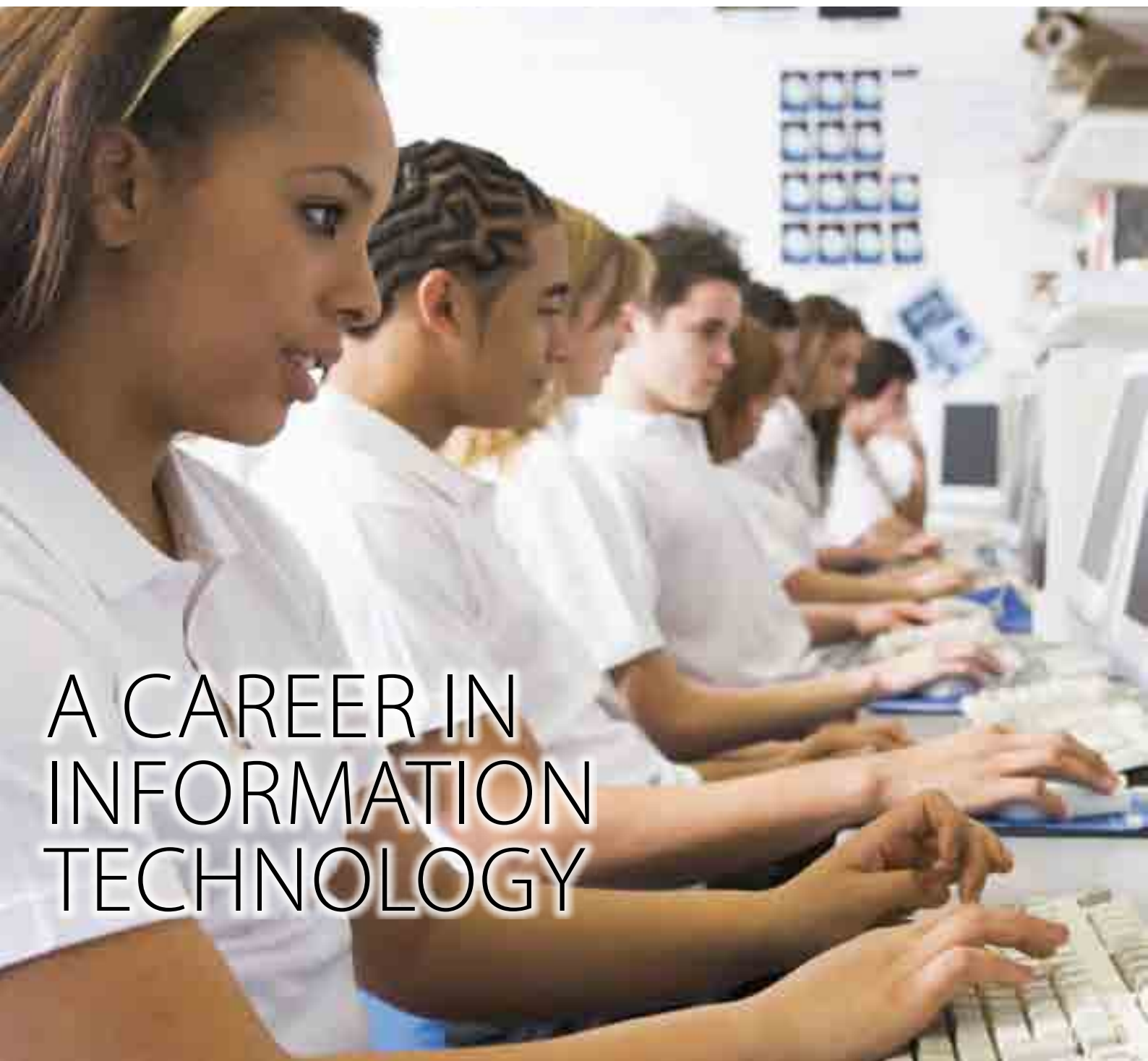


THE MAGAZINE FOR THE CAREER DEVELOPMENT SECTOR

CareerMatters



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Rosemary McLean looks to the future



ALISON DIXON
EDITOR OF
CAREER
MATTERS

A New Year is a time when people reassess their own career. Have you achieved career happiness? In this edition you will find a timely article about career happiness and whether it can be taught.

The CDI's first Annual Conference and Exhibition was a sell-out event last November and we have included a brief report in this edition. We have also included a brochure celebrating the UK Career Development Awards which were presented at a special awards dinner during the conference.

We aim to include two occupational articles in each edition to keep you up to date with developing sectors: this month's

featured sectors are careers in IT and the biosciences. There are also some fascinating articles about what makes an effective careers guidance professional and tools to enhance your online presence. Also an inspiring article about Cathy Avent, a positive role model for us all.

For practitioners there is a study abroad piece and also food for thought about the link between pay and qualifications.

As career development practitioners, many of us have to be creative about our own CPD and what better way than attending one of the three National Careers Guidance Show events? We have included free tickets for these events to be held in Leeds in February and Leicester and London in March 2014. What better way of getting free CPD as well as networking with your colleagues.

We feel that 2014 will be a challenging year once again for our profession. The CDI Forum in this issue highlights some responses to recent scathing criticism from the government. We will continue to speak out on behalf of members and work to improve and assure the quality and availability of career development opportunities for all throughout the UK. Every best wish for a happy and successful 2014.

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The views expressed in Career Matters are not necessarily those of the CDI, its Council or editorial board.

CDI PRESIDENT KAREN O'DONOGHUE

Considers the challenges of the year ahead



Years ago I was Chief Executive of a Connexions company. Often maligned as the start of national policy going wrong for careers work in schools, Connexions had a rich diversity of professionals loving what they did and delivering the very best for the young people they worked with. It was also a time where the voice of young people in designing, evaluating and validating service provision was seen to be a critical feature in the service offer, an approach we tried to apply to all our services, including adults and employers. Three talented young people sat on our Board along with Directors of Children's Services; senior police officers and elected members and at one memorable meeting, a Learning and Skills Council Chief Executive happened to be having a little moan about the general frustrations of working life.

"You should be ashamed of yourself," piped up one of the young people's representatives. "I'd love a job like yours, making big decisions every day and getting well paid", the 15 year old chastised the bemused CEO. "If you don't like what you do, let someone else have a chance to do your job better". The LSC colleague apologised and thanked the young person for the reminder that we should be grateful for what we can and do achieve rather than focusing on the things that we can't.

The Rights and Wrongs of Mr Gove

Ten years on, the story still makes me smile and I've had to call the tale to mind on many days. And so, in that context, to Michael Gove. The Secretary of State's performance at the Select Committee was certainly extraordinary. It was a politically agile exchange which, hard though it may be to agree, offered some real truths

– it is important to raise standards as educational achievement is a critical platform to build ones earning potential upon; it is important that schools work effectively with local employers and with programmes such as *Inspiring the Future* from the Education and Employers Task Force.

Sadly Mr Gove overlooked a number of important points:

- 1) We all have choices about where to go and how to get there. The approach the Secretary of State advocates is akin to standing under a fire hose, asking people to drink; the best of us would soon be knocked down by the volume and many drown.
- 2) One of this government's first acts was to remove funding from the system that facilitated teacher placements into industry, work experience and industry days. This took out the wherewithal, including the knowledge and the coordination to make such employer liaison happen.
- 3) The bulk of this country's employment is with small businesses that simply do not have the resources to release their time, free of charge, to talk about their worlds with the readiness Gove's employer engagement model implies. That's why both the CBI and The British Chambers of Commerce have raised concerns about provision.
- 4) The National Careers Service is a critical element of the government's skills agenda. It is inconsistent to think that adults need independent brokerage and advice but not young people.
- 5) We are only talking about England; Wales, Scotland and NI national policies remain committed to the delivery of a service to young people and those government's still invest in direct provision because they can see the value of provision for all those who need it.

CDI will evidence practice and impact with our partners and we have joined with CDI members, NICEC Fellows and respected independent consultant David Andrews in calling for a *Directory of Career Development Services for Schools*, a dialogue I have already entered into with colleagues from the Skills Funding Agency and National Careers Service. CDI will continue to promote the professional standards agenda, including the Register. We know, if Michael Gove does not, that yes, we are supermen and superwoman and we will continue to support delivery at the highest standard.

Grim reading

The Princes' Trust Macquarie Youth Index 2014 made tough reading, providing evidence of the impact unemployment has on the self-esteem, confidence and mental health of young people throughout the UK. Long-term unemployed young people are more than twice as likely to feel they have nothing to live for; one in three have contemplated suicide. The Princes' Trust do great work with some of the most vulnerable in society. I can't help feel that demand for their services, and others in the charitable and voluntary sector is only going to



increase as preventative interventions, including career development provision pre-16 declines. Once again, the report calls for the support of employers and I'm beginning to worry that the employed workforce are hastily offered as a solution for every problem relating to young people. It surely cannot be sustainable.

Looking ahead

CDI has reached its second calendar year of operation and heading for first birthday celebrations in March. During the year 1,500 new members have joined; we delivered a CPD programme at the highly successful Skills Show; and we are regularly called on for comments or behind the scenes views. We had a great confidence boost at Conference and our events programme has been much in demand, with extra dates being scheduled for many of our courses. CDI has a new Chief Executive, Jan Ellis, and by the time you read this there should also be a new Professional Development Manager appointed. Business planning for 2014/15 has commenced and planning for the AGM has also begun. There will be new elections so if you are interested in joining the Board, Council or Professional Standards Committee, now is a great time to do so – watch out for more information.

Steve Jobs said that the only way to do great work is to love what you do. I know that CDI members are passionate about what they do, whether it is in schools, for adults or delivering private services for individuals or companies. Our job now is to demonstrate our professionalism, forcefully and constructively and it's great that CDI has been so successful to date. I have a feeling that we might be needed...

“

The Princes' Trust do great work with some of the most vulnerable in society.

”

FUTURE IMPERFECT



**KEITH HERRMANN
PROVIDES A
PERSPECTIVE ON THE
FIRST ANNUAL CDI
CONFERENCE 2013**

There was a buzz in the air at the first CDI annual conference in quaint Stratford-upon-Avon. Oversubscribed, the room full of delegates. 169 delegates attended on day one and 165 on day two. With 13 keynote speakers, 30 exhibitors and 30 parallel workshops, the conference offered CDI members and other careers stakeholders the opportunity to discuss the key challenges facing the industry at a time of rapid marketisation and fragmentation of career services.

Putting a stake in the ground for career development support

Neil Robertson, the CEO of the Energy and Utility Skills Group, colourfully articulated how careers professionals were under-valued and how employers across many industry sectors had been very poor at articulating their future skills requirements. I noted with interest his enthusiasm for employer bodies to connect with the careers sector to ensure that our future skills needs and careers opportunities are better explained to young people and adults alike.

Other speakers highlighted the importance of the careers profession to collaborate with employers, educators and the new wave of careers support providers to: (a) raise awareness among young people of the employability skills needed by employers (b) get more employers to work with schools and colleges to inspire young people about careers in industries vital to the future success of the British economy and (c) secure better partnership working between employers and the careers sector.

Repositioning careers services

The significant reduction in funding for careers services and the new statutory duty on schools (in England) dominated much of the discussion. However, the landscape has clearly changed with a burgeoning careers support market being driven by an innumerable

number of tech solutions (websites and apps), employer initiatives, freelance careers advisers and education and training providers.

The debate at the conference was gripped by the uncertainty, ambiguity and complexity of a future careers market with less regulation and resourcing from the public sector. This offers both a challenge and an opportunity to the sector. There is a clear onus on the CDI to lead, to innovate, to accommodate radical disruption and to boldly evidence the impact of career development support.

UK-wide trends and challenges

An excellent panel debate considered the issues facing the careers sector across the four home nations:

- delivery models are changing given budget constraints and the 'new market order';
- a more differentiated service needs to target priority audiences alongside a universal service offer;

- careers learning should become more embedded in school curricula and linked to the world of work;
- increased social mobility is at risk if careers policy is not underpinned by national frameworks that enshrine high quality, professional and joined-up career development support.

In reflecting on the CDI conference, the most positive take-out from the conference for me was the passion and enthusiasm that CDI members have for their work. Yes, the policy landscape is not conducive. Yes there are many misguided and prejudiced views about the careers sector. But I would argue that now is not the time to be defensive. Now is the time to highlight what the CDI stands for: quality standards, professionalism, and a single voice for the career development sector. Above all it needs to tell the story that careers advice is about more than jobs; it is about making a difference in peoples' lives.



**Keith Herrmann
Convenor, Careers Sector
Stakeholders Alliance**

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January 2014 / Issue 2.1



THE CDI CONFERENCE NOVEMBER 2013 AT THE HOLIDAY INN STRATFORD-UPON-AVON



CDI FORUM

The CDI Forum is an occasional feature in Career Matters, giving us the opportunity to ask prominent figures in the sector to comment on recent developments.

In this edition, we asked for comments on Mr Gove's views on careers education and guidance as recently expressed to the Education Select Committee.



**TONY WATTS,
INTERNATIONAL
POLICY
CONSULTANT;
VISITING
PROFESSOR,
UNIVERSITY
OF DERBY AND
CANTERBURY
CHRIST CHURCH
UNIVERSITY**

It is extremely helpful at last to have Michael Gove's views on careers guidance expressed in public.

Many of the inspirational promises made by John Hayes, the responsible Minister in the Government's early years, have been thwarted and betrayed. It was widely known that this was because of Gove's personal views. But hitherto these have been expressed in private; now they can be seen for the ill-informed prejudices that they are.

Since Matthew Hancock took over from John Hayes, there has barely been any reference to the roles of careers professionals. Instead, the impression given has been that all effective interventions in schools can be provided, unmediated, by employers. Now Michael Gove has confirmed that there is no need for 'a cadre of careers advisers to operate between these two'. No credence is given to the notion that in order to meet the range and complexity of students' careers needs, employers' contributions might need to be integrated into a coherent careers programme, and complemented by impartial advice covering the full extent of the labour market.

Indeed, such arguments are, it seems, 'self-interested' and lacking 'intellectual rigour'. The views of people who know and care, and the huge bodies of supporting evidence and research, are thereby stigmatised and marginalised.

The 'intellectual rigour' allegation is particularly ironic. Such rigour is based on evidence and reasoned argument. Both are conspicuously absent from Gove's comments. In responding to questions about whether provision in schools has deteriorated, he slips between incompatible claims. Indeed on several occasions he adopts what philosophers call the 'nirvana fallacy': setting up an ideal (e.g. that careers advisers need to be supermen and superwomen) in order to reject any realistic provision as imperfect. No evidence is cited at any point.

It is disturbing that someone with such power can hold, and act upon, such ignorant and ill-considered views. But at least they can now be seen, critiqued and confronted.



**TRISTRAM HOOLEY,
READER IN CAREER
DEVELOPMENT,
UNIVERSITY OF
DERBY**

Time to give up on Gove?

For those of us who have watched as career guidance policy has unfolded since the election, Michael Gove's pre-Xmas performance to the Select Committee offered few surprises. The end of Connexions funding, the unsupported transfer of responsibility to schools, the weakness of the statutory guidance and the loss of duties on career education and work-related learning, have made his position clear.

What was surprising was the lack of sugar-coating used when Gove rehearsed his prejudices. He's never spoken about career guidance before but he was quick to label the careers sector as 'self-interested' and lacking in 'rigour', and to argue that we don't need a 'cadre of careers advisers' because they can't be 'supermen and superwomen'.

For me, this was a pivotal moment. The careers sector has been trying to be reasonable, to work with Gove and influence him in the right direction. We are now

at a point when to misquote George Orwell, you have to accept that the future under Michael Gove is a boot stamping on a careers adviser's face - forever.

I think that this means that we need to become less parochial and to start to recognise that the argument about the future of careers is also an argument about the future of education. Gove has been misrepresenting the evidence on more issues than just careers. He (mis)uses statistics to create a fear of slipping standards and then uses the resulting panic to clear the way for increased selection, profiteering from schools, reductions in the role of local authorities, the narrowing of the curriculum and the use of rote learning approaches.

Gove's vision of education is elitist, limited, flawed and contradictory. The attacks that he has made on the careers sector are part of much wider attacks on public education. We need to make common cause with other educators and stand up for an education that supports all young people to achieve their potential.



**PAUL CHUBB,
EXECUTIVE
DIRECTOR OF
CAREERS ENGLAND**

My personal view is that we witnessed an unprecedented event with the Secretary of State (SoS) for Education put directly on the spot by the all-party Select Committee on his views on CEIAG.

Many Careers England colleagues found the responses of the SoS alarming – a number using words like outrageous.

In response, we have issued Policy Commentary 25; available on our website: www.careersengland.org.uk/wordpress/?p=511

We are championing evidence to set the record straight. The SoS is either unaware of international evidence his department has, or he has chosen to ignore it. The Ofsted evidence is brushed aside by the SoS, yet the Milburn Commission used it as the basis of its strident criticism of HMG's CEIAG policy.

The SoS also appears to wish to make light of another part of our Careers Service history, by omission, as he says he knows of no good CEIAG period ever in England – yet John Hayes wanted to return to the model of contracted Careers Services, which would have been all-age but for the SoS deciding otherwise.

Hayes knew well of the period of contracted universal Careers Services under John Major's Government, which many would cite as the best time for well-resourced, strongly regulated (national specification with robust mandatory QA) professional careers provision for young people.

Early in 2014 a concerted campaign needs to demonstrate with robust evidence that the SoS is wrong in the extreme to be so dismissive of (and disrespectful to) careers professionals and their integrity.

Please be assured that Careers England will wish to make the case most strongly, and will seek ways to do so effectively with our partners in the CDI and the broader church that is the CSSA.

Mr Gove needs reminding of:

- the INTERNATIONAL EVIDENCE paper Tony Watts submitted to DfE & DBIS that they ignored
- the LESSONS from Finland
- and the grave concerns of HMG's own social mobility commission.

Together we need to overcome this blind prejudice.



**DR DEIRDRE
HUGHES, OBE,
CHAIR, NATIONAL
CAREERS COUNCIL**

A revolution in careers advice

We have a moral duty and there is a clear economic imperative in getting careers advice and guidance to young people right. The Government's 'Inspiration Vision Statement' needs to be accelerated into action in order to provide more immediate and intermediate progress, in particular on the careers offer for young people across England. In view of the recent evidence presented by the Secretary of State for Education to the Education Select Committee (18th December 2013) on careers work across England, it would be highly appropriate for a joint meeting in early 2014 to discuss and clarify the role of careers professionals and the existing evidence-base for careers work.

In 2010, the Conservative's Policy Paper No 7 (p.8) core message called for 'a revolution in careers advice'. At the time, a major transformation had already begun within the UK-wide careers profession. I (alongside other education and business leaders) was directly involved in a national movement to revitalise the careers profession. During the last three years, those working in careers, comprising advisers, educators, coaches, mentors and recruitment specialists from private, public and voluntary sectors have reframed their working practices for the better. More needs to be done, as set out in the

ESRC 2013 seminar series, that can be found on, www2.warwick.ac.uk/fac/soc/ier/research/semcomprfs/esrc_policy_briefing_final_101212.pdf to ensure the right level of careers support is made available to those who need this most.

Business and education leaders report to the National Careers Council that some form of 'bridging their worlds' is required. Careers development professionals work is part of the solution. It is noteworthy that countries such as Singapore, South Korea, Finland and parts of North America have strong examples of business and education links with schools and colleges' work being strengthened and supported by effective career strategies including career development professionals at work. The CBI reports 'the future of the UK economy is undoubtedly higher-value and higher-skill'. Effective careers work is key to our national success, particularly when it comes to delivering a quality education system and strong industrial strategy.

REGIONAL NEWS



NORTHERN IRELAND

A Northern Ireland Assembly debate on Careers, Education, Information and Guidance (CEIAG) marked the conclusion of an inquiry by the Committee for Employment and Learning into the delivery of CEIAG in Northern Ireland.

Minister for Employment and Learning Dr Stephen Farry and Education Minister John O'Dowd welcomed the inquiry report, and announced a formal review of the careers strategy and careers provision. This review will build on the achievements of the existing strategy for careers information and guidance, 'Preparing for Success', and will take into account the recommendations of the inquiry report. www.delni.gov.uk/es/preparing-for-success-implementation-report-march-2011

Addressing the Assembly Dr Farry said: "I consider careers policy and delivery structures as the foundation stone of a strong economy. It is important to ensure that education and skills outcomes are more closely aligned with the current and future

needs of the economy. I would therefore encourage employers to work with Government to help build the workforce they need for the future."

The review of careers will aim to ensure that Northern Ireland has a careers service that reflects the needs of a modern, vibrant and dynamic 21st century economy, in which all individuals regardless of age or aspiration have access to independent and quality advice and guidance on the full range of opportunities available to them.

The review will include consultation with key stakeholders in industry and education and experts in the field of careers education and guidance, including those who provided evidence to the Inquiry. Consultation with service users, including young people, will also be important in shaping future provision.

Angela Rooney



SCOTLAND

Partner Event

Members in Scotland are hosting a partner event on 16 January 2014. This will be a chance to hear from Paul Zealey, Head of Engagement and Legacy, Glasgow 2014 about the opportunities the Commonwealth Games 2014 will bring, meet the new Chief Executive of the CDI, Jan Ellis and network with colleagues. Further details and registration is available on the CDI website: www.thecdi.net/Skills-Training-Events/Scottish-Regional-Event/10968

Informal member events

A series of informal member events will be held in Scotland over the coming months. Members are invited to come along and meet a member of the Committee over a coffee, suggest what more the CDI could be doing in Scotland and consider becoming involved. The first of these events took place in Fife on 12 December 2013. Another event will be arranged soon.

Commission on Developing Scotland's Young Workforce- Response to Interim Report

CDI Scotland responded to the interim report of the Commission on Developing Scotland's Young Workforce published on 5 September 2013. Final recommendations are expected in the second quarter of 2014. The CDI response is available at www.thecdi.net/News-Reports/cdi-scottish-committee-response-to-wood-commission-interim-report

Referendum on Independence

2014 is an important year as people in Scotland face a referendum on 18 September 2014. On 26 November, the Scottish Government published *Scotland's Future*, the White Paper on independence. The White Paper outlines plans for the integration of skills and employability which will bring together job matching, employability training and career guidance. Further information is available at www.scotland.gov.uk/Publications/2013/11/9348/downloads

Julie-Anne Jamieson



WALES

Careers Wales, now a wholly owned subsidiary of the Welsh Government, recently appointed a new Chief Executive. Richard Spear took up his post at the beginning of December. Richard has previously held senior posts in ELWa, the Welsh Government, and most recently at NIACE (National Institute of Adult Continuing Education).

He said that, "In applying for this post I saw a great opportunity to lead an organisation that makes a difference to people's lives. Being an all Wales organisation will also help us develop and strengthen the critically important Careers Information, Advice and Guidance services offered Careers Wales, with its new structure, has an exciting role to play in supporting a number of Welsh Government priorities."

One of the new initiatives in which Careers Wales will play an exciting role and is seen as a vital delivery partner is the *Youth Engagement and Progression Framework* announced in October 2013 which aims to reinvigorate the approach in Wales to increasing the engagement and progression of young people into learning and work. In support of this framework is the

development of the Common Area Prospectus and Common Application Process (CAP) which is being hosted on CareersWales.com, the award winning Careers Wales website.

Alongside all these changes Careers Wales, as part of its staff development programme, have offered all Careers Advisers the opportunity to complete the QCF level 6 units required to be eligible to join the CDI Register of Career Development Professionals. Good progress has been made with this and Careers Advisers have been busily completing assignments and assessments.

And finally and importantly the first meeting of the Wales Strategic Forum for Career Development was held in October. This forum chaired by the Deputy Minister for Skills and Technology brings together a range of stakeholders who are all members of the 'Careers Family' in Wales. The Career Development Institute is delighted to be a member of this forum which will be driving the development of a joined up approach to career development services in Wales.

Sarah Finnegan-Dehn

AN UPDATE ON THE UK REGISTER OF CAREER DEVELOPMENT PROFESSIONALS AND AWARDING BODY



**DR RODNEY COX
ON BEHALF OF THE
PROFESSIONAL
STANDARDS
COMMITTEE**

Since it was constituted in the summer of 2013, Professional Standards Committee (PSC) has been working on two important issues for the development of the profession. The first is the UK Register of Career Development Professionals; the second concerns the Awarding Body, although some of the issues and proposals for development are common to both.

The Register

Historically the UK Register of Career Development Professionals was created with the support of the government and with a longer term view that the Register could become the means of regulating the career development profession. Several years on, the CDI is committed to growing the Register and fully endorses the benefits of membership:

For registered career development professionals:

Professional recognition and confidence in peers on the Register along with the ability to promote their professional status in the market.

For customers: Confidence in the competence and ethical standing of the career development professional, and the ability to report and have investigated any dissatisfaction.

For employers: Confidence in the competence of career development professionals as well as registered staff members having access to a monitored system of CPD and an impartial complaints and discipline service.

For policy makers and funders: Ability to identify membership of the Register as an assurance of the quality of individuals working as career development professionals.

Back in April we recognised that there were implementation difficulties relating to the Register that needed to be addressed as a matter of urgency. Many practitioners were having difficulty gaining entry to the Register because their qualifications did not precisely match those laid down in the original Register specification. Others were concerned that the current access requirements are not sufficiently inclusive to accommodate the range of professional roles that are now represented by the membership of the Career Development Institute.

To address the first of these issues, PSC has analysed Register applications where problems have been

encountered. This work has identified relevant career development qualifications exist that do not appear in the original Register specification and other qualifications that have been launched subsequent to its publication. PSC also acknowledges that some of the requirements for particular vocational qualifications are unduly burdensome or difficult to achieve given the changing pattern of QCF qualifications and employment within the career development sector.

As a result the current rules are being reviewed by PSC with the intention of publishing revised rules and supporting guidance on the CDI website by March 2014. The changes are intended to facilitate ready access to the Register for as many careers professional as possible, but in a way that is consistent with the ethical values and guiding principles of the Career Development Institute. It is important to emphasise that the new rules cannot be set in stone as there may be need for further refinements to take account of new qualifications that have not yet been brought to PSC's attention, but which could qualify for Register entry.

The membership of the Institute represents practitioners across a wide range of occupational contexts and the Register should reflect that diversity. For this reason the Institute will be as flexible as possible in considering any applications. This will include applications from those without the currently prescribed qualifications but who are able to demonstrate their competence through alternative qualifications and/or professional practice in a career development setting. The original Register specification envisaged a route to entry through the 'Competency Framework', and an early version is available on the Register web-page. In the brief period of CDI's existence there has been neither the time nor resource to develop this model further, but work is now underway and details will be published in the first half of 2014.

The appointment of the Institute's first Professional Development Manager (PDM) is well advanced. Under the direction of the Chief Executive the PDM will work in partnership with the PSC to finalise an interim assessment process prior to the introduction of the enhanced progression pathway referred to below. Once we have an agreed simplified entry criteria there is a real opportunity to reinvigorate and market the Register to CDI members.

The principle of inclusivity is central to the Institute's core values; however the PSC recognises that the original Register rules could be seen as applying primarily to *career guidance* professionals. This is perhaps not surprising as they were constructed around the framework of the National Occupational Standards: Career Development that focused on the bulk of career practice in operation at the time of writing. The NOS:

“ Under the direction of the Chief Executive the PDM will work in partnership with the PSC to finalise an interim assessment. ”



As there are students already registered, the current arrangements will remain in place until 2016.



CD are due for renewal and will, from 2014, be under new guardianship. The CDI is bidding to take on that responsibility. The clear intention is for our professional body to ensure that the new standards encompass the needs and requirements of all career professionals.

Proposed changes in the Awarding Body

From its inception CDI has wholeheartedly embraced the principle of maintaining and further developing its status as an awarding body, but understands that the current inherited arrangements need to be developed to more adequately reflect the needs and interests of all constituencies represented by the membership of the Institute. Historically, the national qualifications offered by the legacy organisations were predominantly in the field of career guidance. Our offer now has to encompass the needs of careers educators, coaches, employability practitioners, and the myriad roles represented in CDI's nine national and professional constituencies.

As there are students already registered, the current arrangements will remain in place until 2016. However, the good news is that in the intervening period, the intent is to devise and introduce a qualification structure based on a core standards and specialisms model. Qualifications relevant to a wide range of career development professionals will be approved by CDI. Each qualification will have the same group of core

standards (a small sub-set of the NOS: CD) together with a number of specialist modules drawn from the current or revised national standards, or other agreed standards. Such standards have already been written for a range of careers educators; and competence frameworks exist for career coaches and others.

CDI plans to commission work to refine the details of this new approach to awards; the project will be based on the interim work on standards taken forward by PSC and further explored during workshops at the CDI's first Annual Conference in November 2013. A project team will ensure that the qualifications are a coherent, integral component of a Career Progression Pathway for the Career Development Sector.

Looking ahead, the plan is that following extensive preliminary consultation there will be a national symposium of interested and affected parties; this is planned for late spring 2014. This work will ensure that entry to the Register is aligned to the new qualification framework and can also accommodate a robust process of accreditation through the demonstration of competence.

We welcome feedback on these proposals as well as enquiries from members who need clarification on their eligibility to join the Professional Register. Please email pdm@thecdi.net

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A YOUNG REFLECTION

A young person's journey



JILL COLLINS HAS BEEN WORKING WITH MICAH ABBEY. HERE IS HIS STORY.

My name is Micah Abbey; I'm 17 years old and currently a student in my second year at Longley Park Sixth Form College in Sheffield. I'm very passionate about journalism and I want to share my story with you about how Career Academy inspired, motivated and influenced me to pursue a future career in journalism.

Like a lot of young people I went through a stage where I questioned, is this what I really

want to do? What is it that I want to do with my life? So I thought long and hard about my life, my education, my path in life. I started thinking about becoming a doctor ... but science wasn't my strongest subject. So then I thought about owning my own business, being my own boss, I fell in love with the idea but I had no resources and no contacts.

So I made my choice and enrolled myself at college onto a business course. Then one day I saw an ad for Career Academy UK at my college - an organisation of young people aged between 16 to 19 with ambition and drive who were bridging the gap between education and work by being given real work experience. This was in the form of paid internships, volunteer work, motivational lectures and workshops. I had never heard of Career Academy but it sounded like such a fantastic opportunity to get a taste of being in the business environment that something in my gut just told me to go for it!

I made an application not thinking anything of it ... then when I got called for an interview I became overwhelmed with nerves and that is when I had a moment of clarity! I realised just how much I wanted this and would really work hard, push myself and strive to achieve. I had my first interview ever and was in my opinion a nervous wreck but not because I was scared but because I wanted it so much.

So I was just myself and I guess it worked because I got a place. Career Academy really inspired me to grow as a person and trust in my own instincts. As time went on, and I became involved in activities my confidence really increased. I used to be shy and kept myself to myself but being a part of something so personally rewarding motivated me to really believe in myself and my capabilities.

It's given me the courage to give public speeches and presentations. It truly changed my life and it helped me advance my networking skills and communication skills. It gave me back the passion and motivation for

writing and journalism and belief in myself. Career Academy helped remind me where I really want to go in life, and now 14 months later I'm 17 and I've just finished applying to university for journalism, I feel more confident and certain about my own initiative and direction in life. I feel positively inspired to achieve nothing but my best ... I feel focused and ready to take on new challenges towards my careers goals.

Not to be confused with academies in the broader sense, Career Academies UK is a UK-Wide initiative based on a model developed in the US over 40 years ago. The Career Academies UK has been in existence since 2002 and provides 'a structured programme of paid internships, mentoring by employer volunteers, motivational lectures and workshops to give 16-19 year olds the work experience and skills they need to be able to perform more effectively in the wider world'.

For more information go to:
www.careeracademies.org.uk



Jill Collins is a project manager at Sheffield Hallam University

THE CATHY AVENT INTERVIEW



IN A LIFETIME THAT HAS TAKEN HER FROM WARTIME CAITHNESS TO CALIFORNIA VIA COUNTY HALL, CAREER MATTERS SALUTES A CAREER PIONEER. GILL SHARP TALKS TO CATHY AVENT OBE.

Miss Catherine Avent, OBE was one of the first people to, as she puts it “make a career in careers”. Coming from generations of country doctors, Cathy, now 94, bucked family tradition by studying English, partly to prove that, despite not embracing medicine, she wasn’t “stupid”. After graduation, she spent WW2 and its aftermath in the WRNS in north-west Scotland, monitoring Nazi E-boat transmissions from Volgograd to Vancouver.

Cathy missed out on a surveillance role at Bletchley, being under the 5ft 2ins necessary to reach pigeonholes storing vital documents! Nonetheless, her memories of this era constitute a book in themselves: www.legasee.org.uk/the-archive/ gives a flavour.

A fledgling service

Cathy moved on to LSE’s Graduate Diploma in Social Sciences and Administration, courtesy of a grant for ex-military personnel. “I knew I wanted to help those with fewer advantages.” The course gave her “a fine objectivity derived from almost complete ignorance. I went to LSE to find out how the world worked.”

From here it was a short step to the West End office of London County Council’s newly hatched Youth Employment Bureau, “The Booro” as it was known to its clients. As Assistant Youth Employment Officer, “the bottom rung of the top ladder”, Cathy dealt with school-leavers destined for retail roles, chambermaid chores or dressmaking duties. Male colleagues advised aspiring engineers, potential printers etc; jobs, clients and staff were strictly segregated by gender. No work in schools was involved. “All we had to do was place kids in jobs”: sounds delightfully easy! But hardly anyone had the relevant know-how: a few experienced staff able to untangle the mysteries of issuing unemployment benefit led a smattering of raw recruits.

Work in schools

Weeks into the job, Cathy was summoned to County Hall. Suspecting imminent dismissal, she was pleasantly surprised by a rapid promotion. After a year, she was again upgraded - a secondment charting the hitherto unexplored, and possibly choppy, waters of working with the LCC’s grammar and public schools (365 secondary schools, 50% with sixth forms, and 21 public schools). Responsibility for what careers input existed lay with the Ministry of Labour, together with the *Headmasters’ Employment Committee* and its sister (you’ve guessed it) the *Headmistresses’ Employment Committee*. The brief for Catherine’s 12-strong team (6 men, 6 women, naturally) was to assume the ministry’s mantle by advising the 25% of sixth formers applying for university.

“Heads wanted nothing to do with Youth Employment,” reports Cathy, the prevailing wisdom being that the academically able needed no outside assistance in choosing their future. Ring any bells?

Top notch girls’ schools were particularly recalcitrant, but Cathy persevered. It helped that all her staff were graduates: possession of any degree trailed credibility in its wake. Within a few years, Youth Employment Officers (YEOs) were seeing 4,000 youngsters a year, most aiming at university, college, professional training or the creative/performing arts, the latter a neglected group. Again, sounds horribly familiar....

Pioneering work

There were other gaps in provision. Cathy cites the 1959 Crowther Report as one of the best publications to focus on vocational education. Geoffrey Crowther was “the most able man I had the good fortune to work with”. Given the company she kept, it’s a sterling accolade.

www.educationengland.org.uk/documents/crowther/ identifies the needs of those neither destined for HE nor determined to leave education as early as possible.

Pearl Jephcott, LSE lecturer, recommended Cathy to the *Central Advisory Council for Education*: a minder accompanying her to meet this august group, “in case I spoke out of turn”. Her gift for anecdotal information made them laugh and she was co-opted as a member of Crowther’s prestigious committee. This attracted the attention of the US Embassy’s cultural affairs officers. “They must have thought, *Gee, this dame knows something* and claimed me as an expert.”

Cathy’s thinking meshed both with the dawn of comprehensive education here and the ethos in high schools across the Atlantic. She was offered a trip to the US, funded by cash intended for European secondments. “It was life changing, six months, coast to coast, looking at counselling, guidance and the articulation between American high schools and higher education.”

In the USA Cathy met careers guru Donald Super. “He was,” she reports reassuringly, “a very nice chap”.

The Inspector

By the late 60s, Cathy hit the dizzy heights of London’s own inspectorate, the Chief Inspector employing her with some reluctance as she was not a teacher. “I potted (her word, not mine!) round schools being bossy, trying to persuade heads that academic children needed advice as much as those going straight into work.” A theory which then, as now, was not universally accepted.

Cathy, meanwhile, went her own sweet way, including public schools in her careers remit – “All pupils deserved the best possible help”. County Hall, by now the home



“

I was the worst interviewer that I've ever come across! I liked talking, not listening. But I was a good speaker so I was often asked to present at conferences

”

of the notoriously left-wing Inner London Education Authority, would have instantly curtailed this, so “best they didn't know - once established, it was difficult to undo.”

How does she rate herself as a careers adviser? “I was the worst interviewer that I've ever come across! I liked talking, not listening. But I was a good speaker so I was often asked to present at conferences” - and latterly on the emergent training courses for youth employment/careers officers.

As if this were not enough, she established possibly the very first careers library at ILEA's careers HQ, appointing colleague Joy Sadler to run it, while continuing in the words of Sir William Houghton, to “ginger up careers”.

Advice for the advisers

Cathy remains in touch with her old profession, so what advice would she give to careers advisers, seeking to make their mark?

“First of all - write. I'm a great believer in the printed word: the discipline of the craft is good for the author and ensures ideas don't get buried. It gets the message across and raises your profile. My opportunity with

the *Crowther Committee* arose from my writing, a combination of luck and of having a good idea and pushing it.”

Cathy doesn't regret not using her original degree by going into publishing or journalism as she was able to utilise her way with words, her flair for facts and her precision with language by writing and editing books, journals and 400+ articles. 150 of these now occupy CDI archives at Stourbridge – essential reading for future historians of careers practice.

“Secondly – get involved. Speak at conferences etc. It worked for me! But don't serve on committees with a negative attitude. Be prepared to find at least some of it interesting and occasionally entertaining.”

For seven years Cathy edited *Youth Employment News*, the distant forerunner of our own “Career Matters” and then was president of the Institute of Youth Employment Officers, precursor of the ICG and CDI.

Cathy is an honorary member of the still flourishing Careers Writers Association which she helped to found. To find out more about what they do go to www.parentalguidance.org.uk

Gill Sharp is a portfolio worker specialising in HE.

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Career Matters
January 2014 / Issue 2.1

A CAREER IN INFORMATION TECHNOLOGY



ADAM THILTHORPE, DIRECTOR FOR PROFESSIONALISM IN IT FOR THE BRITISH COMPUTER SOCIETY (BCS) LOOKS AT THE CURRENT STATE OF THE INDUSTRY, THE TRAINING AND OPPORTUNITIES ON OFFER.

Information Technology touches more areas of business than almost any other discipline and is currently one of the professions where recruitment is growing steadily. There are several routes to a career in the UK IT industry including full-time study, part-time study whilst in employment and on-the-job training. The following are just some of the routes that can lead to an IT career:

- Apprenticeships
- Graduation with a non-IT related subject
- An accredited degree
- Training in a shortage IT skill

Apprenticeships

An example is the IT Application Specialist apprenticeship programme (level 2 and 3) designed for those entering roles in which they will be working with IT systems and software in a non-technical capacity. The framework offers a wide range of optional units that the apprentice can study to match their particular organisational and job role requirements.

- www.bcs.org/upload/pdf/it-application-specialist-guide.pdf
- www.e-skills.com/apprenticeships/frameworks/it-users/
- www.bcs.org/upload/pdf/it-application-specialist-guide.pdf

There are also Higher Apprenticeships available via e-skills.

Graduates

Many companies are happy to recruit graduates with non-IT related subjects who are willing to undertake additional IT specific training through postgraduate or professional training courses.

For students interested in a 'client-facing role' a more business-orientated degree such as one in finance, management or another engineering subject may prove a better grounding than a pure IT degree, providing students with a good insight into business and a better understanding of the sort of problems their future clients are likely to face.

Whichever option taken, the key to improving the chances of being recruited is to achieve the best degree possible and take advantage of any work experience offered as part of the course or during vacations.

Accredited degrees

The BCS has accredited over 6,000 degree courses in computing to date, where content specifically aims to assist students in gaining a sound academic grounding in the discipline, together with an understanding of the professional issues relevant to their working lives. As the Chartered Institute for IT, our accreditation programme involves a series of visits to universities and other higher education institutions to review their computing courses. Those that meet the requirements are accredited for Chartered IT Professional (CITP), our own Chartered qualification. Additionally, as a nominated body of the Engineering Council and the Science Council we are licensed to accredit courses at Chartered or Incorporated Engineer and Chartered Scientist level.

Shortage skills

At the Total Professions conference last November Dr Bill Mitchell, Director of the BCS Academy of Computing said there was a shortage of 100,000 people in the industry last year.

The main demand is for computer scientists. He quoted an entrepreneur at London's Tech City:

"There just aren't enough computer scientists in the UK. And we need computer scientists, we don't need – what do they call it – ICT trained people. We need real computer scientists who do software engineering and programming."

Dr Mitchell went on to say that the demand is for people who can create "business value" by having the computer science skills but also understanding management and business principles. He clarified this:

"Computer professionals need 3 things:

- 1. A firm grounding in the underpinning principles of computing, which remain relevant even though particular technologies rapidly evolve and new ones are constantly being developed*
- 2. To be skilled at management, communication and collaboration across different companies*
- 3. To learn about technologies and management practices that underlie the globalisation of software"*

"After all, The Nobel Prize for Chemistry in 2013 was awarded to a chemist who developed models for computer models of complex chemical systems."

However the skills in computer science are needed in other STEM subjects as well. Dr Mitchell again:



“

We need real computer scientists who do software engineering and programming.

”

“The UK has 100,000 science, engineering, mathematics and technology graduates a year; all of them need to be good at computing if the UK is to be at the forefront of science and engineering.”

However, there is still a demand for management information systems consultants, IT managers, business systems analysts and project managers. There is a particular shortage of cyber security skills. With the increase in the use of the internet - there is a growing demand for professionals in the field, yet many employers are reporting difficulty in finding people with the right skills.

Qualifications

BCS has developed a portfolio of qualifications and certifications to help develop competence and professionalism for those working in different roles in the industry - including:

- Agile IT project management
- Business Analysis
- Data Centre Management
- Green and Sustainable IT
- Information Security Consultancy (IS)
- IT Governance and Information Security
- IT Service Management
- Project Management and Support
- Software Asset Management
- Software Testing
- Solution Development and Architecture

Salary levels

Having the right skills can have a significant impact on pay levels. As IT covers a wide range of roles rates of pay vary greatly, but can range from around £17,000 for a trainee starting out in the industry to £130,000 plus for those at director level.

Examples of typical roles and salaries:

Trainee: £17,482
 Junior Analyst: £22,900
 Analyst: £30,866
 Senior Analyst: £39,910
 Project Manager: £47,178
 Department Manager: £66,166
 IT Function Head: £79,926
 IT Managers: £98,529
 IT Director: £131,911
 (Source: Computer Staff Salary, June 2012, XpertHR)

Curriculum

September 2014 will see the implementation of the new computer science curriculum. The new curriculum will focus on computational thinking (a problem solving method that uses computer science techniques) whilst still embodying the most important aspects of digital literacy, which everyone needs to live effectively in our digital society.

There is a growing need for computer science teachers to help deliver the new curriculum and develop the professional competencies of others. This is opening up opportunities not only for existing computer science teachers, but for career changers too – in terms of those who might want to consider a move from the IT profession in to teaching. To address the shortage of computer science teachers there will also be 100 computer science teaching scholarships a year.

References:

www.bcs.org/careers
www.e-skills.com

“ I was a big gaming fan and the idea of creating my own games was hugely appealing. ”

“

I've always been interested in computers. I did maths and physics A levels, then a computer science degree at Cardiff University.

”

Adam Thilthorpe leads the development of the Institute's professionalism in IT initiative. He speaks regularly at BCS and industry seminars and conferences engaging with companies and organisations that employ IT practitioners.



CASE STUDY

TWENTY-FOUR YEAR OLD MICHELLE BARNETT, A SOFTWARE ENGINEER AT THALES IN CAMBRIDGE AND A MEMBER OF THE BCS EXPLAINS WHAT ATTRACTED HER TO IT AND WHY MORE WOMEN SHOULD CONSIDER IT AS A CAREER OPTION.

The IT industry offers great career opportunities for women - yet they make up just 18 - 20% of the workforce.

How did you get in to IT profession?

I've always been interested in computers. I did maths and physics A levels, then a computer science degree at Cardiff University.

I had a job offer from Thales a couple of months before I graduated. I don't know anyone with an IT-related degree who had difficulties finding work. Everyone who did computer science got jobs straight away - and pretty much in the field they wanted. If you are suitably qualified you will always be in demand. Meanwhile other friends that graduated at the same time as me who did non-computer science degrees, took a while to find work, or ended up doing something that wasn't related to their degree.

What do you enjoy most about your job/working in IT?

I find it really interesting and there's a huge sense of satisfaction in solving a problem especially when it's been a difficult one. I get a real kick out of looking at something that I made happen at the right time and thinking "I did that!"

Thales designs and builds equipment, systems and services for the aerospace, defence, transportation and security markets. My degree taught me the basic skills of programming, but I get plenty of on-the-job training and have learned a lot from the rest of my team since I joined the company.

Were you encouraged in to this field?

My dad works in electronics and my stepdad is in IT support. They never encouraged me to go into IT, but I grew up surrounded by people with that sort of mindset. As a child I was always keen to take things apart and put them back together again - just to see how they worked. My first experience of programming was html and web-design. My father left a book lying around and I was bored one day, so I picked it up and taught myself how to do it. I had like-minded friends at school, so we would learn from each other. I was a big gaming fan and the idea of creating my own games was hugely appealing. Gradually I realised that I might be able to do other

things with these skills. At school I was given a careers questionnaire which matched me with a lot of computer-related jobs, so that cemented the idea of a career in IT for me.

Why do you think women tend not to go into IT?

I think girls are put off science and engineering at an early age as they are not encouraged to develop an interest in this area. Just go into any toy shop - all of the Lego and construction toys are in the boys section while the girls section is full of dolls and pink stuff. If you are a girl who likes playing with Lego etc you are considered to be a bit odd. Most of the guys I know went into computing or technology while a large proportion of the girls went in to non-IT related careers.

Why should more women consider IT as a profession?

Many companies are keen to increase the number of women they employ, but it's tricky as there aren't that many suitably qualified women in the job market. Efforts are being made to address the lack of women in the industry. Thales has a graduate scheme and brings new people in to the organisation every year. IT is a good profession, is well paid and can have flexible working hours.

How do you see your career progressing?

There are so many different IT areas you can pursue. My aim is to focus on becoming a technical expert - my interest lies in designing things and getting projects started from a technical standpoint. My manager is good at uncovering opportunities and I have regular conversations with him and other team members about where I want my career to go.

IT is a fast moving industry and it is important to keep up to date with the latest trends. I think there is value in belonging to a professional body to help support career development too. As a member of BCS I get to attend events which provide great networking opportunities. It's a chance to meet other people and keep up to date with new developments in the industry.



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2012	9%

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THE BIOSCIENCES CAREERS GROUP

Specialist information about careers in biosciences



CHRISSY STOKES FROM THE PHYSIOLOGICAL SOCIETY DESCRIBES THE WORK OF THE BIOSCIENCES CAREERS GROUP AND HOW THEY CAN BE A RELIABLE SOURCE OF SPECIALIST CAREERS INFORMATION.

The Biosciences' is the collective name given to all the disciplines (sometimes affectionately known as 'ologies') that fall under the banner of biology, the fundamental science of life that continues to deliver challenging questions and exciting answers. In this way, pursuing a career in the biosciences can be both stimulating and rewarding.

Bioscience forms a key part of the national curriculum throughout primary and secondary education. Its relevance to learners and the world in which we live, make it a popular choice for continued study. Sometimes, though, the breadth of the topic and the related opportunities make the 'ologies' seem daunting, and informed subject and career guidance is key. At this level, research shows parents and teachers are the resource of preference for careers information (*Wellcome Monitor Wave 2013*). Although more impartial opportunities may exist in the form of careers advisers, such provision is no longer compulsory for schools and there is no standardisation.

There is one message that we should all champion: gaining qualifications in biology - whether at GCSE, A-level or Higher Education - provides employability and life skills that expand far beyond jobs in the biosciences.

Choosing an 'ology'

For students graduating with good science A levels (or equivalent), study in higher education is a popular option and this is where the choices can begin to appear overwhelming: What degree? What university? Integrated masters or straight BSc? These are all difficult questions, which are very specific and likely to extend beyond the knowledge of most careers advisers, teachers or parents. Students should be encouraged to research additional resources available to them including: work experience, and background reading on the university websites; also, talking to older friends, current students, and course organisers are all great resources. But, if students, scientists or careers advisers are looking specifically for bioscience-specific careers guidance or to learn more about a particular discipline, learned societies could provide the key.

Don't stop planning

Students that decide to continue studying the biosciences at university may take a break from career planning during their degree. However, in today's competitive jobs



market, putting career planning on hold could be a costly mistake. Important decisions taken at university will influence future career opportunities, for example: Which modules? Which research project? What additional experience can you gather?

To help answer this next deluge of questions, the university will have a careers centre staffed by careers advisers but, like at school, these resources are limited by the background of the people providing the advice. One resource that will be able to provide detailed knowledge on career choices - and also present additional opportunities - are the learned societies.

One degree or two?

With one bioscience degree in hand, career opportunities are already endless, and covering individual roles would be far beyond the scope of this article. However, if the research bug has bitten and there is a thirst for deeper

understanding, postgraduate degrees provide further learning opportunities; these can be teaching-based, work or research-based, with a variety of qualifications attached (including, but in no way limited to, Masters and PhDs). Again, these opportunities present choices that must only be taken with the benefit of informed and impartial careers advice. Whilst there are some university careers centres that may be equipped to provide such information, the learned societies are at the heart of their respective disciplines and most will have resources to guide decisions in the most informed way.

Learned societies – an undiscovered treasure

Learned societies are academic 'clubs' with a membership of people that share an interest in a particular discipline. Members can include academics, university researchers, people working in industry, postgraduate and undergraduate students, teachers and even school students and members of the public. Members of these societies share their knowledge and guide society activities often managed by a central secretariat with specialist skills in areas including careers advice; with this combined expertise, societies are in an excellent position to provide guidance about how to get to the next level in a bioscience career.

The Bioscience Careers Group brings together a number of learned societies and trade bodies that work together to provide advice on careers in the biosciences. The Bioscience Careers Group includes representatives of the Society for General Microbiology, The Physiological Society, Society for Endocrinology, the British Ecological Society, Association of the British Pharmaceutical Industry, the Biochemical Society and the British Pharmacological Society. Together, the group develops informative resources and professional development opportunities designed to support all stages of the bioscience careers path. It also attends events and provides guidance to raise awareness of careers options and employability skills. They have also come together to build a careers website www.biology-careers.org

The group works with individuals but also with careers advisers at school and university level, to ensure that they have the most up to date and relevant information to pass on to students.

Aside from the provision of careers advice, learned societies can also provide educational funding and resources that will support the progression of a career in the biosciences. Examples include:

1. Reduced registration fees at conferences and other meetings
2. Travel funds to attend conferences, symposia etc
3. Opportunities to organise meetings
4. Awards, competitions and recognition

5. Newsletters to keep up to date with the subject discipline

6. School and outreach support resources

7. Career development and support

8. Professional registers and 'Chartered' status

Taking advantage of any one of these opportunities can provide a head start in the competition.

And finally...

Don't wait until you are forced to make the next decision about your career; do some research, pre-empt the choices and research the opportunities. If you don't know what decision you need to make next, contact your learned society and ask them for their advice on what you can be doing to ready yourself for the next step on your career ladder. But remember, being flexible and proactive are key factors to succeed in what has become a very dynamic and changing job market.

If you would like more information about the Bioscience Careers Group, or other learned societies that are not represented by this group, please email education@societyofbiology.org.

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www.societyofbiology.org/careers-and-cpd/careers/bioscience-careers-group

www.biology-careers.org

Chrissy Stokes, The Physiological Society, on behalf of the Biosciences Careers Group. Chrissy gained an undergraduate degree and PhD from the University of Bristol, before working in science administration/communication at BioMed Central and the Wellcome Trust. She is now the Head of Education, Outreach and Policy at The Physiological Society.



WHAT MAKES AN EFFECTIVE CAREER GUIDANCE PROFESSIONAL?



BARBARA BASSOT CONSIDERS EDUCATION, TRAINING, SKILLS AND QUALITIES NEEDED TO BE A CAREERS PROFESSIONAL.



Career development professionals will agree that all young people need to be well prepared for the world of work in the 21st century. Any decision that a young person makes regarding their future, is likely to be the first of many such decisions that they will make during their adult life. Effective career guidance is vital in offering young people and adults support during critical periods of transition as they seek to gain entry to and succeed in today's complex, turbulent and unpredictable labour market. In this context professionalism in career guidance is of paramount importance.

So what do we mean by such professionalism? And what makes an effective career guidance professional? When considering these questions it is helpful to think of three particular areas – knowledge, skills and attitudes.

Knowledge

A professional has a particular body of knowledge. Effective career guidance professionals need knowledge of the changing complexities of the labour market to help people navigate their way through the plethora of opportunities available. They help people evaluate the pros and cons of a wide range of career options in both traditional and emerging occupational areas. They need knowledge and insights into how people make their career decisions and the things and people who influence them. They need to understand how to enable people to be strategic – to put themselves into the best possible position to succeed. They also need to know how to make career learning dynamic, appropriate and relevant.

Skills

Professional career guidance practitioners need strong interpersonal skills to engage with a wide range of people, irrespective of their background. They need to communicate well with individuals and groups. They need well-developed IT skills to engage with new

technology to reach clients and stakeholders with ease.

Attitudes

Effective career guidance professionals need a desire to promote equality, to raise aspirations and enable people to fulfill their full potential. They need to practice with a non-judgemental approach that is free from stereotyping, within a code of ethics where the client is at the centre of the process striving to be independent and impartial.

This is impossible without robust forms of initial education and training and ongoing professional development. It is extremely difficult for someone to undertake a careers role without the provision of any specific training. Why would they be able to do this complex work well?

The aspiration for 50% of careers professionals employed by the National Careers Service to have a Level 6 qualification by 2015 is a useful starting point and a reasonable baseline minimum. However, if practice is going to be innovative, more needs to be done. Innovation happens in cultures that foster curiosity and research. A place where ideas and techniques for practice can be tried and tested and new methods implemented. Where appropriate, staff need to gain higher level qualifications (e.g. Masters degrees) so understandings of what makes successful practice can move forward. Universities and providers of services need to collaborate to carry out funded research to prompt innovation.

All clients need careers advisers who are knowledgeable, skillful, ethical and determined to promote equality. Recent reports show that we still have a long way to go.

This article is based on a presentation given in October 2013 at a Westminster Forum entitled 'Next Steps for Careers Advice and Guidance'.

Dr Barbara Bassot is a Senior Lecturer at the Centre for Career and Personal Development, Canterbury Christ Church University.

DO YOUR CLIENTS WANT A TAILOR MADE CAREER?

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RESEARCHING OPPORTUNITIES OVERSEAS



**ANNA BOYD,
SCHOOL
RELATIONS
DIRECTOR AT THE
STUDENT WORLD,
LOOKS AT OPTIONS
FOR RESEARCHING
STUDY ABROAD**



Over 4.1 million students decided to leave their home country to receive an education overseas in 2012, of this a mere 0.6% were from the UK. This low figure is down to a number of reasons but one main aspect pointed out in the British Council publication *Broadening Horizons* from March 2013 was that ‘only 24% of UK students felt they had sufficient information to make an informed decision about studying overseas.’ This is where career and HE advisers can play a vital role.

Research

Finding the right information is not always easy especially when you are researching study in a foreign country. Systems differ, course names and their content vary and applications require different documentation. This can make the UCAS application process look like a blessing, and that’s without the language issues. The issue of fees and living costs is obviously important to students and whilst the fees may be cheaper, there may be other expenses to consider so the choice cannot be

taken lightly. There are many helpful sources around that endeavour to fill the knowledge gap and you will find a list at the end of this article.

My company, The Student World, is one of these and we aim to be a one-stop-shop for everything about study abroad. We are well connected with independent bodies and universities from around the world, so even if we do not have the answer ourselves, we can point you in the right direction.

Since 2011, we have supported students interested in studying overseas, mainly at our major exhibitions. My role allows me to focus on promoting studying abroad to the UK’s network of schools and the advisers who support them. Studying abroad is a feasible opportunity even for those who aren’t in the fee-paying school demographic; finding the right information from a trusted source is essential to a student’s success. We need to make sure that advisers know where to find the information and how to pass it on to their students.

Adviser events

Myself and my team visit schools for HE and career events and presentations. Some schools are now also running their own study abroad events. Since 2012, we have been running a free, post-16 adviser-specific event called the Huddle, bringing together advisers with the experts on studying abroad both from independent bodies and international universities. This takes place the day before the main The Student World study abroad fairs, which occur twice a year in spring and autumn.

Working closely with advisers is an important factor to our overall success and our close links with the experts in their field ensure that we are responding to the market. Liz Reece is one of these experts and she is now freelancing as a university and careers adviser. Liz has focused a third of her 27 years as a qualified careers adviser on working with international students and advocating the benefits of an international education.

Liz says, "I was amazed at the range of courses that are available in English, and how this number has grown over the last decade. The options span arts, sciences, engineering, healthcare, humanities, social sciences and business so there is real choice for students keen to extend their horizons.

Dutch universities now offer over 1,500 programmes taught in English, covering almost the full spectrum of courses. In the USA alone there are over 4,000 colleges and universities, that is more than 10 times the number of institutions in the UK. But also countries that you would not necessarily have considered at the forefront of speaking English are now offering courses taught in English. For example, Eastern Europe is becoming a hot spot for English-taught programmes in the medical field and with the tough competition in the UK this could be a great alternative for the medical students of the future. Examples of medical programmes taught in English are the universities of Split and Zagreb in Croatia and the universities of Belgrade and Novi Sad in Serbia.

Here are Liz's Reece's tips on how careers advisers can inform and inspire students to study abroad.

- Provide links to international university databases such as The Student World, Eunicas and StudyPortals on your careers information portal or on handouts about university options, and regularly refer to these with both students and staff
- Include study abroad on your careers/tutorial programme, not just UK study options
- Invite representatives to speak to students from the study abroad organisations or invite international university representatives to speak to students about their courses taught in English, about the lifestyle they can expect and the admissions requirements
- Organise a student trip to an international study event, such as Student World and ensure that students do their research in advance, so they know which universities they would like to speak to on the day

- There are usually excellent international support staff in universities who are pleased to help with questions and familiarisation when deciding whether to study abroad
- Students should not assume that university life abroad is the same as they expect from a UK university. Accommodation is often very different, and student society provision varies
- Funding also needs to be considered carefully so make sure all sources of funding information are available to students as they will be outside the UK funding system
- Whilst the courses may be in English, the locals may not speak the language. If the student is new to the language, it might be worth doing some background work on basic understanding and phrases prior to going.

For more information please visit
www.TheStudentWorld.com

References

Broadening Horizons, British Council
<http://ihe.britishcouncil.org/educationintelligence/broadening-horizons>

Useful websites

Eunicas www.eunicas.ie
Study Portals www.studyportals.eu
AStar Future www.astarfuture.co.uk
Study Link <http://studylink.com>
Brain Track www.braintrack.com
Fulbright Commission www.fulbright.org.uk USA study
Study in the USA <http://studyusa.com> USA study
Study Options www.studyoptions.com Australia and New Zealand
Venture www.venture_uk.co.uk (subscription required)



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Examples of medical programmes taught in English are the universities of Split and Zagreb in Croatia and the universities of Belgrade and Novi Sad in Serbia.
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TEACHING CAREER HAPPINESS

Anthony Barnes wonders what does inspire schools to teach about careers and if it does not include teaching about career happiness, why not?



**ANTHONY BARNES
DISCUSSES
WHETHER CAREER
HAPPINESS CAN BE
TAUGHT.**

When asked, parents invariably say that the most important thing they want for their children is for them to be happy. So should schools teach career happiness?

Accountability

What's the point of teaching about careers? Most schools will admit that the pressure of accountability exerts a strong influence on the kind of careers work that they do. They know that the government wants schools to work more closely with business to explain what the labour market is really like and inspire young people to fulfil their ideals. Ofsted as ever focuses on outcomes and wants schools to assist pupils in taking their next steps. For many employers, the issue is about schools promoting employability and work readiness. These are legitimate and worthwhile agendas but what about the areas of accountability that are heard less stridently? Schools have their own vision and mission, for example, which often shape the wider culture and ethos of the school. Well-being, service, community, self-belief, achievement and success are typical of the words that are used to sum up what a school stands for but oddly then do not seem to be reflected in the school's strategy for careers. Why don't more schools celebrate the teaching of career happiness?

Explaining the reluctance

Schools often do teach about general happiness in subjects such as PSHE and RE, for example, and it is only a small step to apply teaching about happiness to that most important of life domains, young people's engagement in work. Perhaps, with stubbornly high youth unemployment, the feeling is that talking about happiness is a luxury when so many young people have to take what they can get. You want to get paid and be happy too? The trouble is that the default position for teaching about careers is not very appealing. 'Deficit and disaster' careers teaching are probably more common than most teachers would like to admit. It consists of criticising students for not working hard enough and warning them of the career catastrophe ahead if they don't buckle down. No wonder that so many students feel that the 'careers' word is a stick with which to beat them! Undoubtedly, there are concerns about how much of career happiness can really be taught; but the surprising thing is how much of career happiness can be 'caught'. What do young people learn if they see teachers who are unhappy in their jobs? The lesson is 'Be the

change you want to see in your students'!

What is career happiness?

Broadly, career happiness encompasses a range of states and feelings about which we can venture different moral opinions. At one end of the spectrum are the hedonic moments of pleasure that individuals may experience, for example, when they pass their exams well, get a 'good' job or win promotion. These feelings, intense and memorable as they are, are usually short-lived followed by the individual's return to earth. At the other end of the spectrum are the eudemonic moments of pleasure that individuals experience when they reflect on the long-term and enduring feelings of wellbeing that they have experienced in their career. These feelings of happiness often come from doing one's work well, finding fulfilment in it (perhaps even evoking a sense of calling) and doing something that is worthwhile. Meaning and purpose are often found in doing something that contributes to the wellbeing of others. Career happiness is not about a naïve belief that people can be happy all the time. In surveys, when people are asked to say on balance whether they are happy or not a surprisingly high proportion say they are; but if individuals monitor their own happiness over time and even during the course of a single day they will notice more peaks and troughs.

Teaching career happiness – ways in

Much of what passes for careers education is really the passing on of facts (e.g. labour market information) and procedures (e.g. how to write a CV or apply to university). The urgent versus the important! However, teaching about career happiness draws on a range of disciplines (e.g. positive psychology, happiness economics, philosophy and political science) to challenge students to think more deeply about who they are and who they could possibly become. It obliges teachers themselves to think of young people's careers in a more holistic way, in other words, to adopt a wider subjective view of career rather than just a narrower objective one. For careers specialists, it requires them to engage with new thinking about the way young people construct their careers, as reflected in the ideas coming out from the Life Design International Research Group. This will help them to understand that teaching about career adaptability, resilience, hope and optimism as well as key protective factors that support career happiness.



Putting the happiness into careers education

At Key Stage 3, young people can learn about career happiness from their own and other people's narratives. Stories about child labour and child soldiers around the world bring home the damaging effects of extreme poverty, exploitation and lack of access to education on people's chances of career happiness. Young people can learn techniques for cultivating optimism, for example, by re-telling their own story in a more positive way. It is still not too late to challenge stereotyping effectively. One of the principal causes of career unhappiness is the barriers to personal fulfilment that have no other basis than, for example, a person's gender or ethnicity. Young people are easily seduced by the stereotypes that money and fame are the paths to career happiness. Investigating the careers of people who are role models to them can illuminate career happiness brilliantly.

At Key Stage 4, young people can learn about job satisfaction and developing a positive work ethic not just from the perspective of the way that employers design jobs; but from the point of view of their own values, beliefs and aspirations. They can be introduced to Csikszentmihalyi *et al's* ideas about 'good work' and 'flow'. In many schools, young people are engaged in acts of volunteering where they can learn first-hand about the happiness that comes from doing something worthwhile.

Post-16, young people can interrogate profound questions such as 'Can money buy career happiness?', 'Can happiness at work be measured?', 'What happens when a society prescribes the way to be happy?' The paradoxes and problems of trying to understand career happiness make an ideal topic for an extended project.

SMSC

The subject of career happiness is not an easy one to tackle but to neglect it in the curriculum is to avoid addressing an important aspect of young people's spiritual, moral, social and cultural development (SMSC). Teaching career happiness touches upon complex issues of personal fulfilment, contribution and gratitude. It is a fascinating exploration. The Japanese word 'Ikigai' refers to joy at being alive combined with a sense of purpose and meaning in life. The Real Game principles include 'focus on the journey' which is close to the Buddhist idea that 'happiness is the way to happiness'; and as Mother Theresa wrote "If you find serenity and happiness, some may be jealous. Be happy anyway".

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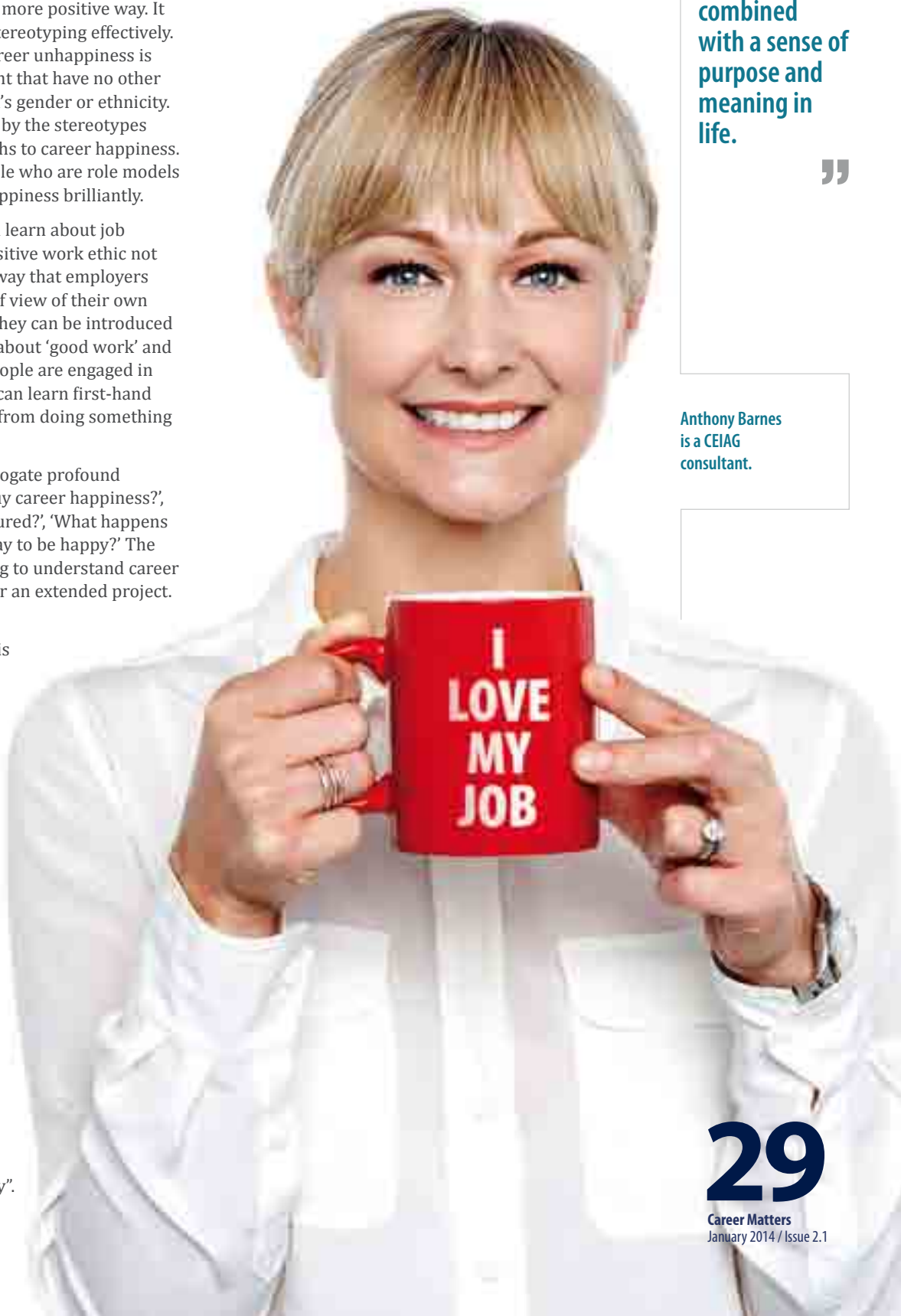
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The Japanese word 'Ikigai' refers to joy at being alive combined with a sense of purpose and meaning in life.

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Anthony Barnes
is a CEIAG
consultant.



THE ENERGISE PROGRAMME

Carly Grimster, an adviser at Energise describes this innovative new project



In October 2012 Adviza started working with the first referrals to *Energise*, a programme created to support young people aged 14-16 at risk of becoming NEET. Working as part of a new charity partnership we were able to draw upon our experience of running prevention projects to design and run this new programme, which is quite different from previous projects because as a pilot for the DWP Innovation Fund, it is a payment by results programme. One year on, *Energise* has had considerable impact on young people but the year has also had its challenges.

Social investment funding

The DWP Innovation Fund focuses on young people from the age of 14, with the objective of supporting them to overcome the barriers preventing them from gaining qualifications and starting a career. The contract was awarded by the DWP to a newly-formed company Energise Innovation Limited, which is made up of Adviza and Social Finance, a not-for-profit organisation set up in 2007 which provides financial advisory services for social investment projects.

Unlike typical social service delivery, the funding is provided at risk by social investors whose financial return is aligned to the positive social impact of meeting pre-agreed outcomes. Six social investors make up the investor group for the programme: Big Society Capital, Barrow Cadbury Trust, Esmée Fairbairn Foundation, Berkshire Community Foundation, Buckinghamshire County Council and Bracknell Forest Homes. Outcome payments will be made over a three and a half year period and the total payments across the 10 pilot schemes come to £30 million.

Social Finance provide contract management for the

programme, including monitoring progress and risks, managing the data and preparing management reports. Adviza's *Energise* Project Manager, Lee Teideman, reports to a Management Board once a month, which is made up of investors and has an independent Chairperson.

The funding model is a new one for organisations in the careers sector but one that could become more commonplace. Lee commented, "*Energise* is a payment by results project and the risk of under delivery is held by the investors who fund the project. In partnership, Adviza and Social Finance have built a strong delivery model and use individual profiles to break down targets for delivery staff. This has been a positive learning experience for Adviza, and Social Finance have played an active part in helping the project meet its targets successfully."

Programme outcomes

The outcomes for the programme have been identified by the DWP and include both soft and hard outcomes:

Age 14 and 15 years:

- Improved attitude to school
- Improved attendance at school
- Improved behaviour at school
- QCF accredited Entry level qualifications (below GCSE)

Age 16 years+

- Basic Skills
- Level 1 NQF or equivalent
- Level 2 NQF or equivalent
- Level 3 NQF or equivalent
- Entry into First Employment



Addressing individual needs

The *Energise* programme is designed to build resilience, confidence and aspiration to enable vulnerable young people to progress in their lives particularly in terms of education and work. The service is offered to schools in Berkshire, Buckinghamshire, Oxfordshire and Milton Keynes identified as having a high concentration of at-risk young people. The schools can then refer young people demonstrating sufficient need, for example those with family issues, young offenders, young people in care, care leavers, substance misusers, those with mental health issues and young carers etc.

Each new referral undergoes an in-depth needs assessment from which a bespoke action plan is created, selected from a menu of support options. This action plan is managed by the young person's adviser, who offers one-to-one support on a regular basis and is the young person's designated worker whilst they are on the project. Other support includes group sessions in school, work experience placements, careers guidance and the opportunity to work with a volunteer mentor from the local community and businesses.

Every young person can take part in activity days, such as archery and water sports, as well as a residential

experience, designed to challenge the individuals and the group as a whole. Young people are encouraged to learn new things, communicate, work as a team, identify strengths and solve problems - all skills that employers are looking for. During residentials, young people also learn important social skills such as sitting down as a group at set times for breakfast, lunch and dinner.

Achievements and challenges

It has been a first year of considerable achievement, with over 600 young people starting on the project, referred from 35 schools across the Thames Valley. Outcome collection has been positive with over 300 having been submitted to DWP for payment. It has also been a year of challenges and rapid learning. The need for a robust operational model was quickly identified and developed by Adviza and Social Finance to track how young people would flow through the programme and what levels of contact were desirable at each stage of engagement. Schools have had to be educated on the style of delivery, the content and eligibility for outcomes that they have to evidence. Every school is different in the way it coordinates its multi agency work, which takes time for advisers to understand and become part of the school staffing systems.

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It has been a first year of considerable achievement, with over 600 young people starting on the project, referred from 35 schools across the Thames Valley.

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THE IMPACT OF ENERGISE

CASE STUDY

A Year 11 student, Amy* was referred to the programme by her school as she was a young carer to her terminally ill mother and was struggling with low confidence, self esteem and motivation issues. The school was also aware that there is unemployment within the family and high welfare dependency. Amy engaged on Pathway 1, an intensive 12-week support programme.

Amy took part in one-to-one and group sessions in school which helped her to feel more positive about coming to school and to understand the importance of school. She also took part in a five-day residential and six additional activity days. These were an excellent opportunity for her to focus on herself and have a break from home. At times Amy found it difficult staying away from home as she was the main carer for the family. However she recognised the importance of addressing her own needs and pushing herself out of her comfort zone. During the residential, Amy's confidence grew daily: she built some excellent relationships with her peers which gave her a safe environment to try all the activities, and she gained an Entry level 3 qualification in personal achievement

Amy also completed a week of work experience in a childcare setting, a valuable opportunity not offered by her school. This experience and the careers guidance she received from her adviser helped her make a really important decision about her future. She decided to go on to college to do a level 3 diploma in childcare. Amy also took up a part-time Saturday job in a hair salon.

*name has been changed

CAREER CRIMINALS?

Sarah Roberts shares insights gained whilst undertaking a Winston Churchill Travelling Fellowship in Australia and the USA looking at how advisers can support families affected by imprisonment.



SARAH ROBERTS

“ There's no point asking me what I'm going to do when I leave school,” Savannah (15) told me, “I'm going to end up in prison, just like my dad.” Her dad went to prison when she was 10, and she quickly became isolated, having been urged by her mum not to mention to anyone what had happened. Families affected by imprisonment feel such shame that telling people is very difficult - so much so, in fact, that they are among the least likely group in society to access help and support (*Pugh & Lanskey, 2011*).

This resonated with a mother I met in Hakea Prison in Perth, Australia, who was visiting her son. Things had started going wrong in this young man's life when his father was sentenced to a short prison sentence. “I told my kids not to tell the school,” his mother told me, “because I thought it'd make things worse.” What follows is a familiar story: her son's behaviour at school deteriorated, his grades suffered, and ultimately he disengaged entirely from the education system, leaving school with two police charges in place of qualifications.

The effects of imprisonment on children

In the UK every year, around 230,000 (*Scottish Government Justice Analytical Services, 2012; Action for Prisoners' Families, 2012*) children like these experience the imprisonment of a close relative, and yet teachers often don't know who they are. Children with a parent in prison face significant challenges including trauma (making it hard for them to learn) and stigma (which can lead to behaviour problems and bullying from others). In effect, they serve their own sentence and are far more likely to become NEET (not in education, employment and training). Like Savannah, they feel condemned by the crime of their parent, and they pick up the message (sometimes subliminally, unfortunately also at times more blatantly) that they are bad children from bad families with no prospects of becoming anything other than the next criminal in the family.

Careers advisers can make a difference

So, how can careers advisers reach some of society's most vulnerable children and help them write a different 'script' than the one they so often feel locked into? One of the most important things is simply to have an understanding that children with a parent in prison are not guilty. Too often, children and families of prisoners suffer the consequences of someone else's behaviour; indeed, they are often targeted and blamed for an offence as though they are the guilty ones. This is devastating for young people; they quickly lose sight of their potential and feel that there is no point in trying

hard at school. Having someone like a careers adviser reach out sensitively and compassionately, reminding them that they can make positive choices towards their future plans, can make all the difference.

Hidden children

As previously noted, there will also be many cases in which careers advisers, and indeed schools, will not even be aware that a young person has a parent in prison, and this presents a particular challenge in terms of providing support. There are no easy answers to this, but an awareness of parental imprisonment as a possible underlying reason for certain behaviour patterns can help as well as knowledge of how to signpost young people affected to appropriate support. *Families Outside* has a helpline for families and professionals (including careers advisers) and can also provide age appropriate materials for children and young people. Our resources for schools include a short film in which young people tell of their experiences of parental imprisonment and a booklet *Supporting Prisoners' Families - what can schools do?*, both of which will also interest careers advisers.

Parenting from behind bars

In addition, careers advisers can recognise that a parent in prison is still a parent with an important role to play in their child's life, particularly at times of transition such as making course choices and deciding on post-school destinations. It is not difficult, for example, to post information to a parent in prison (e.g. course choice sheets, college prospectuses etc.) so that they can engage meaningfully in conversations with their children about their options for the future. Many prisons are currently looking at ways in which parents in prison can connect with their child's education including receiving school reports, taking part in parent / teacher meetings by phone or video conferencing, and attending in-prison homework clubs. Careers advisers may have opportunities to extend this by offering an input into in-prison education classes, informing prisoners about changes to the education system, for example, so they can understand the stages that their children are at. Many imprisoned parents have had very negative experiences of school themselves, often experiencing failure and shame (*Bracken, 2011*), and this could be an excellent opportunity to engage positively with schools.

A coordinated approach

The key thing to bear in mind is that a coordinated approach is needed, whereby families trust school communities (and I include careers advisers as important members of a school team) enough to share



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Ultimately, this is about helping young people to re-imagine their future.

”

For over 12 years Sarah Roberts was Principal Teacher Support for Pupils in an Edinburgh secondary school. In April 2012 she was awarded a Winston Churchill Travelling Fellowship in Australia and the United States to explore the role that schools and teachers can play in supporting families affected by imprisonment. Sarah is now working for Families Outside in Edinburgh, developing support for children whose parents are in prison.

information, and where the different agencies (careers, education, criminal justice, social work) communicate with one another, keeping the needs of the children and their families central. It's the only way children affected by imprisonment have any chance of reaching their potential. If we have an understanding of the issues, and are able to walk sensitively alongside people, offering appropriate support, this could make a real impact in terms of reoffending rates (prisoners who maintain strong family times during their sentence are up to six times less likely to reoffend; Holt & Miller, 1972) as well as help to reduce intergenerational offending.

'Children of promise'

Ultimately, this is about helping young people to re-imagine their future. As well as stories like Savannah's, I came across many young people during my Travelling Fellowship who had a different story to tell quite simply because they had received the support they needed. Like the young woman in New York, whose father was originally sentenced to 107 years in prison, and who told me, "I get angry when people call us 'children at risk': I see us as children of promise." She now works for an organisation that supports families affected by imprisonment, advocating on behalf of the children of prisoners. Now that's a meaningful career.

To find out more about issues facing children affected by imprisonment visit www.familiesoutside.org.uk. For copies of *Supporting Prisoners' Families – what can schools do?* and the *It's No Holiday* online resource, contact Families Outside on 0131 557 9800.

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- **My Jobs and My Jobs Support** – job vacancies, support and advice
- **Career Pathway Maps** – progression routes and next steps
- **Training Needs Review** – identify development opportunities to help progress careers
- **Employability Skills Toolkits** – consider non-academic skills and abilities of value in the workplace
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10 ONLINE TOOLS TO ENHANCE OUR CLIENTS' CAREER PROSPECTS



**RUTH WINDEN,
CERTIFIED SOCIAL
MEDIA CAREER
STRATEGIST
(CSMCS)**

I haven't got time!" "I am too old." "I can't see the point!" These are common reactions when I discuss online career and job search strategies with clients. They all lead busy lives and have too much to do as it is. So why do I challenge them to build a stronger online presence?

1. **Social proof:** Online is the first place where people look for information about people. We want to know who people are, what they do - and whether they really are who they say they are.
2. **Getting found by recruiters:** According to a recent survey of 7000 UK recruiters by oilandgaspeople.com, 71% used social media successfully to recruit staff or contractors.
3. **Opening new doors:** It used to be all about who you know. Then it was about who knows you. Now it is about who is aware of you, likes and trusts you, and recommends you.
4. **Raising visibility and widening networks:** Engaging in sector-specific discussion groups is a convenient way to showcase one's expertise online, where talent shows and influencers, decision-makers and recruiters congregate.
5. **Changing job requirements:** Sophisticated usage of online tools is increasingly expected within mainstream job roles, not just in jobs for social media specialists. For example, any journalist is expected to be well versed on Twitter, as it has become a preferred tool for communicating news.
6. **Heightened expectations:** As social media usage grows, expectations of how well professionals apply themselves online will grow too. Over time, managing an online presence will be a requirement, not a 'nice to have'.

I understand my clients' reservations to become active online. Yet I believe that what people see (or don't see) when they Google our names, does matter. Not engaging sufficiently online, or engaging in a detrimental manner, can cost our clients dearly. Online tools can greatly enhance their visibility and reputation - if they are seen in the right places, in the right way, by the right people.

Below are my favourite tools to build an online presence - fast. I graded them according to their levels of complexity and the time required to maintain them: * = low maintenance; ** = medium maintenance; *** = high / ongoing maintenance.

1. **About.me (*)** - a searchable directory of one page profiles, which form a personal landing page and hub for links to online activities. Users upload a photo, a short biography to design their page and share links to their social media profiles or personal websites. This free resource has become a popular online starting place: it's simple yet attractive, easy to personalise, set up and maintain.
2. **Vizify.com (*)** - similar to about.me; but more detailed information can be included. With modern graphics, users build their profiles through a selection of personal and professional information, from career highlights, education, to quotes and short Twitter videos. The basic version is free, with a paid version giving access to more pages with video, audio and a personal domain name.
3. **Vizibility.com (**)** - a tool to get a Quick Response / QR code; then to curate and verify one's information on Google. It lets users link their top five achievements to their QR code and thereby steer Google searches towards their best online results. Latest developments include a personal 'vizCard' for sharing on mobiles. Ideal for influencing what people see first about users when they click the QR code and for those with a common name. Requires ongoing maintenance to keep the top five results relevant and up-to-date.
4. **Online Comments (*)**
Many people leave comments online without ever thinking that they become part of their online trace and reputation. Yet if used strategically, online comments can quickly raise visibility and create a positive online trail. Quality comments on established industry blogs, in popular interest groups, or on highly visible web portals can make you stand out. The more traffic a site has, the more visibility comments get. Good places to start are Quora.com or Yahoo answers (popular portals to ask/answer questions); top industry blogs (search on alltop.com or Google for 'blog + TOPIC'); relevant industry publications or communities of interest (for instance, the Professionals Community on the Guardian website).
5. **Online reviews (*)**
Use the power and reach of sites like YouTube, Amazon or Goodreads.com and contribute informative reviews of appropriate products; books; services or videos. The high search engine rankings mean that users' names and reviews will also appear higher in Google searches. This strategy works well for clients who want



to establish credibility as experts, industry or thought leaders.

6. **Sharing Presentations Online** (*/**)

Slideshare.com and Prezie.com are both platforms to upload or create presentations online. (Slideshare presentations can also be pulled into LinkedIn profiles, as a 'Rich Media' feature). Anyone can follow user accounts to read, download and share presentations on social media. This is another excellent approach for clients who want to showcase their expertise and knowledge in a certain field. Two stars for the higher maintenance needed if users continually add new presentations.

7. **Your own blog** (***)

Creating a personal blog for a specific topic or niche can be an effective way to get online traction, especially if blog posts are well written and shared via social media. Yet to succeed, a blog requires discipline, tenacity and determination to keep it up-to-date. Writing guest blog posts is an excellent and less onerous alternative, as posts can be more sporadic.

8. **Visual CVs** (*)

It remains to be seen whether visual CVs will become more common, let alone popular, in the UK. For clients working in creative industries, this type of online CV is worth considering. Resumup.com is easy to set up and draws in information from LinkedIn.

9. **Reputation Management** (**)

For those who want to be fully in charge of their online reputation, BrandYourself.com is a tool to influence which content about users comes up high in Google searches. It also helps push any 'digital dirt', i.e. unflattering information, lower down in the search results. The basic version is free, easy to navigate and with clear instructions. Two stars for maintenance,

as users need to keep online results and evaluations current.

10. **The Big Six Social Media Platforms** (***)

Twitter, LinkedIn, Facebook, Pinterest, Google + and YouTube are such high ranking platforms, they are all excellent tools for building an online profile. Each one has its own ethos, community of users and purpose, so users need to think carefully which ones serve them best and then choose accordingly. For instance, LinkedIn is a must for professionals, Facebook is ideal for graduates to engage with employers and graduate recruiters; Pinterest is great for anyone in the creative industries. Three stars for maintenance, as all sites require continuous attention to achieve an engaging and powerful presence.

What next? Familiarise yourself with the tools first that sound interesting and relevant to your client base, then help your clients choose appropriate ones. There is no 'perfect' choice of tools – it all depends on your clients' needs, their career plans, previous experience with online tools and what is expected in their industry and role, or at their level. If they are unconvinced, ask your clients to Google their names once a week and monitor what shows up (or what doesn't). Maybe this will convince them to consider becoming more active online, with the tools described above.

What are your favourite tools to build an online presence? Why not share them in our CDI LinkedIn group or via @theCDI on Twitter?

Reference

Secondary source: www.hrreview.co.uk/hr-news/recruitment/64-of-recruiters-have-rejected-an-applicant-after-viewing-their-social-media-profile/49617

Ruth Winden works with forward-thinking organisations and professionals to innovate their career management practices. In 2012 she became the very first UK-based Social Media Career Strategist, one of only 34 worldwide. Ruth serves as a member on the CDI's Professional Standards Committee, representing the Talent Management Community, and as the PSC's Secretary. Why not join the conversation with Ruth on twitter @RuthWinden?



HIGHER QUALIFICATIONS MEAN HIGHER WAGES?



MICHAEL SPAYNE HIGHLIGHTS THE RELATIONSHIP BETWEEN QUALIFICATIONS AND EARNINGS

It is widely accepted that there is a link between qualifications and earnings. If there were not, there would be little incentive for people to further their education and increase their skills. This issue is often at the forefront of careers practitioners' minds as they ponder about giving the right advice. After all, investing in qualifications and skills takes time, effort and money. However, the potential return on this investment in terms of increased earning power cannot be ignored. It is hoped that the data presented in this article will be of practical use for those working in careers guidance in helping to highlight the potential benefits of qualifications in terms of higher wages.

What the data tells us

The data from the Labour Force Survey (Chart 1) puts the relationship in a perspective that we can all understand. Of course we all know of people who do not fit in with this picture, such as the graduate working as a check-out assistant in the local supermarket or Dragon's Den entrepreneur Duncan Bannatyne, who has said his lack of qualifications has not held him back. However, these are perhaps exceptions to the rule. The data demonstrates that the correlation between qualifications and earnings is undeniable.

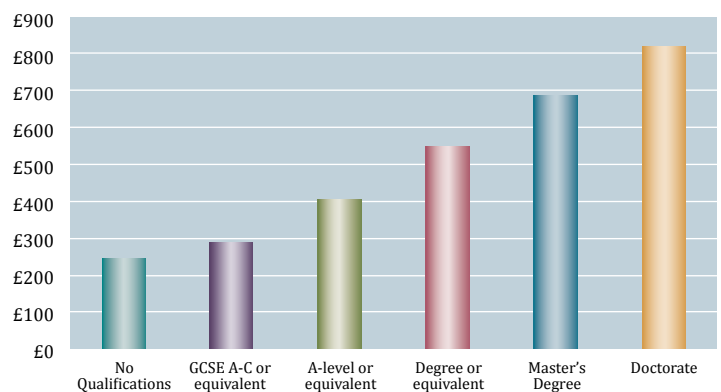
Qualifications are increasingly important as we move towards a higher-skilled and knowledge based economy. There are arguably few jobs around these days that require no qualifications at all and in the future there is expected to be even fewer. By 2020 it is forecast that 40% of all jobs will require a degree.

Employers are prepared to pay higher wages to people who have the qualifications and skills they want. On average, people with higher levels of qualification earn more than those with lower qualifications. For example, the Labour Force Survey shows that those with a degree, on average, earn more than those who don't and those

with a master's degree can expect to earn even more than those with a bachelor's degree.

Chart 1

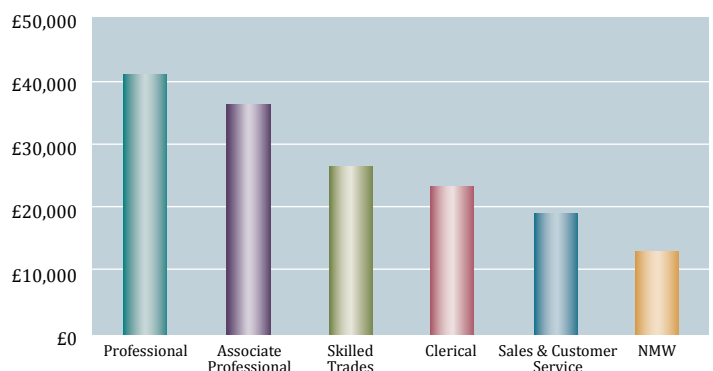
Average Weekly Wage by Highest Qualification - UK



Source: Labour Force Survey (2012) ONS © Crown Copyright. Note: Data is based on mean average wage for main job. Data relates to gross pay (before any tax and other deductions).

Chart 2

Median Average Earnings by Selected Occupational Group - UK



Source: Annual Survey of Hours and Earnings (2013) provisional results. ONS © Crown Copyright. Data relates to earnings for full-time workers. Note: The chart provides earnings data on five of these of the nine broad Standard Occupational Classifications (SOCs). In addition, the National Minimum Wage (NMW) is also depicted.

The Graduate Premium

With the growth of further and higher education many people spend several years improving their qualifications before entering the labour market to look for their first full-time job. In 2003 the UK Government claimed that the graduate premium was £400,000 over a working lifetime. A couple of more recent estimates have put the graduate premium lower, one widely

quoted figure from the Government suggests a graduate premium of £100,000 over a working life-time and another from Universities UK claims that the graduate premium is £160,000.

However, these are average figures and there are a number of factors which will affect earnings. Perhaps the most obvious of these is the degree subject. The Complete University Guide (2013) provides evidence which shows that those who have graduated from university in medicine, science and engineering subjects tend, on average, to earn more than those who studied arts and humanities subjects.

In addition, it claims that starting salaries for graduate-type jobs have increased overall, but the advantage over non-graduate employment has diminished for some subjects.

According to the Sutton Trust, more young people are now gaining master's degrees and doctorates. This is placing them at an advantage in the labour market, in terms of access to jobs and higher earnings, compared to those with bachelor's degrees. Again, the data from the Labour Force Survey shows that those with post-graduate qualifications tend to earn more than those with just a bachelor's degree.

The 'graduate premium' is the difference between the mean, or average salary for those starting graduate employment or self-employment, and the average salary for those starting non-graduate employment or self-employment.

Source: The Complete University Guide (2013)

Graduate starting salaries

According to High Fliers Research the average graduate starting salary is £29,000 a year (2013). This figure has been widely quoted in the media. However, it is based on a survey of 100 'leading graduate employers' and so arguably is better viewed as the average graduate salary paid by blue-chip employers. Conversely, the overall median wage for graduate starters across the board, according to latest data from the Higher Education Statistics Agency, was £20,000 per annum. This is perhaps a more realistic figure which probably matches the experiences of the majority of graduates entering the jobs market.

Earnings by occupation

Data on average earnings by broad occupational group (see Chart 2) also suggest a clear link between job type and earnings. For example, professionals are the highest paid occupational group. Those working in these occupations tend to be graduates and usually require specific professional qualifications. In addition, in the modern labour market, associate professional and technical occupations jobs are widely regarded as graduate jobs - particularly for new entrants.

Many of those in skilled trades require craft skills and qualifications often gained through an apprenticeship.

Chart 3 provides some examples of pay by selected occupation for three broad occupational groups. Both median and mean average earnings are provided.

Conclusions

Whilst those with higher qualifications often tend to see a benefit in terms of increased earnings, there are never any guarantees. By definition, some people will earn above the average in each category, whilst others will earn less. Internet chat rooms are full of disgruntled graduates who are bitter and angry that they are struggling in the jobs market. It is arguably clear that qualifications alone are not enough. Some qualifications may be better than others and employability skills are also increasingly important too. So there are lots of other factors to take into account. But, as a broad concept, we should not ignore the relationship between qualifications and average earnings.

I invite anyone who has found this article interesting or thought provoking to join in discussion on the CDI LinkedIn group.

References

www.thecompleteuniversityguide.co.uk

The Graduate Market in 2013 - High Flyers Research, 2013

The Postgraduate Premium - The Sutton Trust, 2013

Annual Earnings by Selected Occupation

Chart 3

Professional Occupations	Median Annual Earnings	Mean Annual Earnings
Chartered accountant	£37,500	£41,500
Civil engineer	£36,300	£39,000
Nurse	£31,600	£31,900
Solicitor	£40,100	£48,200
Vet	£37,400	£38,800
Associate Professional & Technical		
Laboratory technician	£21,500	£24,200
IT user support technician	£27,800	£30,600
Youth & community worker	£24,700	£25,900
Careers adviser	£27,140	£25,900
Police community support officer	£25,700	£25,800
Skilled Trades		
Chef	£18,300	£19,500
IT Engineer	£27,000	£28,900
Electrician	£29,500	£30,400
Motor vehicle technician	£24,200	£25,800
Plumbing & heating engineer	£27,600	£28,400

Source: Annual Survey of Hours and Earnings (2013) provisional results. ONS © Crown Copyright. Data relates to earnings for full-time workers.

Note: the 'mean' is the 'average' you're used to, where you add up all the numbers and then divide by the number of numbers. The 'median' is the 'middle' value in a list of numbers.

“According to High Fliers Research the average graduate starting salary is £29,000 a year (2013).”

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BOOK REVIEWS

WORKING WITH ART DVD

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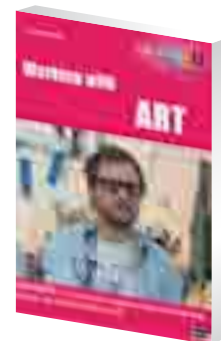
It was a tricky decision deciding which of the ten 'Working with' DVD titles to review; I would have liked to have watched all of them! However, on behalf of a student whose parents did not want her to pursue art and design at college because they felt it would not lead anywhere, I felt I should take this opportunity to enhance my knowledge regarding the varied job opportunities in the art and design sector.

The DVD consists of five short interviews with people who use art in their work. What really stood out for me is the tenacity demonstrated by these individuals; a majority of them had undertaken some form of voluntary work, networking or a residency in order to gain their current role. Although this is advice we share, I think when it comes from those working in the sector it becomes much more tangible and therefore concrete for students. Another interesting point I will take from it is the usefulness of science subjects in some roles, namely conservation officer and video games artist in this DVD. This is a small but potentially useful

snippet of information that I can share with students who are able at science but also have creative passion.

This DVD is an informative starting point for able students who I hope will be suitably motivated to continue their own exploration of the job opportunities open to them. In addition I also trust that they will be encouraged to take on board the additional attributes, talent aside, that they will need to nurture in order to compete in a competitive job market. It is not an easy path but I would like to conclude with wise words from the featured artist, "don't lose hope."

Lorraine Lenaghan is a Careers Adviser



JUST THE JOB!

John Lees

ISBN 978-0-273-77246-0

Pearson

£9.99

As someone who works in Executive Search, I found this to be an excellent read. This isn't just a book for job seekers but should be required reading for everyone; I certainly learnt some useful tips myself as did my son who recently graduated.

In his own inimitable and personal style, John Lees gives the reader very practical steps to follow in their job search strategy. These are laid out sequentially in easy to read chapters which are prefaced with the contents and end with a summary of the key points. The issues are tackled head-on with realistic solutions and a sense of humour.

Redundancy has become almost a way of life and while not minimising its impact on the individual, Lees very quickly gets the job seeker to develop a job hunting plan. The key elements are plan preparation, an audit of personal skills, knowledge and experience, identifying and decoding opportunities, CV development, networking, using social media and recruitment consultants, and interviews and offers.

There are many gems in the book. For example as someone who sees 10s of CVs per week I particularly gelled with his comment that "a selector will have made critical decisions about you about halfway down page one". I enjoyed his thoughts around networking

and the three conversational levels to access the hidden jobs market which is working when "your name comes up for the right reasons when you're not in the room".

The chapter on working with recruitment consultants is spot on, while his reference to making the most of Social Media and particularly the importance of how you portray yourself on sites such as LinkedIn is timely.

All in all "Just the Job" is certainly "Just the Book" for today's job market!

Vince Pizzoni is an Executive Search Consultant



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Paul Hichens

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This book comes out of a crowded stable of books that help people to write their CV. It was written in a highly readable style aiming to connect with its readership and presented in manageable chunks of text; it was reminiscent of a CV itself. Catchy sub-titles, line drawings, wonderful quotations, and other layout devices really helped to keep this rather dry topic lively, even humorous in places.

But, and there is a big 'But' the all-pervasive self-promotion of the author and dismissive view of all other sources annoyed me on two counts. Firstly because, like many in the Career Development Institute, my work involves helping with CV writing and when I agreed with him (mostly) I did not feel he could claim to be novel in his approach. Worse than this, the more his superiority the greater the chance that he disempowers his reader!

He also fails to address barriers (e.g. no or poor qualifications, broken employment record, prison breaks, being sacked, never having worked etc) sufficiently well – these issues stop many people daring even to write their CV. I would have liked to see a greater

exploration of one page versus 2 page CVs; I should say that it is more a preference than absolute rule. And no mention of LinkedIn!

CVs are selling documents and so a salesman is not necessarily a poor choice to author this book. The recommendation with cover letters, however, that for the best results engage a professional writer as £35 is 'Well worth the small investment' gave it away for me!

Audrey Winterbottom is a Virtual Adviser



WEB REVIEWS



TOTAL PROFESSIONS

www.totalprofessions.com

Info site on a wide range of professional level careers.

If you ask a range of people to list ten professions you'd probably find most name the same few and struggle to think of more. That's the value of this site. Here you can discover a massive range of 'professional level' careers (usually asking for degree-level entry and offering further specific qualifications). If you're thinking of (or are already in) higher education, this is a real eye opener to the range of careers on offer. OK, it unashamedly promotes membership of professional bodies, but that's no bad thing and the site is so easy to negotiate and understand, with a wealth of info and links. There are sections aimed at different groups, each 'stacked' with a wide range of info – and there's even a job search facility highlighting CV skills and interview techniques. This one will be invaluable to advisers, students and prospective students.



WHICH WAY NOW

www.whichwaynow.org

Want to know anything about where the jobs are or where people work in Scotland or anything remotely related? This is your place. The range and depth of data involved here is mind-boggling and access is reasonably straightforward.

In practice, researchers (including students undertaking projects or assignment) and specialist professionals are likely to use this site most frequently, with others dipping in for a particular piece of info. Standard Report gives quick access to a variety of standard information, either national or local and offers comparisons and changes over time. You can also download data for your own analysis or access reports and other research already undertaken on a range of specific issues.



SUCCESS AT SCHOOL

<http://successatschool.org>

Site for those aged 13-18 to explore their career and study options and connect with employers.

There's no shortage of sites covering general careers info for people in this age group. Where this site scores is in its presentation and appearance. You'll find simple menus, attractive icons and very simple, basic, 'tell it as it is as plainly as possible' language. There are no gimmicks and you won't feel patronised by any false 'youthy language'. However, this seems to be a new site, which is very much 'work in progress'. Large sections are either empty or contain very little information. The only section that looks ready for publication is the Career Zones sub section of Career Paths. Hopefully all of this will change as the site is developed.

In any site giving careers info I also feel it essential to give details of who has produced it so that young people, their parents and advisers can be sure the information is impartial. At present this site does not give any contact details.



WOMEN 1ST

www.women1st.co.uk/about-us

It's no secret that although these industries are dominated by female workers, their top management positions are not. This programme is all about redressing that balance. It's a membership site, aimed at individual women already in the industry to encourage and support them to 'shoot for the top' and also at employers to help them develop more women employees towards their top jobs. So you'll find sections promoting membership, outlining programmes and support mechanisms. For those considering entering these industries but perhaps deterred by current lack of progression, this site offers success case studies and hope for even more changes in the future.



CAREER CAMEL

www.careercamel.com

Multipurpose career and job site for young people.

Into an already overcrowded choice of "one stop" careers sites comes: a camel. Why a camel is never explained, but you'll either love or hate the cartoon mammal. Where this site scores over many others is in its endearing appearance and the sheer diversity and amount of information on offer. It works on a combination of info site, interactive and portal and covers everything from career info, applications and CVs to uni, money, jobs, work experience and much more. You will, however, need to get to grips with the quirky menu system. Some things are in the top menu, others in the text and others (such as work experience and courses) in the small print at the bottom of the home page. You may also need to use the back button or retype the URL as there's no 'return to home page' option once into the menus.



HOSPITALITY GUILD

www.hospitalityguild.co.uk

If you want to know anything about careers in the hospitality industry, give this one a go. It's not the only site to cover what the industry does (everything from tourist attractions, through hotels to gaming), or to look at training and entry into the industry, post job vacancies or even offer personality tests. But where this site really scores is in its simplicity, logic and sheer weight of info. Go to Career Map and you don't just see promotion paths, you can also get concise and practical info on each job (including pay ranges). Because major employers were involved in developing this site, you'll also find live vacancies with many of the industry 'giants'.

THE LAST WORD

Where members share what it's really like out there



**ROSEMARY
MCLEAN**

Rosemary McLean is a Chartered Occupational Psychologist and a Career Coach working for careerinnovation.



We often talk about an ‘all age careers service’. People need career support at various times throughout their lives often triggered by key events or transitions, but this still seems to be somewhat of dream.

I started out as a career practitioner in the 1980s working with young people; I then moved into the private sector coaching adults who had been made redundant, so I have worked with people at various stages of their career journey. For the last 15 years I have worked as a career consultant to large global organisations that aspire to attract and retain their employees. Talent management has become the preoccupation. I help these organisations recognise that the best way to motivate and engage their employees is through enabling them to discover and apply their career interests and equipping them with the practical skills to manage their own career development – ‘employability’.

For many years employers have been preoccupied with the needs of the ‘Gen Y’ population – a generation with very different expectations born out of the fast-paced communication

of social media. They are impatient for progression, expect flexibility and collaborative working, and are quick to move on if their needs aren’t met.

I now see a shift towards the ageing ‘Baby Boomers’, whose impact on the workforce was predicted some time ago. The scale of the global demographic shift is huge. The UN projects that by 2030 over half of Western Europe’s population will be over 50, 25% of the population will be over 65, and 15% will be over 75. Mean life expectancy will be 90.2. The UK population is set to continue ageing with the average median age rising from 39.7 in 2010 to 42.2 in 2035 (*The Future of Retirement*. HSBC Insurance Holdings Ltd, 2006.)

Predictions suggest that UK employers need to fill 13.5 million potential job vacancies in the next ten years, but only 7 million young people will be leaving full-time education. This limited supply of younger workers would suggest a need to hold on to older colleagues, yet at the same time some organisations are concerned about blockages created by older workers inhibiting the development and progression of younger workers.

The career expectations of older workers are also changing. According to a recent Chartered Institute of Personnel Development (CIPD) report more than 50% of workers are planning to work beyond the normal state retirement age *Managing a Healthy Ageing Workforce: A National Business Imperative* CIPD 2012.

Reasons for this include finance, expanding skills and experience and a need for social interaction. Other research indicates that retirement has a detrimental impact on both mental and physical health over time (*Work Longer, Live Healthier. The relationship between economic activity, health and government policy*. Institute of Economic Affairs and the Age Endeavour Fellowship 2013.) The trend is clearly that people will work for longer.

So what does this mean for career practitioners? I think it creates a huge opportunity for us to help these older workers plan their continued career or find work when they need to earn for longer. It needs creative solutions which provide an opportunity for us all. Are we ready for the challenge?

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Q. Do employers recognise international degrees?

A. THE MAJORITY OF EMPLOYERS RECOGNISE THE SKILLS ATTAINED FROM STUDYING ABROAD AND VALUE THE INTERNATIONAL EXPERIENCE

Q. How do the tuition fees compare to the UK?

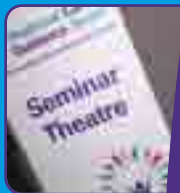
A. IN MANY COUNTRIES TUITION FEES ARE MUCH LESS AND IT CAN EVEN BE FREE TO STUDY IN SOME COUNTRIES

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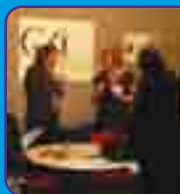


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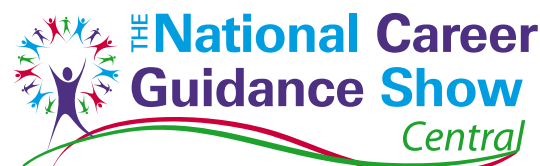
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