

GUIDELINES FOR CONTRIBUTORS

Manuscripts are welcomed focusing on any form of scholarship that can be related to the NICEC Statement. This could include, but is not confined to, papers focused on policy, theory-building, professional ethics, values, reflexivity, innovative practice, management issues and/or empirical research. Articles for the journal should be accessible and stimulating to an interested and wide readership across all areas of career development work. Innovative, analytical and/or evaluative contributions from both experienced contributors and first-time writers are welcomed. Main articles should normally be 3,000 to 3,500 words in length and should be submitted to one of the co-editors by email. Articles longer than 3,500 words can also be accepted by agreement. Shorter papers, opinion pieces or letters are also welcomed for the occasional 'debate' section. Please contact either Phil McCash or Hazel Reid prior to submission to discuss the appropriateness of the proposed article and to receive a copy of the NICEC style guidelines. Final decisions on inclusion are made following full manuscript submission and a process of peer review.

SUBSCRIPTION AND MEMBERSHIP

The journal is published in partnership with the CDI twice a year and is available both in print and online (Print ISSN 2046-1348; Online ISSN 2059-4879). Institutional subscription (online only) costs: £120 (plus VAT where applicable). Annual print subscription costs £30 UK, £35 Europe outside UK or £40 outside Europe, including postage. Individual online subscription costs £25 (plus VAT where applicable).

Membership of NICEC is also available (£65 pa or £50 pa for full-time students). Members receive the journal, free attendance at NICEC events and other benefits.

For information on journal subscription or membership, please contact Wendy Hirsh: membership@nicec.org

COPYRIGHT AND DISCLAIMER

Articles are accepted on the condition that authors assign copyright or licence the publication rights in their articles to the National Institute for Career Education and Counselling (NICEC). An important goal of NICEC is to encourage freedom of expression. Individual viewpoints expressed in the journal do not represent NICEC as a whole.

PUBLISHER

The *Journal of the National Institute for Career Education and Counselling* is published in partnership with the CDI by: National Institute for Career Education and Counselling (NICEC), Holmwood House, Farnham Road, Godalming, Surrey GU8 6DB.

www.nicec.org

EDITORIAL

- 2 This issue: an 'open call' for papers
Hazel Reid

ARTICLES

- 4 Changing employer practices in graduate recruitment: implications for career development
Wendy Hirsh, Emma Pollard and Jane Artess
- 11 Developing employability within a university engineering curriculum
Jonathan Cole and Tamsin Turner
- 18 Career trajectories for holding on and letting go
Bill Law
- 28 'The heart has its reasons that reason knows nothing of': the role of the unconscious in career decision making
Julia Yates
- 36 An exploration into the experiences of career provision by students in 21st century Nigeria
Abasiubong Ettang and Anne Chant
- 43 Career learning in schools in Scotland – past, present and future
Graham Allan
- 50 Further education learners' prior experience of career education and guidance: A case study of Chesterfield College
Amy Woolley and Tristram Hooley
- 57 Enhancing professionalism – progressing the career development sector
Claire Johnson and Siobhan Neary
- NEWS**
- 63 Publications
- 64 Forthcoming NICEC and CDI events

This issue: an 'open call' for papers

Welcome to this issue of the Journal of the National Institute of Career Education and Counselling. Normally the content of the journal revolves around a broad theme of interest to our wide readership, both in the UK and internationally, but for this issue we decided to have an 'open call' for papers. This allows us to attract authors who wish to publish in the journal, but who may struggle to fit their article into a stated theme at a particular point in time. The content for this issue is therefore eclectic, and, although five of the eight articles are focussed on research in a UK context, the discussion and debate will be of interest elsewhere.

The first two articles focus on Higher Education. First, **Wendy Hirsh, Emma Pollard and Jane Artess** report on a major study concerning the changing graduate recruitment practices of UK employers. The work involved in-depth interviews with 76 employers and 30 'stakeholders' in graduate employment, including university careers services. The qualitative data were complemented by analysis of existing quantitative data on graduate employment and a wide-ranging literature review. The article reports on selected findings relevant to career development professionals, including: the challenges for employers of attracting appropriate applicants; employers' generic skill needs and views on employability; the changing reasons and criteria for targeting specific higher education institutions; and employers' increasingly strategic use of work experience in graduate recruitment.

Next, **Jonathan Cole and Tamsin Turner** describe the use of case studies for incorporating a focus on employability in a higher education setting. They discuss how a professional studies module for a class of third-year aerospace engineers, provides insight into industrial challenges while at the same time promoting career development. The module was delivered mainly by industrial speakers and involved practical tasks and workshops. The authors state that a more sustainable employability curriculum now supports students in all four years of the School's three degree programmes,

offering a structured development of skills and sector understanding. A notable increase in students obtaining sandwich year placements has also been observed.

The next two articles introduce us to new concepts for the sector. **Bill Law**, always at the forefront of new thinking, reminds us that people are changing the ways they manage career and that careers work cannot afford to miss the opportunity this presents. And that, he states, calls for new thinking for a changing, challenging and crowded world. Seeing career management as a process of 'holding on' and 'letting go' is part of that thinking. Ideas about what is valued and what is not, are set out as a search for new meaning in policy, professionalism and practice. In expanding the careers-work repertoire, the article positions clients and students as agents of change.

Next, **Julia Yates** asks us to consider the role of the unconscious in career decision making – often a neglected area in the concepts and theories that underpin careers work. Like Bill, Julia suggests that the complexity of career paths in the 21st century has led to a rise in the number of career changes in a typical working life. Effective career practitioners, she argues, should have a good understanding of the unconscious processes of career choice. Once considered best ignored, the potency and value of these processes, including 'gut instinct', is now recognised. Drawing from decision theory, cognitive neuroscience and behavioural economics, Julia summarises evidence of the most common and effective decision making strategies used in career choice, and considers the implications for practice.

The fifth article moves us to an international perspective. **Abasiubong Ettang and Anne Chant** report on an illustrative research case study conducted to examine existing career guidance interventions available to two young people in different secondary schools in Nigeria. The aim was to explore their perceptions in terms of the subjective usefulness of those interventions in an educational and labour market context within a growing economy. Analysis

indicated that as well as access to careers guidance being inconsistent, the experience of the participants was that the existing provision was not sufficient to support them to develop an appreciable degree of independence, and the career management skills required to meet the demands of the 21st century labour market in particular, and life in general.

We then move back to the UK and consider career learning in schools in Scotland. **Graham Allan** provides a comprehensive overview of past and present policy development and insight into future policy initiatives. The article reminds us that whilst career education has never been statutory in Scotland, it has nonetheless been subject to the ebb and flow of government policy. At times this has been helpful, generating funding, guidelines and advice. Graham argues, however, that government engagement has also been characterised by short-termism and, often, wasteful repetition. In Scotland, 'by 2015', there will be a model that is underpinned by several new policy initiatives, one which locates learning about life and work within the curriculum, and one which provides more robust quality assurance arrangements. Graham hopes this could be the makings of a concerted national effort to improve career learning, rather than yet another short-term initiative.

The penultimate article is a case study in Further Education in England. **Amy Woolley and Tristram Hooley** explore FE students' prior experiences of career education. Their research draws on and extends the limited literature that exists around career support in further education. They describe how a mixed methods case study was used to explore students' experience of careers work prior to attending college, and then they examine the implications of this for the college's provision of career support. Findings indicate that the majority of students had limited contact with careers workers prior to their arrival at the college and, in instances when they had contact, often had a negative preconception of this contact. The findings are discussed with reference to the college's career education provision and the wider implications for the sector.

Finally, **Claire Johnson and Siobhan Neary** discuss the enhancements to professionalism for the career development sector in England. Much has changed in

the career development sector since the launch of the Careers Profession Task Force report, 'Towards a Strong Careers Profession' in 2010 (discussed in a previous issue of the NICEC journal). The report made recommendations for enhancing the professionalism of the career sector including the establishment of an overarching professional body, new qualification levels and common professional standards. The Careers Profession Alliance (CPA) and then the Career Development Institute (CDI), launched in April 2013, have striven to facilitate the sector to be stronger and more cohesive by addressing these recommendations. The article explores what was needed, what has been achieved and the plans for the future.

Before closing this editorial, it is worth highlighting that the journal is now available online – details on how to subscribe are included on page 63.

Hazel Reid, Editor

Further education learners' prior experience of career education and guidance: A case study of Chesterfield College

Amy Woolley and Tristram Hooley

This article explores further education (FE) students' prior experiences of careers education. The research draws on and extends the limited literature that exists around career support in further education. A mixed methods case study was used to explore students' experience of careers work prior to attending Chesterfield College and to examine the implications of this for the college's provision of career support. Findings indicate that the majority of students had limited contact with careers workers prior to their arrival at the college and, in instances when they had contact, often had a negative preconception of this contact. These findings are discussed with reference to the college's careers education provision and the wider implications for the sector.



Introduction

Further education (FE) is a varied and complex aspect of the English education system (Hillier, 2015). The sector includes private, voluntary and public institutions and covers both vocational and academic subjects from a basic level to postgraduate study. FE is a key progression route for school students. Students typically enter FE at either 16 or 18 although FE colleges also serve as the backbone of England's lifelong learning system. Consequently FE competes both with school sixth forms and with universities for students.

Schools have a vested interest in retaining students at 16 for reasons of funding. It is also frequently alleged that schools give greater prominence to higher

education (university) progression routes than to FE. Because of this the Association of Colleges (Fresh Minds, 2014) has stressed both the value of career guidance and the importance of this guidance being well appraised of the range of opportunities that exist within the FE sector. This article will explore these issues through a case study of Chesterfield College.

Recent policy in England

Policy support and funding for career education and guidance in schools has always been fragile and uncertain (Peck, 2004). However, since the election of the coalition government in 2010 there has been a considerable erosion of provision with the loss of Connexions as a national service (Hooley and Watts, 2011) and the transfer of the responsibility for career guidance to schools. This has resulted in the fragmentation of young people's opportunity to access career guidance with some schools maintaining or even improving services while others have allowed provision to decline (Langley, Hooley and Bertuchi, 2014; Hooley, Matheson and Watts, 2014). One of the key questions that the research presented in this paper will address is how far this shifting policy environment has impacted on the experience of young people who are progressing to further education.

Policy has also shifted for the provision of careers work in FE. In June 2013 new guidelines for securing independent careers advice for FE colleges were announced. This was subsequently updated in 2015 (DBIS and DFE, 2015) with a new version which built on the earlier version. The guidelines sought to ensure that students from Year 8 (ages 12-13) to the age of 18

receive careers advice. These guidelines are similar to those set out for schools albeit with some important differences. The main difference is that the guidelines for colleges, unlike those for schools, are only advisory. Furthermore, while schools have to secure access to independent careers advice (with 'independent' defined explicitly as 'external to the school'), colleges do not have to do this unless there are no existing advisers who can deliver the provision. This recognises the fact that many FE institutions have student support services which often hold the Matrix Standard (Watts, 2013) and that as a consequence have the internal capability to deliver high quality careers work.

Careers work in the case study college

Chesterfield College is a large FE college in Derbyshire. The college has around 3000 full time 16-18 students and 250 full time HE students. The college also has 5000 apprentices based across the county. Careers work is well established in the college and takes forms which are recognisable from other parts of the sector.

There has been limited research on careers work in FE (e.g. Hawthorn, 1996; Sadler and Atkinson, 1998; Watts, 2001; Mulvey, 2010). However, much of this work is increasingly out of date in a sector that has changed radically as a result of the policy of the previous government (Lupton, Unwin and Thomson, 2015). There is a desperate need to renew research interest in careers work in further education as it has received scant attention over recent years in comparison to schools. The consideration of this case study of careers work within Chesterfield College will hopefully provide a useful stimulus for wider research on the sector.

Mulvey (2010) characterises career education and guidance in FE as taking three main forms: (1) pre-entry guidance; (2) guidance delivered during the period of study; and (3) guidance delivered at the point of exit from the learning programme. This summary is echoed by Learning and Skills Improvement Service (LSIS) (2010) which states that careers provision in FE colleges:

Helps learners to reach their potential by ensuring placement on correct programmes, addressing barriers, supporting them on programmes to reach their learning goals and increase their employability, and facilitating next steps and progression. It also improves their ability to manage their career and pathway throughout life.

This model of provision is in evidence in the case study college with the principal writing that quality careers advice should be provided 'before and during their time at college' and that students should be helped to 'find the right route for success' (Culforth, 2015). The case study college also followed Watts' (2001) observation that career education in FE tends to be built into either a scheme of work or tutorial programme.

Careers provision in Chesterfield College has been judged to be of a high quality. The college's 2013 Ofsted report stated that throughout the college, 'particularly good information, advice and guidance ensure learners are on the appropriate programmes' (Ofsted, 2013a).

When the Ofsted inspection took place the college was about to roll out a new admissions process which included the provision of a careers interview for all full time courses and some part time course. Subsequently this pre-entry guidance has been deepened with more use being made of local labour market information. This is done via an online tool called careers coach that links careers with labour market information, to enable applicants to link the course with future careers. The increased prominence for pre-entry guidance is in response to the change in careers provision in schools. The focus on pre-entry guidance in FE was also supported by LSIS (Bowes, Bysshe, Neat and Howe, 2012) which found that good quality and timely pre-entry careers advice supported students to 'address diverse and complex needs and helps overcome barriers to accessing FE'.

Chesterfield College evidenced well developed and popular on-programme careers support for students. The guidance team offer one-to-one careers interviews to students, deliver group career learning sessions within the curriculum, and support curriculum

staff to use careers data gathered in the admission process and support students to develop their career researching skills and employability.

Finally, the case study college also provides a range of exit career support. When students are coming to the end of their course tutors support students with their options. If students are unsure, want to go into higher education or get a job or an apprenticeship then they are encouraged to access additional support from the college's guidance team. This kind of proactive approach has been developed in part because although many FE students intend to access career support many fail to actually do so (observed by Bowes et al, 2012). Consequently the college's proactive approach seeks to ensure that support is provided and employability is maximised.

The need for career support in relation to progression to further education

Many young people's career building is strongly influenced by their parents (Witherspoon, 1995; Foskett, Dyke and Maringe, 2004). However, by the age of sixteen, students are increasingly making their own decisions albeit often within the boundaries that are set explicitly or implicitly by parents. Around this point they are presented with a wide array of choices at both 16 and 18 including the possibility of studying in FE.

Many students indicate that they would like more help with career decision-making (Bowes et al 2005). Rather than drawing on written sources of information, students typically value the involvement of people who are involved in employment or have been in similar positions to themselves (Munro and Elsom, 2000; Blenkinsop, McCrone, Wade and Morris, 2006). Both Foskett et al (2004) and White, Rolfe and Killeen (1996) suggest that 'official' advice, often from teachers or other school staff is more influential than that of family and friends. Given this, the changes in the availability of career support in English schools offers a cause for concern.

There is considerable evidence that career education and guidance can support effective transition from school to further learning (Hooley et al, 2014). As well as supporting positive transitions career education can also support people to make more purposeful and sustainable choices. Kidd and Wardman (1999) found that students who had received a careers education at school were less likely to switch courses in post-16 education.

In addition there is evidence that there is a considerable student demand for career education and guidance. Demand can be difficult to measure in relation to careers guidance (Sullivan, 1999) as students may be aware of a need for help, but unaware that career guidance could potentially help them. However, recent research from the Confederation of British Industry (CBI) and Life Skills (2013) surveyed over 2000 14-25 year olds: 93% felt they were not provided with the information they needed to make informed choices on their future career; moreover, they were particularly badly advised about further education and other vocational routes. Around two-thirds of those surveyed had received guidance on more traditional routes, A-Level choices (62%) and university (65%); only a quarter (26%) had information on starting an apprenticeship; even fewer (17%) had guidance on which vocational qualifications might be available. Many young people felt that they wanted more information with respondents highlighting that they would like more information: on subject choices for GCSEs and A Levels (10%); on the educational pathways available (20%); from employers (16%); on work experience and internships; and on the value and relevance of qualifications (13%). Some of these findings were echoed by Ofsted (2013b) which found that many students wanted more career education and guidance and work experience.

The Association of Colleges (2014) examined some of these issues from the perspective of further education. In a survey of 341 sixth form schools and colleges the AoC found that less than half of these organisations identified that schools in their areas are providing students with independent careers advice about post 16 choices. Most respondents (74%) felt that careers advice in schools had got worse. The decline of career support in schools raises important strategic and moral questions for the FE sector about how to

ensure that school students are aware of FE, appraised of its value, and clear about how to transition from school to this sector.

Findings from the case study

This research project examined the experience of career education and guidance reported by college students who had left school the previous year. It also explored the careers support they would like whilst studying at the case study college. The research used a mixed methods approach which included a semi-structured focus group of 20 students, a survey of college students and the experiences of one of the authors of working within the college.

The survey sought to ascertain what careers advice and support students had received prior to applying to college and what students wanted from the careers service in order to develop it further. It gathered 452 responses. 40% of respondents were aged 16 with a further 56% being between the ages of 17-20. 55% were female and 45% were male.

The overwhelming majority of respondents (82%) reported that they had not seen a careers adviser prior to coming to college. A majority (72%) stated that they had never seen a careers adviser. Respondents gave a range of reasons for not accessing career support including: 'didn't get much info on who to talk to'; 'spoke about [careers] to tutors'; and 'because I already knew what I wanted to do'. Some respondents stated that they were not given the option to see a careers adviser; that they did not get enough information about who to speak to, that they did not think they had access to a careers adviser at school or that 'no one at school was bothered'. To compensate for this lack of career support at school, many respondents reported seeking advice at college open days or from advisers at the college. Despite this mixed set of experiences the majority of respondents (59%) stated that they would be interested in accessing career support at college.

Students were asked what careers support they had accessed. The most common answers are given in table 1.

Table 1:
Before you came to college, what careers help did you have? (Most common answers)

None	37%
Connexions	20%
Tutors	2%
Parents	2%

When students were asked in the questionnaire how they would rate the career support they had at school less than half rated it as good or excellent.

The majority of those that had received no careers advice prior to attending college stated that they would like to see a careers adviser in the future. One respondent stated that 'I have never seen a careers adviser so I would like to see one to see what information they give out' another respondent felt that it would be helpful to see someone about their career rather than having to make all of their choices on their own. A minority of respondents (19%) had already taken up this kind of support since arriving at the college. Of the rest 31% stated that they wanted 'support with job search', with a small minority of respondents also asking for support with UCAS or CV writing.

The survey therefore suggested that many college students had limited experience of accessing career support prior to entry in the college. It also suggested that many were keen to access more support now they were enrolled in the college. The focus group discussions then explored these findings in more depth.

The first discussion centred around previous careers education experience. Several of the students commented on the quality of external careers providers which the school had. One student claimed, 'We had to "do everything ourselves" in terms of researching their own careers options. One found that careers advisers in school had 'placed them on the wrong course' so opted to ask family members or teachers for advice. Several students suggested that more one-to-one support would have been more useful. Careers lessons in school were criticised as

they were not a formal part of the curriculum as one respondent explained 'At our school it was an additional lesson. It wasn't a part of the curriculum. You chose whether you did it or not.'

The second discussion concerned the students' ideas about what careers support they would like to see in the college. Some students stressed the importance of one-on-one support and a 'bigger presence' from the careers team. Many also wanted their course tutors to give them clear advice on careers linked to their course.

Conclusions

Recent policy has resulted in a decline in the quality and quantity of career support that is available in the school system. Given this, it is likely to be important for FE colleges to monitor new students' experience with careers education and guidance to better understand how the changes in schools are impacting on students' educational and career decision making as well as on their understanding of career education and guidance.

The case study demonstrates that respondents have had a mixed experience of careers guidance and support at school. In developing provision within FE it is important that colleges recognise this mixed experience and put in place measures to support applicants. This may include the delivery of key services such as pre course career support, as well as the college seeking to inform students' understanding of the value of career support and what to expect from this.

This case study does not claim to be representative of wider experience in the FE sector. However the findings chime with wider research and suggest that the cuts to school based career support may require a creative response from FE colleges. Mulvey's description of FE careers provision is useful in creating a structure against which this activity can be organised.

In the case study institution the following strategies have been adopted to try and address this.

Pre-entry provision. Allowing applicants to access one-to-one advice and group

sessions prior to enrolment to ensure that they are on the correct path for their career and that they are aware of their progression options. The college has also been evaluating the new admissions process to explore its impact on students and ascertain how it influences students' use of career support services within the college. The College has also begun to deliver an impartial career service with a local school and is looking to expand this into other schools as part of becoming a careers hub (as described by AoC and LSIS, 2012) for the area.

On-programme provision. Ensuring that students have access to high quality guidance whilst on-programme particularly where they need advice on how any choices, such as dropping out or switching programme, might impact on their careers.

Exit provision. Providing high quality careers programmes informed by labour market information. This includes both provision delivered through the central guidance team and that provided by tutors within subject areas.

It is evident from the literature and this current study that colleges have an important role with respect to offering careers support to potential and existing students. This article has explored how this role is discharged by one college, but it is evident that more needs to be done with regard to careers research in FE to ensure that students in FE are not forgotten and practice within the sector continues to develop.

References

- Association of Colleges and LSIS. (2012) *Career Guidance in Colleges Increasing National Careers Service Co-location with Colleges and the Role of Colleges in Providing a Service to Schools*. http://www.aoc.co.uk/sites/default/files/Careers_Guidance_in_Colleges_full_report.pdf (Accessed 21st July 2015).
- Association of Colleges (2014) *Association of Colleges Membership Survey of Careers Advice and Guidance*. London: Association of Colleges.
- Blenkinsop, S., McCrone, T., Wade, P. and Morris, M. (2006) *How Do Young People Make Choices at 14 and 16?* (DfES Research Report 773). London: DfES.
- Bowes, L. Bysshe, S., Neat, S. and Howe, P. (2012) *Complex Needs, Complex Choices: The Role of Career Learning, Information, Advice and Guidance in the Further Education and Skills Sector*. London: LSIS.
- Bowes, L., Smith, D. and Morgan, S. (2005) *Reviewing the Evidence Base for Careers Work in Schools*. Derby: Centre for Guidance Studies, University of Derby.
- Confederation of British Industry (CBI) and Barclays LifeSkills. (2013) *93% of young people are not getting the careers information they need*. <http://www.cbi.org.uk/media-centre/press-releases/2013/11/93-of-young-people-are-not-getting-the-careers-information-they-need-cbi/> (Accessed 22nd July 2015).
- Culforth, S. (2015) Support is Key for pupils. *Derbyshire Times*, 30th April 2015.
- Department for Business Innovation and Skills and Department for Education (2013) *Securing Independent Careers Guidance for General Further Education Colleges and Sixth Form Colleges*. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/207240/Securing-Independent-Careers-Guidance.pdf (Accessed 21st July 2015).
- Department for Business Innovation and Skills and Department for Education (2015) *Securing Independent Careers Guidance for General Further Education Colleges and Sixth Form Colleges*. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417426/Careers_Guidance_College_Guidance_March_2015.pdf (Accessed 21st July 2015).
- Foskett, N., Dyke, M. and Maringe, F. (2004) *The Influence of the School in the Decision to Participate in Learning Post-16*. London: Department for Education and Skills.
- Fresh Minds (2014) *Career Guidance: Guaranteed*. London: Fresh Minds.
- Hawthorn, R. (1996) Careers work in further and adult education, in Watts, A.G., Law, B., Killeen, J., Kidd, J.M. and Hawthorn, R. (Eds.), *Rethinking Careers Education and Guidance: Theory, Policy and Practice*. Routledge, New York, NY.
- Hillier, Y. (2015) England: Further and adult education. In Brock, C. *Education in the United Kingdom*. London: Bloomsbury.
- Hooley, T. and Watts, A.G. (2011) *Careers Work with Young People: Collapse or Transition?* Derby: International Centre for Guidance Studies, University of Derby.
- Hooley, T., Matheson, J. and Watts, A.G. (2014) *Advancing Ambitions: The Role of Career Guidance in Supporting Social Mobility*. London: Sutton Trust.
- Kidd, J. and Wardman, M. (1999) Post-16 course choice: A challenge for guidance, *British Journal of Guidance and Counselling*, 27, 2, 259-274.
- Langley, E., Hooley, T. and Bertuchi, D. (2014) *A Career Postcode Lottery? Local Authority Provision of Youth and Career Support Following the 2011 Education Act*. Derby: International Centre for Guidance Studies, University of Derby.
- Lupton, R., Unwin, L. and Thomson, S. (2015) *The Coalition's Record on Further and Higher Education and Skills: Policy, Spending and Outcomes 2010-2015* (Working Paper 14). London: Centre for Analysis of Social Exclusion.
- Learning and Skills Improvement Service (2010) *Career Learning for the 21st Century Effective Practice and Partnership Working*. London: LSIS.
- Mulvey, R. (2010) Career guidance in England: retrospect and prospect, in *British Journal of Guidance and Counselling*, 34, 1, 13-30.

Munro, M. and Elsom, D. (2000) *Choosing Science at 16: the Influence of Science Teachers and Careers Advisers on Students' Decisions about Science Subjects and Science and Technology Careers*. (NICEC Project Report). Cambridge: Careers Research and Advisory Centre.

Ofsted (2013a) *Chesterfield College: Further Education and Skills Inspection Report* (Inspection Number: 423356). Manchester: Ofsted.

Ofsted (2013b) *Going in the Right Direction? Career Guidance in Schools from September 2012*. Manchester: Ofsted.

Peck, D. (2004) *Careers Services: History, Policy and Practice in the United Kingdom*. London: RoutledgeFalmer.

Sadler, J. and Atkinson, K. (1998) Managing guidance in further education, in Edwards, R., Harrison, R. and Tait, A. *Telling Tales: Perspectives on Guidance and Counselling in Learning*. Abingdon: Routledge.

Sullivan, S. (1999) The changing nature of careers: A review and research agenda. *Journal of Management*, 25, 3, 457–84.

Watts, A. G. (2001) Career education for young people: rationale and provision in the UK and other European countries. *International Journal for Educational and Vocational Guidance*, 1, 3, 209–222.

Watts, A.G. (2013) *Statutory Guidance for Further Education and Sixth Form Colleges* (Careers England Policy Commentary 22). Careers England.

White, M., Rolfe, H. and Killeen, J. (1996) *Feasibility Study on the Evaluation of Guidance for Employed Adults* (Department for Education and Employment, Research Studies RS20). London: HMSO.

Witherspoon, S. (1995) *England and Wales Youth Cohort Study: Careers Advice and the Careers Service: The Experiences of Young People*. Sheffield: Department for Education and Employment.

For correspondence

Amy Woolley,
Guidance and Admissions Manager,
Student Services, Chesterfield College

woolleya@chesterfield.ac.uk

Tristram Hooley,
Professor of Career Education,
International Centre for Guidance Studies, University
of Derby

t.hooley@derby.ac.uk