

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: England [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

Clare MacDonald, Department for Education

Alison Britton, Department for Education

Jan Ellis, Career Development Institute

Steve Stewart, Careers England

Dr Siobhan Neary, the International Centre for Guidance Studies, University of Derby

2. What are the key aims your country has for participating in this symposium?

The England team welcome the opportunity to share good practice and innovative methods in the delivery of career development practice with young people and adults and to learn from international colleagues.



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

In 2017 the government launched a number of strategies focusing on the need to have an infrastructure which will contribute to social mobility, productivity and skills development. The Industrial Strategy (2017) aims to create an economy in which good jobs and greater earning power are a central component. It recognises the need for young people and adults to have access to careers information and guidance, to plan for a longer working life and to connect employers, education and local government in shaping post- 16 education, training and career guidance. The Industrial Strategy promised a careers strategy to help achieve this which was published in December 2017.

The Government's careers strategy (2017) sets out a plan to build a world class careers system for young people and adults with a particular focus on supporting social mobility. Central to this was the expectation for schools and colleges to meet the requirements of the Gatsby Benchmarks, which outline the core elements of world class careers guidance for young people, based on the best international and domestic evidence. The strategy was supported by statutory guidance for schools and colleges outlining an expectation for schools and colleges to meet all eight benchmarks by the end of 2020. In relation to other parts of the sector the strategy called for all adults to have access to face to face advice with a particular focus on extended working lives for most people. The National Careers Service is the agency which provides comprehensive careers advice services for adults in England and a more limited offer for young people aged 13 and over. The newly commissioned service has a particular focus on people with special educational needs and disabilities, people who are low skilled, single parents and older workers who are unemployed or at risk of redundancy.

The introduction of the careers strategy is a culmination of government changes that have brought career guidance policy for young people and adults collectively within the Department for Education and within the portfolio of a single Minister. The National Careers Service and the Careers and Enterprise Company have been constructed with complementary roles and remits. There is a call for greater coherence still and an increased focus on lifelong guidance. There is a recognition that there has been increased funding made available within the career development sector. The Government has committed to invest over £70million until 2020. Although this is still not at previous levels of investment it is a step in the right direction.

Industrial Strategy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf

Careers Strategy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

Good Guidance and Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Statutory Guidance for Schools and Colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/749151/Careers_guidance-Guide_for_colleges.pdf

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Brexit - a lack of clarity for the future of the British economy and the workforce. There are specific concerns around skills shortages in NHS, engineering, construction etc
2	Increased disparity of the working population with high levels of people in work poverty, student debt, a lack of decent work and specifically zero-hour contracts. This is likely to be exacerbated further by Brexit.
3	Vocational and technical education - an increased focus on employability through the introduction of new qualifications, apprenticeship which aim to make young people better ready for the workforce. There is a focus on re-training for adults but limited opportunities for adult education
4	Access to lifelong career guidance - much of the public focused resource is focused specifically on deprivation and targeted priority groups. Web based resources are available to other citizens to support career development or career change. There is also a shortage of careers advisers to provide increased levels of support and to meet policy objectives

5	Social mobility - increased policy focus to address this through Opportunity Areas, National Collaborative Outreach Programmes, Career Guidance etc
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5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Career development is perceived as playing a number of roles in addressing these specific challenges. The focus within the careers strategy and the statutory guidance for schools and colleges locate education and training as the context in which social mobility can be specifically addressed. As such Careers Leaders in schools and colleges, career practitioners and employers are perceived as having a coordinated role in raising young people's aspiration, expectations and increasing their awareness of opportunities available to them. Within the adult sector the National Careers Service is funded on a payment by results basis emphasising the need for customers to develop career management skills allowing them to independently construct their careers using a range of digital tools, resources and support from the National Careers Service and other agencies. The community based, adult-facing element of the service is however targeted to priority groups and therefore fewer channels of support are made available for career change or customers outside the priority groups due to the funding model.

The Careers & Enterprise Company, an independent company that receives grant funding from government, was established by government to build an infrastructure whereby educational institutions can link with employers more purposefully through the establishment of an Enterprise Adviser Network. 2,091 Enterprise Advisers, or senior business volunteers, have been working with over 2000 schools and colleges in England (2018). They have been highly instrumental in helping to establish more meaningful employer-led activities using the Gatsby Benchmarks as a framework. Within Higher Education university careers services have become the focus for ensuring that graduates are maximising their higher education through attaining 'graduate level jobs' and 'graduate level income'. This is achieved through providing students with a range of opportunities including connecting with employers, work experience/internships/placement, mentoring/volunteering and jobs which will build their career readiness and career management skills. As such employability is an institutional priority linked to league tables, this priority has had a significant influence on the development of HE Careers Services and how they work with students.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

The policy imperatives locate career development programmes as having a significant role in addressing many of the country's most pressing challenges. The policies presented in Q3 focus on many of these issues. Key issues include the need to address skills mismatch, skills shortages,

engagement in STEM, increased productivity and the evolving world of work as a result of globalisation and technological advancement.

In relation to social mobility, the adoption of the Gatsby benchmarks constructed through research to establish what good guidance looks like, aims to provide all young people with a strong foundation which will raise aspiration, enhance career informed decision making and ensure young people can maximise and create social networks. The support for young people has been de-centralised and focused on identified areas of need and deprivation. An example of this is the introduction of 12 Opportunity Areas in England aimed at improving social mobility for young people through education-based initiatives. Together with 20 Career Hubs, which are clusters of schools and colleges working with employers, Universities and training providers to achieve the Gatsby Benchmarks, they aim to improve outcomes for all disadvantaged young people within their local area.

Allied with this is the National Collaborative Outreach Programme which is focused on supporting disadvantaged young people into higher education and to aspire to better opportunities. The Industrial Strategy (2017) clearly locates career development as a mechanism contributing to reskilling people, increasing productivity, addressing social mobility, attracting people to STEM careers, encouraging people to remain in the workforce for longer and the establishment of technical/vocational qualifications and apprenticeship as viable alternatives to traditional higher education. The newly commissioned National Careers Service emphasises the importance of digital first and creating customer friendly tools that can support people to navigate their career journey more independently. Thus, supporting customers to develop increased digital career management skills. Career development practitioners are perceived as having access to and potential influence with individuals and to support the government in achieving highly needed economic and social change.

7. What groups of people can access career development programmes and services and what groups are excluded?

The focus of career development programmes is to support social mobility and disadvantaged groups. This focus is reflected in the design and delivery of the National Careers Service. Young people in schools, colleges, technical and vocational training and higher education will have varying degrees of access to careers guidance. The State of the Nation Report by The Careers & Enterprise Company presents that schools and colleges in disadvantaged areas are serving their communities well, (www.careersandenterprise.co.uk/stateofthenation). The introduction of the statutory guidance provides a policy driver for schools to deliver careers support. However, young people who are not in school or college may find it harder to access support. The National Careers Service offers telephone and online careers guidance for young people from age 13 onwards and face to face services for adults aged 19+. Although a universal service is available to all adults through telephone, web based and face to face, the nature of the funding focuses the provision on priority groups which include 18-24 years olds not in education, employment and training, low skilled adults, adults unemployed for more than 12 months, single parents , adults with special educational

needs/disabilities and adults aged over 50 who are unemployed or at risk of unemployment. Students in further education and higher education also have access to careers guidance. The FE sector is working towards the Gatsby benchmarks and students in HE also has access to extensive provision, which is often integrated within academic disciplines and the curriculum.

Employers are increasingly focusing on career development and as such should not be forgotten. However, there is limited access to careers support for those in employment unless it is paid for by the individual. Relatively few, large employers provide support from trained career coaches and this is rarely sustained over time. Some employers either train up members of the workforce or members of their HR function or give advice (mostly on learning opportunities) through Trade Union representatives in the workplace. Employers may provide external support for staff if down sizing or making staff redundant, this is likely to be through the Public Employment Service, the National Careers Service or an Out Placement provider. Employers have a particular interest in retaining and developing their most skilled employees, including senior employees, selected entrants (eg apprentices and some graduate recruits) and some groups with scarce skills. In those organisations, in both public and private sectors, so-called 'talent management' approaches develop the potential of selected employees and this will often include personalised assessment, coaching and career advice, usually from line managers or learning and development professionals. These organisations tend to be sophisticated, but are not necessarily large.

In the recent budget the Government has announced £100million for the first phase of the National Retraining Scheme. The scheme will include access to career development services to help identify work and the skills required to progress into employment.

Overall coverage is relatively good, however there are gaps with some young people and adults not having access to the careers support they may need. Adults who are career changers or highly skilled are more likely to try and access paid for services, also graduates who have left the geographical area that their University was situated in may not be able to access support. Most universities will provide ongoing support for students once they have graduated. Other groups that may struggle to get support unless meeting the criteria for priority groups are carers and educated/skilled women returners.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

There is limited engagement in broader structures to incorporate user voice within the construction of services. However, the National Careers Service allocates funding through a payment by results model which includes customer satisfaction as an outcome. They also undertake extensive follow-up with customers to obtain feedback on services and customer needs, DfE 2016 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524082/NCS_report_May_2016.pdf).

National Careers Service also collect case studies which are used to provide examples of how the services has supported individuals to manage their careers. Within the wider careers initiatives and

the Careers & Enterprise Company evaluations and impact measurements take place which will draw in customer feedback and views.

The Careers & Enterprise Company is working with charity Youth Employment UK to do more work on taking account of the youth voice through the Youth Voice Census. This captures young peoples views on careers support and how this contributes to their future.

<https://www.youthemployment.org.uk/dev/wp-content/themes/yeuk/youth-voice-census-report-oct-2018.pdf>

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

The UK-wide professional body, the Career Development Institute (CDI) has a Code of Ethics which all members (4,500) are required to work to. This code comprises 11 ethical principles- <https://www.thecdi.net/Code-of-Ethics>. The principles are supported by a series of case studies and a legislative matrix which aim to enhance practitioner understanding their practice from an ethical perspective combined with advice on how they might address ethical dilemmas. The code of Ethics was updated on 1st January 2019 to ensure that it evolves to meet the needs of practitioners and best practice in the delivery of careers and personal guidance. The CDI is supported by a Professional Standards Committee which acts as the guardian of the standards and disciplinary body for the Association if required.



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

The Department for Education (DfE) is the primary ministry responsible for youth and adult career development policy and funding in England. The Education and Skills Funding Agency deliver the National Careers Service on behalf of the Department and The Careers & Enterprise Company are the primary body implementing the Government's careers strategy in schools and colleges. Universities provide dedicated careers services for their students and graduates and is supported by the Association of Graduate Careers Advisory Services (AGCAS).

The Department for Work and Pensions (DWP) have responsibility for the Public Employment Service delivered through Jobcentre Plus (JCP). The service to customers is supported by National Careers Service providers who are frequently co-located within JCP locations. In addition JCP have also provided a Support for Schools initiative where by Work Coaches provide advice to young

people in schools about apprenticeships, traineeships and vocational routes into employment. More recently DWP have been working with National Careers Service on the Fuller Working Lives initiative to support older workers to remain in the workforce, retrain and to work with employers to recruit older workers.

The Department for Education (DfE) hold responsibility for the careers portfolio, but staff regularly meet with colleagues in other Ministries, including the Department for Business, Energy and Industrial Strategy, Ministry for Housing, Communities and Local Government, to raise awareness of initiatives relevant to their area such as the Enterprise Adviser Network. In addition, cross-government working groups included H M Treasury were consulted on the careers strategy. The National Careers Service also work closely with JCP colleagues from the Department of Work and Pensions to deliver specific initiatives such as the Fuller Working Lives programme supporting older workers.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

Coordination across the careers development sector in England is differentiated between services for young people and adults. As such schools and colleges have responsibility to provide careers support for their students. They have a range of support available from the Careers & Enterprise Company who facilitate access to Enterprise Advisers and Careers Leaders training. Additionally, the National Careers Service provide website and telephone help line for students aged 13+. For adults the National Careers Service offers services through face to face support, helpline and web. The launch of the careers strategy in 2017 provides an overarching strategy for the delivery of career development support. There is still much interest in establishing a lifelong all age career guidance service.

There is no formal structure which draws together the primary constituents delivering careers development services to young people, as the responsibility lies with schools and colleges. Elements of the sector are collectively within the responsibility of the Minister of State for Apprenticeship and Skills. These include information, advice and guidance, FE colleges, adult education (including retraining), NEET, Technical Education and Apprenticeships.

The UK-wide professional body the Career Development Institute and the trade body for employers of careers professionals, Careers England work closely together. The CDI also regularly engage with AGCAS which represents university careers services.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

The integration of the National Careers Service into the Department for Education has created closer collaboration between the primary public funded elements of careers provision in England. The

National Careers Service also works closely with DWP with co-location of National Careers Service advisers in Jobcentre Plus. This offers a more coordinated offer for those currently unemployed. Additionally, both organisations work on initiatives such as Fuller Working Lives, supporting older workers. There will inevitably continue to be some agendas that are less well aligned due to varying departmental policy.

The sector is still perceived as somewhat fragmented Robert Halfon MP, (Chair of the Education Select Committee, <http://dmhassociates.org/wp-content/uploads/2018/12/031218-Robert-Halfon-Careers-Speech.pdf>) calls for an overarching entity to bring together the various funding streams and organisations currently involved in delivery of this area.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

Although there is limited formal coordination, there are a number of examples which include The National Retraining Partnership established as a result of the Industrial Strategy bringing together the Trade Union Congress, (TUC) the Confederation of British Industry (CBI) and the Government to steer and implement the National Retraining Programme which aims to drive adult learning and retraining in England. The Careers & Enterprise Company as already indicated draws together working alliances with the employers, Local Enterprise Partnerships (LEPs), Careers Hubs, Opportunity Areas and National Careers Service to try and establish more coherent working practices. In addition they have recreated working groups such as the Personal Guidance Working group to support and inform developmental areas.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

The Career Development Institute, the UK-wide professional body for the carer development sector has a strong CPD/professionalism/quality assurance focus:

Qualified career development practitioners can apply for registration - <https://www.thecdi.net/Professional-Register>. Once on the UK Register of Career Development Professionals (circa 2,500), they are required to keep their CPD up to date and invest a minimum of 25 hours a year and work to CDI Code of Ethics. Recording of CPD is required and is managed through the CDI website, this is centrally monitored by CDI staff. Registration gives qualified career development professionals additional status. Minimum standards for qualification and registration are referred to in the statutory guidance to schools and colleges.

CDI membership provides access to ongoing CPD: which includes free webinars <https://www.thecdi.net/Full-Webinar-Calendar>, Skills courses; master classes; national conferences - <https://www.thecdi.net/Skills-Training-Events> CDI Academy – courses leading to recognised qualifications including the QCD – Qualification in Career Development which is delivered in 5 Universities in England <https://www.thecdi.net/Qualification-in-Career-Development>

With the introduction of the Careers Leader role in schools and colleges the CDI is one of a number of organisations approved to deliver training for Career Leaders (Certificate in Careers Leadership <https://www.thecdi.net/CDI-Academy-Training>). The Association of Graduate Careers Services (AGCAS) also provide training and CPD for university careers services. The National Careers Service has developed an online CPD platform COACH which offers practice related bite size modules to support staff in the delivery of the contract. This is in addition to CPD provided by National Careers Service Prime Contractors who deliver the service regionally.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

The Gatsby Benchmarks requires careers education and guidance to be taught across the curriculum, so all teachers are involved at one level. To ensure that this is strategically and effectively managed a new role in schools and colleges, the Careers Leader has been established. This concept was introduced in 2017 and statutory guidance introduced a new expectation in September 2018 that every school and college should identify a named Careers Leader. Professionalism is ensured through training offers including a programme offered by Teach First and three-unit level 6 course offered by the CDI. Most recently the government, through The Careers & Enterprise Company, has funded over 1400 school and college-based Careers Leaders to undertake initial training, both accredited and non-accredited. There is also a 15 unit online programme <https://www.careersandenterprise.co.uk/online-careers-leader-training-course>. Careers Leaders are encouraged to join the CDI and take part in all the professional development they offer, including online forums.



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

There has been a significant move over the last decade to integrate digital technology and social media in the delivery of career development. The National Careers Service has a focus on Digital First exploring opportunities for engaging with customer digitally as well as supporting their online job search. A focus on older workers is innovative and recognises the needs of individuals and the economy to ensure the skills sets of the future are safeguarded.

A number of virtual reality careers programs have been developed including resources developed by DevClever and Prospects. Prospects has been using 360 degree photography to create workplace tours as a way of raising awareness of different types of workplace, which have been showcased at Skills London events 2017 and 2018 <http://prospectsvr.wixsite.com/tours/hotel-vr>. Other

innovations include a focus on quality standards with the introduction and embedding of the Gatsby Benchmarks and the Quality in Careers Standard for schools/colleges. The establishment of the Careers & Enterprise Company with emphasis on employer/school/college relationships has introduced a new way of working and established careers work as everyone's responsibility. Additionally the CEC's philosophy concerning building the evidence base for what works has resulted in an impressive portfolio of research which underpins the value of careers guidance activities. As such the introduction of the State of the Nation review is an excellent way of quantifying progress within the sector.

The introduction of the Careers Leader role in schools/colleges presents a recognition of the important role that teachers have in supporting the delivery of professional career development services (<https://www.careersandenterprise.co.uk/schools-colleges/careers-leaders>).

Professionalisation of all those involved in career development is critical, the introduction in 2019 of a new higher apprenticeship scheme for career development in England will offer a new professional pathway and make training more accessible to new practitioners. This is specifically important as the sector is currently experiencing a skills shortage.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

The establishment of The Careers & Enterprise Company and subsequent publication of the Government's careers strategy have brought a strategic impetus to career development for young people in England. Equally important has been the initial funding that has followed which is being competitively bid for by organisations to develop and deliver innovative practice within the country across personal guidance, primary careers and STEM. Also, The Careers & Enterprise Company has a fund which supports employer encounters and dedicated work with disadvantaged groups. Within higher education, the increased focus on graduate employability and the metrification of outcomes has resulted in initiatives which integrate employer engagement across universities, a focus on working with non-traditional students and a greater focus on diversifying the graduate workforce.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

There is currently significant investment from The Careers & Enterprise Company on development work to support the implementation of the Gatsby Benchmarks such as the Personal Guidance Fund. This will be important in providing opportunities to invest in the development of new practice and to share it widely across the sector. There is also an evolving focus on working with younger children (5-11) to understand the impact of career-related learning activities on their aspirations and personal development.

The offer the National Careers Service is continuing to be developed. The helpline has been expanded with telephone support, web chat and text support available for adults and young people. The website is being redeveloped in response to user research, including 800 new profiles about jobs and careers.

Recent research by the CDI has identified professional practice issues in relation to digital skills, as such the CDI has developed a digital strategy and is looking to offer development opportunities for practitioners such a new course on cyber security and social media for Career Leaders. The work by Prospects and other companies in developing virtual reality opportunities for students offers an original experiential resource that could be used widely with students to extend their knowledge as well as provide them with virtual access to new areas and experiences.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

The use of webinars has become a common form of CPD and research dissemination for careers practitioners. The Careers & Enterprise Company has offered webinars to disseminate their 'What Works' series which have been widely welcomed. The CDI offers online recording of CPD activities and a free programme of seminars for members. The blended approach developed by the Careers and Enterprise Company for Career Leaders also offers an opportunity for practitioners to enhance their digital skills. Increasingly personal career guidance is being offered digitally and there are lots of CPD opportunities to help practitioners develop appropriate techniques.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

We would be keen to understand how other countries are using technology and investing in professional development to support staff to be more digitally effective in practice.