

SSDA Project:

SSC IAG Role Development

Report on Pathfinders:

**CITB-ConstructionSkills,
e-skills UK, SEMTA and Skillset**

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Foreword

This study is being funded by the Sector Skills Development Agency, through Skillset. It builds upon and extends findings from an initial survey of Sector Skills Councils' (SSC) careers and information, advice and guidance (IAG) provision, published in March, 2004.

The second phase of investigation provides a more in-depth analysis of the role, development and nature of the information, advice and guidance function. Information collected from the four Pathfinder Sector Skills Councils form the basis of this report. At the time of writing, these are the CITB-ConstructionSkills, e-skills UK, SEMTA and Skillset.

The report presents a comparative analysis of data collected from these four SSCs and has a dual focus:

- First, it examines in some detail the origin and nature of services offered within each of the Pathfinder SSCs; and
- Second, it reviews plans and possibilities for future development of the IAG function.

Further reports will be published on the remaining SSCs by December, 2004.

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Specifically:

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- Helen Porter, Project Manager, e-skills UK
- John Bristow, Careers and Education Manager, SEMTA
- Ilka Walkley, Manager, skillsformedia

Each account has been checked for accuracy by the person providing the information.

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Executive Summary

IAG role development

There are **similarities in the development of the IAG function** within three of the Pathfinder SSCs, since each developed from legacies left by their organisational predecessors (the Industry Training Boards and the National Training Organisations).

In three of the four Pathfinder SSCs, the **IAG function extends to promotion of the sector**, as well as support for those working within. This is regarded as an important priority for future developments.

Recent **policy developments** (in particular, the publication of the Skills Strategy White Paper¹, highlighting a gap between public policy and IAG) **are having a variable impact on thinking and practice across the Pathfinders**.

IAG team

There is **considerable variation in team size and types of relevant expertise** across the four Pathfinder SSCs.

All four offer **careers information and advice** on their websites.

Type of IAG services offered

Discrete client groups are prioritised differently. This ranges from an exclusive focus on young people to an exclusive focus on adults. Priorities reflect sectoral concerns.

Similarly, **differences are evident in service offers to under-represented groups** across the Pathfinder SSCs, again reflecting particular concerns.

Where the IAG role is particularly well-developed, **marketing of services is sophisticated**, making use of a range of media.

¹ DfES, DTI, DWP and HM Treasury (2003) 21st Century Skills: Realising our Potential (Individuals, Employers, Nation), CM 5810, London: The Stationery Office.

All four Pathfinder SSCs work with, and have links with a wide range of **agencies and public bodies**. These links differ from Council to Council, as does the precise nature of the links.

Understanding of IAG

The **current understanding of IAG** by key personnel is derived variously from: consultative work; survey results on valued client services; current career materials; and the experiences of IAG team members. This understanding varies in level of complexity across the Pathfinders.

Views about the **potential value of IAG** to the sector is **reflected in the different priorities set** for this work.

Aims

Organisational aims for IAG varied from a highly **proactive approach** to identifying and developing methods for improving career choice, **to a more passive approach** to the provision of high quality, comprehensive information for those who sort it out. Different aims reflected, unsurprisingly, different resource bases.

Groups targeted for IAG provision reflected sector priorities.

Qualification levels targeted by IAG provision also varied by sector.

Future Plans

Current plans for **future provision** of IAG encompass ambitious media campaigns and political lobbying to more modest information up-dates.

Additional funding support would allow SSCs to work towards their **ideal scenario for IAG provision**.

IAG managers and co-ordinators were **enthusiastic about and committed to service provision**, and found possibilities **exciting in terms of serving the needs of the sector**

Accreditation for IAG was generally regarded as desirable, with two of the four Pathfinders having already achieved recent success in this area.

Work with agencies and other bodies

Close and effective working relationships with agencies and public bodies providing IAG are, for the most part, an embryonic – but **desirable goal**.

Models for practice

Pathfinder SSCs were **able to specify, clearly, the advice they would, if asked,** offer to SSCs with less-well developed IAG functions.

They were also clear about the particular **strengths of their current IAG provision** for their sector.

Labour Market Information (LMI)

Labour Market Information (LMI) is **defined** widely.

The different levels of understanding of **types of LMI** are evident in that collected and designated as suitable for IAG by the SSCs.

The type of LMI **collected** by the SSCs relates to both client demand and consultation with relevant stakeholders.

Various methods of dissemination are used for LMI.

Methods for evaluating the quality of LMI are under-developed.

1. Report on CITB- ConstructionSkills

1.1 IAG role development

Development of IAG function

CITB-ConstructionSkills has always had an IAG function of some sort since its original beginning as an Industry Training Board in 1964.

The current IAG function has its roots in the late 1980s and early 1990s with drivers such as curriculum initiatives in schools. Since then, IAG has developed and is subject to regular review and development.

Recent developments: Skills Strategy White Paper

CITB-ConstructionSkills is cited as a case study in the Skills Strategy White Paper. It is currently reviewing its strategy and how to meet all customer needs. This is an on-going, evolutionary process, which is not directly attributable to the publication of the White Paper.

1.2 IAG team

Number

There are approximately 70 people directly involved in IAG, together with another 30 full-time equivalent post-holders who are involved periodically.

Operation

IAG is primarily provided by education teams in each of the CITB-ConstructionSkills ten regional offices. Each team typically consists of five or six people. Teams work in a very similar way, though recognise local differences, such as the different education system in Scotland². Teams report to regional management and are recruited locally. The Business Manager for Recruitment and Careers manages the national IAG process (for example, establishing an overall strategy).

² In this report, reference is principally made to work in England, but it should be remembered that CITB-ConstructionSkills also covers Scotland and Wales.

Background of careers advisers

Members of the education teams have a wide variety of relevant professional backgrounds. This is seen both as a strength and a means of improving the service. Some are ex-industry people, others are former teachers and approximately 10 per cent have an IAG background (with this proportion growing). As a rough estimate, approximately 20 per cent of staff hold an IAG National Vocational Qualification.

1.3 Type of IAG services offered

Differential careers provision

CITB-ConstructionSkills does not do a great deal of one-to-one work with young people, but a lot of group work with young people is undertaken along with a great deal of work with those who work with young people. Information is available both on-line and off-line so that young people can make an informed choice. This information is relevant, generally, to all age groups, although the language used (e.g. in leaflets) and specific products may differ in their appeal.

Information is given over the telephone to individual enquirers. Staff try to establish the reasons underlying requests for information. Guidance is regarded as a more complex area. Care needs to be taken as to what guidance is given, since people may make career decisions based on it.

Adults

Work with adults is an area CITB-ConstructionSkills is trying to develop, with the aim of putting across a consistent message. Currently, work is done with Jobcentre Plus and other adult IAG providers. Whilst occupations in the sector are the same for adults as young people, entry routes may differ.

Marketing provision

People hear about the CITB-ConstructionSkills in a number of ways. Careers libraries, careers staff in schools, promotional events, search engines (such as Google) and so on, all direct people to the IAG section of the CITB-ConstructionSkills website. As the website is available 24/7, this is an important and increasingly popular method of marketing career opportunities in the sector.

Agency working

Careers organisations

A great deal of work is undertaken with careers advisers, including in-service training days (INSET), professional development days and industry days. A wide range of products are available for professionals to use when working with small client groups.

Schools, colleges, universities

Similar work as with careers advisers, together with additional activities, such as taster days at Further Education colleges and universities.

Employers

Lots of briefings are provided for employer groups, trade associations and training groups.

Job seekers

No direct work is currently undertaken with jobseekers, but work is done with Jobcentre Plus to ensure staff have accurate and relevant information.

Trade Unions

Unions are aware of CITB-ConstructionSkills IAG work through involvement in relevant committees, but no IAG work is currently undertaken directly with the unions.

Public and other agencies

Work with other agencies includes a wide range of organisations such as the Learning and Skills Councils, Business in the Community and professional bodies. The aim is to improve communication regarding construction, ensuring other organisations have up-to-date information. Providing IAG about the industry is the ultimate aim, but the immediate goal is getting information (via others) to young people so that they can make informed decisions.

1.4 Understanding of IAG

Current understanding of IAG

It is difficult to generalise regarding IAG. Attempts by other organisations to define IAG have so far failed.

Using the list of prompts (Appendix 2), education and training, finance and exploring opportunities and constraints could come under all three elements of information, advice and guidance. Being told what you should or might do, should not be part of IAG. Guidance is more about decision-making. Personal issues, assessments and making contacts could equally be included in all three elements of information, advice and guidance. Applications and job search strategies are more about advice and guidance, whilst increasing awareness could, again, be information, advice and guidance. Awareness raising is more guidance than clarifying preferences.

Development of current understanding

Understanding of IAG comes from a combination of consultative work, survey work with young people, the breadth and depth of experience of the current team and 'a lot of commonsense'.

Potential value of IAG

IAG should already be providing an accurate view of the industry. This is particularly important. IAG provision is failing if an accurate impression of the industry is not being conveyed.

Priorities in IAG work

Enabling young people to make an informed career choice.

1.5 Aims

Organisational aims

Enabling young people to make an informed career choice (see section 1.4, above).

Specific groups targeted

Those giving IAG to young people are the main target. Connexions personal advisers, careers teachers, parents of young people making career decisions are all targeted before the young people themselves. With young people the target is not solely Key Stage 3, but the whole 5-19 age group.

Qualifications levels targeted

None specified, though one priority is young people achieving higher GCSEs.

1.6 Future plans

Current plans for future provision

A television advert is about to be completed. Work with key partners (e.g. the Institute of Career Guidance) is being developed.

Priorities

Ensuring accuracy and consistency of the information available for young people. People asking the same question should get the same answer, irrespective of its source.

Ideal scenario

Work with every school, every academic year. Whilst accepting that CITB-ConstructionSkills can produce information, but cannot make people read it – at least telling people about it would represent an ideal.

Additionally:

- A DVD about the sector for wide distribution. However, a business case cannot be made, since it represents only an optional extra.
- A mobile IAG unit (tour bus) would also be useful, but needs to be done in collaboration with others.

Most exciting

The television advert.

Accreditation

CITB-ConstructionSkills was previously accredited and is now exploring Matrix accreditation. Some portfolios have already been developed.

1.7 Work with agencies and other bodies

Connexions' remit is to provide non-biased IAG so that young people can make an informed choice. CITB-ConstructionSkills are happy to continue to work collaboratively, in a supportive role, with Connexions.

1.8 Models for practice

Advice to other SSCs

CITB-ConstructionSkills has a track record and history of providing IAG, so there are opportunities for all SSCs to learn from each other. However, currently no mechanism exists to support this process. For example, some IAG work simply involves the repackaging of previous materials, with only some new products necessary.

Strengths relating to IAG provision

Its history, knowledge of the sector and brand in the marketplace (CITB-ConstructionSkills was mentioned in the skills White Paper).

1.9 Labour Market Information

Definition

LMI covers all aspects of supply and demand in the sector (by region and occupation) together with the need to undertake forecasting.

Types collected

A comprehensive range – covering everything from industry indicators to DTI statistics.

Basis on which collected

Demand for LMI is employer-led.

Consultation processes

Not at present, but some in prospect on using LMI as a curriculum resource.

Making LMI available

Information is available on the CITB-ConstructionSkills website and partners are given hard copies.

Evaluating effectiveness

Some evaluation is currently undertaken, but further work is needed on both the usefulness and accuracy of LMI. An example of a recent change implemented as a result of evaluation relates to the length of reports being reduced.

2. Report on e-skills UK

2.1 IAG role development

Development of IAG Function

e-skills UK does not currently have a dedicated IAG function. However, it does have the aim of improving 'sector attractiveness', which includes providing careers information on its website and undertaking some careers-related projects.

This SSC represents an amalgamation of the former IT and Telecommunications National Training Organisations, plus e-business. The amalgamation resulted in the formation of the e-skills NTO, which has become the e-skills UK SSC. There is no obvious tradition of IAG provision within predecessor organisations.

The sector's poor image is based on a popular belief that work in IT involves sitting in front of a screen doing programming – regarded as 'nerdy' and 'geeky'. Careers information is, therefore, of paramount importance in raising awareness that this is an incorrect view and that diverse opportunities exist.

Additionally, there is a gender imbalance with only 20 per cent of IT professionals being women, with this figure falling. There is a need to redress this imbalance and provision of careers information targeted at girls is one way.

As it does not have a dedicated IAG function, e-skills UK does not have an IAG strategy.

2.2 IAG team

Number

e-skills UK does not have an IAG team.

Operation

e-skills UK is an organisation with 60 employees and a flat organisational structure. It is project driven. The project manager responsible for sector attractiveness has other responsibilities and spends only two days a week on this area of work. Other project managers may become involved in IAG related work depending on individual projects (e.g. e-skills UK is a partner in the ESF 'GERI' project on gender and racial equality).

The main IAG related activity is providing careers information on the e-skills UK website. Individuals who contact e-skills UK for careers information are advised to contact their local IAG provider. This advice is also given on the website. Organisations (e.g. Further Education colleges) that contact e-skills UK are provided with appropriate promotional information.

The main priority is to target information at careers advisers and Connexions services so they will have the right information for their work with clients.

Background of careers advisers

The project manager with responsibility for IAG has an IT background. Other project managers may have some IAG experience, though this is unlikely.

2.3 Type of IAG services offered

Differential careers provision

People who approach e-skills UK are directed to the website, where information can be accessed. e-skills UK has very limited paper materials. Available materials have been produced through specific projects and are mainly aimed at teachers.

People contact e-skills UK for careers advice, but are referred on, as staff are not qualified, nor have the resources necessary to provide IAG.

The applies equally to all age groups.

Under 16s

A particular sectoral concern is with research that demonstrates how girls aged 10-13 lose interest in IT. Computer Clubs for Girls (CC4G) is a major project aimed at addressing this problem.

Agency working

Careers organisations

Previously, specific projects have involved work with careers advisers, but there are currently no such projects. Similarly, previous projects have facilitated careers workshops in schools.

Schools, colleges, universities

If an education institution contacts e-skills UK, appropriate materials will be sent to them.

Employers

Again there are no direct IAG related activities undertaken with employers, though as with other SSCs, e-skills UK works closely with employers in identifying sector needs.

Job seekers

e-skills UK did have an ESF funded project for the over 40s, but this has ended.

Public and other agencies

Work with other agencies is done on a project specific basis.

2.4 Understanding of IAG

Current understanding of IAG

Information

If someone asks for information, they are referred to relevant materials and project information.

Advice

Advice is not provided.

Guidance

Guidance is 'pointing people to other organisations'.

(Please note: prompts to help with the definition of IAG (Appendix 2) were not found appropriate to the work of e-skills UK).

Development of current understanding

Understanding of IAG comes from working on projects with (external) people who have experience of IAG.

Potential value of IAG

It is hoped that careers material will provide a better view of the sector and redress a lot of misconceptions about working in IT.

Priorities in IAG work

Conveying the message that there are lots of diverse career paths in the sector.

2.5 Aims

Organisational aims

Conveying the message that there are lots of diverse career paths in the sector (see Section 2.4 above).

Specific groups targeted

Girls aged 10-13 (see Section 3.1 above). Other work is more general.

Qualifications levels targeted

Employers prefer to recruit graduates, but e-skills UK would like to see non-graduates recruited and then given training. e-skills UK is doing work on Modern Apprenticeships and an ITQ (equivalent to an NVQ).

2.6 Future Plans

Current plans for future provision

There is no current plan for IAG provision. Careers materials will be developed on the website that target careers advisers, but there are no definite plans.

Ideal scenario

'Glossy' materials would be very helpful in raising awareness, but there are simply no resources.

Most exciting

Pulling together careers materials on the e-skills UK website.

Accreditation

Not applicable.

2.7 Work with agencies and other bodies

This is dependent upon specific projects. e-skills UK works with Connexions services through the GERI project (see Section 2.2 above) and these types of relationships can develop through further project work. Resources are the key problem.

2.8 Models for practice

Advice to other SSCs

Everything relating to careers information has been created through project work. The personal view of the relevant project manager is that there needs to be a focus for IAG activity, which is provided by project work.

Strengths relating to IAG provision

Materials that have been developed are good quality because they have come out of projects with a focus on specific targets.

2.9 Labour Market Information

Definition

e-skills UK has a research team which provides data on what has happened and is expected to happen in the sector.

Types collected

The research department provides primary and secondary research data.

Basis on which collected

There is consultation about data collection, but this is a sector in which many employers are very dynamic and already aware of skills shortages and gaps.

Consultation processes

As there is no IAG function there is no IAG-LMI liaison.

Making LMI available

Information is available on the e-skills UK website, including a highly regarded quarterly bulletin.

Evaluating effectiveness

The effectiveness of the labour market information is evaluated.

3. Report on SEMTA

3.1 IAG role development

Development of IAG Function

The information, advice and guidance function can be traced back to 1976, under the Engineering Industrial Training Board. IAG has been undertaken and developed by successive organisations (including EnTra and EMTA as the National Training Organisations).

Representatives from employing organisations, trade unionists and educationalists are on the board at SEMTA Sector Skills Council. The original aim of the organisation was to promote the sector and attract more 'high calibre' people into the industry. This aim is still very much part of the focus of the council and the IAG service today.

The SEMTA IAG service is known as 'ECIS', the Engineering Careers Information Service. The key role of the service is to offer information and advice. Guidance is provided in a limited way as they recognise that more professional qualifications are needed to offer this service. The staff has relevant experience and knowledge of the sector, but are clear that they are not professional guidance practitioners.

Recent developments: Skills Strategy White Paper

The SEMTA IAG service has not changed in response to the Skills Strategy White Paper publication, since its main aim has been to target younger people directly. Young people in this context are defined, mainly, as those up to the age of 25 years, or those embarking on a career in the industry.

3.2 IAG team

Number

There are three members of the IAG team including a Careers and Education Manager who oversees the work of the other team members, based at the main office in Watford. All three members of the team offer information and advice, and guidance in a limited way.

Operation

The Careers and Education Manager is often travelling, working mainly face-to-face with clients, educational institutions and employers.

Office-based team members offer information and advice via email and a free phone number for clients. Here, the term 'client' includes young people, careers advisers, personal advisers and educationalists. Many calls result in an immediate response which can range from giving information to signposting relevant sources. Alternatively, contact details are taken and the call returned when relevant information has been obtained. Some further, follow-up conversations are required. The number of individuals contacting the service via email and telephone are recorded to monitor the operation of the service.

The IAG service also gets involved in many external events such as educational exhibitions aimed at advertising and promoting the industry. It is the role of the Careers and Education Manager to offer information and advice where appropriate.

In addition, the service is able to offer a website and literature on the industry.

Background of careers advisers

Much of the work undertaken by the IAG service is based on information and knowledge gained from documents and government papers on industry developments, together with information on relevant qualifications, subjects and courses.

The careers advisers hold no formal careers guidance qualifications, so the service is very much based on industry knowledge and on-the-job experience. All advisers have relevant experience, whilst two have related qualifications:

- The manager is a qualified professional engineer and was a qualified youth worker with counselling experience.
- One office based adviser is a qualified teacher.
- The other office-based adviser is able to draw upon her own experiences.

All staff have six-monthly appraisals where training needs are identified and all undertake continuing professional development. There are resources for external training courses, if required.

3.3 Type of IAG services offered

Differential careers provision

A range of colourful literature, designed to make an impact, is produced. A website and CD-ROM are used with adults and young people. Overall, the key role of the careers service is to emphasise the availability of different routes into the sector. For example, to inform people that:

- A degree is not essential for work in the sector; and that
- An apprenticeship can lead to a degree (e.g. the Foundation degree, which is hoped will become the norm for entry).

Under 16s

The service mainly targets younger people, effectively informing children of 11-12 years about careers in the industry. Literature highlights the relevant subjects for careers in engineering and science.

Over 16s

The service aims to enable people of about 16 years of age (Year 11) to make informed decisions about their careers. Specifically, it involves informing people about the range of alternative pathways into the sector, in addition to the traditional academic route.

The 'Insight' initiative, aimed at young women undertaking 'A' levels (in relevant subjects), is a one week residential course at a university. It offers participants the chance to meet female students and professionals working in the sector, as well as the opportunity to work on practical challenges. This programme is offered at several universities and is heavily subsidised by SEMTA

Young people thinking about higher education

For those wishing to enter higher education, the IAG service tries to emphasise the level of commitment required to study science and engineering courses, together with the requirement for academic rigour.

Adults

Whilst the service is not targeted at adults, it is able to offer limited advice, together with information, to assist with career choice. Those wishing to change career and enter science and engineering are referred to a professional careers guidance practitioner, for

analysis of strengths and weaknesses, which would be part of a rigorous guidance process.

Marketing of provision

The careers service is well established and is well-known as 'ECIS'. ECIS has its own headed paper within the organisation describing themselves as 'a function of SEMTA, the sector skills council for...' so there is a strong identifiable link between the careers service and SEMTA.

Marketing is wide ranging and includes:

- Production of various articles for newspapers, trade papers and magazines targeting both careers advisers and young people;
- Advertising campaigns;
- Involvement in an exhibition programme (e.g. participation at careers exhibitions and events);
- Participation in various initiatives and programmes (such as 'Insight'); and
- Use of the 'Enginuity' website.

Agency working

Careers organisations

The service promotes its capability for supporting careers advisers in their work. For instance, the IAG team recognises that it has limited links with young people. It works with careers advisers and organisations to promote understanding of modern careers in science and engineering. Occasional seminars are offered and the free phone service is available to advisers.

Schools, colleges, universities

There are not many direct activities undertaken by the service with educational institutions, because of the lack of resources. However, attention is drawn to the ambassador schemes and SETNET (government initiative, 'Science Engineering Technology Mathematics Network') which is partly funded by SEMTA.

Employers

Again, no activities are undertaken directly with employers, but the service works with several organisations which are encouraged to promote themselves and the good opportunities available in their organisation. Larger companies, such as BA Systems and Rolls Royce, are more able to promote career opportunities available in their

company. However, there is an awareness that smaller companies need to think more about how to promote opportunities available in their company, so that they attract the candidates of a suitable calibre.

Job seekers

The service does not have direct access to vacancies for job seekers, but draws attention to relevant websites and resources. This work is mainly undertaken over the phone and an information sheet listing these sources is available at the various exhibitions and events.

Trades Unions

SEMTA as an organisation is run by representatives from trade unions, employing organisations and educationalists. In practice, much support comes from trade unionists. Links are limited, but this is not because of any particular policy.

Public and other agencies

There are strong links with:

- Department for Education and Skills;
- Department of Trade and Industry;
- Regional Development Agencies;
- Learning and Skills Councils; and a very close working relationship with
- learndirect.

The careers service, when necessary, refers people on to Jobcentre Plus, but the SSC has no direct linkages.

Additionally, the careers service works with the Welsh National Assembly, Scottish Executive and the Careers Service in Northern Ireland as a 'helping hand' promoting the work they undertake. For instance, SEMTA worked with the Welsh National Assembly to produce routes map in the Welsh language, together with separate literature reflecting the Scottish educational system and national specific qualifications.

3.4 Understanding of IAG

Current understanding of IAG

Information and Advice

Information giving involves providing good information either by telephone or post.

Advice is the follow up conversation which can take place immediately, or at a later date.

Guidance

Guidance is undertaken by the careers service, but SEMTA's IAG work involves certain elements.

Information, Advice and Guidance can be exemplified as (please note: the following are considered to be more specific to information and advice):

- Labour market;
- Education and training;
- Finance (e.g. sources of funding);
- Exploring opportunities and constraints;
- Making decisions for yourself with someone else's input;
- Support with applications;
- Problem solving;
- Help with personal issues;
- Assessment of interests, skills, aptitudes, etc.;
- Help with making contacts;
- Help with making applications;
- Help with job search strategy;
- Increasing self-awareness (about potential and limitations);
- Clarifying preferences; and
- Discussing options.

IAG is not about telling someone what they might or should do. It tries not to dominate. The careers service signposts - directing clients to the right place for information. The SEMTA IAG service aims to encourage clients' ideas and understanding of the modern science and engineering sector to help them make their own decisions and gain respect.

Development of current understanding

Understanding of IAG has developed over a number of years through experience. It has developed from the original aim of the 1976 training board which was to promote the sector with the objective of attracting 'high calibre' young people to work in the sector.

Potential value of IAG

It is definitely the role of the IAG service to provide a more accurate view of the sector. This includes trying to promote a more accurate picture of what opportunities are available. Many of the current images of engineering (not particularly science) are outdated, so the public has a limited understanding of the sector. Conveying and promoting accurate images and information about the (engineering) sector has particular value.

Priorities in IAG work

With technological changes and growing production of goods overseas, the sector has a 'real need' to encourage bright young people to consider engineering and science as a career. In the past there were many opportunities at the lower levels of engineering (i.e. operative level), but there has been a shift upwards. Currently, there is a greater need for people at technician level, plus those with a degree and for engineers who are incorporated or have achieved Chartered level. The sector is trying to stress to the careers services that the industry needs more good quality young people and that low achievers or those struggling to attain good GCSEs should not be looking at engineering as a careers option, because there are limited long-term opportunities at lower levels.

3.5 Aims

Organisational aims

It is the aim of the SEMTA careers service:

- To provide an accurate picture of the sector;
- To provide up-to-date information and advice; and
- Always leave people with a positive message.

Specific groups targeted

Groups targeted included:

- 'Brighter' young people to address the need to fill positions at the professional levels; and
- Women, particularly in engineering and at the professional level, as there are less than 5 per cent female professional engineers in the sector.

Qualifications levels targeted

The service targets, in very broad terms, those at degree level, but is also targeting those with vocational qualifications at level 3 and above.

3.6 Future Plans

Current plans for future provision

More resources are needed and this is recognised to be a high priority. With additional resources, future provision would include:

- A major re-design of the website; and
- Updating and revising the literature.

There is a concern about the impact of the service – how it is measured and what would happen if the service did not exist.

Priorities

Priorities for the service include to:

- Gain more funding and expand available services;
- Be larger and more interactive;
- Update and revise existing literature; and
- Rethink and improve the website.

Ideal scenario

Although the number of individuals contacting the service is available through key performance indicators, this only provides limited feedback. Tracking individuals and what they do with the information they receive would be interesting. Individuals on the 'Insight' initiative are currently tracked so there is some information on what subjects and qualifications they enrolled on, what they achieved, their career path, etc. However, resources are limited and whilst the same information on normal enquiries would be useful, there is a question as to how this work could be undertaken.

Most exciting

The development and expansion of the role of IAG in the SSC, as an implicit support service.

Accreditation

The service has recently achieved the Matrix accreditation through the Guidance Accreditation Board. It is hoped that this will give more credibility to the service and enable staffing to increase so that services can be expanded.

3.7 Work with agencies and other bodies

The service works closely with a whole range of agencies and other bodies, two examples include:

Small Piece Trust, Leamington Spa

The Small Piece Trust offers a wide variety courses linked to engineering for both young people under 16 years of age and students on gap years. There is a strong linkage with the agency, and partnership activities are undertaken with them.

Society of Motor Traders and Manufacturers (SMTM)

Several joint initiatives were undertaken at the Motor Show at the NEC with this trade association including a stand with information promoting the wide range of opportunities in the automotive sector for young people.

Similar activities are undertaken with aerospace people at the Society of British Aerospace Companies (SBAC).

By working with the agencies and public bodies it is the aim to draw attention to the main sectors and sub-sectors within the industry. The service would like to be more specific (especially about the diversity of job roles in engineering and science), but is unable to produce masses of literature on different jobs because of lack of resources and the necessity to continually up-date the information. However, the service is able to point people in the right direction for more specific information.

3.8 Models for practice

Advice to other SSCs

For other sector skills councils with a less well developed IAG function, the advice from SEMTA careers service would be:

- Don't underestimate the resources needed to do the job effectively;
- Don't operate at a simplistic level where details of a client can be taken and information put in the post – SSCs should be looking to do more than this; and
- To have a helpful telephone manner and the ability to draw out crucial information from the clients.

Strengths relating to IAG provision

The main strength of the service is that all staff are helpful, have a good telephone manner and, more importantly, have the ability to ask the right questions and draw out information from clients so that the right help, information and advice can be given. Also, the service recognises its limitations, realising when to ask someone else for help and reaching a stage when you can help no further.

3.9 Labour Market Information

Definition

Within SEMTA, there is a specific and well established research department which collects labour market information on the categorisation of people, geographic trends, issues around skills shortages, etc. This is not a careers function.

Types collected

The research department collects a whole range of information from surveys (telephone and written), current trends and predictions through employer skills survey which asks for feedback on what is the current situation and how they see the sector progressing in the next five years. This is, therefore, an identification of the sectors 'needs' and the need for certain types of employee. This labour market information is used as evidence to lobby government ministers.

Basis on which collected

There is a definite demand for this information, particularly from government departments.

Consultation processes

The careers service and research department operate within the same building so consultation and collaboration can take place when necessary. For instance, the careers service consults with the research department on analysing the information collected from the individuals who attend the 'Insight' initiative.

Making LMI available

Information is readily available as printed matter, formal publications and more often it is becoming available electronically on the website.

Evaluating effectiveness

The effectiveness of the labour market information is currently evaluated.

4. Report on Skillset

4.1 IAG role development

Development of IAG Function

The 'real identified' demand for IAG in the sector originated from the trade union for technicians in the industry (BECTU). They were the first to recognise that their membership - traditionally freelance - did not have access to support services (ideally) provided by employers. Initially, it was assumed that the primary need was for advice to support up-skilling in the sector, so the focus was based on training needs analysis (TNA). However, it quickly became apparent that the need extended beyond TNA to more general career development. This activity was originally resourced from the Union Learning Fund, together with some funding support from the European Social Fund (ESF). The National Training Organisation, Skillset (subsequently licensed as a Sector Skills Council) became involved, supporting provision in various ways, including financially and by providing representation on a steering group.

Up to this point, the service had been restricted to England. However, by 2000, it was apparent that, not only did members' needs extend to general career development support, but that there was unmet demand in Scotland, Wales and Northern Ireland. Skillset formally recognised that an industry-based IAG service was required and became actively involved. At the beginning of 2003, the service was re-positioned within Skillset, with a partnership agreement with BECTU and joint management arrangements in place. However, for various reasons, this arrangement is now subject to review (i.e. Skillset has become a fully licensed Sector Skills Council) and there has been formal acknowledgement that careers work fits naturally within the remit of SSCs; the industry 'footprint' goes beyond industry technicians.

Recent developments: Skills Strategy White Paper

The Skills Strategy White Paper represents something of a watershed in the provision of IAG within Skillset. Publication of this paper has highlighted the gap existing between public policy and the aspirations of Skillset to develop a high quality IAG function. Whilst the White Paper specified education and training as areas in which SSCs needed to become more involved, it failed to mention the importance of their involvement with IAG. Additionally, it has focused attention on how SSCs need to work with LSCs to develop an integrated IAG service and, because of the focus on level 2 qualifications, has

resulted in Skillset identifying a need to ensure that public policy reflects IAG the requirements of the sector, i.e. workforce up-skilling (from level 3 to level 4).

Initially, Skillset expressed concern about the White Paper by focusing on the need to involve SSCs in the production of labour market information (LMI). Active lobbying has been undertaken, which, appears to be starting to have effect.

4.2 IAG team

Number

Overall, Skillset currently employs 65 people and has three main 'functional' departments, as follows:

- Standards and Qualifications;
- Research; and
- Careers.

These Departments work through national, regional and sector-specific teams (e.g. Film; Interactive Media) and are supported by an Investment Department, managing industry funds to support the work of Skillset.

The Careers Department employs 27 freelance advisers and eight full-time staff. Working with the manager are four co-ordinators. Administrators support the work of the co-ordinators.

Operation

The aim of the department is to provide comprehensive careers support to all industry sub-sectors and the majority of occupational areas (e.g. ranging from camera operators; hair and make-up artists to researchers, producers). Information produced by the Research Department is fed through to Careers, which uses this information in its careers work. It does not, however, have either a marketing or recruitment function. Guidance interviews are only available for those with industry experience.

Skillset team

The manager has overall responsibility for the functioning of the careers department. Working with her are four co-ordinators:

- Careers co-ordinator (develops relationships with other careers organisations);

- Information co-ordinator (manages website, learndirect and learndirect Scotland help lines, career handbook, weekly e-bulletin for careers and learndirect advisers);
- Client services co-ordinator (manages direct delivery of services); and a
- Film co-ordinator (provides a special focus to an area previously neglected).

Freelancers

The 27 freelancers are issued with an annual contract from Skillset. They work and are paid on a daily basis. This method of operation is important since it is consistent with how the freelancers work within the industry. Organisation of guidance sessions is undertaken by client services (see above).

Sustainability has now become an issue for the careers function, together with the overall fit within the organisational structure.

Background of careers advisers

The priority in the recruitment of these advisers is relevant industry background, rather than specialist career qualifications. Some also offer employment experience relevant to careers work (e.g. with the Citizens Advice Bureau, as tutors or in pastoral care). The original goal was to ensure that all advisers were qualified to NVQ level 3 in Guidance (through the Open University). This has proved over-ambitious since for some advisers the guidance work is very much secondary to their industry work and does not represent a priority. To date, only three advisers have successfully completed their NVQ3, with two more about to complete.

Planned continuing professional development (CPD) is available to advisers on a voluntary basis that is responsive to their identified needs. This mainly consists of sector information (trends, new developments, etc.), as well as Diversity, Train the Trainer and Redundancy Support. It is delivered within a framework of twice-yearly Advisory Review meetings and an individual annual performance review. Client evaluation of guidance sessions is fed into these reviews, and is also provided in summary form to advisors every quarter. These staff development support systems are being reviewed and improved continually.

4.3 Type of IAG services offered

Differential careers provision

All provision is based on 'individual and industry needs'.

Under 18's

Funding for guidance work with under 18s is not available. This, together with the historical legacy of previous provision being concentrated on the current workforce has resulted in general services for the under 18s being limited. The career handbook, website and e-mail support service and career fact sheets are likely to be most suitable source of intelligence about the industry.

Adults

Guidance provision is targeted at adults with industry experience. No distinction is made between employed or unemployed adults, except where funding arrangements preclude skillsformedia from providing a service for other reasons.

Marketing of provision

There is little direct targeting of individuals – mainly this is done through intermediaries. Various marketing methods are used, including:

- Website;
- Advertising in the trade press and some other newspapers (e.g. Media Guardian);
- Direct mailing to careers agencies/careers libraries/subject heads (mainly in Further Education and Higher Education); and
- Outreach activity (e.g. attendance at regional events).

Referrals are also made from learndirect and regional agencies within the industry (i.e. Regional Screen Agencies).

Agency working

Different types of service provision are available to various types of agencies:

Careers organisations

Work with careers organisations includes:

- A survey of IAG services (completed);
- Outreach activities;
- Special events;
- Membership of professional associations; and
- Responses to queries.

Schools, colleges, universities

Little structured work is undertaken with these organisations. Where educational institutions receive targeted mailing, this is done on an *ad hoc* basis (i.e. where a head of department becomes known).

Employers

Priority is given to the demand side of the industry. In particular, the need to develop employers' understanding of how IAG can help their business. This is achieved through:

- Input to the development of workforce development strategies;
- Employer panels (to find out what employers need); and
- Research (to inform development of IAG service).

Job seekers

No activities are currently focused on this client group. Recent contact with Jobcentre Plus was very positive and a working alliance is under development.

Trades Unions

Because of the central role that the Union played in the development of IAG services, the relationship is close, consisting of:

- A formal partnership;
- Briefings;
- Bespoke events;
- Negotiation with employer's for skillsformedia to provide redundancy support; and
- Joint promotional activities.

Public and other agencies

Discussions are underway with:

- National Learning and Skills Councils;
- learndirect;
- Job Centre Plus,
- Scottish Executive; and,
- The Careers Service in Northern Ireland.

Initial approaches have been made to the Welsh National Assembly.

4.4 Understanding of IAG

Current understanding of IAG

A hierarchy of provision was described as follows:

Information

Where someone wants straightforward information (e.g. skill development, training course)

Advice

Where someone knows they have a skill development need and requires helping accessing the necessary support

Guidance

Where a person needs to develop skills; learn how to present themselves; undertake a skills audit; and may have some complicating factors (e.g. been out of the workforce for some time).

Development of current understanding

It is difficult to track back to the origins of this understanding. Reports were read, research undertaken and the manager participated in discussions. It took time to understand that there is a gap between policy and practice.

Importantly, an understanding of what is valued by clients (via client feedback forms) has influenced views on IAG, together with the perceptions of careers advisers of their roles.

Potential value of IAG

To provide a more accurate view of the sector: 'That's what we're here for!'

Priorities in IAG work

Two key priorities:

- Correcting misconceptions about the industry; and
- Providing a realistic understanding of the sector (broadening and deepening).

4.5 Aims

'Supporting individual aspirations in the context of industry need'.

Organisational aims

‘To help individuals make better decisions about their careers, with the purpose of ensuring that individuals have access to more sustainable employment and the industry has access to requisite skills.’

Specific groups targeted

Three specified:

- Under-represented groups (in particular, members of ethnic minority groups and disabled people);
- New entrants – to provide them with more realistic aspirations (i.e. controlling supply rather than stimulating demand into a small industry); and finally
- Established freelancers who need support because of the volatile nature of employment opportunities available.

Qualifications levels targeted

Skillset is interested in those with higher level qualifications – specifically progression from level 3 to level 4. Around three quarters of new entrants across the audio-visual industries have at least one degree. In some sectors (e.g. interactive media and computer games), this rises to 90 per cent. It was stressed that the high levels of qualifications does not mean that support was not necessary.

4.6 Future Plans

Current plans for future provision

- More sophisticated use of LMI;
- Lobbying government to allow Skillset to have appropriate influence;
- Develop better information resources; and
- Sector Skills Agreements.

Priorities

- To ensure that public agencies recognise and value the potential contribution of Skillset to IAG;
- To deliver high quality support to these services;
- To secure tangible industry support and collaboration for this endeavour;
- To achieve a comprehensive, UK wide service;

- To manage coherence and coordination amongst IAG agencies, with SSCs as a key partner in delivery.

Ideal scenario

To ensure that IAG is embedded in all industry supported learning (in addition to priorities listed above).

Most exciting

Four identified:

- The potential to increase access – to change the industry culture from ‘**who** you know’ to ‘**what** you know’;
- Development and more sophisticated use of LMI;
- The potential to combine industry expertise with guidance expertise; and
- The potential to re-shape workforce over time (align supply and demand).

Accreditation

Already accredited.

4.7 Work with agencies and other bodies

At the heart of this work (see Section 3, above) is the belief that whereas the role of public agencies is to support effective decision making, the role of Skillset is to provide (and interpret) information to assist with this decision-making process. In this, it is essential to reflect the reality of our sector.

4.8 Models for practice

Advice to other SSCs

To other SSCs with a less well developed IAG function, the advice would be to:

- Think carefully and work hard to position IAG within the organisation;
- Work with colleagues and ensure they understand that IAG is not a ‘stand alone’ activity, but that it makes the rest of what they do work;
- Be clear about the purpose of IAG and able to communicate this effectively;
- Be aware of balancing employers’ needs with individual aspirations;
- Collaborate with publicly funded IAG services and avoid duplication; and
- Be realistic about what can be achieved alongside other organisational priorities.

Strengths relating to IAG provision

Industry knowledge and links with industry.

4.9 Labour Market Information

Definition

'Anything that helps people to understand the labour market and the opportunities for them within it'. For skillsformedia purposes this includes:

- Industry sector profiles;
- Skills gaps and shortages;
- Job opportunities;
- Occupational information;
- Information about progression routes; and
- Information about education and training.

Types collected

The types of labour market information collected includes:

- Workforce survey, annual Census;
- Sector-specific occasional research, e.g. Film, Interactive Media, Post-Production;
- Skills forecasting;
- Skills intelligence network;
- Occupational information; and
- LMI from clients (collected but not recorded or developed – currently a wasted resource).

Basis on which collected

Moving towards demand-based provision, but since the planning and development of LMI is currently under-resourced, the priority relates to demands placed by outside agencies (particularly funding agencies).

Consultation processes

Survey of IAG partnerships (funded by LSC) now undertaken. Now determining priorities, based on resources available

Making LMI available

Mainly through the website and fact sheets.

Evaluating effectiveness

Not undertaken so far, but planned through an outside agency.

Overall summary

IAG role development in the Pathfinder SSCs

The **development of an IAG function** within CITB-ConstructionSkills, SEMTA and Skillset has been similar. The IAG function within these Pathfinder SSCs is well established and developed from their organisational predecessors such as the Industry Training Board and National Training Organisations. e-skills UK does not have a specific IAG function partly because there was no apparent IAG function within the predecessor organisations. However, e-skills UK does provide careers information and advice on its website and do undertake various careers related projects

e-skills UK, SEMTA and Skillset **IAG functions** have traditionally promoted the sector and supported those working in it, and this is still very much their aim at present.

The recent publication of the **Skills Strategy White Paper** highlighted the gap between public policy and IAG. This has had an affect on Skillset as it was recognised that there is a need to be more involved in education and training as well as developing an integrated IAG service with the Learning and Skills Councils. The publication has not changed the IAG service at SEMTA as it has always targeted young people and worked with those up to the age of 25. CITB-ConstructionSkills is currently reviewing its strategy in light of this publication. e-skills UK does not have an IAG strategy so is not affected by this publication.

IAG team

CITB-ConstructionSkills has the largest IAG team of 70 (plus 30 full-time equivalent posts). The staff are former teachers or individuals who have previously worked in the industry, 10 per cent of the staff have backgrounds in IAG. At present, approximately 20 per cent of the staff are qualified with IAG National Vocational Qualifications. The CITB-ConstructionSkills IAG is provided by education teams which operate in 10 regional offices.

The **Skillset** IAG team is comprised of 27 freelance advisers and eight full-time staff. The recruitment of IAG staff is based upon industry background and relevant careers work experience rather than specialist careers qualifications. Three advisers have

completed their NVQ Level 3 in Guidance and a further two are to complete shortly. Information produced by the research department is disseminated to the careers department where it is used in their work. In the careers department, there is one manager and four co-ordinators who are responsible for different elements of the service. The freelance advisers have annual contracts and are paid on a daily basis.

SEMTA has three members in its IAG team; all have relevant experience and varying backgrounds including a qualified professional engineer and a teacher. The Careers and Education manager mainly operates on a face-to-face basis offering advice to clients, educational institutions and employers through various outreach activities. The remaining advisers offer information and advice via email and the telephone.

e-skills UK has no IAG team. The manager responsible for promoting the sector has a background within IT and works on promoting the sector two days a week. Other project managers may become involved in the IAG work dependent on their projects.

These four Pathfinder SSCs all offer careers information and advice on their individual websites.

Type of IAG services offered

The **careers provision** at CITB-ConstructionSkills and SEMTA is predominately aimed at young people. Both SSCs are aimed at helping young people making informed choices by communicating information about their sector, routes into their sector and the opportunities available in their sector. This is undertaken through a range of materials and electronic media. In addition, CITB-ConstructionSkills and SEMTA are involved in several projects targeting groups who are underrepresented in the sector. CITB-ConstructionSkills is trying to develop its work with adults, whereas SEMTA offers limited advice to adults and is more likely to refer adults to learndirect.

Skillset careers provision is based on individual and industry needs. There is no funding for guidance work with those under 18 years of age. Guidance provision is aimed at adults with experience of the industry and no distinction is made between the employed and unemployed.

e-skills UK only offer careers information on-line, as there is not printed material, and all who approach the SSC are directed to the website for further information. There are some projects aimed specifically at girls.

The IAG provision available through CITB-ConstructionSkills, SEMTA and Skillset is well established and **marketing** is focused on their participation at careers exhibitions and educational events; printed literature; adverts; involvement in local projects; direct mailing to careers organisations and libraries (in the case of Skillset); and their own websites.

The four Pathfinder SSCs all work with, and have links with various **agencies and public bodies** which includes:

- Professional development days;
- Free phone service;
- Taster days and courses;
- Access to literature;
- Outreach activities; and
- Employer surveys.

The work with public bodies and other agencies include strong links with professional bodies, Jobcentre Plus, learndirect, Learning and Skills Councils, the Scottish Executive, the Welsh National Assembly and the Careers Service in Northern Ireland.

Understanding of IAG

Current understanding of IAG is described as a hierarchy:

- **Information** is the provision of good relevant data (either face-to-face, by post or email)
- **Advice** is the conversation that is needed after information has been given to assess a client's needs and the support they require. Advice activities include application and job search strategies.
- **Guidance** is more complex and is where a person needs to develop ideas and skills. Guidance activities include: making decisions; increasing awareness; and clarifying preferences.

e-skills UK currently do not provide an advice service. e-skills UK and SEMTA undertake very little guidance work so refer the majority of the clients requiring guidance to other organisations.

For CITB-ConstructionSkills and SEMTA IAG is exemplified as: using prompts; labour market; education and training; finance; exploring opportunities and constraints; assessment of interests, skills and aptitudes; and clarifying preferences. It was clear that telling someone what to do or what they might do is not part of IAG.

The **development of the Pathfinder SSCs' current understanding** of IAG is derived from consultative work, survey work on what is valued by clients, knowledge of current careers materials combined with the experience of the IAG team.

The **potential value of IAG** is to:

- Provide an more accurate view of the sector including the provision of accurate information; and
- Promote an accurate picture of the opportunities available in the sector.

The **priorities in IAG** work is to:

- Enable young people to make informed choices;
- Convey the message that there are diverse career paths into the sector;
- Attract more good quality young people;
- Correct the misconceptions about the industry; and
- Provide a realistic understanding of the sector.

Aims

The Pathfinder SSCs' organisational aims are:

- To enable young people to make an informed choice. (CITB-ConstructionSkills)
- To convey the message that there are diverse career paths into the sector. (e-skills UK)
- To provide an accurate picture of the sector; to provide up-to-date information and advice; and to always leave people with a positive message. (SEMTA)
- To help individuals make better decisions about their careers, with the purpose of ensuring individuals have access to more sustainable employment and the industry has access to requisite skills. (Skillset)

Specific groups targeted by the four Pathfinder SSCs include:

- Connexions personal advisers;
- Careers teachers;
- Parents of young people;
- Young people (aged 5-19 years);
- Girls aged 10-13 years;
- 'Brighter' young people;
- Women;
- Underrepresented groups (including members of ethnic minority groups and disabled people);
- New entrants; and
- Established freelancers (applicable only to Skillset).

Qualification levels targeted by the SSCs include:

- Young people achieving higher than GCSE level;
- Non-graduates as there should be more opportunities for them to be recruited and trained by employers;
- Degree level individuals; and
- Individuals with vocational qualifications at level 3 or above.

Future Plans

Current plans for **future provision** of IAG includes:

- The production of a television advert;
- To work with key partners (including the Institute of Career Guidance);
- To improve and rethink the website;
- To update and revise existing literature and develop better information;
- To use LMI more sophisticatedly; and
- To lobby the government to allow SSCs to have an appropriate influence.

e-skills UK has no current plans for IAG provision, but careers materials are continually being produced and made available on their website.

The four Pathfinder SSCs **priorities for IAG** provision are:

- To produce accurate and consistent information especially for young people;

- To gain more funding in order to expand services and make those that are available bigger and more interactive;
- To improve and rethink their websites;
- To update and revise existing literature;
- To ensure that public agencies recognise and value the potential contribution of SSCs to IAG and to deliver high quality support to these services;
- To secure tangible industry support and collaboration;
- To achieve a comprehensive, UK wide service; and
- To manage coherence and coordination amongst IAG agencies, with SSCs as a key partner in delivery.

In an **ideal scenario**, SSCs would like to:

- Work with every school, every academic year;
- Produce a DVD and glossy materials;
- Run a mobile IAG unit (tour bus) to promote the industry;
- Track individuals and what they do with the information they receive;
- Track individuals on initiatives organised by the SSC; and
- Ensure that IAG is embedded in all industry supported learning.

The **most exciting** elements of IAG provision for the four Pathfinder SSCs include:

- The production of the television advert;
- Pulling together materials on the website;
- The development and expansion of the existing IAG service;
- The potential to increase access;
- The development and more sophisticated use of LMI;
- The potential to combine industry expertise with guidance expertise; and
- The potential to re-shape workforce over time (i.e. align supply and demand).

Accreditation

SEMTA and Skillset have achieved the Matrix accreditation.

CITB-ConstructionSkills was previously accredited and is now exploring Matrix accreditation.

e-skills UK is not accredited.

Work with agencies and other bodies

CITB-ConstructionSkills is working with Connexions to provide impartial advice to young people so that they can make informed decisions.

Although dependent on specific projects, **e-skills UK** does work with Connexions services through the GERI project.

SEMTA works with a whole range of agencies and other bodies to encourage young people into the sector as well as targeting underrepresented groups through specific initiatives.

For **Skillset** their role with agencies and other bodies is to provide and interpret information to assist and support decision making processes.

Models for practice

Advice to other SSCs with less well developed IAG function is:

- To take the opportunity to share experiences;
- Don't underestimate the resources needed to do the job effectively;
- Don't operate at a simplistic level where details of a client can be taken and information put in the post – SSCs should be looking to do more than this;
- To have a helpful telephone manner and the ability to draw out crucial information from the clients;
- To think carefully and work hard to position IAG within the organisation;
- To work with colleagues and ensure they understand that IAG is not a 'stand alone' activity;
- To be clear about the purpose of IAG and be able to communicate this effectively;
- To be aware of balancing employers' needs with individual aspirations;
- To collaborate with publicly funded IAG services and avoid duplication; and
- To be realistic about what can be achieved alongside other organisational priorities.

Strengths of IAG provision for:

- CITB-ConstructionSkills – history, knowledge of the sector and the brand in the marketplace;

- e-skills UK – good quality materials as they are produced from specific projects, and focus on specific targets;
- SEMTA – advisers are helpful, have a good telephone manner and have the ability to ask the right questions, but also the service is able to recognise its limitations;
- Skillset – industry knowledge and links with industry.

Labour Market Information (LMI)

Labour Market Information is **defined** as:

- Supply-demand equation – how many people are in the sector and how many are needed, and therefore the identification of the sector's 'needs';
- Forecasting together with data on what has happened in the sector;
- Categorisation of people;
- Geographic trends;
- Issues around skills shortages and gaps;
- Industry sector profiles;
- Job opportunities;
- Occupational information;
- Regional data;
- Progression routes; and
- Information about education and training.

Skillset defined LMI as 'Anything that helps people to understand the labour market and the opportunities for them within it'.

The **types of LMI** collected by the four Pathfinder SSCs include:

- Industry indicators;
- DTI statistics;
- Primary and secondary research data;
- Surveys (telephone and written);
- Employer skills survey focusing on current trends and predictions;
- Workforce surveys;
- Annual Census;
- Sector-specific research;
- Skills forecasting;
- Skills intelligence network;

- Occupational information; and
- LMI from clients (although unused at present).

LMI is **collected** by the SSCs on the basis of employer-led demand, demand from government departments and outside agencies, as well as by consultation with employers.

CITB-ConstructionSkills and e-skills UK do not, at present, **consult** or liaise with others on its LMI. At SEMTA, a process of consultation and collaboration between the careers service and research department is undertaken when necessary. Skillset has undertaken a survey of IAG partnerships which is funded by the Learning and Skills Council.

LMI is made **available** through:

- SSC websites;
- Formal publications;
- Quarterly bulletins; and
- Fact sheets.

CITB-ConstructionSkills, e-skills UK and SEMTA all **evaluate the effectiveness** of their LMI, but CITB-ConstructionSkills stated that further evaluation is needed regarding both the usefulness and accuracy of the LMI. Skillset currently do not carry out any evaluation of the LMI collected, but there are plans for this work to be contracted to an outside agency.

Appendix 1: Interview schedule

(1) Historical mapping:	
<p>Prompts: past experiences; knowledge and expertise they draw on; inheriting the service – who came with it? Who drives the strategy?</p>	<p>(a) How was the IAG function within your organisation developed? For example, was it inherited from a former NTO?</p> <p>(b) Has your organisation revisited its IAG function since the Skills Strategy White Paper was published?</p>
(2) IAG Team:	
<p>Prompts: Is there a dedicated IAG team?; planning to recruit specifically in this area?; What department or section are they a part of in</p>	<p>(a) How many people work on IAG in your organisation?</p>

<p>the organisation? e.g. R&D, Marketing, Careers?</p> <p>Together or with different remits?</p>	<p>(b) How do they operate?</p>
<p>Prompts: e.g. are they trained advisers? Do they have a background in careers guidance?</p>	<p>(c) What kind of background do those people working on IAG have?</p>
<p>(3) Mapping the process:</p>	
	<p>(a) Could you talk me through the different types of support available for clients in the groups identified below if they were interested in potential career paths in your sector:</p> <p>~ 13-14 year olds, deciding on subject options;</p> <p>~ 16 year olds, thinking about education, training or employment;</p> <p>~ 18 year olds, thinking about higher education;</p>

	<p>(b) How might these different client groups find out about the IAG you provide?</p>
	<p>(c) Would this be the same for: ~ an adult making a career change; ~ an unemployed adult?</p>
	<p>(d) What kind of work do you do with: Careers advisers; Schools, colleges, universities; Employers; Job seekers;</p>

	<p>Trades Unions;</p> <p>Public and other agencies?</p>
<p>(4) Understanding of IAG:</p>	
<p>Prompts: use the list of possible responses as a prompt if necessary</p>	<p>(a) What do you understand by IAG? Could you give me examples of what information, advice and guidance would refer to?</p>
<p>Prompts: Background in careers? Developed through work with consultants? Or through reading key reports?</p>	<p>(b) How did you develop this understanding of IAG?</p>
	<p>(c) Do you see IAG as having potential to provide a more accurate view of your sector?</p>
<p>What are they trying to achieve?</p>	<p>(d) What is the most important message that you're trying to get across in your IAG work?</p>

(5) Aims:	
Prompts: aims, expectations, strategies? What role do they think SSCs generally have in providing IAG?	(a) What are your organisation's aims in providing IAG?
Prompts: developed special strategies for these target groups?; will they work with specific groups such as public agencies/ consultants, advisers? Will they seek advice on how to go about this? Below level 2?	(b) Are there any specific groups you hope to target and why? (c) Are there any qualification levels you wish to target?
(6) Future plans:	
Prompts: anything new in the next 6 months? What will they base their plans on, e.g. research/ government reports/ in-house expertise? Planning any training in this capacity? Recruiting new people in? e.g. any	(a) What are you currently planning to provide in terms of IAG?

expansion or remain as they are?	
	(b) What is your biggest priority or major task in terms of IAG?
	(c) Is there anything additional that you would ideally like to provide but are not able to due to resources or capacity, for example?
	(d) What are you most excited about in terms of the IAG provision in your SSC?
	(e) Are there any plans to gain accreditation of the service?
(7) Work with agencies and other bodies:	
Prompts: drawing on response to question 3c – work with public agencies	<p><i>[For respondents that work with other agencies/bodies on IAG]</i></p> <p>(a) (i) You work with [public agencies and other bodies named in 3c] regarding IAG in your sector. What do you feel is the role of such bodies in relation to IAG for your sector?</p>

	<p><i>[For respondents that do not work with other agencies/bodies on IAG currently]</i></p> <p>(a) (ii) You do not work with other agencies or bodies currently in relation to IAG: ~ Can you say why not? ~ What do you feel is the role of such bodies in relation to IAG for your sector?</p>
<p>(8) Models for practice:</p>	
<p>Prompts: key criteria for the effective provision of IAG?</p>	<p>(a) Drawing on the experience of your organisation, what advice would you give to other SSCs that are aiming to develop their IAG capacity?</p>
	<p>(b) What are the strengths of your organisation in relation to IAG?</p>
<p>(9) Labour Market Information</p>	
	<p>(a) What do you understand by LMI?</p>

	<p>(b) What type of LMI do you collect?</p> <p>(c) Is this informed by demand?</p> <p>(d) Do you consult with IAG colleagues on the type of LMI you produce?</p> <p>(e) How do you make the information available</p> <p>(f) Do you try to evaluate the effectiveness of your LMI?</p>
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Appendix 2: Prompts for use with question 4a – understandings of IAG

Examples:	Information	Advice	Guidance
Labour market – general			
Education & training – general			
Finance (e.g.sources of funding)			
Exploring opportunities & constraints			
Being told what you might or should do			
Making decisions for yourself with someone else’s input			
Support with applications			
Problem solving			
Help with personal issues			
Assessment of interests, skills, aptitudes, etc.			
Help with making contacts			
Help with making applications			
Help with job search strategy			
Increasing self-awareness (about potential & limitations)			
Clarifying preferences			
Discussing options			
None of these			
Don’t know			

Source: adapted from MORI (2000) Demand for Information, Advice and Guidance, Research study conducted by MORI for the Guidance Council.