



Understanding a 'career in careers': Learning from an analysis of current job and person specifications

By Siobhan Neary, John Marriott and Tristram Hooley

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Authors

Siobhan Neary, John Marriott and Tristram Hooley

International Centre for Guidance Studies (iCeGS)

University of Derby, Derby, DE22 1GB

www.derby.ac.uk/icegs

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The Career Development Institute (CDI)

The Career Development Institute (CDI) is a UK wide professional organisation representing those working in career education, career information, advice and guidance, career coaching and career management.

International Centre for Guidance Studies

The International Centre for Guidance Studies (iCeGS) is a research centre with expertise in career and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level. For further information see

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iCeGS research papers

This research is one of a series of publications by iCeGS. Recent examples include:

Hooley, T. (2013). *Career Development in Canada*. Derby: International Centre for Guidance Studies, University of Derby.

Hutchinson, J. (2013). *School Organisation and STEM Career-related Learning*. York: National STEM Centre.

Langley, E., Hooley, T., Bertuchi, D. (2014). *A Career Postcode Lottery? Local Authority Provision of Youth and Career Support Following the 2011 Education Act*. Derby: International Centre for Guidance Studies, University of Derby.

Neary, S. (2014). Reclaiming professional identity through postgraduate professional development: careers practitioners reclaiming their professional selves. *British Journal of Guidance & Counselling*, 42(2): 199-210.

Watts, A.G. (2014). *Recent Developments on the Roles of Employers and of Careers Professionals: A Pivotal Phase in Determining Future Careers Provision for Young People*. *Careers England Policy Commentary 26*. Careers England.

A complete list of iCeGS papers is available from <http://www.derby.ac.uk/icegs/publications>.

Executive summary

The Career Development Institute (CDI) is developing a career progression pathway for the career development sector. This report provides evidence which can inform the creation of such a framework. It is based on an analysis of 214 job and person specifications. These were drawn from all four UK nations and reflect the five CDI constituency groups as well as higher education and the welfare to work sector.

Key findings include the following:

- It was possible to identify six levels of vacancies in the career development sector: entry level; practitioner; advanced practitioner; manager and senior manager; and research and technical support.
- There were careers vacancies in every UK nation and in every English region. Nearly half of the vacancies were located in London and the South East.
- Over three-quarters of the job opportunities for the career development workforce were located within careers companies and the education sector.
- Just less than three quarters of the vacancies were full time positions.
- A clear majority of vacancies (69%) were permanent positions.
- Three-quarters of vacancies specified a careers qualification. Many job and person specifications either did not specify the level of the qualification or suggested diverse careers qualifications at different levels. A minority of vacancies did not require any qualifications and a small number did not require any specific careers qualifications.
- Job and person specifications set out a wide range of duties for careers workers. The most common were providing one to one career information, advice and guidance and organising and delivering group sessions.
- The behaviour, knowledge and skills most likely to be specified were interpersonal skills, the use of ICT and electronic systems (including CRM systems) and the ability to manage paperwork and work to targets.
- Salaries varied from £13,400 to £65,000 although the overwhelming majority of those that specified a salary were between £15,001- £35,000. Salary varied according to the level of the job, the sector it was based in and the qualifications that were required.
- The analysis revealed 103 different job titles. This is a significant increase on the 2009 mapping by LLUK which identified 43 job roles. Careers adviser/advisor was the job title most commonly cited.

Introduction

The career development sector in the UK has historically been highly diverse. Different types of professionals, with a range of qualifications and experience support the careers of their clients in different ways. Until 2013 these professionals were represented by different professional bodies (or by none). However, the formation of the Career Development Institute (CDI) in 2013 combined four professional bodies: the Association for Careers Education and Guidance (ACEG); Association of Careers Professionals International (ACP International, UK); the Institute of Career Guidance (ICG); and the National Association for Educational Guidance for Adults (NAEGA)¹.

The CDI has moved quickly to develop its membership (currently c.4200) and to establish the UK register of Career Development Professionals.² The next stage for the organisation is to create a “career progression pathway” to help to facilitate the integration of these diverse traditions and to define what a “career in careers” actually looks like. The career progression pathway will provide the career development sector with a clear and accessible route map documenting the various career paths into and through the profession from entry level through to leadership.

There has been very little published work that has sought to map the range of roles within the career development sector or to understand the relationships that exist between them. This paper will underpin the development of the career progression pathway by providing a greater understanding of the nature of the roles within the careers labour market. It is based on an analysis of 214 vacancies conducted by researchers at the International Centre for Guidance Studies (iCeGS) at the University of Derby in April 2014.

¹ The Association of Graduate Careers Advisory Services (AGCAS) representing HE careers services elected not to be part of the new professional body as it was not an individual membership body.

² See <http://www.thecdi.net/Professional-Register> for further information on the CDI professional register.

Background

There is currently limited evidence about the nature of the career development workforce in the UK. Although professional bodies and employers may have considerable intelligence about this, little has been recorded and there have been few opportunities to compare employment practices within the different parts of the sector. The capacity to investigate such issues has undoubtedly been diminished since the closure of the sector skills council with responsibility for the area, Lifelong Learning UK (LLUK).

In 2009 LLUK commissioned a number of research projects to better understand the career guidance labour market in preparation for the occupation's entry into the sector skills council's footprint. A gap analysis report (LLUK, 2009a) found that the careers workforce had grown and estimated that it consisted of over 26,000 individuals with a growing number employed on part-time or short-term contracts. It also found that qualifications within the sector had fallen. In 2004 69% of career guidance practitioners were qualified to NQF level 5/SCQF Level 8 or above, by 2009 this figure had dropped to 56%. The report identified that the most common role undertaken within the occupation was that of careers adviser.

The Occupational Map for Career Guidance developed for LLUK (2009b) acknowledged that there were many specific job roles within the career guidance occupation and that these were often related to the diverse sectors within which people worked. The report identified 43 job titles which were used to describe people working in the career guidance occupation with the most common being careers adviser and many other titles denoting a specialism e.g. adult careers adviser, graduate careers adviser. The report expressed concerns that this diversity of job titles diminished the coherence of the profession and obscured progression routes. This concern has been backed up by more recent research by Neary (2014) who argues that job titles are an important component of professional identity.

LLUK (2009a) also explored progression within the profession. It noted a distinct "trainee" role which was differentiated by the fact that the holder of the role had not completed a probationary period. It also found that some larger organisations included a "senior careers adviser" role, although in most organisations progression opportunities tended to be based on taking on management or supervisory roles or developing a specialism such as staff training. Such findings therefore suggest a profession within which it is difficult to progress whilst maintaining a focus on the professional core of careers.

Closely allied to discussions about progression within the career sector is an understanding of the remuneration available. The LLUK research (2009a) found that there was no nationally recognised pattern of remuneration differentiating roles within the sector. Since then there has been some observation of a downward pressure on salaries, particularly in England with the local authority controlled aspect of the profession due to the current Government's austerity policies and cuts to the Connexions service (Hooley and Watts, 2011).

The picture painted by LLUK in 2009 was therefore of a profession where progression pathways were complex and limited. Clarifying progression routes is likely to be an important part of strengthening the professionalism of the field. In particular it is important to recognise the multi-sectorial nature of career development and to recognise that professionals are likely to come from a range of backgrounds. The occupational footprint of the CDI is broader than that of LLUK and so it is important to conceptualise the new progression routes in ways which support the development of this broader profession.

As the career progression pathway takes shape it may also be useful to look to similar professions and examine how they address these issues of diversity and coherence. This echoes Watts' (2010) suggestion that there should be an attempt to increase the knowledge base about the existing profession by building a map of the courses that lead to professional qualifications alongside a map of the wider careers workforce, i.e. those whose primary task is not as a careers specialist but with whom careers professionals link.

In 2010 the Careers Profession Task Force produced a report which sought to support the professionalisation of the sector. The publication of this report provided a focus for professionalisation. It clarified the minimum professional qualification at level 6 (bachelor's degree level) and heightened awareness of professional issues within the sector. These issues have then been pursued by the Career Development Institute (CDI) since its formation in 2013. This report therefore seeks to provide an empirical basis for the CDI and its membership to develop a progression pathway for the sector.

Methodology

This project surveyed 214 job and person specifications. This number reflects the maximum number of opportunities that could be identified over the four week window during which the research occurred (April 2014).

A wide range of jobs which were substantially about providing career development were included in the analysis. These jobs were drawn from all four UK nations, from diverse sectors and from all five CDI constituent groups (all age, young people, careers educators, adults and talent management). However, the current footprint of the CDI did not limit the selection of job and person specifications. Where jobs were found that were substantially concerned with career development in higher education or in the welfare to work sector they were also included.

The analysis was conducted through the following steps.

1. An initial analysis of job descriptions was undertaken by the research team to inform the creation of a framework for analysis.
2. This framework was used to develop an online questionnaire in Survey Monkey, which was used to collect the data based on reviewing and analysing job and person descriptions.
3. A search of the internet was undertaken to identify suitable jobs. This focused on the key sources given below. 145 vacancies were identified through these searches.
4. The sample identified from the internet was supplemented with historic (published during the last year) job and person specifications provided by Careers Wales (where recruitment is currently frozen) and by the CDI. 69 job and person specifications were sourced through this approach.
5. The data were then analysed in Excel.

The web based sources for the job descriptions were as follows:

- AGCAS Jobs <http://www.agcas.org.uk/vacancies>
- Jobs.ac.uk <http://www.jobs.ac.uk/>
- Education Guardian <http://jobs.theguardian.com/jobs/education/>
- FE Jobs <http://www.fejobs.com/#>
- Fish4jobs <http://www.fish4.co.uk/>
- Indeed <http://www.indeed.co.uk/>
- Monster <http://www.monster.co.uk/>
- Personnel Today <http://www.personneltoday.com/>
- Portico <http://www.thecdi.net/Jobs>
- Simply Hired <http://www.simplyhired.co.uk/>
- Trovit Jobs <http://jobs.trovit.co.uk/>

The search terms employed to identify suitable jobs included a combination of the following: careers adviser, advisor, employment, employability, career education, job coach, career coach, information, advice, guidance, IAG, manager, officer, head, teacher, personal advisor, connexions, guidance, practitioner, national careers service, jobcentre plus, Careers Wales, Skills Development Scotland, Northern Ireland, Wales.

Findings

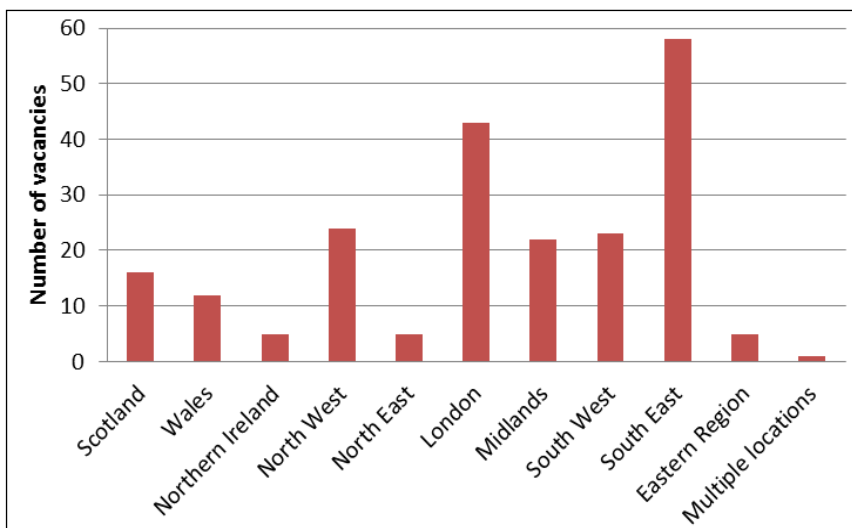
The results presented below should be understood as a snapshot, rather than a summative description of the career development sector. It is important to acknowledge that this dataset can only present a picture of the labour market during April 2014. It would be useful to follow this up with a longer term research project that collected job descriptions from at least a full annual cycle. It is likely that there are a number of cyclical and specific factors which influence the career development labour market. For example, many career development jobs are based within education and may therefore follow the cycle of the academic year. Perhaps most important for this sample, the job and person descriptions collected in this report were collected after the announcement of new National Careers Service contracts in some areas and not others. It is possible that this may have influenced the sample.

The research questions addressed by this study were primarily about the range and nature of jobs within the sector rather than about a quantification of labour market trends. Nonetheless, the analysis does provide an interesting insight into current levels of recruitment across the UK.

1.1 Location of vacancies

The sample included vacancies from all four nations and from every English region.

Figure 1: Number of vacancies by region



One advert offered opportunities in multiple locations.

Over half of the vacancies (131) specified a more detailed location. Figure 2 shows the geographical distribution of these jobs.

Figure 2: The location of careers jobs in the UK



Many of the jobs specified multi-site delivery and required careers workers to travel and work across a range of different contexts. Very few jobs were advertised as being home or internet based. However, this may be due to the fact that many practitioners who deliver services in this way are self-employed and as such there are likely to be fewer job adverts for these types of roles.

Figures 1 and 2 show that there is a considerable diversity in the number of jobs identified in different parts of the country. To better understand this it would be necessary to examine a larger sample (ideally collected over an annual cycle). It would also be necessary to analyse

these vacancies in the context of the local population and local labour markets. Nonetheless it is worth highlighting a number of national features that may have influenced the spread of vacancies.

In Wales the level of career development vacancies is strongly influenced by the recruitment activities of Careers Wales. Due to Careers Wales' recent restructuring there were limited vacancies during the period of the study. Consequently a number of historic job and person specifications were sourced from the organisation. Outside of Careers Wales career development vacancies were identified in universities and in the Student Loan Company.

In Scotland, the vacancies reviewed were current opportunities. The majority of vacancies were with Skills Development Scotland, the public sector careers provider. However there were also vacancies available in Scotland with universities, recruitment agencies, organisations such as Capita (business process outsourcing and professional support services) and Inspiring Futures.

Like the other devolved nations Northern Ireland also has a public sector careers service. The majority of vacancies were within Careers Service Northern Ireland. In addition to these there were also vacancies in universities and in recruitment and training providers.

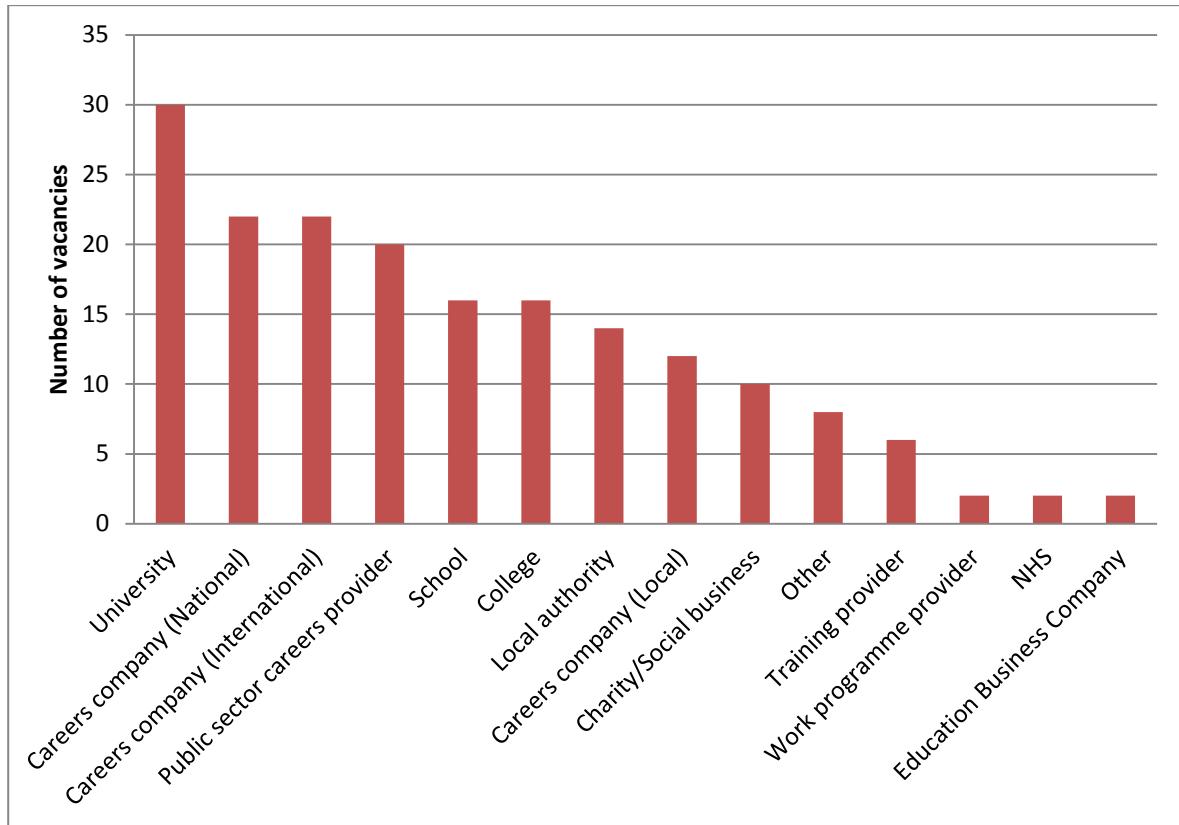
The majority of the vacancies identified were from England. As in the devolved nations the public service provider (the National Careers Service) was an important source of these vacancies. However National Careers Service provision has been marketised and this means that within the service there are a large number of prime and sub-contractors who actually employ career development professionals. In addition in England there were a wide range of other employers including local authorities, community organisations, recruitment agencies, welfare to work providers, schools, colleges and universities.

This discussion of the differences between the four nations demonstrates the strong influence that public policy decisions have on the career development labour market. The fact that all four nations have taken different approaches to the delivery of careers work, with all age being dominant in three of the four, has resulted in distinct organisational arrangements and labour markets in the four countries.

1.2 Employers

Figure 3 provides an overview of the employers who were recruiting the career development workforce over the period of the job analysis.

Figure 3: Employers³



The 'other' category included organisations who may only recruit as a 'one off' or occasional position such as Engineering UK and Careers England. These organisations are not mainstream recruiters but provide interesting data concerning potential specialist employers. Careers company (International) represents companies with a broader portfolio than UK based careers work.

The range of different employers can be grouped into four main categories; careers providers (which includes the public sector careers services) (42%), education providers

³ There were 32 vacancies which were advertised through recruitment companies where it was not possible to ascertain who the ultimate employer was.

(34%), local authorities (8%) and specialist employers (16%). This shows that the majority of vacancies in the field are split between careers providers and educational organisations.

1.3 Medium of delivery

The primary media for delivery of career guidance are listed in table 1 below. This suggests that even though there has been a significant move to diversify the range of media through which careers work is delivered, the majority of jobs (94%) focus on face to face delivery. A small minority were focused on telephone or internet delivery. Although face to face was the primary delivery mode, providing services by phone and through the internet were also expected in 12% of the jobs advertised as a secondary delivery method.

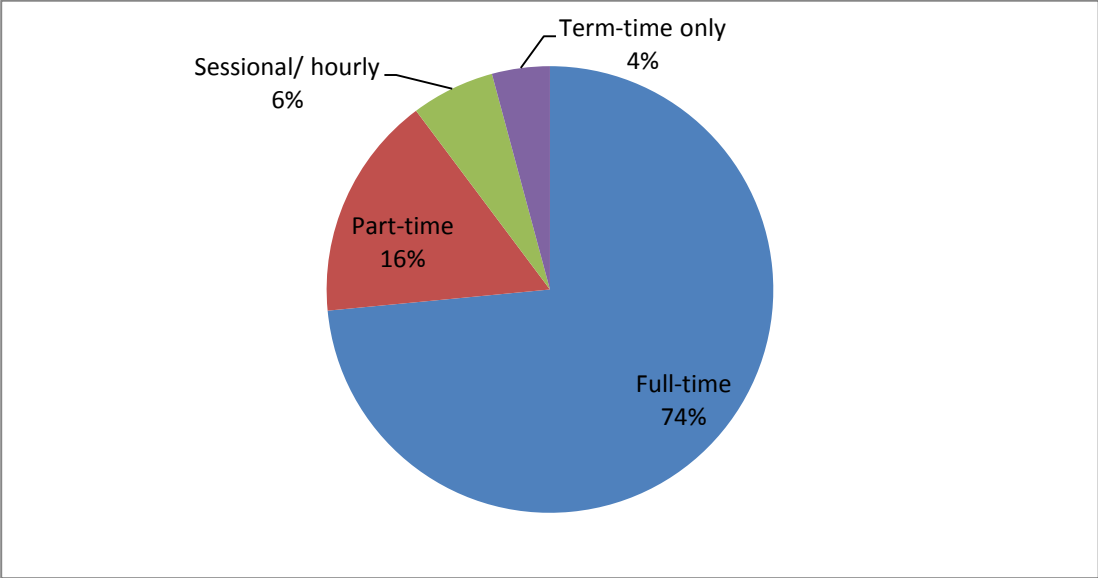
Table 1: Primary medium for delivery

Primary Method of Delivery	Total	%
Face to face	202	94%
Internet	8	4%
Telephone	5	2%
Writing	1	<1%

1.4 Contractual arrangements

The analysis provides some insights into the way in which employment works within the sector. It indicates that just less than three quarters of the vacancies (74%) were full time positions. Figure 4 sets out the breakdown between full-time, part-time and sessional work found in the adverts.

Figure 4: Type of contract



Of the 12 jobs that were advertised on a sessional basis three jobs were based on zero hours contracts.

The majority (69%) of the jobs analysed were permanent positions with the rest offered on a fixed-term or sessional basis.

1.4.1 Level and type of job

It was possible to cluster the vacancies into six categories. These six categories describe the type of jobs that people were doing and set out the usual hierarchical relationship between them. The categorisation was defined by qualifications, salary, role requirements and responsibilities. Examples of the kinds of vacancies that were clustered into each of the categories are set out in Table 2.

Table 2: Examples of vacancies in the six categories of jobs

Example vacancies	Job categories
Head of policy and strategy, chief executive, head of careers, director of careers service	Senior manager
Team manager, head of careers, careers adviser, guidance services manager	Manager
Senior personal coach, senior careers adviser, careers consultant, SEN pathways adviser	Advanced practitioner
Careers adviser, careers advisor, employability and careers coordinator, learning difficulties and disabilities personal adviser	Practitioner
IAG officer, work programme adviser, careers assistant, employment advisor	Entry level
Labour market information officer, research fellow, business coordinator	Research and technical support

Figure 5 below summarises the primary characteristics of the different roles and shows how they typically relate to each other within a hierarchy.

Figure 5: Level and type of job

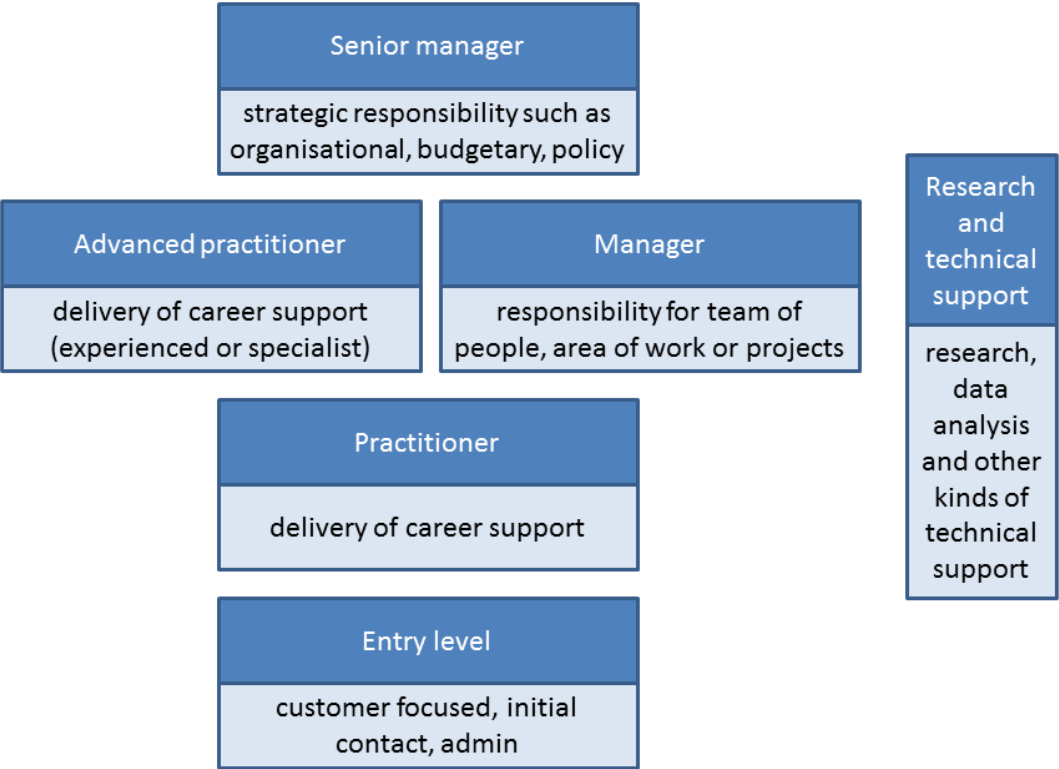
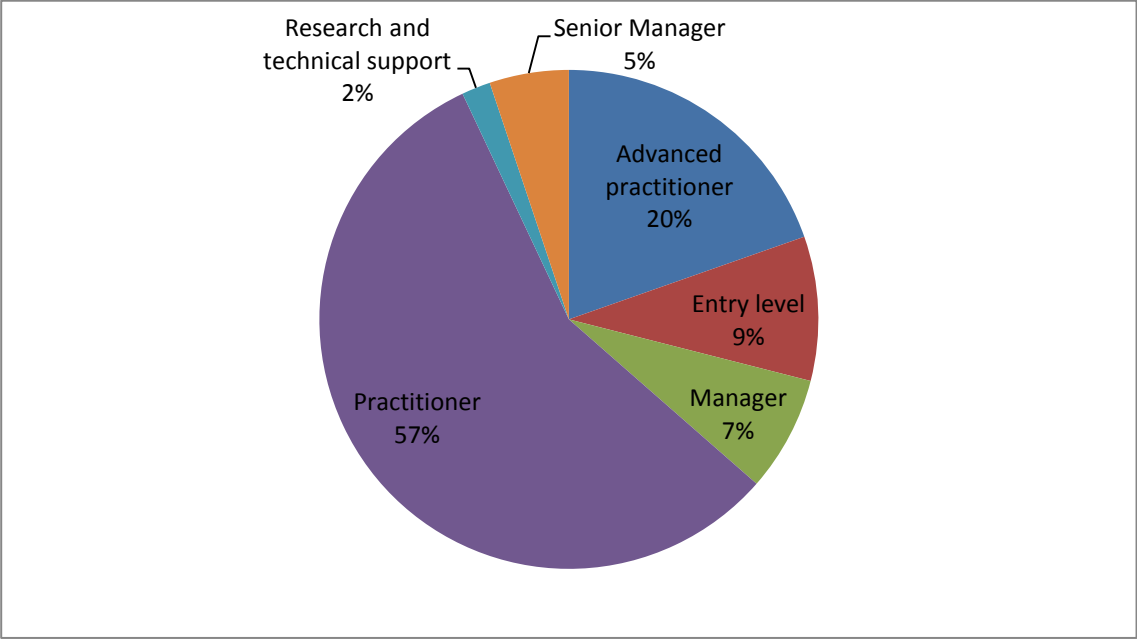


Figure 6 shows the number of jobs by level. It reveals that just over half of the jobs were identified as practitioner jobs and the smallest number were research and technical support positions.

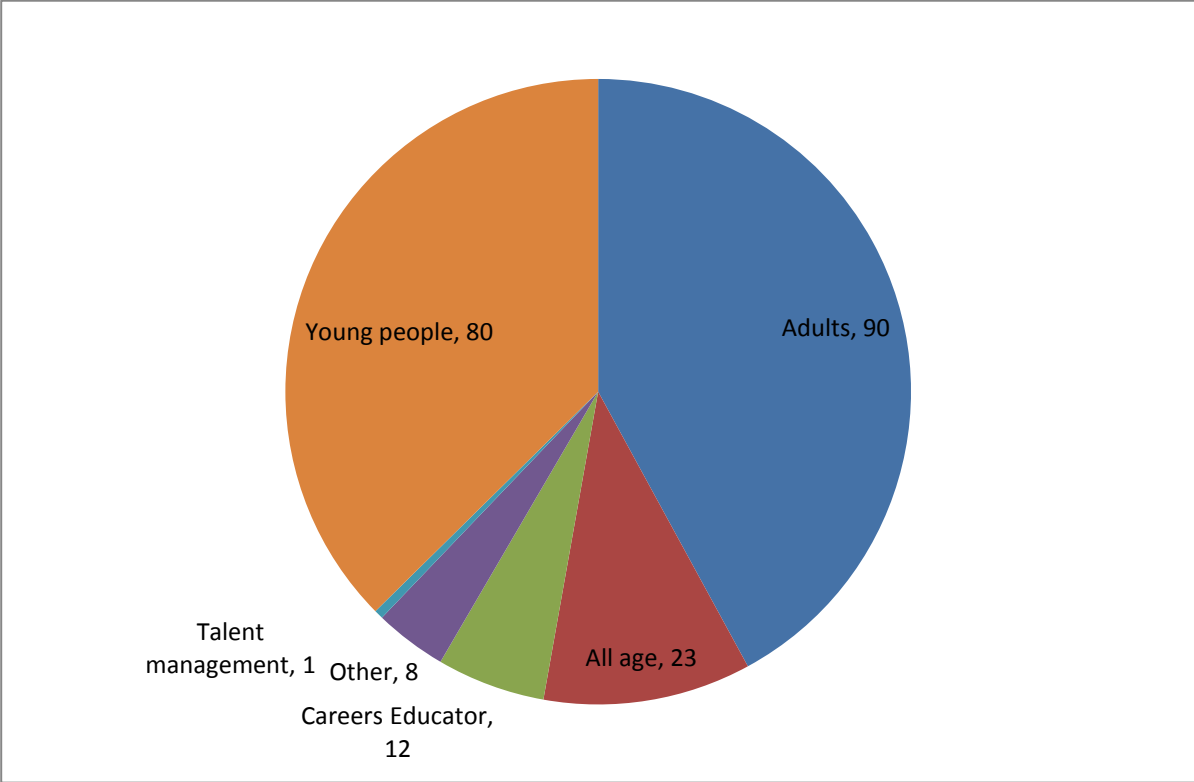
Figure 6: Percentage of vacancies by level of job



1.5 The constituencies

Within the formation of the CDI a key issue was to ensure that the membership of the founding organisations was recognised within the structure of the new professional association. To ensure this, five constituencies were established; all age, young people, career educators, adult and talent management. Each of these constituencies is represented within the governance of the organisation and has representation on the Council and the Professional Standards Committee. Figure 7 presents an analysis of the job vacancies examined against the five constituency groups. An additional category ‘other’ was created to acknowledge jobs that did not fit within the constituencies.

Figure 7: Number of job vacancies within the CDI constituent groups



The findings suggest that the majority of vacancies are related to either specific services for adults or for young people. The slightly higher number of vacancies for adults could be related to recent re-contracting for the National Careers Service. There were few vacancies for talent manager, which may be because practitioners within this part of the sector are likely to be self-employed.

The number of opportunities for careers educators appears low, however throughout the analysis it was often difficult to differentiate careers educator roles from school-based careers adviser roles. It is possible that a new role is growing in schools which combines both careers advice and careers education responsibilities into a broader careers co-ordinator role. For example, a vacancy for a school-based information, advice and guidance coordinator role had responsibility for one to one support, developing and delivering group activities and managing a team within the school.

Fitting vacancies into the existing constituencies was also difficult in relation to vacancies based in further and higher education. Within further education career development practitioners are likely to work with a range of service users from young teenagers through to mature students. Therefore, the work of these practitioners was classed as all age. Within

higher education the vast majority of students are likely to be 19 and over and as such fit within the definition of adult guidance. Consequently they were coded within the adult constituency for the purpose of this project. An 'other' category was also identified to describe a range of roles including some management positions and research and technical support positions.

These issues with coding perhaps raise some wider issues about how far the CDI's constituencies are viable as long term descriptors of the structure of the career development sector. During the analysis we found many vacancies that could be situated in two or more categories and some that did not fit comfortably in any. It is suggested that this issue is considered further as the career progression pathway is developed.

1.6 Job titles

The analysis revealed 103 different job titles. Table 3 below shows the job roles and the frequency of occurrence within the data (a full list of job titles can be found in Appendix1). The most popular job title was careers adviser/advisor, but there was little uniformity after this with the majority of job titles only occurring once. There is also little uniformity in how adviser is routinely spelt.

The analysis revealed that within higher education roles the term employability is frequently used in job and person specifications. The term employability is also often included within the job titles, examples included, careers and employability consultant and employability project manager. The use of the term employability within job titles was also apparent in other parts of the career development sector including learndirect who recruit employability coaches and learning and skills providers who recruit employability tutors and in the welfare to work sector.

Within schools job titles were typically 'careers coordinator' or 'head of careers'. The term 'careers educator' was not used in the vacancies.

Table 3: Job titles

Job Titles	Frequency
Careers Adviser/Advisor	70
Personal Adviser	8
IAG Officer	7
Career Coach/Job Coach	6
Careers Consultant	5
Employment Adviser/Advisor	4
Head of Careers	4
Employability and Careers Co-ordinator	3
Employability Coach	3
IAG Adviser/Advisor	3
Senior Careers Adviser	3
Careers Information Assistant	2
Employability Tutor	2
Head of Policy & Strategy	2
Labour Market Information (LMI) Officer	2
Learning difficulties and disabilities (LDD)	2
Personal Adviser	
Student Advisor - Careers	2

The term 'coach' was used in a number of posts, particularly within Learndirect, these were often entry level posts requiring level 3 qualifications. The use of 'consultant' varies across the sector with some areas such as HE using it to describe an advanced or senior practitioner, while in other parts of the sector such as the local authorities and some careers companies it was used more generically as a term for a careers practitioner.

The number of job titles demonstrates a marked increase from the 2009 mapping of job titles (LLUK, 2009b) where there were 43 job roles identified. This could be an indication either of increasing diversification of roles within the career development sector or of the broader footprint of the CDI in comparison with LLUK. This proliferation and variation within

job titles potentially contributes to both confusion and fragmentation in the sector. A lack of consistency in the way that jobs are described and job titles used is likely to be problematic for both practitioners and their clients. At present it is difficult to feel that job titles denote the nature of the roles or hierarchy within them particularly clearly.

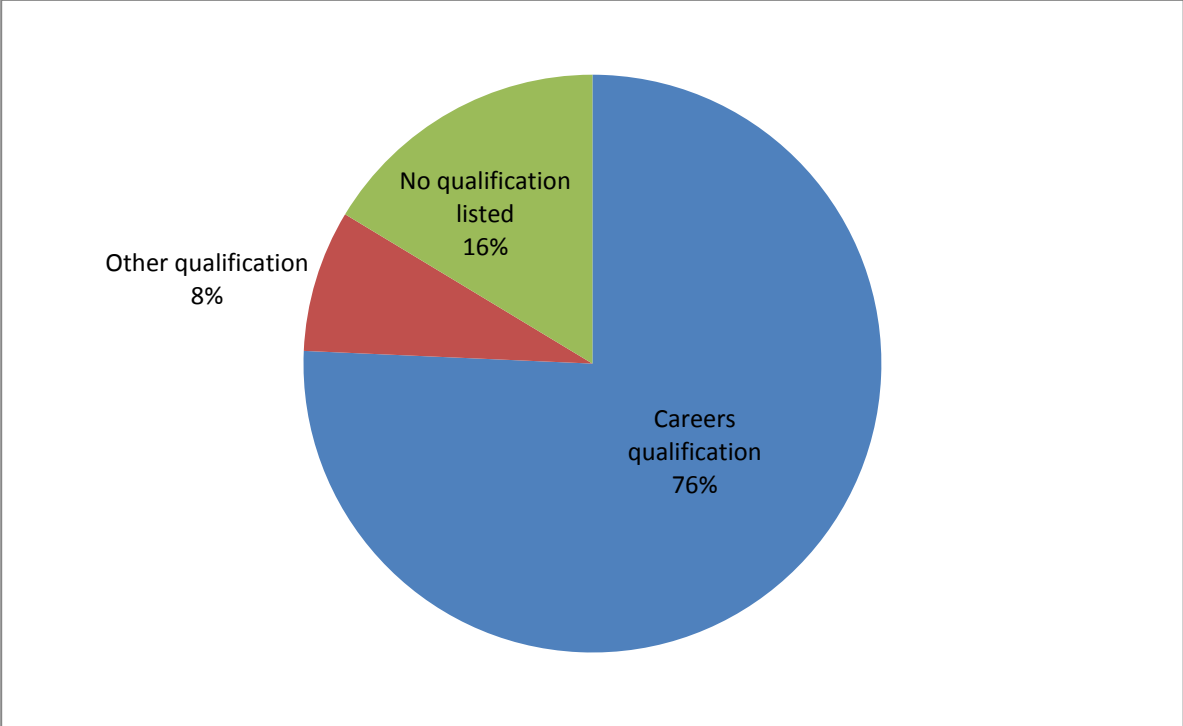
1.7 Employer requirements

The job and person specifications were analysed to ascertain employer requirements. Each job was analysed by qualification, behaviour, knowledge and skills requirements and experience.

1.7.2 Qualifications

Three-quarters (76%) of vacancies in the career development sector specified a careers qualification as is shown in Figure 8. However, many job and person specifications either did not specify the level of the qualification or suggested diverse careers qualifications sometimes at different levels. These often included level 3, 4 and 6 qualifications all being listed in the same vacancy.

Figure 8: Qualification requirements



The majority of the vacancies that did not require a qualification were in the adult and community sector and were aimed at entry level or practitioner level positions. The vacancies that specified a qualification other than a careers qualification included private sector roles and roles in further and higher education. The majority of these positions were practitioner level, although some manager roles did not require careers qualifications. When considering the development of the progression pathway the CDI may want to consider whether unqualified practitioners should be represented as a separate level. However, it is important to recognise that although there were relatively few vacancies for unqualified practitioners, those that did exist were not necessarily at a lower salary level or asking for a very different role to be undertaken.

Tables 4 and 5 present the most commonly requested qualifications organised into careers qualifications and other qualifications.

Table 4: Careers qualifications

Qualification	Frequency n=
Level 3 Learning and development qualification	7
NVQ Level 3 Award for Supporting Clients to Overcome Barriers to Learning and Work	16
NVQ 4 Advice and Guidance	68
Level 4 Diploma in Career Information and Advice	64
Diploma in Career Guidance (Dip CG)	43
Qualification in Careers Guidance (QCG)	29
Level 6 Diploma in Career Guidance and Development	34
Prepared to work towards QCF Level 6 Diploma in Careers Guidance and Development	18
Relevant professional qualification in Career Guidance	65

Many of the recruiters identified a range of qualifications which they would consider. The occupational qualifications were reviewed and Table 5 below presents the other qualifications which were also requested alongside career guidance qualifications.

Table 5: Other qualifications

Qualification	Frequency n=
GCSEs	9
Basic skills level 2	2
A levels	2
Undergraduate degree	54
Management qualification	7
Postgraduate qualifications	1
No qualifications listed	35

Only 1% of the vacancies specifically required membership of the CDI or professional registration, those who requested this included Careers Wales, a sixth form college and a school. The data suggests that there is little differentiation in the qualification levels required for a practitioner or advanced practitioner although there may be differences in duties and in the experience required. A more detailed breakdown of qualification by job level is included as Appendix 2.

1.7.3 Duties and responsibilities

Table 6 summarises the activities that practitioners working in the career development sector can be involved in. It includes a wide range of duties which highlight the breadth of the career development sector.

Table 6: Duties and responsibilities requirements by employers

Duties and Responsibilities	Frequency n=	%
Providing one to one career information advice and guidance	174	81%
Organising and developing group sessions	128	60%
Customer service	90	42%
Training and support	75	35%
Referral to other agencies	74	35%
Manage a case load	47	22%
Managing a team	35	16%
Supporting careers sessions in the curriculum	30	14%
Administer assessment tools	27	13%
Action planning and using action plans	24	11%
Coaching	20	9%
Mentoring	15	7%
CV writing	8	4%
Employability skills training	8	4%
Marketing	6	3%
Research	6	3%
Outreach	5	2%
Strategic planning	5	2%
Teaching career management	5	2%
Strategic policy planning	4	2%

Organising work experience	4	2%
Project management	4	2%
UCAS applications	4	2%
Organising work experience	4	2%
Budgeting	3	1%
Alumni liaison	2	1%
Managing careers events	2	1%
Attending events	1	<1%
CPD training	1	<1%
DLHE⁴	1	<1%
Evaluating service	1	<1%
Newsletter	1	<1%
Presenting	1	<1%
Training teachers	1	<1%
Website design	1	<1%

Providing one to one career information, advice and guidance was the most common activity (found in 81% of the vacancies analysed), followed by organising and delivering group sessions (60%). Customer service was also specified in 42% of the vacancies. Activities within customer service included being friendly, approachable and professional when working with clients.

The differences between practitioner level roles and advanced practitioner level roles were not as clear as might be expected in terms of different activities. Advanced practitioners were more likely to have supervisory, training, project management and some specialisms (e.g. UCAS applications). It can only be assumed that the advanced practitioner role is

⁴ Destination of Leavers of Higher Education (DLHE) the statistical return from universities documenting the destinations of undergraduate students.

expected to perform similar activities at a higher level. There was also some evidence to suggest that the higher the level of the job the greater the number of duties and responsibilities attached to it.

1.7.4 Experience

Table 7 suggests that over half of the vacancies are seeking applicants with experience of working with young people (52%); a quarter working with adults (24%); additionally working with teachers (2%), parents (2%) and NEET young people (1%) are also elements of working with young people. Experience of working with employers was sought in 26% of vacancies. Experience of working with employers was most important within schools, (n=12), Higher Education (HE) (n=9) and adults (n=6).

Table 7: Experience required

Experience	Frequency n=	%
Working with young people	111	52
Working with excluded groups	59	28
Working with employers	56	26
Working with adults	51	24
IAG	36	17
Partnership working	33	15
General work experience in sector	28	13
Higher education	11	5
SEN groups	11	5
People of different backgrounds	9	4
Working with teachers	5	2
Parents	4	2
2 years plus experience IAG	3	1
Recruitment & selection	3	1
Senior management	3	1
NEET young people	3	1
Connexions	2	1
Government agencies	2	1
Teaching	2	1
Managing a company	1	>1
Minimum 3 years in Education	1	>1

Many vacancies highlighted the importance of having experience in the sector in which the role is based. For example, in the HE sector, the most important experience is working with young people (n=13), this was followed by previous experience of the HE sector (n=11) and work with employers (n=9). Experience of delivering information, advice and guidance came next (n=5). This suggests that for those wanting to work in HE, experience of working with employers and in the HE sector may be more advantageous than experience of delivering careers development.

In general the job and person specifications reveal that experience of working with the specified client group is more important than experience of delivering careers development. However, it is important to remember that this is within the context of three-quarters of the vacancies requiring a qualification in the field.

The experience required differed somewhat by the sector that the job was based in and the job type and level. For example, for those in a senior manager role, experience of partnership working was important (n=8), followed by working with employers (n=5) which was more important than experience of working with clients. Previous experience of senior management (n=3) and managing a company (n=3) were also equally important. For managers the experiences required were similar but typically required experience that was more focused on the current sector.

1.7.5 Behaviour, knowledge and skills

Table 8 presents the behaviour, knowledge and skills identified in the analysis of the vacancies. Over three-quarters of vacancies (78%) sought interpersonal skills as a key requirement for the role. Interpersonal skills is used as an overarching term to include communication skills both verbally and in written form with colleagues, clients and a range of stakeholders. Examples tended to focus on communicating and presenting to a range of client groups in a confident manner, presenting in a theatre style to clients, communicating with internal and external stakeholders and more generic statements about having outstanding communication and interpersonal skills. A particular focus was demonstrating excellent communication skills whilst interviewing and talking to clients. This was true across all of the sectors and all of the job levels.

Table 8: Behaviour, knowledge and skills required by employers

Behaviour, knowledge, skills	Frequency n=	%
Interpersonal skills	167	78%
Use of ICT and electronic systems	122	57%
Flexible	105	49%
Manage paperwork	98	46%
Work to targets	74	35%
Team work	71	33%
Labour market information	60	28%
Customer focus	59	28%
Career choice	54	25%
Meet quality standards	52	24%
Manage a team	38	18%
Higher education	37	17%
Options at transitions stage (typically 16 or 18)	36	17%
Work related learning	35	16%
Effective leadership	31	14%
Motivate staff	29	14%
Safeguarding and legislation	21	10%
Travel, driving licence	21	10%

Policy and practice knowledge	11	5%
Presentation skills	11	5%
CPD commitment	5	2%
Language skills	3	1%
Networking	3	1%
Creative/dynamic	2	1%
Digital technology	1	<1%
Time management	1	<1%
Ethics knowledge	1	<1%

The behaviours, knowledge and skills that are most frequently highlighted tend to focus on processes and contract compliance activities. Use of ICT and electronic systems was the second most commonly identified of the behaviours, knowledge and skills and was included in 57% of vacancies. This may cover a multitude of activities including, CRM systems, as well as supporting job search through the internet and digital literacy. Many vacancies also sought applicants who were able to manage paperwork (46%) and work to targets (35%).

Nearly half of the vacancies identified “flexibility” as a key behaviour that was sought. Flexibility was sought in relation to a wide range of things including where the role was delivered and willingness to travel, working hours and changing priorities and responsibilities.

In general process skills and wider employability skills are highlighted more regularly than specific professional skills such as knowledge of labour market information, how people make career choices and understanding qualifications and transition processes. Furthermore, commitment to CPD and knowledge of ethics were rarely included in job descriptions, the majority of examples of where these metaprofessional values of personal development and ethical practice were highlighted were in the public careers providers in the devolved administrations.

1.8 Salary scales

Pay within the career development sector seems to be very consistent. The overwhelming majority (89%) of vacancies for which a salary was listed were advertised within salary bands ranging from £15,001- £35,000.

20% of vacancies had no listed salaries. In these job adverts a 'competitive salary' was offered, this occurred across all the levels of job role and was not specific to higher level roles.

Figure 9: Salary ranges listed in vacancies

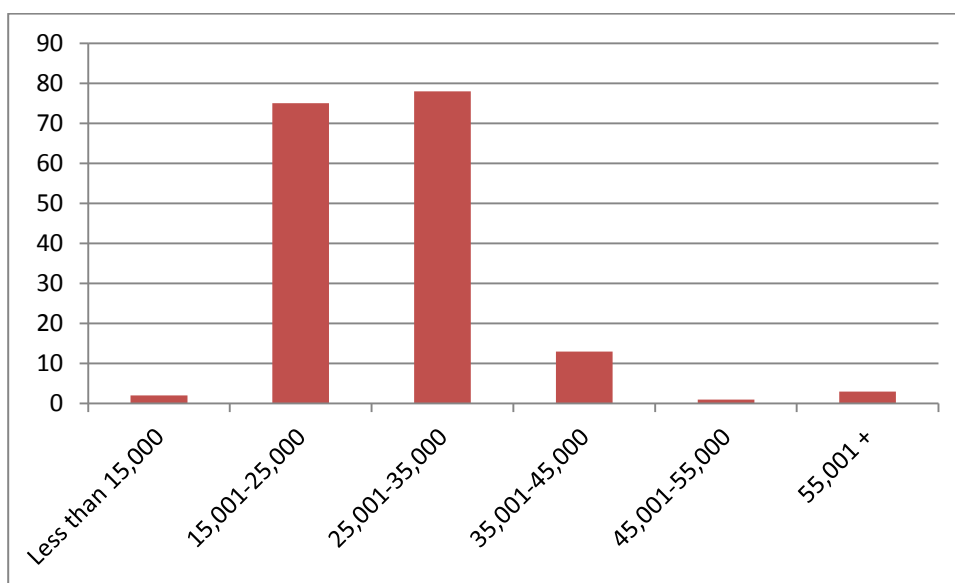


Table 9 shows the salary range for all levels of job. As would be expected the salaries increased depending on the level of the vacancy. This suggests that there is a financial progression between roles, although this of course can vary considerably depending on the employer. There are gaps between the maximum salary of a practitioner and the starting salary of advanced practitioners and between managers and senior managers.

On the basis of this sample, the salary range across the sector appears quite limited. The lowest salary in the dataset was in the further education sector and was advertised with a minimum salary of £13,400 with a maximum of £14,400. The highest salary in the dataset was £65,000 for the director of a university careers service. Further research in this area based on either a larger dataset of vacancies or on actual salary data would be useful to confirm these findings and allow for further clarity about salaries in the career development sector.

Table 9: Average salary for level of job role

Level of Job	Number of job descriptions	Average of Salary lowest	Average of Highest
Entry level	20	£20,016	£22,339
Practitioner	121	£23,191	£25,420
Research and technical support	4	£26,450	£29,293
Manager	16	£29,323	£31,910
Advanced practitioner	42	£30,370	£33,773
Senior Manager	11	£44,457	£48,500

In considering the salaries by sector (see Table 10) it is revealed that the highest paid sectors are the health service and higher education, with the adult sector making up the lowest paid jobs. Careers work in prisons attracts particularly low salaries. The public sector, all age guidance service refers to the guidance services in Wales, Northern Ireland and Scotland.

Table 10: Average salary for each sector job role

Sector	Number of job descriptions	Average of Salary lowest	Average of Highest
Health service	2	36,740	44,364
Higher Education	26	33,897	39,439
Ministry of Defence	2	31,000	31,000
Private sector	11	29,444	31,081
School	41	25,597	27,567
Public sector - all age service	20	25,426	28,526
Local authority	15	25,183	27,484
Further education	31	24,535	26,616
Charity/voluntary community	17	24,452	26,150
Adult sector	37	22,266	24,411
Adult sector-Jobcentre Plus	5	21,676	23,963
Prison	7	18,033	20,362

Table 11 compares the salaries with the main career guidance qualifications that were requested in the vacancies. Broadly this finds that higher level qualifications correlate with higher salaries.

Table 11: Salaries and qualification levels

Qualification	Average salary (lowest)	Average salary (highest)
NVQ Level 3 Award for Supporting Clients to Overcome Barriers to Learning and Work	£21,007	£23,801
Prepared to work towards QCF Level 6 in Careers Information and Advice	£21,500	£22,500
Level 3 Learning and Development qualification	£22,523	£26,883
NVQ 4 Advice and Guidance	£24,243	£26,654
QCF Level 4 Diploma in Career Information and Advice	£25,785	28,171
Prepared to work towards QCF Level 6 Diploma in Careers Guidance and Development	£25,966	£28,062
Qualification in Careers Guidance/Development (QCG/D)	£26,066	£28,040
Diploma in Career Guidance (Dip CG)	£26,315	£28,588
QCF Level 6 Diploma in Career Guidance and Development	£27,731	£29,749

Relevant professional qualification in Career Guidance	£27,979	£30,840
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In addition the analysis suggested that the jobs requiring an undergraduate degree attract the highest salaries; however this requirement also frequently coincided with management positions.

Conclusions and recommendations

This report provides an overview of current vacancies in the UK career development sector. It explores the location of the vacancies, the employment context the work is undertaken in, the skills, knowledge, qualifications, behaviours, salaries and the type and level of jobs currently available.

The analysis finds that there are jobs available for careers professionals across the country. It also finds that careers professionals work in a range of sectors and contexts, although they are frequently asked to work across different contexts. While the majority of those recruited are practitioners, there were also a lot of management positions. Most staff are employed full-time although there is also a sizeable part-time workforce.

The analysis also identified 103 job titles. Although the term careers adviser (and variations on it) was commonly used, there was also a wide variation of other terms in use. Three quarters of the vacancies required a careers qualification. However, this is often loosely defined and a range of qualifications at different levels are seen as satisfying this requirement. However, there was also some evidence of a link between qualification type and level and salary.

The vacancies sought staff who knew the client group that they were going to work with and who were flexible and focussed on meeting targets. Ethical knowledge and commitment to CPD were rarely specified. This may be an area that needs further promotion with employers.

This report provides the CDI with a clear description of what vacancies in the career development sector look like at this moment in time. These findings offer a robust foundation that will contribute to the career progression pathway. However it would be possible to build on these findings, both through the development of a larger vacancy dataset and through complimentary methodologies such as reviewing career progression frameworks that exist within organisations. To achieve this data on vacancies would need to be collected and reviewed over a much longer period, ideally an entire annual cycle. This would offer greater depth and an opportunity to explore a much wider range of jobs within the career development sector.

With respect to the current project of building a career development pathway there are a number of ideas that have emerged through this project which may be useful. These are as follows.

- The CDI could review the career progression frameworks previously developed by; Cedefop (2009); LLUK (2010); Schiersmann *et al.*, (2012); and Scottish Government (2012) as part of the process of developing the new career progression pathway.
- There may be value in more formally categorising the job titles in the career development sector and linking this to qualification and job level. There would be considerable value in increasing the level of uniform terminology across the sector and this would contribute to bringing together the profession and enhancing the professional identity of practitioners.
- Table 2 and Figure 5 set out the way in which the different vacancies analysed have been clustered together and demonstrate the relationship between them. As such this may provide a useful starting point for the development of the career progression pathway.
- The research demonstrates the existence of a minority of vacancies for unqualified practitioners. This raised the question of whether this is an issue that should be addressed in the career progression pathway?
- The research shows a real but imperfect link between qualification and progression. How far should qualification be formally linked to progression?
- There are some important differences in the labour markets between the different UK nations largely due to the continued existence of all age public career services in the devolved administrations. CDI should consider whether this poses any barriers to the development of the career progression pathway particularly relating to professionals moving from one nation to another.
- The CDI constituencies do not seem to mirror the career development labour market particularly well. It is important to consider this in relation to the career progression pathway to decide whether these constituencies should be picked up or abandoned for this purpose.

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Appendix 1: List of job titles

Job title	N=	%
Careers Adviser/Advisor	70	32.4%
Personal Adviser	8	3.7%
IAG (Information, Advice and Guidance) Officer	7	3.2%
Career Coach/Job Coach	6	2.8%
Careers Consultant	5	2.3%
Employment Adviser/Advisor	4	1.9%
Head of Careers	4	1.9%
Employability and Careers Co-ordinator	3	1.4%
Employability Coach	3	1.4%
IAG Adviser/Advisor	3	1.4%
Senior Careers Adviser	3	1.4%
Careers Information Assistant	2	0.9%
Employability Tutor	2	0.9%
Head of Policy & Strategy	2	0.9%
Labour Market Information (LMI) Officer	2	0.9%
Learning Difficulties and Disabilities (LDD) Personal Adviser	2	0.9%

Student Advisor – Careers	2	0.9%
16-19 Transition Officer	1	0.5%
Special Educational Needs Pathway Adviser	1	0.5%
Adult Careers Adviser	1	0.5%
Apprenticeship Information Officer	1	0.5%
Area Director	1	0.5%
Area Manager	1	0.5%
Assistant regional Director	1	0.5%
Associate Careers Advisers	1	0.5%
Associate Director - Employability and Progression	1	0.5%
Career Consultant	1	0.5%
Career Development Consultant	1	0.5%
Career Practitioner	1	0.5%
Careers and Employability Adviser	1	0.5%
Careers and Industrial Placement Officer	1	0.5%
Careers and Placements Team Leader	1	0.5%
Careers and UCAS Coordinator	1	0.5%
Careers Assistant	1	0.5%

Careers Co-ordinator and Adviser	1	0.5%
Careers Education Coordinator	1	0.5%
Careers Education Support Adviser	1	0.5%
Careers Guidance and Employability Worker	1	0.5%
Careers IAG Co-ordinator	1	0.5%
Careers Information, Advice and Guidance (IAG) Officer	1	0.5%
Careers Manager	1	0.5%
Careers Partner	1	0.5%
Careers Researcher	1	0.5%
Careers Service Administrator	1	0.5%
Careers Service Manager	1	0.5%
CEIAG and WRL Programme Manager	1	0.5%
Chief Executive	1	0.5%
College Careers Adviser	1	0.5%
Director of the Career Development Service	1	0.5%
E-Careers And Employability Adviser	1	0.5%
Employability Project Manager	1	0.5%
Employment and Learning Adviser	1	0.5%

Employment and Training Consultant (Welfare to work)	1	0.5%
Employment Consultant / Careers Advisor	1	0.5%
Colleges Liaison Officers Student Recruitment & Admissions	1	0.5%
Executive Director	1	0.5%
Faculty Careers and Employability Consultant (Social Sciences)	1	0.5%
Careers Assessor	1	0.5%
Green STEM Award Co-ordinator	1	0.5%
Guidance Adviser	1	0.5%
Guidance Professional	1	0.5%
Guidance Professional - Work Related Learning	1	0.5%
Guidance Services Manager	1	0.5%
Head of Student Careers Advisors	1	0.5%
IAG & Employer Engagement	1	0.5%
Information Advice & Guidance Coordinator	1	0.5%
Information, Advice and Guidance Worker	1	0.5%
Job Skills Advisors	1	0.5%
Learning & Development Advisor	1	0.5%
National Careers Service Advisor - Prison Based	1	0.5%

NCS Regional Coordinator	1	0.5%
Outreach & Development Worker	1	0.5%
Pathways Adviser (SEND)	1	0.5%
Placement and Internship Officer	1	0.5%
Project Officer (Achievement Coach)	1	0.5%
Regional Adviser	1	0.5%
Regional Head of Operations	1	0.5%
Research Fellow	1	0.5%
Schools Careers Officer	1	0.5%
SEN Senior Adviser	1	0.5%
Senior Personal Coach	1	0.5%
Specialist Career Consultant	1	0.5%
Specialist Careers Information, Advice and Guidance Advisor – Integrated Targeted Youth Support Service	1	0.5%
Specialist Practitioner (Career Destinations)	1	0.5%
Step Up to Business Co-ordinator	1	0.5%
Student Development Manager	1	0.5%
Student Finance Advisor -Information Advice and guidance	1	0.5%

Student Services Manager	1	0.5%
Support Officer	1	0.5%
Talent Officer	1	0.5%
Team Leader	1	0.5%
Team Manager	1	0.5%
Training Advisor – NEETS	1	0.5%
Vocational Counsellor	1	0.5%
Work Placement Advisor	1	0.5%
Work programme Advisor	1	0.5%
Work Programme Team Leader	1	0.5%
YOS Education Training & Employment Officer	1	0.5%
Youth Connexions Learning Difficulties and Disabilities (LDD) Personal Adviser	1	0.5%
Youth Connexions Personal Adviser	1	0.5%
Youth Engagement Officer	1	0.5%
Youth Mentor NEET/RON	1	0.5%
Youth Support Team Programme Officer -IAG	1	0.5%
	214	100.0%

Appendix 2: Qualifications by job level

Qualification Level	Entry level	Practitioner	Advanced practitioner	Researcher	Manager	Senior Manager	Total
GCSE's	3	5	0	0	0	1	9
A'levels	1	0	0	0	0	1	2
Undergraduate degree	4	15	18	1	7	10	55
Level 3 Learning and development qualification	4	2	1	0	0	0	7
NVQ Level 3 Award for Supporting Clients to Overcome Barriers to Learning and Work	4	10	1	0	1	0	16
NVQ 4 Advice and Guidance	4	46	10	1	2	6	69
Level 4 Diploma in Career Information and Advice	2	43	11	0	2	6	64
Level 6 Diploma in Career Guidance and Development	2	18	10	0	2	2	34
Qualification in Careers Guidance (QCG)	0	16	7	0	2	4	29
Prepared to work towards QCF Level 6 in Careers Information and Advice	0	13	5	0	0	0	18
Diploma in Career Guidance (Dip CG)	1	25	11	0	2	4	43
Basic skills level 2	1	1	0	0	0	0	2
Management Qualification	0	0	0	0	2	5	7
Membership of CDI/CDI	0	0	2	0	1	0	3

Register							
Postgraduate qualifications up to PhD	0	0	0	1	0	0	1
Relevant professional qualification in Career Guidance	5	29	12	0	5	4	55
No qualifications listed	13	17	2	0	2	2	36