

Systems of Vocational Counselling in the UK

Prepared by Careers Europe

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1.1 Policy

History

From the time career guidance in the UK began it has been closely connected to the fulfilment of government education, youth and employment policies through the provision of advice and guidance about opportunities available.

A Juvenile Employment Service was created in 1910, which has more of a focus on placing people into employment and the current Institute of Career Guidance was founded in 1922 known then as the Association of Juvenile Employment and Welfare Officers. The Youth Employment Service was established in 1948 followed by the Careers Service in 1974, which gradually began to move away from a placing service to offering guidance and help with decision making around entering education, employment and training.

There was a focus on youth as a result of 1993 legislation which imposed a statutory obligation upon the Careers Service to provide career guidance to all young people from age 13 in full-time education; and to people aged under 21 who had left full-time education up to two years previously. From September 2004 this has extended to include children from the age of 11.

Initially a government service placed within the local education authority it became 'contracted out' in the mid 1990s to private companies. This meant careers services were removed from local authorities and funded directly by central government. Essentially privatisation did not affect the provision of careers guidance itself or the training of careers advisers, only the way the service was paid for and the competition for various contracts.

From 1998 onwards what is often referred to as the "focusing agenda", which flowed from the government's concern to address the needs of those young people most at risk in the transition from school to work, resulted in Careers Services being required to focus their work with young people upon groups defined as being most in need. These included both young people neither in work nor in learning, and those in education deemed most at risk in not remaining in learning.

In Wales additional funds were provided to meet the government's social inclusion priorities and a separate programme known as the Youth Gateway was established in 1999 to supplement, rather than set new priorities for existing services.

More recently

Further changes have now taken place. **The 1997 Education Act** stipulated that:

All publicly funded schools shall be required:

- To provide a programme of careers education to all pupils in Years 9-11 (Section 43)
- To provide access to careers advisers to enable careers services to fulfil their contract duties on behalf of the Secretary of State (Section 44)
- To work with the careers service to ensure that pupils have access to materials providing careers guidance and to a wide range of up-to-date reference materials (Section 45)

The recent limited devolution in the UK, has meant that in Scotland and Wales responsibility for careers services has passed from the UK government to the regional assemblies for those countries. The policy change for both Careers Scotland and Careers Wales has led to the development of the careers services into all age guidance services. In Northern Ireland career guidance remains part of the civil service. In England careers services have become largely subsumed into the Connexions Service or continue as contractors to Connexions. This new service aims to deliver all support services (drugs advice, health advice, youth services, careers etc.) to young people aged between 13 to 19 years of age through a single umbrella organisation. The eight Connexions principals are:

1. Raising aspirations
2. Meeting individual need
3. Taking into account of the view of young people
4. Extending opportunity and equality of opportunity
5. Community involvement and neighbourhood renewal
6. Inclusion
7. Partnership
8. Evidence based practice

Connexions remains local but brings together all these services in any one area. It also renames all the different professionals working in these services as “personal advisers”. Although all professionals working in Connexions are personal advisers they fundamentally retain their individual areas of expertise. However in the future there is an expectation that personal advisers will become a new profession with their own training route and qualification. Adult guidance is now the province of the IAG Partnerships (Information, Advice and Guidance services for adults), which operates under the auspices of the Learning and Skills Councils.

Common features of the services in England, Scotland and Wales include simplification of funding, unification of branding in each country and use of central resources such as the increasingly important websites and local and national telephone helplines. As far as younger people are concerned (usually 13-19 year olds) there is emphasis in Careers Wales, Careers Scotland and Connexions on providing particular help to the so-called “NEET” group – those Not in Employment, Education or Training.

Universities in all four countries usually have a Higher Education careers advisory service of their own, providing guidance on further studies or career opportunities to undergraduates and graduates of each institution. In addition, this private and corporate career guidance is becoming more and more popular with over one hundred organisations committing to the relatively recent Matrix Quality Standard for information, advice and guidance provided in the workplace. Services therefore are provided through Careers/Connexions Centres, in schools, and in community settings and often in the workplace through trade unions. The mainstream careers services are subject to inspection by a non-ministerial government department OFSTED (Office for Standards in Education set up in September 2001), which ensures that each service is performing to defined standards and targets.

1.2 Delivery

Where is Careers guidance delivered?

Career Guidance is available to both young people and adults from a number of different sources in the UK. The majority of career guidance practitioners work within publicly funded agencies. Services are provided through Careers/Connexions Centres, in schools, and in community settings. Career guidance practitioners also work in commercial companies, Further Education Colleges, private practice, recruitment agencies and Universities.

Careers Scotland

Careers Scotland was established in April 2002 and provides services, information and support to individuals at all ages and stages of career planning and to employers wanting to recruit and maintain a productive workforce. Further information is available on their website www.careers-scotland.org.uk.

Careers Wales

Careers Wales is the national brand for all age information advice and guidance services to individuals and employers. It was established in April 2001 and combines the seven Careers Companies. Further information is available on their website www.careerswales.com.

Northern Ireland

The careers Service in Northern Ireland is part of the Training and Employment Agency and provides a careers service to young people and adults, as well as employment service. Further information is available on their website www.delni.gov.uk.

Connexions in England

Connexions was introduced in April 2001 and provides a support service for young people aged 13-19. The service brings together the work of the Careers Service, Youth Service, Education Welfare Service and some aspects of health through local Connexions Partnerships. A new role of Personal Adviser has been developed within the Connexions Service to act as a single point of contact for young people. The Connexions website www.connexions.gov.uk gives further information.

IAG Partnerships in England

Information, advice and guidance services for adults are provided by local IAG Partnerships. Further information can be obtained from the Learning and Skills Council website www.lsc.gov.uk.

Career Development Consultancy

Independent career development agencies are generally based in the larger cities, especially in London and the South. These agencies tend to offer a one-off in depth service to clients that include testing, an interview as well as providing the client with a report. They do not generally provide an employment placing service and they may charge quite substantial fees depending on the service provided.

Career Guidance within Further and Higher Education

Within further education there may be a range of guidance provision depending on the nature of the college and the client group. A careers adviser from the local Careers Service is likely to be available to offer guidance interviews and there may also be a career guidance practitioner appointed by the college itself.

Higher Education Institutions across the UK have no statutory responsibility to provide careers advice and guidance. However, such provision is seen as an increasingly important role for a university or college, all of whom have their own careers services. The function of Higher Education careers services is to help the institution produce better-informed students who are self-reliant, able to plan and manage their own learning and have sound career management skills.

Voluntary Sector

Organisations within the Voluntary Sector may provide support and guidance as part of their work. Provision offered will vary depending on the organisation but could include life skills and vocational training as well as counselling, advice and practical assistance, e.g. in applying for jobs.

Private Sector

Increasingly employers are recognising that in order to recruit and retain staff, it is essential to provide employees with access to information, advice and guidance to maximise both their potential and their career. Within companies, guidance on issues such as promotion opportunities, development needs and performance reviews may be provided as part of the line management or human resources function.

How is guidance delivered?

Career guidance is delivered to people requiring support and assistance in assessing their abilities, searching for learning and work opportunities and implementing decisions affecting their careers. Career guidance practitioners help people to make their own decisions according to what is most suitable for their life and circumstances. Careers guidance assists clients to:

- Understand themselves, including assessing their own achievements, abilities and interests
- Investigate learning and work opportunities
- Evaluate the options open to them and decide upon the action needed
- Implement their plans for learning and work

Who are the professionals?

The professionals are practitioners that hold at least the Qualification in Careers Guidance that involves one-year full time or a longer period of part time study. Topics covered include the theoretical basis for guidance practice, guidance interventions, careers education, ethics and equal opportunities as well as the use of careers and labour market information. Study also includes reflective personal development and the workings of organisations and networks and students undertake workplace training. Typically QCG graduates go on to join publicly funded services, where they undertake a further year of development before being deemed to be fully qualified. There is an alternative work-based and competence-assessed training route leading to the National Vocational Qualification or Scottish National Vocational Qualification at level 4 in Advice and Guidance. S/NVQ units of competence may cover subjects such as managing relationships, referral procedures, advocacy and use of group meetings for learning.

Careers guidance practitioners need:

- To have a real interest in people
- Excellent interpersonal and communication skills in order to:
 - Establish rapport with clients
 - Liaise with staff in other agencies, including educational institutions
 - Have credibility with employers
 - Be able to work effectively in large or small group situations
- To be able to work on their own initiative and as part of a team
- To be flexible and able to adapt readily to change
- To be well organised and able to balance a varied schedule of client contacts, meetings and liaison with other organisations such as training providers and employers
- Administrative skills including report writing and record keeping
- IT skills, including the ability to use word processing, databases, spreadsheets, email and the Internet
- To be fully committed to promoting equality of opportunity and combating discrimination, including the ability to recognise and deal with their own prejudices

While the actual work of career guidance practitioners may vary depending on their specific role, career guidance can also involve researching occupations and the labour market and liaising with employers, training providers and other organisations.

Psychometric tests may also be administered as part of the guidance process, and career guidance practitioners frequently assist their clients in using computer software and careers information and other resources as part of the information gathering process. Practitioners become experienced in career planning have a broad knowledge of employment, education and training. They have the chance to specialise in working with adults or with clients with disabilities or learning difficulties.

Career guidance is not a restricted occupation although it has long been recognised by governments, who provide the major part of the funding for career guidance work, that it is an important personal service that should be delivered by suitably qualified professionals.

There are a number of relevant professional associations. The largest is the Institute of Career Guidance (ICG), which is the awarding body for the qualification in career guidance. Other professional bodies for people involved in career guidance are: the Association of Graduate Careers Advisory Services, the Association of Careers Advisers in Colleges offering Higher Education, the International Association of Career Management Professionals, the International Association for Educational and Vocational Guidance, the National Association of Careers and Guidance Teachers, the National Association for Educational Guidance for Adults and the National Association for Managers of Student Services. These bodies, together with the ICG, combine to form the Federation of Professional Associations in Guidance.

Ethics and standards

Career guidance practitioners have an obligation to provide those who seek advice from them with effective and impartial career guidance and advice about opportunities available to them in education, training and work. Members of professional bodies are bound by codes of ethics, which give practitioners guidelines, which shape the delivery of the service they offer to individuals. The codes follow areas such as competence, confidentiality and equality of opportunity, 'irrespective of race, gender, religion, social class, age, disability or sexual orientation. Professionals are expected to put objectivity over institutional pressures and personal interests. They are required to declare anything, which might limit the impartiality of the careers guidance they are offering. For example full membership of the ICG is open only to suitably qualified individuals who, by joining, accept a commitment to the Institute's ethical standards and to maintaining the currency of their knowledge by undertaking continuing professional development. Those who apply to be listed in the Register of Career Guidance Practitioners must also provide evidence of their continuing professional development.

1.3 Training

Career guidance appeared alongside advances made in the social sciences in the early 1900s. Frank Parsons, author of the 1909 work “Choosing a vocation” and who was also part of the development of ‘vocational bureau’ in Boston, USA, was one of the founders. Ever since a significant amount of research has been conducted. Many of the theories that are being used in training today have emanated from the USA.

In the UK there are currently 14 universities offering the courses leading to the ICG-awarded Qualification in Career Guidance (QCG), developed by the Department for Education and Skills between 1999 and 2002. Many universities also offer master’s degrees in career guidance or related subjects, and a few offer doctorates. In addition, there are a number of other universities with research or other interests in career guidance or related subjects.

There are three ways in which to qualify as a guidance practitioner:

1. **Qualification in Careers Guidance (QCG)** Followed by specified S/NVQ level 4 units in first year of employment.
2. **Diploma in Careers Guidance (DCG)** Parts I and II
3. **S/NVQ Level 4 in Advice and Guidance.** This replaced S/NVQ in Guidance in August 2001 but registrants for S/NVQ in Guidance have three years in which to complete their award.

Qualification in Careers Guidance (QCG)

The QCG, which replaced the Diploma in Careers Guidance, is the initial professional qualification for the careers guidance sector. Usually but not necessarily it is taken as a post-graduate qualification. The course lasts either one-year full-time or two-years on a part-time basis (not all centres run part-time courses). The QCG consists of academic study, assessed activities, reflective personal development and practical work-based learning with a variety of agencies that are involved in guidance, education, training and employment and is always delivered in a Higher Education institution.

The following units are covered in the QCG:

1. Equal Opportunities, Values and Ethics
2. Theoretical Basis of Guidance Practice
3. Networking with Agencies and Communities
4. Reflective Personal Development
5. Guidance Intervention
6. Designing and Planning Careers Education
7. Information Management

Presently, the Secretary of State for Education and Skills stipulates that careers guidance practitioners working within the Connexions Service in England must complete the NVQ Level 4 in Advice and Guidance after completion of the QCG. A portfolio of evidence has to be produced by students for the QCG, which can be mapped across and used as evidence for S/NVQ Level 4 in Advice and Guidance.

Qualification in Careers Guidance Course Centres

The QCG is offered at 14 course centres across the UK. All courses start in September/October unless otherwise stated.

Centre for Guidance Studies
Department of Health & Human
Studies

Nottingham Trent University

Burton Street
Nottingham NG1 4BU
Tel: 0115 941 8418

www.ntu.ac.uk

School of Social Sciences

University of Paisley

High Street
Paisley
PA1 2BE
Tel: 0141 848 3950

www.paisley.ac.uk

Faculty of Education

University of the West of England

'S' Block Frenchay Campus
Coldharbour Lane
Bristol BS16 1QY
Tel: 0117 965 6261

www.uwe.ac.uk

Faculty of Health

London South Bank University

Erlang House
103 Borough Road
London SE 1 0AA
Tel: 020 7928 8989

www.lsbu.ac.uk

Faculty of community Studies, Law &
Education

Manchester Metropolitan University

799 Wilmslow Road
Didsbury
Manchester M20 2RR
Tel: 0161 247 2137

www.mmu.ac.uk

Faculty of Education

University of Strathclyde

Jordanhill Campus
76 Southbrae Drive
Glasgow G13 1PP
Tel: 0141 950 3326

www.strath.ac.uk

Centre for Careers Education and
Guidance

School of Psychology & Sociology

Napier University

Craighouse Campus
Craighouse Road
Edinburgh
EH10 5LG

Tel: 0131 455 6284

www.napier.ac.uk

Careers Studies Section

Department of Health & Social Care

University of Reading

Bulmershe Court
Earley, Reading
Berkshire RG6 1HY
Tel: 0118 931 8850

www.reading.ac.uk

School of Psychology

University of East London

Romford Road
Stratford, London E15 4LZ
Tel: 020 8226 4502

www.uel.ac.uk

The Business School

University of Glamorgan

Pontypridd
Mid Glamorgan CF37 1DL
Tel: 01443 482719

www.glam.ac.uk

Centre for Career & Personal
Development
**Canterbury Christ Church
University College**
Salomons Centre
Broomhill Road, Southborough
Tunbridge Wells TN3 0TJ
Tel: 01892 507511
www.cant.ac.uk

School of Human & Health Studies
University of Huddersfield
Queensgate
Huddersfield
HD1 3DH
Tel: 01484 422288
www.hud.ac.uk

Faculty of Psychology
University of Ulster
Northland Road
Londonderry BT48 7JL
Tel: 028 7137 5208
www.ulst.ac.uk

School of Health, Natural & Social
Sciences
University of Sunderland
Priestman Building
Green Terrace
Sunderland SR1 3PZ
Tel: 0191 515 2225
www.sunderland.ac.uk

S/NVQ (Scottish/National Vocational Qualification) Level 4 in Advice and Guidance

This replaced S/NVQ in Guidance in August 2001 but registrants in Guidance have three years in which to complete their award. To achieve the full S/NVQ candidates are required to undertake ten units, four of which are mandatory and six optional from a choice of sixteen units. The NVQ learning takes place within the work base backed up with some theoretical learning days and study days.

Unit No.	Mandatory Unit Title
AGA4	Develop interactions with clients
AGA7	Assist clients to decided on a course of action
AGA18	Manage personal caseload
AGA20	Evaluate and develop own contribution to the service

Unit No.	Optional Unit Title
AGA8	Assist clients to plan the implementation of a course of action
AGA9	Assist clients to review their achievement of a course of action
AGA12	Prepare to represent clients in formal proceedings
AGA13	Present cases in formal proceedings
AGA14	Negotiate on behalf of clients
AGA15	Liaise with other services
AGA21	Provide support for other practitioners
AGA22	Operate with networks
AGA23	Undertake research for the service and its clients
AGA24	Design information materials for use in the service
AGA27	Determine the methods for disseminating information materials
AGA29	Propose projects for the service
AGA30	Secure resources for the work of the service
t_A21	Identify individuals learning aims, needs and styles
t_B33	Prepare and develop resources to support learning
t_C27	Facilitate group learning

In addition to the four mandatory units, candidates working within the Connexions Service in England are required to undertake a further five 'optional' units specified by the Department for Education and Skills (units AGA8, AGA9, AGA14, AGA22, and t_C27 plus a sixth optional unit of their choice. To be fully qualified they must have skill level 4/NVQ level4 or equivalent in a relevant professional discipline (e.g. careers guidance, youth work, social work) and have attended either the Diploma for Connexions Personal Advisers or the Understanding Connexions training programme.

1.4 Developments

Career guidance is widely acknowledged as a key contributor to the four public policy goals, Lifelong learning (LLL), social inclusion, labour market efficiency and economic development. Such public policy goals are fundamental to the attainment of the Lisbon Council (2000) aim of making Europe the most competitive economy and knowledge based society in the world by 2010.

The UK, as discussed previously, has made a number of changes over the past decade in an attempt to improve the careers services. On the whole the service in comparison to many other countries is highly developed:

- Training of career guidance practitioners is excellent and career services provide excellent information. Both are regulated by standards and inspected by a non-ministerial government department.
- A vast array of information and tools are available to the public via the services as well as ever increasing websites.
- A lot of research is ongoing with the aim of suggesting improvements.
- Now that services are independent they can give impartial and client-centred information, guidance and advice without state bureaucracy allowing therefore more individual and local autonomy in decision-making.
- Many services have links to employment so there often exists strong labour market knowledge and ties.
- A great deal of emphasis has been focused on those people most at risk.

Despite the quality and quantity of information and resources available in the UK not everyone is accessing it. This could be attributed to reasons such as: a lack of knowledge of its existence, a lack of motivation or difficulties in using the facilities and tools currently offered.

It is hoped to achieve social equity and inclusion goals through encouraging the use of guidance services in both the education system and the labour market. In education, guidance could help identify and remotivate underachieving students, significantly lowering the dropout rates and catching those who slip through the net to move them back into education and training to improve chances of labour market reintegration. However, the UK has directed their service to cater for the needs of disadvantaged and at risk to such an extent that other, regular students might be missing out on their entitlement. Whilst the principle of LLL is widely accepted, what this means for policy is another matter, and in all cases practice falls short of the mark. An inclusive 'cradle to grave' approach to LLL has not taken sufficiently firm root. Today the spotlight is on the active population aged between 25-64, with too little attention being paid to early learning, young people not at risk, adults in employment needing advice in managing careers and career/job changes and to some of retirement ages and older.

If individuals are given the tools to develop their own career exploration and management skills, this can result in financial savings as well as operational improvements for businesses, with more highly motivated and skilled individuals in the right jobs. Too few individuals have been trained in career exploration and

management skills. As a result, the majority of young people and adults are totally unrehearsed in skilfully managing their career.

The Guidance Council has prepared a document “Investing in Career: Prosperity for Citizens, Windfalls for Government.” The document highlights the enormous possible benefits that can be a product of a quality career guidance service, namely on the economy but consequently on society and individuals. Millions of pounds could potentially be made or saved in the following areas if more investment were made into career guidance:

- Gross Domestic Product
- Education funding
- Social exclusion
- Social security benefits
- Policing, protection and safety
- Tax receipts
- Health Care
- Incapacity benefits
- Stress
- Asylum seekers

In order to keep abreast of the trends that are occurring and predicted for the future such as:

- Globalisation
- A rapidly changing labour market (with a probability of new jobs that do not currently exist)
- Rapidly accelerating technology
- Increasing consumer demands
- A less conformist and more individualistic younger generation
- Demographics (a decline in the birth rate means less pension provision, by 2010 approximately 45% of the workforce will be 45+ and the rise in life expectancy will mean that people entering the workforce can expect to be in employment for 50 years)

an up-to-date career guidance service is imperative and measures to tackle the problem of people accessing the information and acquiring skills need to be taken. The Learning and Skills Council (2004) conducted a National Skills survey of 72,000 employers. The two main problems they are confronted with are; skill shortages where there are vacancies for people with certain skills with no one to fill them and skill gaps where employees do not have the necessary skills to do the job that they're in competently. According to the report there are some 135,000 job vacancies i.e. 20% of vacancies, which are unfilled due to the dearth of skilled applicants. Changes in the world of learning and work require more frequent and more complex choices from individuals that ever before.

Filling the existing skills gaps – 2003 Life Long Learning (LLL) Eurobarometer findings show that too many people especially women do not feel comfortable with IT, science and technology and languages. The survey also shows that despite the fact that many are aware of the 'skills gap' they see no immediate urgency to change the situation. The survey highlights that motivation to learn stems from the personal and social, not only just vocational reasons.

Chronic under-resourcing from both the State and employers has contributed greatly to the decreasing attractiveness of initial vocational education and training courses whose quality suffers from outdated equipment, old fashioned curricula and qualifications that do not respond to labour market needs.

Presently, cutbacks in college funding mean access rationing, which is working against the aim to increase skills. There is a disparity between the government's goal to increase skill levels and the resources actually being made available.

Future guidance policies need to necessitate improvements to be made for students to allow them to make good subject choices and pathways and particularly increase individualised and diversified learning opportunities in post-compulsory education. Although there is career guidance available in most Higher Education institutions there is a lack of integration of these services with mainstream services in England.

Devolution in a policy vacuum can lead to a costly overlap, poor coordination within and across sectors, a lack of comparable standards between regions and therefore, disproportionate access to services and the kinds of services individuals receive.

It is common sense to conclude that for the vast majority of people being in a job that is better personally suited usually means more motivation, resulting in better output and less time off due to illness. Having more information about opportunities that are available and interesting to the individual should increase the motivation to acquire the necessary skills with a reduced dropout rate in education and less unemployment. Currently, one in three British workers are lacking basic qualifications and one-fifth encounter literacy and numeracy difficulties. Research has concluded that individuals who gain basic skills:

- Stay longer in employment
- Earn more
- Improve their opportunities on the labour market
- Suffer less from poor physical and mental health
- Are less likely to have children experiencing difficulties at school
- Are more likely to be active citizens
- Are more liberal and less discriminatory in their attitudes

Policies need to continue to develop, monitor and evaluate self-service for adult guidance, giving adults access to up-to-date careers libraries, websites, information on job vacancies, labour market trends and occupations generally and diagnostic tools such as interest inventories and self assessments of work values and skills.

In terms of schools the extent to which careers education and guidance provision has been enhanced is open to question. Research carried out by the DfEE in 1999 suggested that *'curriculum pressures and timetable constraints appear to have militated against any real increase in status for career education and guidance...'* A survey carried out in the same year by the National Association of Careers Guidance Teachers found that only 49.6% of schools believed that they were meeting the requirements of the 1997 Education Act. Further research conducted by Morris *et al* (2000) puts forward that few schools appear to have made the correlation between academic, personal and careers guidance, even though there is some indication that careers education and guidance can make a significant contribution to school improvement. Although career education and guidance is statutory for 13-19 year olds the actual provision varies enormously from one school to the next, as does the training received by those in-house individuals that deliver the information.

Expected changes in career education include:

- Careers education from Year 7 – so that young people are ready to make choices in Year 9
- More emphasis on financial education – so that young people are ready to think about and deal with the financial implications of their choices
- More emphasis on enterprise and employability skills – so that young people are equipped to manage their own careers
- Increased information – so that young people can research their choices and make informed decisions about living, learning and earning
- Improved career guidance in Year 9, including learning plans – so that young people make the right curriculum choices for them
- Enhanced guidance and tutoring 14-19, including the use of Progress Files – help young people review and adjust their plans and record their achievements

The Chancellor Gordon Brown announced in his 2004 budget speech that the government plan to invest £6billion into the modernisation of schools. He stated that up to the age of 18 every teenager would be guaranteed a place for training or education of choice. Moreover, Gordon Brown made known a New Deal for skills to operate through job centres to guarantee that all employed as well as unemployed people had access to a one-stop advice service to help plan their futures.

Summary

Individuals who are ill equipped to make well-informed career decisions face barriers to personal success which can be costly both to themselves and to the economy. Career guidance in the UK is highly developed, in terms of training, service provision, inspection of these, research and the tools available to the public. Suggestions that are being made for the future of career education and guidance, in order to keep in tune with the dynamic evolution of careers today, include:

- Careers education at an earlier age to make children aware of the labour market in order to facilitate pertinent subject choices down the line.
- An increase in the teaching of transversal skills (communication, assertiveness, flexibility, team work, CV writing, interviews etc.) to aid the transition between job/career changes that are envisaged to be a more common occurrence in the future.
- Integration of Further and Higher Education guidance services into the mainstream services.
- Career Guidance and widespread dissemination of the services available to adults both in and out of employment with necessary training on how to use existing tools (including senior people).
- An increase in investment by employers in Human Resources, providing ongoing advice and guidance for employees to ensure better personal job satisfaction and consequently better output from the employer's point of view.

- Further research into learning and motivation, especially for the low qualified.
- Support of teachers and trainers is required as gate keeping partners for turning policy into practice.
- Greater priority to be given to the importance of building self-esteem and confidence as a prerequisite for successful learning participation.

The success of the Lisbon Strategy, Education and Training 2010 weighs heavily upon career guidance policy reforms as one of the four key actions to create open, attractive and accessible learning environments. It calls for the strengthening of the role, quality and co-ordination of career guidance services to support learning at all ages and manage their learning and work. In order to achieve this the draft interim report (2004) calls for the development of European references and principals to support national policies for career guidance as a matter of priority.

Useful Websites

Association of Graduate Recruiters	www.agr.org.uk
Association of Graduate Careers Advisory Services	www.agcas.org.uk
Careers Education Support Programme	www.ceqnet.co.uk
Careers Europe	www.careerseurope.co.uk
Careers Research an Advisory Centre (CRAC)	www.crac.org.uk
Careers Scotland	www.careers-scotland.org.uk
Careers Wales	www.careerswales.com
Connexions	www.connexions.gov.uk
Department for Education and Skills	www.dfes.gov.uk
Euroguidance	www.euroguidance.org.uk
European Centre for the Development of Vocational Training	www.cedefop.eu.int
Federation of Professional Associations in Guidance	www.fedpig.com
Guidenet	www.guidenet.org
IAG Partnerships	www.lifelonglearning.co.uk
Institute of Careers Guidance	www.icg-uk.org
International Association of Career Management Professionals	www.iacmp.org
International Association for Educational and Vocational Guidance	www.iaevg.org
Learning and Skills Council	www.lsc.gov.uk
Learning and Skills Development Agency	www.lsda.org.uk
Life-long learning	www.lifelonglearning.co.uk
National Association of Careers and Guidance Teachers	www.nacgt.org.uk
National Association for Managers of Student Services	www.namss.org.uk
National Association for Careers Education and Counselling	www.crac.org.uk
Office for Standards in Education	www.ofsted.gov.uk
Organisation for Economic Co operation and Development	www.oecd.org
Qualifications and Curriculum Authority	www.qca.org.uk
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