

Careers guidance and access for education and training providers

Updated September 2022

Statutory guidance on careers for schools and colleges in England was updated in September 2022. Much of the guidance is identical to the July 2021 version except that following Education Act 2022 schools and colleges are now legally required to secure independent careers guidance from year 7 (previously this was year 8 to 13)

The Act also establishes consistency across education settings by extending the statutory duty to academy schools and alternative provision academies in England.

The statutory guidance is expected to be further updated this autumn following a consultation exercise in summer 2022. Please see below a short summary from the perspective of John Ambrose, Strategic Director of Complete-Careers LLP, as well as a collection of what he considers to be the main paragraph quotations for Careers Leaders to prioritise their focus on.

The updated statutory guidance retains a practical and supportive approach citing research and support for Careers Leaders on almost every page. The Careers and Enterprise Company (CEC), Career Development Institute (CDI) Gatsby Foundation, National Careers Service, Ofsted and Quality in Careers Standard are referenced throughout as key stakeholders. Further support agents and resources referenced continuously include Amazing Apprenticeships, Compass Plus, Discover Uni, Enterprise Advisers and Coordinators, Job Centre Plus, LMI for All, Skills Builder and STEM.

Areas of most significance:

- 'Careers Guidance' continues to be the term to define all 8 Gatsby benchmarks (page 3)
- The guidance is for both schools and colleges (page 6)
- The guidance now has a dedicated section for governors and senior leaders (page 6)
- The Baker Clause (access to education and training providers) has been strengthened with clear expectations of what schools and colleges must do and the information they must provide on the website.
- Destination data features prominently, as does the role of Ofsted and their updated handbook in focussing on careers.
- There is no longer a timescale by which all schools and colleges are expected to meet all 8 Gatsby benchmarks by.

Much of the focus is identical to July 21 version and remains similar to the October 2018 update with Gatsby referenced throughout, the role of the Enterprise Adviser Network, more careers hubs and support through Compass and Compass Plus being most prominent. The noticeable difference however is the language in what is expected of schools in relation to the benchmarks:

- 2018 guidance: *'the **expectation** is that schools should begin to work towards the benchmarks now and **meet them by the end of 2020.**'*

- 2021 and 2022 guidance: *'the department **expects** all schools and colleges to **use** the internationally recognised Gatsby Benchmarks to develop a careers programme'*

This language shift is most helpful, as it supports schools and colleges to recognise that the benchmarks and compass are there to show best practice and used to track progress, without an expectation that schools and colleges should be fully meeting all 8 benchmarks. This approach, coupled with an updated remit for Ofsted should support schools and colleges to make sure their compass self-assessments are accurate.

The updated statutory guidance also presents areas that go beyond the benchmarks. There is an expectation that schools and colleges provide 'protected time' and 'commitment and backing from the SLT'. Schools and colleges should also identify the learning outcomes students develop from the Gatsby benchmarks and the new CDI framework is referenced as a tool to help them to do so. Schools and Colleges are 'strongly recommended' to work towards the single nation Quality in Careers Standard and Colleges are still required to hold to Matrix Standard.

Please see appendix A for a useful 2 page table highlighting the 'musts' 'expectations' and 'strongly recommends' as well as the support highlighted for how do so. This table and the rest of this document is designed to help you locate the most significant features of the 43 page statutory guidance. We recommend you read the document in full when you are able to here:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> to gain a full understanding of what you 'should' be doing in your careers provision.

Quotations from key paragraphs of the Statutory Guidance

Page 3

"Careers guidance" is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.'

'We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something and "should" when the advice set out should be followed unless there is good reason not to.'

Page 6

On the Baker Clause:

'schools and colleges **must** act impartially, in line with their statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical. They should promote a full range of technical options.'

'Schools **must** open their doors to other education and training providers, in line with their statutory responsibilities under the 'Baker Clause''

Page 7

On support to include hubs and Career Leader training

'The white paper confirms that the department will continue to roll out Careers Hubs, Careers Leader training, digital support and the Enterprise Adviser Network, to extend the support that is proven to accelerate progress against the Gatsby Benchmarks to more schools and colleges.'

'Schools and colleges **must** comply with their statutory careers duties and equivalent funding agreement requirements. They should continue to make every effort to improve their performance against the Gatsby Benchmarks recommended by the Independent Review of Post-18 Funding.'

Page 8

On the Gatsby benchmarks (much of the pages in the guidance provide more details on what schools and colleges 'should' be doing in using the 8 benchmarks).

'The department expects all schools and colleges to use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities'

Page 9

On support and protected time for Careers Leaders

'Schools and colleges are expected to appoint a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively.'

'Schools and colleges **must** name the Careers Leader and publish their contact details on their website.'

Page 10

On Ofsted

'Schools and colleges should understand and plan for how careers guidance features in Ofsted's Education Inspection Framework and in the individual handbooks for maintained schools and academies and further education and skills. The education inspection framework includes careers guidance as part of a personal development judgement'.

'inspectors will assess the quality of careers information, education, advice and guidance and how well it benefits pupils in choosing and deciding on their next steps'

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On destinations

'A successful careers guidance programme will also be reflected in higher numbers of students progressing to positive and sustained destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment.'

On the Quality in Careers Standard

'Schools and colleges can gain formal accreditation of their careers programme through the Quality in Careers Standard - the single national quality award for careers education, information, advice and guidance. The Standard is owned by the Quality in Careers Consortium which involves the major professional associations of school and college leaders alongside the Career Development Institute and Careers England. The Standard is fully aligned to the Gatsby Benchmarks and incorporates Compass and Compass+ into its processes. The Standard seeks additional evidence of outcomes for students from the school or college careers programme. As the Standard is externally assessed by one of the Licensed Awarding Bodies, appointed by the Consortium, student voice is a key part of assessors evidence gathering on the impact the careers programme has had on students' career-related learning. **We strongly recommend that all schools and colleges work towards the single national Quality in Careers Standard** to support the development of their careers programme.'

'We **require colleges to hold the matrix Standard** if they are in receipt of funding from the Education and Skills Funding Agency adult education budget.'

Page 13

On the Governing Body

The governing body must make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year olds) and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

‘the **governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13** to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the ‘Baker Clause’).’

Page 14

On the CDI and learning outcomes

‘Schools and colleges should identify and agree learning outcomes for students taking part in the activities organised under the eight Gatsby Benchmarks. Schools and colleges can consider using the Career Development Framework, published by the Career Development Institute, to shape career learning outcomes within the careers programme.’

Page 16

On Career Leader training

‘The department is funding The Careers & Enterprise Company to develop the Careers Leader role through training, resources, peer learning, business connections and wider networks’

‘the careers adviser (or college careers services) who provide personal guidance to students and offer specific expertise on the labour market, educational pathways and progression routes and career decision-making’

Page 16

On school and colleges website requirements

‘The department **requires maintained schools** and expects academies and colleges to publish the following information about their careers programme on their websites:

- The name, email address and telephone number of the Careers Leader;
- A summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme;
- How the school or college measures and assesses the impact of the careers programme on students;
- The date of the school’s or college’s next review of the information published.’

Page 18

‘Careers advisers are expert at interpreting LMI and using this with students to enable them to make effective career decisions.’

Page 24

On data to the local authority

‘Under section 72 of the Education and Skills Act 2008, **schools and colleges are under a statutory duty to provide information to local authority** services in order for them to deliver their relevant duties, and to track and maintain contact with these young people. For example:

- basic information such as the students name, address and date of birth;
- other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: students’ contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, students’ post-16 and post-18 plans and the offers they receive of places in post-16 or higher education.’

‘Schools and colleges (including academies and other state-funded educational institutions) **must also notify local authorities whenever a 16- or 17-year-old leaves an education or training programme** before completion as per section 13 of the Education and Skills Act 2008’

Page 31

On experiences of the workplace

‘Schools and colleges **must decide whether adults working with pre-16 work experience students need to obtain a Disclosure Barring Service (DBS)** certificate by consulting page 54 in the statutory guidance, Keeping children safe in education.’

Page 33

On raising the participation age

‘Schools must make sure that students are clear about this requirement and what it means for them. In particular, they must be clear that students are not required to stay in school. They can choose how to participate which might be through:

- full time study in a school, college or training provider;
- an apprenticeship, traineeship or supported internship;
- full time work or volunteering (20 hours or more) combined with part time accredited study.’

‘In consultation with a careers adviser, schools and colleges may recommend good quality websites and apps, whether national or local in scope, provided they present the full range of opportunities in an objective way’

Page 34

On the Baker Clause

‘the Secretary of State has the authority to make provision as to who is to be given access to students, which students they will be given access to, how this will happen and when. The department will consult on policy proposals and, subject to the outcome of the consultation, plans to change the law from January 2022. An update to this section of the statutory guidance would be published in September 2021, giving schools time to prepare.’

‘In the meantime, **schools must continue to comply with the terms of the current duty. We expect the school to provide opportunities for visits from a range of providers** of key stage 4, post-16 options and post-18 options, including T Levels, apprenticeships, traineeships, technical and

vocational qualifications, applied qualifications and higher technical skills courses. Visiting providers should include Further Education Colleges, Studio Schools, 36 University Technical Colleges, Institutes of Technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs).'

'The **school must make provider visits available to all students in the relevant year group**. The school should not do anything which might limit the ability of students to attend. Unacceptable behaviour would include restricting invitations to selected groups of students or holding events outside of normal school hours.'

Page 35

On Baker Clause policy statement (there is an example as an appendix in the statutory guidance)

'We **expect** a policy statement to be published for each academy within a multi-academy trust. The school may revise the policy statement from time to time and we recommend that this is done annually, by the Careers Leader, and agreed with the governing body. **The policy statement must be published and should be made available on the school website**. The purpose of the statement is to set out opportunities for providers to visit and to explain how requests from providers will be handled. **The policy statement must include:**

- any procedural requirements in relation to requests for access e.g. the main point of contact at the school to whom requests should be directed;
- grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy;
- details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit.'

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on Personal Guidance

'The CDI guidance recommends that at least 45 minutes are allowed for every personal guidance interview.'

'Schools and colleges should make sure that careers advisers (internal and external) providing personal guidance to students are trained to the appropriate level. The main Level 6 and 7 qualifications for careers advisers are the Qualification in Career Development (QCD) at Level 7, (which replaces the earlier Qualification in Career Guidance (QCG) and Diploma in Career Guidance), the Level 6 Diploma in Career Guidance and Development and the Level 6 Higher Apprenticeship: Career Development Professional.'

'The department recommends that schools and colleges view the UK Register of Career Development Professionals, held by the CDI, to search for a careers adviser who can deliver a particular service or activity. Registration shows that a careers adviser is qualified to at least Level 6 in a career development subject, abides by the CDI Code of Ethics and undertakes regular professional development.'

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