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The Skills Show

DEVELOPING CAREER SKILLS

A guide for teachers, lecturers
and careers advisers



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INTRODUCTION

The Skills Show is the UK's largest skills and careers event, and provides hands-on experiences that inspire young people to explore further education, skills and apprenticeships.

The three day event aims to bring the workplace to life, and motivate students to reach their potential.

Teachers and advisers play a key role in helping students to discover and explore the latest training, education and career opportunities. The Career Development Institute has worked with Find a Future (the organisation that brings together The Skills Show and WorldSkills UK Skills Competitions) to provide dedicated support and resources that stimulate fresh ideas and approaches to careers work.

This Developing Career Skills guide offers advice and information on how to:

- Build effective programmes of career learning.
- Help young people navigate the qualifications scene.
- Support the career development of Generation Z.
- Keep up to date on labour market changes.
- Offer effective career coaching.

The guide also provides an introduction to WorldSkills UK Skills Competitions and their potential to contribute to career skills.

Good careers provision, including strong collaboration between employers and education, helps set young people on the road to a fulfilling job and life. We hope these resources support that process.



BUILDING EFFECTIVE CAREERS PROGRAMMES



What is clear is that no-one has found the magic bullet to providing good careers guidance: quite simply it is about doing a number of things, consistently and well.”

Sir John Holman, Gatsby Foundation

Careers education needs to motivate, encourage and inform learners about the challenge of creating rewarding and fulfilling working lives for themselves. The Skills Show provides young people with hands-on exploration activities to investigate potential future options and makes a valuable contribution to a programme of careers education. Good careers work helps learners to:

- Understand themselves.
- Explore opportunities and use information effectively.
- Develop the skills they need to manage their careers and employability.

There is a growing consensus about what good careers work looks like. It involves contributions and commitment from tutors, teachers, leadership teams, employers and partner organisations. We all have different roles and levels of expertise and varying access to students and the curriculum. It is clear one size does not fit all when it comes to designing inspirational programmes of careers education. Individual enthusiasm, interest and commitment can make a key difference.

The eight evidence-based benchmarks of the Gatsby Foundation Report Good Career Guidance define the elements that make a world class careers guidance system. They provide an excellent starting point for taking stock of provision against common features of best practice and identifying possible areas for improvement.



Supporting young people to make informed decisions about a wide range of progression, learning and work decisions is fundamentally important to individual development and wellbeing as well as the prosperity of British society and the economy. We will develop sustained and appropriate employer engagement in order to bridge the gap between the world of education and work, raising students’ aspirations and better preparing them with the skills, knowledge and attributes required by employers and society. This will take into account changing trends in the nature of employment and labour market information.”

The ASCL Foundation Code has been developed, and is fully supported by AoC, 157 Group, ATL, AELP, PPC and SFCA who represent learning providers across England. It is underpinned by independent evidence from NFER.



This table provides a checklist for reviewing your provision and offers pointers for development.

BENCHMARK

YOU CAN HELP YOUR STUDENTS MAKE CAREER ENHANCING CHOICES AND DECISIONS BY:

1

A stable careers programme

Schools need a careers policy that sets out the key roles of all staff. A planned and progressive programme of careers education should be part of the curriculum for Years 8-13 to help young people develop the skills and knowledge to explore options and put plans into action.

- Promoting the provision to students, parents and employers.
- 'Joining up the dots' between the different activities and events so they can see how one builds upon another.
- Motivating students to plan ahead so that they do not miss important dates and deadlines for applications and interviews.
- Encouraging students to develop backup plans in case things go wrong.

2

Learning from career and labour market information

Access to up-to-date information is a key aspect of any good provision, along with the skill to use the information in a discriminating way.

- Encouraging students to use printed and online careers information to research careers. e.g. <https://nationalcareersservice.direct.gov.uk> – has a section for young people and job profiles on over 750 different jobs.
- Explaining how to use the online prospectus of 14-19 courses and the Apprenticeships Vacancy Matching Service.
- Explaining the different learning routes and the qualifications including the qualifications levels.
- Looking at last year's destinations figures to inform students and stay up to date with current Labour Market trends.
- Ensuring parents are kept informed on best information sources.

3

Addressing the needs of each student

It's good practice to analyse the differing needs of students to target support effectively. Tracking students' career hopes and achievements is an important aspect of good progression. The careers programme should actively seek to challenge stereotypical thinking, raise aspirations and broaden horizons for action.

- Explaining the link between attainment in their post-16 courses to the entry requirements for particular jobs and higher education courses.
- Reassuring students that they can change their applications if things do not go according to plan, and it is all right to change your mind.
- Monitoring the careers choices/applications of students and ensuring there is ready access to expert advice

4

Linking curriculum learning to careers

Subject teachers in your school/college have a powerful role to play in attracting pupils towards their subjects and the careers that flow from it.

- Ensuring that students understand the different learning styles associated with the particular routes, the different places they can learn and what might work best for them.
- Organising a special event promoting careers using subjects e.g. a Science day or a "What can you do with Languages?" morning.
- Using role models or case studies of successful people from different specialist subjects.
- Putting up careers posters or resources from The Skills Show in display areas.

5

Encounters with employers and employees

Employers can provide the 'pull' to complement the 'push' from school/college through talks in schools or visits to work places.

- Encouraging students to attend any events where they might be able to speak to different employers, training providers or higher education staff.
- Mentoring schemes.
- Helping students with application forms, CVs and coaching for interviews.

6

Experiences of workplaces

Provide a powerful insight into different work sectors and jobs. Placements offer invaluable opportunities to hear adults' career stories at first hand and help young people develop fresh insights and practical plans.

- Encouraging students to consider a work experience placement, a Saturday job or acting as a volunteer (such as the National Citizen Service) to develop their employability skills.
- Using Work Experience as a resource by setting students a task to complete on placement e.g. interviewing someone about their job, finding statistical information, looking into technology used at work or creating a map to show the journey to work.

7

Encounters with further and higher education

Pupils' immediate concerns are often their next stage of study/training and there is huge value in visits to different institutions as well as contacts with older students from universities, colleges and apprenticeship providers.

- Encouraging and motivating them to take responsibility for thinking, researching and planning their own career paths.
- Arranging visits to colleges, sixth forms, work based learning (Apprenticeship and Traineeship) providers.
- Encouraging students to attend university open days.

8

Personal guidance

Every young person needs to sit with a trained professional to discuss their course and career choices. These should take place to support KS4, post-16 and post-18 transition choices.

- Spending time with students to discuss their progress, any problems they are encountering and how their progress in their curriculum subjects will help to inform their career plans.
- Identifying students who seem to be struggling, under achieving or setting their sights too low and referring them for careers advice and guidance.
- Encouraging students to consider where post-14 and 16 choices may lead at 17 and 18 especially if at an 11-16 school.

There is close alignment between the eight benchmarks and the expectations of careers work in the DfE statutory guidance and Ofsted's Common Inspection requirements for careers provision. Ofsted look for:

the extent to which leaders, managers and governors:

- successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.

the extent to which the provision is successfully promoting and supporting children's and other learners':

- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance.

- where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training.

and also the extent to which children and learners:

- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.

Good careers education mobilises the support of school staff, families, employers and community agencies so that learners can make effective decisions and transitions and forge successful futures.

HELPING YOUNG PEOPLE GET QUALIFIED FOR EMPLOYMENT

Young people and the labour market

There have never been so many people in employment in the UK, with just over 31 million 16 to 64 year olds in work in August 2015. The percentage of young people who are unemployed has dropped a little compared with last year, but is still disappointingly high at 13%, which means that young people are almost three times as likely to be unemployed as adults. There are complex reasons for this, but employers do sometimes see young people not to be a 'good bet' in comparison to those who have been in the labour market for some time. There are ways we can help young people improve their chances of getting and keeping a job, in other words, becoming and remaining employable.

What are employers looking for when recruiting?

Employers say they want young people with a good attitude and workplace skills, ideally with some decent qualifications too. In practice, most employers look at an applicant's qualifications as part of the 'first sift' in the application process. After that they will look for particular skills, attitudes, aptitudes and experiences. The qualification levels required to get a job are set to rise between now and 2020, a situation which is as much supply-led as demand-led. Employers, faced with a batch of applications with increasingly high levels of qualifications, set the cut-off point at a higher level. Add this to the fact that most new jobs over the next decade will require higher level skills in order to increase the UK's productivity and global competitiveness, and it is clear that young people will continue to need qualifications, at least at levels 2-3, to become employable.

Qualification levels

The Office of Qualifications and Examinations Regulation (Ofqual) regulates all qualifications in England, Wales and Northern Ireland, grouping them together according to their

difficulty and giving them a level from entry level to level 8. This framework of qualifications, the Qualifications and Credit Framework (QCF), has been in place since 2008 but has been reviewed and, from October 2015, was replaced by the Regulated Qualifications Framework (RQF). The RQF will provide a more flexible framework allowing for the design of high quality vocational qualifications which meet the needs of employers. The RQF will have no immediate impact on existing qualifications, but new qualifications will need to meet the new conditions relating to size and level.

Learning routes for 14-19 year olds

Young people face a range of options as they progress through learning, and in order to help them to navigate these effectively, we need to help them develop a clear idea of what each option entails and what it would mean for them. The way that this information is presented can influence the decisions that young people make, so remember the following when talking to them about qualifications:

- Provide information about all of the learning routes.
- Don't express judgements about any particular route.



- Signpost young people to where they can get more information, including other students who have undertaken different routes.
- Encourage students to think ahead to where each route may lead and how it will enhance their “currency” in a competitive labour market.

Where can 14-19 year olds learn?

14-19 year olds can learn in a range of settings including schools, further education (FE) colleges, studio schools and university technical colleges (UTCs).

Studio Schools are a new type of state school for 14-19 year olds of all abilities. They work in partnership with employers to offer academic, vocational and technical qualifications in a practical and project-based way alongside paid work placements. This enables young people to develop employability skills and to progress to employment or university. They are open throughout the year on a 9.00-5.00 working day each catering for around 300 students. There are currently 40 Studio Schools in England, with an additional six opening in the next two years.

University Technical Colleges (UTCs) are government-funded schools which focus on a technical specialism, including engineering, manufacturing, health sciences, product design, creative and digital technologies, sports science and the built-environment. They integrate technical, practical and academic learning and are sponsored by employers and a local university. They are often smaller than traditional secondary schools, are not academically selective and teach GCSEs alongside technical qualifications. There are 39 UTCs in England, with a further 20 applying to open over the next two years.

FE Colleges have been providing some vocational courses for key stage 4 students for a number of years but, from September 2013, they have been able to apply to provide full-time education for 14-16 year olds. They offer a combination of high quality academic and vocational subjects which aim to attract young people of all abilities who want early access to practical and vocational education, although only 20 do so at the present time. There are also a small number of Career Colleges, linked to FE colleges which focus study on vocational areas where there are good career prospects,



such as hospitality, catering and tourism, construction, sports and events management, health and care, and cultural and creative arts. They provide academic subjects taught within the vocational context, alongside vocational learning and hands-on projects.

Qualifications for 14-16 year olds

GCSEs are studied by most 14-16 year olds. These are assessed by written examinations and are currently graded A* - G. They are undergoing significant changes, with new GCSEs for English language, English literature and mathematics available from September 2015, and a range of other subjects available from 2016. As reformed GCSEs are introduced, a new grading scale from 1-9 will be used, with 9 being the highest level.

Vocational and other non-GCSE qualifications are also available for 14-16 year olds, many of which can significantly boost their employability, although not all of them can be included in school performance tables. The approved list of non-GCSE qualifications for teaching in 2015 was published by Ofqual in February 2015. It only includes those co-developed with industry and equivalent in size to a GCSE.

The Raising of the Participation Age now requires all young people to continue in learning until the age of 18. Students who do not achieve an A* - C in mathematics and English at GCSE will have to continue with these subjects post-16.

Qualifications for 16-19 year olds

The types of qualification available for 16-19 year olds include the following:

Academic qualifications allow young people to study more than one subject in depth. They include GCSEs and A levels. A level reforms introduced in September 2015 mean that A levels will now be linear, with all assessment at the end of two years. AS levels will be retained as a one year, stand-alone qualification, rather than a progression route to A2.

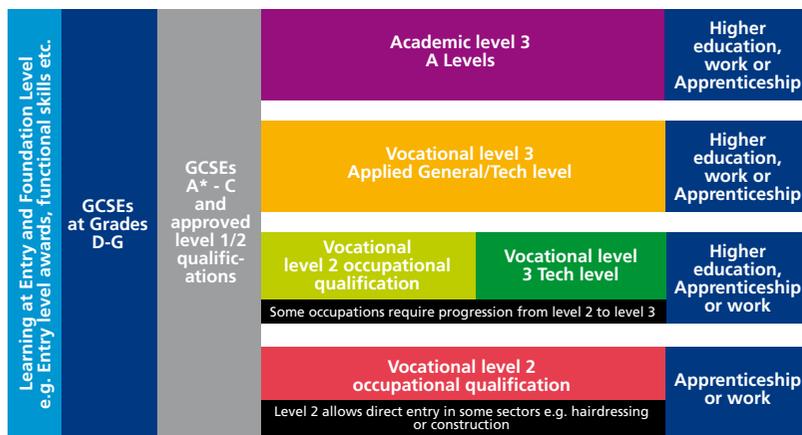
Technical level qualifications are for 16-19 year olds, providing routes into recognised occupations, for example, engineering, IT, accountancy and hospitality. They have been developed with and supported by employers, are at least the size of an A level and assessed and graded at distinction, merit and pass levels. They may provide exemption from professional examinations.

Applied general qualifications also for 16-19 year olds, provide the opportunity for broader study within a vocational area such as sports science or business. They are the size of an AS level and require external assessment and grading.

Apprenticeships

Apprenticeships are available to anyone over the age of 16 and are gaining popularity as a positive alternative to full-time study. There are apprenticeships in over 170 industries from business to construction, information and communications technology to engineering, and veterinary nursing to healthcare, although entry is very competitive. They provide the opportunity to work for an employer and earn at least the national minimum wage and to gain qualifications alongside workplace skills and experiences. Apprenticeships must be at least 12 months long and lead to qualifications which are respected by employers. For 16 year olds they are available at intermediate level (level 2) and advanced level (level 3). There are also higher level apprenticeships and Degree Apprenticeships.

14-19 QUALIFICATION PATHWAYS



Traineeships

Traineeships are for young people aged 16-24 who have not achieved a full level 3 qualification (and young people with a learning disability or difficulty to 25). They are designed for those who want to work but require help to gain the knowledge and skills that will lead to an apprenticeship or a job. They include high quality work placements, work preparation training and English and maths.



By far the most important factors employers weigh up when recruiting school and college leavers are attitudes (85%) and aptitudes (58%). These rank well ahead of formal qualifications."

Inspiring Growth, CBI/Pearson Education and Skills Survey, 2015

Extended Project Qualification (EPQ)

The EPQ can help to prepare students for university or their future career. It is equivalent to half an A level, graded from A*-E, can be studied alongside other qualifications and carries extra UCAS points.

Employability Skills

The latest statutory guidance for schools on the provision of careers guidance and inspiration (March 2015) suggests that to ensure that every child is prepared for life in modern Britain, they should receive 'a rich provision of classroom and extra-curricular activities that develop a range of character attributes such as resilience and grit'. High quality, independent careers guidance is also crucial to ensure that they are ready for the world of work.

The government is funding a number of national projects to support the development of character, alongside academic rigour, in programmes in and outside schools and colleges. Character education aims to develop the traits, attributes and behaviours that underpin success in learning and work. Projects, building on good practice and extending innovation, include:

- Competitive activities such as sports, debating or skills such as WorldSkills UK Skills Competitions.
- Community volunteering projects.
- Mentoring with successful students or local professionals.

The UK Commission for Employment and Skills (UKCES) set out employability skills, defined as 'the skills that almost everyone needs to do almost any job'. They outlined these skills as follows:

- **A positive approach** – being ready to participate, make suggestions, accept new ideas and constructive criticism and take responsibility.

This foundation underpins and supports three functional skills:

- **Using numbers effectively** – measuring, recording measurements, calculating, estimating quantities.
- **Using language effectively** – writing clearly and in a way appropriate to context, ordering facts and concepts logically.

- **Using IT effectively** – operating a computer, using basic systems and learning other applications as necessary, using technology to communicate.

The functional skills are used in the context of four personal skills:

- **Self-management** – punctuality and time-management, dressing and behaving appropriately, overcoming challenges and asking for help when necessary.
- **Thinking and solving problems** – being creative, reflecting on and learning from own actions, prioritising, analysing situations and developing solutions.
- **Working together and communicating** – co-operating, being assertive, persuading, being responsible to others, speaking clearly to individuals and groups and listening.
- **Understanding business** – understanding how the individual job fits into the organisation, recognising stakeholders' needs, judging risks, innovating and contributing to the whole organisation.

There are lots of opportunities for young people to gain these employability skills at school, through lessons and wider opportunities, as well as in their life beyond school.

Engaging with employers

Young people benefit hugely from contact with employers at The Skills Show and through workplace visits, employer talks, enterprise events, work experience and employer-led curriculum activities. Research undertaken shows measurable positive impacts including better 'preparedness for work', development of work skills, improved attitudes and enhanced employability. There is a range of organisations able to support schools and colleges with employer links. (see Sources of Further Information at the end of the guide).



SUPPORTING THE CAREER DEVELOPMENT OF GENERATION Z

Who are Generation Z?

The Chartered Institute of Personnel and Development (2015) reported that four generations are estimated to represent today's workforce:

Veterans:	Born between 1939 and 1947 (Also known as traditionalists)
Baby Boomers:	Born between 1948 and 1963
Generation X:	Born between 1964 and 1978
Generation Y:	Born between 1979 and 1999 (Also known as millennials)
Generation Z:	Born after 2000 (Often grouped with Generation Y)

Prensky (2001) used the term 'digital natives' to describe the new generation entering the workforce (Generation Z), to reflect the importance of technological advancements that are essential tools in the lives of young people today. Young people are, therefore, born into an environment where they have instant access to information and technology and can use it effectively to multi-task in all aspects of their lives. Although we can't generalise that everyone born after the year 2000 operates in this manner, it is important to consider the role of careers guidance in the new generation.

Careers guidance today must have a greater emphasis on the use of the internet and recognise the role social media plays in the recruitment and selection process.

The Seven C's of Digital Career Literacy

Professor Tristram Hooley of the University of Derby introduced a model for supporting young people's career development in the current climate to include:

Changing – educating young people to the shifting pattern of what careers look like today, recognising the impact of technology, globalisation and the move away from a traditional, permanent 9-5 job for life culture.

Collecting – there are thousands of websites to find out about career pathways and information about work, but how do you sift through them to get the right information?

Critiquing – do young people have the skills to distinguish between objective and biased careers information? Do they know if the information they are reading is reliable, up-to-date and credible?

Connecting – young people may be using a number of different social media sites, but do they recognise the potential networking opportunities the sites may have in accessing career opportunities?

Communicating – all traditional careers education programmes will explore how to write a CV, application form and cover letter, but how should we communicate in formal situations using Tweets, emails, text messages and blogs?

Creating – the majority of Generation Z will have at least one social media account they use to blog, but do they know how



to blog appropriately to demonstrate their enthusiasm, interest and knowledge about a subject area that employers may look upon favourably?

Curating – a person's digital footprint? In other words if an employer was to enter a young person's name into a search engine what would they find? In many instances this has been known to be a negative experience with people not getting selected at interview or losing their job due to what an employer has found on an internet search. A person's search engine results can also be a very positive experience and young people should be encouraged to manage their search engine results and their internet presence and use it to promote their 'personal brand'.

Digital Engagement of Employers

Today, recruitment has migrated almost completely to the internet, and social media plays an increasingly important part in the recruitment and selection process.

A survey by Jobvite last year in the USA found that 73% of recruiters have hired a candidate through social media, with LinkedIn the most popular site employers use (79%).

The same survey revealed:

- 93% of recruiters have reviewed a candidate's social profile before making a recruitment decision, 55% of recruiters have reconsidered a candidate based on their social profile, with 61% of those reconsiderations being negative. Negative aspects of social profiles include use of obscene language, spelling/grammatical errors, illegal drug references, sexual posts, political affiliation, alcohol misuse and reference to guns.

Many employers use social media to:

- market their organisation to the public.
- target certain online groups for recruitment.
- find out more about the people who are applying to work for them.

In this country, increasing numbers of employers are using social media in recruitment and screening of applicants.

In turn, applicants can use social media to their own advantage by using sites such as glassdoor.com to research

current employees' experiences and views of different prospective workplaces. They can also enhance their CVs by adding social media handles (username or personalised URL), provided they are confident this will project a positive and professional image.

How to Use Social Media to Your Advantage:

The table below highlights the main roles each of the more popular social media sites can play in assisting with career development:

The Skills Show facilitates young people talking directly to employers and exhibitors at the show by using the hashtag #AskTSS or the show's general hashtag #TSS15.



- Use your network to find out who is hiring locally.
- Manage your privacy settings carefully to make sure employers can't see pictures and posts you don't want them to see!



- Follow relevant companies and individuals to help you find out more about them.
- Use as a platform to share your knowledge about your area of interests and grow your followers.



- Use as your online CV.
- Connect with people who can help you gain experience and build your knowledge and networks.
- Contribute to group discussions to get yourself recognised.
- Seek out job opportunities that companies post on LinkedIn.



- Showcase your capabilities by uploading video footage of yourself demonstrating your expertise and experience.
- Consider constructing a video alternative to a CV.



- Sites such as Google Plus can help you to bring all your 'good' online content together in one place.
- By having a Google Plus account you will boost your prominence on Google search results.



- Demonstrate your artistic, design and creative skills on Pinterest and use as a platform to share your work with the creative industries.

Lesser known social media sites

When we hear the term 'social media', we tend to think of the main sites in the table above. Young people are likely to know many more as well such as Flickr, Snapchat, Tumblr, Instagram, etc. In total, there are hundreds of social media sites each with their own unique features. These less well-known sites are just as important if you are pursuing a career in a specific field. Here are a few examples:

- Cucumbertown – a social networking site for cooks/chefs to upload their creations and share recipes, ingredients, ideas and blogs.
- Epernicus – a site that is dedicated for research scientists to share their work.
- HR.com – a social networking site for human resources and personnel professionals.
- Exploroo – a site dedicated to travel and tourism to include reviews and blogs about tourist destinations around the world.

Some of the sector specific social media platforms, like the examples above, give people the opportunity to grow a reputation and expertise in a particular area and attract the attention of companies and employers who are in the sector.

Developing your Personal Brand

Nearly everyone nowadays has some sort of online presence. If you have not already done so, it is worth searching your name online and seeing what it throws up. You may be surprised! Generation Y and Generation Z people, for example, will probably have started their online presence with digital photographs taken at their birth!

As the amount of information about us proliferates via the Internet then we need to manage the way that this information is presented so that it provides a consistent and attractive image to potential employers.

Can you do anything to improve your online presence?

Yes! Follow these tips to help you actively manage your search engine results:

Manage the privacy settings of all of your social media accounts

By controlling the privacy settings you can ensure that some of the less flattering posts that may be on your social media accounts do not appear in search engine results. You may also want to change your profile pictures to make sure they show you in a positive light.

Create authorship sites

An authorship site can bring together all of your professional online activities to one place. For example you can list any articles you have written, or published work, and can provide links to your professional social media accounts such as LinkedIn. Google Plus is an authorship site, as is About Me, which enables people to set up authorship presence in minutes.

Online reputation tools

There are many companies that have developed tools to help individuals with their personal branding through the development of online reputation tools. The concept is relatively simple; to allow people to promote some of the online content they have that is favourable and get rid of the less flattering stuff. Online reputation tools are commercial enterprises which charge individuals to improve their personal brand. Most of them however allow individuals to have a limited amount of support free from charge – for example, submitting up to three links of your online content and working through the stages to direct more online traffic to your work.

Alerts

Internet facilities such as Google Alert and Mention.com allow individuals to keep on track with their personal brand. You can set up an alert so that you receive a notification each time your name is entered into a search engine. This can help you manage your reputation and is also a good way to research an employer or company by setting up an alert for a company name.

KEEPING UP TO DATE ON THE LABOUR MARKET

What is Labour Market Information / Intelligence?

LMI is any quantitative or qualitative facts, analysis or interpretation about the nature and operation of the labour market. LMI is needed to inform users about economic and labour market conditions, entry requirements, training and skills, salaries, trends and recruitment patterns.

Helping young people find out about the sectors or industry they want to work in is a really important part of career planning. It can help answer questions such as:

- Is it a thriving sector or does the economic environment mean there are likely to be closures or redundancies?
- Is the area a growth sector and are new jobs predicted in the future?
- Are there local opportunities for this type of employment?

Why LMI is Important

The modern labour market is complex and constantly changing, making it difficult for people to make sense of what's happening, and therefore to make informed decisions about their futures. However, good quality LMI can help us to unravel and make sense of this complexity.

Many schools offer a programme of careers and enterprise activities aimed at encouraging their students to consider a range of future education and career options. LMI is very useful in complementing these first hand experiences through providing a systematic overview of job opportunities, trends and career paths.

How can LMI be used?

LMI has many uses, for example:

- Young people at school or college, who are thinking about their career decisions, can use LMI to identify what jobs might be available in the future and what skills and qualifications are needed to access them.
- Education and training organisations need LMI to plan what courses they will provide. If they use it well, they will be able to offer courses that match the skills employers want and which will enable their students to get jobs when they complete their studies.
- Jobseekers can use LMI to identify job opportunities and understand the qualities employers are looking for in new recruits.



Factors Driving Change in the Labour Market

There are many factors that are driving change in the labour market. They impact on the jobs we do, how the jobs are done and conditions of employment. These factors include:

- Globalisation - including more organisations operating on an international scale, an increase in global trade and migration of workers between countries.
- Application of new technologies.
- Environmental challenges such as climate change and pressure on resources.
- Demographic or societal changes.
- Government regulations.
- Changes in contracts associated with creating flexible workforces.



Research shows that working whilst studying at college or university helps to develop employability skills, and has a positive benefit in terms of job and earning outcomes. However, fewer students are now doing part-time work whilst studying. For example, in 1997 four out of ten 16-17 year old students also had a part-time job. This proportion has now dropped to below two in ten."

Source: The Death of the Saturday Job. UKCES (2015)

We already have a global economy, but we are increasingly moving towards a global labour market too. There are over 200 million migrant workers around the world. In the UK, one in seven workers is a foreign national. Over 1,000 British citizens leave the country every day to live and work overseas.

Those who are able and prepared to be geographically mobile can take advantage of job and promotion opportunities across the UK or overseas.

UK citizens have the right to work in any of the 28 member states of the European Union. Many British people also choose to work around the world. For example there are now over 12,000 British trained doctors working in Australia.



Recent research from the UK Commission for Employment and Skills highlights that STEM skills are vital to the future of the UK economy and are essential to the development of many priority sectors."

Source: Reviewing the requirement for high level STEM skills. UKCES (2015)

STEM

STEM stands for science, technology, engineering and mathematics. These STEM subjects underpin many of the emerging employment sectors such as bio-technology and environmental industries which are expected to grow in the future. STEM subjects are also intrinsically linked to the development and application of new technologies, so it is important young people understand their value.

The Top Trades cards developed for The Skills Show in 2015 illustrate the wide range of jobs using STEM skills including Mechatronics, Games Development, Web Design, Network Security and IT Support Technician. These can be found on the Find a Future website.



Green-Collar Jobs

The environmental challenges we face create pressure to find solutions. Efforts to move towards a low-carbon economy mean that there will be increased demand for workers with skills and knowledge to help design, develop and manufacture products such as:

- Hybrid and low-emissions cars.
- Low energy use consumer goods.
- New fuels, such as bio-fuels.
- Environmentally friendly ways of generating power, including wind farms and solar power.
- The next generation of nuclear power stations.

Expansion and Replacement

Many people looking at the job market ask what the growing sectors and occupations are in the belief that this will point to where the job opportunities will be. However, the majority

of job openings in the next few years will occur because of the need to replace people who leave existing jobs, mainly due to retirement. Economists call this 'replace demand'. Conversely new jobs that previously did not exist, such as those in expanding sectors or new types of occupation, are part of what economists call 'expansion demand'.

So we should not focus purely on new or expanding sectors, but look at job openings across the economy as a whole.

The Future Skills area at The Skills Show provides a first-hand insight into the labour market trends outlined in the UKCES Future Skills Report, with Have a Go activities orientated around changing careers.

Where are the sources of LMI?

There are now many sources of LMI including those from government sponsored bodies and from a wide range of organisations that commission research on the labour market. Here are six of the key websites worth exploring:

UK Commission for Employment and Skills (UKCES)

Part of the role of UKCES is to provide world class LMI. UKCES is involved in lots of research into the labour market including two important surveys - the Employer Perspectives Survey and the Employer Skills Survey. These two data sources provide a robust empirical base which contributes to our understanding of the UK labour market. UKCES also commissions Working Futures, which is the principal source of information on future trends.

www.ukces.org.uk

Office for National Statistics (ONS)

The Office for National Statistics (ONS) is the UK's largest independent producer of official statistics and is the recognised national statistical institute for the UK. It is responsible for collecting and publishing a wide range of statistics including many datasets relating to the labour market.

www.ons.gov.uk/ons

Nomis - Official Labour Market Statistics

Nomis is a web-based database of labour market statistics. Nomis is run by the University of Durham on behalf of the Office for National Statistics. Nomis houses an extensive range of government statistical information on the UK labour market including data on employment, unemployment, earnings and the Labour Force Survey (LFS).

www.nomisweb.co.uk

Graduate Prospects

Graduate Prospects is a leading provider of information, advice and opportunities for students and graduates. The Graduate Prospects website includes LMI on different employment sectors, employer profiles and a graduate job search section. In addition, the site provides some information on self-employment and working abroad.

www.prospects.ac.uk

The National Careers Service (England)

This website contains a range of useful information for job-seekers including almost 800 job profiles covering occupations from accounts clerk through to zoologist. There is a section on job market information for each of the English regions, covering sectors that employ the most people in each area and those which are expected to grow in the future. In addition, there are a range of career tools on the site including a CV builder and tips on job applications and interviews.

<https://nationalcareersservice.direct.gov.uk/>

LMI for All

This is a new on-line service developed by UKCES and provides access to a range of existing LMI sources through web access or mobile applications. The service includes data from the Labour Force Survey (LFS), the Annual Survey of Hours and Earnings (ASHE), the Employer Skills Survey (ESS) and Working Futures. It also includes vacancy data from Universal JobMatch.

www.lmiforall.org.uk/



Social media sites such as LinkedIn provide informal sources of labour market information. See more details in the section on Generation Z.

LMI for Your Area

Some areas have observatories that provide local LMI. Check if there is one in your area. Alternatively Nomis provides profiles for all local authority districts.

In addition, the National Careers Service website provides regional labour market information with links to information provided by Local Enterprise Partnerships (LEPs). This can be found at the bottom of each page on regional LMI on the National Careers Service website.

With an increasingly global labour market there may be a need to explore international LMI. Most countries have official statistics websites and many of these have an English language version too. In addition, the Graduate Prospects website provides some information for those interested in working abroad.

INDIVIDUAL CAREER COACHING

A career choice is a complex decision. Activities like The Skills Show can allow young people to gain considerable understanding of the world of work but the highly individualised nature of the choice means that group learning is not always enough. A one-to-one meeting is often needed to allow the individual to make sense of it all.

Why are career decisions so hard?

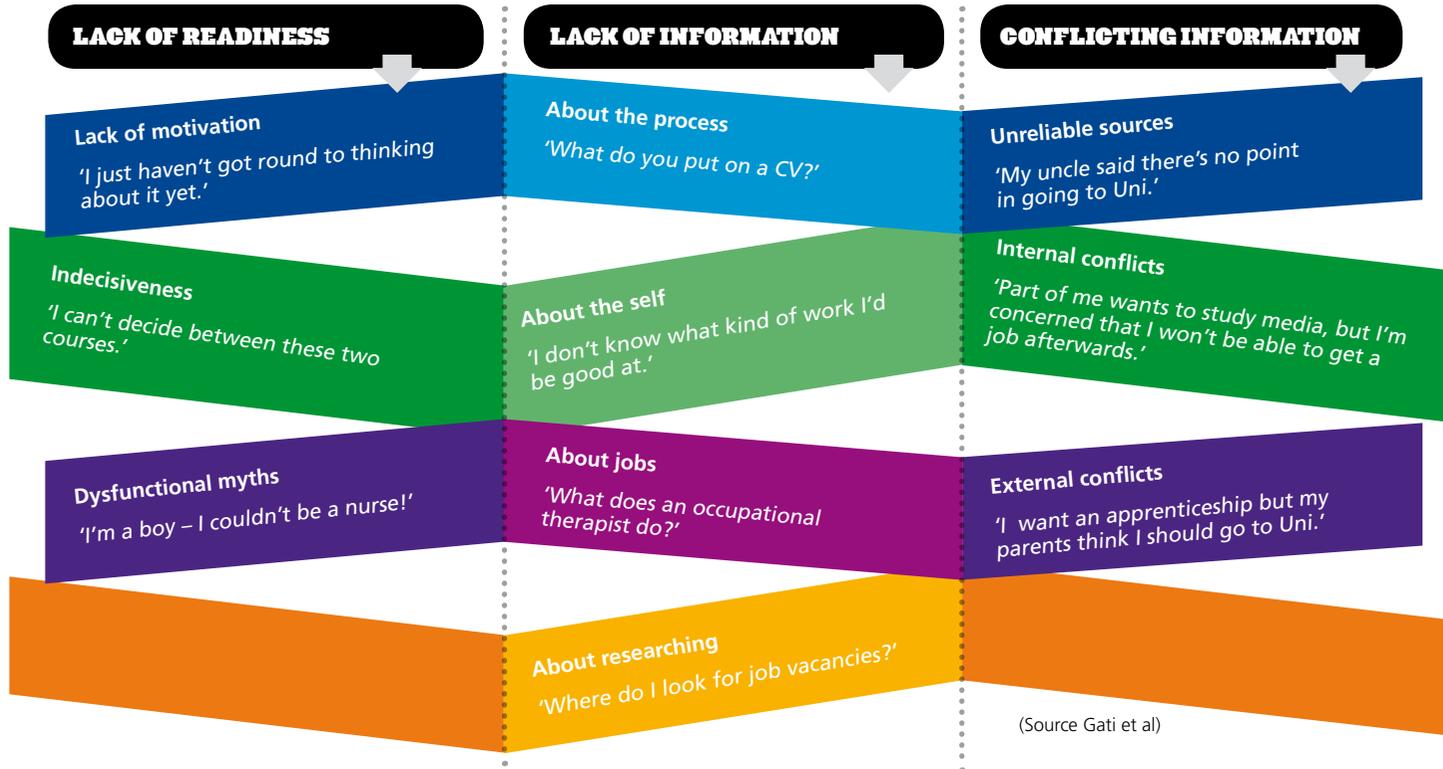
Listed below are some of the specific factors which combine to make career decisions particularly difficult for young people.

1. Career decisions are about identity. Young people are making choices not simply about what they want to do, but about who they want to be. This makes the decision of which path to choose far more complex than a simple match of skills and interests to occupational requirements. A one-to-one can help ensure that young people identify how they might be able to incorporate a career into their life plan.
2. There are too many options. The hundreds or even thousands of choices available to young people can be overwhelming. A typical response to the myriad choices is to become close minded, limiting perceived options to a manageable number. Career practitioners therefore need to find out where each young person is in their decision making, and offer support in both narrowing and broadening the number of options they are considering.
3. The information young people have about the world they are entering is usually incomplete and biased and is often downright wrong. Career practitioners can help young people to identify where their particular gaps in knowledge lie, and to support them in making judgements about whether the information they have is reliable.
4. Young people are faced with these decisions too early. Cognitive neuroscience tells us that the brain functions needed to make complex cognitive decisions are not fully formed until our mid-twenties, and common sense tells us that it's a big ask to expect young people to know what they want from a workplace they have barely experienced.
5. Finally, there are many powerful but unconscious processes at play, and whilst young people put a great deal of faith in their gut instincts, this isn't always the most reliable way to make a good decision. A charismatic speaker will get young people interested in their field, regardless of its suitability and stereotypes are pervasive and entrenched from an early age. Career practitioners can help young people bring some of their unconscious decision making processes into the forefront of their minds.



Where do young people get stuck?

A large scale international research project identified ten particular sticking points that young people face in their quest for the right career path. Good careers interventions rely on an understanding of these common sticking points and developing strategies that help young people to see their situations differently and identify ways forward.



What does a one-to-one coaching session look like?

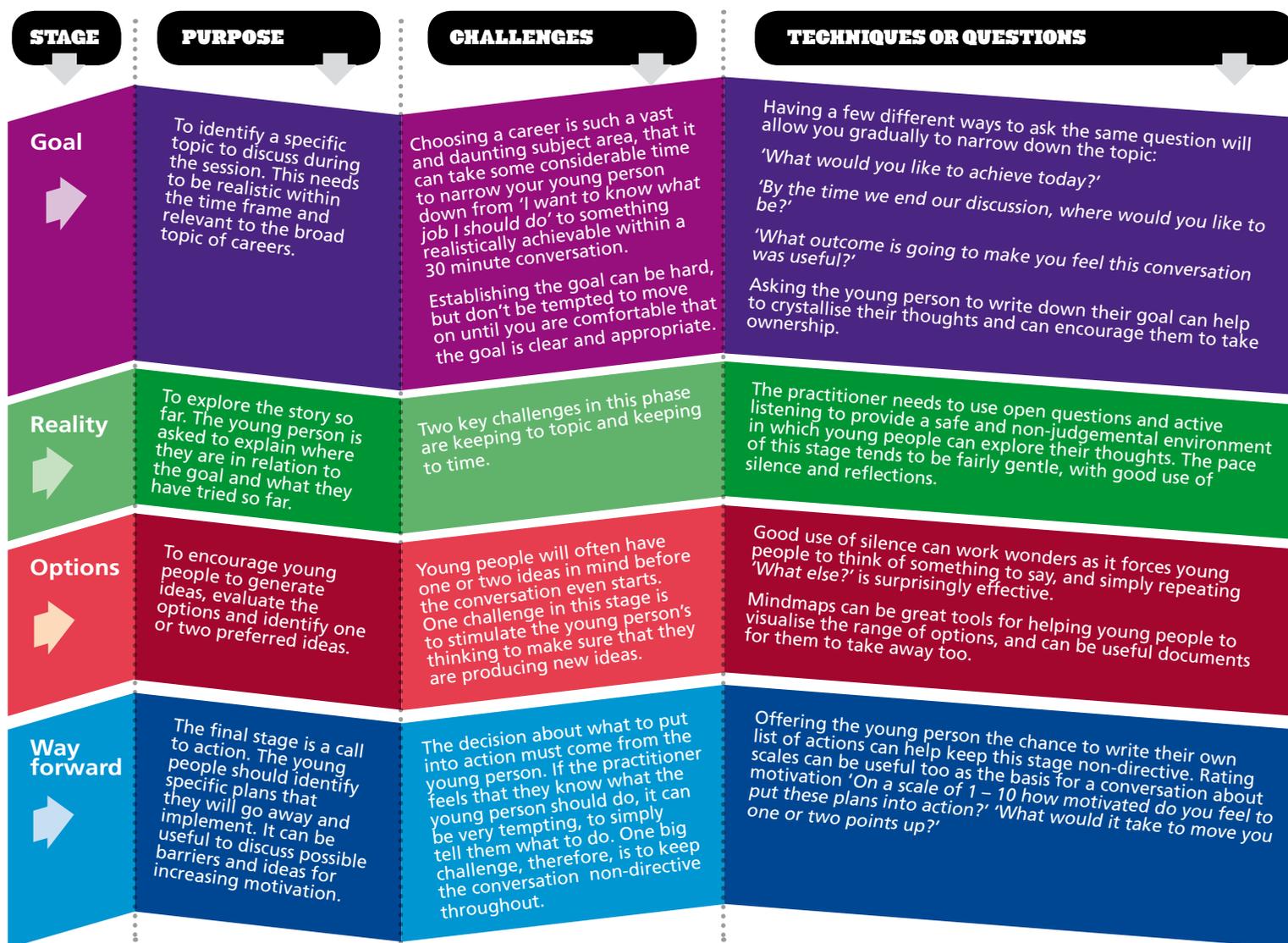
At their best, one-to-one career interviews are purposeful, non-directive, career related conversations. The non-directive element is driven by two principles. The first is that each of us is our own best expert. Young people may open up to a career practitioner about their hopes, fears and dreams, but young people themselves will always have a better grasp of what exactly it means to them than even the most perceptive professional. The second principle underpinning non-directive practice is that we know that young people tend only to act on ideas that they have come up with themselves.

Sophisticated non-directive questioning can lead to young people seeing their situations differently, and identifying their own solutions to their problems which they are then much more likely to act on.

Core to effective one-to-one career practice is a process to guide the conversation. Without a process, the conversation may fail to focus on the key issues and may not generate any concrete actions. There are many intervention models to choose from. A favourite is the GROW model. This has no particular agenda, is backed up by plenty of empirical research and, most valuably, is really straightforward.

The GROW Model

The model proposes four stages (Goal, Reality, Options and Way Forward), and each one-to-one conversation should progress through all four.



It is useful, at the start of the conversation, to discuss expectations, and identify who is responsible for what. Good career practice suggests that the career professional should direct the process – make sure that the conversation is going in the direction agreed at the right speed. The young person should then direct the content of the conversation – set the topic, identify the goal and settle on the action points.

We ask a lot of our young people, expecting them to make choices with such a limited experience of work and decision making. Career decisions are complex, and they matter. They are also highly individualised, and one-to-one interventions are an effective way to support our young people as they try to take their first steps towards a fulfilling path.

WORLD SKILLS AND VOCATIONAL SKILLS

The Skills Show 2015 hosts the WorldSkills UK Skills Competitions National Finals. Visitors have an opportunity to watch the best that the country has to offer compete in over 50 vocational skills in the following areas:

- Engineering
- Built Environment
- Social and Professional Services
- IT and Business
- Creative and Cultural

In addition, Squad Selection for WorldSkills Abu Dhabi 2017 takes place this year, so it is an extra special occasion which will help to increase public recognition, quality and take-up of vocational skills.

At an international level, WorldSkills is the global hub for skills excellence and development, and inspires young people and adults to be ambitious in their pursuit of skills to the highest level through community projects and competitions. WorldSkills UK Skills Competitions plays a vital role in raising standards, esteem and levels of expertise in further education, skills and apprenticeships. By connecting globally in this way, vocational education and training in the UK aligns with international standards and supports industry competitiveness. Equally important, WorldSkills UK Skills Competitions contribute to young people's understanding of their education, career and life choices.

Competition activity can develop vocational skills to extremely high levels of excellence and enhance capacity in attributes valued by employers such as team work, time management, judgment and working under pressure.

What is a skills competition?

WorldSkills competitions are held every two years and are organised by WorldSkills International (WSI) to 'raise the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success.' (WSI, 2015). A skills competition is designed to test individuals

or teams in applied skills across a range of critical elements that demonstrate excellence in the chosen subject areas. There is a strict judging/assessment process, and individuals or teams gain a score for each element against clear performance criteria. The winner is the individual or team with the highest score. Skills competitions are a solid means of providing summative assessment for learners and can provide a measure for the quality and standards of teaching.

Ethos of skills competitions

Skills competitions bring learning to life and challenge learners to get the most out of their learning, and to take responsibility for their own ideas and development.

'The approach of developing integrated assignments based on the WorldSkills model has encouraged staff to embed real industrial problems into project briefs. This has had the benefit of engaging with employers on course and assessment design and strengthens the College's partnership with local and national employers.'

Barry Skea, Assistant Head of Faculty, New College Lanarkshire

"It is fun for the learners. They gain so much confidence from involvement and get to meet like-minded learners from all over the country."

Janet Smith, Deputy Principal, South Thames College

"It is quite clear that when learners enter competitions they become more used to that type of environment. So they can take those skills to a competitive job interview. It also teaches them that the only way you are going to succeed in a competitive world is if you prepare yourself properly."

Keith Ham, Curriculum Manager, Construction, City of Bristol College

(For more information and how to enter see www.findafuture.org.uk/worldskills-uk-skills-competitions)

SOURCES OF FURTHER INFORMATION

GENERAL CAREERS ADVICE SOURCES

- <https://nationalcareersservice.direct.gov.uk> – Two channels available for young people – a helpline available from 8am to 10pm seven days a week – 0800 100 900 and online information on more than 130 industries with nearly 800 job profiles.
- www.plotr.co.uk – provides games, in-depth articles, sponsored worlds, lesson plans and inspirational stories to support career choice and exploration.
- <http://fiss.org/sector-skills-council-body/directory-of-sscs/> – The Federation for Industry Skills and Standards provides an up-to-date directory of the network of Sector Skills Councils which offers detailed information about opportunities in their sector.

Events and Experiences

- findafuture.org.uk/the-skills-show – wide range of resources to bring the workplace to life, including Top Trades cards, Parents' Guide and other post-show materials.
- www.thebigbangfair.co.uk – annual event highlighting career opportunities for students who carry on with STEM subjects.
- www.stemnet.org.uk – the STEM Ambassador Programme provides inspiring role models to engage young people with science and maths careers.
- www.inspiringthefuture.org – aims to connect teachers with volunteers from the world of work. Includes Inspiring Women and Primary Futures.

Other Professional Resources

- www.thecdi.net – the professional body for the careers sector, offering a wide range of resources including a framework of learning outcomes for career learning, news updates, a magazine and research journal and a comprehensive programme of training.

RESOURCES FOR BUILDING EFFECTIVE CAREERS PROGRAMMES

National sources and organisations include:

- www.barclayslifeskills.com – Lifeskills created with Barclays aims to help young people into the world of work.
- www.bitc.org.uk – Business in the Community supports the Business Class framework designed to develop collaborative partnerships between schools and businesses.
- www.gatsby.org.uk/education/programme/good-career-guidance – Good Career Guidance report identifying the eight dimensions of effective provision.
- <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> – statutory guidance and advice on careers guidance and inspiration from DfE.
- www.cegnet.co.uk/news/higher-profile-for-careers-in-ofsted-inspections-from-september – includes a useful overview of expectations for careers guidance in inspections.
- www.careerslab.co.uk – a careers education initiative led by National Grid.
- www.qualityincareers.org.uk/ – the National Quality in Careers Standard provides national validation for England's quality awards for careers education, information and guidance.
- www.teachfirst.org.uk/sites/default/files/Careers-in-the-classroom-report.pdf – guide to the role of teachers in careers education.
- There are a number of local organisations that support careers education. Starting points include local Councils, dedicated Education Business Partnership, the Local Enterprise Partnership and the growing network of Enterprise Advisers. See www.careersandenterprise.co.uk/enterprise-advisers/find-your-local-programme/

RESOURCES FOR HELPING YOUNG PEOPLE GET QUALIFIED

- www.gov.uk/government/uploads/system/uploads/attachment_data/file/461298/ROF_Bookcase.pdf – Ofqual’s postcard explaining the Regulated Qualification Framework.
- <http://register.ofqual.gov.uk/Qualification> – Ofqual’s searchable list of qualifications approved for teaching to under 19 year olds.
- <http://news.cbi.org.uk/reports/education-and-skills-survey-2015/education-and-skills-survey-2015/InspiringGrowth> – The CBI/Pearson skills survey 2015.
- www.educationandemployers.org/research/work-experience-impact-and-delivery-insights-from-the-evidence/ – Evidence from research by the Education and Employers Taskforce on the Impact of work experience on young people’s career aspirations and progression.
- <http://studioschoolstrust.org/> – information about Studio Schools.
- www.utcolleges.org/ – information about University Technical Colleges (UTCs).
- www.apprenticeships.gov.uk/ – information about apprenticeships and traineeships, including the vacancy matching service.
- <http://webarchive.nationalarchives.gov.uk/http://www.ukces.org.uk/upload/pdf/EmployabilityChallengeFullReport.pdf> – UK Commission for Employment and Skills – full report of the Employability Challenge.

RESOURCES FOR HELPING GENERATION Z

- Chartered Institute of Personnel and Development. (2015). Developing the Next Generation. London CIPD
- Hooley, T. (2012). How the internet changed career: framing the relationship between career development and online technologies. Journal of the National Institute for Career Education and Counselling 29: 3-12. NICEC: Cambridge. Available at: <http://saens.hi.is/sites/saens.hi.is/files/hooley-nicec-journal-oct2012.pdf>
- Jobvite (2014) Social Recruiting Survey Results 2014. Available at: http://web.jobvite.com/Q414_SEM_SocialRecruitingSurvey_LP.html?utm_source=google&utm_medium=cpc&utm_term=%2Bsocial%20%2Brecruitment%20%2Bsurvey&utm_content=2014socialrecruitingsurvey&utm_campaign=search_recruitingsoftware
- Prensky, M. (2001) Digital natives, Digital Immigrant, New York. Marc Prensky
- www.gov.uk/browse/working/finding-job
- <http://theundercoverrecruiter.com>
- How to Get Your Ideal Job (Using LinkedIn, Social Media and the Internet): Nigel James, Tim Kitchen
- The Tao of Twitter: Changing Your Life and Business 140 Characters at a Time: Mark Schaefer

RESOURCES FOR INDIVIDUAL CAREER COACHING

- www.thecdi.net – offers the Professional Register of qualified Career Development Professionals
- The One to One Tool Kit – Julie Cooper and Ann Reynolds
- The Career Coaching Handbook – Julia Yates
- Brilliant Career Coach – Sophie Rowan
- An introduction to coaching skills – Christian van Nieuwerburgh and associated website YouTube Playlist. Retrieved from: www.youtube.com/playlist?list=PLKGCatbxCOq2a7usDIYO4FoVwz3hdVES

RESOURCES FOR LABOUR MARKET INFORMATION

Labour Force Survey (LFS) is a survey of the employment circumstances of the UK population aged 16+. It is the largest survey of its kind in the country and provides the official measures of employment and unemployment.

Note: Some data from the LFS is available on Nomis. See www.nomis.web.co.uk

Annual Survey of Hours and Earnings (ASHE) provides information about how much employees earn across different industries, occupations and regions in the UK.

Note: Some data from ASHE is available on Nomis.

The Employer Perspectives Survey (EPS) provides a UK-wide picture of how employers are meeting their skills needs, by focusing on their engagement with skills and employment services and their broader approaches to people development.

Note: Data and reports on the ESS are available on the UKCES website. See www.ukces.org.uk

The Employer Skills Survey (ESS) looks at training and staff development, unfilled vacancies because of skills shortages, skill gaps, recruitment of education leavers and a host of other measures to provide a comprehensive and robust picture of skill needs and investment in training by UK employers.

Note: Data and reports on the ESS are available on the UKCES website.

Working Futures provides a forecast of expected future change in the labour market and anticipates labour demand by industry, occupation and qualification level.

Note: Working Futures reports are available on the UKCES website along with Careers of the Future which highlights forty jobs which will be crucial over the next decade.

Destinations Measures data – the Department for Education provides information to help schools assess how successfully their pupils are making the transition into the next stage of education, training or employment.

Note: Statistics are available on www.gov.uk/government/collections/statistics-destinations

THE SKILLS SHOW PROVIDES AN OPPORTUNITY TO GET EXCITED ABOUT THE WORLD OF WORK. HELP YOUNG PEOPLE BUILD THEIR CAREER SKILLS ACTION PLAN BY:

1. Thinking about what motivates them and where their strengths and weaknesses lie.
2. Finding out as much as they can about the career opportunities that interest them.
3. Gaining work experience, meeting employers and making the most of careers and skills events.
4. Developing skills for the work place – e.g. taking part in events and competitions.
5. Reflecting on their learning – employers like evidence of skills learned and outcomes achieved.
6. Developing the art of networking and using expert advice.
7. Taking a proactive approach to exploring the full range of opportunities.
8. Thinking about their 'personal brand' and how they differ from other applicants.
9. Developing an entrepreneurial approach to career exploration and building grit and resilience.
10. Regularly reviewing their progress.



world **skills** uk
The Skills Show

Find a Future is the educational organisation that brings together WorldSkills UK Skills Competitions, The Skills Show and The Skills Show Experience, providing young people across the UK with the chance to unlock their potential and get inspired about the world of work. Through hands-on skills competitions and experiential careers events, we aim to develop their understanding of, and engagement with, further education, apprenticeships and skills.

FIND A
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findafuture.org.uk



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