



About The IMI (Institute of the Motor Industry)

Established in 1920, The Institute of the Motor Industry (IMI) is the professional body for those working in the automotive retail sector. It is also the Government-licensed Sector Skills Council, and an Ofqual accredited awarding body. Representing more than 750,000 workers in the sector, and around 75,000 registered automotive retail registered businesses, the IMI works with employers and those in the sector to ensure professional standards are upheld and maintained, and also that we attract the best and right new talent into the industry.

As a sector, we currently see around 12,000 learners completing apprenticeships in the automotive retail sector per year (across the UK), but in order that the sector progresses and does not stand still – we need to increase these numbers to ensure that there are sufficient numbers entering this exciting and vibrant sector. The automotive retail sector has for many years relied on apprenticeships to see the introduction of new talent into the sector, but with the perception of the sector often conveyed on the television as ‘under the arches’ and ‘in dirty overalls’ rather than the reality of the high technologically advanced sector, cutting edge – which relies more on technological advancements and understanding than ever before. We are, I think it is fair to say, not being helped by impartial career advice and guidance. Often where this is being delivered in schools, who might have different challenges and targets, by some who have no experience or knowledge of the sectors which they are talking about - this will always be the case.

To support the comments in this submission, we include a couple of links to the publicity that the IMI has had specifically around the careers, advice and guidance:

Channel 4 New Coverage:

http://link.brightcove.com/services/player/bcpid601325122001?bckey=AQ~~,AAAAEabvr4~,Wtd2HT-p_Vh4qBclZDrvZlvNCU8nxccG&bctid=4427551973001

<http://www.theimi.org.uk/news/does-raised-education-or-training-participation-age-mean-schools-will-hold-pupils-maintain>

<http://www.theimi.org.uk/news/motor-industry-chief-warns-imminent-skills-shortage>

<https://www.youtube.com/watch?v=v-MAt1aHBH8>

https://www.youtube.com/watch?v=fwTfsifgE_A

<https://www.youtube.com/user/theimivideo/videos>

<http://www.theimi.org.uk/news/government-must-address-careers-advice-if-it-expects-attract-16-18-year-olds-apprenticeships-0>

The quality and impartiality of careers advice and guidance

The IMI has been campaigning recently, because it is the strongly held view, supported by research, that there is inconsistent careers advice and guidance been given out at schools to prospective learners, and worse, some are actively being encouraged to stay in academic subjects rather than given the full breadth of the options. In



In addition, it is felt that there is a real challenge to ensure that Apprenticeship routes are not just seen as the route for those whom are not 'academic'. This is the real challenge that we see, needs to stay. In addition, not only does it need completely impartial advice and guidance giving to all learners, but also the parents who also still hold perhaps a negative view of apprenticeships.

As mentioned above, it is felt that where budgets are tight in schools, and where there is a real leaning towards performance and league table achievements, this impacts on the impartiality of the advice and guidance being given to learners about vocational routes, occupations and opportunities available. In addition, the support given to those delivering careers advice and guidance is, at best, inconsistent, and it must ensure moving forward that those delivering careers advice and guidance are given the most up-to-date and comprehensive information available about the very different sectors and opportunities available.

The IMI believes that engaging with employers in the sector to really impart current experiences to learners on the options available to them for the occupations available to them, is the most powerful way of communicating with learners, and whilst this may not be achieved face-to-face, technologies should be used like videos etc to really support delivery of careers advice and guidance.

How careers advice in schools and colleges can help to match skills with labour market needs

The IMI believes that this is where true partnership working needs to be embraced with key stakeholders, and it needs to be done on a consistent basis in and across local areas rather than in an adhoc way. There needs to be true partnership working employed between employers, Local Enterprise Partnerships, local councils and the funding agencies to ensure that skills priorities are being clearly highlighted to local schools. We need to ensure, as many schools are currently doing, that the role of careers advice isn't given as an 'add on' for a teacher to do, but that where possible, they have roles whose specialisms are careers advice and guidance and who must keep up to date with developments of occupations in the sector.

What is needed to support this is sector and labour market intelligence as well as the key relationships, and it is the IMI's view that professional bodies can also provide valuable input into this.

The role of the new Careers and Enterprise Company and its relationship with other bodies such as the National Careers Service

What should be a key consideration is the availability of information for careers advisers to be able to deliver impartial advice and guidance to learners. We therefore believe that it should be a key mandate for the new Careers and Enterprise Company to ensure the collation of information around sectors and occupations and for this to be disseminated on a National level. In addition, there should also be the driver to ensure that careers advice and guidance is effectively measured to ensure that this is delivered to the highest standard.

We would advocate that the new Careers and Enterprise Company utilises materials and collateral that are already available, rather than starting again, and we believe that it is absolutely key that professional bodies should be involved at a sector, Nation-wide level to assist in ensuring that the information being circulated is up-to-date.

For example the Institute of the Motor Industry offers a range of services, developed in partnership with employers in the sector, to support the Automotive Industry including careers information (<http://www.autocity.org.uk/>) and job vacancies (<http://jobs.theimi.org.uk/>) which could be of use to a careers advisor.

The balance between national and local approaches to careers advice



Whilst we appreciate that there may well be different local market needs in terms of careers (as discussed in the question above), we also believe that the greatest challenge is consistency of high quality, impartial careers information and guidance given on a national and local level. For a sector like automotive retail, whilst the sector needs and demands might be slightly different the roles and information relating to those roles in the sector will be fairly consistent (everyone needs motor repair and maintenance), and we therefore believe that if you have a consistency in the information then this can be rolled out on a national and local approach, providing there are effective communication channels to support this. This is where we believe that linking in with professional bodies is key to ensuring that this is a success.

The Potential for employers to play a greater role in careers advice:

It is vital for young people to have exposure to employers and the real working world in order to give them current and realistic information on different industries first hand.

This could be taken forward by more employers coming into schools to give a presentation on their specific industry, the types of roles available, what those roles entail and entry/progression routes. This could also entail a demonstration, if possible, based on the industry to create interest. It would also give young people a chance to ask questions gaining valuable information from someone with current information and experience in that field. As well as employers coming into schools to give a presentation it could also be useful for schools to arrange more visits to different places of work. This would give young people a chance to see firsthand what different environments are like.

Work experience is also extremely valuable for young people. It gives them the opportunity to sample what working life in a specific area of their interest may be like. This type of experience could also lead to a job for them following on from leaving school as it gives them a chance to show case their willingness and abilities to an employer. Young people also benefit by learning life skills to be used in the future.

Careers advisors could also familiarise themselves with industry organisations that have strong links with employers and valuable information on specific sectors. For example the Institute of the Motor Industry offer a range of services to support the Automotive Industry including careers information (<http://www.autocity.org.uk/>) and job vacancies (<http://jobs.theimi.org.uk/>) which could be of use to a careers advisor. The careers information could be of particular use as it also contains videos of real life automotive employees discussing what particular job roles are like.

Careers advice and apprenticeships:

Young people need to be offered information on all routes available to them post completion of their GCSE's. Apprenticeships however seems to be a route that is not always discussed in any detail, and certainly not in an impartial way.

Careers advisors could work closely with local apprenticeship training providers, and professional bodies, to gain information about what is involved in different apprenticeships – but also the information about the different occupations available and progression routes. Careers Advisors could also use links with training providers to access apprentices who may be able to come into schools to talk to young people about their experiences as an apprentice. What we absolutely need to ensure is that, in adherence with the Government's ambitions, that apprenticeships are seen as the 'new norm' and not the lesser cousin to the academic routes.



To achieve this, apprenticeships must be given equal airing to the academic routes, and we believe that schools should be measure by Ofsted to look at the careers advice and guidance, but also progression routes and numbers to ensure that sufficient numbers (whatever this might be defined as) are looking into apprenticeship routes. It should also be ensured that this is a mix of student ability.

James Stockdale
Head of Policy and Standards
The Institute of the Motor Industry (IMI)

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