interests are research and evaluation methods. The main fields within which he works are 14-19 education and training and adult literacy. In the 1980s he worked as a careers adviser and a school careers co-ordinator in the Midlands.

The 'teachers-as-researchers' idea has its roots in the 1960s and was promoted by such enthusiasts as Lawrence Stenhouse and John Elliot. In the following years numerous programmes to support practitioners doing their own research and evaluation were launched by local education authorities and through national initiatives such as the Technical and Vocational Education Initiative, Education Action Zones, Skills for Life, and more recently Aimhigher. These have often contained an element concerned with building research and evaluation capacity amongst practitioners, and at CSET, Lancaster University, we have been involved both in providing training in practitioner-research skills and in evaluating programmes as a whole.

One of the reasons why careers co-ordinators/leaders, and related professionals such as careers advisers and Connexions personal advisers, have been encouraged to do their own research is the view that

research undertaken by fulltime academics often does not meet day-to-day classroom needs. This is either because the topics examined are perceived to be too theoretical, with no clear practical application, or the research is written up in such technical language that it is hard to understand it unless you are someone immersed in that particular vocabulary. This has led to the view that practitioners may well be better off doing their own research.

Practitioner-research, however, is far easier to advocate than achieve. Elsewhere I have described such research as being normally undertaken in an 'unfavourable climate'[1]. The reasons for this are numerous and varied but usually include lack of time to undertake a large enough study and concerns about whether the methods used would be sufficiently valid and reliable. Our experience of supporting practitioner-research at CSET suggests that practitioner-research projects are most likely to be completed when they form part of a higher degree such as a MA or MRes (Master of Research), or where they are a funded component of a high status programme - for example, the Practitioner-led Research Initiative which was a three year project based at Lancaster University and funded through the National Research and Development Centre for Adult Literacy and Numeracy. Non-accredited and/or non-funded practitioner-research has in our experience not always been very successful and is rarely embedded as routine practice within schools, colleges or Connexions Services.

Having said this, there have been examples of groups of practitioners who have been keen to build some ongoing research activities into their work. They have tended to undertake quite focused and small-scale projects which are outside of the criteria required for accreditation. They have mostly addressed a single work-based issue and been undertaken for the benefit of the practitioner and her/his immediate circle of colleagues, rather than a wider audience. They have been carried out using what could be described as 'good enough' methods which mean they are reasonably robust and reliable since care has been exercised to avoid the most obvious research pitfalls such as inappropriate samples or over-subjective analysis. In essence, these research projects have been relatively brief and it is possible to make connections between such small-scale or brief research and brief activities in other fields.

Brief interventions

'Brief interventions' is a term used to describe small-scale and opportunistic attempts to improve a client's situation by providing them with a limited amount of advice. The term is most often associated with Health Service professionals who during their contact with patients take the opportunity to pass on some useful information on topics such diet, alcohol intake, exercise and general lifestyle. In the Health Service, 'Brief interventions' are often characterised by:

- the small amount of time devoted to them: they are indeed only brief
- practitioners only needing basic training in the technique
- being focused on more straightforward rather than more complex situations.

Our evaluation of 'Brief intervention' programmes has alerted us to the possibility that this notion could be of particular use to practitioner-researchers working in the CEIAG field. This is because the 'Brief intervention' approach views small-scale and focussed action as a positive characteristic that is both achievable and effective. Put simply, it is better to do a little than nothing at all as long as that little is undertaken with purpose and care. Consequently, rather than practitioners being defensive about their modest and narrow research studies, it is these very features which may give them their value and usefulness.

Types of small scale research carried out by practitioners

The studies most likely to be undertaken as small-scale research tend to be:

- Impact Studies – research to show both whether and how a programme is having an effect upon students
- Insight Studies – research to shed light on why particular problem is occurring at a school/college and what might be done to address it. It may not necessarily be a problem, just an interesting phenomenon such as a destination pattern amongst former students
- Pre-inspection Studies– to show that the school/college is aware of an issue and is seeking to respond to it through a research project as well as by other means.

Another characteristic of these types of practitioner researchers is that they do not necessarily have overly high expectations as to what their studies might achieve. They tend not to think that research will provide the solution to a particular problem, but

instead they take a more modest perspective, believing that research will contribute by offering new information. Furthermore, they believe their research findings will be most useful when combined with their own professional experience and that of their colleagues. In this way research findings are added to the general mix of information that might point the way to what action is required.

At the heart of most of these small-scale practitioner-research projects is the case study. This research is focused on an issue that is both specific and has a clear boundary around it. The value of this approach is that the practitioners are not trying to produce a general rule that applies to many different situations, but are merely trying to identify those themes or patterns occurring in their own school or college. Research for generalisation would normally require grander and more sophisticated methods, whilst research based on a single case can be done on a more modest scale. Nevertheless, whilst this type of research mainly applies to the circumstances of a particular school/college, it may have some features to which colleagues in other schools and colleges can relate.

How brief is brief?

A good starting point to answer this question would be to consider what type of data collection would not actually count as research. For example, would a casual corridor conversation with four students about their recent work experience placements count as research? In itself it would probably not. However, a set of interviews with these four students might be viewed as a small research study if the questions were planned ahead and were linked to a particular research question such as: is it better to experience the work students want to enter (job rehearsal) or is it better to try something completely different, for wider educational reasons? In this case because there is some focus to the study, and because the data is collected in a systematic way, it does have some research characteristics.

What size of sample does a small-scale research study need? Two of the most interesting pieces of practitioner-research with which I have been involved recently have been based on small samples of four and three respectively. One used accounts provided by four students of how difficult they had found it to settle into university and where they went to for help and advice. Such accounts would prove invaluable for practitioners preparing students for the transition to higher education. The second was constructed around three long 'thank you letters' where former students wrote to a teacher explaining how the advice she had given them was proving valuable in their subsequent lives. Her detailed analysis of these 'thank you letters' enabled her to reach a clearer understanding of the type of information that students could actually use when trying to implement their career plans.

Another characteristic that would enable data gathering to be labelled as research is where the questions asked are beyond what would normally be collected from day to day work and therefore provides the practitioner with a fuller picture. In this sense the claim to research is based on the additional nature of the data, especially if it is of a type that is not generated by routine activity. An example of this would be using a more sophisticated questionnaire based on some of the principles of questionnaire design found in methods textbooks. This might contain questions which, because of their focus or design, are different to those normally used on a typical end of event evaluation sheet.

Therefore, what do practitioners who wish to undertake small-scale or 'brief' research need to do? Our experience suggests there are four steps needed to be taken.

1. Study well defined topics, where even a modest amount of additional data can prove useful. For example, study how students prepare their personal statements for UCAS, or what care leavers believe to be the major challenges they will face when looking for further education, training or employment.
2. Design a simple research framework which will help keep the study on track. This is often achieved through listing just two or three key research questions. For example – Is there a role in the school for community mentors? Which students would most likely benefit from meetings with a community mentor? How might the value of community mentoring be identified and recorded?
3. Exercise some care about how samples are created in terms of size and composition. Also consider carefully what samples enable you to claim for your data. For example, studies based on interviews with three or four students might illuminate and clarify a topic, but larger and more representative samples

of 50 plus might be needed if the intention is to measure opinion or to quantify a pattern. Such a study would probably require a questionnaire survey.

4. Show that you have not simply leaped to conclusions but have analysed the data in a systematic way, which could be explained and defended if a reader required clarification about the process. For example, link the conclusions clearly to examples of data such as a chart or a series of quotations. It is these internal connections which are the hallmark of good research. It would also be advisable to show how alternative interpretations of the data were considered but subsequently dismissed.

Why do practitioners undertake research?

The main reason is because they anticipate that their findings will be useful in terms of helping their students and making their work more effective. However, they also mention enjoying the process of doing research which provides them with an intellectual and academic experience that both complements their practice and contrasts with the more familiar and routine aspects of it. Some regard it as an opportunity for establishing cross-curricular links, for example, where students discuss the wording of a questionnaire in English and then analyse these questionnaires in Maths or ICT. Finally, some view it as a rewarding means of professional development which could help them develop a profile in their field. Indeed, if the research is published in professional journals, this can lead to creating networks with like-minded colleagues in other schools and colleges.

Conclusions

Of course, those who use the 'Brief intervention' model in Health Service settings attract doubters and critics. There are questions about lack of time and funding, and whether anything that is brief and opportunistic is of any real or long term value. It is not surprising, therefore, that small-scale practitioner-research tends to have mixed reviews too. Two questions are frequently raised. Firstly, do such small scale studies deserve to be regarded as research? In reply to this it is interesting to note that what counts as research is a much contested area with no clear definition as to what is 'proper' research. Perhaps in the same way that Patton[2] has argued that the status of an evaluation report depends on the extent to which its findings can be used, so the status of a piece of practitioner-research needs to be judged according to whether the study has helped the practitioner and provided information and insights that could not be gathered from another source.

A second and related question is whether the insights provided by such a study are any more useful than those acquired from years of classroom experience. Anecdotal evidence suggests they are, especially if a portfolio of small scale research projects is assembled by a practitioner over a number of years.

A more formal study of the value of practitioner-research was undertaken by my colleagues - Mary Hamilton and Kathryn James.[3] The practitioner-researchers they contacted had admittedly participated in a more substantial programme, the Practitioner-led Research Initiative. Nevertheless, their conclusion has some relevance to practitioner-research as whole.

'Practitioners report that they had gained a variety of benefits from participation in the PLRI: research tools, confidence, respect from colleagues, a regenerated interest in their own profession and more respect for their learners, to name just a few. They all also reported how much they had enjoyed the experience'

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Editor's note:
There must be lots of you out there who have conducted small-scale research into aspects of CEIAG, perhaps even without realising you were doing 'research'. If so, we would love to hear from you. Your findings could make an interesting future article - so do get in touch.

[1] Davies, P. (2008) 'The Practitioner-led Research Initiative: Doing Research in a Favourable Climate'. RaPal Journal Volume No. 66

[2] Patton, M. (2008) Utilization-Focused Evaluation. London: Sage

[3] Hamilton, M. and James, K. (2007) The practitioner-led research initiative (PLRI). Impact Report. London: NRDC

School Teachers' Pay and Conditions 2010 – implications for CEIAG

Sue Barr and June Jensen

Sue is President of ACEG and June is our Immediate Past President. Both have vast experience in the CEIAG field, having led careers departments in schools and worked as freelance consultants. In this timely article, they explain the changes to the School Teachers' Pay and Conditions Document 2010 and suggest how we can make crucial links to CEIAG.

The closest many teachers come to the School Teachers' Pay and Conditions Document is when they unknowingly stand next to it on the staff room notice board. The Document contains provisions relating to the statutory conditions of employment of school teachers employed by a local authority, foundation, voluntary aided or foundation special school, providing primary or secondary education in England and Wales.

For some, they are unaware that a School Teachers' Pay and Conditions Document exists and is updated annually by the Department for Education. Others may be aware of a couple of the well known points, such as the required number of teaching hours, the number of INSET days per year and possibly the quotation, '*Every teacher is a teacher of careers*', but in general it is not a well thumbed document.

It has come to the notice of the Association for Careers Education and Guidance (ACEG) and Institute of Careers Guidance (ICG) that there has been a change this year. The two organisations are concerned about changes to Teachers' Pay and Conditions 2010, which appear to remove the requirement, as part of their professional duties for teachers, to provide careers information, advice and guidance for pupils.

Previous versions of the Pay and Conditions Document included the professional duty to '.....*provide guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions*....'

The 2010 version only requires that they should '*work with others on curriculum and/or pupil development to secure co-ordinated outcomes*.'

In comparison, this is a very weak statement, and it comes nowhere near to conveying the important role that all teachers play in contributing to young people's career development.

We are aware that there are other references under 'Working with colleagues and other relevant professionals' and 'Professional knowledge and understanding' that *could* relate to the provision of careers information, advice and guidance but they are not explicit enough and could therefore be easily missed by non-specialists in CEIAG.

The sections below identify a number of points from the Pay and Conditions Document 2010, which may have a direct or indirect link to the following curriculum areas:

- In England - Careers Education and Guidance (CEG), Work Related Learning (WRL) and Personal, Social, Health and Economic Education (PSHEE)
- In Wales - Careers and the World of Work (CWW), Work Related Education (WRE), Personal, Social Education (PSE) and the Welsh Baccalaureate Qualification (WBQ).

		England	Wales
21	Teaching and learning responsibility payments	*Not usually given for CEG alone*	*Not usually given for CWW alone*
21.3	(c) requires a teacher to lead, manage and develop a subject or curriculum area or lead and manage pupil development across the curriculum	*Often given for PSHEE, incorporating CEG and WRL*	*Often given for PSE, incorporating CWW and WBQ*
21.4	….. includes line management responsibility for a significant number of people	*Leading a faculty or large department*	*Leading a faculty or large department*

Head teachers - overriding requirements - Professional responsibilities

		England	Wales
56.1	Promote the participation of staff in relevant continuing professional development	*Should be opportunities for CPD*	*Should be opportunities for CPD*
56.19	Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies	*Work with the external IAG provider*	*Work with Careers Wales*

Teachers - Professional Responsibilities

		England	Wales
61.2	Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work	*PSHEE and CEG lessons should be planned and progressive*	*PSE and CWW lessons should be planned and progressive*
61.5	Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision	*PSHEE, CEG and WRL should always be part of the whole school policy*	*PSE, CWW and WRE should always be part of the whole school policy*
61.6	Work with others on curriculum and/or pupil development to secure co-ordinated outcomes	*PSHEE, CEG and WRL require a co-ordinated approach*	*PSE, CEG and WRL require a co-ordinated approach*
61.16	Collaborate and work with colleagues and other relevant professionals within and beyond school	*Work with IAG provider, EBPO and other visiting speakers*	*Work with Careers Wales, EBP and other visiting speakers*

Annexe 1
Framework of Professional Standards for Post-threshold teachers, Excellent teachers and Advanced Skills teachers

	Communicating and working with others	England	Wales
C4	Communicate effectively with children, young people and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and wellbeing	*Providing information for parents and pupils about progression routes and career opportunities*	*Providing information for parents and pupils about learning pathways and career opportunities*
C10	Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to **personalise learning** to provide opportunities for all learners to achieve their potential	*Providing high quality CEG necessitates personalised learning*	*Providing high quality CWW necessitates personalised learning*
P4	Have an up to date knowledge and understanding of the different types of qualifications and specifications and their sustainability for meeting learners' needs	*Need for regular CPD Membership of professional association*	*Need for regular CPD Membership of professional association*
C15	Have a secure knowledge and understanding of their subjects/curriculum areas ….. and recent relevant developments	*Need for regular CPD Membership of professional association*	*Need for regular CPD Membership of professional association*
C17	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities	*Functional skills*	*Key skills WBQ*
C18	Understand how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences	*Work related learning activities PSHEE activities*	*Work related education activities PSE activities WBQ*
C23	Know the local arrangements concerning the safeguarding of children and young people	*WRL activities and off site provision*	*WRE activities and off site provision*
C26	Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge	*PSHEE, CEG*	*PSE, CWW*
E7	Take a lead in planning collaboratively with colleagues in order to promote effective practice. Identify and explore links within and between subjects/curriculum areas in their planning	*Preparation for WRL CEG*	*Preparation for WRE CWW WBQ*
C29	Use a range of teaching strategies and resources, including e-learning, which meeting learners needs and take practical account of diversity and promote equality and inclusion. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills	*CEG and WRL e-ILPs (electronic Individual Learning Plans)*	*CWW and WRE e-ILPs (electronic Individual Learning Plans) WBQ*

	Communicating and working with others	**England**	**Wales**
C33	Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners	*CEG* *One to one interviews*	*CWW* *One to one interviews*
C37	Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in school learning and learning in out of school contexts	*WRL activities*	*WRE activities* *WBQ*
P9	Promote collaboration and work effectively as a team member	*PSHEE, WRL and CEG team may include tutors*	*PSE, WRE, CWW and WBQ team may include tutors*
A3	Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school	*Be part of the middle or senior management position*	*Be part of the middle or senior management position*

Annexe 3 - Administrative and clerical tasks

		England	**Wales**
12	Administration of work experience to be undertaken by clerical staff	*Teachers required to select/match placements and support pupils by advice or visits*	*Teachers required to select/match placements and support pupils by advice or visits*

We recognise that external IAG providers have a vital role in providing specialist careers information, advice and guidance which helps young people to make informed decisions about their next steps in learning and work, but occupational identity and career ideas are formed effectively only when career exploration is spread over time. This allows pupils to process information, test out ideas, refine their decisions and develop the confidence and skills needed for successful implementation. Young people are motivated by both the knowledge of progression opportunities afforded by subjects and through an understanding of the range of skills and aptitudes they need in adult life. Specialist subject teachers therefore have an important role in providing this information. Form tutors also play an important part in this process by providing initial careers information, advice and guidance, which helps pupils to make decisions at key transition points. Good form tutors know their pupils well and will know what motivates and interests them. They will therefore be able to help pupils by discussing the range of possibilities and directing them to sources of specialist help and support where they are needed before the pupils come to final decisions.

It is particularly worrying that the requirement for teachers to provide guidance and advice has been removed at a time when we are facing severe cuts to the Connexions service in many local authorities. This may mean that the amount of support that young people in schools will get from external careers advisers is likely to reduce in future. Young people are already being affected by the economic recession and are finding it more difficult to find jobs or university places, so it is imperative that they are equipped with personal and employability skills as well as having a clear knowledge of the demands of different occupations in order to enable more of them to progress successfully. ACEG and ICG believe that this is best achieved through a partnership model for the delivery of CEIAG that uses the strengths of both teachers and careers advisers to best effect.

Focus on ICT: Progression in using software

Pete Hulse

Pete Hulse has worked in the Careers Education and Guidance field for many years, recently for Careersoft, and now works as an independent consultant specialising in using ICT in careers work. He has long been associated with ACEG, including serving on the Council for several years, being Journal Editor and now as one of our national consultants.

The school curriculum is a wonderful thing, forever changing and developing to meet the needs of young people (or the politicians' perceived needs of young people!). And publishers are forever trying to keep up with the game, devising new ways of marketing their wares that use the current 'buzz-words' to ensure that their offerings meet the needs of their users.

To this end, most publishers will have a 'recommended' group that a product may be aimed at. This could be LDD students or post-16 or key stage 4 learners, for example, and in many instances they will suggest that their product may be able to be used across the secondary age range.

However, just as there is no single resource in any other curriculum area that stays with the student from year 7 to year 11 or year 13, I believe that there needs to be a progression in the software/web resources that are offered to young people in their career learning.

If you've worked in classrooms, you may well have heard year 10 students comment '*We did this last year/when we were in year 8*', when a resource is presented. Even though the way you intend to use it will be different, it can be difficult to convince the students that it is appropriate to them.

So, students need and, I think you have an obligation to provide, progression, not only in the curriculum but also in the resources that are used. Hence students can be presented with something new in key stage 4 and post-16 that they have not seen previously. After all, they see themselves as more 'grown-up' so expect more 'grown-up' resources.

If you consider that students need access to resources to cover self development, career exploration and career management, and that there are three key stages in the secondary phase, that could involve nine different resources.

'Budgets', I hear you cry! Yes, they may be tight but some web-based resources are free and can be used to fill gaps in provision. You may find it of interest to create a table, four by four. In the top row put key stage 3, key stage 4 and post-16 and put self development, career exploration and career management down the first column. Then complete each square with the resources that the students have access to.

- Do you have an ICT resource in each box?
- Do you need an ICT resource in each box?
- Does each box have a different title?
- Is there progression?

If not, I'll try to provide some help in the next edition of the Journal.

Pete Hulse
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Calendar of CEG Events

Date		Event	Venue	Contact
Oct 10	26	CLIAG and work-based learning	Birmingham	www.aceglinks.org.uk/173-2
Nov 10	3	Annual Strategic Careers Summit	Belfast	www.aceglinks.org.uk/173-3
	4	Reforming Further Education: The Future for Colleges and Post-16 Learning	London	www.aceglinks.org.uk/173-5
	4-5	ICG Annual Conference & Exhibition	Belfast	www.aceglinks.org.uk/173-4
	9	Resources for CLIAG	London	www.aceglinks.org.uk/173-6
	22-23	National Work Experience Conference: Making Work-Related Learning Work	Coventry	www.aceglinks.org.uk/173-7
	23	Resources for CLIAG	Newcastle	www.aceglinks.org.uk/173-6
	24	Apprenticeships and Skills	London	www.aceglinks.org.uk/173-8
	24	CLIAG and work-based learning	London	www.aceglinks.org.uk/173-9
	25	Participation in Higher Education: Protecting and Improving The Drive for Wider and Fairer Access	London	www.aceglinks.org.uk/173-10
	25	Supporting tutor-delivered CLIAG	York	www.aceglinks.org.uk/173-11
	29	Supporting tutor-delivered CLIAG	London	www.aceglinks.org.uk/173-11
Dec	2	The future of the qualifications and assessment system: A-level reform and university entrance	London	www.aceglinks.org.uk/173-12
	2	Re-examining, redefining and renewing Education and Skills	London	www.aceglinks.org.uk/173-13
	8-9	School and higher education partnerships	Leicester	www.aceglinks.org.uk/173-14
Jan 11	24	Future role and remit of the Children's Commissioner and the next steps for young people's services	London	www.aceglinks.org.uk/173-15
Feb	17	National Career Guidance Show	Leeds	www.aceglinks.org.uk/173-16
Mar	9-10	National Career Guidance Show	Wembley	www.aceglinks.org.uk/173-16
Jul	**6-7**	**ACEG Annual Conference**	**Oxford**	**www.aceglinks.org.uk/173-17**

Association for Careers Education and Guidance

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