



## **Labour: National Policy Forum 2018**

### **“Early Years, Education and Skills: Towards a National Education Service”: a consultation response from the Career Development Institute**

#### **Introduction**

The Career Development Institute (CDI) is the single, UK-wide professional body for everyone working in the fields of career education; career information, advice and guidance; career coaching, career consultancy and career management. We were established in 2013 following the merger of four founding bodies that had, for many years, represented different sectors in the careers field. Our 4,250 members work with people of all ages in a wide range of settings.

We are committed to the principles of:

- lifelong access to support for career development;
- equality, diversity and inclusion;
- professional standards and a code of ethics.

We welcome this opportunity to contribute to the Labour Party’s 2018 National Policy Forum Consultation

#### **Commentary**

We support the values and principles that underpin and guide the proposed National Education Service. In particular we share the vision that education should have two broad aims: to give all people access to the common body of knowledge, understanding and skills that we have accumulated (i.e. the ‘cultural transmission’ view of education, whereby one generation passes on the sum total of its cultures to the next); and, to equip and enable all citizens to participate in our society (i.e. the ‘anticipatory value’ of education, whereby we prepare individuals for the full range of life roles, including those of being a learner and a worker). We also share the vision that education should be accessible to all, throughout life. Akin to career development, it is both a public good that contributes to the economy and a cohesive society, and a private good that enables individuals to have fulfilling lives. All parts of the service need to work together, rather than in competition, to remove barriers to participation and achievement, and to enable everyone to succeed.

The CDI believes that an essential component of the National Education Service should be lifelong access to support for career development.

Our schools and colleges should enable young people to develop the key lifeskills of managing their progression through learning and work (i.e. career management skills) and ensure access to timely information, advice and guidance when decisions about their futures need to be made. Continuing access to support for developing career management skills, and to career guidance, should be available throughout adult and working life. In short, the National Education Service should include an all-age, lifelong career development service.

The Coalition Government (2010-2015) and the two subsequent Conservative administrations (2015-2017 and 2017-present) have overseen the dismantling of the career guidance service for young people, the removal of careers education from the statutory curriculum in schools and the introduction of a careers service for adults that is only resourced to provide a full service to

particular groups of clients. **The CDI would expect a Labour government to introduce a fully-funded all-age career development service, available to all young people and adults on a lifelong basis, and to not only reinstate the statutory duty to provide careers education for all young people in Years 7 to 11 in secondary schools but also to extend the duty to include all students up to the age of 18, in schools, colleges and work-based training.**

### Consultation questions

Our responses to the ten consultation questions are set out in the table that follows. We have confined our remarks to issues that relate to career development. We would be pleased to discuss these issues further with representatives of the Labour Party.

Question	CDI response
What should a National Education Service be for and what values should it and the draft charter embody?	The National Education Service should help all individuals to build successful and fulfilling careers, and to contribute positively to the economy and society. It should embody the values of equality of access and lifelong learning.
What amendments, if any, should be made to the principles outlined in the draft charter for the National Education Service?	We would like to see an explicit reference to lifelong access to career development support.  The Labour Party should create a new lifelong career development service to provide lifelong access to career development support.
What additional principles should be considered for the charter of the NES?	To elaborate on the previous point, we would like to see explicit references to lifelong access to career information, advice and guidance, to support for developing career management skills in schools and new mid-life careers reviews introduced for adults.
What barriers currently exist to cooperation between education institutions, and what steps can be taken to remove them and ensure that cooperation is a central principle of our education system?	The organisation and funding of the current system encourages schools to compete, both with each other and also with colleges, for students rather than focussing on what is in the best interests of the young person. There is also an increasingly anachronistic barrier of making a transition at 16, halfway through the 14-19 phase of education.  A fundamental and radical reform of the system is required. In the meantime, it is vital that all young people have access to good quality career guidance to surmount these barriers.
Through which channels and mechanisms should the public be able to hold educational institutions to account, and how should this vary across different educational bodies?	A key reform that is needed is to amend the performance tables so that equal attention is paid to progression and destination data, and to examination results. It would also be advisable to ask that destinations into vocational opportunities, including apprenticeships are recorded first, i.e. ahead of higher education destinations.

<p>What can we do to reduce the fragmentation of the education system, and to move towards an approach that is integrated and promotes lifelong learning?</p>	<p>Either the education institutions should be brought under local or regional planning authorities, or financial and other incentives to collaborate should be introduced. In the meantime, a national all-age career development service should be introduced to support individuals to move freely between the institutions to pursue the options that are right for them.</p>
<p>How do we improve the quality of early years education, in particular with relation to qualifications and staffing levels?</p>	<p>Although career development support is mostly focussed on secondary aged pupils and beyond, we believe that primary schools and early years providers should be encouraged to introduce elements of learning about work, at an appropriate level.</p>
<p>How do we achieve genuine parity of esteem between academic and vocational/technical education? How do we improve outcomes for those young people who do not choose to follow what is seen as the traditional academic route?</p>	<p>For young people it will be important that the current introduction of 'T levels' is accompanied by good quality careers information, advice and guidance about the new qualifications, and about the progression routes that they open up. Additionally, there is a huge PR and communications job to be done with parents and teachers alerting them as to the value of T Levels and where these might lead in career terms.</p>
<p>What can be done to ensure that the NES has the staff it needs, in particular with reference to the ongoing crisis in teacher recruitment and retention?</p>	<p>A key factor here has to be reducing the excessive levels of documentation that teachers are asked to complete, for planning and assessment. Also consider appointing more non-teaching staff for relevant roles. For example, the role of a careers leader in schools and colleges could be undertaken by a qualified careers adviser.</p>
<p>What steps can be taken, at both the training stage and during CPD, to ensure that teachers and support staff have the knowledge and resources they need to teach the whole curriculum? For instance, with reference to mandatory, age-appropriate RSE and PSHE.</p>	<p>We wish to see careers education reinstated as a statutory part of the curriculum from age 11, and this should be supported by the teaching of careers education being included in initial training programmes for all secondary school teachers. Thereafter, careers leaders in schools and colleges should receive training to provide 'in-house' CPD for teachers of careers education.</p>

June 2018