

A close-up photograph of a person's hands operating a manual sausage press. The person is wearing a blue patterned shirt and a dark jacket. The press is a metal device with a handle and a nozzle. A long, coiled sausage is being extruded from the nozzle. The sausage is a reddish-brown color. In the background, there are several round, reddish-brown patties on a wooden surface. The text "Like making sausage..." is overlaid in large, bold, orange letters.

# Like making sausage...

*Insights from the careers policy front-line and  
what it all means for practice*

Tristram Hooley, University of Derby

# The politics of career guidance

Careers education and guidance is a profoundly political process. It operates at the interface between the individual and society, between self and opportunity, between aspiration and realism. It facilitates the allocation of life chances. Within a society in which such life chances are unequally distributed, it faces the issue of whether it serves to reinforce such inequalities or to reduce them.

**Tony Watts**



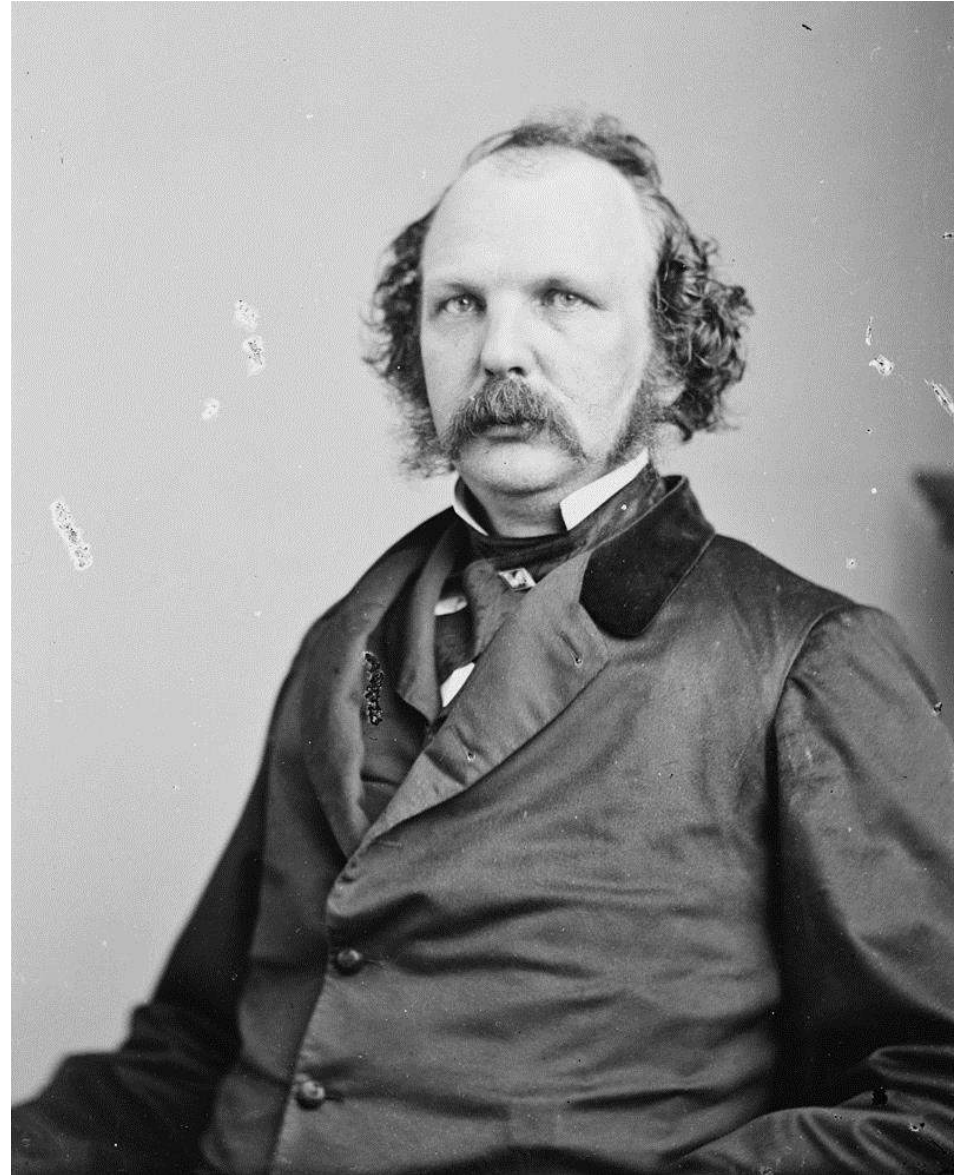
*Laws are like  
sausages, it is  
better not to  
see them  
being made.*

Otto von  
Bismarck



*Laws are like  
sausages, it is  
better not to  
see them  
being made.*

John Godfrey  
Saxe









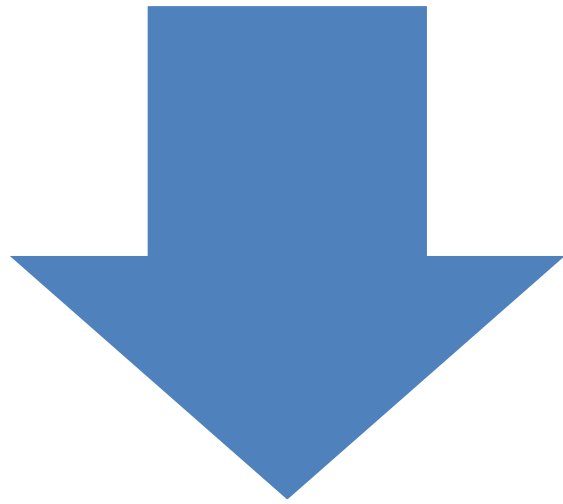


# In other words...

- Policy making isn't a rational process.
- Evidence matters... but not as much as politics.
- A lot of policy making goes on under the surface.
- Lots of people are involved, but they don't all have equal influence.
- It is possible to influence things, but only within a limited frame.
- Moving outside of the frame changes what you are doing from policy to politics.



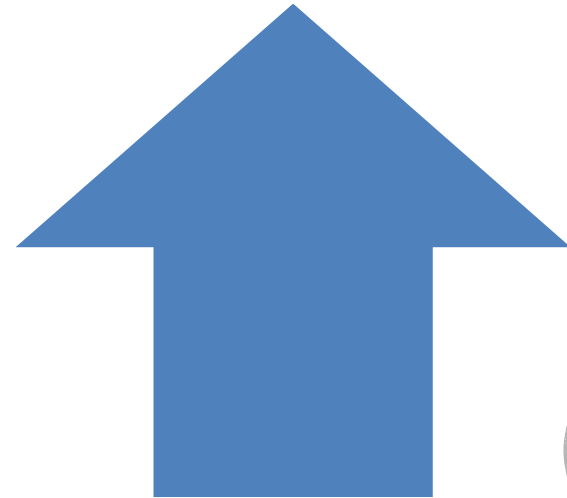




# Policy

Research

# Practice









**LOST**

**CONFUSED**

**UNSURE**

**UNCLEAR**

**PERPLEXED**

**DISORIENTED**

**BEWILDERED**

# What do we know about Brexit?

- It throws everything up in the air.
- Changes the conditions within which individuals will pursue their careers.
- Reduces the capacity of government to respond (at least in the short term).
- New PM, possibly other changes in the government.
- The trajectory that we are on may not continue.

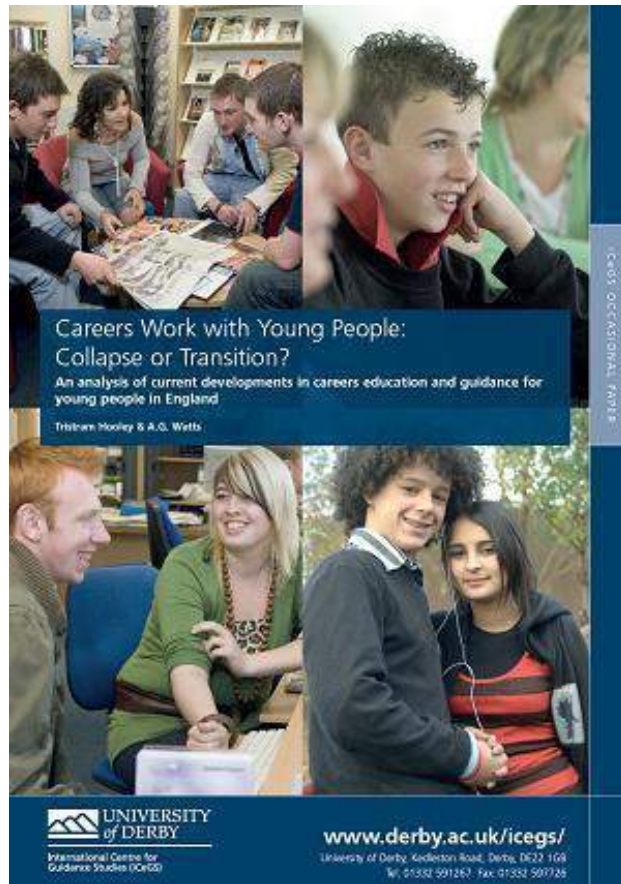
But there is NO PLAN so it could mean ANYTHING!!!!





**KEEP  
CALM  
AND  
PRETEND THAT WE'RE JUST WORRIED  
ABOUT CAREER GUIDANCE**

# Things have got a lot better!

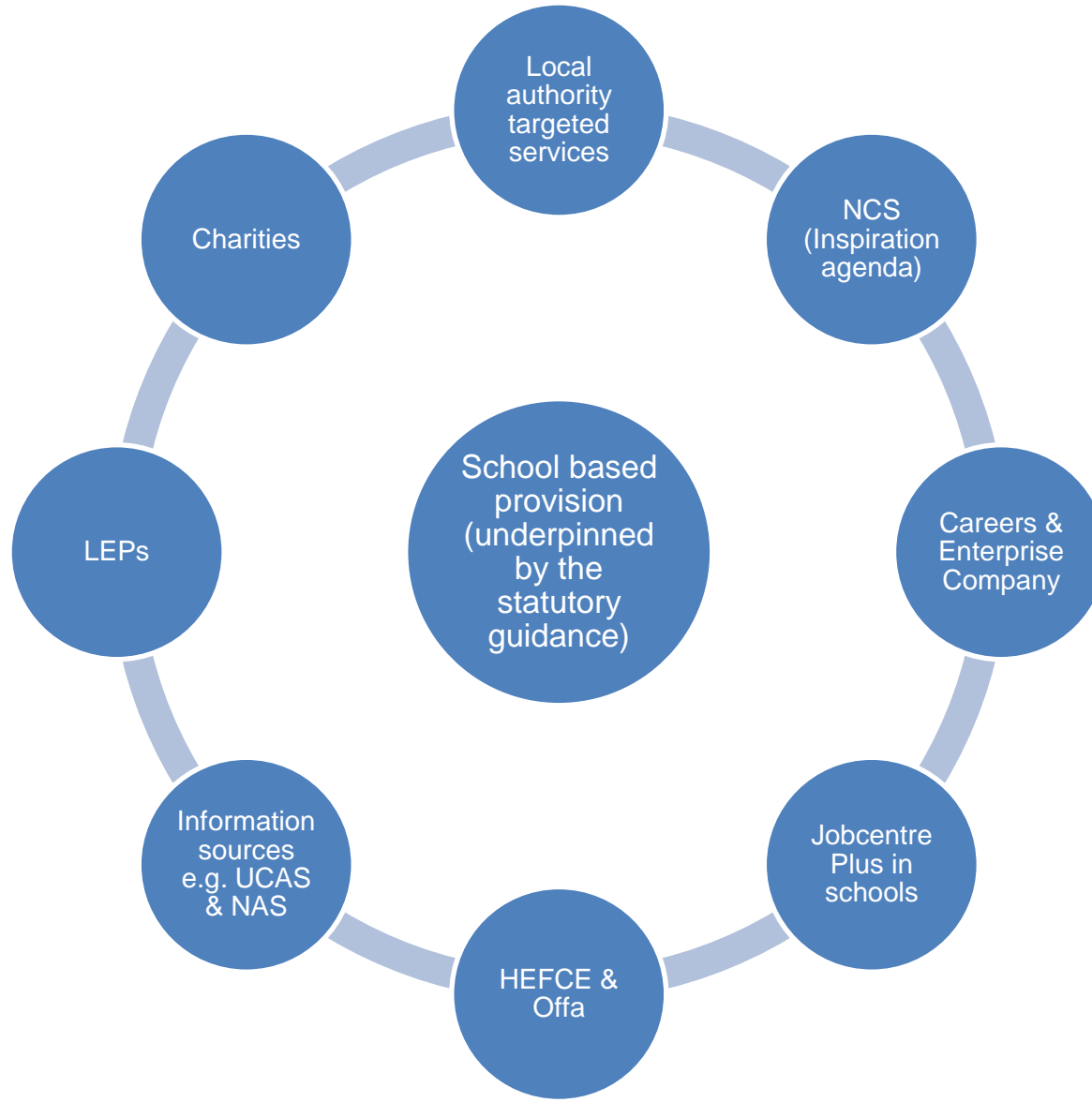


In 2011 we asked were we seeing the collapse or transition of careers work?

It seems to have been a bit of both.



# The current infrastructure for careers



# Themes in careers policy

- ‘Informed choices’ – information underpins good decision making by individuals.
- Growing Apprenticeships
- Social mobility
- Education/employer engagement
- The Gatsby Benchmarks
- The dream of the technofix



# Good career guidance (Gatsby)

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experienced of workplaces
- Encounters with further and higher education
- Personal guidance





**Compass – the careers benchmark tool**  
**A self-evaluation tool for all secondary schools and 6th Forms in England**

This self-evaluation tool, Compass, will help you to gain a greater understanding of how your school's provision of career education and guidance compares to the model of good practice set out in the [Gatsby Charitable Foundation's Good Career Guidance Benchmarks](#). It will help you identify both your strengths and areas for improvement.

To be able to access the tool you will need to set up an account or enter your unique login details. These login details will also allow you to pause and re-enter the survey if you are unable to complete within a single session.

<http://compass-careers.org.uk>

# What needs to happen next?



House of Commons  
Business, Innovation and Skills  
and Education Committees

Sub-Committee on Education,  
Skills and the Economy

## Careers education, information, advice and guidance

First Joint Report of the Business,  
Innovation and Skills and Education  
Committees of Session 2016–17

HC 205

- Government should incentivise schools to bring their careers provision up to standard.
- Government should hold school's to account for careers (e.g. using Ofsted).
- A single Minister for Careers (all age).
- Rationalisation of the Government-funded organisations delivering careers programmes with CEC as the umbrella.
- Bring order to the congested market place of service providers and websites.
- Merger of quality standards.
- Stress the importance of LMI.
- More work experience.



# What will happen next?

- Careers Strategy
- New version of the statutory guidance
- More radical changes?



# Concluding reflections on the situation

- We have moved to a school-based system – but we have not invested in capacity building in schools. Developing new forms of leadership are likely to be key to this.
- There seems to be recognition that careers initiatives have resulted in a tangle of provision and that something needs to be done – but what?
- The infrastructure of the profession and the sector has been weakened by the radical changes that have taken place.
- Government policy needs to be more consistent.



# Reasons to be cheerful (part 1)

- Careers is on the political agenda (life chances strategy)
- The Careers & Enterprise Company provides a strategic body through which activity can be organised.
- The Gatsby Benchmarks provide a widely agreed (and evidence based) approach to what needs to be done.
- The flaws in the system are well understood. Hopefully this is the first stage to doing something about them.





# References

Business, Innovation and Skills and Education Committees Sub-Committee on Education, Skills and the Economy (2016). *Careers Education, Information, Advice and Guidance*. London: House of Commons.

Hooley, T. and Barham, L. (Eds.). *Career Development Policy and Practice: The Tony Watts Reader*. Stafford: Highflyers.

Hooley, T. & Watts, A.G. (2011). *Careers Work with Young People: Collapse or Transition?* Derby: International Centre for Guidance Studies, University of Derby.



# Rethinking Career Development

WED 21 SEP AT 09:30, DERBY

## Rethinking Career Development for a Globalised World- Bookings now open

By: National Institute for Career Education and Counselling (NICEC)

<https://www.eventbrite.co.uk/e/rethinking-career-development-for-a-globalised-world-bookings-now-open-tickets-23732520608>

# About me

Tristram Hooley

Professor of Career Education

University of Derby

[www.derby.ac.uk/icegs](http://www.derby.ac.uk/icegs)

[t.hooley@derby.ac.uk](mailto:t.hooley@derby.ac.uk)

@pigironjoe

<https://adventuresincareerdevelopment.wordpress.com/>

