

## Careers guidance follow-up inquiry

### Written evidence submitted by the Department for Education

1. The government welcomes the opportunity to update the Education Committee on the work it has been doing since the government responded to the Committee's report: '*Careers guidance for young people: The impact of the new duty on schools*' last year.

## OVERVIEW

2. Youth unemployment is falling and the proportion of 16- to 18-year olds not in education, employment and training at the end of 2013 was down to 7.6%, the lowest rate since comparable records began in 1994. The UK is set to grow faster than any advanced economy this year. If we want to make the most of that we need a strong education and skills system that is rigorous, equips people with the skills they need to get jobs and is responsive to the needs of employers.
3. To ensure young people can realise their full potential and take advantage of the employment opportunities that are increasingly available, we need to bridge the gap between education and work. This is at the heart of the government's reform of careers guidance which focuses on getting more employers and business leaders involved with schools and colleges to motivate young people about the world of work.
4. It is important to recognise that no one beforehand has got the system of advice and guidance for young people right and there is no international model that is perfect. The nature of the labour market that young people are entering has changed dramatically and we need a more dynamic and sophisticated response. It will take time to achieve the quality of advice and guidance for young people that we need, but devolving responsibility for securing inspirational careers guidance to schools and colleges was an important first step.
5. The government's approach is set out in an inspiration vision statement<sup>1</sup>, published in September 2013. This puts forward a clear agenda for change: making the education system much more closely linked to the world of work, giving employers a greater role in inspiring and motivating young people about the range of jobs available and calling on schools and colleges to place aspiration, work experience, inspiration and mentoring at the core of what they do to help young people fulfil their potential.
6. We have published revised statutory guidance for schools, effective from September 2014, which sets a clear framework to enable schools to play their part in delivering this vision. There is a focus on preparation for work and high ambitions for every student. Importantly, schools will now be held to account for the destination where students end up; be that an apprenticeship, university, a job or further study in school or college. Alongside Ofsted's commitment to giving careers guidance a higher priority in school inspections, the government believes

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<sup>1</sup> <https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

this will focus the attention of schools and lead to better outcomes for young people.

7. We are already beginning to see evidence of this culture change driving real improvements. More and more employers are getting involved and a multitude of inspiring organisations are being set up. Speakers for Schools, an initiative that sends industry leading professionals and academics into state secondary schools and colleges to share their experiences and career insights, recently marked its 1000<sup>th</sup> school talk. The Black Country Skills Factory has facilitated 100 pupils from 12 Black Country schools to participate in a Skills Challenge to inspire 13 - 14 year olds to consider manufacturing careers. Career Connect has developed careers and local labour market information, incorporating case studies and interviews with employers, highlighting the key growth sectors in Greater Merseyside. These resources are being used at a range of careers fairs and conferences to help young people, parents, schools and colleges to understand the emerging job opportunities in the area and how this might influence qualification and career choices.
8. The government is determined to remain focused on driving through these changes and we will not rest until every young person has the chance to fulfil their potential.

## **RESPONSES TO THE COMMITTEE'S CONCLUSIONS AND RECOMMENDATIONS**

9. In the response below, the Education Committee's conclusions and recommendations are in **bold text** and the government's updated responses are in plain text.

### ***Transfer of the statutory duty***

#### ***Our conclusion on the transfer of responsibility***

1. **The Government's decision to transfer responsibility for careers guidance to schools is regrettable. International evidence suggests such a model does not deliver the best provision for young people. The weaknesses of the school-based model have been compounded by the failure to transfer to schools any budget with which to provide the service. This has led, predictably, to a drop in the overall level of provision. (Paragraph 31)**
2. **Nonetheless, we recognise that the new responsibility is now in place and further change would lead to greater uncertainty and upheaval, with a detrimental impact on young people. Whilst funding remains a concern, schools need to make careers guidance a priority within their budgets and we do not, in the current financial climate, recommend that additional funding be provided directly to schools. We believe that, instead, urgent steps must be taken by the Government to ensure that the current settlement meets the needs of young people. More precisely, we believe that the situation could be rescued by a combination of**

## **improved accountability and an enhancement of the role of the National Careers Service, including additional funding for that. (Paragraph 32)**

10. A number of respected sources found that the national Connexions model was expensive and of variable quality. The Chair of the Panel on Fair Access to the Professions, Alan Milburn, called for schools and colleges to be given direct responsibility for making their own decisions about support for young people. Requiring schools and colleges to secure independent careers guidance was an important step towards improving the quality of advice and guidance young people receive. As we mentioned in our response to the Committee's report, the government commissioned Ofsted to carry out a review to provide an early insight into how schools are responding to their new responsibilities. In September 2013, Ofsted published '*Going in the right direction? Careers guidance in schools from September 2013*<sup>2</sup>.' The report highlighted that some schools are providing very effective guidance and giving it a high strategic priority, demonstrating what can be achieved. However, the report also provided an important reminder that there is more to be done, showing that a number of schools were not yet implementing the duty as effectively as they should and needed to have higher ambitions for all of their students. We welcomed Ofsted's report and recommendations, and those in the National Careers Council's report '*An Aspirational Nation*<sup>3</sup>.' We published an action plan setting out our response to the findings in both reports, and have already made significant progress in implementing those actions. The government's reform of careers guidance to focus on inspiring every young person with a sense of what they can achieve through more real-life contacts with the world of work, is encouraging positive developments in the school system.
  
11. The labour market is constantly changing, and it is a challenge for schools and their partners to take account of progression pathways and employment trends in order to help young people make informed choices. Young people need to develop a clear view of what the world of work offers and to develop the attributes that employers demand. This ideal is best served by improving the quality of education that young people receive up until the point they enter employment and that is where the government has rightly focused its efforts. But we also have a clear vision which is about putting more employers in front of young people to inspire them about a broad range of careers and explain to them how they can get there – this increased emphasis on inspiration is the best way to meet the needs of young people.
  
12. The publication of revised statutory guidance for schools<sup>4</sup> on 10 April has provided a clear framework for schools and strengthened expectations. No school has an excuse not to be engaging local employers. We will be publishing similar guidance for colleges before the end of the academic year. Of course we recognise that guidance alone will not improve the situation and that some additional support is needed. From October this year, we are extending the role of the National Careers Service to work with schools, colleges and employers to

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<sup>2</sup> <http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>

<sup>3</sup> <https://www.gov.uk/government/publications/creating-a-culture-change-in-careers-provision-an-aspirational-nation>

<sup>4</sup> <https://www.gov.uk/government/publications/careers-guidance-for-young-people-in-schools>

facilitate more employers engaging with young people to inspire them through informative talks, mentoring, coaching and work experience.

13. This is a big culture change and we are beginning to see progress. More employers are getting involved, and inspiring organisations like Career Academies and Speaker for Schools are working with schools and colleges. We have seen the formation of such innovative and successful collaborations as the Mansfield Learning Partnership. The partnership brings together local secondary schools, Vision West Nottinghamshire College and employers to bridge the gap between the worlds of education and work. Local employers pledge to deliver a certain number of activities, such as mentoring or sponsorship to young people, which results in their better awareness of careers and employment.
14. Over 1000 talks from inspirational speakers have now been held as part of the Speakers for Schools programme and 85% of Career Academies students progress to university, employment or work-based learning. The government is determined to remain focused on driving through these changes to address the poor situation that we inherited. We have strengthened accountability by introducing destination measures alongside Ofsted's enhanced scrutiny of careers guidance. This is already driving improvements in schools and we will monitor progress carefully, informing any further action that might be needed.

### ***Extension of the statutory duty***

- 3. We welcome the Government's decision to extend the duty to young people in Year 8 and to 16 to 18 year-olds in school or college. (Paragraph 35)**

15. In September 2013 we extended the age range of the statutory duty down to year 8 pupils and up to pupils in years 12 and 13 in schools. We also extended the duty to apply to all young people in sixth form colleges and further education colleges up to age 18, and to 19-25 year olds with a Learning Difficulty Assessment or an Education Health and Care Plan in place under section 37 of the Children and Families Act 2014, securing compliance through funding agreements. The recently revised statutory guidance for schools highlights the importance of young people accessing the support they need at key transition points. We are currently updating guidance for colleges to focus them clearly on making the best use of their extensive employer links to inform and inspire students to fulfil their potential.

### ***Coherence and consistency***

#### ***Current provision***

- 4. The Department for Education should encourage local authorities to promote greater consistency in the provision of careers advice and guidance in their areas so that, while there is room for innovation and variation, all young people have access to good quality, independent and impartial careers guidance, regardless of where they live or which school they attend. (Paragraph 37)**

16. Local authorities are continuing to support schools to deliver their responsibilities in respect of careers guidance, with arrangements developing over the last year as both schools and local authorities become more familiar with their new roles. The revised statutory guidance for schools includes strengthened messages for how schools can work with local authorities to support young people, particularly at the important transition period at the end of year 11. Some local authorities have welcomed the impact of the guidance noting that schools are, for example, taking more responsibility for delivering the September Guarantee – an offer of a place in education and training for the next academic year – in order to make sure that their pupils have been guided to find a suitable place.
17. Quarterly publications of data on young people's participation at ages 16 and 17 are now established allowing local authorities to benchmark their performance against others. The figures are positive; those for December 2013 showed that participation had risen by nearly two percentage points over the last year, with three quarters of local authorities seeing an increase. Where performance is a concern, the Minister of State for Skills and Enterprise, Matthew Hancock, is writing to the authorities concerned to urge them to take further action.

### **Government guidance**

- 5. We welcome the publication of the statutory guidance and practical guide for schools. However, the statutory guidance is seriously weakened by its permissive tone and the practical guide can be disregarded by schools, should they so wish. The fact that the guidance for schools is spread across two separate documents further diminishes its impact and authority. (Paragraph 40)**
- 6. We believe that Government could do more to promote consistency in the offer to young people through central guidance. We note that the Minister was not opposed to the proposition of combining the two documents into one, if there was “broad consensus around that”. We consider that this would help to encourage consistency between what was offered in different schools and different areas, and therefore we recommend that the statutory guidance and practical guide be combined in a single document. References to “statutory guidance” in the rest of this report should be taken to mean this unified document. (Paragraph 41)**
18. A key element of the government's response to Ofsted's thematic review of careers guidance was to commit to revising the guidance for schools, bringing greater clarity and responsibility to the role of schools in securing independent careers guidance for their pupils. The revised guidance, published on 10 April 2014, provides a framework for schools underpinned by clear expectations. This is accompanied by a non-statutory departmental advice document that paints a clear picture of what high quality careers guidance looks like, providing case studies and examples of good practice that schools can draw on. The guidance documents and the focus on closer engagement between schools and employers have been welcomed. One careers website stated that “...no school leader could read those documents and claim “not to know” what to do for careers work in

*their school*<sup>5</sup>. The General Secretary of the Association of School and College Leaders welcomed the more detailed guidance and case studies.

19. We considered the Committee's recommendation to combine the statutory guidance and practical guide into a single document, but on balance decided to continue to have both a statutory guidance document and separate practical advice, although revising and strengthening both. This maintains a consistent approach with all other guidance documents for schools. The statutory guidance is focussed on the essential components schools need to know to carry out their duty effectively. The departmental advice is information that schools may find helpful when implementing their duty – including a number of case studies - and is clearly signposted in the statutory document. This division of information is well understood by headteachers, and it means that schools can be very clear of the distinction between requirements placed on them by government, and material which is just advice.

### ***Approaches to collaboration***

**7. We commend the efforts made by some local authorities to support their schools in taking on the new duty, particularly by working with them to form consortia and partnerships to procure independent and impartial careers guidance. We recommend that the Government's statutory guidance is strengthened to emphasise the benefits of this approach. We also recommend that the Government promotes the activities of the best performing local authorities so that best practice can be shared. (Paragraph 46)**

**8. We conclude that a collaborative approach to commissioning careers guidance services has many advantages for schools, particularly in promoting consistency and quality and in realising economies of scale. We recommend that the statutory guidance is strengthened better to reflect the benefits of this approach. (Paragraph 49)**

20. The government consulted informally with the Local Government Association and the Association of Directors of Children's Services prior to finalising the revised guidance. The statutory document includes clear expectations about the way in which schools and local authorities should support young people. A statement is also included which highlights the benefits of the school, the local authority and other partners working collaboratively to understand pathways locally and embed intelligence on the local economy.

21. We agree with the Committee that a collaborative approach to delivering careers guidance can be beneficial, leading to the sharing of good practice and pooling of resources. But we are clear that this it is for schools, local authorities and other partners to determine the best arrangements locally. We welcome initiatives to share good practice and foster greater collaboration.

### ***Accountability***

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<sup>5</sup> Taken from Secondary CEIAG website: <http://secondaryceiag.wordpress.com/2014/04/10/the-updated-april-2014-statutory-careers-guidance-is-here/>

## ***The Ofsted framework***

- 9. We welcome the undertaking that Ofsted is to conduct a thematic survey of careers guidance provision in schools which will report in the summer of 2013. We also welcome the Minister's assurance that he will take the findings of this survey seriously. Nevertheless, a survey of provision cannot provide sufficient incentives to encourage individual schools to implement a good quality, independent and impartial careers guidance service. (Paragraph 55)**
- 10. We note the disconnect between the Minister's view of the role of Ofsted in enforcing accountability on schools through its inspection framework, and Ofsted's own view. The limitations which Ofsted set out to us—the fact that its inspections do not make a clear judgement on careers guidance provision in schools, that it does not inspect against statutory compliance in this area and that it does not routinely inspect all schools—means that the Ofsted framework is not a credible accountability check on the provision of careers guidance by individual schools. (Paragraph 56)**
22. The government has taken decisive action to respond to Ofsted's report, as we committed to do in our original response to the Committee. On 10 September we published an inspiration vision and action plan<sup>6</sup>, setting out the vision for careers inspiration and detailing our response to Ofsted's recommendations. In addition to updating statutory guidance for schools, actions include further strengthening destination measures to improve their quality and relevance to schools, increasing information on apprenticeships and reshaping the role of the National Careers Service to support schools.
23. The government welcomes the leadership that the Chief Inspector of Schools has shown in this area, both his report and his commitment to give careers guidance a higher priority in school inspections has signalled to schools that Ofsted is taking this matter very seriously. Ofsted is examining how well leaders ensure that the curriculum provides timely independent information, advice and guidance to assist pupils on their next steps in training, education or employment when assessing the leadership and management of the school. In discussion with Ofsted, we will keep the progress made by schools, as observed in Ofsted inspections, under review.
24. We recognise that we should not rely on Ofsted's work alone to incentivise schools to improve the quality of careers guidance for young people. Destination measures, along with other indicators, help schools and colleges to be held to account locally and inform choices by parents and students. They will have a key role in encouraging schools to put in place effective provision. The government believes that schools need to inspire as well as inform pupils, in addition to their core role of motivating them to achieve academically. Our wider accountability reforms, including the English Baccalaureate and the progress 8 measure, are encouraging young people to pursue a broad range of courses to keep their career options open.

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<sup>6</sup> <https://www.gov.uk/government/publications/careers-guidance-action-plan>

## ***Destination measures***

- 11. We conclude that destination measures as they currently stand are not effective for ensuring that schools meet their statutory duty. Measures taken too soon do not provide a complete picture while those taken later remove the direct accountability on schools, as other factors may have influenced an individual's destination. Furthermore, the measures do not show the quality of the careers guidance provision in a school. (Paragraph 59)**
- 12. There is therefore no immediate prospect for schools to be held to account for their provision of careers guidance by means of destination measures. Nevertheless, we recognise that the measures could be beneficial in other ways. We recommend that the Department for Education continues to pursue the inclusion of employment as well as improved education destination measures to make the data more meaningful. We also welcome the Minister's ambition to expand the timeframe of the destination measures in the future. (Paragraph 60)**
25. The government is continuing to strengthen key stage 4 and key stage 5 destination measures. The measures already show how successful schools and colleges are in supporting their students into the next stage of education or training, or into work. The most recent key stage 4 and key stage 5 destination measures, published on 26 June 2014<sup>7</sup>, incorporate a number of new developments. For the first time ever, the measures show destinations to independent schools, special schools, specialist post-16 institutions, pupil referral units and other alternative provision. We have already published the key stage 4 education data on the performance tables website in 2013 and will do so again this year. We aim to publish the key stage 5 measure as part of performance tables in the future. We recognise that the quality of the data would be significantly improved in the longer term if it was possible to cross-refer to employment and benefits data. We are including a clause in the Small Business, Enterprise and Employment Bill which would permit linking to HMRC data to improve the robustness and coverage of the employment destination data. The Bill was introduced to Parliament on 25 June.
26. We believe that destination measures are an important accountability tool and we will include them as one of the headline performance measures in secondary and 16-19 accountability in 2016 if the measures are robust enough. We know that young people most in need of education and training make the least successful transitions into further learning or employment at ages 16 and 18. Our focus on inspiration will help young people to be motivated about the world of work, which can be particularly beneficial to the hardest to reach. We believe that destination measures will make schools and colleges accountable for ensuring that all their students take qualifications that offer them the best opportunity to progress and receive the support needed to prepare for and take up education, employment or training which offers good long term prospects.

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<sup>7</sup> <https://www.gov.uk/government/collections/statistics-destinations>

### ***School careers plan***

- 13. We recommend that the Department for Education introduces into the statutory guidance a requirement for schools to publish an annual careers plan, to include information on the support and resources available to its pupils in planning their career development. Schools should be required to review the plan systematically on an annual basis, taking into account the views of students, parents, employers and other learning providers. (Paragraph 63)**
27. The government remains of the view that requiring schools to have an annual careers plan or write a policy would be an unnecessary piece of bureaucracy. We appreciate that the intention behind this recommendation from the Committee is to focus schools clearly on their careers guidance responsibilities but we believe that our revised statutory guidance and the increased scrutiny by Ofsted is sufficient to bring about that focus.
28. Schools have said that they are held back by over-prescription and bureaucratic procedures, and that this distracts them from their core purpose of raising standards. We must hold schools to account for outcomes rather than via a published plan.
29. We have therefore not placed any requirement on schools in this area. However, in the advice to schools we have encouraged them to put information on their websites about the support provided to progress into further education, training or work, which could include information on the school's links with employers and how pupils can access inspiration and mentoring opportunities. We believe that young people and their parents will be attracted to those schools that can demonstrate effective links with employers and provide high quality inspirational activities.

### ***Schools and the National Careers Service***

- 14. We recommended in our Fourth Report of session 2010–12, Participation by 16–19 year olds in education and training, that an “all age careers service should be funded by the Department for Education for face to face career guidance for young people.” Our view on this has not changed. However, given the statutory duty has only recently been passed to schools, we believe that the best way of delivering the Government’s vision and providing the service that young people need is through the capacity-building and brokerage model. (Paragraph 72)**
- 15. We recommend that the remit of the National Careers Service is expanded to enable it to perform a capacity-building and brokerage role for schools. As part of its capacity building role, the National Careers Service should work with individual schools in designing their annual careers plan of provision for careers guidance as well as provide schools with local labour market information. Clearly, this would have funding implications and so we further recommend that the Department for Education instructs the Skills Funding Agency to cost the options of**

**the National Careers Service remit being expanded in this way.  
(Paragraph 74)**

30. We agree with the Committee that the National Careers Service has an important part to play in our new direction for careers guidance in England. We are re-contracting the whole service for October 2014 and we are reshaping and re-prioritising what is available for young people, schools and employers. The National Careers Service will act as a facilitator to bring schools and employers closer together so that young people can be inspired, mentored and coached by employers. This will build on existing relationships with employers, local enterprise partnerships and schools. Prime Contractors delivering the service will be expected to have a strategy for partnership working which will include their plans for engaging with schools, young people, parents and employers, youth groups, as well as FE and HE institutions.
31. We have developed the National Careers Service website so that it is accessible and useful to young people. The Skills Funding Agency launched a new section of the website<sup>8</sup> on 7 May 2014 to meet the needs of young people. This includes 100 pages of new content, written specifically for young people, on a range of topics on learning and work.
32. We have also changed the way the National Careers Service is funded. Previously, the Department for Education paid for the helpline and web chat service for young people and this formed in effect a ring-fenced budget within the National Careers Service. The budget for this service to support young people has now been transferred to the Department for Business, Innovation and Skills, this provides some flexibility in the way the National Careers Service is able to develop online and telephone advice for young people.

***Quality of careers guidance***

***Forms of guidance: face-to-face guidance***

- 16. Access to face-to-face guidance is an integral part of good quality careers guidance. All young people should have access to such provision from a qualified, independent provider, should they choose to take up the opportunity. We recommend that a minimum of one personal careers interview with an independent adviser who is not a teacher should be available for every young person and that this is made explicit in the statutory guidance. (Paragraph 81)**
33. Face-to-face guidance for young people has an important role and this is reflected in the revised statutory guidance. But we do not want to prescribe to schools how this is delivered or who provides it. The duty gives schools the flexibility to commission a broad range of support for pupils – not just from careers advisers but also from employers, mentors and coaches, with a real benefit in involving those already working in jobs of interest to young people. The government remains of the view that good schools seek to identify their students'

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<sup>8</sup> <https://nationalcareersservice.direct.gov.uk/youngpeople/Pages/Youngpeople.aspx>

aptitudes at an early age and to give them guidance throughout their school career. This will have a more lasting impact than a guaranteed face-to-face interview towards the end of a young person's school career. There is little evidence to support the view that a one-size fits all approach to careers meets the needs of young people, schools or employers in the current changing economy. The government believes that schools are in the best position to judge what their pupils need and this might include face-to-face careers guidance but not necessarily for every pupil and not at the same time.

34. Meanwhile, the National Careers Service continues to offer all students one-to-one advice from qualified, impartial and independent advisers via web chat or by telephone. The National Careers Service's ongoing customer satisfaction and progression surveys indicate that satisfaction rates for customers who received support via the telephone helpline are high.

### ***Online information***

**17. Websites are a valuable source of information about careers for young people. They cannot, however, replace face-to-face guidance, nor are they sufficient in themselves to fulfil the requirement on schools to provide independent, impartial guidance. To ensure that schools do not over-rely on directing their students to websites, we recommend that the Department for Education amends the statutory guidance to schools to make it clear that the signposting of independent websites is insufficient to meet their statutory duty. (Paragraph 86)**

35. The government agrees with the Committee that online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them but do not in themselves constitute high quality careers guidance. In line with the Committee's recommendation we have taken the opportunity to include in the revised statutory guidance a clear statement that website access is not sufficient in itself to meet the statutory duty.

### ***Independence and impartiality***

**18. We recommend that, as part of an overall careers plan, schools are required to publish details of the alternative providers they allow to meet with their pupils, including the name of the provider and the nature of the contact. (Paragraph 90)**

**19. We welcome the government's support for the increased involvement of local employers in careers guidance in schools, which is vital for effective careers provision. We recommend that schools be required to set out in their careers plans their arrangements with local employers and how they intend to enhance them. (Paragraph 93)**

36. As set out earlier we do not consider the imposition of a careers plan to be an appropriate mechanism for holding schools to account for the quality of their careers guidance. The statutory guidance sets out very clear expectations about the need for every school to engage fully with their local employer and professional community to ensure real-world connections with employers lie at

the heart of the careers strategy. The statutory guidance also states that schools have a responsibility to act impartially and recognise that some pupils will flourish most successfully by pursuing education or training options beyond the school. And we have also added a very clear requirement for schools to make sure pupils can find out about the range of options available by giving other providers who wish to do so the opportunity to inform pupils about what they offer.

37. As mentioned above, we have encouraged schools to publish information on their website about the support provided to help pupils to progress beyond school but we do not, as the Committee suggests, want to prescribe what form that should take. We think it is more important that schools are transparent about the overall outcomes for pupils and the reforms to the accountability system will require schools and colleges to make the headline performance measures, including on student destinations, available on their websites in a standard format. We have just launched a consultation setting out proposals for how to present the measures more clearly, on the front page of every school and college website. We also plan to amend the School Information Regulations that currently apply to maintained schools to set out the new headline measures that must be published. We intend to extend the scope of part of the regulations to apply to academies and free schools and to secure the compliance of 16-19 academies and colleges through their funding agreements.

### ***Teachers and careers guidance***

**20. We acknowledge the important role that teachers play in guiding and advising young people. We also recognise the constraints that they are under when performing the role and that they cannot substitute for fully-qualified, independent and impartial advisers. (Paragraph 99)**

**21. We agree with witnesses from business that it would be beneficial for teachers to have a greater understanding of the world of work, particularly that of the local labour market, and we recommend that teachers should undertake regular professional development to enhance their knowledge and understanding of the work place. The local focus and infrastructure of the National Careers Service could be invaluable in enabling this, and we recommend that this is incorporated within the NCS capacity building role outlined above. (Paragraph 100)**

38. Teachers have a very demanding and important job. We cannot expect them, when they already have a full-time job teaching pupils, to be able to deliver careers advice on their own. We are looking to employers, who understand their existing and emerging career opportunities, to get involved in helping schools deliver insights on careers and the world of work. Employers and schools will be supported by organisations like the National Careers Service, which can work with all those involved to bring them together, and to provide the best, most up-to-date information on jobs and work.

39. We hope that the forging of stronger relationships between schools and employers to inspire young people will also bring the additional benefit of helping teachers to develop a clearer view of the world of work. But the provision of professional development for teachers to enhance their knowledge and

understanding of the workplace is a matter for individual schools. We are supporting the development of a self-improving profession which has the capacity to take responsibility for its own development and improvement, without prescription from central government. We are creating a national network of Teaching Schools (there are now 548, with an ambition of 600 by 2015/16). These sit at the hub of local clusters as centres of excellence in teacher training and professional development.

40. We do expect teachers to signpost pupils towards appropriate sources of independent careers guidance and the revised guidance for schools offers ample information and support in this regard.

### ***Apprenticeships***

**22. We concur with our colleagues on the Business, Innovation and Skills Committee that awareness of apprenticeships is limited within schools. We recommend that the National Apprenticeship Service's remit be extended to include the promotion of apprenticeships in schools. (Paragraph 101)**

41. We agree with the Committee that it is important that young people are aware of the benefits of pursuing an apprenticeship. The extension of our careers duty means that there is now a mandatory requirement for schools and colleges to ensure all 12-18 year olds have access to information on apprenticeships. We are pursuing a programme of activities to ensure apprenticeships are promoted widely but to suggest there is a complete lack of awareness amongst young people is to ignore the evidence. Overall the National Apprenticeship Service (NAS) received 1.4m applications in the 2012/13 academic year, around eleven for every apprenticeship vacancy advertised online. The number of applications made by 16- to 18-year-olds increased by around 30% in 2012/13.
42. The key priority for the NAS is to drive up the engagement of employers in apprenticeships to create more high quality employment opportunities. However, NAS has also contributed to projects that are making an important impact in schools. For example the Careers Crowd National Schools Tour informs teachers and young people about learning options and careers, including how they can search and apply for apprenticeships. 901 schools have now requested a visit, and 300 events have already taken place. Inspiring the Future has recruited 2,306 volunteers who can talk specifically about apprenticeships. 134 schools and colleges have now taken up the offer and these volunteers are expected to reach over 28,000 young people by July 2014. NAS is also developing an apprenticeship schools pack that will be ready in September 2014. This includes a self-study pack for post-16 students and an accompanying pack for teachers.

### ***Ensuring quality***

**23. We recommend that the Government requires schools to:**  
**a. achieve the Quality in Careers Standard;**

- b. secure independent careers guidance from a provider with the Matrix standard; and**
  - c. ensure that advice is provided by level 6 qualified careers advisers.**
- We further recommend that the National Careers Service's role should be expanded to include a duty to promote to schools the benefits of working to these quality standards. (Paragraph 105)**

43. The government remains of the view that schools are best placed to devise their own careers strategies in accordance with the needs and circumstances of pupils. This may include the provision of specialist support from careers advisers at key transition points who can help pupils to locate ambitious education and career options, by identifying and assessing pupils' abilities, interests and achievements. The quality of the activities for young people is a key consideration. Interestingly, Ofsted's review found that some of the ineffective careers interviews they observed were led by qualified careers professionals. As mentioned above, there is a much stronger emphasis now on involving those in great careers themselves in inspiring activities for young people. There is a range of organisations and intermediaries that can make it easier for employers and educators to work together to benefit pupils. The revised statutory guidance is clear that schools should satisfy themselves of the quality of any external organisations they choose to work with, and can use quality standards where these are available. The guidance also advises schools on the use of the matrix standard and the register of careers professionals.
44. From October 2014 the National Careers Service will expand its offer to schools and colleges. The National Careers Service will be available to broker relationships between schools, colleges, local communities and employers.

### ***Careers education and work-related learning***

- 24. The Government's decision to remove the statutory duty on schools to provide careers education and work-related learning has been heavily criticised by witnesses to our inquiry. We are persuaded of the benefits of both these former provisions and we recommend that the Government's statutory guidance to schools is strengthened to require schools to provide careers education and work-related learning as part of their duty. (Paragraph 109)**
45. The revised statutory guidance is clear about the need for schools to have a strategy for the advice and guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for young people rather than an ad-hoc set of activities. This should reflect the school's ethos and meet the needs of all pupils. The non-statutory advice sets out some common features of inspirational, high quality advice and guidance and provides a suite of case studies. This paints a clear picture of what high quality careers guidance looks like.
46. The statutory guidance is clear about the importance of work experience, signposting schools to the Department for Education's guidance on work experience, but this constitutes part of a more ambitious vision for real-world

connections with employers to lie at the heart of a school's careers strategy. A range of employer interventions including mentoring, coaching, inspirational talks, workplace visits, work taster events and help with CV writing and job searches can help young people to develop the skills and attributes they need to enter the labour market.

47. The government is not persuaded of the need to legislate further to ensure that schools deliver the broad range of activities which make up careers education and work-related learning. Our reforms are focused on bridging the gap between learning and work and employers playing a more active role in the education system. We have reformed the post-16 curriculum and funding system to incentivise education and training providers to offer high quality work experience to young people as part of 16-19 study programmes. A recent survey of colleges on study programme implementation, led by the Association of Colleges, reported that one of the most commonly cited changes to the curriculum since September 2013 was the extension of work experience options and work-related learning and developing stronger links with employers and embedding employability and enterprise skills.

### ***Targeted support***

**25. We believe that careers guidance services are an integral part of the support package needed by vulnerable young people. We are concerned that there appears to be too much variation in local authorities' interpretation of what constitutes a targeted group. We recommend that the Department for Education promotes the activities of the best performing local authorities so that best practice in identifying and delivering services to targeted young people is shared. (Paragraph 115)**

48. Risk of NEET indicators continue to be used in many local authority areas as a means of identifying young people who would benefit from targeted support, taking account of those factors that have been shown in previous years to have impacted on young people's progression to further education or training. The indicators are being evaluated and refined by local authorities as more data becomes available.
49. An evaluation of the local delivery projects was carried out in 2013 which identified examples of good practice. In addition, thematic events were held to share the findings and to help local authorities to develop their strategies for supporting young people to participate.
50. There has been significant progress since then. Figures published by DfE in June 2014 showed that there were 33,400 fewer 16- to 18-year-olds NEET at the end of 2013, compared with 2012 - a drop of almost a fifth in just 1 year - and 55,200 fewer since the end of 2009. The proportion of 16- to 18-year olds NEET is also down - to 7.6%, the lowest rate since comparable records began in 1994. And there were more than half a million 16-year-olds in full-time education - up 16,200 (2.4 percentage points) on 2012.

51. This is evidence that local strategies, combined with programmes such as the Youth Contract, are improving the opportunities available for young people, and that raising the participation age is encouraging young people to continue to take part in education and training.
52. The government recently announced the £16 million Youth Engagement Fund which will focus on helping 14- to 17-year-olds from disadvantaged backgrounds to participate and succeed in education or training, improving their employability and reducing their long term dependency on benefits. The prospectus sets out which groups of young people who might be targeted, whilst also allowing flexibility to meet local needs.

### ***Youth Contract***

**26. We recommend that the Government ensures that discussions take place between local authorities and the regional Youth Contract providers about the delivery of the Youth Contract on a local level. (Paragraph 121)**

53. We continue to provide support to ensure good working relationships between Youth Contract providers and local authorities are maintained.
54. Any operational changes to the Youth Contract are formally communicated to local authorities to ensure they have a clear and up-to-date understanding of what support the Youth Contract programme can provide for young people. This also ensures local authorities' continued engagement with the programme.
55. We will be updating the document, which outlines the role of local authorities in supporting the Youth Contract by the end of summer 2014.
56. Local authorities continue to be best placed to understand the needs of young people in their locality. We continue, therefore, to contract manage Prime Contractors delivering the Youth Contract programme to ensure they meet their service requirement of working with local authorities to identify young people eligible for support through the programme.