

Future-Ready Skills Commission

Jobs and Careers

Technical paper
September 2020



<p>Recommendation: Everyone should have the right to quality information and advice about jobs and careers, no matter what their stage in life.</p>
<p>Ambition Statement:</p>
<p>Everyone will be entitled to access good quality careers information that is locally relevant and supports their next steps in learning, training or work. The value of good careers information and provision will be demonstrated by a diverse range of individuals accessing their entitlements to careers support whether at school, in the workplace, whilst learning or looking for work. Access to careers education will lead to sustained outcomes in work and learning.</p>
<p>Rationale:</p>
<p>Radical reform is needed to provide careers information and inspiration for people of all ages which is locally relevant and provides line of sight to employment. The need for action within the current careers system is fundamental to driving change throughout the skills system. Careers information and inspiration is too often overlooked and under-valued by individuals as well as by institutions with statutory responsibilities for providing advice.</p> <p>Access to careers support is unequal. The current system operates through self-referral, adversely affecting certain groups including females, lower attainers, working class and minority ethnic groups where personal networks are often weaker. Furthermore, under current arrangements not everyone has the same entitlements; with current adult provision mainly aimed at those out of work to find a job. The current system doesn't encourage employed people to consider career options including retraining. For those who are eligible support isn't always clearly signposted, despite the proven value in supporting people to make decisions about their futures. Neither is it responsive enough to adapt to economic shock where rapid response is required for individuals at the local level.</p> <p>The current careers landscape is crowded, complex and fragmented with a plethora of key players (Careers and Enterprise Company, National Careers Service, Jobcentre plus, office for students and national retraining scheme) and new interventions being introduced on a continuous basis by different government departments, in some cases displacing locally commissioned services. There is little regional oversight or accountability in this area at the cost of a lack of integration with local services used by individuals such as employment, housing, education services. Integration of locally relevant careers information with key services could offset the lack of funding available for personal guidance by creating better signposting to quality information about careers.</p> <p>Going a step further, areas could also embed personal guidance outcomes in all learning and skills provision, including through Adult Education Budget and the new National Skills Fund. There is an over reliance on employers to fill the gaps, whilst some employers feel that young people are not prepared well enough for the world</p>

of work, many organisations are eager to work with young people to change this, it still remains a small overall percentage.

It is harder to reach adults in the workplace with messages about careers and re-training as they are not accessing careers provision available at places of learning or job centres. Trade Unions are well placed and to offer career and skills health checks to their members and where they have a presence, but this is not a universal service. Union Learning Representatives (ULRs) play an important role in supporting members to acquire basic skills and promote the value of learning. There is a great need in sectors going through significant structural change and re-training is required especially of older workers such as in manufacturing. Employers are highly trusted by their staff and have a key role to play here as they are well placed to support individuals' progress within the workplace. As the workforce ages, and automation replaces jobs or requires a degree of re-training the need for quality careers information is required for them to make informed choices.

It is vitally important that careers information is rooted in the local labour market and that the range of opportunities are relevant to the audience whether employers or individuals, and that they are connected with opportunities for next steps in learning, training and at work. For this to be effective, funding needs to be devolved to the regional level so that it can be targeted towards the needs of the local labour market.

Key facts related to performance in this area:

1. Five times as many young people want to work in art, culture, entertainment and sport as there are jobs available; (education and employers)
2. The 1% of UK Oxbridge educated population represent over a third of media positions, and over half are senior judges, cabinet ministers and diplomats
3. Young people who have four or more employer encounters are less likely to be NEET (not in employment, education and training). The more encounters they experience the greater return on their future wage premium.
4. It is estimated that 22 per cent of vacancies are difficult to fill due a shortage of candidates with the required skills (pre COVID-19)

<p>Funding:</p> <ul style="list-style-type: none"> • Devolve funding from nationally commissioned careers programmes and interventions including careers and enterprise company, national careers service, national retraining scheme, office for students widening participation, job centre plus, apprenticeship campaigns • Personal guidance outcomes should be a requirement in all publicly funded adult education contracts commissioned locally
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Government to:	Regions and local areas to:
<p>Make careers education, information, advice and guidance for school aged students the responsibility of a single government department, with departmental co-design of entitlements for adults</p> <p>Devolve careers programmes to the level of the functional economic labour market</p> <p>Coordinate national best practice</p> <p>Review accountability and quality assurance for careers education including the role of OfSTED, and how statutes could be used to drive behaviours.</p> <p>Design the alignment of data across departments in consultation with stakeholders including areas, so that they are consistent, connect and are fit for purpose</p> <p>Place greater value on the role of personal guidance in supporting those that are furthest from the labour market and / or reside in disadvantaged communities by including provision within funding for employment support programmes</p> <p>Create entitlements for individuals at key transition points in life such as a career health check at age 50.</p>	<p>Implement careers education services at the level of functional economic areas that would:</p> <p>Commission careers programmes that meet the skills needs of the area's labour market</p> <p>Address the information failure in the system and connect information to local training and employment opportunities</p> <p>Ensure equality of access, targeting disadvantaged and under-served groups.</p> <p>Encourage the take up of entitlements, working with employers and individuals</p> <p>Create a roadmap of skills development and networking opportunities through digital badges or skills passports</p> <p>Broker skills development and volunteering opportunities that are currently offered through the national citizenship service so that they are commissioned and coordinated across the area as part of a career education entitlement</p> <p>Place greater value on the role of personal guidance and ring-fence funding within commissioned employment support programmes.</p>

<p>Provide a national careers service website that connects to local information</p> <p>Create a national employer engagement standard for education at every phase to match the adopted Gatsby benchmarks for education settings.</p>	
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Find out more

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