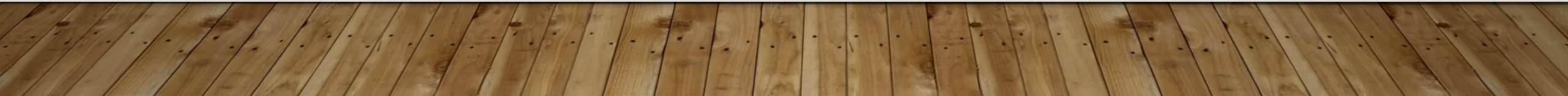


HAS THE PANDEMIC TRANSFORMED DELIVERY OF CAREER GUIDANCE ?

EXPLORING CHANGES IN PRACTICE?



IMPACT ACROSS DIFFERENT GROUPS

User group	Career Guidance Entitlement	Main delivery mechanism	Government department/Funding
Young people in schools			
Young people in college			
Young people (NEET)			
High education students			
Working adults			
Unemployed/not working			

IMPACT?

- Changes in the labour market.
- Changes in delivery methods – swift move online, working with blended delivery.
- Intensified needs of clients – disruption to learning, loss of work experience etc, increased anxiety
- Careers in a post-Covid world – *an exploration of the long-term effects of the pandemic. Longer-term trends for jobs, and who is most affected? September 2021*
- November 10th Cutting Edge Event – *what did you learn about yourself over the last 18 months.*

“Students feel a bit in shock about having to make decisions, a bit like they have been in a bubble and time has stood still”

Observations of 1:1 NE

Everyone I spoke to felt anxious about exams and thought they had been achieving lower than predicted grades because the pandemic had disrupted their studies. I recognise the pandemic and isolation from friends and family could make them feel like things are increasingly beyond their control, negatively impacting focus levels and psychological well-being.

Adviser reflective account

“I have noted the decline in students’ understanding of the education opportunities at Post 16 & 18. Although this makes the interview very information sharing heavy, it demonstrates how much preparation we put into lower school with events and careers education. It almost feels as though the last 10 years of building an incremental careers programme has been wiped out”

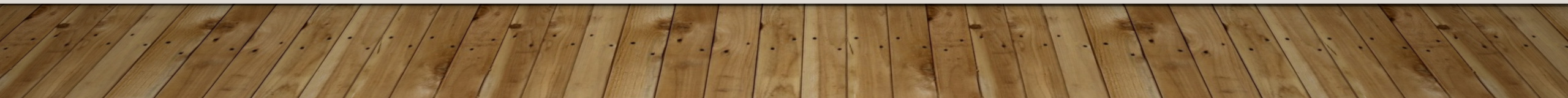
Observations of 1:1 NE

New evidence highlights the value of personal guidance for young people as well as their appetite for more. (Trends in Careers Education 2021)

“Higher than average number of students suffering from anxiety so a vast amount of time trying to build confidence.....to discuss the importance of decision makingthat it’s a continuous process of understanding about ourselves”

Observations of 1:1 NE

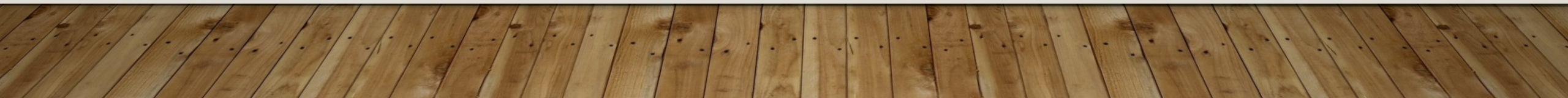
The proportion of schools reporting that most of their students had access to a workplace experience by the end of Year 11 fell from 57% in 2019 to 39% in 2021. (Trends in Careers Education 2021)



GUIDANCE PRACTITIONER'S COMPETENCE PORTFOLIO

[HTTPS://WWW.CEDEFOP.EUROPA.EU/FILES/9161_EN.PDF](https://www.cedefop.europa.eu/files/9161_en.pdf)

- Digital skills to navigate databases with relevant information, including emerging occupations and occupations undergoing digital transformation
- Virtual guidance techniques, in remote settings and via blended approaches
- Advanced and client-oriented written and oral communication skills, including knowledge of social media 'netiquette', to respond to individuals' professional and personal needs in different settings
- Ability to work strategically within a set of cooperating community services, including outreach services
- Psychological, social and emotional skills, to discern when individuals have special needs or face other barriers to learning and career progress; and the capacity to adhere to ethical practices according to professional standards

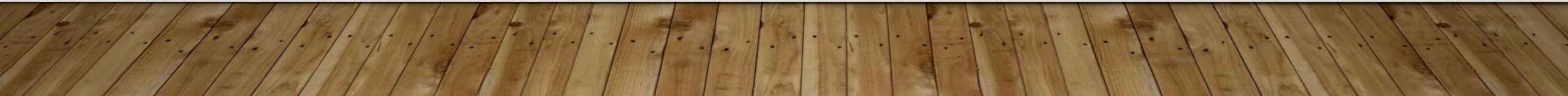


INNOVATION IN CAREER GUIDANCE

- *The period of the pandemic has been challenging and organisations everywhere have had to adapt and respond. Crises are times of great learning and change, and we are at an inflection point where we should choose to take forwards the positive learnings for collective long term benefit – in our working practices, in how we learn and connect, in greater inclusion, and how we think about people and their wellbeing.*

(Peter Cheese - Chief Executive, Chartered Institute of Personnel and Development)

**Welcome to Liane Hambly - ten changes we should sustain
(5.15-6.00)**




BREAK OUT ROOMS QUESTIONS – 6-6.15 – EMMA POLLARD

- What are some of the key implications for practice – for instance training, support and supervision, regional collaboration?
- What opportunities does this present for further research?
- What are the emerging implications for policy including regional collaboration/local capacity building?

PLENARY

- One or two key points from each of the 6 groups
- Ongoing thoughts and resources to add to those on the NICEC website to Claire.m.nix@gmail.com



NICEC
National Institute for Career Education
and Counselling

NICEC Seminar: Has the pandemic transformed delivery of career guidance? Exploring changes in practice
Seminar on Zoom, 26 January 2022, 5.00 – 6.30pm

Useful references, resources and background reading

October 2020 Phoenix (the AGCAS journal) focusing on HE services responses to Covid with case studies of adapted practice (restricted to AGCAS members)

Universities UK: Lessons from the pandemic: making the most of technologies in teaching
<https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/lessons-pandemic-making-most>

CDI Briefing Paper: Managing the Challenges of COVID-19 https://www.thecdi.net/write/CDI_97-Briefing-Challenges_of_covid_19_FINAL.pdf

CEC: Careers in Context 2020: Can Do Guide for Career Leaders
<https://resources.careersandenterprise.co.uk/resources/careers-context-2020-can-do-guide-career-leaders>

Cedefop: Career guidance policy & practice in the pandemic
<https://www.cedefop.europa.eu/en/publications/4193>

- Next seminar – 17 March 2022 5-6.30 - Revisiting LMI and its place in career guidance