



Workforce needs of the Career Development Sector in the UK

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A history of the Centre is available in the book:

Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

For further information on iCeGS see www.derby.ac.uk/icegs

Recent iCeGS publications

Dodd, V. and Hooley, T. (2018). The Development of the Teachers' Attitudes toward Career Learning Index. *Teacher Development*, 22(1): 139-150.

Hanson, J., Codina, G., and Neary, S. (2017). *Transition programmes for young adults with SEND. What works?* London: The Careers & Enterprise Company.

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Forward

This research is published at a critical time for our sector. On the face of it, the Careers Strategy in England, Statutory Guidance documents and broadening of the role of the Careers and Enterprise Company, have provided a much-needed stimulus for the careers market. They have undoubtedly raised the profile of careers guidance for young people, in schools and colleges.

However, these changes, supported by limited financial investment, have also served to highlight other imperfections in the careers sector and raise important questions – for example, now the market has started to recognise the value of personal careers guidance, through the Gatsby Benchmarks, there appears to be a distinct skills shortage of careers advisers qualified to Level 6 and above. The CDI alone sees over 150 careers advisers achieve the Qualification in Careers Development annually, so how can this be? What needs to happen to increase the attraction of a career in careers?

As ever, there is no single answer, and as this research suggests, in addition to training more practitioners in more varied ways, we also need to achieve more realistic salaries for skilled and experienced careers advisers; enhanced in-company career and promotion prospects that will be attractive to a younger workforce and offer much needed, funded CPD opportunities. The new higher apprenticeship offer will help, but to address the immediate staffing crisis, we advocate for a new system of training bursaries to be launched without delay.

Jan Ellis
Chief Executive- The Career Development Institute

Executive summary

In spring 2018 the Career Development Institute (CDI), the professional body representing careers professionals in the UK, together with the International Centre for Guidance Studies (iCeGS) undertook research with employers to assess the current workforce needs of the sector. This was prompted by anecdotal evidence suggesting a shortage of careers professionals and challenges to recruitment in many areas of the country.

The research utilised an online survey circulated widely through the networks of both organisations. Responses were received from 59 employing organisations, representing the four countries in the UK. 64% of responses came from larger career providers employing more than 40 staff. The respondents represented employers providing services to young people, adults, all-age, FE and a small number of HE providers.

The research presents a snap shot in time which suggests that pay and conditions, geography and access to affordable training are impacting on the skills and capability of the sector. Recruitment issues, ageing workforce and technology are perceived as the greatest challenges to the career development field at the present.

The findings from the research suggest;

- Staff turnover is relatively low – 60% of respondents identified their staff are not moving to new employers or out of the sector; but
- Nearly 25% of employers recently made redundancies and have not been recruiting
- 58% of respondents felt there was a shortage of people with the right qualifications, skills, knowledge and experience for the vacancies they have
- Salary and conditions of service were considered as barriers to recruitment – employers were not able to meet the salary expectations of level 6 and above qualified staff, specifically when delivering national funded projects
- Short term contracts, lack of career progression and CPD are all impacting on recruitment and staff retention
- Geography is perceived as an issue in certain areas that have limited numbers of qualified applicants and large geographical areas to cover
- Employers are concerned about the future skills of their workforce, key areas are digital skills, an ageing workforce and a lack of level 6 and above qualified staff.

The research recommends the following activities which would support a better understanding of the workforce and its needs.

- There needs to be better monitoring of the careers workforce. There is a woeful lack of information about the numbers employed and the diversity of the workforce. This information could be gathered by the CDI and the careers companies and would provide a benchmark to assess how the workforce is developing to meet the needs of the market
- There appear to be significant geographical and contextual differences, as such it is important that the future workforce needs of careers employers are reviewed regularly. The CDI should undertake an assessment of employer vacancies to review qualifications, salary and skills requirements from employers. This will help to shape a better understanding of the workforce and where gaps may exist. Governments can then be informed and encouraged to address issues before they become critical
- Policy makers need to have an appreciation of potential challenges to policy implementations requiring skilled and qualified career development practitioners, this needs to be considered and discussed with the key stakeholders when implementing new policy
- Funding, including bursaries, should be made available for training to encourage a broader range of people to consider a career in the career development sector
- The recommendation from the Careers Taskforce should be resurrected to encourage Career First and promote career development as an opportunity for younger people
- Public sector contracts for careers services need to give consideration to the issues of pay differentiation, investment in CPD, poor terms and conditions and introduce a premium for recruitment in hard to fill vacancies.

1. Introduction

In spring 2018 the Career Development Institute (CDI), the professional body representing careers professionals in the UK, together with iCeGS undertook research with employers to assess the current workforce needs of the sector. This was prompted by anecdotal evidence suggesting a shortage of careers professionals and challenges to recruitment in many areas of the country.

2. Background

The role of quality careers advice and guidance has been closely linked to education, employment and skills policy agendas for many decades. The most of these is the Industrial Strategy (2017) which documents HM Government's approach to transforming the economy through investment in skills, industries and infrastructure. Throughout the strategy a role for career advice and guidance is clearly articulated

"The Government must also do more to help people of all ages navigate our labour market. People need access to the information, advice and guidance that will help them to make choices as they progress through the education system and their careers" (p119)

Towards the end of 2017 Careers Strategy: Making the most of everyone's skills and talents was published in England. This promoted that all young people would have an excellent programme of advice and guidance delivered by people with rights skills and experience, all adults should have access to face to face advice and everyone should have access to information to understand job and career opportunities. This was followed by the release of the statutory guidance for schools 'Careers guidance and access for education and training providers' (2018) and 'Careers guidance, guidance for further education colleges and sixth form colleges (2018). Collectively these three documents have established a clear direction for the current and future provision of career advice and guidance in England.

Each of the devolved administrations have identified their vision for careers services contributing to the economy and prosperity of their citizens, they deliver all age guidance, whereas in England differentiated services exist for young people and adults.

In Scotland services delivered by Skills Development Scotland, have been underpinned by the 'Career Information, Advice and Guidance – A Framework for Service Redesign and Improvement' (2011a) which established the service as all age, universal and contributing to the achievement of Scotland's economic strategy. This has continued with alignment to key policy agendas focusing on youth employment (Developing the Young Workforce (2014); Opportunities for All: Scotland's Economic Strategy (2015)), Education reform (Curriculum for Excellence, 2009 onwards) as well as digital technology (Scotland's digital future, 2011b), equalities and wellbeing and community justice.

This model of close alignment between Government and Careers is evidenced in Wales where the Welsh Government's report, Prosperity for All (2018) and the Employability Plan which will lead to the creation of the Employment Advice Gateway and from February 2019 will be the primary referral point for Working Wales training provision. This service will support all adults and young people seeking training or support in accessing the labour market. The Careers Services in Wales will also be supporting new and evolving innovation strategies around artificial intelligence and the needs of the current and future workforce in dealing with the fourth industrial revolution (National Assembly for Wales, 2018).

In Northern Ireland the Careers Service sits within the Department for the Economy. It has a remit in supporting the Department in contributing to the achievement of strategic aims including the Skills Strategy 'Success through skills- Transforming Futures' (2011) and the Entitlement Framework Policy (2018). The work of the service is clearly defined by the Preparing for Success 2015-2020 (2016) which presents a retrospective of how the service has supported previous policy initiatives and how it contributes to future ones.

These broad range of policies provide a brief snapshot of the importance that careers advice and guidance contributes at all ages and stages to the skills, productivity and economic future of the UK. In this report we examine some of the challenges that have been identified by employers within the four countries which may impact on the effectiveness of the careers workforce in continuing to do this role.

3. Methodology

An online survey was developed by the research team utilising a mixture of open and closed questions (closed questions had a Likert scale response system or check box response as required). The survey was circulated online through the CDI, iCeGS and Careers England networks using a snowball approach. Data was imported into an excel spreadsheet and analysis was conducted using excel for quantitative data and thematic analysis was used for qualitative data captured through the open questions.

Responses were received from 59 organisations across the UK, however 91% of the responses were from England. The greatest responses came from the North West of England (27%) and the South East of England (22%). There were no responses from the London region. Northern Ireland, Scotland and Wales were represented in the responses.

The majority of companies responding (64%) employed forty or more staff, 15.5% employed between 11-20 staff, however 12% of responses were received from smaller employers with between 2-10 staff reflecting how the workforce has diversified in England. Overall, the respondents employed 1275 careers advisers qualified to level 6 and above, 543 careers assistant level staff qualified at level 4 and 565 other career development staff.

Figure 1 below presents the numbers of level 6+ advisers employed by the respondents, this shows that 30 companies employed 5 or less, level 6+ qualified staff and 4 companies employed between 50 and 99 advisers at this level.

Figure 1: Numbers of level 6+ staff employed by the companies*

Number of Level 6+ Careers Advisers Employed	Number of Companies
0-5	30
6-10	9
11-20	4
21-49	7
50-99	4
100-199	0
200+	2

*56 respondents provided this information

Two companies indicated they employed over 200 level 6+ practitioners. This suggests that for many companies' level 6+ qualified staff are the predominant staff group.

The responses were predominantly from employers working with all age clients (29%) and young people (33%), with 17% and 15% working with adults and FE respectively and the remainder working with students in Higher Education. This offers a good representation of employers within the sector. It is interesting to note that only 3 respondents were from the HE sector, which was disappointing as University Careers Services recruit 19% of students from the Qualification in Career Development (QCD) courses awarded by the Career Development Institute (CDI, 2018).

4. Findings

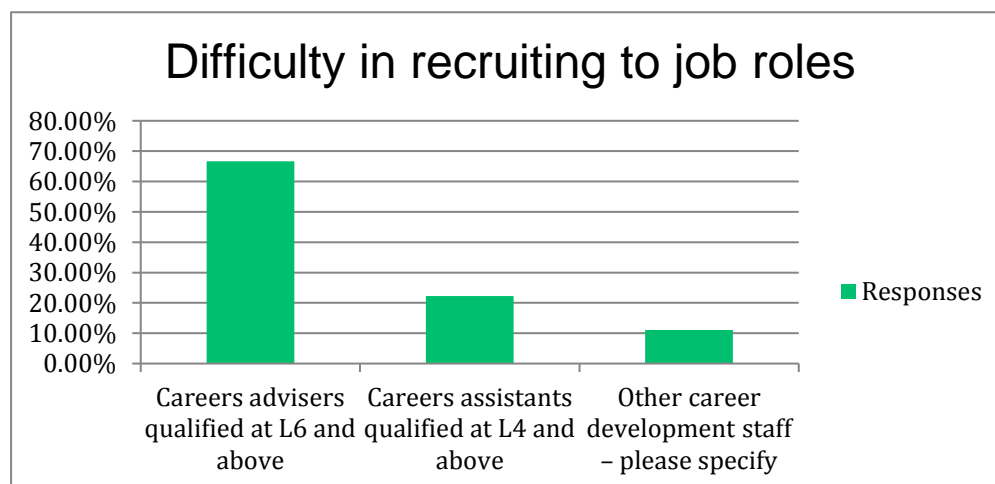
In exploring the characteristics of the workforce, companies were asked to respond to a series of questions with a true, false or true for some response. The questions explored the ageing workforce, destinations of staff who leave, recruitment, skill levels of staff and skill shortages.

The data suggests that **staff turnover** is relatively stable with 60% and 71% respectively presenting that staff don't leave to join similar employers or leave the sector. However, it was reported by some companies that the most common reasons for staff leaving was contractual requirements such as payment by results contracts (PBR) and **perceived lack of career progression** and CPD. Nearly one quarter (24.5%) indicated that they have recently made **redundancies** and were not recruiting. Overall this would suggest that there has been pockets of retraction in recruitment but overall the sector is currently stable as we do not have figures concerning staff turnover specifically we cannot be precise on this point.

4.1 Recruitment issues

As previously reported level 6 and above qualified careers advisers make up a significant number of the workforce. 67% of responding employers indicated they **struggled in recruiting level 6** and above qualified staff, with 33% indicating they struggled to recruit to other career development roles as well (See figure 1 below) additionally **level 6 assessors** were presented as a shortage area in recruitment.

Figure 1: Difficulty in recruiting to job roles



A recurring theme was a lack of level 6 and above qualified practitioners. Many respondents indicated this was the greatest challenge and presented stories of **elongated recruitment** due to poor levels of

qualified applicants. The lack of universities that offer careers adviser training was indicated as one reason for this, there are currently seven course centres in the UK delivering the Qualification in Career Development (QCD) with five in England and two in Scotland.

Companies reported they elicit a significant number of enquiries for their vacancies but potential applicants **lack the qualifications** and experience required. Employers working with young people suggested there was a lack of practitioners with sufficient experience and there was little funding or time to release staff to undertake the level 6 qualifications. They also identified few applicants with a level 6 qualification. The numbers undertaking training are slightly increasing year on year, just over 400 trainee practitioners started either the Qualification in Career Development (Level 7/11, delivered by Universities) or the OCR level QCF 6 Diploma in Career Guidance and Development in 2018 (England).

Other employers reported receiving applications from recent graduates with no previous experience.

"Applications often arrive but applicants have no formal CIAG qualifications to speak of, or some are fresh from college/University and lack experience. It is normal for us to need to advertise roles for extended timeframes due to lack of applications that can be shortlisted"

Some have chosen to recruit applicants with information, advice and guidance (IAG) skills but these often lack the careers guidance theory and LMI elements of the role, which limits their competence to deliver personal careers guidance without additional training and qualifications. In relation to adult careers guidance services, some employers indicated they are looking for people with the level 4 qualification and they will pay for their level 6 Diploma. However, others recruiting staff working with adults indicated that staff have to pay for their own training as there is no budget to support them.

Recruitment was identified as a key issue for many companies, this was linked to several factors. **Salary** was identified as a major issue concerning competition with better offers in the area, inadequate remuneration and in one case a pay cut. There were concerns that pay in parts of the sector is not enough to motivate some highly qualified and skilled employees to remain with their company.

"We are losing skills from the business due to retirement and staff are leaving for better paid positions working direct for a school, college or HE."

Conditions of employment were presented as challenging with short-term contracts, lack of job security, temporary contracts, geographical flexibility and a lack of part-time work all contributing to recruitment issues. A flexible workforce was generally required but staff were not felt to be suitably flexible. Lack of **progression** and promotional opportunities were also identified as contributing to staff turnover. Within the adult sector in England the contract delivery model was identified as a contributor to turnover as practitioners were struggling to work with a payment by results (PBR) model, engaging with hard to reach clients and delivery of high quality services within the contractual constraints.

Many companies stated they lacked funding to be able to provide fully trained and qualified professionals with the wage that they are expecting.

"No one wants to train to Degree level and then find there are no vacancies. Schools/colleges who directly employ pay terrible salaries and roles that pay the appropriate salary are few and far between. I don't believe it's a case of training, it's suitable/properly paid posts that is the issue. Until money is ringfenced to schools for careers advice, I can't see this situation changing."

"I can currently only offer casual contracts."

Smaller companies such as charities confirmed they are not able to compete with Further Education and Higher Education institutions in terms of salaries. Other issues were the nature of the contracts they have impacted on recruitment as they are only able to offer short term contracts which were often difficult to recruit to. Companies who delivered large government contracts such as National Careers Service suggested these do not enable employers to meet level 6 and above practitioners salary expectations. Additionally candidates were not attracted by the nature of the work.

"Lack of career progression for staff working on XXX contracts can be a frustration and cause issues of retention. The challenges and pressures associated with payment by results contracts. Job seekers know there are high expectations, tough targets, high volumes of customers to see in comparison with other contracts."

Companies indicated issues in trying to **find younger and more motivated people** to take on. The lack of younger members of staff has created a worry within some companies.

“Not enough young and ambitious staff applying. Many staff have come from other organisations and gone through redundancies etc so are possibly a little unmotivated and negative about the sector”.

The responses indicated that some practitioners have remained in the sector for a long time and have become disillusioned with the role, however due to the limited numbers of qualified practitioners employers are often frustrated with practitioners inflexibility. Interestingly one of the recommendations of the Careers Profession Task Force report (2010) was to create a Career First and Career Last strategy to attract a wider range of recruits into the profession. Many older workers have been attracted (Neary et al, 2017) in but there is less evidence that young people are moving into the Career Development field which may be due the perceived precarious nature of work within the sector and depressed salaries.

Geography was identified as an issue, particularly for companies working in rural areas. This was felt to limit the number and field of applicants and the size of area they are able to operate in. Staff are being asked to cover extensive areas which is contributing to retention issues. The importance of geography needs to be taken into consideration as London Weighting may increase salaries in the capital, but incentives may be required to recruit applicants to more rural areas which will have different issues. In addition there may be a lack of training opportunities in more rural areas which require potential applicants to travel long distances. The concerns here focus on the difficulties of recruiting, especially in more challenging geographical areas.

“Local geographies have an impact for example: XXX’s geography not only limits the number of applicants received, but also limits the geographical range that advisers are able to operate in.”

4.2 Issues facing the workforce skills base

Reviewing the most important issues that employers face in relation to the workforce it is apparent there is significant overlap across all elements of the sector. Recruitment has been identified as a major issue but additionally the **ageing** work force, **technology** and being able to recruit staff with the skills necessary for the job are impacting on the field.

In relation to the work force being perceived as ageing, the research responses were inconsistent with 34.5% of employers agreeing, 31% disagreeing and the remainder agreeing it was true for some roles. However, when responding to later questions employers identified **ageing** as an issue for them, it was specifically identified by organisations who

provide services for young people. One organisation reported that half their staff were over 60. This suggests that overall ageing may not be a systemic issue for all employers, but has the potential to become one in the future.

However, the data suggests that a number of companies are facing losing very experienced staff. The loss of skills and experience was the greatest concern and how this would be replaced.

"Our only careers professional is due to retire at the end of 2019. An issue will be recruiting someone with a similar broad set of skills and experience."

"If one of our independent advisers retires we will struggle to replace them with someone with HE careers knowledge and CEIAG training in general"

Technology was identified as an issue for the sector, 62% of the companies' state that they need to upskill people due to changes in technology. This is likely to be a problem for many, particularly as our limited knowledge of the workforce would indicate that increasingly staff are over 45 and are not digital natives (Neary, Hanson and Cotterill, 2017).

Research by Bimrose, Barnes and Atwell (2010) identified that practitioners need to be able demonstrate an equivalent level of proficiency to maintain the respect of their younger clients. Companies reported that they struggle to keep up to date with **technology** and training their workforce to be able to use the technology effectively. Staff were not felt to have the level of digital literacy that was required, additionally there were concerns about how social media can be better utilized within practice. The ability of staff to make effective use of technology, be open to digital upskilling and a lack of resources in some areas were a concern for employers. Bimrose et al (2018) has identified that there is still resistance to delivery of web- based services and they are not perceived as effective as face to face support. As such there may be still work to do around mainstreaming digital and online approaches to careers support.

"We need more training around up and coming subjects to support the development of our practice, e.g. digital skills, social media etc."

IT and digital skills therefore are a major agenda which needs to be addressed. The CDI is currently addressing this and they have recently launched a new digital strategy.

Recruiting people with the **right qualifications**, skills and knowledge was identified by many companies as an issue they were facing. Specialist knowledge and skills were particularly in demand such as SEND, NEET, all age guidance skills, listening skills, interviewing skills, specialist sectors and LMI. There were also localised issues such as having sufficiently proficient Welsh speakers. Overall this would suggest that the skills required to deliver the work the companies do may be in **short supply**, this could of course be geographically related.

Over one third of employers providing services for young people feel they will struggle in the future, specifically as many of their level 6+ staff are starting to retire. This could have implications in England for schools to achieve the requirements of the Gatsby Benchmarks, specifically Benchmark 8 which addresses personal guidance and requires a qualified and trained practitioner to deliver one to one provision (DfE, 2018a and b).

Having an **apprenticeship route** was suggested as one way of being able to recruit new and younger people to the sector. Diversity was also mentioned, there were few, if any, males in their company and they do not get many males applying for the positions, this is an issue that has been identified in previous research (Neary et al, 2017). Interestingly there were some perceptions that there were no jobs in careers and hence that was why no one was entering the profession. This is obviously not the case.

4.3 Initial training and ongoing development

Linked to the challenge of technology were issues around **training** and **continuing professional development**. Barriers to these focused on lack of **time** and **funding**.

Time was regularly mentioned as an issue, linked to training, development, innovation and service development. Concerns were raised that a lack of access to CPD in particular was impacting on **retention** of staff.

There has been much discussion of the challenges to employers in recruiting suitably qualified level 6+ candidates for jobs. In addition respondents indicated challenges in accessing affordable, local and appropriate **qualification training for staff** at level 4, 6 and above.

"The right level 6 training that suits our candidates' needs/learning styles. 18 months ago we struggled to find the right level 6 training despite using the CDI recommended list. We ended up picking the XXX which turned out to be unsuitable for the candidates and we've now had to start all over again with another provider."

There have been varying models presented of employers recruiting level 4 candidates and training them to level 6 as well as some employers expecting staff to pay for higher level qualifications themselves. Location of training was also raised in relation to geography and being able to access suitable training locally. Access to online training was mentioned as rarely available and is an area that would warrant further investigation.

The Apprenticeships are being warmly welcomed as potentially providing a more accessible route for new practitioners. Scotland has already developed a pipeline approach which includes a range of routes including Scottish Credit and Qualifications Framework (SCQF) level 7 Modern Apprenticeship and SCQF Level 9 Technical Apprenticeship in Career Development. These then feed into higher level qualifications such as the QCD programmes delivered in Edinburgh Napier University and the University of the West of Scotland.

In terms of developing **higher skills** employers were generally confident (74%) that their people have the capability to develop higher level skills. However, in relation to management skills 40% felt people they promoted into management roles **lacked the relevant skills**, 40% did not feel this applied to their organisation and 20% stated it was true for some roles. This would suggest that some companies may be stronger in succession planning than others or provide greater opportunities for management or supervisory training.

Respondents were asked to comment on the availability of training and support for workforce development relating to digital skills, advanced interviewing skills, career management skills, using LMI in guidance, reflective practice, resilience and management and leadership skills. When asked if they have access to all the training and support needed to develop a work force the results were varied.

The majority of respondents were able to access training in most of these areas, **advanced guidance skills** was perceived as the hardest topic to access training in, reflective practice was the easiest (78%). Areas that have found difficulties in accessing training have been in **employer brokerage** and working with specific client groups such as, highly qualified customers, migrants, older workers and understanding and supporting disabilities. Some companies told us they have to provide all their CPD in house as they have no funding available for external provision. In some companies practitioners were paying for their own CDI membership and registration and any CPD they wanted to access. This suggests there is a lack of parity of access to CPD across the sector with some parts more able to invest than others.

Funding continues to be a dominant factor impacting on access to training, as was location which was frequently commented on. Other areas that respondents identified as being difficult to access or not meeting their needs focused on management training, special needs, using LMI in guidance, safeguarding, IT and digital skills, social media and linking transition guidance between sectors.

5. Conclusions

The career development sector across the UK has experienced much change over the last decade. The provision of services across the four countries is both similar and divergent at the same time. Regardless of the size of the services all struggle with recruitment with 67% of employers indicating they are struggling to recruit Level 6 and above practitioners. The research suggests that there is currently a skills shortage and there are insufficient practitioners with the qualifications employers need to meet the policy demands that are being put on the sector in some parts of the UK.

Scotland and Wales have worked closely with their governments to align the role of the careers services with the policy agenda. Scotland has a Qualification and Continuous Professional Development Framework for the Career Development Workforce in Scotland (2012). This offers a clear outline of the differentiated roles and progression between them. This has been enhanced with the introduction of apprenticeships as well as investment in the Qualification in Career Development (SCQF) level 11 for staff. In Wales the introduction of the Employment Advice Gateway is driving the most significant recruitment Careers Wales has experienced in over a decade. In England we are at the start of significant developments in the delivery of careers support, with all schools expected to achieve the Gatsby Benchmarks by 2020 (DfE, 2017). Although funding has been allocated for training for careers leaders (DfE, 2017) limited funding through the Careers and Enterprise Company Personal Guidance Fund is available to provide training and CPD for careers advisers in schools and colleges. This support will only be accessible to a relatively small number of employers and schools/colleges.

Although recruitment is a key issue for employers within the sector there are other factors that need consideration. 62% of employers reported that they have staff who need to upskill due to changes in technology, 58% told us there was shortage of people with the right skills for the vacancies they have. Therefore there is potentially a cocktail of skills related issues potentially impacting on the careers workforce. These are not all in the

same place or impacting to the same extent throughout the country but, a perceived lack of suitably qualified applicants, issues of geography, ageing workforce, diversity of applicants, flexibility of staff as well as knowledge, skills and expertise are all to a lesser or greater extent starting to impact on employers being able to deliver core careers support to young people and adults. Underlying these are the issues of pay and conditions which the differentiation in qualification levels (in England specifically) appears to have exacerbated. Large institutions such as FE Colleges and universities are often able to pay more competitive salaries which compromises smaller organisations who are struggling to recruit qualified candidates. This potentially creates an internal market where small companies are training new recruits who then use their new 'capital' to negotiate higher salaries elsewhere, creating a vicious circle.

The higher apprenticeship route is warmly welcomed as it is perceived as answering a number of the issues that have been identified within this research and providing an opportunity for companies to attract a younger and more diverse workforce. However, it is not a homogenous picture of issues affecting all employers across the country and as such localised solutions may need to be considered. However, this may continue to impact on some areas that struggle with resources to attract applicants.

6. Recommendations

The data suggests there are a number of activities that need to be considered which will best support future forecasting of workforce development within the UK.

- There needs to be better monitoring of the careers workforce. There is a woeful lack of information about the numbers employed and the diversity of the workforce. This information could be gathered by the CDI and the careers companies and would provide a benchmark to assess how the workforce is developing to meet the needs of the market.
- There appear to be significant geographical and contextual differences, as such it is important that the future workforce needs of careers employers are reviewed regularly. The CDI should undertake an assessment of employer vacancies to review qualifications, salary and skills requirements from employers. This will help to shape a better understanding of the workforce and where gaps may exist. Governments can then be informed and encouraged to address issues before they become critical.
- Policy makers need to have an appreciation of potential challenges to policy implementations requiring skilled and qualified career development practitioners, this needs to be considered and discussed with the key stakeholders when implementing new policy

- Funding, including bursaries, should be made available for training to encourage a broader range of people to consider a career in the career development sector.
- The recommendation from the Careers Profession Taskforce should be resurrected to encourage Career First and promote career development as an opportunity for younger people.
- Public sector contracts for careers services need to give consideration to the issues of pay differentiation, investment in CPD, poor terms and conditions and introduce a premium for recruitment in hard to fill vacancies.

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