

Auditing your school or college: how well do you use career and labour market information?

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Robert Halfon MP, Minister for Apprenticeships and Skills said....



National Citizens Service Report: Nov 2016

“Teenagers in parts of Northern England are more likely to **feel that where they live will have a negative impact on their life chances.** (43% of teenagers living in North East felt that were they lived would affect their ambitions)”.

The Context of Education Business Links

In July 2015, Chamber of Commerce conducted a survey of business, school, and college leaders and sought views from employers and education providers:

- The survey found that **66% of businesses believe that education is not effective at preparing young people for work.**
- **100% of the businesses said that the provision of careers guidance should be reformed.**
- The warning continued in Nov 2016 as the Chartered Institute of Management Accountants said 8/10 British school leavers **“lacked essential business skills” and were not ready for the workplace**

North East – Education and Skills Context

- In 2012, Lord Adonis was commissioned by the North East LEP to conduct a review of the NE economy. The report highlighted **a lack of cohesion, consistency or coordination for careers education and information, advice and guidance (IAG) on career options as a barrier to the region's economic success...** But it did recognise **examples of outstanding practice.**
- The region has a **higher proportion of young people entering apprenticeships** than the national average.
- Nearly **50,000 STEM** students studying in the region (2nd highest proportion of any UK region) with **8750 studying engineering and technology subjects** (8.64% of our student population – **the highest proportion of any UK region**).
- The North East has **more vocational students** (as a % of working age population) than any other UK region (double the ratio of London)
- **Employment in the North East LEP area now stands at a record high**, with a **rise in permanent jobs** for both men and women.

ACTIVITY 1:

What does 'Good' LMI look like?

(10 minutes)

- In groups, please spend 3 minutes on each of the following questions. Note down your answers on the flip chart paper provided:
- What constitutes '**good**' Labour Market Information?
- **How** can Labour Market Information be **used effectively** by schools?
- Who and what are the **main sources** of Labour Market Information?

The 8 Benchmarks

1	A stable career programme
2	Learning from career and labour market information
3	Addressing the needs of each pupil
4	Linking curriculum learning to career
5	Encounters with employers and employees
6	Experiences of workplace
7	Encounter with further and higher education
8	Personal guidance

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

The 8 Benchmarks - LMI

*Information
and
Intelligence*

1	A Stable Career Programme
2	Learning from Career and Labour Market Information
3	Addressing the Needs of Each Pupil
4	Linking Curriculum Learning to Careers
5	Encounters with Employers and Employees
6	Experiences of Workplaces
7	Encounters with Further / Higher Education / Apprenticeships
8	Personal Guidance



BENCHMARK 2:

LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information

Benchmark 2 - LMI

CHARACTERISTICS
The school / college provide access to independent and impartial careers guidance for pupils in Years 8-13?
The school/college actively promotes and encourages the use of careers websites and online resources.
By the end of year 9, all students have accessed and used information about career paths to inform their own decisions on study options.
By the end of year 11, all students have continued to access and use labour market information to inform their own decisions on study options.
Parents are encouraged to access and use information about a) labour markets b) future study options to inform their support to their children
The school / college keeps systematic records of the individual advice given to each student and subsequent agreed actions?
These records are shared with parents.
Students have access to these records whenever they need them.
Students use these records to support their career development

ACTIVITY 2:

Evidencing 'Good' – Career Benchmarks Audit Doc (20 minutes)

- In groups, take a look at the audit document.
- **Based on your experience working in a school (or several schools),** please complete the following tasks:
 1. Begin to **populate the evidence section** – what evidence / examples might a school use to generate examples against each key characteristic. (10mins)
 2. Now **review the evidence and make a judgement**. Do the evidence statements represent '**not achieved**', '**partially achieved**' or '**fully achieved**' for each characteristic. Does this mean the benchmark has been 'not achieved', 'partially achieved' or 'fully achieved' overall? (5mins)
 3. Do you think any **key characteristics are missing from the benchmark?** (5mins)

Enterprise Adviser Network

- **All 16 national pilot schools/colleges** are either being matched or have been matched with an Enterprise Adviser.
- **40 additional schools** and colleges in the North East are currently being matched with employers.
- **67 businesses and senior business leaders** have signed up to be Enterprise Advisers.
- Some **great practice is emerging.**

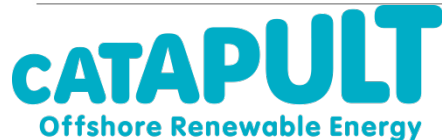
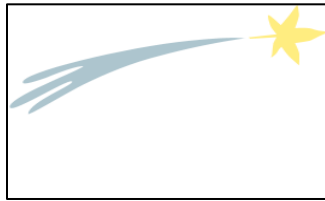
We want all schools in the North East to benefit – *Can you get your schools involved or recommend the initiative to a school/college you are working with in the North East and make an introduction?*

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Enterprise Advisers (North East)



Benchmarks – the Guiding Principle

- Our work suggests that there is no single ‘magic bullet’ for good career guidance: it is about doing a number of things, identified in our benchmarks, doing them consistently, doing them well and doing them for all and every student.