



**Establishing demand for the development of new units,
qualifications and an Apprenticeship/Modern Apprenticeship
Framework for the Career Development sector across the UK**

November 2011

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Executive Summary

The Learning and Skills Improvement Service (LSIS) was commissioned by the UK Commission for Employment and Skills (UKCES) to assess potential demand for new units, qualifications and an Apprenticeship/Modern Apprenticeship (Scotland) Framework for the career development sector based on the new Career Development National Occupational Standards (NOS).

The Career Development sector includes providers of career and educational information, advice and guidance (IAG) and employability support.

The initial views of stakeholders were gathered at stakeholder discussion meetings held in each of the four nations across the UK in June 2011. A subsequent online survey was sent out to attendees and a wider range of Career Development employers, stakeholders and professional bodies across the UK. These organisations used their networks to promote the survey. The aim of this online research was to gather views on the potential demand for new units or qualifications, and an Apprenticeship/Modern Apprenticeship Framework in Career Development. 193 responses were received.

Of the 193 respondents, 139 individuals (72 per cent) stated that they believed that there is demand for new units or qualifications for the Career Development sector.

The employers' specific requirements of a new qualification were investigated.

- 117 respondents stated there was demand for new career IAG units or qualifications.
- 75 respondents stated there was demand for new employability support units or qualifications
- 70 respondents stated there was demand for new educational IAG units or qualifications

Furthermore, respondents estimated that approximately 930 to 1120 individuals may be supported to obtain career IAG units or qualifications (should they be developed) by their employer organisations. This is based on rounded estimates of 625 to 805 individuals in England, 20 in Northern Ireland, 150 in Scotland and 135 to 145 in Wales.

42 per cent of all respondents believed that there is demand for an Apprenticeship or Modern Apprenticeship Framework in the Career Development sector. 70 respondents (36 per cent) said that there is no demand for such a framework.

Only 26 respondents (13 per cent) stated that they did not believe that there is any demand for new units or qualifications for the Career Development sector.

Background

In March 2011 a new suite of Career Development National Occupational Standards (NOS) were approved by UKCES, following extensive consultation. These NOS cover career and educational information, advice and guidance and employability support. They were developed in response to a clear need identified by employers and stakeholders across the UK for sector specific Standards relating to the context of career/learning and work (TBR 2009 Skills Gaps and Training Needs Analysis – commissioned by Lifelong Learning UK). The new NOS replace the more generic Advice and Guidance NOS.

New work-based qualifications for Career Information, Advice and Guidance have already been developed. These are available at QCF Levels 3, 4 and 6 and are being delivered in England, Wales and Northern Ireland. These qualifications will replace the more generic NVQ Advice & Guidance qualifications for the Career Information, Advice and Guidance workforce.

The Career Development NOS provide the opportunity to develop further units, qualifications and apprenticeship/modern apprenticeship frameworks in the wider field of Career Development (including educational information, advice and guidance and employability support) if sector demand is established. The recent launch of new employability qualifications and an apprenticeship for the Welfare to Work workforce – incorporating units from the original advice and guidance NOS available at the time of their development - suggests there is a demand for such qualifications.

The skills strategies in each nation highlight the importance of the availability of quality information, advice and guidance and effective support for individuals to secure and sustain employment. There is now the potential to develop further qualifications that meet the needs of this workforce and, ultimately, the needs of the individuals they support.

The Career Development workforce

Employers in the Career Development sector includes all national and regional, specialist publicly funded agencies providing career guidance, along with career guidance provision in universities, colleges, schools, work-based training providers and community provision across the UK. There are also many private sector providers of career development services.¹

The estimated career IAG workforce is almost 33,000 individuals, of which 80 per cent are female and 34 per cent are over the age of 50. It is a very highly qualified workforce, with 66 per cent of staff holding a qualification at QCF level 4 (SCQF Level 7) or above.² These statistics are based on national datasets which do not specifically cover educational IAG or employability support.

Educational IAG is usually provided within educational establishments and concerns support of students making educational choices and considering progression routes. Educational IAG is normally provided by course tutors, advisers of study and student

¹ Lifelong Learning UK Sector Skills Assessment 2010

² Labour Force Survey four quarter average 2010 for Careers advisers and vocational guidance specialists: SOC 3564

support staff. It is difficult to accurately estimate the size of this workforce as often this role falls to teaching staff.

Employability support is offered by a plethora of organisations including educational establishments, career guidance providers, career transition organisations, recruitment agencies, Job centre plus staff, Work Programme contractors, work based learning providers and voluntary organisations. Similar to educational IAG it is difficult to assess the size of the workforce or level of qualification.

Stakeholder and employer consultation - Introduction

UKCES provided funding to LSIS in 2011/2012 to assess potential demand for additional sector specific qualifications and/or apprenticeship/modern apprenticeship frameworks based on the new Career Development NOS. It was also deemed important to assess potential demand in Scotland for specialist Career Information, Advice and Guidance qualifications similar to the QCF qualifications being delivered in the rest of the UK as the existing SVQs and Modern Apprenticeship in Advice & Guidance are in the process of being phased out.

Methodology

The project methodology comprised two stages:

- Stakeholder discussion groups in each of the four nations
- Online survey of employers, stakeholders and practitioners.

The initial views of stakeholders were gathered at the stakeholder consultation meetings in each of the four nations during June 2011. The subsequent online survey was sent out to employers through these and other LSIS existing contacts networks. The aim of this online research was to engage with employers to determine evidence based demand for new qualifications and apprenticeship/modern apprenticeship frameworks in Career Development based on the new NOS.

Stakeholder consultation:

The discussion groups were held in June 2011. A Topic Guide (see Appendix 1) was developed to aid discussion and ensure consistency of responses at nation level to feed in to the structured survey.

Invitations were extended to key employers and stakeholders including Government/ Devolved Administration officials and Awarding Organisations. In addition to raising awareness and seeking views on the day, an objective of the discussion groups was to encourage these influential individuals to promote the online survey through their networks.

Although wide representation of interests/perspectives was sought inevitably attendance at the events was affected by diary commitments and other factors. A number of individuals who could not attend on the day did, however, commit to completing the online survey and/or promoting the survey to colleagues and networks.

An analysis of the outcomes of the four nation stakeholder discussion groups and participating organisations is attached (Appendix 2 and Appendix 3 respectively).

Online survey

An online survey, powered by Snap survey software, was developed and was live from August to October 2011. In order to monitor the distribution of the overall

response the questions determined the respondents' geographical location, along with their position and role within the organisation.

Respondents were asked whether:

- their organisation currently supported individuals through training
- they believed that there is a demand for new units or qualifications (Including apprenticeships or modern apprenticeships) and what area of work the qualifications would be most useful in
- their organisation would support individuals to obtain these hypothetical units or qualifications and if so, how many.

The link to the survey was distributed by members of the UK Qualifications and Skills (UKQS) team at LSIS and by members of the stakeholder group. The questionnaire is included in Appendix 4

Results

Survey response

The survey generated responses from 193 individuals, representing at least 123 organisations. 22 responses came from a number of individuals within several very large organisations, and 48 individuals did not give details of their organisation.

These 123 unique services (for which estimates were given of the numbers employed directly by the service) represent 13,000 individuals. If the extra 48 unidentified services are included the estimate rises to 17,300. Most of the individuals who responded stated that their service was part of a much larger organisation, such as a local authority or college.

Although the majority of the responses did come from England (77 per cent), a reasonable number came from the devolved nations. A complete breakdown of the survey response, including organisations by nation and by type of service delivered (with duplicates removed) and the individual response is shown in Appendix 5.

Survey findings:

Support for training

In total 164 of the 193 respondents stated that their organisations support staff undergoing training. With the known duplicates removed, 84 per cent of respondents confirmed this to be the case. Using only the unique respondents (removing the 48 who did not provide contact details) 83 per cent of respondents confirmed that their organisations support staff in this way.

Respondents whose employers do not support staff through accredited training were asked if they could explain why. The most frequent response (7 of 29) was lack of budget or time for staff to train. Six respondents explained that they are sole traders and the question was therefore not relevant to them. Four respondents stated that all their staff are fully qualified and three reported that training is arranged by individuals or that staff obtain qualifications externally.

Demand for new units or qualifications for the sector

Of the 193 respondents, 139 individuals (72 per cent) stated that they believed that there is demand for new units or qualifications for the Career Development sector.

Support was strongest in Northern Ireland and Wales, where 33 out of 40 respondents (or approximately 80 per cent) stated that there is demand. Demand in Scotland was slightly lower (10 out of 14 respondents, or approximately 70 per cent). In England 95 out of 137 (69 per cent) stated that there is demand for new units or qualifications for the Career Development sector.

Several respondents (mostly representing career IAG) expressed concern that the professional career IAG workforce might be diluted as a result of cuts to front line staff or by information, advice and guidance being delivered by non-qualified staff.

Overall, 26 out of 193 respondents (13 per cent) stated that they did not believe that there is a demand for new units or qualifications. 28 respondents (15 per cent) stated that they were not sure.

Reasons given for the stated lack of demand vary, but many believe that existing qualifications are sufficient (21 out of 54 respondents). A few respondents from across the Career Development sector made the point that staff are already qualified and some respondents from career IAG stated that there are many qualified specialists whose jobs are under threat, or are currently looking for work, so a new qualification is not required. Others stated that the skills required for the job are best obtained through experience in the workplace. The full set of responses is shown in Appendix 6.

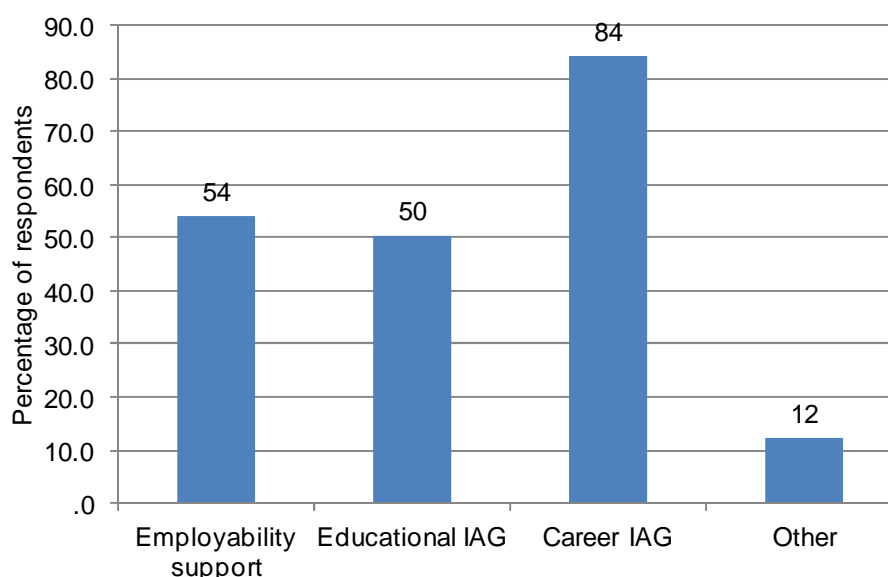
“I think there is already a sufficient range of qualifications available, both in terms of the level of qualification and the style of qualification.”

“Not appropriate in current climate when most IAG staff are losing jobs.”

Support for the units or qualifications, should they be developed

Respondents were asked what specific units or qualifications would be of most value, should they be developed. The options provided were employability support, educational IAG, career IAG and “other”. A breakdown of the response is shown in Figure 1 below.

Figure 1: Percentage of respondents supporting specific types of unit or qualification (from options provided)



N=139 (Respondents who stated that there is a demand for new units or qualifications)

In total 117 respondents stated that there would be a particular demand for Career IAG units or qualifications. 75 respondents indicated Employability support and 70 indicated Educational IAG.

Support for Career IAG was proportionately similar across the four Nations (approximately 84 per cent of respondents in England and in the devolved Nations, who stated that demand exists, specified Career IAG). In Scotland 10 respondents stated that there is demand for new units or qualifications; nine specified that Career IAG would be in particular demand. Only four respondents in Scotland stated that there would be demand for each of employability support and educational IAG.

Proportionally, slightly fewer respondents within the devolved Nations specified Employability support than in England.

The greatest difference was in specified demand for Educational IAG: in England 58 out of 95 respondents (approximately 60 per cent) specified this type of unit/qualification; in the devolved nations only 11 out of 43 (less than 30 per cent) specified demand for Educational IAG.

Although only 17 respondents selected “Other”, a total of 27 respondents added suggestions for other qualifications. Five suggested ICT units would be useful. A further five suggested job-specific units, such as: *“Psychometric testing and other tools in recruitment and selection; regular updates on theoretical frameworks for careers guidance”; “Mentoring”; “Counselling / Coaching”* and *“front line support staff (where they still exist) should be given the opportunity to develop qualification and skills to be a careers professional”*. Although these comments all came from respondents who categorised their services as “Combination of services” (so it is unclear which part of the Career Development sector they represent) the views expressed concur with those obtained from stakeholder consultations (See Appendix 2). The remaining suggestions for other units included Learning Difficulties and Disabilities, Labour Market Intelligence, management skills and employability skills.

Several respondents, mostly representing career IAG, suggested that any new qualifications should be at postgraduate level.

Respondents were asked to provide an estimate of how many individuals their employer could potentially support (over the next three years) to obtain these units / qualifications, should they be developed. Respondents who did not know were instructed to leave the answer blank. Respondents who would not be able to support any individuals were instructed to enter “0”. Estimates were received from approximately one third of the respondents who had stated that there was a demand for new units / qualifications.

The estimates (with known duplicates removed) are summarised in Table 1 below.

Table 1: Estimates of number of individuals that could be supported through potential new units or qualifications, by prompted type of qualification.

Type of qualification	Number of individuals		Number of respondents who stated "0"
	Lower estimate (known unique organisations only)	Higher estimate (known unique organisations plus unidentified organisations)	
Employability support	370	480	5
Educational IAG	180	210	2
Career IAG	930	1120	8
Other	170	170	2

Estimates are rounded to the nearest five.

The estimates are ranged from those provided by known unique organisations only, to those provided by all unique organisations and unidentified organisations. There is obvious and robust demand for Career IAG units / qualifications, with respondents stating that between 930 and 1120 individuals could potentially be supported to obtain these units / qualifications, should they be developed.

An estimate of this demand for Career IAG by nation is shown in Table 2 below.

Table 2: Estimates of number of individuals that could be supported through potential new Career IAG qualification, by nation.

Nation	Lower estimate	Higher estimate
England	625	805
Northern Ireland	20	20
Scotland	150	150
Wales	135	145
UK Total	930	1120

Estimates are rounded to the nearest five.

Demand for new Apprenticeship / Modern Apprenticeship framework

All respondents were asked if they believe there is demand for a new Apprenticeship framework (in England, Northern Ireland and Wales) or a Modern Apprenticeship framework (in Scotland).

82 out of 193 respondents (42 per cent) stated that they do believe that such a demand exists. 70 respondents (36 per cent) said that there is no demand. A further 41 respondents (21 per cent) said that they do not know.

The proportion of respondents who believe that there is demand for an Apprenticeship / Modern Apprenticeship framework did not vary greatly across England, Northern Ireland and Scotland:

- In Scotland, 7 out of the total of 14 respondents said that there is demand for a Modern Apprenticeship framework.
- This proportion was slightly lower in Wales, with only 8 out of 25 respondents.

The 111 respondents who answered “No” or “Don’t know” were asked to provide further explanation. 78 responded with a variety of reasons.

21 respondents stated that they did not feel that the Apprenticeship / Modern Apprenticeship was a suitable route for the sector, either because it is not academic enough, their employer would not support apprentices, or that Apprenticeships only cater for younger age groups and would not serve the wider workforce. Concern was also expressed that the clients who use career development services would not feel confident being advised by an apprentice.

16 respondents reiterated that the existing qualifications are sufficient and that there is no need to develop new ones. A further 16 suggested alternative qualifications routes that should be developed, with many specifying a graduate or postgraduate route:

“Staff delivering Career Guidance should be PROFESSIONALS with degree level qualifications in the area. University study - how can you possibly suggest otherwise?”

A number of respondents explained that with the sector currently undergoing reduction in funding, employers would find it hard to employ apprentices:

“Not enough providers / opportunities.”

Several respondents also made the point that there are many experienced and qualified staff currently unemployed:

“The sector is currently shrinking due to funding cuts and there are a number of already well qualified practitioners in the market place.”

Furthermore, with many staff facing redundancy, some respondents (mostly representing career IAG) stated that this was not an appropriate time to be developing such a qualification. The full set of responses is shown in Appendix 7.

Support for new Apprenticeship / Modern Apprenticeship framework (should they be developed)

As before, respondents were asked to provide an estimate of how many individuals their employer could potentially support (over the next three years) to obtain these qualifications, should they be developed.

Respondents who did not know were instructed to leave the answer blank. Respondents who would not be able to support any individuals were instructed to enter “0”. Estimates were received from approximately one third of the respondents who had stated that there was a demand for a new Apprenticeship / Modern Apprenticeship framework.

The estimated number of apprentices is 182 – 190 individuals³. The estimates are again ranged from those provided by known unique organisations, to those provided by all unique organisations and unidentified organisations.

This estimate equates to 122 to 125 individuals in England, 12 in Northern Ireland, 28 in Scotland and 20 to 25 in Wales.

Conclusions

Within the sample of the sector who responded to the survey there is a clear majority who are of the opinion that there is demand for new units or qualifications for the Career Development sector.

Both the stakeholder discussions in the nations and the online survey appear to evidence demand for new units to supplement the existing QCF qualifications in Career Information, Advice and Guidance. These units would meet an established need for Continuous Professional Development (CPD) within the career IAG workforce and could be developed in 2012/2013. Suggested units include use of ICT/social media, working with clients with learning difficulties/disabilities and career guidance theory and professional practice.

It is worth noting that these findings broadly agree with both previous gap analysis research conducted for UKCES in 2009⁴ and the recommendations of the Government Task Force on the Careers Profession in 2010 on the need for initial training/CPD units in areas such as LMI and STEM.⁵

There is less demand evidenced for qualifications in the other functional areas of educational IAG or employability support although it should be noted that the number of responses from within these two areas of the sector was lower than from careers IAG. This low response may reflect a lack of demand within these areas of the sector or it may be that the online survey did not fully engage with these providers. It is possible that if further work into career IAG units results in workforce development, particular career IAG units could be adapted to the specific requirements of the rest of the Career Development sector.

There is also less demand evidenced for an Apprenticeship/Modern Apprenticeship Framework in Career Development, **at this point in time**. This could be due, in part, to organisations currently reducing their workforce and the perception that Apprenticeships are less appropriate for professional level roles.

³ A small number of respondents provided estimates of apprentice numbers that were vastly greater than the reported total staff employed by their service. These anomalous responses were not included in the final estimate.

⁴ Skills Needs and Training Supply for Career Guidance – a Gap Analysis (TBR 2009). Available from: http://www.agcas.org.uk/agcas_resources/145-Skills-Needs-and-Training-Supply-for-Career-Guidance-A-Gap-Analysis

⁵ Towards a Strong Careers Profession (Careers Profession Task Force 2010). Available from: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00550-2010>

Recommendations

- Consideration should be given to developing additional QCF units for the career IAG workforce in 2012/2013 following further discussions with the sector. These could be at Levels 3, 4 and/or 6.
- Although the response to this survey from Scotland is based on low numbers of respondents, the sector was well represented by large organisations. Based on the response there is also potential demand for equivalent units or qualifications for the career IAG workforce in Scotland.
- Consideration should be given to reassessing the potential for further qualification development in the areas of educational IAG and employability support in the future. Similarly, future consideration should be given to the development of an Apprenticeship/Modern Apprenticeship Framework in Career Development.

Discussions are ongoing (and should continue) with EDI and PoWER⁶ regarding the review of the employability support qualifications/apprenticeship framework for the Welfare to Work workforce with a view to including the relevant Career Development NOS.

⁶ EDI is an Awarding Organisation and PoWER is the Steering Group for Professionalising the Welfare to Work Workforce. Joint working between these two organisations has produced qualifications and an apprenticeship framework for Work Programme contractors among others.

Appendix 1: Topic guides

England, Wales and Northern Ireland:

Topic Guide and Data Capture tool to assess demand for:

- **QCF units and qualifications in career development (covering career and educational information, advice and guidance and employability support)**
- **Apprenticeship frameworks in career development**

Career Development

NOTE to Moderator: The main areas for which information required are numbered. For every area, there are some suggested questions – but **please do use whatever wording will suit the meeting/audience**. What is important is to capture the responses – in your own words – in the tabulated boxes below.

1. Usage of existing qualifications that would fall under Career Development such as employability support and educational IAG

Possible questions could include:

- Are you using any qualifications that would fall under Career Development, e.g. employability support? What are they? Are they still fit for purpose?
- What are the benefits of these qualifications?

CAPTURE YOUR ANSWERS HERE:
Are you using any qualifications that would fall under Career Development, e.g. employability support? What are they? Are the fit for purpose?
What are their benefits?
Anything else?

2. Need for other specific qualifications, other than Career IAG qualifications, based on NOS, e.g. Employability Support

Possible questions could include:

- Is there a need for other specific qualifications, in addition to those related to Career IAG, to be , based on NOS, e.g. those related to Employability Support
- Please explain why you believe there is a need for additional qualifications. What do you think would be the advantages of them?
- For these sector specific qualifications, what will the job roles be and at what level(s)?
- For these sector specific qualifications, do any of the Career IAG QCF

units – at all 3 levels – apply?

- If the QCF units do not apply, please explain why?
- Will there be a demand for these new qualifications? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?

CAPTURE YOUR ANSWERS HERE:
Is there a need for other specific qualifications, in addition to those related to Career IAG, to be , based on NOS, e.g. those related to Employability Support? Why is there a need?
What are the advantages and benefits of other sector specific qualifications, apart from Career IAG qualifications, based on NOS?
For these 'other' sector specific qualifications, what will the job roles be and at what level(s)?
For these sector specific qualifications, do any of the Career IAG QCF units – at all 3 levels – apply?
If the QCF units do not apply, please explain why?
Will there be a demand for these new qualifications? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?

3. Job profiles

Possible questions could include:

- What are the roles and competences that people working in the wider field of career development including educational IAG and employability support should have?
- Do the job profiles, produced with the NOS, cover expected roles and competences of people working in the wider field of career development? If so, which Job Profiles?
- Is there anything missing? Which other job profiles as well as competencies should be added?

CAPTURE YOUR ANSWERS HERE:
What are the roles and competences that people working in the wider field of career development including educational IAG and employability support should have?
Do the job profiles, produced with the NOS, cover expected roles and competences of people working in the wider field of career development? If so, which Job Profiles?
Is there anything missing? Which other job profiles as well as competencies should be added?

Apprenticeship Framework(s) in Career Development

NOTE to Moderator: The main areas for which information required are numbered. For every area, there are some suggested questions – but **please do use whatever wording will suit the meeting/audience**. What is important is to capture the responses – in your own words – in the tabulated boxes below.

4. Demand for Apprenticeship Framework(s) for Career Development (including career and educational IAG and employability support)?

Possible questions could include:

- Do you think there is likely to be employer demand for the development of an Apprenticeship Framework(s) for Career Development (including career and educational IAG and employability support)?
- Why do you say so? What will be the benefits and advantages of having an Apprenticeship Framework(s) for Career Development? What will the disadvantages be if there is no Apprenticeship Framework(s) for Career Development?
- Will there be a demand for these? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?
- Where will the demand come from? Which parts of career development sector/job roles/levels?
- What will be the systems for developing, delivering and quality assuring the frameworks? What will the roles and responsibilities be

CAPTURE YOUR ANSWERS HERE:

Will there be an employer demand for the development of an Apprenticeship Framework(s) for Career Development (including career and educational IAG and employability support)?

What will be reasons for this demand – Case for and against?

Will there be a demand for these Apprenticeships? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?

Where will the demand come from? Which parts of career development sector/job roles/levels?

What will be the systems for developing, delivering and quality assuring the frameworks? What will the roles and responsibilities be

Scotland:

Topic Guide and Data Capture tool to assess demand for:

- **Scottish qualifications in career information, advice & guidance**
- **Scottish qualifications in career development (covering career and educational information, advice and guidance and employability support)**
- **Modern apprenticeship framework(s) in career development**

Information, Advice and Guidance

NOTE to Moderator: The main areas for which information required are numbered. For every area, there are some suggested questions – but **please do use whatever wording will suit the meeting/audience**. What is important is to capture the responses – in your own words – in the tabulated boxes below.

5. Usage of existing SVQs in Advice and Guidance

Possible questions could include:

- Are the current SVQs in Advice and Guidance being used? Are they still fit for purpose?
- What are the benefits of these SVQs?
- Should any of the SVQs be allowed lapse?

CAPTURE YOUR ANSWERS HERE:
Are SVQs in A&G being used? Are they still fit for purpose?
What are the benefits?
Should any of the SVQs be allowed lapse?
Anything else?

6. Need for sector specific qualifications for **career** Information, Advice and Guidance

Possible questions could include:

- Do you have questions about the QCF qualifications for career IAG which were sent to you in advance of today?
- Is there a need for Scottish qualifications for career IAG similar to the QCF qualifications?
- If yes, for what job roles and at what levels?
- If yes, why do you say so? What do you think are the advantages?
- If no, why not? What do you think will be the disadvantages?

CAPTURE YOUR ANSWERS HERE:
Is there a need for sector specific qualifications for <i>career</i> IAG similar to the QCF qualifications? Why is there a need?
What are the advantages and benefits of Scottish qualifications for <i>career</i> IAG similar to the QCF qualifications?
What are the likely job roles and levels?
If no, what are the disadvantages?
Anything else?

7. Appropriateness of QCF qualifications content for Scottish needs

Possible questions could include:

- Is the content of the QCF Qualifications in Career Information, Advice & Guidance appropriate for Scottish needs?
- What needs to be added?
- What needs to be deleted?

CAPTURE YOUR ANSWERS HERE:
Is the content of the QCF Qualifications in Career Information, Advice & Guidance appropriate for Scottish needs?
What additions need to be made for Scottish needs?
What deletions need to be made for Scottish needs?
Anything else?

8. Job profiles

Possible questions could include:

- What do you think of the job profiles agreed as part of the NOS development, sent to you in advance of the meeting? Do they cover expected roles and competences of career information, advice and guidance workers?
- Are there any that need adding in or deleting?

CAPTURE YOUR ANSWERS HERE:

Do the job profiles cover the expected roles and competences of career information, advice and guidance workers?
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Which other job profiles as well as competencies should be added?

Career Development

NOTE to Moderator: The main areas for which information required are numbered. For every area, there are some suggested questions – but please do use whatever wording will suit the meeting/audience . What is important is to capture the responses – in your own words – in the tabulated boxes below.
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9. Usage of existing qualifications that would fall under Career Development such as employability support and educational IAG

Possible questions could include:

- Are you using any qualifications that would fall under Career Development, e.g. employability support? What are they? Are they still fit for purpose?
- What are the benefits of these qualifications?

CAPTURE YOUR ANSWERS HERE:

Are existing qualifications in Career Development being used? What are they? Are they still fit for purpose?
--

What are the benefits?

Anything else?

10. Need for other specific qualifications, other than Career IAG qualifications, based on NOS, e.g. Employability Support

Possible questions could include:

- Is there a need for other specific qualifications, other than Career IAG qualifications, based on NOS, e.g. Employability Support.
- Please explain why you believe there is a need for additional qualifications. What do you think would be the advantages of them?
- For these sector specific qualifications, what will the job roles be and at what level(s)?
- For these sector specific qualifications, do any of the Career IAG QCF units – at all 3 levels – apply?
- If the QCF units do not apply, please explain why?
- Will there be a demand for these new qualifications? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?

CAPTURE YOUR ANSWERS HERE:
Is there a need for other specific qualifications, other than Career IAG qualifications, based on NOS, e.g. Employability Support? Why is there a need?
What are the advantages and benefits of other sector specific qualifications, apart from Career IAG qualifications, based on NOS?
For these 'other' sector specific qualifications, what will the job roles be and at what level(s)?
For these sector specific qualifications, do any of the Career IAG QCF units – at all 3 levels – apply?
If the QCF units do not apply, please explain why?
Will there be a demand for these new qualifications? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?

11. Job profiles

Possible questions could include:

- What are the roles and competences that people working in the wider field of career development including educational IAG and employability support should have?
- Do the job profiles, produced with the NOS, cover expected roles and competences of people working in the wider field of career development? If so, which Job Profiles?
- Is there anything missing? Which other job profiles as well as competencies should be added?

CAPTURE YOUR ANSWERS HERE:
What are the roles and competences that people working in the wider field of career development including educational IAG and employability support should have?
Do the job profiles, produced with the NOS, cover expected roles and competences of people working in the wider field of career development? If so, which Job Profiles?
Is there anything missing? Which other job profiles as well as competencies should be added?

Modern Apprenticeship Framework(s) in Career Development

NOTE to Moderator: The main areas for which information required are numbered. For every area, there are some suggested questions – but **please do use whatever wording will suit the meeting/audience**. What is important is to capture the responses – in your own words – in the tabulated boxes below.

12. Demand for Modern Apprenticeship Framework(s) for Career Development
(including career and educational IAG and employability support)?

Possible questions could include:

- Do you think there is likely to be employer demand for the development of a Modern Apprenticeship Framework(s) for Career Development (including career and educational IAG and employability support)?
- Why do you say so? What will be the benefits and advantages of having a Modern Apprenticeship Framework(s) for Career Development? What will the disadvantages be if there is no Modern Apprenticeship Framework(s) for Career Development?
- Will there be a demand for these? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?
- Where will the demand come from? Which parts of career development sector/job roles/levels?

CAPTURE YOUR ANSWERS HERE:
Will there be employer demand for the development of a Modern Apprenticeship Framework(s) for Career Development?
What are likely reasons for this demand – Case for and against?
Will there be a demand for these Modern Apprenticeships? Can you quantify that demand – i.e. what will the take up in the first 3 years in numbers?
Which parts of career development sector/job roles/levels will the demand come from?

Appendix 2: Analysis of the stakeholder discussions in the four nations

England	Northern Ireland	Scotland	Wales
EXISTING QUALIFICATIONS			
New Level3 qualifications and Level3 Apprenticeship framework for 'Employment Related Services' launched in England 30 June 2011.	Existing units with employability focus currently being delivered (generic qualifications approved by Asset Skills) – have a learner focus.	<p>Take up of A&G SVQs is very low (mostly by private centres and Citizen's Advice Service).</p> <p>There is also a suite of 9 Professional Development Awards available to the sector, the most popular of these being the Professional Practice award at level 8.</p> <p>The SVQs underpin the Level 3 Modern Apprenticeship in IAG which is popular with private employers.</p>	<p>Existing educational IAG qualifications, L4/L6 too difficult for wider workforce and Level 3 is probably not comprehensive enough.</p> <p>Generic A&G qualifications for welfare to work, working links and Community YMCA staff. The new welfare to work 'Work Programme' raises the skill requirements of a wider workforce particularly with regard to 'Employability Support'. Career Education IAG more of a niche market where as generic A&G too generic so potential need for something in between.</p>
OCNEMR (AO) considering development of units based on Career Development NOS – plans to work with LSIS Qualifications and Skills team S&Q specialists – no further detail.	Existing Level 3 qualifications being piloted by Careers Service Northern Ireland.		

A management level qualification is planned to follow the SfJ led Level 3 'employability' qualification and progression pathways for Employability Managers	Existing Level 3 and 4 being delivered by Advice NI to those in the advice sector as well as those in the careers field. Level 4 is considered flexible enough for a range of people to use.		
<p>The new Employability qualifications are available in NI, Wales and England - an amalgamation of various units from different NOS, including those developed for or related to the lifelong learning sector – specifically, Learning and Development NOS and Advice and Guidance NOS – with 2 additional new units – are all on QCF.</p> <p>A & G NOS were deemed out of date and too generic for the Career Information Advice and Guidance and Employability workforce who contributed to the development of the new Career Development NOS sanctioned by UKCES in April 2011.</p>			
NEED FOR NEW SPECIFIC QUALIFICATIONS FOR CAREER DEVELOPMENT			
Need to link together work undertaken by Skills for Justice on employability qualifications for the welfare to work agenda and the UK wide NOS for Career Development owned by LSIS.	Specific units for CPD?	It was noted that the QCF qualifications could be offered in Scotland by Ofqual approved Awarding Bodies or as competence-based qualifications by SQA Accreditation-approved Awarding Bodies. However, it was felt that employers are unlikely to understand QCF pathways in England.	<p>A specific request for additional units based on the NOS for:</p> <ul style="list-style-type: none"> • Employability Support

			<ul style="list-style-type: none"> • Using Technology to Support Career Development, Education IAG.(Including using a range of media e.g. Phone) • Supporting Additional Learning Needs • Welsh Education and Skills System (need to have due consideration for existing QCF learning coach unit and qualification) • Welsh Language Skills (Already delivered in house by Careers Wales so could be accredited via QALL pillar of CQFW or become QCF unit).
		<p>Questioned if a new sector specific qualification was needed. The consensus seemed to be for a more mixed approach – generic for broader use but capable of being more specific “bolt on specialism” for those that worked in a more specialised field.</p> <p>As the Level 11 qualification is the “gold standard” for career professionals recommended by Scottish Government it was felt that a pathway from Level 10 to Level 11 would be more beneficial for employers.</p>	<p>Discussed sector need for a CPD qualification for individuals to work towards, sector felt that it was unnecessary at this time.</p> <p>However, Welsh Government would want all in-house training/staff development to be recorded and accredited via the QCF or Quality Assured Lifelong Learning Pillar of the CQFW using the New NOS.</p>
		A PDA, perhaps drawing on both the IAG NOS and the Career Development NOS would be the way forward.	

		It was noted that an accredited qualification is needed to underpin a Modern Apprenticeship Framework in Scotland and that PDAs are not accredited qualifications but validated ones and that this distinction is important in relation to MAs.	
		The full time professional qualification was felt to be ok. However, the needs of those not in full time adviser roles needed some consideration. Upskilling of paraprofessional roles was required but accredited CPD was believed to be the way to deal with such upskilling. It was noted that QCF units could be utilised for CPD purposes.	
		Creating and maintaining a CPD pathway with pure stand alone qualifications is difficult. SQA reported that it was in discussion with Scottish Government re the development of a PDA for advisers working to support people into employment. This is likely to be loosely based on NOS and to be at two levels - level 6 for general staff and level 8/9 for full advisers.	
JOB ROLES and PROFILES FOR NEW SPECIFIC QUALIFICATIONS			
Potential for support roles in FE colleges, specialist colleges, training providers.	Roles: Career teachers that support students to fill in their UCAS forms for example.	Roles: Employability/employment support workforce; and volunteer and non full-time advisor support workforce.	Job profiles at the moment are too generic and need to be made more specific.

Also, employability officer.			
<p>Competencies: Soft skills;</p> <p>Ability to 'sustain' people in work; employability skills in learners and those seeking employment; changing the behaviours of those undertaking learning, seeking employment – Cognitive Behavioural Therapy/ neuro-linguistic processing techniques in practitioner- type role.</p>	<p>Competencies to be included: Soft skills of effective communications; ability to inspire, encourage and probe.</p>		<p>Competencies: Detail on specific requirements such as ICT Skills Competency is not defined clearly enough.</p> <p>In Wales the Learning Coach Function needs to be examined.</p>
	Vocational tutors that give career advice need an accredited unit.		
DEMAND FOR NEW QUALIFICATIONS			
<p>Estimated Demand for Welfare to Work new employability qualification launched in June 2011 - 1,000 plus providers supporting the unemployed may be interested; Recruitment Agencies across the nation as well as the Job Centre Plus adviser audience.</p>		<p>Sector specific qualifications are very expensive to develop so demand from employers would be vital.</p>	

		<p>Majority of paraprofessionals worked in the third sector and current financial constraints likely to prevent employers from facilitating access to undertaking qualifications.</p> <p>No demand identified. Critical mass of Higher Education Institutions pointed out. The SDS quality assurance framework for providers could provide some demand.</p> <p>Make use of social media to encourage take up?</p>	
DEMAND FOR APPRENTICESHIPS/MAs			
Potential for adult apprenticeships due to more life experience.	No discussion – possibly signifying little or no demand.	Unlikely that there would be employer demand for a MA for Career Development within the current economic climate.	Career Development Specialists felt very little current demand, however currently running an in-house training programme at Level 3 which could be an apprenticeship programme but not a great appetite for this. Although existing L3 Qualification not big enough for an SASW compliant Framework.
Learner Loans from 2012 could provide an incentive for take up.			Huge demand for wider workforce – One provider with over 100 starts for the old generic A&G App. Framework. Potential opportunity for 'Employability Support' framework with due consideration for Skills for Justice L3 Apprenticeship in Employment related services'.

Next Step prime and sub-contractors. Potential to recruit mature people and 'career changers' – in line with recommendations from Government Task Force who suggest people more willing to re-train/re-skill for less money when older/considering 2nd career. E.g. CfBT (Suffolk Nextstep) have employed apprentices. Suggest need research on potential demand from Nextstep providers.			
There is funding for 10,000 higher level apprenticeships (L 4/5) through HEFCE and SFA funding. Concept of 'core' apprenticeship with different optional pathways seemed popular. Might be more attractive option when the current turbulence in the market settles – post redundancies/recession. Suggestion to invest NOW for the future.			
Useful for career progression – para-professional to professional – with links to licence to practise and a professional register.		□	
ANALYSIS/RECOMMENDATIONS			
<ul style="list-style-type: none"> New units are being developed with the Career Development NOS. 	<ul style="list-style-type: none"> The existing qualifications on the QCF are sufficient, therefore no change? 	<ul style="list-style-type: none"> The QCF qualifications could be delivered in Scotland. 	<ul style="list-style-type: none"> Existing qualifications and the new welfare to work qualifications are not fully appropriate. Need for something in between.

<ul style="list-style-type: none"> • New quals being developed through OCNEMR (AO). • Opportunity for CPD units? • Links with Skills for Justice/EDI/DWP needed to track the demand for the new employability qualifications developed for the Welfare to Work initiative. • Follow up on potential apprenticeship demand from adult learners. (However, funding is a problem in England where under 19s are fully funded (but this may not be the main demographic of learners – may be older)). 	<ul style="list-style-type: none"> • Further develop the QCF qualifications to use as CPD units and increase flexibility. • Apprenticeships – no response. 	<ul style="list-style-type: none"> • Is a sector specific qualification required? • Develop bespoke CPD opportunities, based on various NOS (Note, SQA currently in talks to develop a PDA). • Modern Apprenticeship - No reported demand, little support for the idea. 	<ul style="list-style-type: none"> • Further develop the QCF qualifications to improve flexibility and widen their scope (some qualifications are seen as too niche, whereas some are too generic, need something in-between.) • Should involve CPD framework to enable cross-border recognition. • All in-house training/staff development to be recorded and accredited via the QCF or Quality Assured Lifelong Learning Pillar of the CQFW using the New NOS. • Additional units required on NOS. • Not much demand for CPD qualifications. • Units developed from the NOS, specific to Wales need to be developed for the Welsh education and skills system. • Apprenticeship: Little current demand but potential for something to be developed. (Huge demand for the wider workforce).
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Appendix 3: Stakeholder group – participating organisations

ENGLAND	Skills for Justice Skills for Health Department for Business, Innovation and Skills (DBIS) Workpays (consultant from PoWER group) National Association for Educational Guidance for Adults (NAEGA) OCNEMR Department for Work and Pensions (DWP) CfBT for Careers England EDI AELP Institute of Career Guidance (ICG)
NORTHERN IRELAND	First 4 Skills OCN North City Training Belfast Metropolitan College Careers Service NI A4E South Eastern Regional College OCR
SCOTLAND	Scottish Qualifications Authority (SQA) University of the West of Scotland (UWS) Skills Development Scotland (SDS) Scottish Government HMIE
WALES	NTFW Welsh Assembly Government Careers Wales OCR TSW Training Torfaen CBC Newport CC Wrexham ITEC Merthyr CBC Caerphilly CBC

Appendix 4: The questionnaire

Demand for new units and/or qualifications for the Career Development sector

If you employ people working in Career Development we would like you to take part in a consultation by completing this questionnaire. We would like to investigate if there is demand for the development of:

- Career Development QCF units and qualifications in England, Wales and Northern Ireland;
- SCQF qualifications (including Professional Development Awards) in Career Development in Scotland and;
- Apprenticeship or Modern Apprenticeship frameworks in Career Development across the UK.

We very much value your views.

SECTION 1: About your organisation. Please tell us about the career development service or function that you or your organisation provide (either as a specialist or as part of a larger organisation)

Q1 What type of Career Development service (or function) do you provide?

- Career Information and Advice service* ☐
- Career Guidance and Development service* ☐
- Employability support service* ☐
- Educational Advice and Guidance service*..... ☐
- Combination of services* ☐

Q2 What kind of organisation do you represent?

- Specialist provider of career IAG* ☐
- Higher Education institution*..... ☐
- Further Education College* ☐
- Public library or information service*..... ☐
- Work based learning or training provider*..... ☐
- Employability support organisation*..... ☐
- Private sector provider of career development services* ☐
- Other, or combination of services* ☐
- (Please specify)*

Q3 In which nation is your organisation based?

- England* ☐
- Northern Ireland*..... ☐
- Scotland*..... ☐
- Wales*..... ☐

Q4 How would you describe your own role within the organisation?

Employer..... ☐
 Manager of services ☐
 Practitioner ☐
 Other, or combination of above ☐

Q5 What is your job title?

Q6 If your service is one department within a larger organisation, how many people are employed by the larger organisation?

(Please enter a whole number in digits, no comma or spaces. Please provide an estimate if you do not know exactly. If your service is NOT part of a larger organisation, leave blank.)

(Estimate if required. If your service is "stand alone", leave this blank)

Q7 How many people are specifically employed within the service?

(Please enter a whole number in digits, no comma or spaces. Please provide an estimate if you do not know exactly.)

Q8 Does your organisation support staff undergoing accredited training leading to a qualification (may include apprenticeships) within your service? (Either currently or in the past.)

Yes Go to Section 2

☐

No Go to Q9

☐

Q9 If not, could you explain why not?

SECTION 2: Your views on the demand for new units and/or qualifications.

Q10 Do you believe that there is demand for new units and/or qualifications for the career development sector?

For more information please click on the links below:

QCF units and qualifications for England, Northern Ireland and Wales. SCQF qualifications (including Professional Development Awards) for Scotland.

Yes Go to Q12

☐

No Go to Q11

☐

Don't know..... Go to Q11

☐

Q11 If not, or you don't know, could you explain why?

Go to Q14

Q1 If so, what type of unit and/or qualification? (Please tick all that apply.)

2

Employability support..... ☐

Educational IAG ☐

Career IAG ☐

Other..... ☐

(Please specify what type of other unit
or qualification)

Q13 Can you estimate how many individuals your organisation would potentially support to obtain the units and/or qualifications in the next three years?

(Note: If you do not know leave blank. If your organisation will not be able to support any individuals, type 0.)

Employability support...

Educational IAG

Career IAG

Other

Q14 Do you believe that there is demand for a new apprenticeship framework for the career development sector?

For more information click on the links below:

Apprenticeships in England, Northern Ireland and Wales - Note:

Apprenticeships are underpinned by competence qualifications. If such a qualification does not currently exist, support for the apprenticeship would mean developing a suitable qualification for it.

Modern Apprenticeships in Scotland - Note: In Scotland, SVQs are the Scottish Government preferred qualification to underpin all Modern Apprenticeships.

Yes Go to Q16

☐

No Go to Q15

☐

Don't know..... Go to Q15

☐

Q15 If not, or you don't know, could you explain why?

Go to Q17

Q16 If so, can you estimate how many apprentices your organisation would potentially support in the next three years?

(Note: If you do not know leave blank. If your organisation will not be able to support any apprentices, type 0.)

Number of apprentices

Q17 Please indicate below if you would like to be involved in further studies:

Yes please..... ☐ Go to Q18

No thanks..... ☐ Go to Next

**Please give us your name (and
the name of your organisation)
so we can remove you from the
contacts list for this
consultation:
*Go to End***

Q18Please enter your contact details below:

Name	_____
Organisation	_____
Role	_____
E-mail address	_____

Thank you for taking part in the consultation. Please press "Submit" to send us your answers.

Appendix 5: The survey response

Type of service delivered by each organisation (with duplicates removed):

What type of Career Development service (or function) do you provide?	Frequency	Percent
Career Guidance and Development service	22	13
Career Information and Advice service	33	19
Educational Advice and Guidance service	18	11
Employability support service	5	3
Combination of services	93	54
Total	171	100

Kind of organisation these services are delivered from (with duplicates removed):

What kind of organisation do you represent?	Frequency	Percent
Employability support organisation	3	2
Further Education College	37	22
Higher Education institution	6	4
Private sector provider of career development services	19	11
Public library or information service	2	1
Specialist provider of career IAG	44	26
Work based learning or training provider	8	5
Other, or combination of services	52	30
Total	171	100

Nation that the services are based in (with duplicates removed):

In which nation is your organisation based?	Frequency	Percent
England	130	77
Northern Ireland	10	6
Scotland	5	3
Wales	24	14
Total	169	100

Note: Two respondents did not specify which nation they are based in

Individual response: Role within the organisation:

How would you describe your own role within the organisation?	Frequency	Percent
Employer	6	3
Manager of services	56	29
Practitioner	81	42
Other, or combination of above	49	25
Total	193	100

Appendix 6: Reasons for lack of demand for new units or qualifications

Reasons given by respondents who stated that there is no demand for new units / qualifications
Not my area of expertise I'm afraid
Already qualified at NVQ L4 and don't see the need to increase the qualification
Our training is comprehensive as it is
I don't understand what the new QCF qualifications cover. I am only familiar with the QCG and the NVQ level 4
I think the QCG with further CPD is sufficient (and actually preferable to any other qualification/units, including the NVQ 4 Advice & Guidance, if the profession is to be taken seriously)
We are currently piloting level 3 in advice and guidance for our support staff. Evaluation will determine suitability and whether or not additional units are required. Due to report 2012. Content with current QCG qualification for Careers advisers but would be keen to see this mapped across to level 6. QCG or NVQ 4 in Advice and Guidance are currently essential entry requirements for careers advisers.
Still looking at how the system rolls out
The CIAG Qualification is not broad enough when delivering sustained job focused employability contracting on behalf of DWP. The ERS Framework addresses this whilst including appropriate IAG units
Big difference between qualifications and units. Probably an ongoing need to review, add and delete units. Unconvinced that there's a need for new qualifications - but a need to constantly review and revamp existing ones.
I think the existing quals are reasonable and experience through practise more valuable than additional quals
There are a range of options already and lack of money for training
Not appropriate in current climate when most IAG staff are losing jobs
QCF covers most options
I followed the academic route (Post Grad Diploma in Careers Education and Guidance with the LGMB Award) so not as familiar with the NVQ path. I believe that the NVQ path offers good experience and development for candidates but possibly more emphasis on the theory could be introduced to provide a better or stronger foundation in the theory of careers guidance.
The qualifications that exist are fit for purpose
Because most training is done on the job and through experience.
Query what added value there would be. Excellent service being provided now.
The sector is retracting at an alarming rate due to funding shortages. In addition, I have long held the view that entry to the profession should be via postgraduate level HE study.
Need to see how anything relates to a current qualification - MSc in occupational psychology and MSc in career development
I am unable to give an informed opinion at this juncture, having only very recently started practice on my own.
It seems as if the qualifications have all become so complicated

There is already a plethora of advice and guidance qualifications including NVQs in Advice and Guidance, QCG as well as staff with the Dip CG. These qualifications are robust enough and there is no need for further bureaucracy or giving staff an additional training workload when jobs are on the decline and the ICG seems to be doing very little to encourage the government to employ practitioners with career advice and guidance qualifications/ background in the welfare to work sector where large contracts are being awarded. The ICG should be concentrating more of its efforts on boosting employment for CAs, defending jobs and counteracting redundancies rather than irrelevant qualifications.
I believe the Scottish QCG/D adequately equips career guidance practitioners for their role.
I have five different qualifications in Careers IAG and Development, why have more?
Not aware of what the new units could be
The NVQ 4 was never recognised as worth anything. Our staff have studied the Postgraduate Diploma in Career Guidance. 2 years at HE. Some have then continued to the Masters in Careers.
The sector is dying. The replacement of the QCG with the careers-lite NVQ lowered standards considerably.
Happy with the qualifications we already have within the team, they are experienced and already qualified and continue to access other learning to supplement their knowledge-why devalue what they already have with the new qualification?
Unaware of what the gaps are in qualifications already obtained in this area
because the role of careers advisers does not seem to be highly valued
The QCG provides a good opportunity to train as a career adviser. IMO even the NVQ level 4, if taken by itself without QCG/DipCG already takes away from the professional practice and standing of our profession, the new Level 6 qualification too is completely unnecessary and an underhand way of cheapening, both in standing and in pay offered, the career profession.
The UK carers sector accreditation landscape is vast and incomprehensible. I have several accreditations and designations in the careers industry - all acquired abroad, and my client base is international. A "careers Guidance" accreditation is too UK specific and seen as irrelevant by my clients (my clients are internationally active organisations in the public and private sectors, with international staff at mid and senior career levels.) The terminology of "career GUIDANCE" is not their language - whilst career consulting or career coaching is what they expect to gain from buying my services. I am not clear how gaining a career guidance qualification would add value to me or my clients.
Existing qualifications satisfactory
It has not been properly explained why there should be a demand for new qualification. It implies there is something intrinsically awry with the previous qualifications.
The changes to the service make it hard to predict what the future of Careers Development will be. My local authority has scrapped Connexions and has still to decide what it is doing about Careers Development.
I think the whole CEIAG sector needs to be really sorted out, understood and changed prior to any new qualifications being endorsed.
There is already a mixture of qualifications and it needs standardising
There is uncertainty as to what new units will be required and how the older [14 unit] NVQ IV in Guidance will transfer across as it was different to the latest level 4 IAG
All Careers Advisers who work within the organisation possess the post graduate qualification in careers guidance and are put through the MSc in careers guidance upon commencing employment. I don't think that changes to careers adviser's qualifications would be beneficial - it would just confuse things. However, I d think that unqualified employability staff could gain from undergoing new training to enhance their ability to provide effective employability support.

The QCG is probably sufficient.
I would need to research further the units on offer and map with what could be available
Lack of demand/evidence
I believe all careers advisers should take the professional qualifications PgDip Guidance, so we are all on a level playing field, and then further specialisation e.g. HE
People are desperately trying to hold on to their jobs/being made redundant. New quals: bad timing!
High unemployment in the sector. Closure of Connexions in my area Future employment opportunities are very low paid
i have only just found out about the NVQ level 6 in career development. I do not know if you mean further qualifications in addition to this, or if you mean this.
My QCG gave me everything I need.
the service there works well
I think there is already a sufficient range of qualifications available, both in terms of the level of qualification and the style of qualification.
Previous DCG and employment experience is sufficient

Appendix 7: Reasons for lack of demand for an Apprenticeship / Modern Apprenticeship

Reasons given by respondents who stated that there is no demand for a new apprenticeship framework
Practitioners have the relevant qualification available at university either on a full time or distance learning basis.
At present in my company we are not employing those eligible for an apprenticeship, however may in the future we might.
There are already sufficient routes into the profession. The people in my area need upskilling
Apprenticeship framework more suited to Level 3/Level 3 Diploma but not Level 6 Diploma in Career Guidance and Development
I'm not aware of any need for this.
Employers seek attainment of work based performance targets rather than academic certificates. Demonstrated track record on projects masks the pressures and challenges that needed to be overcome in a paced fashion which are poorly captured typically.
I don't necessarily think that an Apprenticeship is the right type of qualification. I think there needs to be more taught content/theory included in the whole programme.
See previous answer
No evidence to indicate demand. Sufficient supply of QCG qualified applicants available to meet our needs.
Huge numbers of unemployed already qualified staff
We don't know as the question is about the sector and there has not been discussion around this matter.
Not sure apprenticeship is appropriate route
Wouldn't be interested in having a person 100% dedicated to careers advice
Not necessary to have one and not necessary in the future for this sector
Do not see it as a requirement within the careers sector?
Because Careers Guidance is a knowledge based profession which requires an academic grounding. I have seen the practice of purely work base trained advisers and it is not of sufficient quality.
I am not sure that apprenticeships are the most suitable way of developing the IAG sector.
Because clients like to feel that an adviser knows what they are doing already - is 'an expert' - not that they are in training.
It would be duplication
We do not employ apprentices in this role
Would need clarity in what role is/are being developed for. Sector is very wide with varying roles, often made up of a range of different tasks at levels for which apprenticeships would be the obvious entry.
Apprenticeships are aimed at 16-18. IAG is a career for someone with work and life experience in my opinion which you wouldn't have at that age
Often not enough hours allocated for an apprenticeship as they stand
Unsure of potential given uncertainty with type of work undertaken
It seems to me that the CIAG sector tends to recruit people with either an HE qualification or some relevant work experience gained in a related sector. Maybe it's my perception that apprenticeships are primarily for people without any qualifications and/or work experience?
I don't believe the Apprenticeship framework is appropriate, this should be post-graduate

level.
Professional IAG should be trained and delivered at Degree level as a minimum, and preferably post-grad. The introduction undermines existing practitioners, dumbs down the profession and pushes more in the direction of Information and Advice, and away from GUIDANCE - (pretty much in line with the Government's misinterpretation of what this profession is all about!)
Covered
As in previous answer - could offer a valuable option to getting into the sector but will need to include a strong academic / theoretical foundation.
As before they are fit for purpose
I'm not closely linked to this service delivery area to respond with enough knowledge therefore another member of the management team is responding to this survey with that expertise
As there are qualifications on a level 3 and 4 basis there is probably no need for an apprenticeship.
If referring to an apprenticeship in Careers.....The sector is fundamentally underpinned by theory. We, the professionals, need to know what we are doing and why, otherwise we're a blind to the real purpose as to why we're in such posts.
Please see response to question 11.
The current methods of obtaining CIAG qualifications Dip.CG, NVQ work well, but would benefit from more emphasis on reviewing and applying CIAG theory.
In our organisation we do not take on apprentices in this area we recruit those with appropriate skills and qualifications to complete the qualification outside of a framework
As far as Careers Provision in education is concerned, this should now become a statutory part of the PGCE for subject teachers, particularly those subjects that link to STEM areas, and other teacher training qualifications so that learning is not done in isolation and learners become more aware of why they learn what they learn - this enables motivation to develop, as demonstrated through vocational subject areas and generic business subjects with work-related elements. But all learners must be able to take part in the knowledge and understanding of how the outside world links into their education by taking an active part in the social, political, employment and citizenship aspects.
Think the current qualifications available are ok but CPD modules/units would be helpful.
I believe the competency based approach does not equip individuals with the skills and overall understanding of context for guidance/education/theory/group work approaches the role requires. That is why I believe a 1y FT or 2y P/T QCF course with work placements is the best option with additional units reflecting new developments or offering refreshment sessions is the best.
There needs to be more apprenticeship jobs for young people and adults not more frameworks when they already exist.
I feel the current NVQ system works.
Why more qualifications?
That is downgrading the job and is laughable. Staff delivering Career Guidance should be PROFESSIONALS with degree level qualifications in the area. University study - how can you possibly suggest otherwise?
Insufficient work in sector.
If someone does NVQ4 they are already working at a high level, and assessed in the workplace, why make it an apprenticeship?
see previous answer

Because NVQs are a waste of space. I have done one and learnt nothing from it except how to waste paper. All the NVQ did was recognise my overseas qualifications and experience, I could have saved time and money if APL was an option. I don't think apprenticeships teach the vital and deep skills that a careers adviser has
Apprenticeships are only available for those aged up to 30 and will not cater for the wider workforce.
Much of the knowledge an IAG practitioner uses is gained through years of experience and it would be hard to teach
Career Guidance should remain a profession rather than a trade. It should be open to graduate or those who can evidence skills and abilities at a graduate level only.
The NVQ 4 framework should suffice for roles in career information etc...
NVQ and QCF are satisfying the needs
We sit outside the Apprenticeship framework - I have insufficient knowledge
It would depend on the level of work being done. For a guidance apprenticeship it would possible need a long period or coming in with a professional qualification like an internship
No idea if the demand is there. If adults could access funding via the apprenticeship scheme that would be good, as many seek to retrain in the Career Development sector. However, if funding is only available for young people, I think there would not be so great a demand.
I'm not sure the apprenticeship model would work.
I feel strongly that Careers Advisers should have professional post graduate qualifications; should be acknowledged as professionals and should provide a professional service. Training should be underpinned by theory and an academic approach. Working in a school with very academic students, 98% progression to Higher Education, I have been very concerned at the lack of knowledge and experience of the connexions service advisers working in schools. I think it will be the end of any professional regard for Careers Advisers working in schools if training is by apprenticeship. I had hoped that the Careers service would take this opportunity to re establish itself as a professional service alongside other graduate level professional services working with young people. The needs of students in school have been very overlooked by the Connexions service. I hope the new careers service will seek to address this.
With the vastly reduced number of Connexions services now running, I think it would be very difficult to provide the "on the job" element of an apprenticeship for the whole course.
Qualified careers advisers within the organisation have the opportunity to develop further by working towards an MSc (SCQF Level 11) so this is quite clear. As mentioned, training for employability support staff at specific levels on the SCQF would be beneficial
I think it should be at a minimum of QCF level 4.
Staff doing Careers qualifications have all had employed status, although we have had customer service apprentices. However, it might be a possibility for the future, if we aren't able to employ people
Unsure
You need to theory and before undertaking practice
Lack of information
Depends what level of IAG Apprenticeships would serve, plus the age of the apprentice. Life experience is really important for our area of work
As we provide a service with a post graduate then completing a MA in this may take some time
Really feel that education and an understanding of a different work environment is imperative in career development and an apprenticeship wouldnt necessarily give this. Careers Advisors need different life experiences.
Yes for the wider workforce and yes if the apprenticeship takes candidates to QCF level 6 but

no if apprenticeships lead to deskilling. Apprenticeships for QCF Level 4 are a good thing.
I believe it is a profession that people best come to late after experience in life and other sectors and therefore i believe in work qualifications such as the present levels 3 4 and 6 and or post grad quals are more suitable than apprenticeships which are still aimed and funded for younger members of the working community
Not enough providers/opportunities
Little demand for this area in light of the massive cuts we are experiencing. Most people enter this line of work later in life, when most of the funding if aimed at young people. Think that are many other things to sort out first!
It is a complete shambles at the moment
Most apprenticeships are for young people- we tend to employ either careers advisers already trained or advisory staff who undertake NVQ's but who are not apprentices- they often already have a degree and are keen to work in the HE Advice sector.
I work in HE.
Training can be done through DCG, school plus university sector.
With CEIAG, it is highly beneficial to receive theoretical as well as practical training in order to be an effective practitioner. Higher Education study offers a good opportunity to achieve both theoretical and practical training. Additionally, a little maturity (post 19 years of age) is usually beneficial when considering a career in this sector.
The sector is currently shrinking due to funding cuts and there are a number of already well qualified practitioners in the market place. There may not be an immediate need for apprentices but there could be in the future depending on the direction of government policy.