

NATIONAL CAREERS COUNCIL: PROGRESS REPORT ‘SIX MONTHS ON: CULTURE CHANGE IN CAREERS PROVISION’

This paper provides a brief overview of the National Careers Council’s six month interim assessment of progress made by Government in implementing the seven recommendations and practical steps outlined in ‘An Aspirational Nation: Achieving a culture change in careers provision’ (June 2013). To access the full report visit: <https://www.gov.uk/government/policy-advisory-groups/the-national-careers-council#ncc-report-an-aspirational-nation>


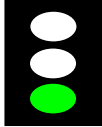

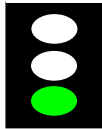
NATIONAL CAREERS COUNCIL RECOMMENDATIONS

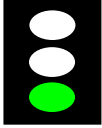
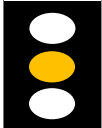
Recommendation 1: A culture change is needed in careers provision for young people and adults in order to address the mismatch of skills shortages and high unemployment.

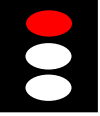


Government Response: The Government plans to support the recommended culture change by promoting stronger links between employers and pupils, young people and adults who need inspiring, into thinking about their careers and the options available to them. This will not be a top down scheme but a change of approach building on the good practice that already happens in many of the best schools and colleges.

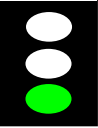

Recommendation 2: The development of the National Careers Service should be assisted by the creation of an Employer-led Advisory Board comprising senior representatives from employers, education and the career development profession to help guide its work and ensure it delivers value for money and meets the needs of young people, adults and employers.




Government Response: The Skills Funding Agency which runs the National Careers Service operates an Advisory Board with employer members. This group provides a suitable vehicle for ensuring effective employer input into the development of the National Careers Service. The membership of that Board is due to be refreshed shortly and BIS and the Skills Funding Agency will work with the National Careers Council to ensure that the Board includes members with an interest in careers. For careers specific pieces of work the Board may appoint a sub group to action the work.

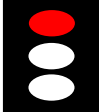
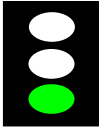
Practical Steps		Progress
<p>2.1 The National Careers Service needs to be supported by the employer-led Advisory Board to market and promote its services more widely. This will enable it to operate more effectively and become better known, trusted and respected by young people, adults, schools, colleges and employers.</p>	<p>Traffic Light</p> 	<p>Paul Drechsler has recently been appointed Chair of the Skills Funding Agency Advisory Board and Barbara Spicer, Interim CEO. Both hold a portfolio of board level appointments and bring a wealth of experience from the private sector. Discussions are underway with the NCC Chair.</p>
<p>2.2 The National Careers Service should work more closely with the Career Development Institute (CDI) to provide and enhance a freely available on-line directory of professionally qualified career development experts which schools, colleges and universities can rely on when buying in services.</p>	<p>Traffic Light</p> 	<p>BIS and the SFA National Careers Service team are working with the CDI to agree next steps. There is a register of career development professionals (L6 qualified) maintained by the CDI (originally sponsored by BIS). Accredited matrix providers are also listed on the matrix website, sponsored by BIS.</p>
<p>2.3 A quality assurance framework that includes organisational standards (matrix), service standards (quality-assured against the 'Quality in Careers Standard') and business performance and people standards (Investors in People) should be promoted by the National Careers Service to lever high-quality careers provision.</p>	<p>Traffic Light</p> 	<p>The National Careers Service operates to a high quality assurance framework based on matrix, Ofsted inspection and contractual performance management requirements. DfE guidance to schools will set out quality expectations for their careers activities in the coming months.</p>
<p>2.4 Ofsted should produce best practice exemplars for schools and colleges based on findings from its forthcoming careers thematic inspection report.</p>	<p>Traffic Light</p> 	<p>Ofsted's thematic report provides a small number of examples of successful approaches in individual schools. Ofsted are planning to add further examples of successful practice on their good practice website: www.ofsted.gov.uk/resources/goodpractice.</p>

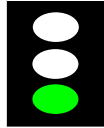


<p>2.5 The National Careers Service should ensure exemplars of best practice are disseminated highlighting other examples of good and interesting policies and practices.</p>	<p>Traffic Light</p> 	<p>The National Careers Service is currently commissioning a programme of activity to identify best practice, including international examples. The NCS has a resource portal for its advisers. This portal will be the vehicle for National Careers Service good practice resources. The portal is currently publicly accessible.</p>
<p>2.6 HEFCE and OFFA to consider how universities can best share their considerable knowledge and experience of employability and careers resources to fit into their access agreements.</p>	<p>Traffic Light</p> 	<p>HEFCE and OFFA have a new national strategy for access and student success in higher education. This, and an interim report, published in March 2013 recognise the importance and relevance of IAG across the student lifecycle, which includes preparing for and entering HE, graduating successfully and progressing to employment or postgraduate study.</p>
<p>Recommendation 3: The National Careers Service should significantly expand its work with schools, young people and parents.</p>		
<p>Government Response: We plan to extend the activities of the National Careers Service in several ways to improve the careers resources that are available to schools, young people and parents. We want the National Careers Service to:</p> <ul style="list-style-type: none"> • Act as a facilitator to bring schools and employers closer together so that young people can be inspired, mentored and coached by employers; • Ensure that these groups are aware of and utilise the information available through its website; • Review the website provision with these groups needs in mind and continue its programme of development to better serve them; • Consider how it can work more effectively with other organisations, nationally and locally which provide support to young people, including youth charities such as the Prince's Trust. <p>Government will embed these changes through re-procuring the service delivery in 2014. Prime Contractors delivering the service will be expected to have a strategy for partnership working which will include their plans for engaging with schools, young people, parents and employers as well as FE and HE institutions.</p>		

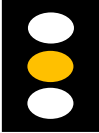

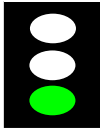
Practical Step		Progress
<p>3.1 The National Careers Service must help schools to access impartial face-to-face professional careers guidance including for those young people facing the greatest risks within their school to work transitions.</p>	<p>Traffic Light</p> 	<p>The National Careers Service contractors can be commissioned by schools to provide face-to-face careers guidance to pupils, under their own brand; however, a decision is needed on whether provision should be offered under the National Careers Service brand.</p> <p>The National Careers Service offer to schools will not be available until October 2014 (when new contracts start) with future delivery arrangements yet to be fully clarified.</p>
<p>3.2 The National Careers Service should raise the awareness among young people, parents/carers of its on-line, telephone and face-to-face careers provision, including labour market information.</p>	<p>Traffic Light</p> 	<p>Work is in hand through:</p> <ul style="list-style-type: none"> ■ Use of social media ■ Presence at Skills Shows ■ Development of the mobile web site with apps ■ Enhancements to the website with teacher, parent and young person focussed elements ■ Marketing and engagement activities ■ Linking to other young people sites ■ Engaging with youth charities ■ The Boom Box for schools. It provides contact details for the National Careers Service.
<p>3.3 The National Careers Service should develop a dedicated area for parents/carers on its website and mobile devices working with tailored information to assist parents/carers to support and encourage intergenerational learning on career management skills, including the characteristics of career adaptability and resilience.</p>	<p>Traffic Light</p> 	<p>The needs of parents are being considered by SFA alongside the development of the website and mobile website, including the 'Make it in Great Britain' portal.</p>

<p>3.4 The National Careers Service should lead the efficient provision of key national resources such as LMI to schools and colleges, and provide professional development and other support to school and college staff.</p>	<p>Traffic Light</p> 	<p>The National Careers Service is developing its LMI resources, alongside the UKCES 'LMI for All' tool. There are proposals for Job Centre Plus to develop a role for their advisers to go into schools to give local LMI. Where the National Careers Service identifies other resources which would be of value to schools and colleges then it should help make them available, working with the Career Development Institute (CDI).</p>
<p>3.5 The National Careers Service new contracting arrangements should be looked at to consider the needs of individuals at a local level, giving providers the flexibility to prioritise resources where careers services can have the most impact. Providers should be able to respond by apportioning face-to-face advice according to individual needs in the context of local employment and skills priorities and taking account of the burgeoning demands that will be placed on it by changes to the Welfare benefits system.</p> <p>There is a need for further consideration and dialogue on the way in which the National Careers Service is opened up to a payment by results style contract, taking account of the demands that could be placed upon it by large numbers of Work Programme leavers being referred for careers support by Jobcentre Plus. The Council believes that an urgent dialogue is undertaken to consider the way in which the National Careers Service will be expected to respond.</p>	<p>Traffic Light</p> 	<p>The proposed new contracting arrangements are specifically designed to allow Prime Contractors freedom in the ways suggested here. The new funding model to be introduced from October 2014 onwards uses payment by results to focus on career outcomes and moving people towards work.</p>

<p>3.6 The Local Enterprise Partnerships (LEPs) membership of employers and key public sector agencies should be supported by the National Careers Service to assess the level of current provision and champion improvements. They should advocate the key characteristics of an effective all-age careers advice service in their contact with key agencies, particularly during the commissioning of the next iteration of the National Careers Service and its delivery from April 2014. The LEP's implementation plans should set out concrete actions to improve performance and feed into the National Careers Service employer-led Advisory Board.</p>	<p>Traffic Light</p> 	<p>The National Careers Service has established working relationships with all LEPs to ensure it can contribute effectively to local employer priorities for growth. Many LEP and City Deal plans reflect careers guidance needs and we will look to the National Careers Service to support these where appropriate.</p> <p>LEPs are being encouraged through bids for EU structural funds to recognise the need for IAG to be part of their plans. Many LEPs and City Deals are already developing propositions which link schools and employers and inspiring young people.</p>
<p>3.7 The National Careers Service should work closely with partners such as LEPs, Chambers of Commerce and, where appropriate City Deal Initiatives, to develop career development hubs in community settings so that best practice that can be replicated within or outside of their area.</p>	<p>Traffic Light</p> 	<p>As above. The onus must be on the National Careers Service supporting what City Deals and LEPs see as priorities for them. Where these include careers hubs we would expect the National Careers Service to play a part.</p>
<p>3.8 The National Careers Service and the Job Centre Plus should work to develop a joint workplace strategy, working more closely with key partners such as the WEA, Unionlearn and NIACE to reach out to targeted groups, particularly low-skilled, low-paid workers and disadvantaged adults and to maximise available local, national and EU resources.</p>	<p>Traffic Light</p> 	<p>There is regular engagement between BIS and DWP on a range of policy areas including the unemployed, universal credits, older workers, troubled families etc. The National Careers Service role is fed into this. BIS, the NCS and DWP are planning a trial with those on in work tax credits. This will involve DWP communicating with and encouraging them to use the National Contact Centre as a point of help and support to find ways of increasing their income.</p>


<p>3.9 The Government's new traineeship programme and the 16-19 study programmes should include provision of impartial careers guidance, character building and support as an integral element.</p>	<p>Traffic Light</p> 	<p>All students aged 16-19, whether doing academic or vocational studies or a mix of both are now expected to follow a study programme tailored to their prior attainment by age 16 and future career aspirations.</p> <p>Traineeships for 16-19 year olds will be a strand of 16-19 study programmes. The core content of traineeships will be work preparation training, English and maths and a high quality work placement. Providers and employers will have the freedom to bring these elements together in the best way to engage and support individual trainees and to integrate other support and training, such as mentoring, vocational qualifications and job search support.</p>
<p>Recommendation 4: Employers should encourage their employees to volunteer to go into schools and colleges to give students insights into different careers, enthuse them about the world of work and provide access to active experience of work, in particular to help address mismatches in young people's career aspiration.</p>		
<p>Government Response: This is for schools, colleges and employers to decide. Government can help by providing triage and signposting for employers and schools seeking partnership, act as an advocate where young people are not experiencing the inspirational messages we want to give them, and support the development of enduring relationships between schools and colleges, employers and young people over the longer term.</p>		
<p>Practical Steps</p>		<p>Progress</p>
<p>4.1 Secondary schools and colleges should be encouraged to invite people from a wide range of backgrounds doing a wide range of jobs to visit and talk to their students, supported by their employers.</p>	<p>Traffic Light</p> 	<p>Revised guidance for schools will outline the role of intermediaries in bringing employers and educators closer together, and provide examples of initiatives like 'Inspiring the Future' that are helping to inspire young people about the world of work. The proposed National Careers Service role as a facilitator will do this.</p>



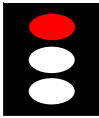
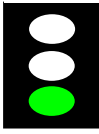
<p>4.2 Primary schools should be encouraged and supported by employers to begin exposing children to the realities of how the world of work is changing and the benefits to be gained from improved core skills of literacy and numeracy.</p>	<p>Traffic Light</p> 	<p>It is important to raise the aspirations of children from a young age. Inspiring the Future's 'Primary Futures' project aims to give primary schools access to a network of volunteers who can talk to children about their jobs, help them to understand the range of opportunities available and explain the importance of literacy and numeracy in supporting progress:</p> <p>http://www.inspiringthefuture.org/schools-colleges/primary-schools.aspx.</p>
<p>4.3 The National Careers Service should work with a range of partners to encourage and enable understanding of the effectiveness of first-hand labour market insights (careers advice, work experience, workplace visits etc) as strategic resources for primary and secondary teaching staff to challenge occupational stereotyping (eg on gender grounds), to raise awareness of careers in skills shortage areas (eg, STEM) and to make clear the real demands of future recruiters.</p>	<p>Traffic Light</p> 	<p>More work is needed on this, particularly being clear on the NCS's contribution to resources for schools and colleges.</p>
<p>4.4 The National Careers Service should work with partners to increase the awareness of major government-funded and private-funded national skills and careers initiatives such as The Big Bang, National Careers Week, the UK Skills Show and regional spinoffs, offering young people, parents, adults (and careers and employability practitioners) opportunities to access high-quality skills demonstrations and careers information.</p>	<p>Traffic Light</p> 	<p>It is part of the emerging National Careers Service role to facilitate engagement between schools, colleges and employers to inspire young people. There is already National Careers Service involvement in many of these initiatives but further work is needed to raise the visibility and assess the impact of the NCS's work.</p>





<p>4.5 The National Careers Service should work with a range of partners to ensure the discrete needs of young people with Special Educational Needs and Young Offenders are fully understood and fully met through available provision.</p>	<p>Traffic Light</p> 	<p>These responsibilities fall to Local Authorities and the Probation Service. The NCC will continue to explore progress being made with relevant key contacts.</p>
<p>Recommendation 5: The National Careers Service should launch a new initiative to bring together a range of organisations to explore and highlight the importance of ‘character’ and ‘resilience’ in a successful working life and identify realistic and effective options for addressing this issue.</p>		
<p>Government Response: BIS will lead work to look at how these factors can be promoted as part of the learning experience. Working with DfE and others we will bring together existing research interests, commission further research if necessary, and identify pragmatic good practice which can be shared with schools, colleges and third sector organisations. The National Careers Service will play an important part in work to examine how inspirational people and activity can contribute to the development of character, resilience and other qualities which help people succeed in work and life.</p>		
<p>Practical Step</p>		<p>Progress</p>
<p>5.1 Career adaptability strategies that support career management skills should feature in the next phase of the National Careers Service’s work in order to adopt a broad perspective – not just preparing individuals for work but educating about work – and where appropriate linked to validation of non-formal, informal and formal learning.</p>	<p>Traffic Light</p> 	<p>The National Careers Service will promote career management through the new outcome funding model from October 2014. The Agency will be running pilots into the first year to determine how best to validate and evidence such outcomes.</p>
<p>5.2 Career adaptability strategies that support career management skills should focus not only on the skills needed to choose and look for work, but also on entrepreneurship.</p>	<p>Traffic Light</p> 	<p>The National Careers Service website provides a range of advice on entrepreneurship, including starting your own business and links to relevant sources of advice. BIS will explore with the NCC what further measures might be appropriate.</p>

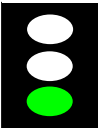


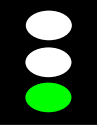
N6: The National Careers Service should develop and extend its on-line services and bring together key partners in order to consolidate other on-line careers information and tools, enabling trusted information to become more accessible for young people, parents, carers and adults seeking on-line support to their career development activities and plans.

Government Response: The National Careers Service has an extensive project in place to develop its on-line services, including the resources on its website. We will include a review of the needs of young people and feedback from existing customer research to plan further developments which shape what is available to meet the needs of the different customer groups. Our priority will be not to duplicate other high quality resources, but to provide access to these resources, in ways which engage and inspire customers. Key to this will be the use of social media and modern favoured communication routes, such as the development of the National Careers Service’s new mobile website.

Practical Step		Progress
<p>6.1 The National Careers Service should provide joint training such as on-line practice-sharing workshops and careers development webinars to teachers and key partners within LEPs and local authorities and Job Centre Plus on the benefits of using online resources effectively.</p> <p>Where appropriate, higher education institutions should be strongly encouraged to actively contribute in the sharing of good and interesting policies and practices on effective career development and employability strategies.</p>		<p>The Government does not currently see this as a role for the National Careers Service. Educational and training establishments are best placed to deliver this kind of activity. The CDI could possibly take forward work in this area. The NCC will continue to focus on this issue.</p> <p>Higher Education Academy already undertakes research and publishes guidance and support in the area employability. AGCAS provides research and guidance to its members (nearly all HE Institutions) in relation to both career development and employability. Both organisations actively promote their findings to the HE sector, through publications, web links, conferences and seminars, though stronger links to the NCS should be more actively encouraged by Government.</p>

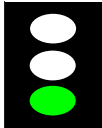
<p>6.2 To ensure a common grounding in digital skill sets, the National Careers Service with the Career Development Institute (CDI) should, at a national leadership level, provide an easily usable and adaptable framework for ICT and LMI integration into training provision for specific target audiences. As well as specifying what ‘good’ looks like in this regard, it should act as a gatekeeper checking the quality of emerging online content on behalf of the wider careers community.</p>	<p>Traffic Light</p> 	<p>Government should discuss with the CDI how they might take a lead on this and how the National Careers Service can inform and promote the development and use of any resources.</p>
<p>6.3 The National Careers Service should play a leading role in improving digital literacy to up-skill and/or reskill teachers, career development and employability practitioners and managers in the use of e-coaching and e-guidance and the effective use of ‘LMI for All’ and ‘MOOCs’ developed by expert providers.</p>	<p>Traffic Light</p> 	<p>Government should discuss with the CDI and other relevant professional associations how they might take a lead on this and how the National Careers Service can inform and promote the development and use of any resources.</p>
<p>6.4 The National Careers Service should develop on-line training/ webinars for career professional and teachers/lecturers to build confidence, capability and competence in working with young people, adults and employers.</p>	<p>Traffic Light</p> 	<p>Ditto above 6.1</p>
<p>6.5 The National Careers Service should publicise the data the UK Commission for Employment & Skills is making available and encourage people in the career development sector to develop mobile apps and other online device that cater for differing and diverse needs.</p>	<p>Traffic Light</p> 	<p>The National Careers Service will use the ‘LMI for All’ tool to extract useful LMI and present it in accessible and inspiring ways, using apps. It also has a mobile website with apps to access it. This is being further developed. UKCES is responsible for publicising the tool and its wider usage. It is currently running a competition to encourage the development of apps to use the data.</p>

<p>6.6 The National Careers website needs to be developed with sections and information specially aimed at young people, parents and teachers. The look and feel of these sections would be markedly different from the existing website but would still be part of a single all-age website (in a similar manner that the BBC has different channels).</p>	<p>Traffic Light</p> 	<p>The National Careers Service website is being reviewed taking account of this wider group of stakeholders as a result of the Government's Inspiration Vision. New content and sections will be introduced in April 2014 and again in April 2015 when the new digital platform is introduced.</p>
<p>6.7 As part of expanding its role to the young people, school/colleges and parents the National Careers Service should make maximum use of digital, on-line and social networking capabilities.</p>	<p>Traffic Light</p> 	<p>The National Careers Service is continuing to develop its digital services and use of social networking to broaden its reach. The development of the mobile web site is part of this but further work is needed to fully embrace technological advancements.</p>
<p>6.8 In developing improved on-line services for young people the National Careers Service should seek their views as it develops careers information, advice and guidance that can effectively engage that target group through social media, virtual worlds, mobile apps and other relevant means.</p>	<p>Traffic Light</p> 	<p>The National Careers Service is planning to engage with young people in the development of further services targeted on them.</p>
<p>6.9 The National Careers Service website should evaluate existing government-funded web initiatives such as Plotr, Unistats, Universal Job Match, Finding a Job section of gov.uk and other relevant on-line education and community-sector resources, for example, notgoingtouni, i-could and Growing Ambitions and make trusted information available.</p>	<p>Traffic Light</p> 	<p>The National Careers Service already works closely with Plotr and a range of other services, including DWP Universal Jobmatch and information providers, to enhance its offer. There is much more to be done in this regard.</p>

<p>6.10 The National Careers Service website should be further developed to include a calendar of career related activities, for example local/regional careers fairs and other national/regional events such as the UK Skills Show, National Careers Week and Big Bang.</p>	<p>Traffic Light</p> 	<p>There is already a calendar of events on the National Careers Service website. This will be extended.</p>
<p>6.11 The National Careers Services should encourage the development of MOOCs and other interactive on-line resources which offer individuals an opportunity to 'try before you buy' and/or sample career insights coupled with the chance to talk to a mentor, course provider and/or career development professional.</p>	<p>Traffic Light</p> 	<p>As part of the Capability Uplift programme the National Careers Service will consider what more might be useful for customers as part of work on the NCS digital platform which starts with determining customer requirements.</p>
<p>6.12 The UKCES should showcase UK, EU and international best practice models in career development systems and services, including best practice on open source data (see Annex 3 for selected examples of international practice).</p>	<p>Traffic Light</p> 	<p>Work is underway to explore the most appropriate way of implementing this practical step. The NCS is commissioning a programme of activity to identify best practice, including international examples.</p>
<p>6.13 The UKCES should work closely with the National Careers Service in making effective use of open source tracking and destination data linked to the 'LMI for All' initiative to support the development of new insights into employment and skills.</p>	<p>Traffic Light</p> 	<p>BIS and the SFA are lead sponsors of the UKCES work and sit on the advisory group. BIS is also planning evaluation using data matching between the ILR, DWP and HMRC data to look at destinations and progression.</p>

Recommendation 7: In order to bring about the culture change needed in careers provision for young people and adults we need to create a movement which include employers, education and career development professionals. To implement the recommendations and practical steps Government also needs to play its role in supporting this movement and ensure these recommendations and the practical steps in this report are implemented.

Government Response: Government will play its part alongside employers, educationalists and careers professionals showing leadership to bring about a culture change in careers provision.

Practical Step	Lead	Progress
<p>7.1 Government to play its part and take a lead role in creating a new movement that draws in employers, educationalists and careers professionals to bring about a culture change in careers provision.</p>	<p>Traffic Light</p> 	<p>Government is working to encourage a culture change amongst schools, colleges, employers and career development professionals to bring them together to work to inspire young people and adults. NCC believes the movement for 'culture change' needs to spread and become more deeply embedded in the way we approach helping individuals, particularly young people, to adapt and prosper. The Council will report to the Minister in September 2014.</p>

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