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The Evolution of a National Distance Guidance Service: Trends and Challenges

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ABSTRACT *Three trends in the evolution of the UK Learndirect advice service are identified: the partial migration from telephone to web-based services; the trend within the telephone service from information/advice-oriented interventions to more guidance-oriented interventions; and the move from a mainly learning-oriented service to a more career-oriented service. The extent to which these trends are due to changing patterns of customer needs and behaviours, or the effects of policy decisions reflected in social marketing campaigns, is reviewed. Comparable information from New Zealand is presented to indicate the impact of investment in such marketing. Implications for the proposed integration of the Learndirect service in England into a new careers service for adults are discussed. A number of more general conclusions are noted.*

Background

The UK Learndirect advice service is, to our knowledge, the largest national career information and guidance service in the world that operates on a distance guidance basis. In the search to extend levels of access to such services on a lifelong basis, it has achieved levels of penetration that are, we believe, unmatched elsewhere.

Following the Leitch Review of Skills (2006), the UK Government has declared its intention to merge the Learndirect advice service with the main face-to-face guidance service for adults (NextStep) into a new careers service for adults (DIUS, 2007). This is to be trialled during 2008-09, and to be fully operational in 2010-11.

This seems a good moment, therefore, to review some of the key trends that have taken place in the development of the Learndirect service as a distance-delivery service, that might be of wider interest from both a policy and a professional perspective. Three are particularly noteworthy. The first is the changing balance of usage between Learndirect's telephone and web-based services. The second is the trend within the telephone service from information/advice-oriented interventions to more guidance-oriented interventions. The third is the move from a mainly learning-oriented service to a more career-oriented service. All are directly linked to one or more of the key policy issues relating to the use of telephone helplines in career information and guidance that we identified in an earlier paper (Watts & Dent, 2002). Each will be discussed in turn.

In all three cases, an important issue is how far the changes have been driven by changing patterns of customer needs and behaviours, and how far they reflect the effects of policy decisions reflected in marketing campaigns. We will accordingly outline the

nature of some of the key marketing activities, and report evidence on their impact; we will add some reflections on issues raised by this form of social marketing. We will also draw comparisons with comparable data collected by Careers Services in New Zealand, which reinforce some of our conclusions from the Learndirect data. Finally, we will comment upon the implications of these trends and issues for the future integrated careers service in England, and note some more general conclusions.

The Learndirect advice service

First, to provide a context for the discussion, we need briefly to outline the history and structure of the Learndirect advice service. As described in more detail in our earlier paper (Watts & Dent, 2002), the service was launched in England and Wales in February 1998, having been preceded by the launch of a Scottish helpline in August 1997. The operation of the helpline in England is contracted to Broadcasting Support Services (BSS), which manages it through two callcentres, located in Leicester and Manchester. BSS is also responsible for the service for Northern Ireland, which was initially based in Belfast, staffed by the local Educational Guidance Service for Adults, but since March 2005 has been co-located in Manchester. The services for Scotland and Wales are managed separately, with the Scottish service being located in Glasgow as part of Learndirect Scotland, and the Welsh service operating from within Careers Wales (until April 2007 from four small callcentres in different local careers services, but now from a single callcentre in Cardiff). This diversity reflects the growing diversification of guidance policy post-devolution (Watts, 2006). All the services are however marketed as

Learndirect, use a single telephone number, and are subject to a four-countries agreement to offer minimum common standards of service.

Alongside the telephone helpline, Learndirect operates a website and other web-based services. Initially these took the form of an encrypted fee-charged 'Futures' website, which was separately contracted to Citizen Connect. The current website was launched in May 2000.

In addition to operating its advice services, Ufi (the charitable trust behind Learndirect) is also a major provider of distance learning packages. This juxtaposition has been a source of some concern, based on anxieties that the use of the name Learndirect to brand both the impartial advice services and its own learning provision might confuse the perceived impartiality of the service in the eyes of some potential and actual users. Moreover, early marketing campaigns tended to blur the distinctions between guidance, learning in general, and Learndirect's own learning provision (Watts & Dent, 2002, pp.28-29). This has to some extent been addressed in more recent campaigns with the creation of more clearly delineated sub-brands (Learndirect Advice and Learndirect Courses). We shall return to this issue later.

As part of its management and quality-assurance procedures, Learndirect regularly collects or commissions a variety of information about the usage of its advice services. These include analyses of usage levels prepared by BSS, customer feedback research based on telephone follow-up calls and focus groups conducted by BMG Research and Synovate (market research agencies), and tracking research on consumer responses to Learndirect advertising conducted by TNS (another market research agency); the latter is supported by OMD Metrics data on the impact of the advertising on

calls and web visits. This represents an unusually extensive range of systematic evaluation data to be collected by a career information and guidance service (Hughes & Gration, 2006). In addition, the Department for Education and Skills commissioned a separate evaluation of the Learndirect telephone guidance trial (Page *et al.*, 2007), and a critical independent review of the website usage data was prepared for Learndirect by ASW Consulting (2007). All of these sources will be drawn upon in this paper.

[Table 1 here]

Changing trends

Telephone v. web-based services

The change in the balance of usage of the telephone and web-based services has been dramatic. As shown in Table 1, seven out of eight of the early interactions were by telephone, whereas by 2006 the proportion was less than one in ten. This contrast may have been exacerbated by the fact that the website only became available towards the latter part of the earliest period, and was initially in a fee-charged form which inhibited extensive usage. Nonetheless, with the exception of a highly popular partner campaign in August 2004 which skewed that year's telephone demand, the trend thereafter has been strong and consistent.

In reviewing these data, it is important to note that a web session is much more than a 'hit'. It is defined as a user doing at least one course search on 'Find a Course' within 'Careers Advice', or engaging in two items within one or more of the following: (a) job-profile page views; (b) interaction with the skills and interests diagnostic tool

and/or the decision-making readiness tool; and (c) successful searches on a partner site (e.g. a course search on a BBC portal which links to the learning directory). An independent review of the data concluded that although they included some over-generous weightings, they also excluded some important interactions which received no allowance at all (ASW Consulting, 2007).

Alongside the website, increasing use is being made of email requests for information, advice or guidance. This service was introduced in 2002, when usage data indicated that responses were made to 20,285 such requests in England; by 2006, the figure had risen to 51,828.

These various figures, of course, include some repeat users and also some users who have used more than one channel. In the case of the telephone, customer feedback research indicates that the number of repeat users rose from 15% in 1999/2000 to 25% in 2005/06. In addition, an increasing number of telephone users state that they have already used the website: the proportion indicating this rose from 7% in August/September 2000 (when the question was first introduced) to 68% in the first quarter of 2007. Moreover, 39% of the early 2007 users used the website after their helpline session; in many cases it is likely that this was because the adviser had suggested that they do so. It is clear, therefore, that usage is increasingly iterative and multi-channel. From August 2007 a user registration system is being introduced, which should make it possible in future to track each individual's use of the full service.

The changing balance between the use of Learndirect's telephone and web-based services reflects, in part, national trends in the general use of communication technologies across the population, linked to the spread of broadband. Between 2002 and

2006, the average number of minutes per day spent on the Internet increased from 14 to 36, while the number of minutes spent on fixed-line telephones decreased from 7.5 to 6.9. The latter was compensated by an increase in the use of mobile telephones from 2.4 to 3.7 minutes. But the use of the Internet increased by a factor of 2.6, whereas the overall use of the telephone increased by a factor of under 1.1 (Ofcom, 2007, p.17).

Information v. guidance

While there has been a relative move away from the telephone, the usage of the Learndirect telephone service remains substantial, and there has been a change in its nature. Whereas in the early years of the service most of the calls were for information and advice, a much higher proportion now seek or are viewed as requiring in-depth guidance.

[Table 2 here]

The clearest evidence here is the balance between the three levels of adviser to which calls received by the Learndirect service in England are channelled (Table 2). Information Advisers are qualified to NVQ Level 2 in Service Support; Learning Advisers to NVQ Level 3 in Guidance; Lifelong Learning Advisers to NVQ Level 4 in Guidance. The extent and balance of staff resources are carefully monitored in relation to data on call volumes, in order to maximise 'productivity' (Watts & Dent, 2006). Between 2000 and 2006, the proportion of staff who were Information Advisers decreased from 61% to 23%, whereas the proportion who were Lifelong Learning Advisers (now

renamed Career Coaches) increased from 3% to 44%. This represents a substantial upgrading of staff competence levels, to respond to more demanding levels of enquiry.

The changing nature of the telephone enquiries has been both recognised and encouraged by a telephone guidance trial programme. This has comprised the trial of a three-stage model of help, with the first call focusing on scoping and action planning, the second on a review of progress, and the third on motivational support and 'exit'. An evaluation of the trial by Page *et al.* (2007) indicated that in practice 58% of those covered in the follow-up survey had had only one call, 23% two, and only 16% three or more. Telephone was the preferred medium via which to receive guidance for 42% of the users; 36% indicated that they preferred face-to-face, while 11% preferred email. A scored quality analysis of 100 calls indicated that the guidance given by telephone was of a good quality measured against standards used in the assessment of face-to-face guidance, with 23% of calls graded 'excellent'.

Learning v. career

The third trend, closely linked to the second, is the move from a mainly learning-oriented service to a more career-oriented service. Both have been linked to a shift of focus in the way in which the service is marketed. Up to the end of 2005, the television advertising (including both peak and daytime slots) which is the main arm of the marketing campaign had focused either on Learndirect as a course provider (with, as already noted, some potential implications for the helpline's perceived impartiality) or on the helpline as a means of choosing courses ('help you to find a course that's right for you'). In January

2006, however, a new 'jigsaw' campaign was launched, alongside and in support of the telephone guidance trial.

The 'jigsaw' campaign was based on two advertisements, one representing a female personal assistant, the other a male fitter. Each mentioned 'careers advice that's tailored to fit you', and used the symbol of a missing jigsaw piece superimposed on the individual concerned to indicate a missing element in their lives. The term 'careers advice' was used explicitly, and was followed up with more specific descriptors: in the case of the PA, 'improving your CV' and 'preparing for an interview'; in the case of the fitter, 'assess your skills' and 'help with things like qualifications and information on funding'. Early versions of the advertisements ended with the Learndirect telephone number; later versions also included the web address.

The campaign received high levels of public recognition: at its peak, in March 2006, 80% recognised it (average Central Office of Information campaign recognition is 70%). Tracking data, based on face-to-face interviews in homes, indicated that the 'spontaneous message takeout' (i.e. what viewers instantly recalled) was particularly strong on 'better yourself/gain more qualifications' (PA 21%; fitter 17%) and 'learning will help you to get a job/better job' (PA 13%; fitter 17%), followed by 'careers advice' (PA 6%; fitter 10%). There was some evidence that specific references did have some effect: 'advice/help with CVs' was cited by 9% in relation to the PA advertisement (where this received specific mention) but only by 1% in relation to the fitter advertisement (where it did not). An analysis of 'prompted message takeout' (based on the question 'Which of these describes what you think the advert is saying?') indicated that much the highest-rated item was 'LD Advice Line offers tailored careers advice' (PA

54%; fitter 55%). By July 2006 (6 months after the launch of the campaign), 51% of adults who were aware of the Learndirect Advice Line associated it with offering 'tailored careers advice', as opposed to 43% associating it with 'information on courses from a range of providers'.

Evidence of the effect of the campaign on service take-up was provided by OMD Metrics data, based on an econometric model in which a variety of variables are rotated until they provide the best 'fit' with the time-series data on calls and web visits. This indicated that in its early stages the 'jigsaw' campaign was the most effective Learndirect campaign since measurement began in March 2003 in terms of immediate effects on calls and web visits per £1,000 spend.

It seems likely that the nature of the campaign will influence the nature of who acts upon it. The market research indicated that the Awareness rate (84%) compared with a perceived Relevance rate of 25%, a Commitment rate (i.e. a declared intention to use the service) of 18%, and a Usage rate (i.e. actual reported usage) of 11%. This suggests that the key barrier was from Awareness to Relevance, where the conversion rate was 30%; thereafter the conversion rates were much higher (72% from Relevance to Commitment; 61% from Commitment to Usage).

The power of such campaigns is also evidenced by customer research feedback on the sources of awareness of the helpline mentioned by respondents. In 2005/06, television advertising was mentioned by 43% of core service callers and by 55% of guidance service callers, whereas the next most frequently mentioned source – 'word of mouth' – was mentioned by only 16% and 13% respectively.

Some limited evidence of the impact of the campaign in terms of moving from a learning to a career focus is provided by the data on the use of the different parts of the website in the report by ASW Consulting (2007). This showed that between August-October 2005 and August-October 2006 the number of course searches increased by only 2.5%, whereas the number accessing job profiles increased by 21.1% (p.13).

The impact of social marketing

A possible composite explanation of these three trends is that users are increasingly using the web-based services for information inquiries, and the telephone for more complex guidance requests, within a broader 'career' frame cultivated by a marketing campaign. All three trends represent a mix of responsiveness to public demand and of the impact of policy decisions implemented through the marketing campaign. But the balance between the two causal elements varies. Thus the shift from telephone to web-based services can, as we have noted, be linked to more general trends in public usage of communication technologies (though it may have been influenced at the margin by the addition of the web address to the television advertisements). On the other hand, the shift of the telephone service from information to guidance, and of the general service from a learning to a career focus, have been more clearly marketing-driven. There may also be an element of circularity between the two elements. The growth of guidance-related telephone inquiries, for example, has been influenced significantly by the guidance trial and by the marketing campaign linked to it; but the rationale for the trial was based on policy-makers being persuaded of the latent demand for such guidance interventions (and the added benefits that would stem from them).

The 'jigsaw' campaign was designed to promote a service, but it can also be viewed as a form of social marketing. This is defined by Kotler *et al.* (2002) as 'the use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behaviour for the benefit of individuals, groups, or society as a whole' (p.5). Social marketing has been widely applied in, for example, health education, where it has been effective across a range of behaviours (Stead *et al.*, 2007). A rare study of its application in the field of career guidance and career development has appeared recently in relation to a 'Yes' campaign in the Maldives designed to encourage positive attitudes to career development which might encourage take-up of the Maldives Government's Youth Employment Skills programme (Arulmani & Abdulla, 2007). Here, access to career guidance was viewed not as the object of the marketing but as a 'partner intervention' designed to effect long-term attitudinal and behavioural change.

In these terms, the Learndirect 'jigsaw' campaign can be viewed, at least in part, as a social marketing campaign designed to induce attitudinal and behavioural change in terms of readiness to consider career development (whether through participation in learning, through a job change, or through reviewing career direction). This could be represented in social terms as a preventive approach to helping people to avoid becoming discontented at work and therefore unproductive (as opposed to a remedial approach once people have fallen into these states). Some of this might translate into use of the Learndirect service, but some might operate through other means, including direct individual action, use of informal networks, or use of other formal services. It would be helpful if some research could be conducted into these wider effects.

Social marketing raises a variety of ethical issues. These include whether the simplified messages that are communicated are truthful and accurate, and whether the changed behaviours to which they are designed to lead will deliver what they promise. The boundaries between social marketing and government propaganda are blurred (Andreasen, 2001; Rutherford, 2000). The notion that learning invariably ‘pays’ in economic terms has been strongly challenged (e.g. Wolf, 2002). There could also be ethical issues relating to whether learning and career development are presented as an individual responsibility or as a joint responsibility of the individual and their employer. In principle, marketing a service that enables advice to individuals to be more fine-grained, and related more closely to individual situations and declared needs and wishes, avoids some of the potential ethical objections to which marketing ‘learning’ or ‘career change’ in isolation might be subject.

Comparative evidence from New Zealand

Some of the trends and issues outlined above are reinforced and further illuminated by evidence from a comparable service in New Zealand. Career Services in New Zealand is Government-funded and is, in global terms, the most fully-integrated version of a national multi-channel all-age service dedicated to career planning support (Watts, 2007). The design of its helpline was based in part on the Learndirect model, but from the outset it was more strongly integrated into a comprehensive service, and was based on a ‘career’ rather than a ‘learning’ model (Watts & Dent, 2002, p.21). In view of the fact that Learndirect is now itself moving to a ‘career’ model, and is also in future to be integrated into a comprehensive adult careers service including face-to-face services, this makes the

New Zealand experience of particular relevance. On the other hand, a continuing difference is that Career Services in New Zealand is an all-age service, whereas the new careers service in England is to be confined – as Learndirect currently is – to adults.

In New Zealand, as in the UK, there is evidence of migration from telephone to web-based services. The number of calls taken by the Career Services helpline peaked at 42,585 in 2003/04, since when it has declined to 33,319 in 2004/05, and to 26,612 in 2005/06. Comparable time-series data on website visits is not available, but has continued to increase, to reach a level of 570,501 in 2005/06 (data provided by Career Services). This broadly reflects the Learndirect pattern described earlier.

More pertinently, a recent review of the New Zealand Career Services in an international perspective (Watts, 2007) has indicated clear evidence of the impact of marketing. It calculates that the level of take-up of the Careers Services helpline is under a quarter of that for Learndirect. This seems clearly to be related to the level of brand recognition among the general public, which has been around 30% for Career Services, in contrast to figures of over 80% for Learndirect. Such differences in turn seem likely to be linked to the size of marketing budgets: the Learndirect marketing budget as a percentage of total turnover (its budget has been consistently set at one-third of total advice turnover) is nearly five times larger than that for Career Services.

It is clear from these figures that if a country wishes to significantly extend take-up of career guidance and information services, it needs to invest substantially in marketing support. The Resolution of the European Union's Council of Education Ministers on guidance stated that: 'Services need to be available at times and in forms which will encourage all citizens to continue to develop their skills and competences

throughout their lives, linked to changing needs in the labour market.’ It added: ‘Such services need to be viewed as an active tool, and individuals should be positively encouraged to use them’ (Council of the European Union, 2004). The marketing investment made by Learndirect represents, to our knowledge, the strongest response yet made by any country to this injunction.

Towards an integrated service

The challenge set by the Leitch Review of Skills (2006) is to build on the strengths of the Learndirect advice service by integrating it into a more broadly-based careers service. Two aspects of the proposed broadening can be distinguished. The first is the integration between distance and face-to-face services. The second is the integration between advice on learning and on work.

Integrating distance and face-to-face services

At present, the distance information and guidance service offered by Learndirect is complemented by face-to-face services offered by Nextstep providers. These are funded by the Learning and Skills Council to provide information and advice on learning and work to adults aged 20 and over. The information service is open to all, but the advice service is limited to those who have yet to achieve a Level 2 qualification (equivalent to 5 GCSEs at grades A-C).

The extent of public awareness of Nextstep is much more limited than for Learndirect. In contrast with the Learndirect figures of over 80%, noted above, a survey of potential learners in the Nextstep target-group indicated that only 6% had heard of

Nextstep (Harrison *et al.*, 2005). As in the case of the New Zealand Career Services, this seems directly related to the much more restricted marketing budget provided for Nextstep.

Currently, cross-referrals between Learndirect and Nextstep seem limited. Management information records indicate that between August 2006 and February 2007, the number of 'warm transfers' (where the caller is passed on within the same call) to local face-to-face information and advice services was only 142 (out of over 500,000 calls received during this period). Moreover, the evaluation of the telephone guidance trial found that only 5 of the 1,001 callers in the caller survey indicated that they had been referred to (though not necessarily passed to) Nextstep during their call; conversely, less than 1% of callers to Learndirect had been referred by Nextstep. The quality analysis of 100 calls suggested, however, that the former figure in particular may have been an under-estimate: out of the 100 calls, 27 were referred to Nextstep, and only 4 possibly relevant Nextstep referrals were judged as being missed (Page *et al.*, 2007).

The rationale for these referrals has changed somewhat. In the earlier stages of the service, the main rationale was to provide in-depth guidance (Watts & Dent, 2002). Now, however, the possibility of providing such guidance by telephone has been firmly established, and Learndirect's capacity to offer it has been extended, whereas NextStep's capacity to provide guidance has been restricted by policy decisions relating to its remit. As a result, the rationale for referrals has shifted to the greater capacity of NextStep to provide local information, plus advice based on such local information. The review of the guidance telephone trial found that callers were less satisfied with local information received than with other aspects of the service. It suggested that 'there may be instances

where, for example, Nextstep can deliver this aspect more thoroughly' (Page *et al.*, 2007, p.ix).

It seems likely that an integrated service would further facilitate such referrals. More broadly, it would make it possible to develop a service structure in which the alternative channels – telephone, web-based, face-to-face – are viewed not as alternatives but as alternative portals into an integrated range of services (Watts, 2002). Users could then use the channels they prefer, and do so interchangeably (as noted earlier, many prefer face-to-face services). An integrated service would also enable the face-to-face services to benefit from the greater visibility of a common brand.

Integrating advice on learning and work

The other part of the Leitch recommendation on integration is concerned with the need to integrate advice on learning and on work. The Leitch report is critical of the way in which current provision 'fails to integrate advice on learning with careers advice', and 'provides skills advice out of the context of building a career'. It accordingly recommends that the new careers service for adults should establish strong links with Jobcentre Plus. In particular, it 'must draw on Jobcentre Plus information and services, so that information on jobs, skills and training can be integrated'. In addition, as well as operating from other places 'in the community, colleges and other locations', it should be 'co-located with Jobcentre Plus and other providers of employment support'. This should be 'in town and city centres' and provide 'a high profile place to go to for job search facilities and employment and skills advice' (Leitch Review of Skills, 2006, pp.109-110, 129, 131).

The links with Jobcentre Plus are also strongly emphasised in the Government's Leitch implementation plan. While for the present the new careers service and Jobcentre Plus are to be co-ordinated and possibly co-located, rather than integrated, the possibility of fuller integration appears not to be ruled out in the longer term. In particular, it is proposed that the new UK Commission for Employment and Skills will 'advise in 2010 on whether there should be further institutional change to secure better integrated employment and skills services' (DIUS, 2007, p.26).

Full integration between the new careers service and Jobcentre Plus is likely to be problematic. International studies of the role of career guidance within public employment services have identified a number of role conflicts, stemming from the tension between the needs of the individual and the service's gatekeeping and policing role in relation to public resources, and the tendency for this latter role to stigmatise such services in the eyes of potential users who are not on benefit (OECD, 2004; Sultana & Watts, 2006).

In this respect, the challenge to the new careers service will be to see how effectively it can provide a career- rather than narrowly learning-oriented service without integrating fully with Jobcentre Plus. In this context, the move within the Learndirect service towards a more career-oriented approach, outlined earlier, can be viewed as a pre-emptive strike in the required direction. The brand, however, still covers Learndirect's own learning provision as well as impartial information and guidance services: with the enlargement of the latter to encompass Nextstep, the potential tension between the two could be exacerbated. There is accordingly a strong case for mutating the brand for the

new service from Learndirect to a brand including the word 'career', particularly if this can be done on a phased basis which builds upon the investment in the existing brand.

Conclusions

Alongside these specific implications for the new service in England, five more general conclusions can be drawn from the evidence presented in this paper. First, there is evidence both from the UK and from New Zealand of migration from telephone to web-based services. Second, it seems that the telephone is now being used for more complex guidance-related enquiries. Third, guidance delivered by telephone is of good quality measured against standards used in the assessment of face-to-face guidance (though substantial numbers of users prefer guidance to be delivered face-to-face). Fourth, both the extent and the nature of enquiries to career guidance and information services can be heavily influenced by social marketing campaigns. Finally, strategies to extend substantially the take-up of career information and guidance services need to cover a variety of channels and to make heavy use of marketing resources and methods.

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Table 1: Usage levels

Year	Telephone calls	Web sessions	Total
Up to 3/2000	1,165,256 (87%)	181,079 (13%)	1,346,335 (100%)
4/2000-3/2001	1,364,822 (60%)	899,691 (40%)	2,264,513 (100%)
4/2001-3/2002	1,332,873 (38%)	2,152,914 (62%)	3,485,787 (100%)
2002	1,154,702 (25%)	3,388,256 (75%)	4,542,958 (100%)
2003	1,089,419 (20%)	4,313,586 (80%)	5,403,005 (100%)
2004	1,202,574 (20%)	4,708,203 (80%)	5,910,777 (100%)
2005	770,399 (10%)	6,676,163 (90%)	7,446,562 (100%)
2006	893,669 (9%)	9,202,529 (91%)	10,096,198 (100%)

Note: These figures cover England, Wales and Northern Ireland, but not Scotland. The figures for 4/2001-3/2002 overlap with those for the calendar year 2002: since monthly figures are not available for the early periods, it has not been possible to recalculate them on a calendar-year basis. All the figures relate to 12-month periods, with the exception of the ‘up to 3/2000’ data, which start from 2/1998.

Table 2: Learndirect staffing (England only)

	Information Advisers	Learning Advisers	Lifelong Learning Advisers (Career Coaches)	Total
2000	92.4 (61%)	53.7 (36%)	5.1 (3%)	151.2 (100%)
2001	126.1 (61%)	72.8 (35%)	7.9 (4%)	206.8 (100%)
2002	100.4 (53%)	77.1 (41%)	10.3 (6%)	187.8 (100%)
2003	64.7 (46%)	63.0 (44%)	13.7 (10%)	141.4 (100%)
2004	70.3 (50%)	57.5 (41%)	12.7 (9%)	140.5 (100%)
2005	58.8 (36%)	61.0 (38%)	41.2 (26%)	161.0 (100%)
2006	37.5 (23%)	54.9 (33%)	73.2 (44%)	165.6 (100%)