

THE MAGAZINE FOR THE CAREER DEVELOPMENT SECTOR

CareerMatters

THE FUTURE OF AVIATION



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**9-10
DECEMBER
2021**

The CDI's prestigious bi-annual conference will be held online to enable members from the UK and internationally to hear from a fantastic range of expert practitioners and thought leaders on key areas of career development.

KEYNOTE SPEAKERS



Peter Robertson
*Professor of Career
Guidance at Edinburgh
Napier University.*



David Blustein
*Professor and the
Duganne Faculty Fellow
in the Department
of Counselling,
Developmental, and
Educational Psychology
at Boston College, USA.*



Julia Yates
*Senior Lecturer in
Organisational
Psychology at City,
University of London.*

Professional careers interventions can have a hugely positive impact on the individual, the economy and society, and at the conference we'll be exploring how career development supports the 17 UN sustainability goals under the themes of:

- Decent Work and Sustainable Economic Activity (labour market)
- Education
- Social Equity
- Peace and Justice
- Health and Wellbeing
- Environment.

TICKETS

The conference is open to everyone with discounts for bookings made by 31 October.

Special conference offer: the CDI will refund the difference in ticket price for non-members if you become a CDI member by the end of January 2022.

CDI AGM

On the afternoon of 10 December, we will hold the CDI AGM. Entry is limited to CDI members and is free. Conference tickets include access to the AGM or you can book separately. Come along to hear from the CDI Board, and welcome in Carolyn Parry as the new CDI President.

For more information and to book your tickets, please visit: www.thecdi.net/CDI-National-Conference-2021

With thanks to our sponsors

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ALISON DIXON
RCDP EDITOR OF
CAREER MATTERS

Welcome to October's *Career Matters*.

We are once again entering an uncertain winter. As always, we have resources to inform, support and help you with your work.

David Morgan presents the results of the first #CDIBigListen survey and gives an overview of the latest statutory guidance.

Our occupational articles cover the many opportunities and emerging opportunities in the NHS and look at the future of aviation and new developments in the sector.

Mark Anderson discusses the use of studying certain school subjects, Carys Fisher from UCAS looks at what influences school leavers' choices and Jude Hanley writes about the barriers to higher education faced by LGBTQ+ students and how guidance professionals can support them.

For any aspiring writers, I have written an article about the ALCS and how to get paid for your writing.

Our profession is still being affected by the pandemic and we have articles on how Covid has affected women, the impact of Covid on guidance professionals' perceptions of remote CIAG, the benefits of blended learning developed during the pandemic and how Covid has impacted on the experiences of HE students.

Professional development and practice articles include CDI Fellowships, the value of a mentor and the journey towards career development becoming a chartered profession.

Research is essential for a vibrant profession and Lyn Barham reports on the recent research conference and Nadia Crellin writes on new research as to why so few psychology graduates enter psychology-related careers.

We have an update from Deirdre Hughes on the development of the 'CiCi' chat bot and Emma Blandon explores the development, launch and impact of CareersCraft which won the UK Career Development Award 2021 in the Use of Technology in Career Development category. There are also useful tips on using the *HELP* quiz.

I would like to thank the members of the editorial board who have completed their stint; Emma Bridges and Claire Guy; their comments and suggestions have been invaluable.

We are recruiting three new members of the editorial board and details will be in the next *News by Email*.

Key events coming up are the 'Cutting Edge' research conference with NICEC on 10 November and booking is now open for the National Conference 9-10 December which will include the AGM and you will be able to meet our new President.

Nominations for the UK Career Development Awards will close on 17 December and the next #CDIBigListen survey will be going out in November, seeking members' views on working in the careers profession. Stay safe

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This is such an exciting time for the CDI, for our profession, and for us individually as career professionals.



PRESIDENT'S UPDATE



**DAVE CORDLE,
CDI PRESIDENT**

Wow! Where did those two years go? On 10 December I'll be handing over the role of President and Chair of the Board to Carolyn Parry.

That's straight after our AGM and National Conference. The team have lined up a fantastic event for us. We'll be back in-person before too long, but in the meantime the online format makes it super affordable and will allow many more of us to be there, networking and enjoying the exhibition and fabulous line up of speakers and workshops. Remember to book your ticket soon and I'll see you there.

This is such an exciting time for the CDI, for our profession, and for us individually as career professionals.

Our Chief Executive David Morgan has worked closely with myself and the Board to create an inspiring strategy that will ensure that the CDI and its members can thrive and be properly supported and recognised for the value you bring to individuals, families, businesses and your nations.

It's an ambition I spoke about when I became President at our last National Conference in Newcastle, along with hoping for more opportunities to network across all of our geographic and professional constituencies.

The CDI has adapted and changed in so many ways during this challenging couple of years. Space allows me to highlight just a few of the many examples.

The whole head office team were amazing in moving CPD and training online. I'm sure that like me, you have taken full advantage of this.

Our regional structure has re-emerged, led by a dedicated group of regional reps, organising meetings across the UK so we can network and share expertise and experience with local colleagues.

In private practice we have a new Community of Interest, a challenge set to me by our previous Chief Executive. Chaired initially by Nicolette Wykeman and now Charlotte Whitehead, it provides regular webinars and networking/peer-support opportunities.

Perhaps most pleasing to me, is the Career Development Professional Community of Practice on Facebook. We have almost a thousand CDI members from all over the UK, sharing resources, expertise and experiences, asking questions and supporting each other. It's a vibrant community with new and interesting discussion threads each week. You can join in too at www.facebook.com/groups/CDPCoP

This really is an exciting time to be a CDI member, and as I say thank you for having me as your President and Chair of the Board of Directors, I'd like also to say a special thank you to the team at head office who have proven themselves brilliant through the challenges of the last two years. I enjoyed my meetings with you all very much and am sorry that the pandemic cut short the opportunities to meet in person.

Thank you to my colleagues on the Board of Directors who give a huge amount of their time, energy, and expertise and without whom I could not have performed my role. Thank you also to our many associates and all the volunteers who make the CDI work, including the PSC, regional reps, those who run our Communities of Interest and support the Facebook community and other forums.

Finally, thank you for the difference you make through your work. I'm going to finish with the message I gave in Newcastle at the start of my Presidency:

"You, personally, have a really important part to play in our exciting future, by taking and making opportunities to tell the world about the systemic difference that you and other career professionals make to the world. It's time to blow your own trumpet!"

Dave Cordle RCDP
is the CDI President





UK Career Development Awards 2022

Nominations for the awards are now open, check out www.thecdi.net/UKCDA for more information.

The closing date for entries is 5pm Friday 17 December.



Dedicated to support the careers statutory guidance and the Gatsby Benchmarks

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HOME NATIONS UPDATE



**NORTHERN
IRELAND**

Careers Survey Report

Over the last couple of years, the Department for the Economy's Careers Service has been working to modernise the way we deliver services with the introduction of new digital contact methods, self-help resources and user-friendly local labour market information.

This programme of work was accelerated in response to the Covid-19 crisis, with the development of a Contingency Service Delivery Model for the delivery of services in schools during the academic year 2020/21. The model focused on digital channels such as video call, telephone, email and live chat, which ensured continued delivery of services to all our clients, allowing us to deliver guidance to 84% of our Year 12 cohort.

Early feedback from clients suggested digital delivery worked well, providing clients with the convenience of accessing a careers adviser using a method and at a time that suits. The Careers Service was therefore keen to continue to develop the way services are accessed with the aim of offering a blended approach of digital and face-to-face services to meet the needs of all our clients. However, further evaluation was required to determine both the effectiveness and demand for digital delivery methods.

With the support of the Department's economists, a survey was developed to gather feedback from pupils, parents, schools and careers staff on our service delivery. Over 1400 responses were received.

The survey findings indicate that digital delivery has worked well with both video call and telephone being the preferred digital delivery methods for career guidance. In particular, parents commented that the digital delivery communication methods were easy to use and convenient with some commenting that it allowed them to participate more in the guidance process.

Schools also indicated a confidence in digital delivery with the majority responding they were happy with the Careers Service aim of continuing to deliver services in schools using a blended approach of digital and face-to-face access channels.

Three key themes emerged:

- There is an increased confidence and satisfaction in the use of digital channels to support and enable the delivery of careers services;
- Young people at all key transition stages require personalised careers guidance services through digital and non-digital access channels;
- There is a demand for increased parental involvement in their child's careers decision making.

The findings have been used to inform this year's delivery model and will be further evaluated at the end of the academic year.

Orla Nelis

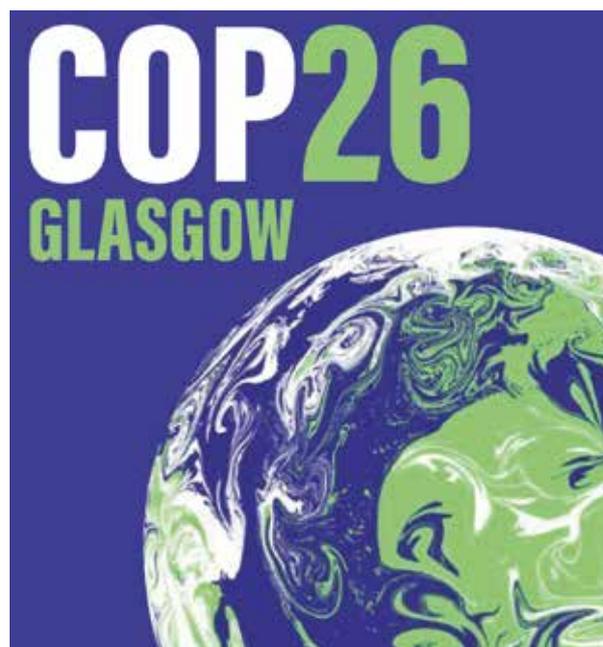


SCOTLAND

COP26

The United Nations Climate Change Conference 2021, known as COP26, comes to Glasgow from 31 October – 21 November 2021. Inevitably this means that thoughts turn to what contribution the guidance community in Scotland can make towards addressing the climate emergency.

Whilst there is widespread recognition in the profession that there is a place for 'green guidance', there remains little evidence of a change in practice on the ground. There are two notable exceptions, the first being the widespread adoption of video conferencing as a medium for service delivery. This was largely driven by Covid, but nonetheless reduces emissions associated with travel. The second is the launch by Skills Development Scotland (SDS) of a 'Green Jobs Workforce Academy', to promote access to occupations that are important in the transition to an environmentally sustainable economy. The Labour Party has been critical of the SNP's strategy in this area, pointing to a decline in 'green' jobs in Scotland. It is perhaps too early to judge whether the new Academy will make a substantive difference.



Career Review update

The Scottish Government's Career Review process, led by Graeme Smith, continues to unfold, with the CDI now having regular meetings with SDS who are managing the process on behalf of the government. In the autumn we expect to see emerging from this process 'design principles' for the career system in Scotland, and the release of the research evidence that underpins the review.

Economic impacts of Covid

Notwithstanding the difficult impacts on some industries, and some groups of workers, the latest government data suggest that overall, the labour market is holding up reasonably well to the impacts of Covid. The total number of employed workers is slightly below pre-pandemic levels. The percentage of young people actively participating in work or learning remains in excess of 90% with increases

in educational participation, particularly staying on at school, offsetting a fall in youth employment.

Member engagement

Remember that we are holding quarterly meetings for members with meetings in October and January. It is a good opportunity to connect with other members as well as hearing from a range of invited speakers. You can also keep up-to-date with what is happening in the career development community in Scotland by joining the Career Development Facebook group.

Professor Pete Robertson, CDI Project Associate and Julie-Anne Jamieson, Board Director



WALES

As we edge forward towards the emergent new normal with somewhat more confidence in our lives and work, the economy in Wales is showing encouraging signs with rates of employment approaching those last seen before the pandemic. Economic inactivity is down while unemployment rates remain unchanged, though the effect of the end of furlough remains to be seen. This is in no small part due to the determination and commitment of those working in the sector in Wales overall and Careers Wales and its staff in particular. Their focus on developing innovative and effective solutions such as Careers Craft featured on page 40 ensures future generations of workers develop their talent and potential successfully regardless of their background.

To further support the recovery, the Welsh Government is investing heavily in a range of initiatives including additional funding for Creative Wales, extending their original film sector remit into developing talent and



skills in other creative sector areas including digital music, publishing, and games development. Millions in further funding have been allocated to support young people's emotional, mental health and wellbeing with particular focus on those who may not be in education, work, or training. The Senedd, the Welsh Parliament has passed a motion to monitor four-day week pilots globally, a concept which is supported by Sophie Howe, the Future Generations Commissioner for Wales. She is also championing the Welsh Universal Basic Income pilots and climate change initiatives. Similarly, Welsh Government and the Welsh Local Government Association are currently planning a number of joint challenges including one on climate change.

Against this backdrop of pandemic and climate-driven change, we have a key role as career development practitioners in Wales to help rebuild and develop the working lives of Welsh citizens. As a professional body, the CDI Cymru Wales ensures that our voice is heard whether by responding to government consultations or by creating an opportunity for learning, discussion and networking through our Professional Careers Education and Guidance Forum.

The autumn Forum meeting takes place this month with Forum members from across Welsh Government, public sector agencies, education, third sector and industry gathering virtually to hear presentations and explore themes related to 'the next normal: the green economy – opportunities and implications for jobs and work now and in the future.

We look forward to sharing presentations, outcomes, and recordings direct with you shortly afterwards to support your CPD in this important area.

Keep safe and well.

Carolyn Parry RCDP, CDI Project Associate (Wales)



Overall satisfaction with CDI membership was positive, with 68% satisfied or very satisfied



LISTENING TO OUR MEMBERS – THE #CDIBIGLISTEN



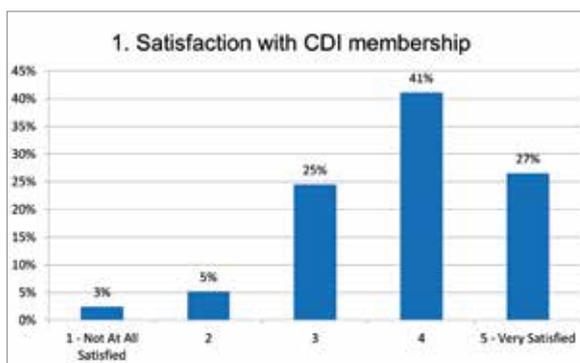
DAVID MORGAN WRITES ON THE HIGHLIGHTS FROM JULY'S #CDIBIGLISTEN SURVEY OF CDI MEMBERS



Thank you to the 550 CDI members who took part in July's #CDIBigListen survey, focused on your views of the CDI and the services we offer. Overall the results were positive, with valuable feedback on key areas where we can improve.

Overall satisfaction with membership

Overall satisfaction with CDI membership was positive, with 68% satisfied or very satisfied (chart 1), though with 8% not very satisfied or not at all satisfied, and 25% in the middle, there is more to do.

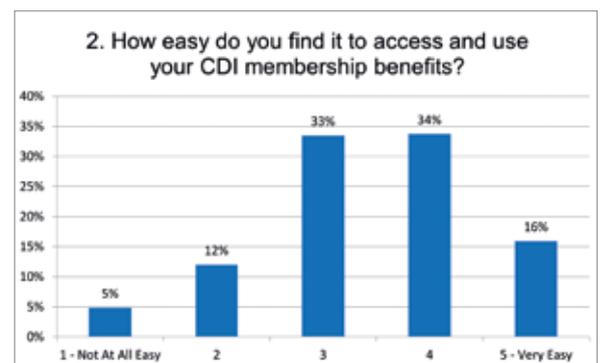


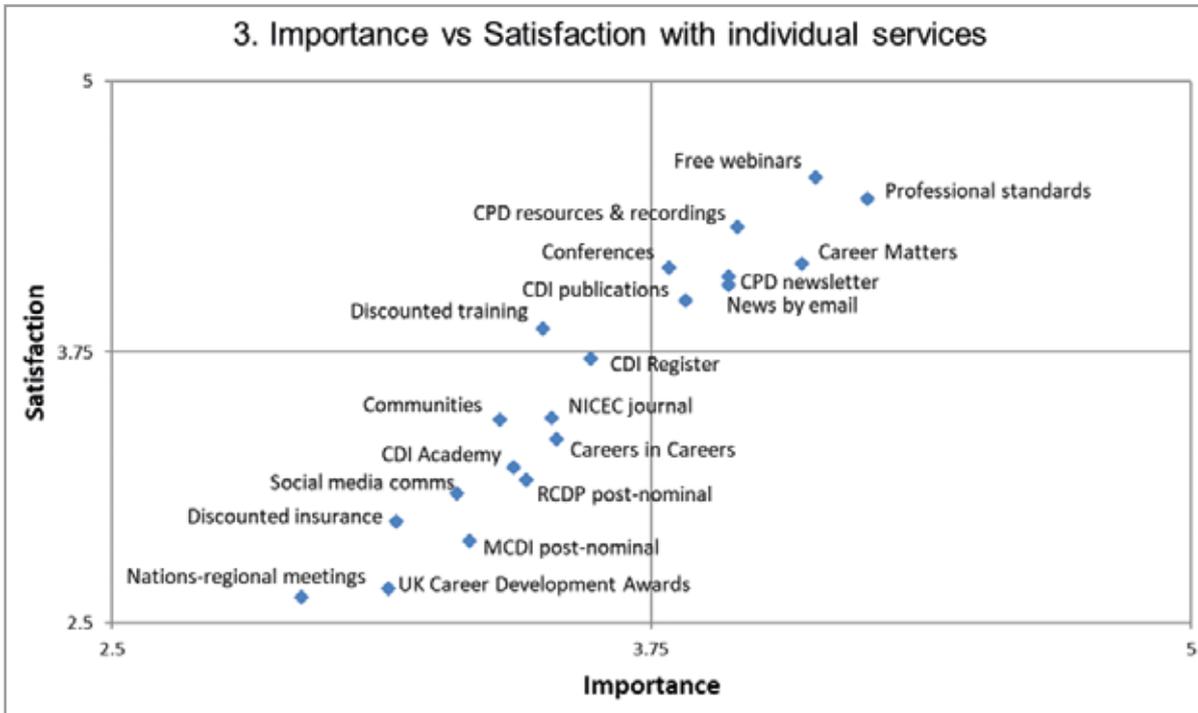
We asked about the overall benefits of CDI membership, and the statements with the most positive response were 'CDI membership keeps me up-to-date on

key developments in the sector' (scoring 4.2 out of 5), followed by 'Makes me feel part of the career development community' (3.9). All the statements were well-supported, with the lowest being 'Makes me feel supported' (3.6) which is still a healthy score but again, shows where we can improve.

Individual membership benefits

We asked how easy it was to access and use the membership benefits (Chart 2). Only 50% of members were positive about this, showing that we need to make it easier to access and use the wide range of benefits offered by the CDI. We recognise this and are bringing a stronger focus to improving the membership experience with the recruitment of two key new team members.





“
Your feedback in the first survey is invaluable in helping us continue to shape the CDI, and I’d encourage everyone to take part in the next survey to help us shape the wider sector.
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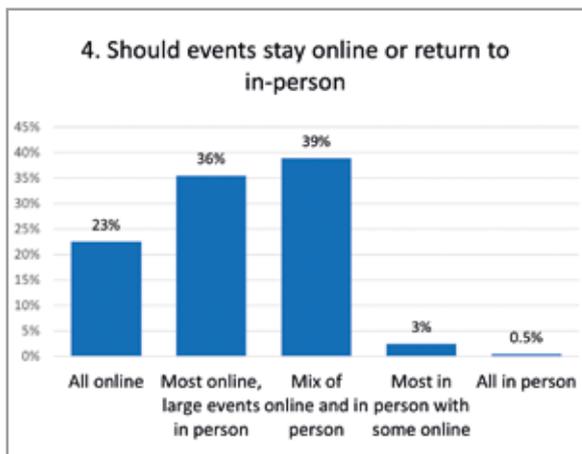
The survey also captured how important individual services are to you and how satisfied you are with them. Chart 3 shows that all services scored above halfway (2.5 out of 5) with the most popular being the free CPD webinars, professional standards and CPD recordings and resources. It’s encouraging that the services most important to members also have higher satisfaction levels.

At the bottom end, although still positive, we have the nations and regional meetings, the UK Career Development Awards and the MCDI post-nominals. This helps us focus; for example, I’ll be working with the nations and regional reps to better support them in building the CDI communities in their areas.

The new normal

After 18 months of running online training and events, we were keen to hear how you preferred these to be delivered going forward. The vast majority prefer them to stay online or be a blend of online and face-to-face (Chart 4). Only 3.5% said they wanted a return to all or mostly face-to-face. This reinforces our plan to keep much of our training delivery online to widen access but return to face-to-face for key events and some training where it adds most benefit.

face-to-face. This reinforces our plan to keep much of our training delivery online to widen access but return to face-to-face for key events and some training where it adds most benefit.





Thank you for completing the survey and I look forward to seeing the results of the next one.



Perception of the CDI

It's also important to understand how the CDI is viewed by our membership. It is encouraging that the CDI is seen very positively for 'Promoting best practice' (81% agree), 'Setting standards' (76%) and 'Representing across the UK' (65%) – see Chart 5. We also asked about the characteristics of the CDI, and are seen as strongly 'Ethical' (85%), 'Professional' (80%) and 'Expert' (79%), all important characteristics for the CDI as a professional body.

At the other end, our weakest areas are 'Engaging employers on benefits of employing professionals' (39%), 'Playing an important role in raising the public profile of careers' (49%) and 'Engaging members face-to-face and online' (54%).

These reflect areas where we are planning more activity. We are building a stronger capability to better engage members and the CDI's 2025 strategy – which we'll share once it's complete – includes raising the public profile of career development.

The bottom three characteristics of 'Flexible' (44% agree), 'Efficient' (44%) and 'Digitally advanced' (45%) also resonate with areas we are working on. We recognise the need to improve the member experience and our digital capability, and are already making improvements to our emails and the website.

The autumn #CDIBigListen survey

This first #CDIBigListen survey confirms that we are getting many things right but have areas where we can improve. It's hugely valuable in helping us develop the right membership services, focus on the right activities and behave in the right way.

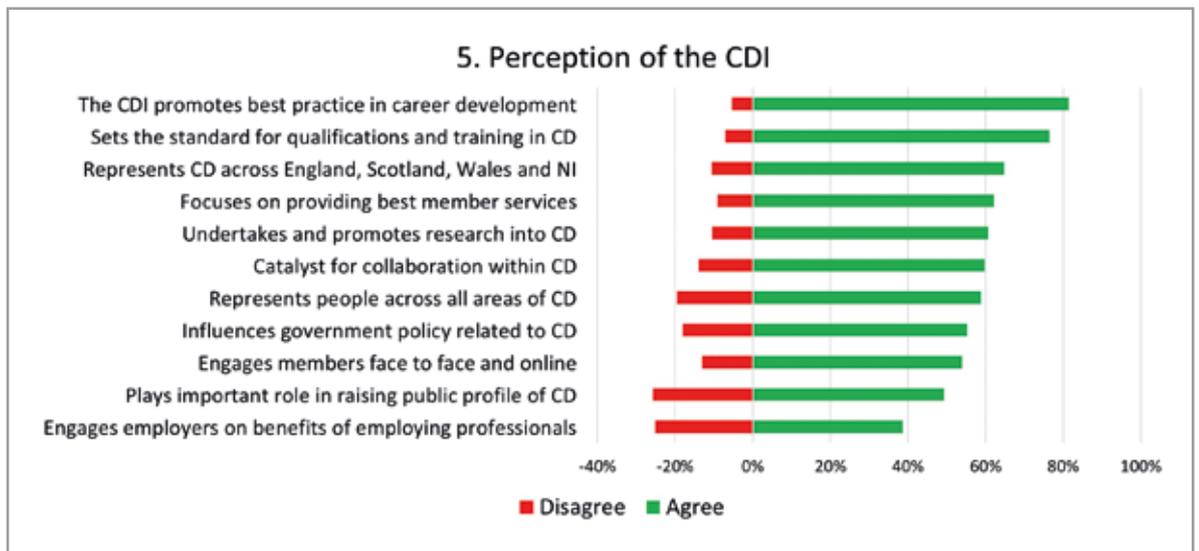
The #CDIBigListen is a series of surveys across the year to gather your feedback on the CDI and explore your views on wider topics. The next survey focuses on members' perceptions of working in the career development sector, to understand what attracts and keeps you in this field, what may be frustrating you and how you see career development in the future. Look out for the survey in the coming weeks.



Your feedback in the first survey is invaluable in helping us continue to shape the CDI, and I'd encourage everyone to take part in the next survey to help us shape the wider sector. The results of each survey will be shared in the following edition of *Career Matters* and posted on the CDI website at www.thecdi.net/CDIBigListen

Thank you again for completing the survey and I look forward to seeing the results of the next one.

David Morgan, Chief Executive, CDI



UPDATED RESOURCES FOR THE LATEST STATUTORY GUIDANCE



DAVID MORGAN GIVES AN OVERVIEW OF THE KEY UPDATES TO CDI RESOURCES FOLLOWING THE DFE'S LATEST STATUTORY GUIDANCE

In July, the Department for Education (DfE) published *Careers guidance and access for education and training providers*, the latest statutory guidance for schools and colleges.

This brings together previously separate documents into a single publication covering schools and colleges. It doesn't include any changes to legislation but reinforces the legal commitments of schools and colleges.

While the focus of the paper is on the eight Gatsby

Benchmarks, it reiterates that schools must comply with 'The Baker Clause' – ensuring students are aware of both technical and academic choices, as well as having access to colleges and other education and training providers.

The guidance also reinforces the direction set out in the *Skills for Jobs White Paper*, such as the continued roll-out of T levels, reformed higher technical education with employer-led standards and an expansion of the Institutes of Technology.

The DfE also plans to continue the roll-out of Careers Hubs and Career Leader training along with other support to accelerate progress against the Gatsby Benchmarks.

I'm delighted that the guidance includes several valuable references to CDI work. The guidance suggests that schools consider using the CDI's *Career*

Development Framework to shape career learning outcomes. Our SEN-accredited training is also referenced under Gatsby Benchmark 3.

Under Gatsby Benchmark 8, one of the most significant statements for us is the inclusion of the CDI's recommendation that personal guidance interviews are a minimum of 45 minutes. While unfortunately the guidance doesn't state this as a DfE requirement, it does raise the visibility of our recommendation.

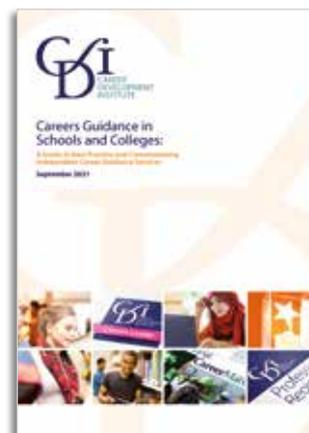
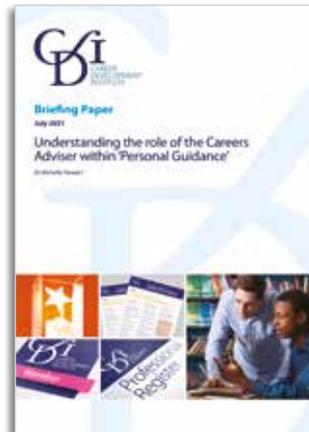
The guidance also references the CDI's briefing paper on *Understanding the role of the Careers Adviser within personal guidance* and that the main qualifications for Careers Advisers are at level 6 and 7 – in line with the CDI's view – though again it doesn't explicitly state these as requirements.

The guidance also refers to the CDI's *Careers Guidance in schools and colleges: A guide to best practice and commissioning independent career guidance services* and recommends the use of the UK Register of Career Development Professionals when searching for a Careers Adviser.

In response to this statutory guidance, we have updated two of the documents featured. In the News & Resources section of the CDI website you'll find a revised version of the briefing on the role of careers advisers, and the resource on commissioning independent careers services. These updates are invaluable in supporting schools and colleges in providing high-quality careers services to students and meeting legal obligations.

While the guidance lays out the expectations in a single document, it still leaves a lot of discretion for schools and colleges where we would prefer stronger direction. For example, many schools and colleges plan for personal guidance interviews much shorter than our recommended 45 minutes. More work is needed to encourage them to design their careers programme to ensure students receive the full benefit of longer interviews where needed, and more robust government direction in this area would be welcome.

We'll continue to work with the DfE on this and many other areas. In the meantime, I hope you find the updated resources useful.



“The guidance suggests that schools consider using the CDI's Career Development Framework to shape career learning outcomes.”

David Morgan, Chief Executive, CDI

350 CAREERS, ONE NHS



**ABI CHANGER
GIVES A ROUND
UP ON NHS
CAREERS**



At the time of writing, we're 18 months into the Covid-19 pandemic ... and hopefully easing our way out of it more and more by the day.

We couldn't have planned it, of course, but a crumb of comfort in what's been a terrible 18 months for so many people has been a greater interest than ever in careers in the NHS. From students looking to apply for courses sooner than they might have otherwise while the job market settles, to people whose circumstances changed overnight, we've seen a huge increase in people looking for information about careers in the NHS.

We had a 47% jump in web traffic to healthcareers.nhs.uk in March 2020 with a 123% increase from 18-24-year-olds. Nursing and paramedic careers looked particularly popular, as well as NHS 111 roles.

Almost more importantly than anything for us, I think the pandemic really helped highlight, albeit in the toughest of ways, just how many staff are involved in the NHS team and that everyone contributes to patient care.

Events

Right from the first lockdown, we were keen to help those interested in an NHS career and didn't waste any time getting involved in more online careers events than usual – everything from 'What Career Live?' to 'Big

Bang Digital'. And we enjoyed 'meeting' many of you at the Career Leaders conference and CDI webinars. With our team mostly working from home, it's been easier to attend and get involved with additional smaller events around the country too; something that just wasn't practical pre-Covid.

I've started running a series of themed Health Careers Facebook Lives and Q&As so I hope you've had a chance to see some of them. They've been very well received and have provided a great chance to answer individuals' questions about careers in the NHS, routes into nursing and graduate opportunities. Keep a look out for future dates on our events web pages and please come along yourselves and/or send your students and clients! They're always available to watch back later too. Just email us at hee.healthcareers@hee.nhs.uk if there are any particular topics you'd like me to cover. healthcareers.nhs.uk/events

I look forward to seeing you at the CDI webinar series over the coming months too. I'm planning to provide an overview of NHS careers with sessions on apprenticeships, routes into nursing, the financial support available and opportunities for graduates. thecdi.net/Skills-training-events

News round up

Behind the scenes in the NHS, almost in spite of the pandemic, some other developments have been moving at pace so it's a great time to update you.

New blended learning degrees

I'm pleased to announce that new blended learning degrees are underway for both adult nursing and midwifery. With a move to make sure there's a range of ways people can get into a career in the NHS, this is especially good news, particularly for people who want to come into an NHS career later in life, but who are worried about how they can fit in the study around other commitments.

With these degrees, most of the academic learning is delivered remotely. Students still need to attend their learning base, but mainly only for simulated training. Clinical placements as close to students' homes as possible also make the courses super flexible. The £5K annual payment applies (in the same way as other eligible health degrees) so applicants don't need to worry about missing out on that.

It's early days, but I hope that other professional training will be delivered in this way in the future. Let's see. healthcareers.nhs.uk/career-planning/course-finder

NHS apprenticeships

We're seeing more and more apprenticeships available. Availability varies locally, depending on what individual healthcare organisations decide, but increasingly we're seeing more degree apprenticeships in nursing and healthcare science, and some in the allied health professions, including podiatry and radiography. And there are lots of apprenticeship opportunities in the wider healthcare team, for example health records and estates.

The NHS Jobs website is the best place to look for vacancies and we often advise candidates to look for an entry level job if they can't find a suitable apprenticeship vacancy. That way they're in the right place to hear about apprenticeship opportunities when they come up. jobs.nhs.uk/

Exciting new role

We've recently added some new roles to the Health Careers website, including one for social prescribing link worker; a growing field that has the potential to make a huge difference to people's wellbeing. It's the perfect role choice for your clients with some life experience. In fact, life experience and strong values are more important than entry qualifications, and training is provided once they're in the role. healthcareers.nhs.uk/socialprescribinglinkworker

Schools competitions and resources

I hope you've seen that our ever-popular annual schools' competitions have launched for 2021/22! With versions available for both secondary and primary schools, they're a fantastic way to get students thinking about careers in the NHS and the breadth of options available as early as possible.

The KS3 resources are designed to help schools meet several aims of the Department for Education's careers

strategy and the Gatsby Benchmarks. Last year the winning entries from 134 schools ranged from paramedic, speech and language therapist and anaesthetist to forensic psychologist and director of operations.

The primary competition is particularly flexible; in fact schools don't need to enter the competition at all if they'd rather not! There are resources to use separately, or teachers can choose to use them all at once, for example on a non-curriculum day. Last year's national winner captured the judges' hearts with a thank you NHS sea shanty and other winning entries featured posters, poems, drawings, slideshows and videos.

Science and computer science careers

If your students and clients are interested in science or computer science (or preferably both!) we have just the thing. Bioinformatics combines skills and technologies from both computer science and biology to help understand and interpret biological data. This helps clinicians decide on the most appropriate treatments for patients. Have a look at this great new resource from Health Education England. There's detailed information about how bioinformatics works and how it's used in things like genomic testing. And there's a video of real-life bioinformaticians talking about what they do and what inspired them to join this fascinating profession. genomicseducation.hee.nhs.uk/education/core-concepts/what-is-bioinformatics/

Talking of resources for schools, we're giving our materials for KS4 students a lick of paint too. Watch this space, but the updated versions should be ready this November.

All of our schools information is available on the Step into the NHS website: stepintothens.nhs.uk/

Keep up-to-date

- If you haven't already, make sure you're following NHS Health Careers on our social channels. We post updates and news every day so they're worth keeping an eye on!

 @HealthCareersUK
 health-careersuk
 healthcareersuk
 @healthcareers

- Don't miss information about events we're either running ourselves or are attending. Our events web pages will have all the details you need, so you might want to bookmark this page. healthcareers.nhs.uk/events
- You and your students/clients can also contact us on 0345 60 60 655 or by email at advice@healthcareers.nhs.uk A new webchat function is in development, so we'll keep you posted about that too!

I hope that's been a useful round up for you. We look forward to seeing you at various events over the coming months and do get in touch if you'd like any specific information.

“

We had a 47% jump in web traffic to nhs.uk in March 2020 with a 123% increase from 18-24-year-olds. Nursing and paramedic careers looked particularly popular, as well as NHS 111 roles.

”

Abi Changer is the NHS Health Careers Information and Quality Lead

“ Students still tell me about their interest in law and forensic science, often because of the latest drama shows they’ve been streaming on Netflix. ”

IS THERE A POINT IN STUDYING CERTAIN SCHOOL SUBJECTS?



**MARK ANDERSON
WRITES ON
BRIDGING THE
GAP BETWEEN
CURRICULUM
LEARNING AND
CAREERS**

When you’ve spent 20 years conducting career interviews in schools you get to observe many changes in the options and ideas that young people consider. However, some attitudes towards learning and future ambitions remain the same. Students still tell me about their interest in law and forensic science, often because of the latest drama shows they’ve been streaming on Netflix. They are still pleased to have a careers interview, not because of my expert guidance but because they’re missing Science for half an hour. And when it comes to choosing GCSEs I’m still being asked the same questions about why the school is ‘making me do French’. As a parent of 4 teenagers I’ve had to deal with the same question at home as well as in school. On the flip side, I am still being asked by some students what they can do in the future with a languages degree.



What’s the point?

Unfortunately many young people fail to see the relevance of certain subjects in relation to what they might want to do in the future. For some subjects, such as the STEM related ones, it’s easier to make the link, even though the range of options students are aware of may be limited. For others, it’s more of a challenge. Why study drama when I don’t want to be an actor? Why study history if my future job has nothing to do with the past? When will I ever use trigonometry again?

Of course, there are many broad reasons for studying a subject and it’s vital that students are able to make the link between careers and curriculum, as stated in Gatsby Benchmark 4. This will not only broaden their career ambitions but will aid their motivation in lessons. The emphasis on this benchmark is on STEM-related careers and rightly so, but in my experience it’s actually more challenging for young people to see the link between careers and subjects like history and modern foreign languages.

The teacher challenge

Perfectly valid explanations from teachers about the validity of their subject often fall on deaf ears because, according to many young people (and some teachers for that matter) teachers are not in the ‘real world’. As career professionals we bang the drum about the value of transferable skills, but is our voice as powerful as those whom our students aspire to follow in their career? I’m talking about those professionals out there in this so-called real world. How do they reflect on the subjects they studied at school? Do they have any relevance to the work they do today?

A practical resource

With help from the team at Inspiring the Future (www.inspiringthefuture.org), I set out to contact professionals from a broad range of sectors to find out how they benefited from specific school subjects. My efforts culminated in the production of a series of 13 leaflets called ‘What’s the Point in...?’ Personally, I found the responses fascinating and insightful. The key takeaway was that, as expected, it’s not simply about the specific topics that are studied within the subject, particularly the non-STEM subjects. Indeed some topics have never been revisited since school (apart from at the odd pub quiz!). It’s more about the employability skills gained from studying the subject such as communication, problem solving and research skills.



“

As career professionals we bang the drum about the value of transferable skills, but is our voice as powerful as those whom our students aspire to follow in their career?

”

Here is a selection of responses from a range of professionals:

Performing Arts

I took theatre studies at AS level which has served me well in my professional career. Being able to present confidently to large groups of people, speak articulately when dealing with non-English speakers, and ‘memorise lines’ (such as learning key statistics for presentations) are invaluable. I never feel like I’m ‘acting’ at work, but I know that I’m a better business person because of the skills I learned.

Liz Overton, Enterprise Marketing Manager at O2 UK

Geography

I’m a theatre producer and my shows tour internationally. The understanding of the physical and cultural aspects of different countries and continents that I gained through studying geography has been really valuable in the aspects of my work that involve planning world tours for our shows. On a personal level, I love travelling and always enjoy seeing geographical features that I learned about in school ‘in the flesh’.

James Seabright, Theatre Producer at Seabright Productions Limited

History

In history at school, I loved the idea that different people’s memories and experiences of the same event could be so vastly different and could be judged so differently by history. To this day, it has helped inform the way I approach my career in journalism – I always remember to look for more than one perspective on events and stories so that I paint a picture as truthfully as human history will allow.

Faye Raincock, Independent Journalist and TV Producer at Fern Media

English

Excellent English skills are vital when managing staff, contracts and everyday life. Interpretation is in the eye of the beholder. Let’s look at an example: ‘A special payment will be made for working 8 hours on Christmas Day and/or Boxing Day’. As a policy, that is fine. However, what about someone who works 8 hours starting at 8pm Christmas Day and finishing at 4am on Boxing Day? What payment would they receive? Getting the wording right is crucial for a harmonious work place.

Glen Bertram, Manager Production Resourcing at the BBC

Art

I studied history of art A level at sixth form college, and now I’m Global Marketing Director for the world’s leading auction house. I market and promote art every day, thinking about the artist, the type of work, and the theme or story the artist is telling. I then target the right audience who would be interested in buying the work.

Sarah Briggs, Global Marketing Director at Christies

There are a number of useful resources to help schools link curriculum learning to careers and these can be found on the Careers and Enterprise website (www.careersandenterprise.co.uk). If students are contemplating subject choices, then this leaflet series is also an ideal resource for students and their parents to peruse. Visit my website (www.kickstartcareers.co.uk/schools) to download your free copies.

Mark Anderson RCDP is an independent Career Coach at Kickstart Careers Coaching. He works in schools and also with adults going through a career transition.
www.kickstartcareers.co.uk
mark@kickstartcareers.co.uk

“ There is an opportunity through the government’s Skills and Post-16 Education Bill to ensure young people can make truly informed decisions about their futures – this must not pass us by.

WHERE NEXT? WHAT INFLUENCES THE CHOICES SCHOOL LEAVERS MAKE?



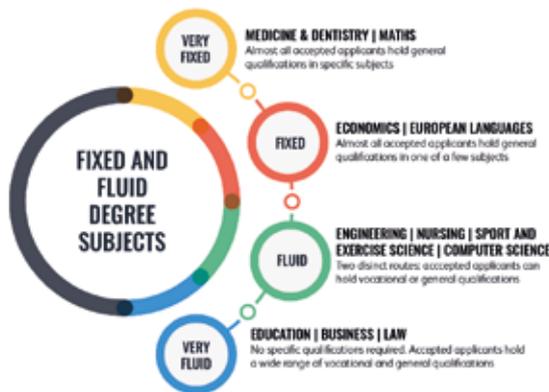
CARYS FISHER WRITES ON HOW UCAS IS THROWING DOWN THE GAUNTLET FOR IMPROVING CAREERS INFORMATION, ADVICE, AND GUIDANCE

Carys Fisher is Senior Policy Executive at UCAS

Every year, UCAS supports around 700,000 students globally to apply to UK higher education. Each of these students will have faced a myriad of decisions to reach that point and will face many more as they progress onwards into their career. Whilst choice is a core part of the UK higher education system, it is essential that students know how to navigate this.

However, UCAS believes no student should unknowingly close the door to their career aspirations. UCAS’ report, *Where Next? What influences the choices school leavers make?* finds that two in five university students say they would have made better choices had they had better access to higher quality information and advice in school.

As a result, one in five students could not study a degree subject that interested them because they did not have the right subjects to progress. This is most apparent for some degree courses, such as medicine and dentistry, maths, economics, or languages, which require applicants to have taken a specific set of ‘fixed’ pre-requisite qualifications.



The report also highlights the importance of early engagement in raising aspiration with the data showing that disadvantaged students tend to consider the prospect of higher education later than their more advantaged peers, which can limit their choices, especially for more selective subjects and higher tariff providers.

In addition, almost one in three say they were not given any information about apprenticeships from their school, despite there being a legal requirement placed on schools to do so, known as the Baker clause in England. With so much choice – and more around the corner – supporting students (and their parents and carers) in understanding opportunities in technical education and apprenticeship



pathways alongside their degree options will only grow in importance.

Importantly, the report does not say students have made the wrong choice – it remains, above all, a highly individual and nuanced decision. Instead, it says that students should know the consequence of each and every choice they make along their journey.

UCAS, alongside partners, is rising to this challenge – its goal is for its service to be as strong for would-be apprentices as it is for prospective undergraduates, allowing students to explore their options in a truly comparable manner. The UCAS Hub, which launched in 2019, is at the foundation of this new approach to personalised information and advice. Each student has their own dashboard, which they can customise and tailor to their needs. It is also the place to find dedicated live sessions, and information and advice about technical education and apprenticeships – making it the go-to place for those exploring their options after school.

But much more needs to be done, and UCAS would like to see – and support – a solid commitment spanning the primary, secondary, and post-secondary education sectors, to tackle the challenge of providing the right information and advice to every individual. There is an opportunity through the government’s *Skills and Post-16 Education Bill* to ensure young people can make truly informed decisions about their futures – this must not pass us by.

References

Where Next? What influences the choices school leavers make? www.ucas.com/file/435551/download?token=VUDIDVFh

UCAS Hub
www.ucas.com/advisers/guides-resources-and-training/tools-and-resources-help-you/what-ucas-hub

WHAT IS THE (MISSING) LINK BETWEEN ACADEMIC STUDY AND EMPLOYABILITY?



**MARK SAUNDERS
WRITES ON THE
IMBALANCE
BETWEEN
CAREER AND
EMPLOYABILITY
IN HIGHER
EDUCATION (HE)
CURRICULUM**

"A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupation."

How do you define employability? How do your students, your managers, institution, and other industries define it? Is it tacit or explicit?

The problem with focusing on employability

Employability's strategic focus is techniques that secure employment, i.e. work experience, CV writing, job-searching, application forms and interviews. More *sophisticated* offerings include transferable skills and 'getting a LinkedIn sorted'.

DLHE and Graduate Outcomes measures are credible evidence that employability has become the dominant model within HE. However, academic tradition, particularly for non-vocational courses, question its relevance, value and suitability in curriculum...who's right?

The usual consequences are clunky and untimely delivery alongside misaligned expectations between academics, guidance professionals and students in method, mode and outcome. It can also be argued that over-focus on employment outcomes compounds career transition-inadequacy and social mobility because of the expectation for *competition-ready* students, effectively creating castes – *employability takes a person's talents as it finds them!*

Career is the (missing) link to the question!

The question isn't how to shunt academia and employability together but to ask what medium can fuse them? The answer is *career!*

During my ten years of career practice I've heard this question on both sides of the academic-practitioner divide. Responses can be variable, subjective, sometimes forced and loaded with unsaid expectations.

What is employability?

Notions of employability share their origins with employment *per se* and forms of work and labour before that, evolving over time in environment, context and condition.

Yorke and Knight (2005) define employability as:

Unlike employability, career isn't reduced to employee or worker, but, as students, family members, etc, that have interests, values and preferences. Career is inclusive, assuming we are all citizens. The concept of career is subjective, dependent on one's desire to learn and develop, similarly to Humboldt's *cultivation of intellect*.

Not everyone has employability but we all have a career!

Career provision contributes to this cultivation of self, personal growth, choice, experimentation and exploration - by *doing*, we contribute to our career narrative. Ultimately, career is a vessel for identity; promoting evaluation, reflexivity and lifelong decision-making, aiming to understand self-concept and environment.

These goals are befitting of academic and intellectual aims, and a logical preamble for employability.

Implementing the link effectively

- 1. Exposure and access** to career-curriculum related themes;
- 2. Awareness of discipline-related** occupations and practice – how disciplines are utilised in society;
- 3. Purposeful conversation**, reflection and evaluation of identity, aspirations and barriers; and,
- 4. Planning**, choice and decision tools.

I consider point two as ignition to explicit career thinking in curriculum. I encourage students to consider how a theory or model from their discipline exists outside the seminar - its adaption to the *real world*, social value, purpose, efficacy, and relations to occupations?

Summary

Like it or not, careers and employability are both integral to the fortunes of HE and its existence in curriculum show no sign of abating. However, as practitioners, academics and students we have agency in how we connect identity and life chances of students through the type, method and timing of provision, and its wider career applications.

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“
The concept of career is subjective, dependent on one's desire to learn and develop, similarly to Humboldt's cultivation of intellect.
”

Mark Saunders is a Careers Adviser at Liverpool Hope University
<https://pickingpebblesonabeach.wordpress.com/>



THE
NATIONAL
CAREERS
CHALLENGE

PART OF THE INSPIRATIONAL LEARNING GROUP

BUILDING SKILLS REQUIRED FOR THE WORLD OF WORK



A recent Careers After Covid report highlights that young people haven't had enough experience of the world of work by the time they have to start making decisions about what they want to do when they leave school.

This has only been exacerbated by multiple lockdowns during the pandemic, which meant work experience opportunities dried up.

Add to this the growing struggles employers are facing to get the right people with the right qualifications and skills into job vacancies. It quickly becomes clear that there's a gap that needs to be closed between careers guidance and real working life.

Schools do all they can to help students find the career pathways that are right for them, but there simply aren't enough opportunities to inspire children or give them truly valuable experiences to develop their unique talents and interests.

That's why the careers guidance experts, Launch Your Career, are working with The Inspirational Learning Group to launch The National Careers Challenge 2022.

A new name with new opportunities

The Inspirational Learning Group is the company behind the National Enterprise Challenge, which has had the backing of ambassadors like former TV Dragon, Theo Paphitis, the founder of Moonpig.com, Nick Jenkins and even Sir Alan Sugar.

More than 300,000 students have already taken part and developed key skills for employment along the way. There are now huge plans to expand the scheme with the help of new partners and owners Launch Your Career.

Under its new name – **The National Careers Challenge** – the competition will bring exciting and engaging new opportunities for young people to meet and build relationships with real employers. Through a range of activities, students will get the chance to solve a real business challenge set by our corporate sponsors and develop the essential skills they need to thrive in whatever career pathway they choose.

Take your school's careers support to the next level

Schools simply enter teams of students who will compete in a choice of three challenges to become National Careers Challenge winners 2021/22.

To kick off the challenge, our team of experts visit your school for a day of enterprise activities. Students will work on the challenges and pitch their ideas to our judging panel.

Students entering this year can take part in different challenges for Years 7, 8, 9 and 10 and schools can put forward a year group team per challenge if they wish.

The challenges include:

- An engineering and design challenge created from Thorpe Park and Merlin Entertainment, the national theme park company.
- A challenge from Air Products, the global supplier of industrial gases and equipment, to come up with solutions to the world's most significant dilemmas around energy and environmental sustainability.
- A challenge set by Natwest Bank specifically designed to inspire the nation's future business leaders and entrepreneurs.

“
There simply aren't enough opportunities to inspire children or give valuable experiences to develop their unique talents and interests.
”



New for this year, schools get complimentary access to the personality quiz from Launch Your Career, designed to help students understand their individual strengths.

This will boost students' confidence, fire up their imaginations and help them see what skills they have and can build on to bring added value to their challenge team.

Whether virtual or physical, all the activities in the National Careers Challenge are mapped to the Gatsby Benchmarks for high-quality careers guidance.

By simply taking part, students in schools will receive so many fantastic opportunities to develop the critical skills employers look for – such as communication, presentation skills, teamwork and leadership – and the best ideas will be put forward for a Dragon's Den meets Britain's got talent style final.

The LIVE final will take place on 7th July 2022 at The International Convention Centre in Birmingham where the successful finalists from each school, will battle it out to be crowned the National Career Challenge winners for 2022.

Enter today to give students in your school the chance to meet some of the country's top employers and pick up some great prizes as part of the UK's most prestigious event for supporting young people's careers – the National Careers Challenge.

Enter the National Careers Challenge now at: nationalcareerschallenge.co.uk or call 01785 550160

Read the Careers After Covid report in full at: www.launchyourcareer.com/careersaftercovid

Take the free personality quiz now at: www.launchyourcareer.com



ADVERTORIAL

ENTER YOUR SCHOOL INTO THE NATIONAL CAREERS CHALLENGE NOW

- Choose from 3 new enterprise challenges
- Enjoy experienced facilitators hosting the day for you
- Winning teams from every school will compete in the **LIVE FINALS**
- 100's of prizes to be won for students and schools
- Complimentary access to **Launch Your Career** – the exciting new career search and discovery platform

Call our school engagement team to book your school place and discuss your requirements

Luke

luke@tilg.co.uk

07572 068 103

Jodie

jodie@tilg.co.uk

07791 253 589

www.nationalcareerschallenge.co.uk



“ Working with partners from iCeGS (University of Derby), HE colleagues from AGCAS and a number of NICEC Fellows, the CDI hosted its second practitioner research conference online in February 2021.

PRACTITIONER RESEARCH



**LYN BARHAM
ON THE RECENT
CONFERENCE, AND
MORE**

**Dr Lyn Barham RCDP
is a CDI Fellow and
Project Associate
(Research)**

The CDI firmly espouses the view that practitioner research is vital to a vibrant profession and seeks to support it within the broader remit of the CPD programme. Working with partners from iCeGS (University of Derby), HE colleagues from AGCAS and a number of NICEC Fellows, the CDI hosted its second practitioner research conference online in February 2021.

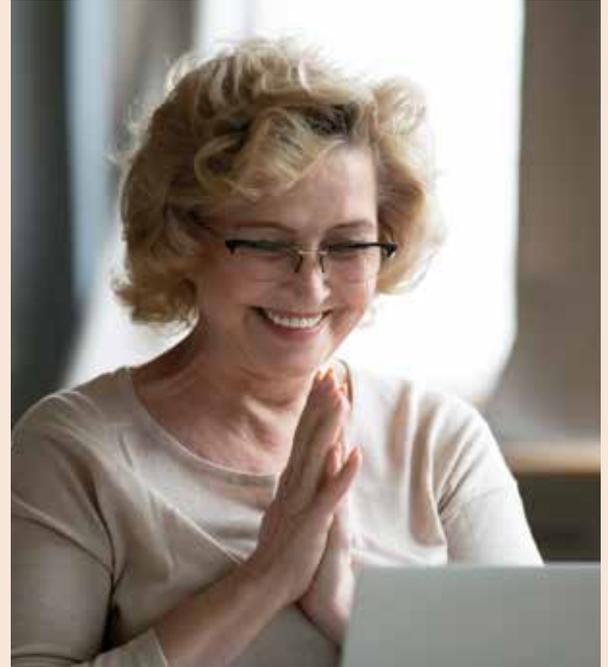
More than 200 career practitioners joined the event. While most were UK-based, the virtual format permitted involvement of participants from every continent, making up about 15% of the total. Feedback showed that most participants wanted to understand research processes better, or to gain greater knowledge to support their existing studies in Level 6/7 and doctoral studies in the career development field. Whether they were existing or prospective practitioner researchers, participants rated the conference very highly and intended to use their learning in future activities.

So what was so good about this conference? You can find out first-hand using the link below, where most of the session recordings and presentations are available.

The opening keynote set the tone with Nalayini Thambar describing her journey from self-confessed ‘spectacularly unengaged undergraduate’ to her current role as a PhD-qualified ‘research-informed leader’ of a professional team. A similar history of motivation and engagement with research was provided in the closing keynote, where Jenny Bimrose took participants on her journey from secretary to professor. Jenny’s contribution included an examination of the importance of both academic and practitioner research, looking at their different uses and functions, and arguing for expansion of practitioner research activity.

In between, there was a rich menu of UK-based and international practitioners describing their research, along with a programme of six ‘Introduction to ...’ seminars covering many of the practicalities of conducting research projects. To complete the picture, the conference host permitted an exhibition of research posters. Posters are now a common element in research-focused conferences, permitting researchers to share aspects of their work – for example their literature review, research methodology or findings – on a single ‘sheet’. All the posters remain available through the link below.

Whilst there is an established role for academic researchers in looking at policy implementation and other people’s practice, there is an equally important role for practitioners conducting research into their own activity. And whilst practitioner research undoubtedly provides professional development for the individual conducting it, its value stretches far beyond personal learning. In particular, practitioner research looks at real-life problems occurring in current workplaces in day-to-day work.



The small-scale and local activity typical of practitioner research usually addresses issues relevant for the profession at large. To be useful, it must be of good quality, and it must have dissemination routes to the practitioner audience, who themselves must become skilled in understanding and using research findings. The CDI has a role in all these respects, through an ongoing programme of practitioner research webinars, another virtual conference to be held on 24th February 2022, and increasing development of peer support on social media.

These are links for becoming involved and accessing materials:

Future events

Practitioner Research Conference (24 February 2022), and Practitioner Research Group webinars (16 Dec 2021 and 16 March 2022). Details at www.thecdi.net/Skills-training-events

Virtual Networking

www.thecdi.net/Community-of-Practice-for-Careers-Leaders and www.thecdi.net/Community-of-Practice-for-Career-Development-Professionals-

Recording of the 2021 Practitioner Research Conference and the Posters

www.thecdi.net/Programme-details-and-speaker-biographies

Resource packs from the Practitioner Research seminars are in the Members’ Area in ‘Undertaking Research’

For further information please contact the CDI Head of Professional Development and Standards, claire.johnson@thecdi.net

CDI FELLOWSHIPS



**AVRIL HANNON
WRITES ON HOW
CDI FELLOWSHIPS
ARE AWARDED
AND LOOKS
FORWARD TO THE
2022 AWARDS**

In 2018 the Board of the CDI asked the Professional Standards Committee to put together some recommendations for the award of Fellowships by the CDI. Election to a Fellowship is usually regarded as one of the highest honours that can be bestowed by an organisation, and the scheme we have adopted is one that recognises the commitment and contribution of individuals both to the Institute and to the profession.

The person nominated has to have been a member of the CDI for at least five years, and

they should be nominated and supported by five CDI members. A CDI Fellowship is awarded to a member: it is not purchased; it does not come automatically after a certain length of time or as a result of serving in a particular role, nor is it something for which an individual may apply themselves.

The scheme, which specifies the criteria for judging, the system for deciding who the recipients will be, and the expectations of those who are elected as Fellows of the CDI, states that Fellowships:

'recognise and honour the commitment of eminent members who have contributed to both the development of the CDI and the career development profession'.

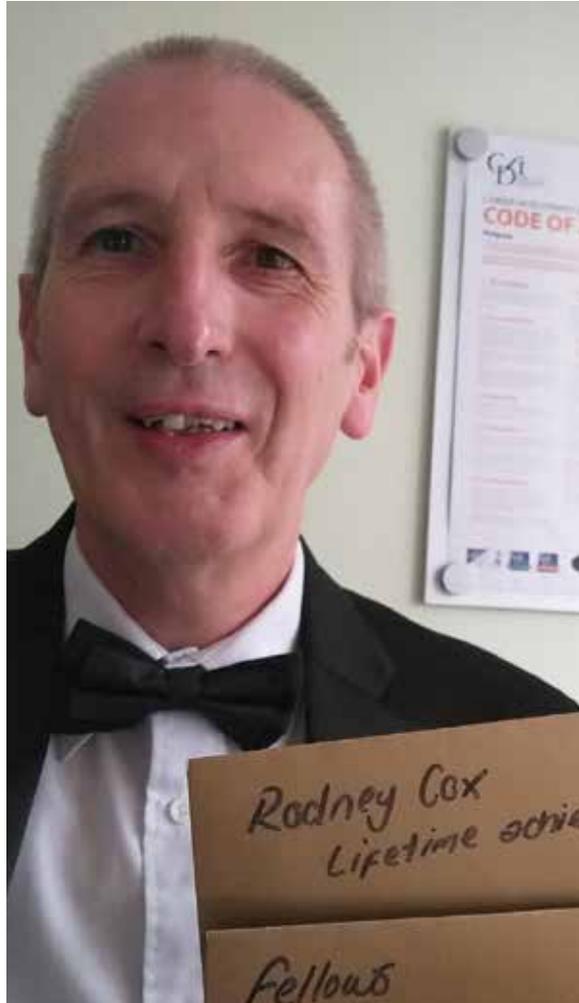
To be considered for a Fellowship, the member must have made a significant contribution in one or more areas of career development practice. Examples cover such things as:

- a significant contribution to the development of professional practice or practitioner resources
- a sustained contribution to the governance of the CDI
- influenced change
- provided additionality in the sector
- provided outstanding leadership
- engaged in research
- developed a specialism which has informed practice or which has contributed to the evidence base.

They should also have demonstrated engagement with and commitment to their own continuing professional development.

The award of a Fellowship also brings certain responsibilities, as the expectation is that those who accept the award will be willing to have an active role in the CDI.

Both last year and this, nominations were made by the members of the Board and PSC and an Awards Panel comprising representatives of both was convened to make the final decision.



A total of 15 Fellowships have now been awarded: to Siobhan Neary and Anthony Barnes in 2020, Lyn Barham, Liane Hambly and Claire Nix in 2021, and earlier this year, to a further ten actively-participating members who had been given 'Legacy Fellowships' in 2013 in recognition of their status as Fellows of the professional body to which they belonged when the CDI was first formed.

There will soon be a notice calling for nominations for the 2022 Fellowship awards, and we hope that from now on all members will play a part in nominating potential recipients.

The final decision will still be made by the Awards Panel, and it is particularly important to bear in mind the expectation that anyone awarded a Fellowship will be willing to be a champion for the sector and an ambassador for the CDI, but it is hoped that members will be eager to participate in the process of nominating, so that we can honour the hard work, innovation, and significant contribution being made by so many to the Institute and to the profession across all parts of the career development sector.

“
To be considered for a Fellowship, the member must have made a significant contribution in one or more areas of career development practice.
”

Avril Hannon RCDP
is Chair of the CDI
Professional Standards
Committee

WHAT'S NEXT FOR WOMEN AND CIAG IN A POST-COVID WORLD?



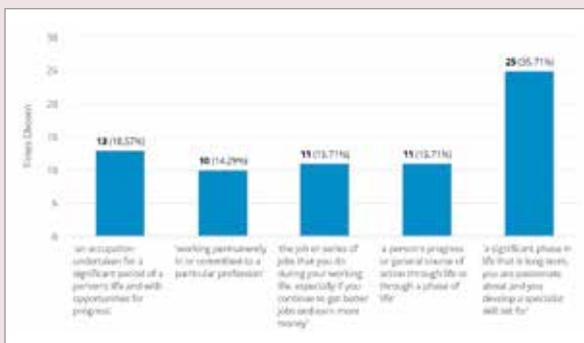
SHAYLA BLETSOE WRITES ON A CAREER ADVISER'S LIVED EXPERIENCE THROUGH THE COVID-19 PANDEMIC IN WORK, LIFE AND STUDY

A visual representation of the themes and key messages from the Masters research study

Career perceptions of mothers (from Masters research study)

Women in employment: What does the media convey to women?

Women often find themselves in low-paid part-time work as they are trying to seek balance between paid work, being the main caregiver to their children and undertaking most of the domestic work within the home or unpaid work. This has been even more evident throughout the current Covid-19 pandemic. There is much work needed within society and within the home to facilitate the drive toward balance between men and women and new policies, legislations and concepts are emerging continuously in rewriting the book on gender equality.



In terms of new ways of working, the pandemic has brought about a push for more home working and increased flexibility of not just hours of work but places of work. Borland et al. (2021) praises effective and more productive working practices throughout the pandemic which seems to have been a positive experience offering flexibility and a sense of balance where time has been regained through not having to commute to work. "The boundaries between your personal and professional life blur. It's easy to let self-care go out the window. And

you may find yourself overworking in an attempt to appear productive' (Wilding, 2020). These pros and cons are important to consider in getting the right balance and approach to flexible and inclusive working post-pandemic.

The impact of Covid-19 has seen a better balance, for some, in the utilisation of time and awareness of self-care and some are optimistic about what impact Covid-19 will have on more flexible work prospects. Much of the media literature supports this notion of a better working dynamic of a blended and hybrid approach to job roles, flexibility in the workplace and the prospect of working from home being a positive. However, in equal measure, there is concern over not being able to 'switch off' from work responsibilities in the home environment, the social implications this could have and also for those who work in face-to-face roles where physical contact is imperative to relationship building and trust, such as Careers Advisers. The impact of Covid-19 is expected to be long-lasting, however, we cannot be sure of what lies ahead. We do know that women will be impacted, where suggestions and insights into supporting economic recovery are already available (Engender & Close the Gap, 2020).

On gender equality

Liz Truss (2018) argues, 'I think we need to move away from the idea that we're simply dealing with groups that need to be catered for and instead make sure that we're looking at individuals across the country...policies to be focused on individual dignity and opportunity... so we have a much more holistic picture.' The following responses were gathered through my research project, *Career perceptions of women with young families: Identifying barriers and inequalities to inform multi-disciplinary practice*:

- 'I need to remind my new manager at times about my new flexible working arrangements so that I can be included in meetings'
- One participant shared: what other people see is 'focused, boss-lady, hard-worker', but how she really feels about herself is 'sad, trying my best, anxious'
- 'I also really hate the term full-time mum. It implies because I work, I am not a full-time mum, I don't stop being a mum when I go to work'
- 'Covid gave me the time I needed. I got to regain a bit of myself again...I wouldn't have had the time and I am appreciative of that time...time to focus on myself and give myself balance'
- 'Constantly thinking where my life and work fits in around my child'

Covid-19 has tested mothers in supporting their children with home-schooling and supporting their emotional challenges and resilience as well as elements of self-care and self-awareness but has opened a doorway to more flexible working:

'true acceptance in public policy of gender equality and the ability of employees to work away from the office if necessary (in a way the pandemic will aid this realisation)' (Interview Participant)

There is also the notion of negative experiences having a positive effect on our decision-making abilities and driving change for the good, which begs the question of whether in the quest of eradicating inequalities altogether, is it taking away experiences that build character, resilience and give us that push to make a change as part of the meaning-making process? (McKerlie, 1989) Confidence in the self and the ability to adapt to change, good or bad is a necessary skill of the future (Super, 1981).

Personal reflections

It is only through the lived experience of Covid-19, the support of my team leader, colleagues, research supervisor, partner, family, friends, and a wealth of other positive networks and influences, that I have been able to continue working and learning while still having a positive influence on my family throughout the pandemic. So much so, that I had the confidence to apply for a PhD studentship in collaboration with the University of Glasgow, UWS and SDS and have left my Careers Adviser role to embark on a new journey as an academic researcher. It is the holistic nature of my support network that keeps me going and I am very lucky to have this. However, not all mothers are as fortunate and there are many out there, as was clear in my Masters research, who need holistic support in tackling their barriers and inequalities on a more individual level to see their true value and reach their full potential.

In discussing the effects of Covid-19 and maintaining our humanity post-pandemic, Ule (2020) suggests, 'we are far from being helpless in the face of this reality. We can increase our understanding of it. We can carry on conversations and share knowledge with each other.' Yes, we can. CIAG professionals can, in supporting the meaning-making process, in making sense of life itself and as suggested in a CIAG meeting recently 'we are the catalyst' in supporting adaptability for an ever-changing

world. But we cannot do this alone, and it is our networks through collaborative and partnership working that will support us in supporting our customers and ourselves moving forward.

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Division of paid and unpaid work: a mother's view (from Masters research study)



31 guidance professionals working across Scottish Higher Education Institutions (HEIs) participated in the study.



COVID-19 AND REMOTE CIAG: A NECESSITY NOT A CHOICE



STEPHEN SMITH WRITES ABOUT THE IMPACT OF COVID-19 ON GUIDANCE PROFESSIONALS' PERCEPTIONS OF REMOTE CIAG

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My research study, *The impact of a global pandemic (Covid-19) on the delivery of CIAG for graduates* was undertaken as part of the MSc Career Guidance and Development Dissertation top-up module at the University of the West of Scotland (UWS) under the supervision of Dr. Marjorie McCrory.

One of the main focus areas of the research study was centred around guidance professionals' perceptions of careers information, advice, and guidance (CIAG) and whether these views had changed or remained the same as a result of the pandemic. Participants were asked their opinion of online/remote careers information and/or advice as well as their opinion of online/remote career guidance.

The study

31 guidance professionals working across Scottish Higher Education Institutions (HEIs) participated in the study. As the research study was exploratory it did not aim to provide conclusive findings. However even the small sample size was able to provide valuable insights on the topic.

Findings

The findings showed that guidance professionals had already been providing/delivering online information/advice for quite some time before the pandemic. A number of participants also recognised an increased level in their confidence and abilities in working with online tools and technology in order to successfully develop new materials.

When considering the delivery of online/remote career guidance, guidance professionals who participated in the study had been sceptical prior to the pandemic. While some were not sure if online guidance could be as effective, others simply did not believe it would be

meaningful at all in a remote online context. However, overwhelmingly, most participants had shifted their view of online career guidance as a result of working remotely due to the pandemic.

Some participants stated they now preferred it, while others would like to see a blended approach of both in-person and online delivery once there is a return to the office. Many participants said they previously felt that online/remote career guidance presented additional barriers to aspects such as building rapport, but that the pandemic had somewhat diminished the pre-conception of such barriers and, in a number of cases, participants said that students and graduates appeared to be more relaxed, comfortable and open as they engaged in their own environment.

It is important to note however that there can still be barriers to online/remote guidance. While no one mentioned it in this research study, anecdotally the researcher has had discussions with other professionals noting difficulties with more traditional in-person cues such as body language.

A number of guidance professionals noted that their previous scepticism had been a result of the fact that they had never experienced this type of delivery before, with others stating that it is now the new normal and will likely continue as part of a hybrid approach going forward.

Do the results from this study, around the perceptions of online/remote CIAG, reflect the views of guidance professionals working outside HEI careers services? Are they representative, not just of those working in Scotland, but also of those working across the UK and further afield? This is certainly a topic worth further exploration.

THE 'NEW NORMAL'?



STEPHEN SHERIDAN ON THE BENEFITS OF THE 'BLENDED LEARNING' APPROACH TO UNDERTAKING THE POSTGRADUATE DIPLOMA/QCD

“Will we ever get back to normal?”. This is the question on everyone’s minds as society is learning to cope with the changes brought on by the Covid-19 pandemic. This is particularly true in the world of education – at all levels. TEAMS Meetings and Zoom calls have become a predominant feature of lessons and tutorials and students are having to learn to work in a more autonomous manner. My two colleagues and I became familiar with this style of learning as we recently completed the Level 7 Postgraduate Diploma in

Career Guidance and Development, incorporating the QCD, entirely via blended learning at the University of the West of Scotland. Whilst at times challenging, I can say that our experience overall was extremely positive.

Balancing act

Today’s modern world seems to be passing us by at a supersonic rate. Balancing work and pleasure is an arduous enough task for anyone never mind three careers guidance professionals who work full-time and are all raising a young family! Studying via blended learning gave us ample opportunity to manage our time whereby we could complete assignments to the best of our abilities without neglecting our work (or fatherly!) responsibilities.

Back to the future

There is no doubt that education has been changing for many years. As technology continues to advance the future educational landscape will evolve in tandem as we venture into a society which is ever more

reliant on technology. This evolution has created great opportunities to be able to complete qualifications in overseas institutions via blended learning and self-study. My colleagues and I were able to complete a qualification which isn’t offered in Northern Ireland in any capacity and in the process advance our own career aspirations – an opportunity we would not otherwise have been able to exploit. As more institutions are offering these types of qualifications it will greatly benefit socially deprived areas as residents can remain at home, contribute to the local economy and complete high level qualifications.

Monkey see, monkey do

‘Soft’ Skills, ‘transversal’ skills, ‘transferrable’ skills – however you refer to them there is no doubting their importance in the contemporary labour market. One of the most valuable of these is arguably the ability to work autonomously. The modern employer loves hiring those who encompass the ability to demonstrate the 3 ‘I’s – improvisation, innovation and initiative. These are core skills my colleagues and I were able to develop throughout the course of the blended learning diploma. Having honed these skills, it gives credence to any advice we give to others to do the same as they can benefit directly from our own experiences.

Nice to meet you

Social stereotypes can be more prevalent in our own psyches that we care to admit. Despite greater global connectivity it can be argued that social media has exacerbated the issue of unconscious bias rather than the contrary. As the blended learning approach draws students from all walks of society it provided us a great opportunity to meet and liaise with people from various backgrounds and cultures. In doing so we became more self-aware and knowledgeable of different customs and the ever-growing cultural praxis. These are practices we can incorporate into our own careers strategies and instill in our own clients / students as multi-culturalism continues to be an ever more commonplace feature of society.

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Today’s modern world seems to be passing us by at a supersonic rate. Balancing work and pleasure is an arduous enough task for anyone never mind three careers guidance professionals who work full-time and are all raising a young family!

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From left to right, Paddy Stewart, Stephen Sheridan and Gavin Stevenson

“ In the long term it is likely that UK engineers will be able to hold both a UK and EU licence, although this is currently uncertain and may involve resitting exams. ”

THE FUTURE OF AVIATION



**EMMA
MACKENZIE AND
CHRIS TARGETT
LOOK AT THE
CURRENT STATE
OF THE AVIATION
INDUSTRY**

Although many industries have been affected by the impact of Brexit and Covid, the aviation industry has had particular problems, especially as it is a volatile sector which has also been affected by emergent technologies.

We decided to delve deeper into the complexities of the situation and what needs to be considered when looking to the future.

Covid

Covid has had a profound impact on the industry, much of which has been highlighted in the media, particularly the grounding of aircraft and the laying off of pilots and associated staff. Headlines such as, “The pilots forced to change career completely” (BBC www.bbc.co.uk/news/business-55803244) and statements from the International Air Transport Association, “It is unlikely travel will return to 2019 levels until 2024” (Business Standard www.business-standard.com/article/companies/covid-19-iata-says-airline-traffic-recovery-to-take-longer-than-expected-120072801397_1.html). Such comments may cause concern for those wishing to follow a career in the sector.

We were able to gain insight from an experienced licensed aircraft engineer who has worked for a commercial airline for over 20 years; his role includes signing off on aircraft worked on by other engineers as well as troubleshooting for engineers on the ground around the globe. During the peak of the pandemic, mitigation factors he noted included cost-cutting measures, such as the transformation of digital platforms to create efficiencies and the loss of employees.

There is a perception that perhaps nearly all flights were grounded, however, during this period there was a noticeable increase in cargo being flown. One plane had all its seats taken out so that cargo could be put in the main cabin, other flights had parcels strapped to seats. Planes were also put to good use in transporting Covid vaccines.

Brexit

The sector has also been doubly impacted by Brexit; previously UK aircraft engineers held licences which allowed them to sign-off on EU and UK-registered aircraft worldwide. Currently UK-licensed aircraft engineers can hold either a UK licence OR an EASA licence (EASA www.easa.europa.eu) which allows them to sign-off a UK registered aircraft until December 2022 as well as EU registered aircraft. In the long term it is likely that UK engineers will be able to hold both a UK and EU licence, although this is currently uncertain and may involve resitting exams.

Similar licensing problems are affecting UK pilots wishing to fly in the EU. Our contact went on to say, “With the UK no longer a member of the European Union Aviation Safety Agency, after the Brexit withdrawal agreement came into force in January 2020, UK licences

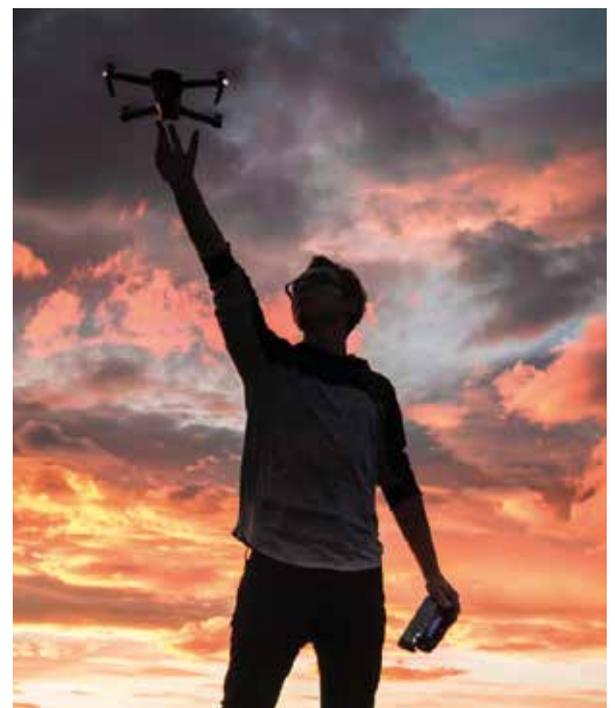
are no longer valid for use on EU-registered aircraft ... UK licence-holders wanting to fly EU-registered aircraft need to apply for validation from the relevant EU aviation authority”.

A satisfying and challenging career

The aircraft engineer then reflected on his career and said that it is immensely satisfying and challenging; being dropped at a remote airport with a broken plane and having to do what it takes to get it fixed. Essential skills include being procedurally-driven, accurate, able to troubleshoot, methodical, logical, and fast-thinking, as the cost of delays is massive. He also said that most people don’t realise quite how many people it takes to get travellers away on their holidays, and he gains satisfaction in being one of those individuals who makes this happen. He feels that the industry can’t guarantee job security in the current climate. However, apprenticeships are still available in the sector and engineers are joining from other areas, with ex-forces engineers having a reputation for excellence.

Trainee pilot

We talked to a trainee pilot about their experiences; they spoke about a shift away from there being a demand for pilots of large commercial aircraft and, an emerging demand for pilots of smaller executive jets, as business executives seek to bypass the fluctuating restrictions around travel. Whilst doing so, also reducing the risk of contracting the virus. For many pilots however, they have had to transfer their skills to find work. Some are worried about ‘skill fade’ meaning that their flying skills will have faded and they would be unable to return to commercial flying.





“ Unusual and different ways to fly are on the horizon, for all of us who dreamed of flying. Many of us will have watched the development of the Gravity Industries Jet Suit being tested by mountain rescue services and the Royal Navy marines with delight and intrigue. ”

The future

As we look to the future, what opportunities await those who wish to fly? How about the shortly-anticipated “zeppelin-like Celera 500L...a six-seat business aircraft expecting to run at 18 to 25 mpg fuel economy... eight times better than similarly sized aircraft” (Rob Report, <https://robbreport.com/motors/aviation/otto-aviation-zeppelin-shaped-celera-500l-1234583229>), spelling a more economical future and one of smaller aircraft inundating the industry.

Flying motorcycles and cars

In contrast how about a flying motorcycle? “Jetpack Aviation ... just announced a successful test flight of its jet-driven flying motorcycle prototype” they say that, “We could have an ultralight version [which requires no pilot’s licence] ready within two years” (Rob Report <https://robbreport.com/motors/aviation/new-air-bike-fly-250-mph-1234629791/>).

Unusual and different ways to fly are on the horizon, for all of us who dreamed of flying. Many of us will have watched the development of the Gravity Industries Jet Suit being tested by mountain rescue services and the Royal Navy marines with delight and intrigue.

For those who prefer their flying with a dose of adrenaline, don’t forget those who start off skydiving and progress to wingsuits. Using modern technology and fabrics to traverse greater distances within specialist flight suits, as they fall or fly through the sky!

Of course, we may not require pilots at all. “Germany-based Volocopter, for instance, has marketed its VoloCity craft as the first commercially licensed electrically powered air taxi, a vehicle which will eventually run without a pilot” (BBC, www.bbc.com/future/article/20201111-the-flying-car-is-here-vtols-jetpacks-and-air-taxis).

Drone pilots

Already we have commercial drone pilots who work in everything from surveying, through to TV and Film, as well as the military. Drones are even being used to carry out safety checks and inspect larger aircraft at airports and within engineering facilities (Mainblades, <https://mainblades.com/article/easyjet-makes-drone-inspection-a-reality-in-aviation-mro>), so using drones to transport people via a taxi service isn’t a massive next step.

Further possibilities of ways to ‘get out there and fly’ seem to grow from day to day, such as the new space race amongst the world’s billionaires which will require space plane pilots to crew these advanced mechanical marvels. These amazing machines will require engineers, mathematicians, and scientists to keep them in the sky, as well as air traffic controllers and those working within the legal and regulation side of the industry. For us as career professionals what is certain, is that this will be an area of ever-growing complexity and popularity which we will need to help our clients to navigate.

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“ There are many barriers to higher education that LGBTQ+ students face including; ‘bullying, harassment and violence in university spaces’ and, ‘a lack of LGBT-specific careers advice.’ ”

CHOOSING UNIVERSITIES FOR LGBTQ+ STUDENTS



**JUDE HANLEY
WRITES ON
THE SUPPORT
THAT GUIDANCE
PROFESSIONALS
CAN PROVIDE**

Going to university is a big step with many critical decisions to be made. Which university, what subject and what are the entry requirements is just the start. For some students this decision is harder because they identify as LGBTQ+*. As well as everything already mentioned, these students will want to find a university that will welcome them and allow them to be their authentic selves. These students may have gone through their compulsory education with no problem at all or they may be seeking an opportunity to leave bullying and discrimination behind. They may or may not yet be ‘out’. Regardless of their situation, they’ll want to fit in at their chosen university. As guidance professionals, it’s imperative that you can advise these students and support them to make an informed choice. Here’s a few pointers to help you to help them:

Stonewall – Does the university website or marketing materials show a Stonewall Diversity Champion or Top 100 Employer icon? Stonewall is the largest Lesbian, Gay, Bisexual and Transgender (LGBT) rights charity in Europe. By participating in Stonewall programmes, a university is demonstrating that it supports and promotes fair practice in relation to the employment of lesbian, gay, bisexual and transgender staff, and are committed to equality for LGBTQ+ staff and students.

Rainbow lanyards – Is there evidence of staff or students wearing their university rainbow lanyards in university marketing materials, prospectuses or websites? This is usually an indication that there’s an active drive within the university to visibly align themselves as allies to the LGBTQ+ community and is a good indicator that the university is a safe environment for LGBTQ+ students and staff.

News or blog articles – Do they celebrate their LGBTQ+ history, are they proud of their inclusivity and diversity?

Taking a quick scroll through their blog or recent news articles on their website, will not only provide a great insight into the university and what its values are but may also reveal some interesting reading regarding the universities LGBTQ+ history.

LGBTQ+ accommodation option – If students are hoping to secure a place within a hall of residence and would feel more comfortable within an LGBTQ+ friendly environment, it’s worth them investigating the options available at their chosen university. If a student is transitioning or considering transitioning during their time at university, they’ll need to factor this in when looking at accommodation options. Viewing the different types of accommodation during an open day is an excellent idea if possible. Encourage students to find out about the gender mix of the accommodation available, the bathroom situation such as en-suite or shared facilities and how many people will share the kitchen and living spaces. Proximity to the city centre and campus are important considerations too.

Pride participation – Alongside businesses and community groups, many universities will participate in the local Pride march and associated activities – and some help sponsor it. Student union blogs and university website news articles usually publicise a university’s involvement in community events like Pride. Looking on the Pride Facebook pages should reveal who the sponsors are too.

LGBTQ student society – Most universities will have a range of student groups and societies, amongst which there will often be an LGBTQ+ student society. Details can usually be found on the Student Union pages. But rather than just seeing that a group or society exists, it’s worth the student contacting the Student Union to see how active a group is and the type of activities they offer.

LGBTQ mentoring scheme – Many universities, in a bid to support certain groups of students, will set up targeted mentoring schemes. The student support pages of universities’ websites usually include details of such schemes. Being involved with a mentoring scheme is usually an excellent way for a student to speak with a person who may well become a role model to them. Sometimes mentors are linked to specific industries or career areas and others are more general.

Ask a student – The final suggestion would be to advise them to speak with a current student at their chosen university. This is usually possible during open days either in person or virtually. In addition, some universities offer online chat facilities where applicants can ask questions and a current student will respond.

*LGBTQ+ - Lesbian, Gay, Bisexual, Transgender, Queer and others.





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Two in five LGBT students (42%) have hidden their identity at university for fear of discrimination. One in four non-binary students (24%) and one in six trans students (16%) don't feel able to wear clothes representing their gender expression at university.

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Why is this important?

There are many barriers to higher education that LGBTQ+ students face including; 'bullying, harassment and violence in university spaces' and, 'a lack of LGBT-specific careers advice'. These barriers 'can lead to isolation, poor mental and physical health, low attainment and, in some cases, dropping out altogether.' (*Delivering LGBT- inclusive higher education, Stonewall, 2019*)

Two in five LGBT students (42%) have hidden their identity at university for fear of discrimination. One in four non-binary students (24%) and one in six trans students (16%) don't feel able to wear clothes representing their gender expression at university. (LGBT in Britain – University Report, Stonewall, 2018). This is far from the safe and welcoming place they envisaged, where they could be their true selves.

The International Lesbian, Gay, Bisexual, Trans and Intersex Association in Europe (ILGA-Europe) produce a rainbow map every year which ranks the legal and policy situation of LGBTI people in 49 European countries. Up until 2015, the UK topped this list but sadly it's been slipping and now sits in 10th position. Executive Director of ILGA-Europe, Evelyne Paradis said: "It is deeply worrying to report an almost complete standstill on LGBTI rights and equality, especially at such a critical time for LGBTI communities. In the past year, we've seen increased political repression against LGBTI people, a stark rise in socio-economic hardship, and the spreading of LGBTI-phobic hatred on the streets and online across the region." (www.ilga-europe.org, 2021)

In a bid for a fresh start and to find a sense of belonging, LGBTQ+ students, and especially those from smaller communities, may choose to attend a university in a large city. This is often due to the access to LGBTQ+ social groups as well as clubs and pubs, which may not have been readily available to them previously. Although a great opportunity, the culture shock alongside the requirements of their studies may add additional stress to what is already a big change for them. Considering the ILGA statement and the rise in homophobic incidents, these students will need to be carefully guided and advised to ensure they are fully aware of the impact of their decision not only upon their social and academic life but also their physical safety and mental wellbeing.

Useful websites

Stonewall's Information Service is here to help with any issues affecting LGBT people or their families. www.stonewall.org.uk/help-advice/contact-stonewalls-information-service

Student Minds – Has a range of resources for LGBTQ+ students. www.studentminds.org.uk/lgbtq.html

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“ Over the last year the CDI has been exploring the possibility of a Charter for the career development profession. ”

SHOULD CAREER DEVELOPMENT BE A CHARTERED PROFESSION?



**NICKI MOORE
LOOKS AT THE
PROCESS AND
THE PROBLEMS**



To receive a Royal Charter from the British Crown is perceived by many as the pinnacle of recognition for a profession. Over the last year the CDI has been exploring the possibility of a Charter for the career development profession. Although gaining Chartered status has much appeal, the process of achieving this is neither without challenge nor is it guaranteed. This article summarises the findings of research conducted for the CDI into chartered status. This is the start of a timely conversation about what a petition for a Royal Charter would mean and what the process might look like.

What does it mean to become chartered?

The history of the Royal Charter dates to the 13th century and today, the chartered title is reserved for lead bodies that work in the public interest, which can demonstrate pre-eminence, stability, and permanence in their field (Privy Council, 2021). For an institute or lead body to gain chartered status they must have successfully petitioned for a Royal Charter to the Privy Council, which is then granted by the Queen. In effect, being chartered is a form of government regulation and once chartered it is not possible for an organisation to make any changes to its articles or governance processes without consent from the Privy Council.

In the case of the career development sector, this would mean one lead organisation (the CDI), representing the interests of the majority of practitioners across all areas of provision, petitioning for a Royal Charter. To make a successful petition to become a chartered organisation, the CDI would need to demonstrate that:

- it comprises members of a unique profession and should have as members most of the eligible field for membership, without significant overlap with other bodies.
- members should be qualified to at least first-degree level in a relevant discipline.
- The Institute is financially sound and able to demonstrate a track record of achievement over several years, and
- there needs to be a convincing case that it would be in the public interest to regulate the CDI (and therefore the sector as a whole) in this way.

This is a tall order for the CDI. Crucially, it will require unprecedented collaboration across all members and organisations of this very diverse profession to establish the standards and processes required for all

levels of chartership. There are some big debates to have, leastways how we define our sector, who belongs and what we call ourselves! Together we will need to unify professional standards and ethics and decide on levels, names, and content of awards for professional qualification. Furthermore, we will need to come together to make a convincing case for the impact and outcomes of career development. This doesn't necessarily mean becoming one organisation, but we will need to show alignment of our standards and processes and demonstrate a vision of how individual organisational charters might work.

The benefits of chartership

On gaining a Royal Charter, the CDI would need to apply to the Privy Council to award individual and subsidiary organisation-chartered status. In both cases, applying to the CDI for individual or organisational charters would need to meet a specified set of criteria set out by them.

There are some clear advantages to becoming chartered but many of these advantages build on and strengthen existing practices across the professional associations. What's more, the difference in the benefits of belonging to a Chartered organisation versus becoming individually chartered are not entirely clear. The research suggests that the opportunity to achieve individual chartered status could:

- improve motivation for career progression, for example by providing opportunities for conversations and targets for professional development.
- stimulate discussion around new and developing professional practice and create an appetite for the development of new mentor roles.
- improve the employability of chartered individuals
- unify and improve the profile of the profession with both government and employers; and
- increase the level of professional pride we all take in our work.

For the lead body and organisations applying to them for organisational charters, it could provide an edge in competitive tendering processes and a ladder for professional development and progression.

There is a belief amongst some practitioners, that the existence of individual chartership will improve employment terms and conditions or, will protect the professional title of 'careers adviser' thus limiting the title to those who are chartered. In neither situation is this the case. There is no UK mandate concerning the pay and conditions of career development practitioners. These vary between the home nations, and between different areas of the sector. Practitioners employed in schools for example may receive a less attractive package than those working in universities. This is currently determined by market forces. Chartered status will not in itself change this, but it may provide the focus for conversations between professional organisations, unions, and employers.

The detractors for chartered status

Currently, there are many practitioner qualifications at



different levels across the UK which assess capability rather than competence. To overcome this, individual chartered status would be a unifying level of recognition of professional competence and excellence requiring a submission of work and an assessment process. This is likely to be at a minimum of Level 7 (Masters level). Because of the additional process there will be a cost to become individually chartered. Given that only a small percentage of the sector are members of one of the existing professional associations, there are questions about the extent to which a cost, in addition to a membership fee to gain chartered status will have an appeal. There are also questions about who pays for individual charters. This will only be resolved if employers raise their expectations of those applying for posts and will only occur if they are persuaded of the value of individual and organisational chartership to their organisation.

In conclusion

The career development sector is loosely defined with standards and processes which vary, dependent on where in the UK someone practices, their qualifications, and what roles they fulfil. Members of many organisations will all have a view of whether chartered status is going to be of value to the profession. Likewise, employers such as schools, colleges, universities, and guidance service providers as well as sole traders, will all need to come together for this debate. In the end, we may, as a profession, decide that the obstacles are insurmountable and the rewards too few. Many in the sector believe that now is the time to have the conversation and the CDI will be reaching out to partners to agree a way forward. Make sure that you are part of that conversation when you have the opportunity!

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“ There are some clear advantages to becoming chartered but many of these advantages build on and strengthen existing practices across the professional associations. ”

Nicki Moore CDI Fellow and RCDP is Senior Lecturer in Career Development at the University of Derby

THE BOT WORKING ON CAREERS INFORMATION AND ADVICE WITH HUMAN EXPERTS



DEIRDRE HUGHES
REPORTS ON
THE PROGRESS
OF 'CiCi' THE
CAREERS BOT

A decade ago, who would have thought guidance professionals would be talking about using a 'bot' in their practice? Fast forward to today's world where technology and humans working together is considered vital. For example, "cities of the future will be places where every car, phone, air conditioner, light and more are interconnected, bringing about the concept of energy efficient smart cities" (Wensley, 2021). We live in a digital age where human-machine partnerships will not only help organise our lives, but they will also transform job search, deliver products and services, and support professional development. Chatbots are AI programs that facilitate basic conversations between humans and computers.

The art of the possible

In March 2020, a small team of academics and technical developers embarked on a journey of discovery. With the support of NESTA/DfE funding (as part of the CareerTech Challenge 2021-2021), we began to investigate the possibility of developing a chatbot for careers support that could eventually recognise the limits of its capability and know when to refer an individual to a guidance professional. Before identifying the boundaries necessary for effective referrals to guidance professionals, the team needed to build a friendly bot, powered by AI and machine learning, capable of mirroring a conversation between an adviser/coach and adult client/customer. It was clear 'CiCi' the careers bot would not be programmed to deliver career guidance - but instead would provide personalised careers information and advice available 24/7.

Content development

Eighteen months on, 'CiCi' has nine conversation modules developed from observing 25 guidance practitioners working with adult clients/customers in England.

The topics covered so far include:

- Discover what jobs you might like
- CV support
- Apprenticeships
- Traineeships
- Job vacancies
- Job information (including LMI)
- Self-employment
- Volunteering
- Speak to a human adviser.

'CiCi' is programmed to make a referral by asking at any stage if the individual would like to speak with a human adviser. Making this work involves complex programming but we've managed to achieve this. For anyone seeking *free* career guidance, there's an automatic link to the National Careers Service website and the services on offer. Thanks to support from the CDI, CiCi also provides a link to the Register of Career Development Professionals for anyone seeking access to *paid-for* career guidance from a professionally-trained adviser.

Key questions and practitioner feedback

In building the bot a fundamental principle underpinning the work is not only to bring guidance practitioners on the journey, but also to learn and listen to the realities of practice. We are interested in knowing the following:

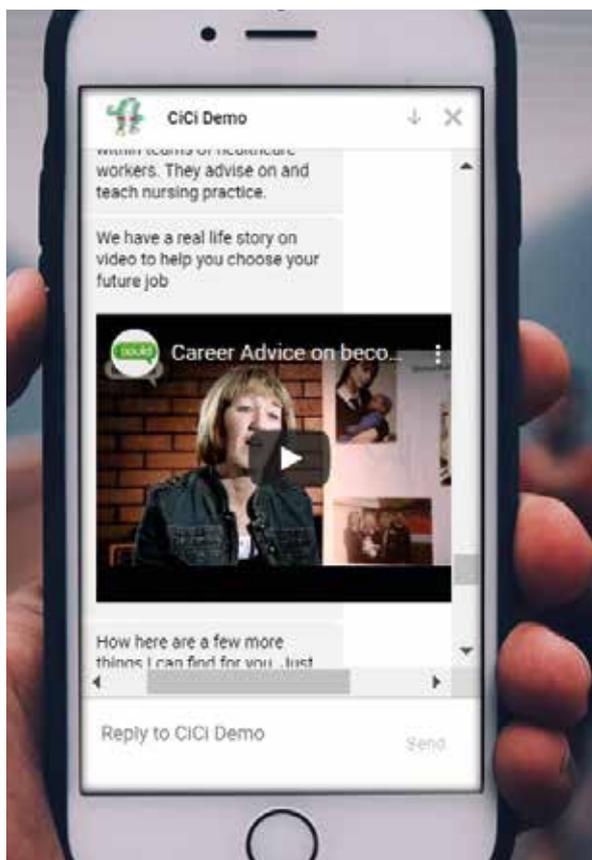
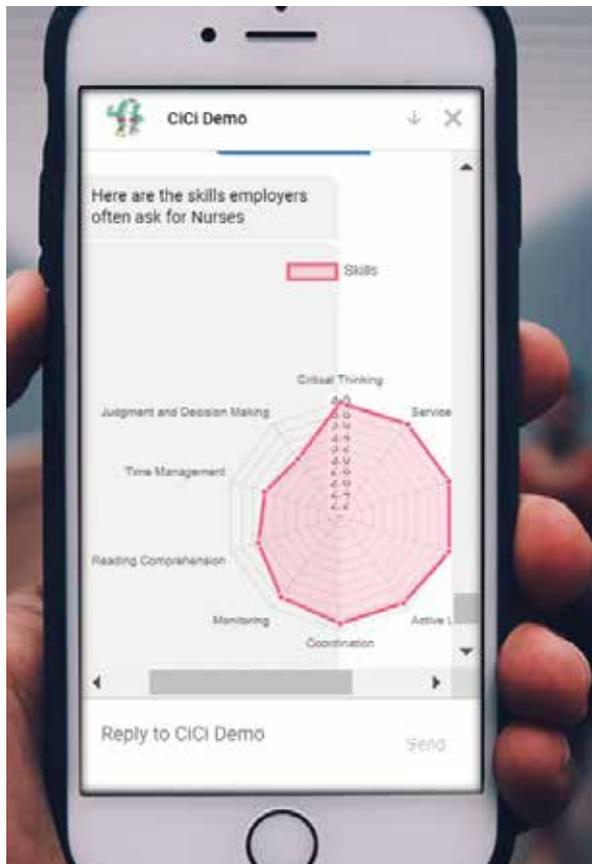
1. *Which clients might benefit most from a careers chatbot and at what stage does this get introduced into the practitioner and client/customer relationship?*
For example, searching the bot whilst multi-tasking in the comfort of your home.
2. *How can a careers chatbot support the guidance practitioner in their work?*
For example, dealing with frequently asked questions and answers? Providing a tool that can be used before, during or after a careers interview or groupwork session? Offering a quick and easy way to search for the latest LMI as part of continuous professional practice (spotting what works, any data anomalies and what's missing in a particular area or sector?).
3. *What are the current weaknesses in the careers chatbot and how easily can these be addressed?*
For example, the bot does not yet have voice recognition, a human face or registration requirement.

CiCi is a bot 'still in progress' that has moved to a Beta version. Here are a few examples of feedback from practitioners:

"I was able to begin using CiCi quickly today on my phone. At first sight it looked nicely presented. Liked the colours and the photo, it looked fine, I felt inclined to use it."

"The client regularly attends my job club. He is following a basic computer course and so enjoys using different websites to search for jobs and voluntary opportunities as this allows him to put into practice the IT skills he is developing and build on his knowledge of opportunities."

He is especially looking at voluntary work. I used the bot at the start of my discussions with the client and he had



previously taken part in a trial of the bot in the earlier stages. The client found it easy to get started on the bot, putting in his name and choosing Derby. We searched first on voluntary work and found the list of further information for finding out about local volunteering useful. The client clicked the Community Action Derby link and thought this might be helpful to look at again. I thought it was useful that there was also a link to information from Derby City Council.”

We also learned about areas for improvement, for example, training courses in CiCi only cover ESFA funded provision, yet many local/combined authorities have local courses not included – this means we have to be really attentive to local partnerships and local needs. The conversation trees can be refined further to improve images and provide coaching nudges. It can be frustrating when CiCi does not understand what you are saying. CiCi incorporates artificial intelligence technologies, in particular Natural Language Understanding (NLU). As an ongoing activity we are using machine learning to improve CiCi’s understanding, and the more CiCi is used the better the bot should become.

Further developments

Currently, the CareerChat team is working with a major college in the East Midlands on a customised version linking courses to standard occupational classification (SOC) codes – people seldom search for course titles, they often search instead for courses linked to occupational interests. CiCi can be embedded within portals, social media, mobile phones etc.

We have received significant interest in a customised version for young people in schools and have recently begun work on this. In 2022, the team are looking for operational partners to pilot CiCi, tailored to their local needs. 2022 is the year to go from prototype to product. Guidance professionals are not only talking about AI and machine learning ‘bots’ but also co-creating a bot that understands good career guidance. And so, the journey of discovery continues – watch this space!

For more information, contact: Dr Deirdre Hughes OBE working with Graham Attwell, Chris Percy and George Bekiaridis (Co-Directors of CareerChat (UK)). Website: careerchat.uk/ The demo version: careerchat.uk/demo/

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“
Currently, the CareerChat team is working with a major college in the East Midlands on a customised version linking courses to standard occupational classification (SOC) codes
”

Dr Deirdre Hughes OBE, Director, CareerChat (UK) and Director (dmh associates, Exeter).



In 2019, one in 20 students accepted onto an undergraduate course in the UK were studying psychology (UCAS, 2019).



WHY DO SO FEW PEOPLE WHO STUDY PSYCHOLOGY GO ON TO WORK IN RELATED ROLES?



**NADIA CRELLIN
WRITES ON THE
RESULTS OF A NEW
REPORT**

There is a rising demand for psychology professionals across health, education and other public services, and expanding the psychological workforce is a key policy focus for departments across government. NHS England has outlined ambitions to recruit an additional 2,500 psychologists as well as 5,000 psychotherapists and psychological professionals by 2023 (NHSE, 2019).

Psychology is a very popular A level subject (Ofqual, 2020) and one of the most popular courses to study at degree level. In 2019, one in 20 students accepted onto an undergraduate course in the UK were studying psychology (UCAS, 2019). While some psychology graduates go on to work in health or social work, research or teaching jobs related to psychology, many do not. Only a small proportion become registered psychologists – we estimate fewer than one in 15.

So why do so few people who study undergraduate psychology go on to work in related roles? Our report (Palmer, B. et al. 2021) looked at the career choices of those with a psychology background in the UK. Improving understanding of these choices can help to make better use of the skills of psychology graduates in public sector roles, such as health, social work and education.

Changing career aspirations

Psychology students' career aspirations at the outset of their degree often do not align with their eventual career outcomes, and even appear to change during the course of their study. The majority of psychology undergraduates consider careers in mental health or psychology, but the proportion who do not more than doubles from 9% at the start of their degree to 21% by their final year (National Collaborating Centre for MH, 2019).





“ Students may be reluctant or unable to relocate for training or work. In 2019, a quarter of clinical psychology doctorate training places were in London. ”

What might prevent people from pursuing a career in psychology?

Psychology graduates face a lack of opportunities and high competition for roles and professional training. In 2019, fewer than one in six (15%) applicants for the clinical psychology doctorate training succeeded in gaining a place.

Some career pathways are complex, particularly for psychological professions. Counselling psychology, for instance, typically requires an accredited psychology degree and postgraduate doctoral qualification. Substantial education and experience are often needed – making it a lengthy and challenging journey.

Students may be reluctant or unable to relocate for training or work. In 2019, a quarter of clinical psychology doctorate training places were in London. There are also large regional variations in numbers of psychology professionals. Access to professional training courses and job opportunities are patchy across the UK, with the location and number of training places typically determined by funders and educational institutions.

How can psychology students be better prepared for future training/roles?

Careers advisers, schools and higher institutions all have a role in better preparing psychology students for professional training or a future psychology career. Our report suggests there might be value in exposing students to the full range of psychology careers to make them better aware of the array of roles. The content of courses should equip students with relevant skills and experience to allow them to pursue psychology roles with confidence. Work experience and placements,

particularly within health, social work and educational settings, may be of particular value.

Given the popularity of psychology at degree level, and the skills and knowledge that graduates acquire, increasing the proportion of those with a psychology background who take up psychology-related roles in the public sector could make a huge difference to society.

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Nadia Crellin is a Fellow in Health Policy at the Nuffield Trust

“ The impact of Covid-19 on students will never be truly quantifiable. Research has been conducted through a wide range of different surveys, and all results point in a similar direction. ”

COVID AND CAREERS



**JILL VALENTINE
LOOKS AT THE
IMPACT OF COVID
ON THE CAREERS
OF THREE
STUDENTS**

The impact of Covid-19 on students will never be truly quantifiable. Research has been conducted through a wide range of different surveys, and all results point in a similar direction. Students' wellbeing and mental health has suffered as a result of the global pandemic, and a large percentage of students have reported being dissatisfied or very dissatisfied with much of their university experience.

Keen to acquire a more in-depth understanding of how Sheffield Hallam University students have been affected over the last eighteen months, I was given the opportunity to interview three students, revealing three very different experiences.

SALINA

In March 2020, Salina was six weeks into her second placement which formed part of her PGCE (Postgraduate Certificate in Education) in Secondary Biology. Just as she was starting to settle into the school, becoming more confident with the students and the subject, the world suddenly ground to a halt. Overnight, a routine of ten-hour days in a lively bustling school was replaced by a seemingly endless series of emails containing Zoom log-ins. Her placement rapidly turned into a series of 'stop-start school experiences' punctuated by lockdowns and episodes of self-isolation.

"Being locked down whilst living at home with nine other family members was stressful for us all," explained Salina, and it made her quickly realise that it was no longer tenable in terms of safety to continue to work in a local school whilst living at home with her elderly relations. In London, working in a new school, she 'battled on' with her teaching practice but found herself once again 'in at the deep end' having to pick up exam classes in the students' final term. "Covid resulted in huge gaps in my experience. I missed out on regular mentoring, guidance, and support. But it was not just me it had a profound effect on: Covid manifested itself in challenging pupil behaviour and students missing a huge amount of teaching. Support for trainee teachers was clearly not a priority."

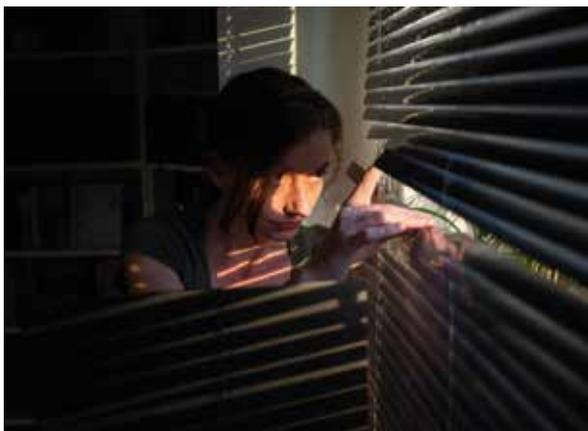
Salina is under no illusion that if it hadn't been for the pandemic, she would have had an entirely different experience. But the reality of the situation was that she was left feeling overwhelmed, stressed and physically and mentally exhausted, "I was pushed to my limits. So, whilst I am not ruling teaching out completely, I am certainly not sure that I want to embark on a teaching career just yet".

LUKE

Luke seemed to juggle the 'chaos of Covid' very differently. In early March 2020, he was looking forward to his long-awaited interview with Hoare Lea (<https://hoarelea.com>). And then, it was cancelled. When asked how long that interview had taken for him to secure, Luke said that he must have contacted well over 40 mechanical engineering organisations. "I approached the task methodically and spoke to all the relevant companies I was keen to work for". The list included all sorts of organisations including the big players such as Red Bull, Williams, JLR, Rolls Royce, G Leonardo Ltd, Eton Associates, Mercedes right through to Formula One. "It took some doing", he said.

The disappointment at losing his interview and possible placement left Luke feeling bereft. Yet with time to reflect, he decided to turn to the advice of his careers adviser to keep busy, keep learning and to keep connected. "I really enjoyed the online course in Excel and the Diploma in Automotive Engineering". However, he still felt he wanted to continue his search for work experience. So, with revitalised determination he set about finding another placement. After hours of trawling the internet, numerous email exchanges and countless calls, Luke secured another interview with Hoare Lea. Whilst he had ensured he was dressed appropriately for the interview Luke was immediately struck at how the Covid situation had made their recruitment process much more informal. "After what seemed more like a chat and a laugh than an interview, my start date was finalised," he said.

Luke was welcomed as the first intern of the year, and he quickly enjoyed the benefits of working flexibly. "It certainly suited me, when I was planning a weekend away or needed to be at home for some reason. I have also somehow managed to condense a year's internship into three months. That has been great as I finish the internship in mid-September and then continue at university as a final year student. In that respect the internship has been great, and I have really enjoyed it."





“
Students’ wellbeing and mental health has suffered as a result of the global pandemic, and a large percentage of students have reported being dissatisfied or very dissatisfied with much of their university experience.
”

JOANNE

Things have not been quite so easy for Joanne as she has had to maintain a flexible approach throughout her education due to ongoing health conditions. When I spoke to her, she had finished her part-time MSc in Psychology, a course that she had taken to broaden her career options. Joanne realised any laboratory-based careers, directly related to her undergraduate degree in Biomedical Science, would not be an option due to the nature of her medical condition.

In response to my question, ‘What impact has Covid had on your career?’, Joanne smiled and went on to explain how the online examination process had been so much easier and less stressful for her. “For me, this meant I could ensure I was able to make myself physically comfortable at home and the pressure was significantly reduced as we were given 24 hours to complete. I was able to use the extra time for breaks and to pace myself throughout.”

Joanne is one of ten children and has had to grow up quickly, as from a young age she has supported her younger siblings. In addition to this, she calmly explained that her father had passed away in March 2020 due to cancer. “But looking at the bright side of things, lockdown has given me time; time to reflect, time to think, and time to change. I now know I want to do something related to my masters in psychology and ironically Covid, for me, with my set of circumstances, has actually opened up opportunities. Previously, I dismissed jobs because of the location, or working conditions but now, with the flexibility of homeworking I feel my job world is bigger and broader. I used to think I could only work with people with disability but now I can see I don’t need to restrict

myself to this area. It all looks so much more promising with flexible working patterns.”

Reflecting on my conversations with these three students and the opportunity this has provided, to discover more about what lies behind the studies, statistics, and student surveys, it was fascinating to see the ways in which each student had encountered challenges but had also found the strength to find a way forward. I have been inspired and I am grateful to Salina, Luke, and Joanne for sharing their experience so generously with me.

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Jill Valentine is a Senior Employability Adviser at Sheffield Hallam University. She is a member of the Careers Writers Association.

“ With first-hand experience of how powerful a mentor can be, I have been able to confidently support students to understand the benefits, and to get the most out of their mentoring relationships. ”

THE VALUE OF A MENTOR



REBECCA CLACY-JONES SHARES HER EXPERIENCES OF THE CDI MENTORING SCHEME



Despite having managed a mentoring scheme, and even trained mentors in a previous role, I had never actually had a formal mentor, so when the application for the CDI mentoring scheme dropped into my inbox I jumped at the chance.

It was summer 2020, I had just finished my PGDip at Edinburgh Napier University during lockdown and I was still reeling from the stress of home schooling my children, though feeling slightly smug about my academic achievements after 20 years out of education. I knew where I wanted to be – in a careers role in higher education – and I knew I would value guidance through the transition into my first job in careers. So I filled out the application and was quickly matched with an experienced career development professional.

My mentor

My mentor, Claire, was organised, professional and genuinely lovely; which is always a great place to start. She was the embodiment of many of the listening and questioning skills that I developed through my course, but she was also willing to share her own experience, which I think is the key difference between mentoring and coaching.

By the time of our first meeting, I had secured a Careers Adviser role at Queen Margaret University, Edinburgh. In my first session with Claire I shared my fears – about starting a new role in a brand-new sector, and my concern that the further away I got from my previous work in HR and recruitment, the less valuable my experience there would be to the students and graduates that I work with.

Making a plan

Claire encouraged me to put together a plan to ensure

that I felt connected to my network; she was able to provide examples and ideas from her own experience, which were really valuable. Claire also suggested that I send myself an email summarising my fears, to be delivered in a year's time, so that I can reflect on my journey in the first year of my role. I loved this idea and I've suggested it to several clients since. After our session I came away reassured and skipped into for my first day feeling energised.

Meetings

We met four times online through the year and arranged our meetings in advance around two months apart – between sessions I would jot down thoughts that I had which I wanted to discuss with Claire, which gave me a mini agenda for each session. We touched on imposter syndrome, working with clients who are 'stuck', and personal effectiveness. Claire gave me confidence to see that coaching approaches that I had developed in commercial environments would transfer to careers work with students and graduates. She also provided supervision support; giving me space to reflect on challenges that I faced with clients and think creatively about how to support them.

Claire's calm and accepting manner, combined with the luxury of having four, hour-long sessions which were just about *me* has been really helpful in supporting my personal and professional development and I would advise newly-qualified guidance practitioners to apply for the mentoring scheme, and those with experience to volunteer as mentors.

With first-hand experience of how powerful a mentor can be, I have been able to confidently support students to understand the benefits, and to get the most out of their mentoring relationships.

Rebecca Clacy-Jones
RCDP is a Careers
Adviser in Edinburgh

GET PAID FOR YOUR WRITING



ALISON DIXON
EXPLAINS THE
BENEFITS OF
JOINING THE ALCS

Every year, and sometimes twice a year, I receive a nice little payment from the ALCS (Authors' Licensing and Collecting Society). I've written some careers books over the years and also articles for magazines such as *Career Matters* so that's where the payment comes from.

Where does the ALCS get the money from ?

You may already be receiving some royalties (Primary Rights) which come from the

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The ALCS distribute 'Secondary Rights' which is where a third party uses a work that's already been distributed to the public. This might include photocopying books in schools or colleges for example. These payments come from the Copyright Licensing Agency (CLA) and NLA Media Access covering digital reproduction, photocopying and scanning. Organisations register with the CLA and or the NLA Media Access for a licence to copy or scan books and articles. Education, the public sector and businesses have to pay for these licences. I had to sort this out for a career guidance company when I was the Information Manager and remember training staff and putting threatening notices by the photocopier!

This is separate from the UK Public Lending Right (PLR) which covers payments for books borrowed from libraries. I am registered with this as well but as most of my books are in the reference sections of libraries, they don't get borrowed much. If you do have a bestselling novel, then a lot can be earned from this. The ALCS do collect for the Overseas Public Lending Right if you have had a book published abroad.

What you can register

- **Articles** - in UK magazines or journals that have been written in the past three years. The magazine must have an ISSN – *Career Matters* does. You can't register newspaper articles. If the article is published as part of an online publication you can claim for this but you can only claim once if the article is printed as well. Articles must of course be original.
- **Books** - that you've written, edited or translated or contributions to books such as chapters or poems. If you wrote part of a book, you could claim a proportion of the royalties. Books have no time restrictions (unlike articles), but they must have an ISBN. You may be able to claim for illustrations but not for maps or graphs.
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ALCS lifetime membership currently costs £36 and a small commission is taken from the annual payments.

Although we don't pay our authors for articles in *Career Matters*, if you write an article that gets published, you may well get some payment through the ALCS if you join and register your article.

This is just a brief guide so for further information contact the ALCS directly.

References

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The ALCS distribute 'Secondary Rights' which is where a third party uses a work that's already been distributed to the public.

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Alison Dixon RCDP is the Editor of *Career Matters* and a Freelance Careers Writer. She is a member of the Careers Writers Association.

“ It was important to us to involve school pupils in the launch so we planned a two-part event, one focussing on the MEE launch, and the other celebrating the wider launch across Minecraft Marketplace. ”

CRAFTING A WINNING CAMPAIGN



EMMA BLANDON EXPLORES THE DEVELOPMENT, LAUNCH AND IMPACT OF CAREERSCRAFT, ITS INNOVATIVE LEARNING RESOURCE, WHICH WON A UK CAREER DEVELOPMENT AWARD EARLIER THIS YEAR.

Emma Blandon is Head of Digital and Communications at Careers Wales

What is CareersCraft?

CareersCraft is an interactive tool built within Minecraft's Education Edition (MEE), which helps encourage children aged eight to 13-years-old to learn about different careers in specific sectors and industries in Wales, develop their skills, and discover more about their own strengths and interests.

It features six zones based upon different Welsh landmarks including the Senedd, Big Pit, Caernarfon Castle and the Coal Exchange, and are each linked to areas of learning within the new Welsh curriculum.

As part of the world's most popular video game, CareersCraft is one of Careers Wales's biggest assets as it encourages creativity and freedom of expression while engaging the digital generation with careers education.



Launching the resource

It was important to us to involve school pupils in the launch so we planned a two-part event, one focussing on the MEE launch, and the other celebrating the wider launch across Minecraft Marketplace.

The first event saw us use 'digivans' to allow pupils to immerse themselves in the CareersCraft world by providing live demos to children across a selection of schools throughout Wales. The second event involved sending further digivans to targeted areas, such as popular Welsh landmarks and the schools local to them. All activity could take place outside and pupils could remain in their bubbles to take part so the events were able to go ahead while adhering to coronavirus safety rules and regulations at the time.

The impact of CareersCraft

Teachers and pupils have provided positive feedback to date on the resource.

The majority of pupils said that they'd use the resource more within the classroom or at home and teachers we spoke to were keen to use the resource further in their lessons.

Coran Jones, a teacher from Risca Comprehensive School, said, "Both staff and pupils thoroughly enjoyed the trip today! CareersCraft ignited conversations about careers, aspirations and pathways."

"It's a brilliant build, full of interactive activities for the pupils that will definitely help them in the future. I'm looking forward to using the resource and bringing it into the classroom to share with my form class."



Viewings of our CareersCraft pages spiked over the event periods with 499 unique page views in December and 597 in May.

Helping to raise awareness of the resource and its benefits, CareersCraft was featured in national and regional broadcast channels such as ITV Wales and BBC Radio Cymru as well as Wales Online, North Wales Live and BBC Wales Online.

We used social media to also spread the word about CareersCraft, which generated more than 6,500 engagements where people had 'liked', commented or shared our posts.

Not only did we succeed in meeting all of our objectives, but also stayed under budget, with £1,842 left over.

Available for anyone with a games console, tablet or laptop, CareersCraft has now had nearly three million downloads on Minecraft Marketplace since its public launch earlier this year.

For more information, visit the Careers Wales website: www.careerswales.gov.wales/plan-your-career/careers-wales-education-resources/careerscraft-on-minecraft

CareersCraft won the UK Career Development Award 2021 in the Use of Technology in Career Development category.

COMMUNICATION, CO-OPERATION AND COLLABORATION: KEYS TO COMPLETING THE PICTURE



CLAIRE JOHNSON

How would you describe the career development sector? To me it's like a jigsaw puzzle with each piece playing a key role. The overall picture being one where people of all ages are enabled to realise their career potential so they can enhance their wellbeing and fully contribute to the economy and society.

The picture is incomplete without all of the pieces. Wherever you work, in whatever type of role, the part you play is key.

The corner pieces of the jigsaw are the key areas of professional practice, irrespective of role:

- Adhering to Ethical Standards;
- Reflecting on practice and undertaking CPD;
- Integrating research into practice;
- Keeping up-to-date with societal and technological developments.

The pieces in the puzzle are interdependent for the whole picture to appear. Similarly, all practitioners in the career development sector need to work together and have excellent communication, co-operation and collaboration skills to enable clients to realise their potential.

The side pieces are the different qualifications and standards which frame the sector, assuring clients that the person providing careers education, information, advice or guidance has the skills and knowledge at the appropriate level for the service being delivered.

No jigsaw is complete if any of the pieces are missing. This autumn sees the launch by OCR of the new Level 4 Diploma in Careers Information and Advice (04663) and the Level 6 Diploma in Career Guidance and Development (04664). Having worked on revising the existing units with Ian Bedelle, OCR Chief Verifier, and then writing six new units I know that these qualifications now have all of the key pieces that practitioners across the sector need for careers education, information, advice or guidance delivery.

The six new units are:

1. Manage a personal caseload/work responsibilities in the career development sector

2. Enable clients to develop and evidence their employment-related skills
3. Use digital technology in the career development sector
4. Plan, deliver and evaluate presentations
5. Publicise and negotiate career development provision with external agencies or other departments within the same organisation
6. Use the expertise of employers and other organisations in the delivery of career learning/development activities.

The original units have been revised to reflect changes in terminology and the increased use of technology in the delivery of services. Registration for the new qualifications is available from 1 September 2021 and people can register for the legacy qualifications until 31 March 2022, with a final certification date of 31 December 2024.

The National Occupational Standards: Career Development have also been revised in 2021: <https://cldstandardscouncil.org.uk/wp-content/uploads/CareerDevelopmentNOS2021.pdf>

Originally developed by Sector Skills Councils for the UK as a whole; skills policy in England has shifted away from NOS and they are currently managed by Skills Development Scotland (SDS) on behalf of the three devolved administrations. In England there are Standards for the Higher Apprenticeship: Career Development Professional and the Apprenticeship: Employability Practitioner.

The CDI-awarded Qualification in Career Development which is taken alongside Masters/Postgraduate Diplomas at eight universities in England and Scotland has also been updated following the publication in March 2021 of the *CDI Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector*. www.thecdi.net/write/Documents/2021_CDI_Blueprint_of_Learning_Outcomes_for_Professional_Roles_in_the_Career_Development_Sector.pdf

Whatever role you perform, communication, co-operation and collaboration are essential. Sector qualifications and standards cover the skills and knowledge which frame your practice, enabling you to support clients to develop their own career picture, enhance their wellbeing and fully contribute to the economy and society.

“
The picture is incomplete without all of the pieces. Wherever you work, in whatever type of role, the part you play is key.
”

Claire Johnson RCDP and NICEC Fellow is the CDI Head of Professional Development and Standards

THE *HELP* QUIZ – HOW TO MAKE THE MOST OF THIS RESOURCE



LIZ PAINTER

Want to know what young people really think about a new online careers resource? Ask your nephews to have a go and offer them a tenner to tell you what they really think.

In the January 2021 issue of *Careers Matters*, Clive Thompson introduced the *HELP* Quiz, a new careers resource for young people funded by the Livery Companies and developed in collaboration with the Educators Company and software developers, SACU. <https://sacu-student.com/help>

The idea behind the development of the quiz is laudable, to help young people have agency over their career explorations. With links to reputable external websites such as the National Careers Service and SACU's own LMI Explore pages, career pathways and current labour market intelligence can be compared.

Using the *HELP* Quiz

As guidance professionals, we can trial this free resource and be impressed with highly-visual self-awareness questions that lead to the discovery of being like one of 16 insects, linked to Myers-Briggs 16 personality types.

This is then used to form three versions of career word clouds containing matched careers to explore (*figure 1*). Clicking on a career allows the user to 'drill' into a tree structure that contains further information (*figure 2*), but for some users navigating the options could be daunting. Fortunately the bookmark feature ensures that the career being drilled into is not 'lost'.

The personalised career radar infographic generated gives four comparative preferences about the quizzer's work persona, such as creative/analytical. It would be a great addition if guidance was offered on how a young person could use this information.

But what did my 12- and 16-year-old nephews, who live in Scotland, really think?

Both found the registering process frustrating, and needed a parent to keep them on track, but registering does ensure the results are available in the future. My older nephew, with a view to working with animals, enjoyed the quiz and agreed with the type of person he was identified as. He 'clicked on' careers in the word

cloud that he had heard of but was reluctant to explore those he did not know. My younger nephew said that he did not know what the Scottish grades 4, 5 and 6 are and did not understand what some of the images in the quiz were meant to represent. Valid comments to take into consideration when encouraging younger students to use this resource. However, he commented: "I thought the results at the end were interesting as it popped up with a couple of things that I think I would enjoy and also I liked [finding out about] the choices of career, degree and apprenticeship."

Making the most of the *HELP* Quiz

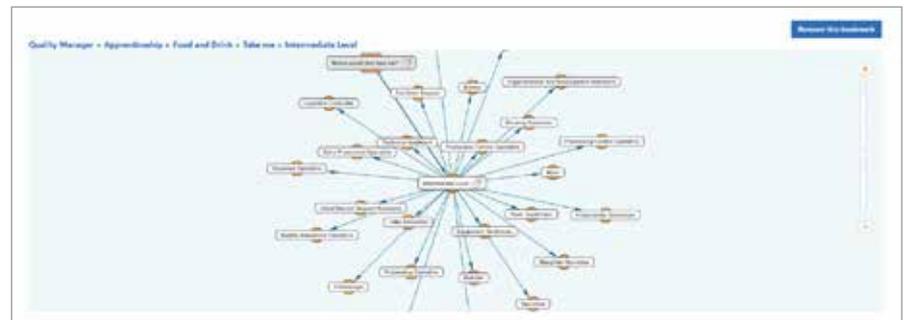
The results generated from taking the *HELP* quiz could appear overwhelming to the casual user, so advise students to watch the seven-minute video guide and help them to navigate their personalised career clouds and the career tree structure.

With any career activity, I always think 'what next?' Encourage the young person to 'take ownership' when they have identified careers that interest them by scaffolding the development of an action plan, for

figure 1



figure 2



example, researching local providers that offer the required training, and how they could develop the skills and experiences that would help them to be successful in that career.

The *HELP* quiz can be accessed at: <https://sacu-student.com/help>

Liz Painter RCDP is a former science teacher, was an Enterprise Coordinator in Chester and is about to begin a PhD with the University for the West of Scotland. She is a member of the Careers Writers Association.

WEB REVIEWS



CHARTERED INSTITUTE OF TAXATION

www.tax.org.uk

Working in taxation

This is a multipurpose site with sections aimed at employers, members and students studying for the Institute's exams as well as those considering a career in tax. Go to the 'Working in Tax' section for a truly comprehensive picture of what the work involves, where the jobs are, the qualities needed, salaries offered and much more. Everything is laid out in a no frills, factual, almost bullet point format with simple headings. It's logical and easy to follow, and there are plenty of case studies. We particularly liked each section having the date it was written or updated clearly displayed.



ASPIRING TO INCLUDE

www.aspiringtoinclude.com

Resources on diversity inclusion for employers and job seekers

It's a job site – but much, much more. This is all about diversity and inclusion focusing on education and equal opportunities. It's a searchable job finder site so presumably all the advertisers have been scanned and made aware of all the equal opportunity angles. But it's much wider than that as the whole site is concerned with equal opportunity awareness. It looks at a variety of groups in society and highlights their rights and real discrimination issues such as dress code requirements covering each group – BAME, LGBTQ+, migrants and refugees, faith and religious groups, women, and those living with socioeconomic inequality.

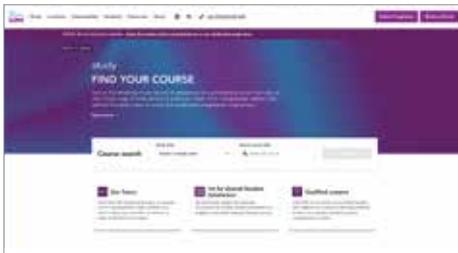


STEM LEARNING

www.stem.org.uk

Resources, support and training for anyone involved in STEM education

This summer 2021 revamp of the site is aimed specifically at those delivering education related to science, technology, engineering and maths – and it streamlines and updates previous versions. This is all about awareness of STEM right across the curriculum and providing resources (specific to STEM courses and across other curriculum areas) as well as CPD and educator support. There's a wealth of information for every level of education from primary through to post-16 and FE. Look out for the sections encouraging employers to become involved in education and for governors.



UNIVERSITY OF LAW

www.law.ac.uk

Law courses and careers in law and related work

This is not a prospectus or a website for one university in the usual sense. Probably the best way to think of it is 'going to law school' as there are campuses and bases in a wide range of universities in the UK and abroad. This site doesn't only explain how the university works and the undergraduate, graduate, online courses and student support on offer. It also works as a comprehensive careers site, offering everything from teaching aids to international student support. There's a brilliant section on the varied careers that employ people with law qualifications. Eye opening and certainly not just about what some might see as limited law careers.



HEALTH EDUCATION AND IMPROVEMENT WALES

<https://heiw.nhs.wales/careers/your-health-career-advice/>

Health career advice from NHS Wales

This is the careers section of the main NHS Wales site. As you explore different paths, you'll need to click on the careers tab at the top of the page to get back to the start page ('home' takes you to the main site). Within the careers section there are subsections aimed at returners to work, parents/guardians, teachers/advisers and students. The student section includes a comprehensive careers info bank on appropriate subject choices at GCSE and A level and the absolutely massive range of health-related careers, courses, apprenticeships and live jobs on offer. Overall, a 'must visit' site for anyone exploring health service careers.



EDUCATORS WALES

<https://educators.wales>

Welsh education careers and job site

This is all about careers in educating other people. Of course, there's information on teaching, but a lot more too – everything from work-related trainers to youth work. It's Wales specific so if you're looking for employment, courses or training outside Wales, some of the info (especially the parts relating to finance for training) will be different. That said, the site is comprehensive and easy to navigate and large parts of it are relevant to anyone researching a career in education. Everything is laid out logically with all aspects of training, work, salaries and career progression covered. There's even a helpful job vacancy and training opportunities facility.

BOOK REVIEWS

THE OXFORD HANDBOOK OF CAREER DEVELOPMENT

Edited by Peter J Robertson, Tristram Hooley and Phil McCash

ISBN 978-0190069704 (hardback)

ISBN 978-01190069711 (eBook)

Oxford University Press

HARDBACK: £115
EBOOK: £62.29

Note that you can currently save 30% on the hardback book with the promo code **ASPRMP8** on oup.com/academic

The Oxford Handbook of Career Development contains 25 chapters by leading figures in the careers world, bringing together many different perspectives that will be of interest to guidance professionals at all stages in their careers. The handbook is broken down into three sections:

1. A critical examination of the economic, education and public policy context for practice;
2. An exploration of key concepts and the theoretical landscape;
3. The translation of ideas into action.

Topics extend from careers education in schools to 'decent work', cultural learning to digital technology. A strength is that it can be read in part or in whole. Different chapters will interest different readers and stand successfully alone.

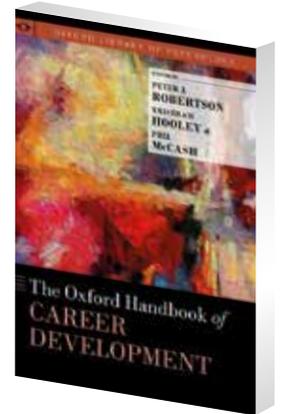
Throughout, there is a sense of a strong editorial hand providing a consistency in quality and a coherency of approach. A recurring theme is thinking beyond the current state of career development work to consider what else could be. Similarly, there are direct and implied references to the 'added value' of career interventions when mediated by a professional. This recognition appears fundamental to understanding the interactive relationship of career development with digital technologies, challenging the rather tiresome reductionist assumption that careers work could all go online.

Underpinning these accounts, are clear explanations of career theory, concepts of social justice and cultural dimensions which are both thoughtful and practical.

Insightful analysis and intercultural discussion bring together well-established theory with more contemporary understanding. As such, the contributors challenge our views, develop our understanding, and consequently, increase our effectiveness as career practitioners.

A limitation is restricted access. It is disappointing that subscribing to 'Oxford Handbooks online' is limited to learning institutions, and the cost of purchasing a copy is, for many, prohibitive. However, we would strongly urge you to pool your resources and secure joint ownership of this seminal volume and encourage libraries to subscribe to 'Oxford Handbooks online' so you can read it for yourselves. The handbook provides an excellent understanding of career development, what it does, and how much more it could do to improve the wellbeing of individuals and communities and support the development of economic systems that respect our humanity.

Dr. Lyn Barham RCDP is a NICE Fellow and Independent Researcher and Dr. Michelle Stewart RCDP is a NICE Fellow and Independent Careers Consultant



THE REALLY RESILIENT GUIDE

Surviving and Thriving through Change, Uncertainty and Adversity at Work

Andry Anastasis McFarlane

ISBN 979-8609678737

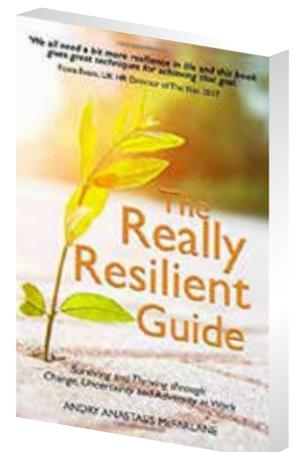
The Learning Moment

PAPERBACK: £7.95
KINDLE: £4.99

If there was ever a time when resilience was needed, that time is now with the impact of the pandemic compounding the myriad of life's challenges faced by individuals, groups, teams and organisations. The term VUCA (Volatile, Uncertain, Complex, Ambiguous) has made a resurgence into common vocabulary having been coined in 2001 to describe the response to the 9/11 attacks which resulted in a radically different and unfamiliar environment. The reader is introduced to that concept here and offered eight features of resilience that make up the really resilient list along with the techniques that underpin them. Real life personal examples of when the techniques have been used to good effect and reflective exercises all help the reader to apply the concepts to their own situations. This is an easy read packed with digestible information on managing change, protecting one's wellbeing, and practical ways of taking action on moving forward, to

avoid getting stuck in a rut. For the individual or team who is ready to take that next step, the "deep dive" exercises using coaching approaches, helps to stimulate their thinking and guides them in finding answers to their own challenges. As a bonus, the reader is invited to join the FREE online Really Resilient course. An excellent package all round!

Denise Meade-Hill RCDP is a Career Coach



For further information contact resources@optimus-education.com

THE LADDER

Andrew Bernard

ISBN 978-1781353745

Independent
Thinking Press

PAPERBACK: £16.99

KINDLE: £12.74

“Every adult is a careers teacher”. This is one of the key themes of this book in which Andrew Bernard argues that careers education is the collective responsibility of guidance professionals, teachers, parents and employers. Written in an engaging style, it is a practical guide as to how students should be supported to identify their ‘purpose’, build self-belief and recognise and articulate their skills. Predominantly aimed at careers leaders and teachers, it provides a wealth of tips and activities to support this aim.

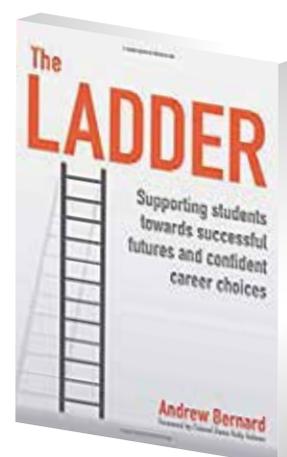
The *CASK* (Continuum for the Acquisition of Skills and Knowledge) is presented as a set of tools to increase students’ self-awareness. All the resources are free to download and include some suitable for primary-age children and for those with SEND. Chapter 5 is a treasure trove of games, exercises and ideas that can be used in the classroom to broaden awareness of different jobs, challenge stereotypes and link careers to curriculum subjects.

The value of involving external organisations in a careers programme and the wider curriculum is adeptly argued, emphasising its value in raising aspirations and tackling inequalities. Examples of organisations, projects and resources to support educational institutions in delivering enriching careers programmes

are included, all helpfully linked to the relevant Gatsby Benchmarks. There’s a step-by-step guide to engaging with employers; invaluable to any careers leader setting out to establish stronger employer links.

Powerful and thought-provoking case studies form the basis of a chapter focussed on careers education and support for students with SEND, prompting the reader to consider the need for a fresh approach. All in all, if you’re in any way involved in supporting young people with their career planning, you’ll find *The Ladder* a valuable and constructive resource.

Louisa Lewis RCDP is an Independent Careers Adviser



WHY STUDY LANGUAGES?

Gabrielle
Hogan-Brun

ISBN 978-191301918

London Publishing

PAPERBACK: £12.99

EBOOK: £8.99

Why Study Languages? gives refreshing insights into the enormous benefits of studying another language beyond the usual ‘it’s good for your brain’ and ‘useful when travelling’. The enthusiasm and passion the author has for learning and speaking other languages seeps out of the pages and as a reader you can’t help but want to immediately sign up for a language course!

Hogan-Brun demonstrates how knowing different languages is not simply about communication, but about navigating different cultural expectations, gaining a greater sense of cultural sensitivity and tolerance, feeling the joy of connecting with people as you speak to their heart and the various life-changing paths knowing other languages can unexpectedly take you down professionally, socially and personally. “A knowledge of languages has consistently been one of the most vital and efficient tools we have to help us bond, build, unite, learn and make things happen”, writes Hogan-Brun.

Why Study Languages? is particularly valuable for students, parents and teachers. Students will find the practical information on choosing where and what type of language degree to study at university useful, but the book also provides inspiration for writing a personal statement or preparing for an interview. Parents who need convincing that a language degree is worthwhile for their child will be reassured and encouraged. Indeed,

as the global economy diversifies, multilinguals are becoming necessary in more diverse, and more complex, situations. Teachers who aspire to convince students to study a language for A level or at university, or to simply motivate their students, will find encouragement and real-life examples they can draw upon to express the benefits - from better job prospects to the pure pleasure of immersing oneself in another language and culture.

Anneke Hudson RCDP is a (mono-lingual) Career Adviser for teens in Luxembourg



THE LAST WORD



**CHRIS TARGETT
REFLECTS ON HIS
CAREER SO FAR**

Receiving the Careers Adviser of the Year 2021 award has caused me to reflect on nearly twenty years in the education sector.

The painter Gerhard Richter talks about ‘the daily practice of painting’ as regards growing as an artist. I believe that careers practice is similar; each day we must ‘practise’ in some way to become as useful as possible. Whether we read an article as part of our CPD or deliver our IAG.

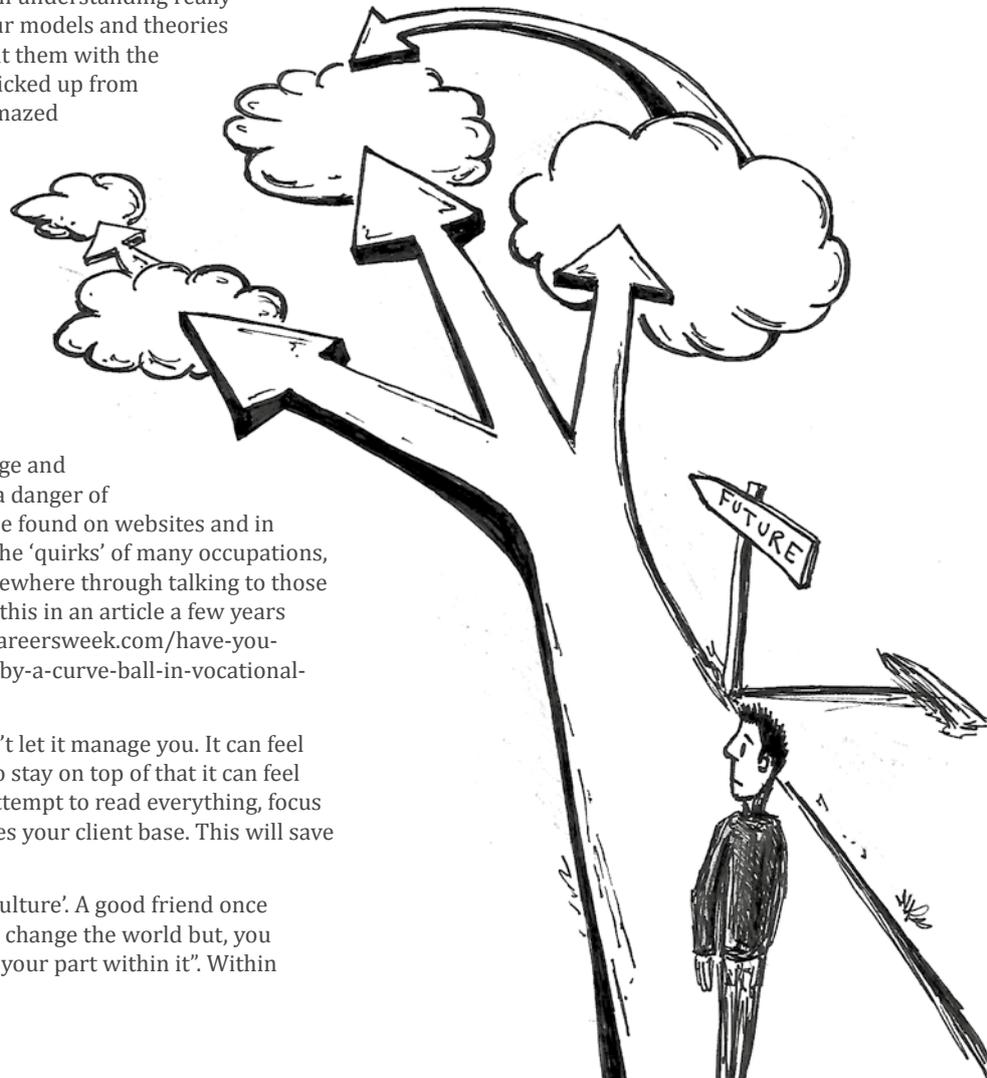
Thinking of where I began, I wondered what words of practical advice I would give a careers adviser starting out in the sector today. So (in no particular order) here are my ‘nuggets of random wisdom’.

1. Remain curious and don’t apologise for ‘geeking out’. Keep looking at the world afresh. It keeps you open to discovery and guards against misconceptions.
2. Be kind to yourself, especially when things don’t go to plan!
3. Remain ethical. Only you can know whether you have remained true to our CDI Ethics.
4. Models and theories really do help. I can never remember the names of all the theorists, but I recall the concepts. Having an understanding really helps us. Return to your models and theories every so often to revisit them with the experience you have picked up from practice. You will be amazed how you see them in a new light!
5. The day you think that ‘you know everything’ you should walk away, as this is when you become dangerous, make assumptions, and stop learning.
6. Occupational knowledge and LMI matters. There is a danger of assuming this can all be found on websites and in occupational guides. The ‘quirks’ of many occupations, however, are found elsewhere through talking to those in industry. I explored this in an article a few years ago: <https://nationalcareersweek.com/have-you-ever-been-caught-out-by-a-curve-ball-in-vocational-training>.
7. Manage your CPD, don’t let it manage you. It can feel like there is so much to stay on top of that it can feel like drowning. Don’t attempt to read everything, focus on content that matches your client base. This will save your sanity!
8. Be part of a ‘learning culture’. A good friend once told me that “you can’t change the world but, you can be responsible for your part within it”. Within

your network, share what is of interest to you and be interested in what others share. Ask for help if you can’t find what you need. One of the best examples of this is our Facebook CDI Community of Practice.

9. Maintain your boundaries. This covers an awful lot but includes the importance of self-care and keeping things in perspective. Ensure you switch off at the end of the day.
10. Have fun! Be playful and creative in what you do. Sharing our enjoyment of careers can only help our clients enjoy their career explorations.
11. “It’s all to do with good sentences”, said the artist Christian Boltanski. Having attended several training sessions with the amazing Peter Bevan, this really does sum up practice for me. How we ask questions, enables our clients to discover!

One final note. We are not just helping our clients discover potential paths to the future, we are helping them grow and develop vital life skills. We are teaching them how to think, to be aware of bias and how this can affect their decision making. With these skills we enable them to find their truth. What a wonderful thing this is!



Chris Targett RCDP is an Area Manager for CXK Ltd. He was awarded Careers Adviser of the Year in the UK Career Development Awards 2021. He is a member of the Careers Writers Association.

*Illustration
by Chris Targett*

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Career Matters
October 2021 / Issue 9.4

FREE TEACHING & CAREERS RESOURCES



BASE BRITISH
ARMY
SUPPORTING
EDUCATION



The British Army has just launched its brand new Teacher Platform <https://apply.army.mod.uk/base>. This is a one-stop shop for teachers that will enable you to:

- Access **FREE** downloadable teaching & careers resources
- Arrange **FREE** Army visits to your school
- Book your students onto a **FREE** Army Work Experience

Downloadable content includes:

- Character Education
- Employability Skills
- STEM
- Mental Health
- Remembrance & VE Day

Resources have been aligned to relevant curricula, Ofsted framework and the Gatsby Benchmarks, and include:

- Introductory films
- Lesson plans/teacher notes
- Presentations
- Student worksheets

VISIT US AT [HTTPS://APPLY.ARMY.MOD.UK/BASE](https://apply.army.mod.uk/base)

As T Levels turn one this autumn, it's important that career development professionals get up-to-speed on these new qualifications and the opportunities they can open up for students.



**CHLOE KNOWLES,
AN 18-YEAR-OLD
STUDENT FROM
HAVANT AND
SOUTH DOWNS
COLLEGE**

Chloe discovered her passion for all things digital while studying her GCSEs, when her teacher spotted her natural talent for computer science and encouraged her to pursue a career in that field. Chloe, who was keen to gain further qualifications and work experience, chose to do the brand new T Level course - Digital production, Design and Development.

Chloe, who has just begun the second year of her two-year course, describes her journey so far. She said, *"I chose to do a T Level because it allowed me to gain work experience while securing a qualification worth the equivalent of three A levels. The course offers an umbrella of subjects for the digital sector and I've really enjoyed my first year - it's exceeded my expectations."*

"I've already completed work experience with a tech company and I'll be going back to gain further experience there early next year so I can continue working and learning from one of their developers. In the future I would love to work in app or website development and I'm looking at going to University after I finish my course."

Designed in collaboration with leading employers, T Levels are high-quality technical qualifications, equivalent to three A levels. These pioneering new qualifications offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 9 weeks.

T Levels are different as they combine classroom study with an industry placement so young people can build valuable confidence in a workplace environment, giving them a head-start in their career. As with Chloe, successfully completing a T Level will give young people the option to progress to the next level, whether that is going on to further study or getting a job or an apprenticeship in one of these growing sectors.

For more information on how to support young people exploring their choices, including T Levels, visit: <https://nationalcareers.service.gov.uk/careers-advice>



**CHLOE'S
TEACHER,
NICOLETTE
DRYDEN, ICT
LECTURER AT
HAVANT AND
SOUTH DOWNS
COLLEGE**

Nicolette said, *"I did a degree in computer science in the 1980s and there were 3 of us women and 60 men in the class. It was a really fun environment to work in, but I really want more young women to come join the industry because there are so many opportunities for them."*

"We need more women to join the industry to represent the female population and design tech in a way that suits women - the T Level in Digital Production, Design and Development is a brilliant first step into the industry and I would encourage all students interested in the field to explore their choices."

