



8<sup>th</sup> July 2015

WARWICK INSTITUTE *for*  
EMPLOYMENT RESEARCH



New Careering: where next?

# Overview

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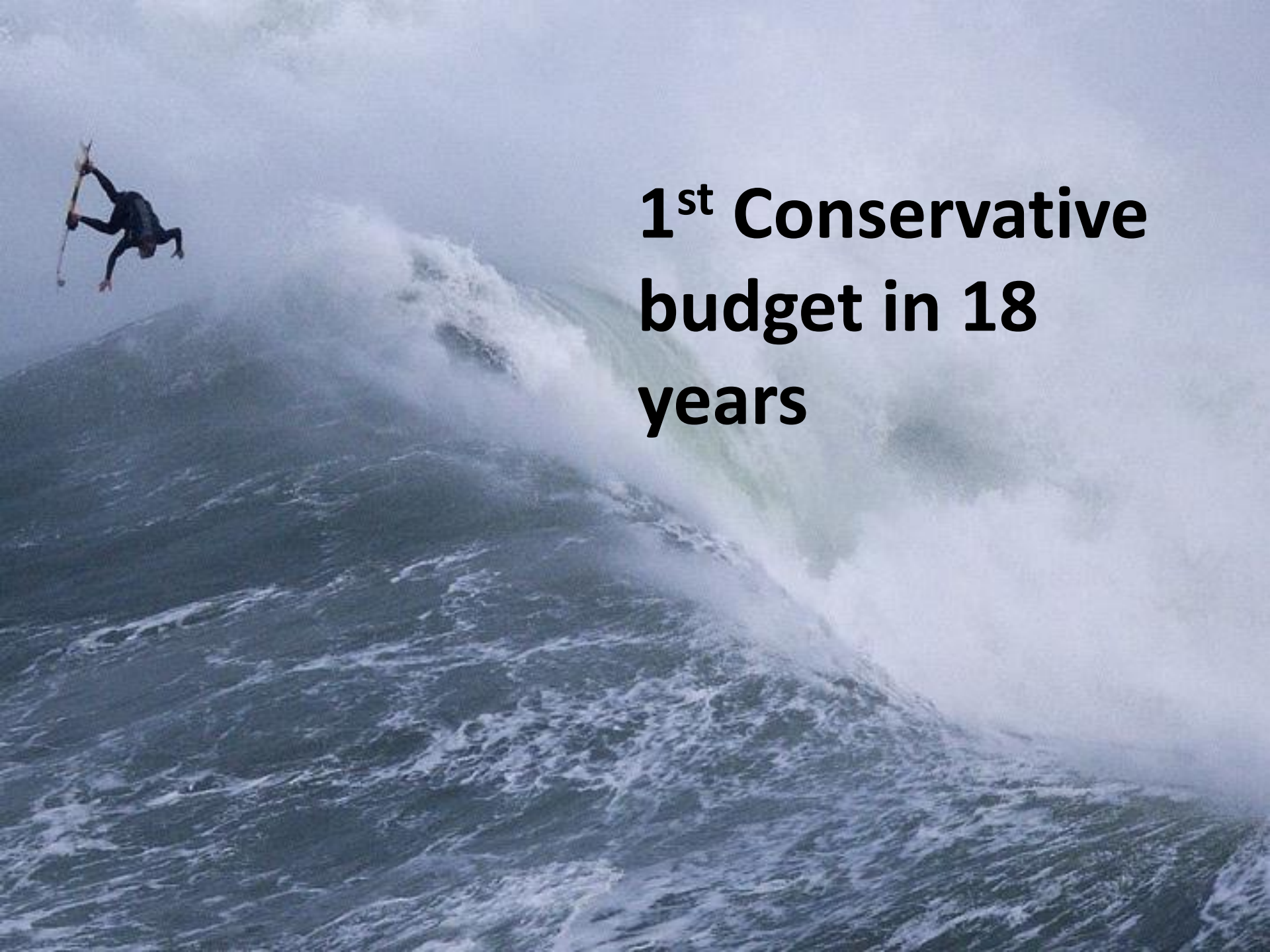
- Careers landscape

2

- New careering:  
implications

3

- Where next?

A high-angle photograph of a surfer in a dark wetsuit performing a high takeoff on a large, powerful wave. The surfer is in mid-air, holding a surfboard, with their body arched. The wave is massive, with a thick wall of white foam and a visible rainbow in the mist. The sky is overcast and grey.

**1<sup>st</sup> Conservative  
budget in 18  
years**

# Careers provision in England

A photograph of a misty forest path. The path is made of dark brown earth and leads into the distance, flanked by lush green ferns and other vegetation. Tall, slender trees with thick trunks stand on either side, their tops shrouded in a light mist. The overall atmosphere is serene and natural.



## What's In?

- Individual responsibility
- Transforming professions
- Changing education, training & labour markets
- New technologies
- Marketisation



## What's Out?

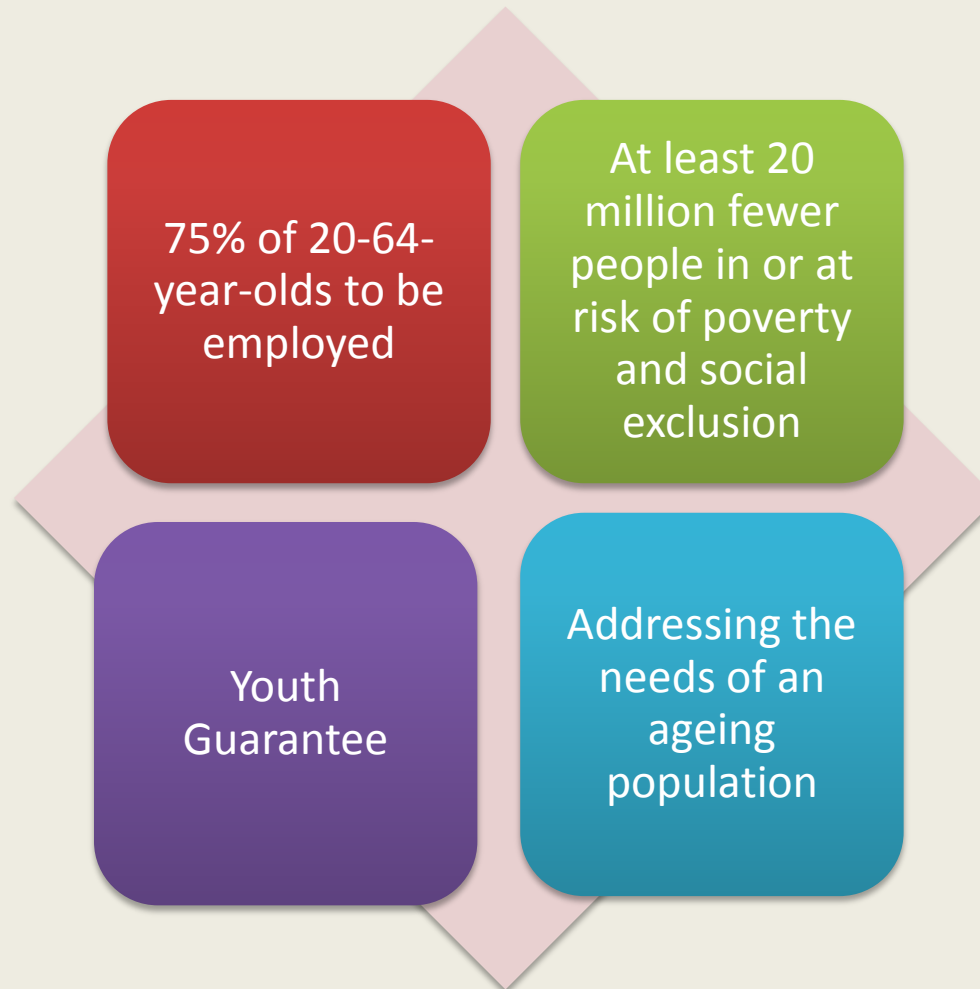
- Additional Public Sector Funds
- Status Quo
- Bounded Professions



A row of flags from various European countries, including the European Union flag, flying in front of a modern glass building. The flags are on tall silver poles and are arranged in a line. The building behind them has a curved facade with many windows. The sky is blue with some light clouds.

# EU policy context

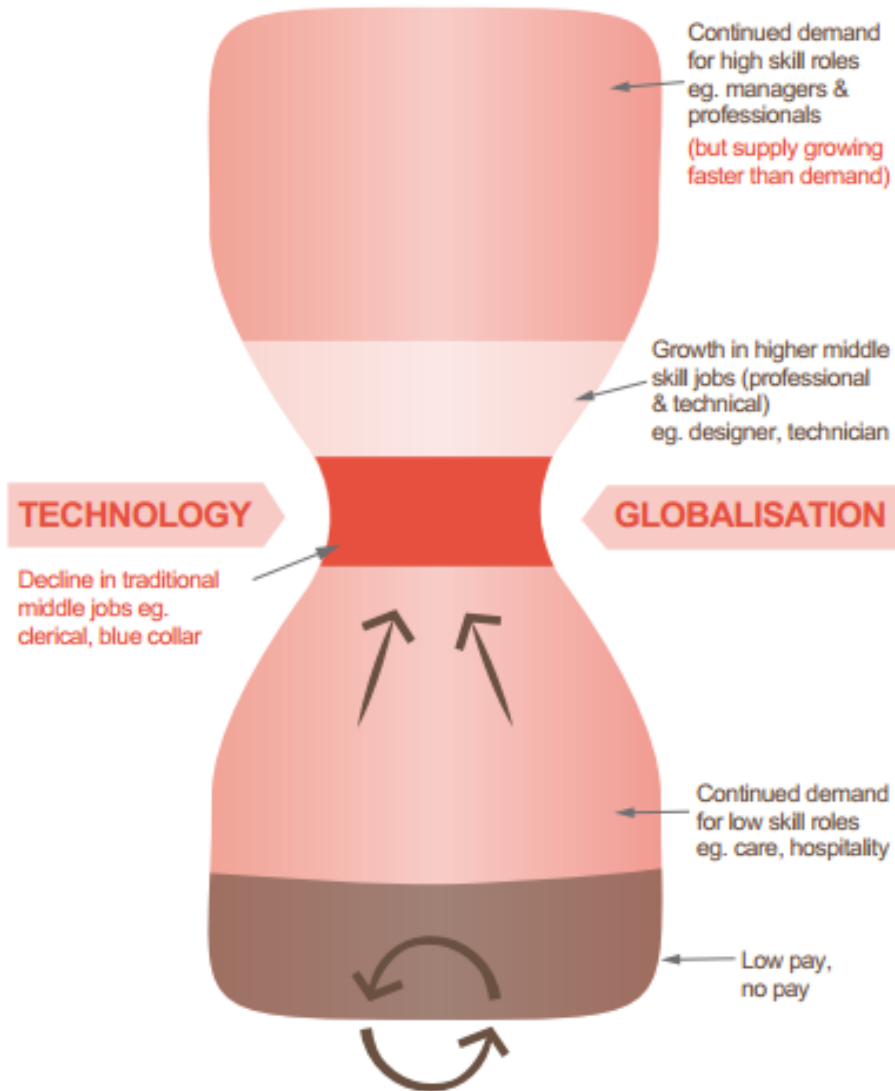
# Making a difference



# UK Challenge

## Progression through the labour market

### The Hourglass





# Implications

- **Improving productivity:** importance of effectively developing, deploying and retaining the skills and talents of people in work
- **Devolution and localism:** a continual shift of decision making on policy areas, such as skills, from central government to Cities and Regions LMI & employer-led partnerships
- **Progression for young people into good jobs:** youth unemployment has fallen, but we know that behind the averages remain pockets of entrenched challenges for young people looking to find a first good job
- **3 million apprenticeships:** an uphill challenge!

# Education & Employers: backdrop



Patch work  
masquerading as  
unified &  
coherent?

See: Bimrose et al, 2014  
*Understanding the link between  
employers and schools and the  
National Careers Service.*  
London: Department for  
Business, Innovation & Skills (BIS)

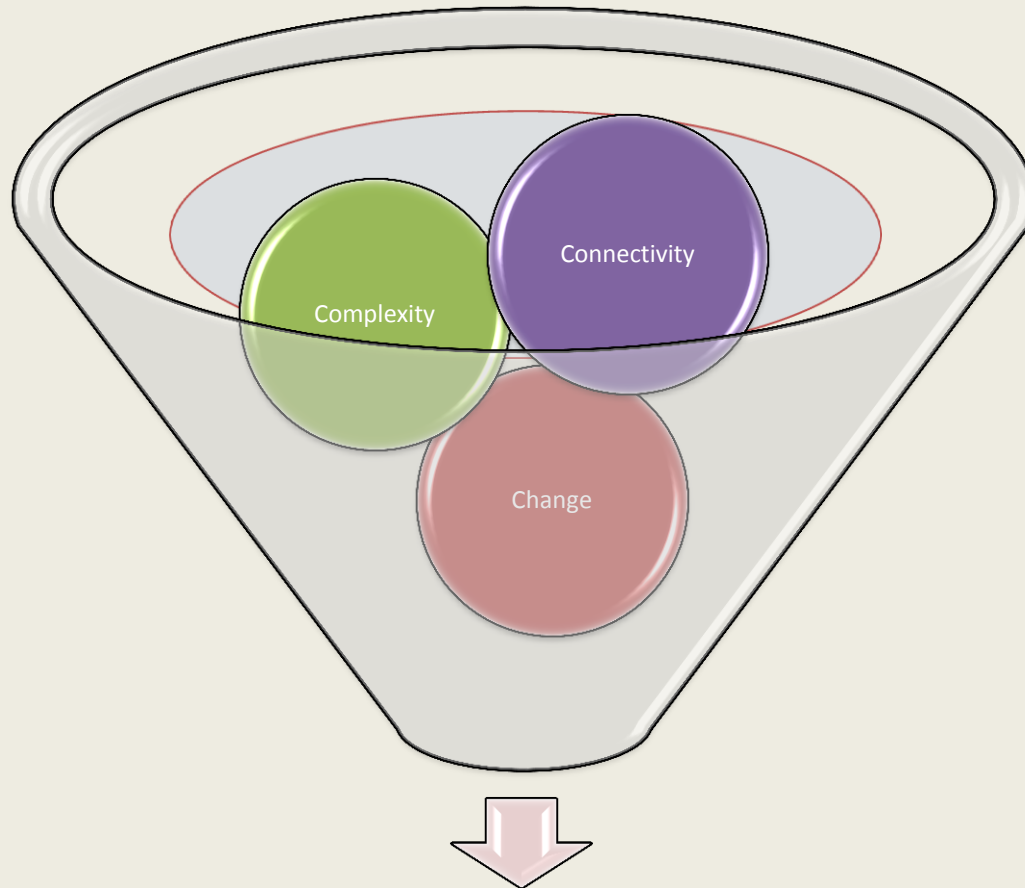
# New Careering

- Keeping more young people (and adults) switched on to learning
- Encourage them not to close down opportunities too early
- Broaden horizons and challenge inaccurate assumptions
- Create relevant experiences and exposure to the world of work and techniques for building employability skills, including career adaptability and resilience

# Making this work

- Has to be practice driven instead of theory driven – real life situations should determine the direction of what is learned
- Needs to become more dialogical in nature – the meaning of real life experiences in the context of future work roles become progressively more clear as a result of dialogue with others
- Needs to provide a space for students to have their say – decision making when it comes to the form and content of their own learning and personal development.

# Context



# **No hiding place**

## **Rules of engagement are changing**

*“In the past you engaged with a client;  
now you are engaging with a community”*

**Changes the rules on confidentiality,  
on ownership, on checks and  
balances**

# New Careering: Checks and balances



# The Future...?

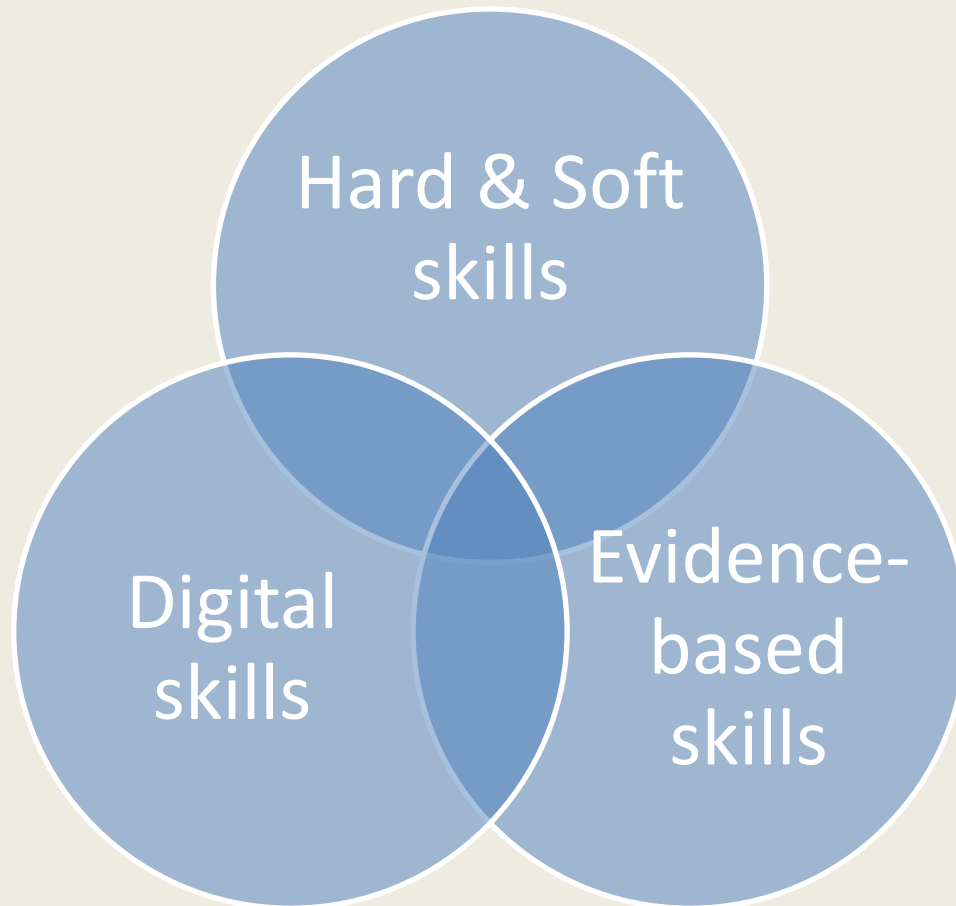
- 1989: 'The future is multi-media'
- 1999: 'The future is the Web'
- 2009: 'The future is smart mobile'
- 2013: 'The future is open + linked data'



# web 2.0: social software



# Career Development



Access to impartial, independent  
and personalised careers  
education, information, advice  
and guidance

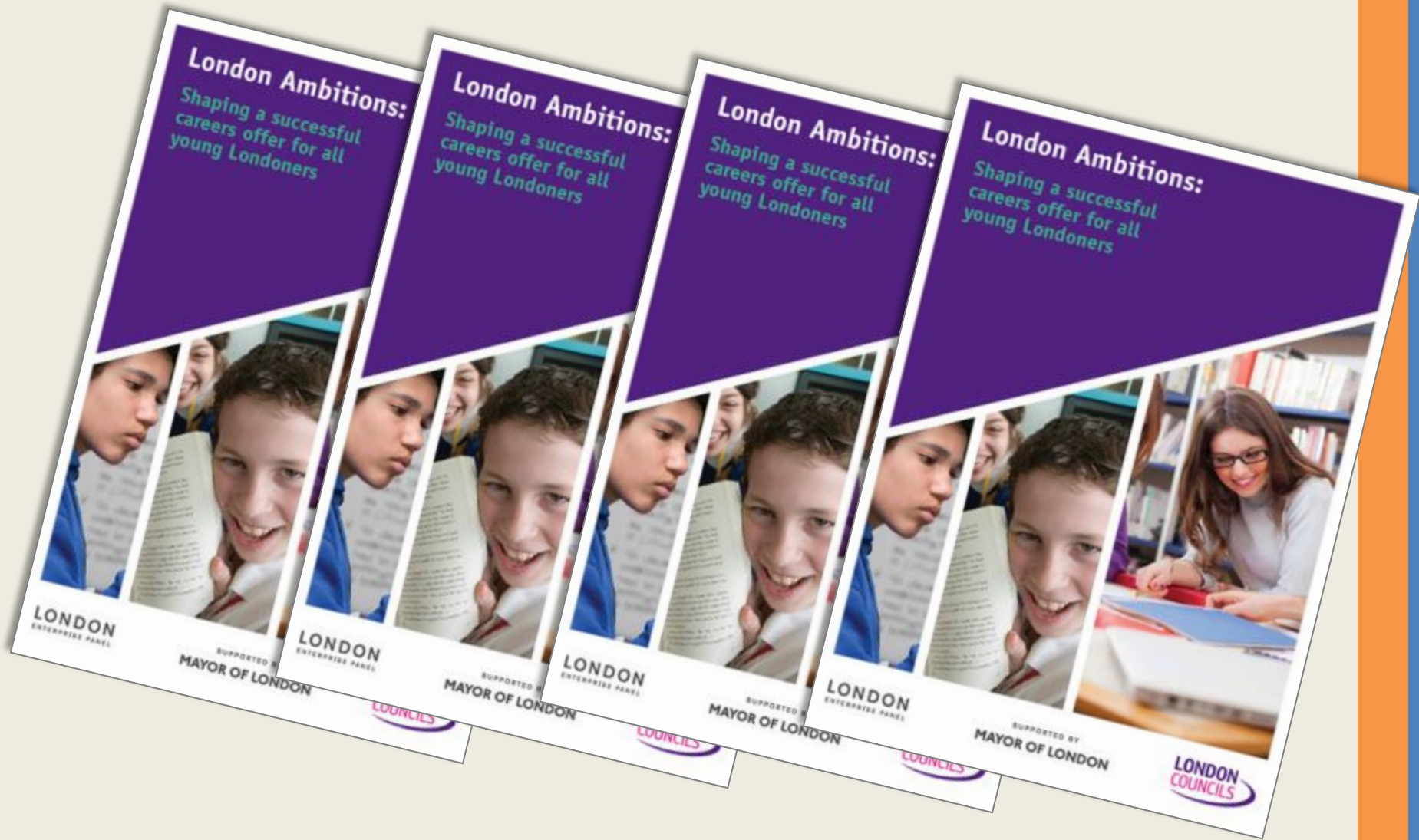


*Preparing ... for a future  
we cannot clearly  
describe.....*



# New tools to 'open up' career development





Funding key elements includes European Social Fund (ESF) €750million investment for London

# London as a labour market

- ❑ 40% of London's working age population holds a level 4 qualification (equivalent to a certificate of higher education) compared to 30 % across the UK
- ❑ The average household income per head in London is 30% higher than the UK level
- ❑ London has the highest percentage of self-employment of any region at 18%, compared with a UK average of 14%
- ❑ London's employment rate of 68% is persistently below the UK rate of 70% – and rates vary greatly between boroughs, from under 60% to more than 75%;
- ❑ The proportion of young people in apprenticeships and jobs with training in London stood at half the England average in 2014 and has fallen over the last 12 months (IOE, 2014)
- ❑ Around 300,000 people registered unemployed in London – one in six of the UK total.

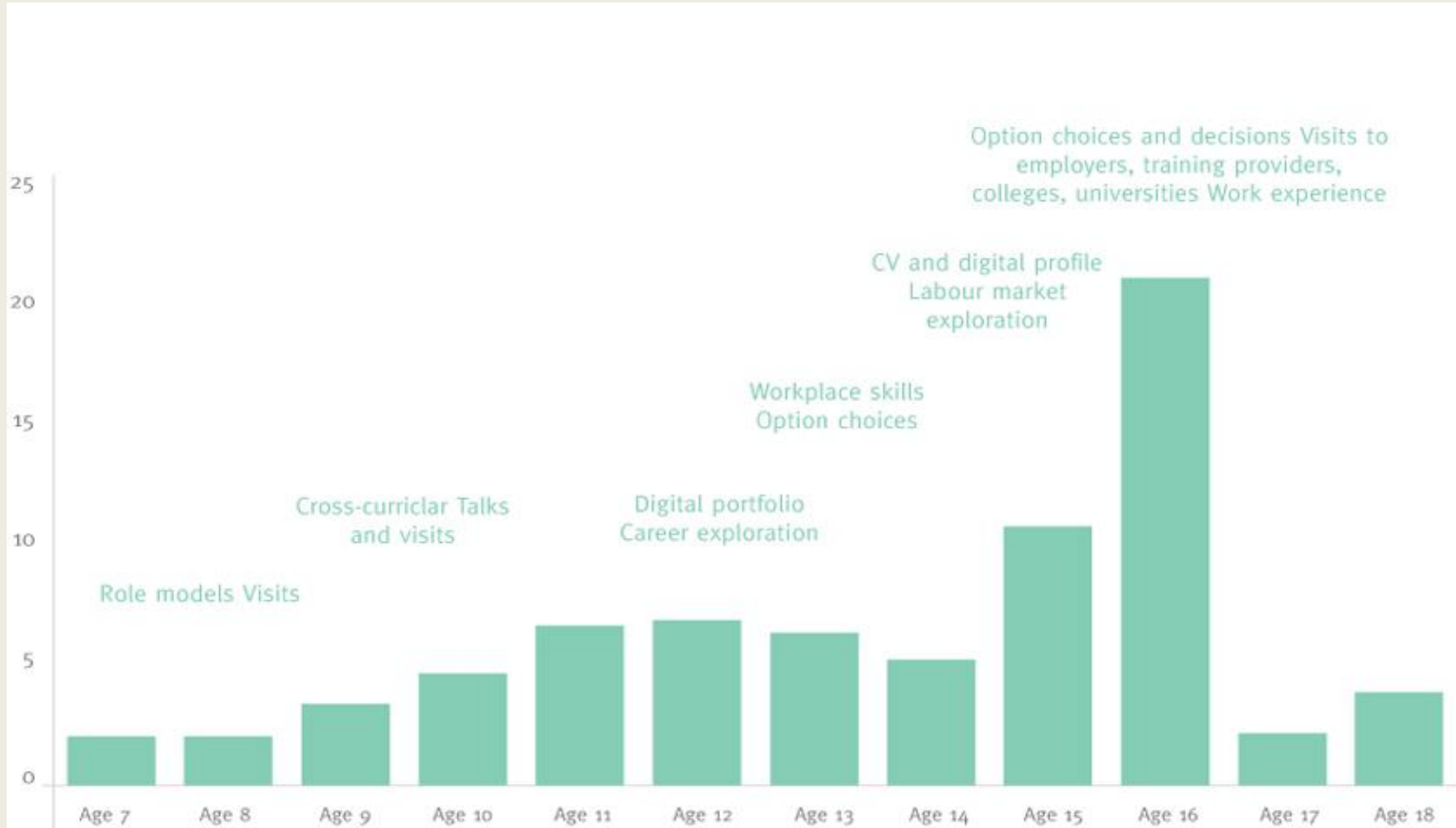
# Seven key elements+

## Young people at the heart of London Ambitions

- 1) Access to impartial, independent and personalised careers education, information, advice and guidance
- 2) At least 100 hours of experiences of the world of work for all young Londoners and a digital portfolio



# 100 hours experience of the world of work



# Seven key elements+

## Leadership and accountability

- 3) An explicit publicised careers policy and careers curriculum in every secondary school and college
- 4) A governor with responsibility for ensuring the institution supports all students to relate their learning to careers and the world of work from an early age

# Seven key elements+

## Support for a high quality careers work

- Up-to-date, user-friendly labour market intelligence/information (LMI)
- Formation and development of ‘careers clusters’
- The London Ambitions Portal

Supported by a **London Ambitions Careers Curriculum** – ensuring a good understanding of a young person’s ‘learner journey’

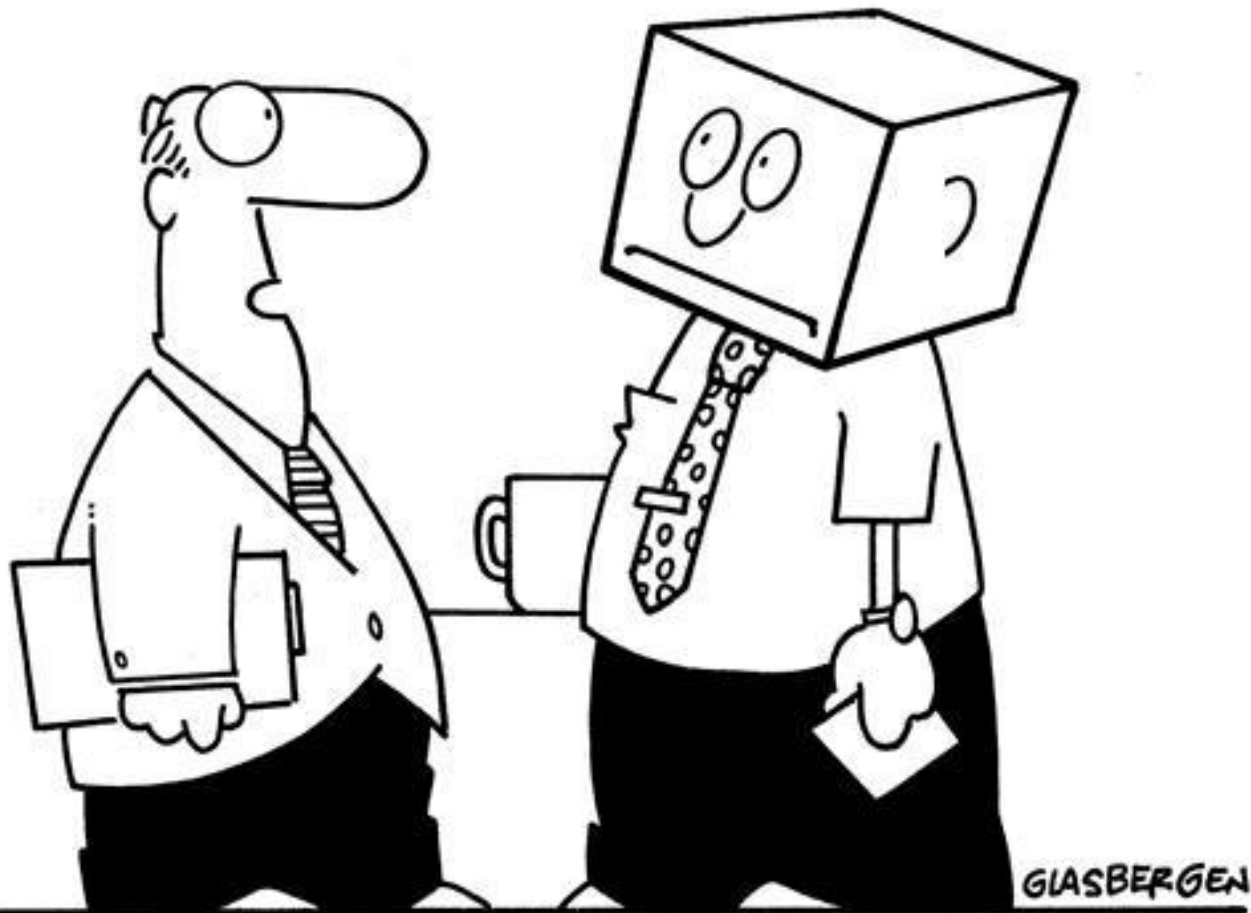
*“It's not what you know that counts anymore. It's what you can learn.”*

– Don Tapscott

Focus on partnerships  
and evidence-base



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**“Thinking outside of the box is difficult  
for some people. Keep trying.”**

# Thank you

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# Some useful references

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