Department for Education

Careers strategy: making the most of everyone's skills and talents

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Foreword

We want to create a stronger, fairer society in which people from all backgrounds can realise their potential. A thriving careers system, that is accessible to everyone, is at the heart of our focus on social mobility. We must break down the barriers to progress that too many people in our country face today, and give young people the skills to get on in life. Our careers strategy will support everyone, whatever their age, to go as far as their talents will take them and have a rewarding career.

Our careers provision must be world class to help people understand the range of opportunities available to them in today's economy and acquire the skills and qualifications they need to succeed in the workplaces of the future. But for too long, careers guidance has not been given the status it deserves. This strategy sets out our ambitions and plans to expand the quality and quantity of provision. We want to transform the careers system so that everyone can benefit from support of the highest calibre.

Our modern Industrial Strategy is about building a Britain fit for the future by investing in the development of skills to meet the changing needs of business, increase productivity and drive growth across the whole country. High-quality careers support will allow us to promote new world class technical education and make sure people know where their qualifications lead. We will increase participation in higher level qualifications, with clear routes so that people know how to progress to that level. It is vital, in an environment where new industries are emerging and many of the most important jobs of the future don't yet exist, that individuals have access to high-quality labour market information and earnings data to underpin their choices.

Raising the quality of careers provision requires a truly national effort. This strategy sets out what more we can do as a Government. But there is a crucial role for others too. Employers, including those who are self-employed, have an important part to play if we are to succeed in our ambition to support individuals to grow and develop. This document sets out the Government's plan for achieving just that – working closely with careers organisations and careers professionals, schools, colleges, universities, employers and others in the sector.

The Rt Hon Anne Milton MP
Minister of State for Apprenticeships and Skills and Minister for Women

Introduction

1. This careers strategy is part of our plan to make Britain fairer, improve social mobility and offer opportunity to everyone. Our ambitious, modern Industrial Strategy sets out a long-term plan to boost national productivity and the earning power of people throughout the country. We want every person, no matter what their background is, to be able to build a rewarding career. We want to end the generational cycle of disadvantage which means that people from poorer backgrounds earn significantly less than those with wealthier parents, even when they have the same job, experience and qualifications. We want to break down the barriers that currently mean that people with special educational needs and disabilities, or those from disadvantaged groups, experience significantly lower employment rates. We want to challenge perceptions and raise aspirations so that subject and career choices are free from gender bias and people look beyond their immediate environment to new and exciting possibilities.

2. Excellent careers guidance makes sure there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages. Evidence suggests that effective and impartial careers provision is particularly important for students from working class backgrounds.[1] Yet students from disadvantaged groups, and those who are unsure of their aspirations, have been shown to be the least likely to receive careers guidance.[2]

3. We need to move towards a culture of having the right advice, in the right place, at the right time – backed up by the experiences with employers and educators that make a difference.

4. We want:

- all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- all young people in secondary school and college to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- everyone to get support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it;

[1] Smith, D, et al (2005) A systematic literature review of research (1988-2004) into the impact of career education and guidance during Key Stage 4 on young people's transitions into post-16 opportunities, EPPI-Centre, Social Science Research Unit, Institute of Education

[2] Percy, C & Mann, A. (2013) Employer Engagement in British Secondary Education: Wage Earning Outcomes Experienced by Young Adults. *Journal of Education and Work* DOI: 10.1080/13639080.2013.769671

- everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

5. This document explains how we will bring together all the different elements of our careers system to deliver significant improvements for people of all ages. High-quality education, information, advice and guidance should help people to:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

6. This is an ambitious plan, but one that can be delivered by a strong partnership between Government, employers, the education sector and the careers community. Everyone has an important contribution to make if we are to create a level playing field of opportunity and to build a country that works for everyone.

The current careers offer

7. To deliver the wide-ranging support that is needed, there have already been a number of changes to the careers system. **Secondary schools, further education colleges and sixth form colleges** have been given the responsibility to arrange independent careers guidance for their students. Schools and colleges work with many different partners, including qualified careers professionals, employers and training providers, to make sure young people receive information and guidance to understand the full range of options available to them. Local authorities have a range of duties to support young people to participate in education or training.

8. In 2014, the Government established **The Careers & Enterprise Company (CEC)** to be the strategic coordinating function for employers, schools, colleges, funders and providers and to provide high impact careers and enterprise support to young people (aged 12-18). In its first two years of operation, the CEC has worked in partnership with Local Enterprise Partnerships (LEPs) across England to build and co-fund a national network of Enterprise Coordinators. Enterprise Coordinators are trained to work with school and college leadership teams to build careers and employer engagement plans. In addition, each school and college is supported by an Enterprise Adviser – a senior volunteer from business – who helps unlock relationships with other local businesses.

The network is now operating in over half of secondary schools and colleges, and the number of encounters that those young people have with employers has increased by 50%. The CEC has invested over £10 million in careers interventions, based on activities that the evidence shows are effective and focused on areas of the country most in need of support. 250,000 young people have already been supported through this funding.

9. Working lives are extending and new jobs are emerging that require new skills. This means that support for adults seeking to improve their skills and change roles is vital. In 2012, the **National Careers Service** was established to provide information, advice and guidance through face-to-face and telephone advice, web chat and email. Local, community based, in-depth support is primarily for adults, though young people can also access the National Careers Service website and telephone advice. Over the past year, its website has received 20 million visits, 474,000 individuals received face-to-face careers advice, and the call centre has carried out over 200,000 calls, web chats and emails. In 2017, two out of eight National Careers Service contractors achieved an Outstanding grading from Ofsted; the rest were rated Good.

10. Since 2015, local **Jobcentre Plus (JCP)** advisers have been working directly with young people in schools, to advise on work experience opportunities, routes into traineeships and apprenticeships and the local labour market (including 'soft skills' employers value, such as team work and commitment). Over 1000 schools have already benefited from the trained support these advisers offer. JCP are working with local CEC Enterprise Coordinators so that schools aren't approached by multiple organisations. The National Careers Service is also working closely with JCP so that its careers advice is complemented by the knowledge that work coaches have of the local labour market.

Our future ambition

11. We have laid the foundations for an effective careers system, but we recognise that the quality of careers provision across the country remains variable and there is much more to do. A wide range of surveys and reports suggest that many young people do not feel they are getting the support they need. In one survey, less than two-thirds of students in year 11 said they received careers education and, of those that did, only just over half were satisfied with the careers education that they had received.[3]

12. This strategy will address the issue of variable quality. We will bring together the education, business, and public sectors, to provide careers advice and employer encounters that are dynamic and genuinely link to the modern workplace.

[3] Archer, L & Moote, J. (2016) ASPIRES 2 Project Spotlight: Year 11 Students' Views of Careers Education and Work Experience. London, UK: King's College London

13. Now is the time to act so that everyone has the skills and the knowledge to thrive in our fast-changing work environment. We will spread opportunity to every part of the country. Social mobility is positively related to productivity internationally.[4] A modest increase in the UK's social mobility to the average level across western Europe could be associated with an increase in annual GDP of approximately 2%: equivalent to £590 per person or £39 billion to the UK economy as a whole. People need advice and guidance which will help them to understand the potential benefits of different careers to themselves and to the economy.

14. High-quality careers guidance relies on having equally high-quality learning, training and employment options for people to choose from. Every young person will be presented with two choices after the age of 16: an academic route, traditionally via A levels and university, leading to graduate jobs, and a technical route for those seeking to gain the technical knowledge and skills required for entering skilled employment. This will radically simplify the options available to young people, and ensure that through T levels and apprenticeships there is a distinctive and prestigious technical offer. A combination of the two routes will be most suitable for some people. Regardless of the path someone chooses, they will need access to high-quality information and advice to make decisions about the next step that is right for them. This might include advice about the facilitating subjects that will support their next step, support with applications, or advice about how employers regard different qualifications.

15. We will support adults to continue to learn and train regardless of which stage they are at in their lives. It is important to encourage and improve lifelong learning for those who are just starting out along a career path and those who want to reskill or upskill. This will make sure employers have people with the right set of skills working for them which will boost economic growth and productivity.

16. This strategy will connect the worlds of education and employment. Schools, colleges, universities and other education and training providers will work together with the expertise of employers and careers professionals to help people make the right choices for them. We will build on strong foundations to transform careers provision in England. We will set out clear roles for the organisations we fund, addressing concerns about duplication or unclear objectives. We will learn from what we know works, both here and abroad, so that people are given the best advice available.

17. Secondary schools and colleges will continue to be responsible for making sure that their students can access independent careers guidance. We will use the eight Benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence. The CEC will take on a more ambitious role, building on

[4] Boston Consulting Group, Sutton Trust (2017) The State of Social Mobility in the UK

their progress to date by coordinating support for schools and colleges across all the Gatsby Benchmarks.

18. The National Careers Service will be the single service that provides careers information, advice and guidance. Young people and adults will be able to access this online via a new, improved National Careers Service website, alongside a range of tools that individuals, parents and schools can use.

19. This strategy sets out how careers provision will bridge the gulf in opportunity. We will prioritise the people and places that are in greatest need of support while raising the standard for everyone. As a young person, this strategy will mean your school or college designs a careers programme based around your needs and that makes sure you get seven employer encounters across secondary school and college, opportunities to meet education and training providers, clear information about the labour market, and personal guidance to make decisions. As an adult, you will be able to access local, high-quality advice from a National Careers Service adviser, with more bespoke advice and support available when you need it most. Increasingly engaging ways of presenting information and using digital and social media platforms will help everyone see new routes through to the career path that is right for them.

20. The key actions we will take are set out in the table below and the chapters that follow.

Timing	Action
By January 2018	• Schools and colleges should use the Gatsby Benchmarks to improve careers provision, as set out in new statutory guidance. • Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils.[5] • Ofsted must comment in college inspection reports on the careers guidance provided to young people.[6]
By September 2018	• The CEC will launch a new investment fund of £5 million to support the most disadvantaged pupils. • Schools and colleges are expected to publish details of their careers programme for young people and their parents.[7] • Job specification and standards for Careers Leaders developed and started to be used by schools and colleges. • A named Careers Leader should lead the careers programme in every school and college.

[5] Section 42B of the Education Act 1997, as inserted by Section 2 of the Technical and Further Education Act 2017

[6] Section 125 (4)(aa) of the Education and Inspections Act 2007, as amended by Section 41 of the Technical and Further Education Act 2017

[7] By amendment to the School Information Regulations

Timing	Action
	• CEC will begin to take on a broader role across all the Gatsby Benchmarks. • 20 “careers hubs” will be funded by Government and supported by a coordinator from the CEC. • Government sponsors two UK Career Development Awards for 2018.

During 2018 and 2019	• CEC triples the number of cornerstone employers committing to work with schools and colleges across the country, including Opportunity Areas, to 150.
	• New approaches to careers provision are tested and evaluated, to:
	  ○ encourage young people, especially girls, to consider jobs in science, technology, engineering and maths;
	  ○ understand what careers activities work well in primary schools;
	  ○ improve careers information, advice and guidance for young people and adults who are disadvantaged or vulnerable.
	• CEC will provide tools to help schools and colleges meet the Gatsby Benchmarks.
	• Careers Leaders training funded for 500 schools and colleges.
	• Clear information about T levels is provided to parents, teachers, young people and careers professionals.
	• Guidance will ask universities to do more to help students from disadvantaged backgrounds to make good use of their careers services.
	• New contracts for the National Careers Service in place.
	• Results from the Career Learning Pilots collected and evaluated.
	• New standardised application forms tested to make it easier for young people to apply to further education.
	• Data on student destinations widely available and easily understandable by people of all ages.

By end 2020	• All schools and colleges will have access to an Enterprise Adviser. • Schools should offer every young person seven encounters with employers - at least one each year from years 7 to 13 – with support from the CEC. Some of these encounters should be with STEM employers. • A new, improved National Careers Service website will include all of the information to help citizens make informed choices.

1. Inspiring encounters with further and higher education, and with employers and workplaces

Our aim: We want all young people to understand the full range of opportunities available to them, learn from employers about work and the skills that are valued in the workplace, and have first-hand experiences of the workplace.

A critical role for employers

21. Employers are integral to great careers advice. We need employers of all sizes, and from all sectors, to provide encounters that inspire people and give them the opportunity to learn about what work is like and what it takes to be successful in the workforce. These activities could include work experience or shadowing, workshops or talks run by employers, or other activities that develop the skills needed to deal with business challenges. They could include encounters with people who are self-employed and working for themselves, reflecting the growing number of freelancers in the workforce. The UK's fast-growing creative industries, for instance, offer careers in a wide range of roles, and opportunities to move between projects. With more people than ever running their own business, entrepreneurship education is an important component of high-quality careers provision.

"Today [my son] completed a week of work experience at Unipres. I have not witnessed this sparkle in him for such a long time. I've listened, intently each evening, to the day's news and loved it almost as much as my son. His self-esteem and just the way his outlook has changed, is astounding. His self-confidence has rocketed! … Thank you for helping me to allow my son to grow. For giving him these opportunities and believing in him. I am in awe of the changes I see before me."

Mother of Year 10 pupil

22. Mayors have a positive role to play through convening employers and working closely with them to highlight local career opportunities. A number of Combined Authorities have set out a clear ambition to develop strong local careers strategies, and government will work closely with them to trial approaches that ensure local priorities directly inform the provision of careers advice.

23. There is a compelling case for increasing the opportunities for young people to meet employers. Research from the Education and Employers Taskforce shows that a young person who has four or more encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their

career.[8] Matthew Taylor's recent review also recognises the importance of high-quality work experience and encounters at different education stages.[9]

24. We want to extend this opportunity to benefit everyone, especially young people from disadvantaged areas who may not otherwise access these crucial experiences. **Secondary schools should offer every young person at least seven encounters with employers during their education, with at least one encounter taking place each year from years 7-13, supported by the CEC's network of Enterprise Coordinators and Advisers and their Investment Funds.** This will make sure all young people get a chance to engage with a wide range of employers, exceeding the four encounters demonstrated to have an impact on employment and earnings[10], and providing employer experiences in line with the requirements of the Gatsby Benchmarks. These must be meaningful encounters which help young people build their broader understanding of workplaces and employment. This will be a significant change from the current position, in which only 37% of schools report that the majority of their pupils have at least one meaningful encounter every year that they are at school.[11]

25. There are now over 2,000 Enterprise Advisers in the CEC's network, covering over half of schools and colleges in England, focusing first on those areas in most need of support. **By 2020, we will make an Enterprise Adviser available to all secondary schools and colleges.** The CEC will make sure that all Enterprise Advisers are aware of the additional needs of disadvantaged young people and the barriers that they face to entering employment. The newly identified Careers Leaders, tasked with driving forward an ambitious careers strategy in their school or college, will use this national network of Enterprise Advisers to help deliver inspiring employer encounters for those who will benefit the most.

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[8] Mann, A. et al. (2017) Contemporary Transitions: Young people reflect on life after secondary school and college

[9] Taylor, M (2017) Good Work: The Taylor Review of Modern Working Practices

[10] Kashefpakdel, E., & Percy, C. (2016) Career education that works: an economic analysis using the British Cohort Study. *Journal of Education and Work*, DOI: 10.1080/13639080.2016.1177636. ; Mann, et al. (2017) Contemporary transitions: Young Britons reflect on life after secondary school and College. London: Education and Employers

[11] Based on the results of an opt-in self-assessment reported in: The Careers & Enterprise Company. (2017) Careers & Enterprise Provision in England's Schools: State of the Nation 2017. London: The Careers & Enterprise Company

"We had a mock interview day - there were six of us all being interviewed for the same job by different employers in the north-east. You basically had to show that you understood the job specifications and had done some research about the job. The interviewers just wanted to figure out how professional you were and how you performed in the interview. They then gave feedback on areas that you need and could improve...They helped us be prepared better for job interviews now as compared to before. After that I went for an interview…and got a part-time job for three months."

Year 12 student

26. An Enterprise Adviser, supported by a trained Enterprise Coordinator, will be offered to every secondary school and college in the Opportunity Areas (OAs) to support their development of a careers and enterprise strategy and to unlock business relationships. The CEC will also **support all young people in OAs to have more encounters with employers during their secondary school education.**

27. To fund these employer encounters, the CEC is investing £2 million in careers and enterprise activities in the twelve OAs. To galvanise the business effort, CEC has built up a network of 50 cornerstone employers, a combination of local and national businesses. These employers have made clear commitments to work with schools and colleges. Through their business networks and supply chains, they are encouraging more businesses to get involved by becoming Enterprise Advisers or offering employer encounters.

28. **In the next two years, the CEC will triple the number of cornerstone employers across the country, including in Opportunity Areas, to 150**. They will build a network of employers in areas identified as "careers cold spots" so that the CEC's programmes continue to benefit areas of greatest need. The CEC has also funded 39 mentoring programmes across the country to work with young people who are at risk of disengaging from education.

29. **To target more support on those who need it most, the Government will invest £5 million during 2018 in a new round of the CEC's Investment Fund. This will help disadvantaged pupils to get the additional support they need to prepare for work, including opportunities for mentoring and guidance.** This continued investment in the CEC's programmes and their network of Enterprise Coordinators and Advisers will support schools to deliver activity where it is needed most. The CEC will set out what makes high-quality employer encounters, including work experience for those in school, based on evidence about what works. We will also support employers to offer effective work placements to young people and adults by producing guidance on the range of opportunities delivered as part of government programmes.

Inspiring opportunities through education and training providers

30. We have put employers at the heart of the reforms we are making to technical education. The introduction of the new T levels, level 4/5 technical qualifications, and increasing numbers of high-quality apprenticeships, will create a technical education system to rival the best in the world. Technical, employment-focused education will be promoted as an ambitious and aspirational route to rewarding careers.

> *““Most people push you to go to university. So we had an hour a week in Sixth Form, which we called tutorial…but when we got to Year 13, it was just solely, like, applying for what you’re going to do next. Most people push you to go to university… me and one other person were the only people who didn’t apply to university because everyone just, sort of, felt you had to.”*
>
> **Apprentice**

31. Schools are already responding to these reforms, recognising that technical options can give people opportunities to access inspiring careers, whatever their interests, strengths or aspirations. We will ask all schools to step up their efforts so that every pupil is well informed about their future options at every stage. **From January 2018, Government will require schools to give providers of technical education, including apprenticeships, the opportunity to talk to pupils about the courses and jobs they offer.**[12] The new law, originally proposed by Lord Baker of Dorking, will make sure that all young people learn more about opportunities for education and training outside school before making crucial choices about their future options.

32. We want to take further steps to make sure that schools, young people and their parents, and adults looking to reskill or retrain, are clear about the opportunities offered by technical, employment-focused education. Organisations like WorldSkills UK are helping young people to be world class in their chosen skill, with the young professionals they train acting as role models to inspire those making careers choices and embarking on apprenticeships and technical careers. For example, they organise the Skills Show, which is the largest skills and careers event in the UK and is changing the perceptions and aspirations of the 70,000 young people, teachers, parents and careers professionals visiting each year. WorldSkills UK is developing both live and digital inspirational activities to give first-hand insights into technical skills and apprenticeships and aim to engage some 1 million young people by 2022.

[12] Section 42B of the Education Act 1997 due to come into force on 2 January 2018

33. **Government will make sure that a strategy is in place to communicate about the new T levels with parents, teachers, students and careers professionals as new technical options become available**. We will make use of peer role models and other ambassadors to encourage more girls and women to pursue technical careers. Networks like Apprenticeship Ambassadors are already opening up new opportunities by championing the benefits that apprenticeships can offer and working across the country to target specific areas and raise awareness.

34. We also want higher education institutions to continue working with schools and their pupils to inspire them to go on to higher education. **We expect institutions to continue to target the most effective outreach interventions at disadvantaged pupils** as part of Access and Participation Plans agreed with the Office for Students. This outreach activity should include interventions that raise attainment, such as supporting curriculum programmes and formally sponsoring or establishing schools. We want universities, particularly our most selective institutions, to support young people from disadvantaged backgrounds and challenging areas to apply to higher education. We want young people to understand that where they are from should never be a barrier to entry and may entitle them to support.

35. The National Collaborative Outreach Programme funds collaborations between higher education institutions, colleges, and schools to support disadvantaged students to enter higher education. It is targeted at those areas of the country, including Opportunity Areas, where progression to higher education is low. Careers information, advice, and guidance will continue to be an important part of this support, addressing the fact that 18-year-olds from the most advantaged areas in England are almost six times more likely to enter the most selective institutions, compared to those from the most disadvantaged areas.[13]

More time with employers from an early age

36. Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future. This is particularly important for children from disadvantaged backgrounds who may lack a diversity of role models with experiences of different jobs and careers. Children (and their parents) may also have fixed views about what kind of jobs might be suitable for them, so it is important to challenge these views before they become entrenched and ambitious, realistic aspirations encouraged instead. A UCAS survey suggested that being certain about entering higher education by age ten or earlier means a child is over twice as likely

[13] UCAS (2016) End of Cycle Report

to end up at a more competitive university than someone who decided in their late teens.[14]

37. Many primary schools are already thinking about how best to introduce young children to ideas about the work they might do in future. Excellent programmes like Primary Futures give primary schools access to a wide range of professionals, who deliver sessions that help raise children's aspirations and counteract stereotypes about the people who do different jobs.[15] But there is no consistent approach across primary schools and limited evidence and best practice for schools to use when planning their activities.

38. We want to learn more about what works so that children can develop positive attitudes about work from an early age and make sure that primary schools have access to the tools they need to understand how they can start to build activities with employers into their lessons.

39. **Starting next year, Government will test what careers activities are appropriate and work well in primary schools, providing £2 million to test new programmes, or expand ones that work, including in challenging areas. We will also work with the CEC and interested Opportunity Areas to explore new approaches to employer engagement and early careers activities in primary schools. We will share the results widely so other schools can benefit and build their expertise.**

Positive engagement with Science, Technology, Engineering and Maths (STEM)

40. The demand for STEM skills is growing, particularly for sectors such as engineering, construction and manufacturing. As Professor Sir Adrian Smith's review of post-16 mathematics set out, mathematical and quantitative skills will be increasingly required in the future, not just for traditional STEM routes but for a wide range of future careers.[16] The review also made clear that basic numeracy skills are vital to everyday life and citizenship. This highlights the need for Government, employers, schools, and colleges to support and encourage more young people to study mathematics after the age of 16. However, there are differences in progression to STEM qualifications between local areas and a significant gender gap. Careers services must play a key role in encouraging people of all ages and backgrounds to consider the value of STEM

[14] UCAS (2016) Through the lens of students: how perceptions of higher education influence applicant's choices

[15] Mann, A., Kashefpakdel, E.T., & Iredale, S. (2017) Primary Futures: Connecting life and learning in UK primary education. London: Education and Employers

[16] Frey, C. & Osborne, M. (2013) The future of employment: how susceptible are jobs to computerisation?

qualifications and careers, dispelling stereotypes and making sure people have up-to-date information about the skills employers will need.

41. Children form views about careers at an early age. There is a perception amongst many young people that STEM subjects are too challenging or not suitable for them. Girls are less likely than boys to want to pursue a career in science, even when it is their favourite school subject. Even where girls do pursue STEM subjects, they are much more likely to take some courses than others.[17] Only 18% of young people are satisfied with the advice they received in relation to STEM, with gender disparities in STEM subject take-up increasing with age despite no differences in ability.[18]

42. We are learning more about what works to tackle gender stereotypes in both schools and employment, and across Government there are significant programmes aimed at encouraging more people into STEM careers.[19] [20] [21] Government has committed to deepen the understanding of the gender disparity in subject choices at age 16 by exploring how to improve the accessibility and transparency of data on this issue by institution and subject. We will also work with the Government Equalities Office to take positive steps towards eradicating gender norms in the classroom that lead to girls narrowing their career choices. We are exploring how to close the gender divide in STEM across educational and professional routes, such as STEM apprenticeships and the new T levels.

43. Programmes such as the new £16 million Level 3 Support Programme will work to inspire more students, particularly girls, to study maths after the age of 16. The Department for Business, Energy & Industrial Strategy funds the STEM Ambassador programme, a UK-wide network of over 30,000 volunteers from a wide range of employers, who work with young people to provide stimulating and inspirational activities in both school and non-school settings. The National Careers Service website will provide clear information on how young people and adults can enter or progress in STEM careers, including salary ranges and any specific skills or qualifications required. The Year of Engineering launches in January 2018. Throughout the year, Government will work with hundreds of industry partners to bring young people, their parents, and their teachers face-to-face with engineering activities, events, and role models.

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[17] ASPIRES (2013) Young people's science and career aspirations, age 10-14. KCL, London.

[18] NAO. (2010) Department for Education. Educating the next generation of scientists.

[19] Archer et al. (2013) 'Not girly, not sexy, not glamorous' : primary school girls' and parents' constructions of science aspirations.

[20] Institute of Physics (2017) Improving Gender Balance – Reflections on the impact of interventions in schools.

[21] Wise (2014) "Not for people like me?" Under-represented groups in science, technology and engineering.

"Part of the decision to take maths and physics was thanks to the teachers – they were really inspiring and related the skills I was learning to different kinds of workplace. Attending the summer schools, as well as school visits from science businesses, helped me to decide which direction I'd like to go in. When I did the engineering summer school, I enjoyed it, but it really highlighted that I'm more interested in science than engineering. It proved to me that, while it's important to focus on what you think you'd like to do, you need to rule out the careers you're not keen on too. My advice to other students would be to take advantage of as many opportunities you can. If you're not sure exactly what you want to do, just do something! The skills and learning you get at the end are what count."

Year 13 student, Berwick Academy

44. The CEC has funded over 170,000 encounters between young people and STEM employers since it was established, investing in organisations like Engineering UK, Greenpower Trust and Manufacturing UK. **We will ask schools and colleges to make sure that STEM encounters, such as with employers and apprenticeships, are built into their careers programme by updating school and college statutory guidance.** This will make sure that all students, including those who might consider a STEM career is not an option for them, start to understand the range and benefits of careers and routes on offer.

45. **The CEC will work with LEPs to help Enterprise Coordinators in those areas with lowest uptake of STEM qualifications to make sure that STEM encounters are built into careers and enterprise plans.**

46. A partnership between the Education Endowment Foundation, CEC, and Bank of America Merrill Lynch is currently testing the impact of "Generation STEM" – a programme focused on helping students get STEM-related work experience, as well as to get the most out of it. **The findings will be available in 2020 and Government will make sure they are built into advice to schools and colleges about how best to engage students in STEM careers through work experience.**

47. **Government will assess the breadth and effectiveness of current careers provision in schools and colleges on STEM, including activities to inspire students to pursue STEM careers. We will produce information about 'what works' and develop a toolkit for use in schools and colleges, trialling new approaches where needed.**

2. Excellent advice and guidance programmes

Our aim: We want all young people in secondary school and college to get a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience.

The Gatsby Career Benchmarks: a world-class standard for schools and colleges

48. Every young person should be supported by their secondary school or college to prepare themselves for a future successful career. Young people, parents and employers need to be involved from the beginning in the design, delivery and evaluation of the advice and guidance programme in schools and colleges.

49. The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision.[22] These Benchmarks have resonated with schools, colleges and employers, and many have started voluntarily to set out their own plans to work together to meet them.

50. The Gatsby Benchmarks have set world-class standards, and now we want every school and college to use them to develop and improve their careers provision. **Government will ask schools and colleges to meet these standards, publishing new statutory guidance in January 2018 setting out how to meet all of the Benchmarks.**

51. By adopting these Benchmarks, schools and colleges will be putting employers at the heart of the careers programme. Support will be tailored to address the needs of every young person, especially disadvantaged students, and data and technology will be used to drive improvements.

[22] Holman, J. (2014) Good Career Guidance. Gatsby Charitable Foundation

The Gatsby Benchmarks

1. **A stable careers programme**. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. **Learning from career and labour market information**. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. **Encounters with employers and employees.** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Demonstrating progress

52. The CEC and the Gatsby Charitable Foundation have developed the Compass self-assessment tool, so schools can assess how their careers support compares against

the Benchmarks. [23] The CEC is considering how to extend Compass to provide equal support to colleges and creating new digital tools for schools so that they can easily identify support to help them achieve the Benchmarks. Compass has been used by over 500 schools so far and, by adopting the Gatsby Benchmarks nationally, we expect many more to do so.

53. Schools and colleges can also gain formal accreditation of their careers programme through the Quality in Careers Standard - the national quality award for careers education, information, advice and guidance. The Standard offers an opportunity for providers to undergo an external evaluation of their careers programme and so is distinct from the Compass self-assessment.

54. The Quality in Careers Consortium has already led work to map the Standard to the Gatsby Benchmarks. We welcome that the Consortium is committed to working with the CEC and the Gatsby Charitable Foundation to align the Standard more fully to the Benchmarks and to incorporate Compass into its processes by June 2018. We would then expect schools achieving the Quality in Careers Standard to meet all eight Benchmarks. **We strongly recommend that all schools and colleges work towards the updated Quality in Careers Standard, incorporating Compass,** to support the development of a world-class careers programme for all their young people.

55. Ofsted will continue to hold schools and colleges to account for the quality of careers provision. **This includes a new requirement for Ofsted to comment in college inspection reports on the careers guidance provided to students from January 2018.**[24] Careers-related provision is already considered under three of the four areas evaluated as part of school inspections.

56. The Department **will engage with Ofsted, as it reviews the Common Inspection Framework, to consider coverage of careers provision as part of the development of any planned changes to school and college inspection arrangements which will take effect from September 2019.** In developing its approach to assessing careers provision as part of those changes, Ofsted will take account of the requirements within the new statutory guidance for schools, which is being updated to reflect the Gatsby Benchmarks.

57. The Gatsby Benchmarks recognise the importance of having a programme of careers education and guidance that is known and understood by young people, parents, teachers, governors and employers. The provision of information on the school website is an important element of achieving the first Gatsby Benchmark – a stable careers

[23] https://www.careersandenterprise.co.uk/news/new-careers-guidance-tool

[24] Section 125 (4)(aa) of the Education and Inspections Act 2006 as amended by Section 41 of The Technical and Further Education Act 2017

programme. A recent analysis found that only 40% of schools published this information on their websites.[25] **From September 2018, we will expect schools and colleges to publish details of their careers programme.** We will also encourage new approaches to involving young people and their parents in careers development, building on work done already in a pilot in the North East.

Supporting schools and colleges to meet the Gatsby Benchmarks

58. The CEC's "State of the Nation" report[26] describes careers and enterprise provision in England in 2016/17, and is based on responses from schools gathered through the Compass self-assessment tool. The analysis shows that there is much further to go before schools are meeting all eight Benchmarks. Around half of schools using the tool currently achieve two or more of the Benchmarks, but a fifth of schools are not currently achieving any Benchmarks.

59. A two-year pilot with 16 schools and colleges in the North East of England has demonstrated the significant progress that can be made. Two years after the pilot started, 88% of the schools and colleges are achieving 6-8 of the Benchmarks and three schools are achieving all eight. This is compared to no school or college achieving more than three Benchmarks at the start of the pilot. Good practice from the pilots is available online at www.goodcareerguidance.org.uk.

"I have to say, the impact that the [introduction of the Benchmarks] has had on our school has been absolutely transformative. Learners are so engaged with their future steps - and the range of what they have been successful in applying for is just unbelievable. In speaking with the Assistant Head, she said that she has never known learners be so engaged with the GCSE Maths and she specifically credited the work that had been done on careers for that.

I really believe that what has been achieved within our school could be a blueprint for other schools throughout the country in breaking the cycle of low expectations and aspirations. I wanted to let you know that the Benchmarks have impacted on so many young people's lives within our school through the work of the pilot. It has been one of the best things that we have ever participated in."

Head teacher, The Link School, Sunderland

[25] Based on the results of an opt-in self-assessment reported in: The Careers & Enterprise Company. (2017) Careers & Enterprise Provision in England's Schools: State of the Nation 2017. London: The Careers & Enterprise Company

[26] The Careers & Enterprise Company. (2017) Careers & Enterprise Provision in England's Schools: State of the Nation 2017. London: The Careers & Enterprise Company

60. Up until now, the CEC has been asked to focus only on the fifth and sixth of the Gatsby Benchmarks – increasing young people's engagement with employers and the workplace. **The CEC will now take on a broader role, acting as the backbone for coordinating all Gatsby Benchmarks**, recognising that schools and colleges need help to develop all aspects of their careers programme – not just employer engagement. They will use tools like Compass alongside 'what works' research to help schools and colleges identify and put into practice the activities that are most effective.

61. By supporting schools and colleges to achieve these Benchmarks, we will drive a radical improvement in careers support which will benefit those most in need. The CEC will publish their State of the Nation report annually, showing what progress schools and colleges have made in meeting the Benchmarks, supported by the interventions in this strategy.

62. To strengthen local community involvement, and build on the pilot done in the North East, **Government will test "careers hubs" in 20 areas, linking together schools, colleges, universities and other local organisations. We will invest £5 million to support these areas, including through additional coordinators based at the CEC, as part of a major trial to support the CEC's work across all the Gatsby Benchmarks.** These additional coordinators will be trained across all the Benchmarks**.** Each careers hub will work with the CEC's network structure within the LEP and, if located within a Combined Authority, will work closely with the local Combined Authority. Hub activities will be focused on groups of young people and areas most in need of targeted support, to help deliver improvements in social mobility.

63. Many schools deliver careers education, including employability and enterprise, through the curriculum as part of their commitment to Personal, Social, Health and Economic (PSHE) education. As we legislated for in the Children and Social Work Act 2017, **Government will consider whether PSHE education (or elements of it) should be mandatory in schools.** The Department for Education is currently engaging with a wider range of experts, schools, parents and young people on this, which will be followed by a formal consultation on the resulting regulations and guidance.

High-quality Careers Leaders at the heart of our approach

64. The pilot in the North East has shown that meeting the Gatsby Benchmarks is not just a question of providing a series of activities, but that what is needed above all is leadership. Every school and college needs a Careers Leader who has the energy and commitment, and backing from the senior leadership team, to deliver the careers programme across all eight Benchmarks. Careers leadership pilots undertaken by Teach First also demonstrate how important it is to have a named lead individual in each school with the right capabilities, such as strategy development, management, networking skills

and an up-to-date understanding of labour market information and new options like T levels.[27] [28]

65. Most schools have a member of staff with a designated role to coordinate careers activities within the school: they are sometimes called the 'careers teacher'. This title does not convey the importance of leadership in this role. As the Gatsby Benchmarks show, careers guidance involves a set of complex activities across the whole school, as well as working with external stakeholders. To lead and coordinate these activities requires a person with leadership skills, administrative ability, and specialist knowledge of careers. They need the explicit backing of the head teacher and Governors. We believe that designating such people as 'Careers Leaders' recognises the importance of the role and will help to build the status of careers guidance for their school. Careers Leaders can develop a strategy with senior leadership and ensure the whole school can deliver a careers programme which meets the world-class expectations set out in this strategy. Careers Leaders need to:

- have the appropriate skills and experience;
- be sufficiently senior to lead the implementation of all eight of the Benchmarks;
- have buy-in from the Governors and the Senior Leadership team;
- work with subject teachers across the school so that careers provision is embedded within the curriculum.

66. The Gatsby Benchmarks describe a system in which a careers programme works for every single young person, whatever their background or needs. We will therefore expect Careers Leaders to provide and, when needed, prioritise careers support for disadvantaged young people who have fewer opportunities to get the right advice, guidance and experiences. This may include young people such as those eligible for the Pupil Premium, those with special educational needs and disabilities, or those classed as looked after children and Children in Need by their local authority. Careers Leaders will be expected to make sure that young people from disadvantaged backgrounds are aware of the subject choices, experience and qualifications required to pursue different career options.

67. We have some way to go to achieve this. Many schools find it difficult to prioritise careers advice because of a lack of dedicated and trained resource within their school, including the absence of a clearly defined careers leadership role. There are also differences in the level of seniority, title, job description and background of the individual coordinating the careers programme in each school. **Gatsby and the CEC will work with school leaders to set out clearly what Careers Leaders should do, what the job involves, and the benefits of the role. From September 2018, we will expect**

[27] Hooley, T., Dodd, V. and Shepherd, C. (2016) Developing a New Generation of Careers Leaders. Derby: International Centre for Guidance Studies, University of Derby

[28] TeachFirst. (2017) Impossible? Improving careers provision in schools

every school to publish the name and contact details of their Careers Leader on their website.

68. **Government will provide £4 million to fund the development of new training programmes and support at least 500 schools and colleges in areas of the country needing most support to train their own Careers Leaders and build momentum behind this enhanced role.** We will ask organisations to submit proposals for training programmes. We expect this training to include knowledge about the new T levels and apprenticeships. Training will be piloted and evaluated before considering whether to make it available more widely. We will pilot the first training in 2018/19 academic year.

3. Support and guidance tailored to individual needs

Our aim: We want everyone to get support tailored to their circumstances at any time. All adults will be able to access free face-to-face advice with more bespoke support for those who need it most.

Personal guidance to help people make choices

69. Personal guidance is important because it tailors advice to individual needs and helps people to navigate their way successfully through education, training and career choices. Personal guidance has an observable impact on young people's careers and progression, and young people continue to have a clear preference for face-to-face support.[29] Guidance must be impartial and delivered by qualified practitioners, putting the needs of the individual first.

"Throughout secondary school my teachers offered amazing support. Whenever I required assistance with picking subjects to study that would be of benefit for my educational and professional career. If they were at all unsure, they referred me to a careers adviser who was clued up further on the career options available. I was fortunate, in the sense that I was driven and had a goal of where I wanted to be. I merely needed assistance on the route that would take me there. My careers advice was like a sat nav guiding me to a destination."

Secondary school pupil

70. We welcome the Career Development Institute's (CDI) work to raise the profile and status of the careers profession. We continue to encourage schools, colleges and other organisations to use the CDI's UK Register of Career Development Professionals to identify qualified practitioners. The CDI's emphasis on continuing professional development for its members will mean that young people and adults can benefit from impartial guidance, based on up-to-date knowledge. Government will support this by providing clear, in-depth information about new qualifications, such as T levels, or reforms that can support the ongoing training of careers professionals.

71. We want to create a culture of excellence by recognising and celebrating the very best practice in careers provision. **Government will back the UK Career Development**

[29] Whiston, S., Tai, W., Rahardja, D. & Eder, K. (2011) School counselling outcome: A meta-analytic examination of interventions. *Journal of Counseling and Development*, 89 (1): 37-55

Awards by sponsoring the 'Careers Leader' and 'Use of Technology in Careers' awards for 2018.

Supporting graduates into skilled employment

72. The Teaching Excellence and Student Outcomes Framework has highlighted the vital connection between higher education and future employment by explicitly recognising providers which have high proportions of graduates going into highly skilled employment. Schools and colleges should make sure that disadvantaged young people are encouraged to go as far as their talents will take them. For those wanting to pursue an academic route, they should be advised about the most appropriate A level or equivalent subject choices, extra-educational experiences and qualifications needed to pursue different higher education options. Schools and colleges should also encourage more able disadvantaged young people wanting to go to university to apply to the most selective universities.

73. Schools and colleges should also encourage young people wanting to pursue a technical route to go as far as their talents will take them and advise them about the most appropriate courses to take to fulfil their ambitions. We are supporting those who want to follow the technical route at a higher level by encouraging wider participation through a degree apprenticeships development fund. We have also made clear that one of the objectives of the new Institutes of Technology is to widen participation, building on best practice, including the use of access agreements by higher education institutions. Our review of Level 4 & 5 education will make sure that technical qualifications can better address the needs of learners and employers, making sure there is a compelling technical education offer at all levels of study.

74. There is evidence that work experience placements during undergraduate study are highly effective in helping students in their future careers.[30] There is also evidence to suggest that undergraduates from disadvantaged backgrounds are less likely to use university careers services relative to their advantaged peers.[31] Universities UK is working with the North East LEP, and four universities in the region, on a pilot focussed on career guidance support targeted at improving graduate outcomes for students from disadvantaged backgrounds and hard-to-reach backgrounds, including exploring the potential to adapt and extend the Gatsby Benchmarks to universities. There will be a specific focus on identifying and addressing the existing barriers to social mobility, and experiences of what works will be shared across the universities sector.

[30] McCulloch, A. (2013) Learning from Futuretrack: The impact of work experiences on higher education student outcomes. Department for Business, Innovation and Skills, London

[31] E.g. Greenbank, P. (2009). An examination of the role of values in working-class students' career decision-making. *Journal of Further and Higher Education*, *33*(1), 33-44

75. **We will ask the Director of Fair Access and Participation and the Office for Students to expect higher education institutions to do more to make sure that students from disadvantaged backgrounds make best use of their university careers services. This may include offering mentors, access to alumni networks or specialist careers outreach programmes.**

Dedicated support for adults when they most need it

76. To improve social mobility and tackle the UK's productivity challenges, we need to keep developing the skills of those already in the workforce, as well as making sure that those entering employment are work-ready. In the next three to five years, employer demand for more people with increased levels of skills is expected to be strong across virtually all sectors of the economy. Achieving economic growth depends on the capacity to meet these skill needs in a changing economic climate.

77. To make sure that adults both in and out of work have access to the advice and guidance they need, Government will continue to provide tailored careers support through the National Careers Service. The National Careers Service is delivering positive outcomes for people from all backgrounds. All National Careers Service providers must meet the matrix Standard which assesses and measures their delivery of advice and support services on careers, training and work.

78. Last year, more than 50% of adults receiving advice from the National Careers Service moved onto an accredited training course or into employment. Over 90,000 adults declared as having a disability were seen by the service. We will build on the strengths of the current service, which will continue to be available in a range of locations, including JobCentres. **We will procure a new service by October 2018 which will provide high-quality bespoke support for those who need it most. This will include people with low qualification levels and those with special educational needs and disabilities.**

79. The National Careers Service will continue to provide universal information and advice via its website and phone service. Local labour market intelligence will be used to inform material on the website and advice provided through web chats with advisers, over the phone and in face-to-face sessions. Skills Advisory Panels, once established, will contribute to this material. People will be encouraged and supported to manage their careers proactively throughout their working lives. Online tools will support intermediaries such as schools, colleges and parents to help guide young people when making career choices. Young people and adults will also be able to store and access their careers and learning information online.

80. Local Industrial Strategies, supported by Skills Advisory Panel analysis, will bring together local partnerships and relationships with businesses, Mayoral Combined

Authorities and LEPs to help make sure that careers advice is well-positioned to support local economic growth. National Careers Service providers will use up-to-date information on the skills and jobs available in their areas and advisers will use local labour market information to help their customers make informed decisions on future careers, jobs or learning.

Alfie aged 22 from Bracknell got in touch with the National Careers Service when, as a result of physical injury due to an accident, he could no longer work in the construction industry.

"I had just finished recovering from my accident and returned to work, only to realise that I wasn't physically capable of maintaining the job. So down on my luck, a bit depressed and out of money I got in touch with my local National Careers Service careers adviser. She pointed me towards Bracknell and Wokingham College where I have been and am currently studying full time. The courses which I am taking are GCSE Physics, Chemistry, Biology, Maths and English. And I have been accepted for my A levels to start in the next academic year in Chemistry, Physics and Mechanical Maths. I am at the college for 10-13 hours a day, studying during the day and working in the college canteen during the evening.

Having taken no exams at school, to receive a second chance to do things the right way with the correct attitude is indescribable. I fully intend to take this opportunity with both hands and run as fast and far as I can with it. It's time to be successful and it was my National Careers adviser who opened the door for me. She genuinely cared on a human level about my situation and did everything in her power to make it happen. I couldn't have asked for a better and more effective adviser."

Alfie – National Careers Service customer

81. Our modern Industrial Strategy identifies priority skills needs (such as in STEM and digital skills), Grand Challenges, and specific sectors that Government is working with through Sector Deals. The changing nature of the labour market, with higher numbers of people in more flexible, atypical jobs and more self-employment, longer working lives, and the impact of technology, means that it is increasingly important to help adults to upskill and reskill. We want to help those who are in low paid jobs to progress and to make sure that people have transferable skills for employment. To address the combined social mobility and productivity challenge in different parts of the country, the adult education landscape needs to cater to a variety of different educational needs, from improving basic skills to opportunities for those who want to advance their careers.

82. Government is investing £40 million in Career Learning Pilots to test how we can effectively engage adults about the opportunities and benefits of learning. The first of

these pilots – the Flexible Learning Fund - was launched on 31 October. Through this Fund, Government is making available up to £10 million to support projects which design and test flexible and accessible ways of delivering learning to working adults with low or intermediate skills.

83. The second pilot is being delivered across up to five LEP areas. It will test how best to reach low-skilled adults who are in work and whether reducing the cost of courses (by 25%, 75% and 100%) makes adults more likely to do economically valuable learning matched to local economic need. As part of the outreach work we want to understand the impact of face-to-face careers guidance on helping adults to understand the benefits of training and also ensure they are supported to enrol on courses armed with the best possible information. This includes where there are employment opportunities in their region, and what courses could support them to progress through reskilling or upskilling.

84. The Career Learning Pilots will be closely evaluated, with results being collected throughout the 2018/19 academic year, to provide vital evidence to support the development of a world-leading programme of learning and training and in line with Government's career learning ambitions. As announced at the 2017 Budget, this will include introducing a National Retraining Scheme, which will give individuals the skills they need to progress in work, redirect their careers and secure the high-paid, high-skilled jobs of the future. As a first step, the Scheme will include targeted short-term action in sectors with immediate skills shortages. Government is investing £30 million to develop digital skills as an early Scheme initiative, as well as £34 million to expand innovative construction training programmes across the country. The Scheme will expand its reach as its priorities are set and we test the evidence base on what works, with the Scheme fully in place by the end of this Parliament.

A targeted approach for groups needing more support

85. Careers advice for young people with special educational needs and disabilities (SEND) can often be poor and lacking in aspiration.[32] We want careers advice for these young people to be aspirational, personalised and well informed.

86. To improve careers advice for people with special educational needs and disabilities, **Government is funding the Education and Training Foundation to provide professional development for careers professionals working with these young people.** The Education and Training Foundation is developing two sets of online training modules to support careers professionals working with young people with SEND and this training will be freely available to schools, colleges and other careers professionals. The two resources will complement other resources funded by

[32] OFSTED (2016) "Moving Forward?" How well the further education and skills sector is preparing young people with high needs for adult life

Government - currently being developed - on work experience placements and Study Programmes for learners with SEND.

Southlands school in North Tyneside is a senior school for children with moderate learning difficulties, a number of whom have additional social, emotional and behavioural difficulties or other more complex needs.

Leon was given the opportunity to undertake a retail placement as part of the school's 'Moving On' programme in September 2016. The aim of the retail programme is to give students real life valuable work experience over a sustained period. This can enable them to develop more advanced skills and greater confidence, hopefully leading to employment in this sector if they so wish. Leon has had to arrive independently and undertake a variety of roles, from stocktaking to learning the menu. The impact that this placement has had on Leon has been huge and he has really noticed the difference. Leon has been offered a job on weekends following this experience and the company is continuing to train him for recruitment into future jobs. *"I just love being there. It has been the best thing ever".*

Leon – pupil, Southlands school

87. The CEC and Gatsby Foundation will work together to set out good practice in supporting young people with special educational needs and disabilities. Enterprise Advisers will receive training and information so they can recommend the resources available to design a careers programme to support people with special educational needs and disabilities. The CEC will undertake targeted work with employers to stimulate more employer engagement that will support young people with SEND and will continue to make the case for employers to provide work experience and supported internships for young people with SEND.

88. **Government will fund work during 2018 to test new approaches and produce resources to improve careers information, advice and guidance for individuals who are disadvantaged, including those with special educational needs and disabilities.** This will support social mobility by enabling more people to progress to further studies and employment.

4. Using data and technology to help everyone make choices about careers

Our aim: We want everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

A single digital route to careers information

89. Careers advice must be accessible to the digital generation, harnessing technology and using online tools and activities to engage people of all ages in learning about different skills and career paths. The National Careers Service is a valuable online resource providing information and free tools for young people, adults thinking about their own career choices and those who are helping young people to make choices about their future pathways. But to truly meet the needs and expectations of those seeking advice online, we need to find new ways to inspire people online and help them explore new options.

90. **A new, engaging and inspiring website for the National Careers Service will be developed in 2018.** Changes to the website will be made public in April and then further developments made for October 2018. Labour market information is used to inform the over 800 job profiles which are available on the website. These have been developed with industry experts and give young people and adults a clear picture of what a job involves and the salary, qualifications and experience they need to enter and progress in their chosen careers. An improved and interactive course directory will clearly explain routes to a wide range of vocational and academic learning opportunities, including apprenticeships, degrees and basic skills courses.

91. For people who know where they want to go, the information will be clear and up-to-date. But for those who don't know their next step, the website will help inform people about new opportunities based, for example, on jobs with shortages in the local area, high life satisfaction amongst those employed in a profession, or options that can be reached through an apprenticeship route.

92. For those who want to manage their careers online, the services will be in place to support them. On the National Careers Service website, the web chat tool will mean that anyone can access quick, personalised and high-quality careers advice with a National Careers Service adviser through an entirely digital channel.

93. We will continue to improve the National Careers Service online resources beyond October 2018, **by making sure all Government careers information is available in one place, allowing people to more easily find out about and consider the different ways to pursue a particular career.** This will draw on analysis provided by the Skills

Advisory Panels and include specific information about opportunities in their area, potential earnings from different roles and the different routes an individual can take.

94. Through this work, Government will meet its manifesto commitment to make the system easier for young people taking technical and vocational routes. We will provide simple, relevant online information and tools to support students applying for apprenticeships and technical education courses through the new, improved National Careers Service website**. We will work with colleges who want to test a new approach that makes it easier for students to apply for their chosen courses. We will begin testing this new approach in 2018.**

Making best use of technology

95. New technology presents exciting opportunities to provide careers services differently. There are already a number of valuable online careers resources to help people make their career choices. The 'LMI for All' (Labour Market Information (LMI) for All) website provides one place to access multiple sources of robust LMI. It is being used successfully by developers to create careers apps and websites to help inform people who want information about their careers options. LMI for All data is also used in the job profiles on the National Careers Service website. **Government has renewed the contract for LMI for All, so that people will continue to have up-to-date information about local labour markets. We will continue to promote the use of the service, and encourage the design of new apps and websites to help people navigate this information.** This will include promoting the improved 'careerometer' tool in schools, to enable students to review and compare different occupations, what they involve and what the potential earnings can be.

96. However, we know that many people, especially those who are less confident accessing and using digital tools, welcome support from someone (for example, the school's Careers Leader) to help them make the best use of online tools. **We will run a 'hack day' for developers to design new apps, using labour market information, that could be used in a tailored way with people who are less confident using digital tools.**

97. Advances in technology are increasingly important in supporting schools and colleges with their careers provision and connecting with employers and providers. The CEC has developed Compass, a tool which allows schools to evaluate their delivery against the Gatsby Benchmarks, and recently Tracker, a careers activity planning tool, which uses the school's Compass evaluation to allow schools to identify and plan activities to fill gaps. In January 2018, the CEC will build on this by launching its online Provider and Resource Directory, which will help direct schools to organisations that can help them to fill gaps identified by Compass.

98. Careers professionals also need to develop digital talent and leadership to support people to update their own digital skills and access exciting career opportunities in the emerging hi-tech and digital industries. The CDI will publish a strategy and three-year action plan which will set out a vision for the sector to imagine new ways of working, using digital technology and to set out their training and development needs.

Effective use of data

99. There is a wealth of data and information available, but it is often not clearly communicated to those who could most benefit from it. For social mobility to improve, it is important this information reaches those who are least likely to look for it and that they have the support to be able to use it. Information needs to be accessible and easy to understand for everyone, not just those who are digitally-aware.

100. Government already publishes data on the destinations of students, which show the number of young people going into education, employment or training the year after finishing Key Stage 4 (aged 16) and Key Stage 5 (aged 18). This year these were published in performance tables for the first time. Ofsted also take destination measures into account as part of their inspection framework. The Longitudinal Education Outcomes (LEO) dataset links information on education with employment data and is demonstrating the impact that different decisions about education and training have on employment outcomes.

101. **Government will make destinations and outcomes data more accessible to people, to help them compare opportunities and make informed decisions on education, training and employment options. We will also look into ways to improve the long-term tracking of student outcomes, including the extent to which young people go on to apprenticeships and other technical routes such as the new T levels.** We want to do more with data to make sure that young people are fully aware of both their academic and non-academic options, the various routes they can take to get there and their potential outcomes, to better inform their decision making. We also want to raise awareness of the role data can play to support decision making and encourage young people and schools to make more use of it through the adoption of the Gatsby Benchmarks. The Benchmarks recognise the importance of accessing and learning from career and labour market information for social mobility. The new Skills Advisory Panels will also help make regional outcomes data more available, and through our statutory guidance we will encourage Careers Leaders and careers professionals to interpret this information so that young people can easily understand it.

"I think labour market information is useful. I want to know where I have to move to, to get on the best course that's going to get me a well-paid job afterwards"

Secondary school pupil

"If I'm spending money and years going to university, I want to choose one to go to that will get me a really good qualification at the end of it, so I'm most likely to get a job"

Secondary school pupil

102. We will also consider how this information is best made available to people, including through the development of the National Careers Service online resources. Outcomes information also needs to be relevant for the region that a person lives in. We will encourage schools and colleges to publish more of their destinations information on their website, including information on those students who have progressed onto an apprenticeship. The CEC will continue to work locally to help schools and colleges make best use of the available data, coordinating and boosting understanding of different data sources and measures.

103. **We are establishing Skills Advisory Panels, in partnership with Mayoral Combined Authorities and LEPs, to produce rigorous analysis of current and future local skills needs.** We will encourage schools, colleges and others to use this information to help shape their careers provision and will encourage Careers Leaders to interpret the data for their students. The CEC will use their networks to share this analysis and to inform the activities they support locally.

A call to action

104. This strategy sets out how we will transform careers provision across the country, prioritising the people and places that need it most while raising the standard for everyone. This is an ambitious plan and one that we cannot achieve alone. To deliver real change, we need the education, business and careers communities to come together and work in partnership with Government. Only then can we tackle the injustice of people from lower income backgrounds and from disadvantaged regions missing out on the opportunities and experiences that their more affluent counterparts enjoy.

105. We want every person, no matter what their background is and no matter where they are from, to be able to build a rewarding career. Now we need to work together and capitalise on the network we are building, to provide careers guidance and encounters that are dynamic and link to the real employment opportunities available in future. In a fast-changing economy, it is essential that we make school and work more closely connected than ever before so young people from all backgrounds have the knowledge, skills and experience to succeed in work. As the labour market evolves, it is crucial that those already in work can access the advice and information on career changing and retraining that opens up other opportunities. Let's seize this chance to lead change and make the most of everyone's skills and talents.

Department
for Education

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