

The Workforce of the Future inquiry call for evidence

Respondent information:

1. Name and role

Jan Ellis, Chief Executive, Career Development Institute

2. Institution on whose behalf you are submitting evidence

The Career Development Institute (CDI)

3. Do you give permission for the Commission to quote your submission?

Yes

4. Can we attribute the submission to the institution/organisation?

Yes

5. Can we attribute the submission to you personally?

Yes

General questions

- **What do you think people need to receive from careers information, advice and guidance in the current circumstances to help them successfully transition into work?**

To help people successfully transition into work, they need to receive from careers information, advice and guidance:

- Information and advice relating to learning, training and employment that is independent, impartial, accurate and relevant to their current circumstances and stage in life.
- Guidance from a qualified¹ career development professional able to support them in:
 - Assessing their skills, interests and ability.
 - Understanding labour market intelligence and the range of opportunities available to them and potential progression routes.
 - Acquiring the skills and qualifications they need to succeed in the workplace now and in the future, so they are able to make an informed decision and plan how best to move forward.
- Practical assistance to support a successful transition into further learning/training and meaningful employment (e.g. job search skills, C.V.s and applications, interview and assessment skills).
- Access to employers, learning/training providers and specialist agencies.

¹ Throughout this response we use the term qualified to mean qualified to at least level 6/7 in careers guidance and development and ideally registered through the UK Register of Career Development Professionals.

- **What does really good careers advice and guidance consist of in the current circumstances?**

At the heart of good careers advice and guidance is a client-centred approach that enables the client to make an informed choice when deciding between the learning, training and employment opportunities available to them.

Really good careers advice and guidance will consist of a meaningful goal-orientated conversation between the client and a qualified, skilled and knowledgeable career professional, that enables the client to generate realistic options and formulate their next steps.

Integral to this process will be an assessment of interests, aptitudes and abilities, the identification and provision of career related information and labour market intelligence, and impartial advice.

To support clients' progression and development good careers advice and guidance should also consist of advocacy and brokerage provision to support engagement with other professionals and collaboration between interested parties (e.g. between education/training providers and employers), plus referrals to specialist agencies where appropriate.

- **What do organisations need in order to provide this?**

To provide this, organisations need to contract with career development professionals holding a minimum level 6/SCQF9 or higher career-related qualification (minimum of 60 credits) approved by the Career Development Institute (CDI), supported by para-professional holding a career-related qualification at level 4 or higher.

Organisations should also know that there is a system of registration for career development professionals, established at the request of the government. Registered career development professionals are required to commit and record at least 25 hours CPD each year. The online Register can be searched through the CDI's website.

Organisations also need to be able to access comprehensive, impartial, on-line interactive careers information and accurate, up-to-date labour market data at both the national and local levels.

From a strategic perspective, there needs to be greater recognition from Government of the economic and societal benefits of career information, advice and guidance being available to everyone irrespective of age and circumstances, and the rate of return on investment that careers guidance can achieve. ²

- **What do you consider to be the key challenges for you/your organisation, under normal circumstances and during the pandemic, of providing good careers advice and guidance? How would you solve these?**

- A key challenge faced by the CDI has been the lack of career development professionals holding a level 6 or higher career-related qualification able to deliver careers advice and guidance, especially attracting a diversity that better reflects the populace.ⁱ

² [Personal Guidance in English Secondary Education: An initial Return-on-Investment estimate](#) - Careers & Enterprise Company (November 2020)

To help address this, in England and Scotland the CDI has worked with employers and government agencies to develop apprenticeship routes into the profession at levels 6/SCQF9 and 4/SCQF7ⁱⁱ. Also, as well as continuing to accredit the Qualification in Career Development (QCD) at level 7/SCQF11 offered by higher education institutions in England and Scotland, approved by the CDI, the CDI has created a training arm – the CDI Academyⁱⁱⁱ – offering a range of professional career-related qualifications, including the L6 in Careers Guidance and Development. However, while Careers Wales is an accredited OCR centre and provides full Level 6 training, training provision to enter the sector in Northern Ireland is more limited.

The CDI has suggested that the government introduces a bursary scheme to attract individuals to undertake the L6/7 training.

- During the pandemic a key challenge has been having to work with clients remotely using a range of virtual platforms as face-to-face meetings have been severely restricted. Career development professionals have risen to the technological challenge although the use of digital platforms and social media has further highlighted issues around safeguarding and access to technology, especially among vulnerable and disadvantaged adults, which remain a barrier.

To support its members the CDI has issued additional best practice guidance^{iv} to raise awareness of COVID restrictions and best practice during these uncertain times. Additional online CPD sessions in the effective use of digital technology have also been made available.

- **To what extent do you feel able to engage (further education or higher education) teaching staff in careers advice and guidance work?**

CDI members working in further education have continued to work closely with teaching staff to support the provision of a comprehensive programme of careers guidance across their college. The CDI is an approved Careers & Enterprise Company (C&EC) training provider for the accredited and non-accredited training of Career Leaders of whom around 10% are from FE Colleges. This work has benefitted from the publication of the C&EC Toolkit for Colleges^v. It recommends that every college should have an embedded programme of careers education and guidance that is known and understood by learners, parents, teachers, employers and other agencies. Also, that the programme should be informed by clearly defined career learning outcomes and be supported by a strategic careers plan. Although the eight benchmarks focus on provision for 16 to 19-year-old learners (and up to 25-year-olds for those with an Education, Health and Care Plan) the renewed emphasis on careers advice and guidance has improved engagement of teaching staff to the benefit of all students.

- **How has your or your organisation’s provision of careers advice and guidance changed due to the pandemic and its accompanying economic consequences?**

The CDI does not provide careers advice and guidance per se, but we do support our members in delivering careers advice and guidance. The pandemic has undoubtedly changed the way the CDI and its members operate, increasingly digitally. Although digital technology was utilised prior to the pandemic^{vi}, there has been a rapid enhancement of online services and post-pandemic the use of a more blended approach is expected to continue. This is great for the CDI, as it means reduced costs, and for practitioners, but less good for young people, many of whom experience problems of access and digital poverty.

- **Do you think careers advice and guidance is prioritised sufficiently at your organisation? If so/if not, how and why?**

Not applicable – because the purpose of the CDI is to prioritise careers advice and guidance

- **To what extent are you able to incorporate local labour market information and the needs of local businesses into the careers advice and guidance you/your organisation provides? Are there any challenges associated with this?**

While this is less relevant to the CDI, it is an issue for our members. By incorporating the analysis and evaluation of labour market information (LMI) into our professional training we ensure that career professionals can demonstrate the effective use of occupational information and LMI, interpret local, regional, national and international labour market intelligence including its relationship to societal developments, provide critical insights into the contemporary world of work and learning and analyse the implications of these insights for individuals and local businesses.

A key challenge faced by career professionals is securing accurate data – especially at the local level – in an ever-changing labour market, although access to LMI has benefitted from the developments stemming from ‘LMI for All’^{vii}. This challenge is compounded by technology and artificial intelligence rapidly replacing traditional forms of employment at all skill levels, and many future occupations arising out of the 4th industrial revolution still being unknown.

- **Is your/your organisation’s careers advice and guidance tailored to the particular needs of disadvantaged groups? If so, how?**

An important aspect of the CDI training provision and continuing professional development is to ensure that career professionals are able to conduct client-focused career guidance interactions with a range of individuals, and tailoring advice and guidance to meet the particular needs of disadvantaged groups. This extends to developing an understanding of how individuals’ backgrounds, work history and educational achievement can affect their self-awareness, decision making, motivation, opportunity awareness, confidence, aspirations and approach to learning. Also, having an understanding of concepts and approaches for working with different target groups and for dealing with questions of diversity, disability, age, gender and culture.

The importance of tailoring careers advice and guidance to the particular needs of the client is similarly reflected in our Code of Ethics^{viii}:

“Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.”

- **Are there any examples of good practice of careers advice and guidance by your organisation that you would like to highlight?**

An example of good practice would be our support of the Careers & Enterprise Company in developing policy and practice in relation to achieving Gatsby Benchmark Eight: Personal Guidance. In particular, publication of the CDI Briefing Paper: *Understanding the role of the Careers Adviser within ‘Personal Guidance’ in December 2019*^{ix}.

The outcome of this support is reflected in two papers published by the C&EC^x :

- Personal Guidance What Works?
- Personal Guidance in English Secondary Education: An initial Return-on-Investment estimate.

A further example would be our working collaboratively with NICEC (National Institute for Career Education and Counselling), AGCAS (Association of Graduate Careers Advisory Services) and iCeGS (International Centre for Guidance Studies) to support the dissemination of career-related research and evidence-based practice to enhance career service provision.

Currently the CDI is reviewing its *Framework for careers, employability and enterprise education* (January 2020) to provide a unifying framework of outcomes for all career education and guidance in England.

- **Do you believe there should be any changes to the status or function of careers professionals?**

To ensure access to high quality impartial career advice and guidance, it is imperative that greater credence is given to the role of the qualified careers development professional and that levels of remuneration more accurately reflect the expert knowledge and skills this role requires. Research evidences that career advice and guidance provided by career professionals is effective in enabling people to raise their level of attainment, secure employment and contribute to the economy^{xi}. Likewise, the recent study by the Careers Enterprise Company – *Personal Guidance in English Secondary Education: An initial Return-on-Investment estimate* – found a positive return on investment (ROI) of personal guidance, with benefits outweighing costs in the ration of 4:1.

Furthermore, career professionals play a key role in meeting the Government’s aim of creating a stronger, fairer society in which people from all backgrounds can realise their potential; a thriving careers system, that is accessible to everyone, should be at the heart of the government’s focus on social mobility^{xii}.

- **As COVID has transformed many people’s use of digital tools, are there previously inconceivable ways of designing and delivering careers services that may now be possible using digital technology?**

Ways of designing and delivering career services using digital technology have been in existence for the past forty years. The difference resulting from COVID has been the speed of change in their being adopted by employers, practitioners and clients. All service providers have embraced the use of technology, although a demand for face-to-face services remain. Moving forward, a blended approach will be the new service norm with online provision being more widely available, while the development of alternative means of employer engagement and training will continue.

- **Are there any other key concerns or factors we should consider which are not covered in this call for evidence?**

A key concern is access to career advice and guidance. England lacks a supported infrastructure that guarantees access for all young people. Since the demise of the Connexions Service, the careers sector has

lost its presence on the high street. The service available to young people is school/college based. Post-16 careers guidance services through the National Careers Service (NCS) have been aligned with services offered by Job Centre Plus, so careers advice and guidance has limited public visibility and restricted access beyond a website, web chat or telephone helpline. Hence, few adults are aware of any careers advice and guidance that may be available to them.

In the light of an increasing number of people being made redundant because of the pandemic, and lacking both an awareness of alternative employment/training and an understanding of transferable skills, the dearth of career advice and guidance provision for the workforce in general will prove costly to the economy.

The role of government and publicly funded organisations

- **Is there any further support that you think the government should provide for your organisation which would better enable your organisation to provide good careers advice and guidance? If so, what might this be:**

The CDI is not looking for additional support, but we firmly believe that the government should review and extend its national careers strategy so that it is coherent and truly all-age. This would mean:

- Investment in the training of qualified careers advisers and investment in publicly funded, locally delivered, high street careers advice and guidance services which can easily be accessed by young people and adults.
 - Introducing an individual entitlement to careers advice and guidance (Career Guidance Guarantee), including access to high quality information about the labour market to ensure that at key points of transition, all citizens have an opportunity to discuss their futures with qualified career professionals, for example after leaving education or facing redundancy.
 - Employers have an alternative channel through which they can engage with those seeking employment, at all levels, to tell them about the opportunities that do exist and reduce recruitment costs.
- **Do you think any changes should be made to the government's strategy for careers advice and guidance? If so, what might these be?**

The strategy in England should be extended to encompass a truly all-age service, achieving alignment with other nations within the United Kingdom. It needs to reflect a commitment to a strong and consistent careers advice and guidance provision in schools, colleges and universities, that addresses the current patchwork of provision^{xiii}.

The value of recruiting Registered Career Development Professionals needs to be promoted to schools and colleges, so that the commissioners and contractors of careers advice and guidance better understand what they are purchasing and the salaries paid to qualified practitioners need to reflect their skills and training.

A Career Guidance Guarantee should be offered to ensure all outside of education can access support as well as those within it. The guarantee would ensure that everyone aged 16-19 in education, all education leavers, those who are already NEET, and adults who are unemployed, would have access to quality personal career guidance to help them move on to further education, employment or to additional training and apprenticeships. The recent paper published by the C&EC evidences the positive return on investment from personal guidance for young people and wider society.

A new strategy should seek to improve the coherence of the system and ensure that access to personal career guidance is guaranteed for all citizens who need it.

- **What needs to be considered within an updated careers strategy to ensure that we have a genuinely all-age careers service, and to ensure that educational institutions are not necessarily the primary providers of this?**

Careful consideration needs to be given to the location of such a service for it to be a genuinely all-age service and hours of access. Although providers have proven that online provision is effective, a demand remains for the provision of locally delivered, face-to-face services. There needs to be sufficient flexibility to ensure access for all.

A further consideration is the promotion of the service to ensure that it is not construed or perceived as a 'deficit' service, of value only to the disadvantaged and vulnerable – or those 'down on their luck'. This misperception is reinforced by the current alignment of careers provision outside of education institutions, with Job Centre Plus and the funding/priority group restrictions placed on the NCS (England). These factors serve to target provision at the expense of accessibility.

- **How should we tackle the challenges faced by some adults in accessing quality career guidance, such as not knowing where to access it, how to access the services, or not falling into the eligibility criteria?**

The first challenge is to increase the availability of quality career guidance for all – only then can we tackle the challenges faced by adults such as where to access it and how. Both should reflect flexibility in terms of venues where the service can be accessed and how, with the options of face-to-face and online. Consideration should also be given to when the service is available so access to quality career guidance extends beyond the hours of 9am – 5pm.

While eligibility criteria remain, some adults will always be excluded – the providers need to have flexibility in prioritising services for specific client groups to meet local needs. A key factor relating to exclusion were eligibility criteria to be relaxed, would be affordability. Therefore, a Career Guidance Guarantee should be offered to ensure all outside of education can access support as well as those within it. As mentioned earlier, the guarantee would ensure that everyone aged 16-19 in education, all education leavers, those who are already NEET, and adults who are unemployed, would have access to quality personal career guidance to help them move on to further education, employment or to additional training and apprenticeships.

Once sufficient resources are invested to secure quality career guidance provision, then it needs to be widely promoted and marketed effectively to ensure that adults are aware of where and how to access the services and their entitlement.

- **Do you feel that the current system of monitoring the provision of careers advice and guidance in educational institutions is sufficient?**

More could be done, although identifying measures that monitor the quality of provision as well as the quantity remains difficult. The C&EC has recently introduced the use of Compass+ to monitor provision in colleges and 6th forms against the eight Gatsby benchmarks and extended its measures to take account of 'value added'. Data can be used to define key strategic objectives

that are student-centred and measurable and create action plans to achieve them. This enables the status of career plans to be monitored using data visualisations and individual pupil profiles.

We would also advocate that all schools and colleges are required to achieve the Quality in Careers Standard award. There is plenty of research to show that institutions that achieve the Standard are delivering high quality careers education and guidance programmes with great outcomes for young people. The advantage of the Quality in Careers Standard over the Gatsby Benchmarks is that it is externally assessed, and outcomes focused.

In higher education, employability considerations are core to programme development and engaging with employability in the curriculum a requirement. This helps ensure equality of opportunity for all outside of engagement with the careers service but omits monitoring the role of high-quality careers advice and guidance in enabling successful transitions. Likewise, the Higher Education Statistics Agency (HESA)'s Graduate Outcomes survey, provides a comprehensive picture of graduate activity 15-months after graduation, but offers little, if any, information about the impact of careers advice and guidance on graduate activity. Although many careers services work within the quality assurance framework of their institution there are variations in monitoring systems. This anomaly has created a paradox - despite the 'employability' narrative and talk of how important direct labour market outcomes are for the economy, career guidance in higher education and beyond remains under-resourced^{xiv}.

- **How well do you think the government's Plan for Jobs will tackle the economic consequences of the pandemic, including rising unemployment?**

There is much to be commended in the Government's Plan for Jobs. However, more needs to be done to meet the announcement of '*supporting jobs with direct help to find work and to gain the skills people need to get a job*'^{xv} if the economic consequences of the pandemic are to be tackled effectively and we are to avoid a low skill, low productivity recovery.

Attention needs to be paid to the detail of *how* Government intends meeting its large-scale, ambitious plan to support people in finding jobs, enable them to gain the skills they need to get jobs, and provide targeted help for young people to get into work. All these programmes are based in the Department for Work and Pensions (DWP) and despite our lobbying, they do not include careers guidance. We fear that mistakes made in the past are being replicated again, with people likely to move from one scheme to the next (the revolving door effect), still not understanding how best to use their skills or plan their careers.

The reality is that people in the Intensive Work Search group on Universal Credit are likely to find that while work coaches offering support through DWP Jobcentres, can help with employability and applications for advertised vacancies, they lack the necessary career counselling skills and labour market intelligence to make a difference.

Likewise, utilising private sector capacity to deliver a new online, one-to-one job finding support service will not be effective if providers lack the necessary career guidance skills and knowledge. Nor will additional funding mean that over a quarter of a million more people will receive individualised advice on training and careers through the NCS if current eligibility, priority groups

and payment restrictions remain in place.

Provision of traineeships and placements, alongside the introduction of programmes such as ‘kick start’ need much clarification in terms of how they move from policy ideals to operational reality. Sadly, there is no provision for careers guidance in these programmes. To increase their accessibility and success there needs to be a central facilitator able to act between the employer and prospective candidates - a role that careers service providers are ideally placed to deliver.

Importantly, the provision of professional career guidance needs to underpin all of these policies to ensure their effectiveness. People need to understand the opportunities that are available to them and seek advice and guidance about the best route forward within a turbulent labour market.

- **Do you engage with the Careers & Enterprise Company or the National Careers Service? If so, is there anything about how they function that you think could be improved?**

Yes – employees of both these organisations are members of the CDI. To date, the function of the C&EC has focused on careers advice and guidance in education in England. It has sought to oversee the implementation of the eight Gatsby benchmarks and improved engagement with employers. It could build on this role by utilising its Enterprise Adviser network to disseminate information about local opportunities emanating from the Government’s Plan for Jobs, working in collaboration with career development professionals and acting as a conduit between local employers and education and training providers.

New funding should allow the NCS to increase the overall number of people that it can help by more than half. However, arrangements through which the £32 million can be put to use remain inflexible because of rigid funding principles. These need to be reformed to allow the service to have the maximum impact. Without reform many unemployed workers will be unable to access the support they need, and it is questionable whether all the £32 million will actually be spent, which will reflect badly on both the NCS and DfE. Small changes here, such as flexibility in the priority groups, will make a huge difference.

To address these issues, the government needs to urgently review the way in which the NCS is funded and make the following changes:

- Ensure that all adults, from 18 until retirement, who are at risk of redundancy or currently unemployed, are identified as a priority for the NCS.
- Allocate a proportion of the new funding up front to allow the NCS to recruit, train and develop staff to deliver quality services against the new level of demand.
- Actively market the National Careers Service at a national and local level.

The NCS and the C&EC are largely unaccountable. The government should establish a round table or national council comprising all the stakeholders in the career development sector to develop a national strategy with clear focus on local delivery. This would achieve greater coherence across youth and adult guidance. It would also pave the way to realising a truly lifelong approach to

careers advice and guidance and an efficient use of scarce resources.

- **Do you believe that the National Careers Service priority groups fully reflect those who are most in need in the current situation? If not, how should they be changed?**

No. Much of the answer to this question is provided above. At a time of economic crisis with over 800,000 young people entering the labour market and a substantial proportion of the nine million furloughed workers facing redundancy, reform is needed to meet their needs. At present, adults aged 25 to 49 who are unemployed for less than one year and young people aged 18 to 24 who are at risk of redundancy are not identified by the government as a priority and this may limit the help that they can expect to receive. These people are also vulnerable. To reduce any period of unemployment and help the UK's recovery, they need to understand the opportunities that are available to them. Many need to re-think their careers and completely retrain. They need priority access to advice and guidance to decide their best route forward and successfully manage transitions to new employment, further training or work-related activities that will maintain their contact with the labour market.

- **Is there anything more you think the government should be doing to tackle the economic and labour market consequences of the pandemic, including the particularly negative consequences for disadvantaged groups?**

The pandemic and subsequent disruption to education with support available only to those learners with on-line access, has highlighted the vulnerability of a careers guidance provision delivered almost exclusively through educational establishments. Where career guidance is accessible only through learning institutions, the impact will be long lasting and detrimental to the future prospects of young people outside of education, many of whom will be from disadvantaged backgrounds and have special educational needs or a disability. To support young people in managing the uncertainty that lies ahead and enable them to move into appropriate learning and sustainable employment we recommend all have access to high quality career guidance and the services provided by qualified career development professionals.

Specific questions for businesses and representative organisations

- **Previous to the pandemic, did your organisation normally take on young people for placements, work experience, traineeships, apprenticeships or similar? If so/if not, why?**

Not applicable to the role and function of the CDI

- **Is there anything that prevents you or your organisation, under normal circumstances and during the pandemic, from participating in careers advice and guidance work such as careers fairs, mock interviews, offering work experience and traineeships/apprenticeships, or other collaborations with education institutions and/or**

careers organisations? What are the potential solutions to these barriers?

In support of its members throughout the pandemic, the CDI has continued to provide both accredited and non-accredited training, CPD and national conference events, all pivoted to online delivery. Likewise, we switched to using online means of communication to continue regular meetings working in collaboration with other parties such as Careers England, NICEC and the C&EC and DfE. In the future, we anticipate a more blended approach becoming the norm.

- **How has the pandemic and its social and economic consequences affected your business, or those your organisation represents?**

- **The CDI business:** Initially we were very concerned that we might lose members/members might not renew their annual membership, but this did not happen. Feedback suggests that members were very happy with the way we maintained communications and changed our emphasis to providing enhanced member services, online. These included providing more free webinars and digital bytes and encouraging members to use any downtime to invest in their own CPD to prepare for post-Covid recovery and a very different labour market.

As our confidence grew, we introduced new online discussions panels and conferences, which have also been well received. Many of our course candidates would prefer face-to-face training but appreciate the current constraints. In the longer term, we anticipate taking a more blended approach to our CPD and training offer. Encouragingly, our membership has continued to grow since April 2020 and is currently 4,850.

Our business has always operated in a disaggregated way so many staff are used to homeworking. We did not furlough any staff. However, many of us feel that we are now working harder than ever, and productivity has increased; the length of the working day has also flexed at both ends. To mitigate against social isolation regular online team meetings have been introduced, which have had the added benefits of providing a better understanding of each other's roles and responsibilities, team building and a greater coherency of approach in meeting the aims of the organisation.

- **Our Members:** The picture has been quite different for our members. Some working with young people were furloughed while others were left to struggle to make things work digitally with limited support from schools and colleges. With reference to working digitally, safeguarding has been a huge issue, which remains unsolved in some locations. Young people at key points of transition, Year 11 and 13, really suffered last summer because they were not in school and therefore had no access to a careers adviser. This is the madness of the current school/college-based system and after the term ended, access to careers guidance was limited to a the (poorly advertised) NCS helpline.

For members working with adult clients, we have already covered many of the deficiencies of the current NCS. Sadly, it remains a well-kept secret and physical access has been limited. About 10% of our members are career coaches working in the private sector. Many of these work digitally, some with international clients, and continued to work as previously, albeit with greater uncertainty.

- **How does this impact on your organisation's ability and willingness to recruit new employees; to provide work experience, work placements or traineeships/apprenticeships; and to provide training for your existing employees?**

The CDI is a small organisation with 9 full-time equivalent employees, although we also contract with associates to deliver specific services, including training. We have increased our part-time associate staff since April 2020 and will be recruiting for new part-time posts before the end of the financial year. We have recruited an apprentice in the past but have not considered this as viable while we are all home working.

- **Do you think the government has provided you/your organisation with sufficient support to respond to any negative consequences?**

The CDI has benefited from a 'Bounce-Back Loan', which will be repaid on the due date. It is annoying that we have not been able to obtain a rebate on our rent/rates or cleaning costs, but these are small points in the scheme of things.

- **What effect do you think the UK's departure from the EU has had or will have on your organisation's ability and willingness to recruit new employees; to provide work experience, work placements or apprenticeships; and to provide training for your existing employees?**

The UK's departure from the EU adds another layer of complexity to navigating the world of work. It highlights the need for accurate, up-to-date labour market intelligence and the importance of access to high quality impartial careers advice and guidance to support young people and adults in securing meaningful work. However, this is only part of the picture because careers advice and guidance, provided by qualified career development professionals will also contribute to reducing levels of unemployment and under-employment thus supporting economic recovery and creating a stronger, fairer society in which people from all backgrounds can realise their potential.

Investing in lifelong careers advice and guidance will have far reaching benefits for individuals, society and the economy, enabling UK organisations to flourish whatever the outcome of Brexit.

ⁱ Neary, S. (2020). 'Diversifying the careers workforce: opportunities and challenges'. Journal for Perspectives of Economic, Political and Social Integration, 25 (2), pp. 65-81. DOI: 10.18290/pepsi-2019-0009

ⁱⁱ <https://www.instituteforapprenticeships.org/apprenticeship-standards/career-development-professional/>
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