

IAAG in a post-Browne world

Andy Gardner JFS School

“Same but different”

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SAME★DIFFERENCE

SAME- Managing the blend

- UCAS process
- Information sources inc websites
- Work experience/taster courses
- Alumni
- Third sector
- **Advice and guidance**

What is HE Advice?

The careers officers' work is basically concerned with the wise choice of employment and with the continued education and /or choice of training which may be involved

Catherine Avent, *Careering Along* 1975

Updated to 2008

A community within the ICG for practitioners who are concerned with guidance issues related particularly to entry to higher education and also the graduate employment implications of those choices.

Andy Gardner www.icg-uk.org

Can't see the wood for the trees









Prawn cocktail description 1

Succulent organic North Atlantic prawns in a rich tangy marie-rose sauce served on a crisp bed of iceberg lettuce

Prawn cocktail description 2

Prawns in tomato
ketchup and salad
cream

Get Your Anorak!!!!!!!

- Warm and empathetic
- Guidance skills
- Constantly improving knowledge levels

FIRST — Bedford 1982

- **Focus** – to what extent have you narrowed down your options
- **Information** – how well informed are you
- **Realism** – how realistic are you given your own capabilities and the constraints of the labour market
- **Scope** – how aware are you of the range of options available
- **Tactics** – do you know how to put your plans into action

Focus - Choose course

Stage 1

A Levels/Btec Nat

Career Ideas

New Interests

Stage 2

Course Content

Predictions

Ratings

Location

Social Reasons



Interview Structure

“Without this firm base, the interview will resemble a cosy chat....Without a structure, both the student and the adviser will feel lost and flounder without direction, with a consequent raising of levels of stress and dissatisfaction for both.”

Guidance in two stages

Not as strange as you think!

- Schools – Primary then Secondary
- Housing – Flat then House
- Partner – Fun then security

There may or there may not be a
connection between Course Choice and
Career Choice

The impact of your degree choice

- Vocational Degree (Ronseal)
- Vocational Degree (Professional Accreditation) prospects not guaranteed!
- Vocational Degree (Mock vocational)
- Non-vocational Degree
 - They have a plan and know how to action it
 - They don't have a plan

Where and when?

- “ The older the student, the more effective the interview; sixth form interviews were more effective than those with fifth years, which in turn were more effective than those with fourth year interviews”
- “ Clinic interviews were more effective than blanket interviews”

Bedford 1982

Beware – why you are needed!



[Home](#) » Preferences

Preferences

- | | |
|--------------------------------------|--------------------------|
| 1 . Scotland | <input type="checkbox"/> |
| 2 . Northern Ireland | <input type="checkbox"/> |
| 3 . Northwest | <input type="checkbox"/> |
| 4 . Northeast | <input type="checkbox"/> |
| 5 . Wales | <input type="checkbox"/> |
| 6 . West Midlands | <input type="checkbox"/> |
| 7 . East Midlands | <input type="checkbox"/> |
| 8 . Southwest | <input type="checkbox"/> |
| 9 . Southeast | <input type="checkbox"/> |
| 10 . London | <input type="checkbox"/> |
| 11 . East Anglia | <input type="checkbox"/> |



Pick the course level(s) you would like included.
The UCAS Points Tariff is shown in brackets.

- | | |
|--|-------------------------------------|
| Highest Entry Requirements (350 pts +) | <input checked="" type="checkbox"/> |
| High Entry Requirements (250 - 350 pts) | <input checked="" type="checkbox"/> |
| Middling Entry Requirements (150 - 250 pts) | <input checked="" type="checkbox"/> |
| Lowish Entry Requirements (Fewer than 150 pts) | <input checked="" type="checkbox"/> |

Pick the University or College types you would like to study at. You can pick more than one if you like.

- | | |
|--|-------------------------------------|
| A traditional, established university | <input checked="" type="checkbox"/> |
| A more recently established university | <input checked="" type="checkbox"/> |
| A specialist college/university | <input checked="" type="checkbox"/> |
| A vocationally orientated college | <input checked="" type="checkbox"/> |

Pick the Course Type you are interested in. You can pick more than one if you like.

- | | |
|--|-------------------------------------|
| Degree (normally 3+ years) | <input checked="" type="checkbox"/> |
| Foundation degree (normally 2 years) | <input checked="" type="checkbox"/> |
| Diploma (normally 2 years) | <input checked="" type="checkbox"/> |
| Certificate (normally 1 year) | <input checked="" type="checkbox"/> |

Compare unis and colleges in the UK

Unistats is the official website here to help you compare subjects at unis and colleges in the UK.

Quick search

What subject are you interested in?

and/or

Which uni or college are you interested in?

Search

Login to your shortlist

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UCAS points on entry

	UNIVERSITY OF BIRMINGHAM: Business and Administrative studies (<u>f/t</u> , <u>f/d</u>)	
		Add to shortlist
119 or below		
120 to 159		
160 to 199		
200 to 239		
240 to 279	1%	
280 to 319	4%	
320 to 359	19%	
360 to 399	27%	
400 to 439	23%	
440 to 479	12%	
480 to 519	10%	
520 to 559	4%	
560 to 599	1%	
600 or more		

Different

- Fees
- Aim higher
- Connexions
- Education bill
- Light-touch OFSTED
- From feast to famine

The UCAS finance portal



Point to Nick Clegg on social mobility

“that because of the destruction of Connexions, the ending of Aimhigher and LLNs, the ending of CEG and WRL legislation and the lack of interest OFSTED has in IAG, there will be no structures to put his ideas into place and there will be no one to check whether his ideas are being put into place. “

The education bill

- Careers education and careers guidance that pupils receive in the future will, be determined by individual schools.
- Schools should not use this reduction in prescription as an excuse to cease to provide careers education and guidance.
- They should use the increased freedom to explore more effective approaches to supporting pupils' progression and transition on to higher education and other options.
- We know that pupils who have experienced good quality careers education and guidance are more likely to achieve better examination results and to make successful transitions into further and higher education, and are less likely to drop out or switch course.
- Schools provide careers education and guidance not because the Government tells them to but because they see the value for pupils.

David Andrews

Senior Fellow, National Institute for Careers Education and Counselling - from AHEAD published by the SSAT

My boss says.....

- There is a close interrelationship between good teaching and good guidance
- Well taught students will perform better, realistically aim for universities and be better prepared for independent learning and success once there.
- Guidance can act as the 'glue' here, helping provide students with high ambitions, showing them what is feasible and realistic
- Good guidance can also serve to help pick up the pieces when a student has underperformed,, the ability to consult a well informed guidance expert can help the Sixth Form team refocus and remotivate a student who may have wanted to just give up.
- Its all about improving life chances- and top quality IAG certainly does that!

Higher Education

Where to study?

What to study?

How to apply?

Student finance?

When to apply?

Entry Requirements?

Graduate Jobs?



*Are you expected to know the answers? Are they turning to you for advice?
Then LSBU may have the course for you.*

**Advisers' Certificate
'Applying to Higher Education'**

Known unknowns

- Will there be a career guidance work force?
- How will you enter it?
- Will it be trained?
- Who will do the work?
- Will it be inspected?