

Appendix 1

Country Name: United Kingdom

Country team

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p>With a population approaching 62.3 million, the UK is one of the larger countries in the OECD, and its GDP per capita (2010) is the 22nd highest in the world at US\$ 36,119¹. The unemployment rate was 7.7% in mid-2011 – higher than since November 1996². Of the total population, around 84% live in England, 8% in Scotland, 5% in Wales and 3% in Northern Ireland; children aged under 16 represent around one in five of the total population, around the same proportion as those of retirement age³. Since the late 1990s an increasingly important factor has been net migration from abroad including, more recently, migration from the new EU member states.</p> <p>By legislation, careers service provision is free to all young people throughout the UK; more generally, this is widely accessible to young people and adults through a variety of sources including schools, colleges, universities, local authorities, national skills agencies, careers companies, community-based organisations, employers, and national online and telephone helpline services. There are a number of differences, as well as similarities, in the arrangements for providing careers services across the four constituent countries of the UK, partly reflecting their geography, culture, and relative population sizes, and also the differences in the constitutional responsibilities that apply to the devolved administrations.</p> <p>For example, in Northern Ireland, Wales and Scotland⁴, there are publicly-funded all-age careers services, accountable to the appropriate devolved administration. In England, Next Step is the national adult careers service offering impartial advice online, over the telephone and face-to-face. The National Careers Service will be launched in April 2012. This will comprise a single web address and telephone helpline for all ages, plus face-to-face careers guidance for adults. Subject to the passage of legislation, secondary schools in England will have a duty to secure independent and impartial careers guidance for their pupils. They will have flexibility to secure the most appropriate support based on the needs of their pupils. In England and Wales much of the provision is contracted out to careers companies. In</p>	

¹. International Monetary Fund.

² [National Statistics Online](#) Retrieved 12.08.11

³ [National Statistics Online](#) Retrieved 12.08.11

⁴ In September 2007, the Cabinet Secretary for Education and Lifelong Learning announced that Careers Scotland, Scottish University for Industry, and key skills elements in Scottish Enterprise and Highlands and Islands Enterprise would be brought together to form a new single skills body to take forward and deliver on the vision set out in the Scottish Government's skills strategy 'Skills for Scotland'. Skills Development Scotland was established as a legal entity on 1st April 2008.

addition, the delivery of employment placement, information and advice services aimed primarily at unemployed adults in England, Scotland and Wales is the responsibility of the Department of Work and Pensions and is managed across the three countries by Jobcentre Plus; in Northern Ireland similar, but separate, arrangements apply.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
<p>Careers guidance is recognised as making a positive contribution to the economy and society in each of the 4 nations. Developments are being put in place in England to bring employment and careers services closer together by co-locating the services.</p>	<p>As a result of the economic downturn there has been an increase in the proportion of young people (16-24) not in education, employment or training. This has increased the need for independent careers guidance and wider support for this client group at a time of controlled public funding across the UK.</p>	
Strength 2	Weakness 2	
<p>Government funded careers guidance services are available in each of the 4 nations for all ages.</p>	<p>Since May 2010 there have been General and Devolved Administration Elections across the UK. This has resulted in changes in administration in some parts of the UK. Careers guidance provision is currently going through a period of transition in each of the 4 nations of the UK. Periods of transition can bring challenges, but also opportunities for improvement.</p>	

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Strength 1	Weakness 1
<p>The UK Commission for Employment and Skills provides strategic leadership on skills and employment issues across the four nations of the UK. Strategic objectives are:</p> <ul style="list-style-type: none"> • To provide world-class labour market intelligence which helps businesses and people make the best choices for them • To work with sectors and business leaders to develop and deliver the best solutions to generate greater employer investment in skills • To maximise the impact of changed employment and skills policies and employer behaviour to help drive jobs, growth and an internationally competitive skills base 	<p>The sharing of data between partner organisations presents a challenge in each of the 4 nations. For example, a key challenge to Scotland’s Career IAG strategy is to ensure effective partnership working. The Scottish Government look to the National Skills Agency, Skills Development Scotland to take leadership in ensuring buy-in and good relationships between providers. Career IAG is delivered by many different providers not solely Skills Development Scotland (SDS),, effective sharing of information is a challenge. The Scottish Government will continue to work with partners to develop national solutions to improve systems, process and practice for data-sharing.</p>
Strength 2	Weakness 2
<p>Each of the 4 nations has a separate skills strategy which recognises the need for high quality careers guidance:</p> <p>England Skills for Growth⁵ said that the new careers service will provide clear and transparent information to all learners about the options open to them and the benefits of particular training.</p>	<p>More needs to be done to explore what policy levers exist to engage employers and learning providers in extending and improving the delivery of embedded career support.</p>

⁵ <http://www.bis.gov.uk/skillsforgrowth>

<p>Scotland Skills for Scotland: A Lifelong Skills Strategy⁶ and Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth⁷</p> <p>Wales Skills that work for Wales⁸</p> <p>Northern Ireland Success through Skills⁹</p> <p>The Skills Strategies in Scotland and Northern Ireland are supported by separate Careers Strategies. The Scottish Government published Scotland's first Career IAG Strategy; <i>Career Information, Advice and Guidance in Scotland A framework for Service Redesign and Improvement</i>¹⁰ on 14 March 2011. The strategy reasserts the Scottish Government's commitment to lifelong career guidance and provides a framework for improvement of current services.</p> <p>In Northern Ireland the Department of Education and the Department for Employment and Learning published <i>Preparing for Success</i>¹¹ a joint Careers Education, Information, Advice and Guidance Strategy in January 2009.</p>	
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Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	
Strength 1	Weakness 1
In October 2010 the Careers Profession Task Force reported on action needed to improve the quality	Throughout the UK there is a move towards a multichannel approach to service delivery including the use of

⁶ <http://www.scotland.gov.uk/Publications/2007/09/06091114/0>

⁷ <http://www.scotland.gov.uk/Publications/2010/10/04125111/0>

⁸ www.scvs.org.uk/dld/2344

⁹ <http://www.delni.gov.uk/success-through-skills-transforming-futures>

¹⁰ <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

¹¹ http://www.delni.gov.uk/es/ceiag_pfs.pdf

<p>and status of the careers profession. They made recommendations on the actions needed to ensure careers professionals in England have the knowledge and skills required to enable young people to:</p> <ul style="list-style-type: none"> • make informed decisions about learning and work pathways; and • have the ability to manage and plan their own careers and personal development <p>The Task Force’s focus has been on the careers profession working with young people in England. However, many of the findings apply, or will be of interest, to all parts of the careers profession, working in the public, private, voluntary and community sectors, with young people and adults, throughout the United Kingdom.</p> <p>The Careers Profession Alliance (CPA) comprising of 6 professional membership organisations has been formed and is taking forward a number of the recommendations of the Careers Task Force Report including the register of practice and the Continuing Professional Development and Qualifications frameworks. They are consulting on common professional standards and a code of ethics, supported by appropriate initial training and continuing professional development.</p>	<p>new technologies. Some career practitioners may have difficulty responding to the use of new technologies and changes to practice. It will therefore be important to build the capacity of Career IAG providers through relevant Continuing Professional Development and opportunities for sharing of good practice.</p>
<p>Strength 2</p>	<p>Weakness 2</p>
<p>The revised Matrix standard ¹²will require the workforce to be qualified to the levels recommended by CPA or other representative bodies.</p>	<p>Not all people requiring careers advice and guidance will have access to online services, or be comfortable getting their advice through that medium.. We need to be careful not</p>

¹² Matrix is the national quality framework, for the effective delivery of information, advice and/or guidance on learning and work developed by the Department of Business, Innovation and Skills,.

<p>The Scottish Government during the implementation of their new Career IAG framework, will develop a Quality Improvement framework, a Qualifications framework and a Labour Market Information framework.</p>	<p>to put too much reliance on this avenue.</p>
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Theme 4: Evidence-based practice; evidence-based policies	
Strength 1	Weakness 1
<p>A UK Careers policy group “UK Government’s Careers Policy Forum” comprising of policy makers and delivery partners in each of the 4 nations has been established to share best practice. The development of an evidence-based approach is work in progress. Management information systems have been established in each of the 4 nations to gather relevant data.</p> <p>An evidence based approach is applied to policy development in each of the 4 nations. For example, in Scotland, the new Career IAG strategy and the change to a multi-channelled service with extensive use of Information and Communications Technology (ICT) is evidence based and customer led.</p>	<p>There are no agreed collective measures of outcomes from Careers Information, Advice and Guidance.</p>
Strength 2	Weakness 2
<p>The UK is a member of ELGPN and participates in Work Programme 4 – Quality and Impact and Work Programme 2 – Access, including Accreditation of Prior Learning. This enables sharing of good practice across Europe</p>	<p>There is a lack of evidence of impact of Career IAG for specific equality groups. There is some concern that the move towards greater use of ICT and a more self-help approach may have a negative impact on equality of service delivery. For example, the ICT and self-help focus of Career IAG in Scotland may impact on equality groups, however the multi-channelled nature of the new framework aims to ensure access for all and support to</p>

	those who need it.
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Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	Priority 1 2 3 4 1
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	Priority 1 2 3 4 3
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	Priority 1 2 3 4 2
Evidence-based practice; evidence-based policies	Priority 1 2 3 4 4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
<p>High-level key public policy/practice initiative 1</p> <p>Strategies have been developed in England, Scotland and Wales and currently under development in Northern Ireland to address the issue of young people not in education, employment or training.</p> <p>In England, the Participation Strategy is looking at what more can be done to maximise the proportion of 16-24 year olds in education, employment or training and is expected to report in the autumn.</p> <p>Scottish Government policies, More Choices, More Chances¹³ and 16+ Learning Choices¹⁴ seek to mobilise support for young people. Welsh Government's response to the independent report 'Future Ambitions: developing careers services in Wales' attempts to develop a transversal perspective to developing careers self-management and employability skills.¹⁵ In Northern Ireland, the consultation on <i>Pathways to Success</i> a strategy for young people who are not in Education, Employment or Training closed on 30 June 2011 and the strategy is currently being finalised.</p> <p>Linked most closely to Theme ... Theme 1</p>	
<p>High-level key public policy/practice initiative 2</p> <p>New National Occupational Standards (NOS) for career development were developed by Lifelong Learning UK (now part of the Learning and Skills Improvement Service (LSIS)) and approved in March 2011. LSIS is now engaging with employers and stakeholders to establish the potential demand for the development of career development Qualification Credits Framework units, qualifications and possibly an apprenticeship in England, Wales and Northern Ireland, and Scottish Vocational Qualifications and a modern apprenticeship in career development in Scotland.</p> <p>The Career Profession Alliance is considering how the qualification framework is developing for careers professionals and its fit with national occupational standards.</p> <p>As part of Scotland's implementation of its Career IAG framework the Scottish Government will be engaging with UK Commission for Employment and Skills and professional bodies to develop a qualifications framework for career practitioners.</p>	

¹³ <http://scotland.gov.uk/Publications/2006/06/13100205/0>

¹⁴ <http://www.scotland.gov.uk/Publications/2010/03/30180354/0>

¹⁵ <http://new.wales.gov.uk/about/cabinet/cabinetstatements/2010/101116dcs/?lang=en>

<http://wales.gov.uk/topics/educationandskills/publications/researchandevaluation/evaluation/futureambitions/?lang=en>

Linked most closely to Theme ...Theme 3

High-level key public policy/practice initiative 3

The 4 nations in the UK are at varying stages of adopting a multichannel approach to the delivery of careers services.

In Scotland, as part of the Career IAG framework there will be a move towards integrating the use of ICT in career advice, most notably with SDS' new web-service, My World of Work¹⁶, as part of a multi-channelled delivery model for CIAG.

England has also been working for several years on the development of telephone and online careers advice services, including trials of telephone guidance. The introduction of Nextstep in 2010 represented bringing together three channels as part of one overall service. Further development to integrate the channels more is planned as part of the National Careers Service.

Linked most closely to Theme ... Theme 3

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).
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All citizens will develop the skills and confidence to make the most of their choices, improve their life chances by following the career path which suits them and contribute positively to society and the economy.

¹⁶ <http://myworldofwork.skillsdevelopmentscotland.co.uk/>