



Careers Education and Advice Debate on 6 September 2018

Summary

This Lords Library Briefing has been prepared in advance of the debate due to take place on 6 September 2018 in the House of Lords on the motion moved by Lord Aberdare (Crossbench), “that this House takes note of the case for high-quality careers education and advice to be available to all students”.

The provision of high-quality careers education and advice for students has been advocated as a means of promoting greater social mobility. The charity Education and Employers has argued factors such as socio-economic background and gender might limit someone’s expectations of the kinds of employment open to them. However, the Institute for Education has said that careers education has the potential to widen young people’s aspirations. Careers advice has also been promoted as a means of enabling the workforce to better adapt to changes to the jobs market and help people to ensure their skills training better matched the needs of the UK economy.

The quality and consistency of careers education and advice available for students has been questioned. Focusing on careers education and guidance in schools in England, parliamentary committees including the House of Lords Social Mobility Committee, the House of Commons Education Committee and the House of Commons Education, Skills and the Economy Sub-Committee have all argued that careers education and advice was inadequate and needed to be improved.

Various governments have attempted to improve standards in careers education and advice. Most recently, in 2017, the Conservative Government published *Careers Strategy: Making the Most of Everyone’s Skills and Talents* which included the adoption of the Gatsby benchmarks, established by the Gatsby Foundation for measuring the effectiveness of careers education and advice offered to students. The strategy included new funding for the development of ‘careers hubs’, intended to support schools and colleges to improve standards of careers education with the help of employers and universities. It also announced the establishment of named ‘careers leaders’ in schools and colleges, responsible for developing with senior managers and then implementing a careers strategy for that institution. The publication of this strategy has been welcomed by organisations including the Association of Colleges and the Career Development Institute. However, concerns have been raised by Unison and Schools NorthEast as to whether the funding made available would be sufficient and whether it would be sustained over the long term.

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1. Introduction

This Library Briefing provides an overview of the arguments for improving the quality of careers education and advice in schools, colleges and universities. It also outlines the existing duties regarding careers education in these various institutions. It then provides information on how governments since 2010 have sought to improve careers education and advice, as well as commentary on the effectiveness of these reforms.

Careers Education and Advice: Terminology

The careers support that schools, colleges and universities provide to students can take several different forms, and it has been recognised that there is some overlap between the various terms used to describe such provision.¹ The House of Commons Business, Innovation and Skills and Education Committees Education, Skills and the Economy Sub-Committee published the following definitions of careers advice and education:

- **Careers Education:** the delivery of learning about careers as part of the curriculum [...] often closely related to work-experience and other forms of work related learning”;
- **Careers Advice:** the “in-depth explanation” of information on courses, occupations and career paths and how to access them.²

There are other forms of careers intervention. For example, the Sub-Committee referred to ‘work-related learning’, which it defined as “the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work”.³ Technical colleges are required as part of the Government’s 2016 *Post-16 Skills Plan* to ensure that the vocational education students receive includes some element of work-related learning.⁴ Apprenticeships also involve work-related learning.⁵

2. Benefits of Careers Education and Advice

There is a broad consensus in the reports published by parliamentary committees, government agencies and think tanks as to the importance of

¹ House of Commons Business, Innovation and Skills and Education Committees Sub-Committee on Education, Skills and the Economy, [Careers Education, Information, Advice and Guidance](#), 5 July 2016, HC 205 of session 2016–17, p 5.

² *ibid.*

³ *ibid.*

⁴ Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, Cm 9280.

⁵ Further information on the Government’s *Post-16 Skills Plan* and its reforms to technical education is provided in the House of Commons Library briefing [T Levels: Reforms to Technical Education](#), 30 May 2018.

high quality careers education and advice for students.⁶ The following potential benefits have been identified.

Social Mobility

In 2016, the Social Mobility Commission reported that people from working-class origins were under represented in the professions, including law, medicine and journalism.⁷ It also stated that children from families with low incomes were one-third more likely to drop out of education at 16 than their better-off peers, limiting their future careers options.

Careers education has been identified as a means of improving social mobility by encouraging young people to embrace careers in areas of work they might not otherwise consider. The charity Education and Employers published a report entitled *Drawing the Future* (2018) which found that socio-economic background was a factor that might limit a young person's aspiration between ages 7 and 17.⁸ Further, it recorded that 36 percent of young people based their careers aspirations on people they knew, while 45 percent said that TV, film and radio were the biggest factors influencing their choice. The Institute for Education has also found socio-economic factors had a significant role in young people's decision-making about the future.⁹ Careers education, the Institute found, had the potential to widen the range of careers young people were aware of and expand the kinds of career they aspired to. The House of Lords Social Mobility Committee has also identified improving careers education as a means of achieving greater social mobility.¹⁰ It argued that young people who left education at 16 needed guidance during the transition into work to enable them to make decisions that would impact their future career options.¹¹ Similarly, in its 2017 careers strategy, the Government argued that improving careers

⁶ An overview of the literature on careers education is provided in Heather Rolfe, '[Inequality, Social Mobility and The New Economy: Introduction](#)', *National Institute Economic Review*, 10 May 2017, vol 240, no 1, pp R1–4.

⁷ Social Mobility Commission, [State of the Nation 2016: Social Mobility in Great Britain](#), November 2016, pp 5–6.

⁸ Education and Employers, [Drawing the Future](#), January 2018; Helen Amass, '[Teacher, Tailor, YouTuber, Spy](#)', *Times Educational Supplement*, 19 January 2018.

⁹ Institute of Education, [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](#), 2005, pp 4–5.

¹⁰ House of Lords Social Mobility Committee, [Overlooked and Left Behind: Improving the Transition from School to Work for the Majority of Young People](#), 8 April 2016, HL Paper 120 of session 2015–16. A summary of the report's finding and developments since the report's publication is provided in the House of Lords Library Briefing, [Work of the Ad Hoc Committees in 2015–16: House of Lords Social Mobility Committee](#), 20 April 2018.

¹¹ House of Lords Social Mobility Committee, [Overlooked and Left Behind: Improving the Transition from School to Work for the Majority of Young People](#), 8 April 2016, HL Paper 120 of session 2015–16, p 9.

education was especially important for students from working-class backgrounds.¹²

As well as socio-economic background, the House of Lords Social Mobility Committee identified several other factors that might limit people's perceptions of available careers, such as an individual's gender, ethnicity and whether they might have special educational needs.¹³ Education and Employers found that gender stereotyping was having an early effect on young people's career expectations: it found that 'sportsman', 'social media' and 'gaming' featured top of the list of potential careers chosen by boys, while 'teacher' was one of the top choices for girls.¹⁴ In 2011, the Equality and Human Rights Commission also identified a number of factors in addition to socio-economic background that might affect a young person's future career choices, including:

[the] fear of failure or discrimination among ethnic minority, disabled and [lesbian, gay, bisexual, and transgender] young people; cultural and family expectations on young people about appropriate routes, and disrupted education leading to poor careers guidance for asylum seekers and for [Gypsy, Roma and Travelling] young people.¹⁵

The Equality and Human Rights Commission argued good careers advice could prevent young people's options and aspirations from being limited at an early age.¹⁶

Anticipating Change

A further identified benefit of careers advice and education is helping young people to anticipate changes in the jobs market.¹⁷ Heather Rolfe, the Head of the Employment and Social Policy Team at the National Institute of Economic and Social Research, has described the following effects of recent technological developments on jobs:

Technology, globalisation and the creation of new business models based on digital platforms are creating new types of jobs, contracting arrangements and transactions. As Diane Coyle describes in her paper

¹² Department for Education, [Careers Strategy: Making the Most of Everyone's Skills And Talents](#), December 2017, p 4; Institute of Education, [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](#), 2005.

¹³ *ibid*, p 20.

¹⁴ Education and Employers, [Drawing the Future](#), January 2018.

¹⁵ Equality and Human Rights Commission, [All Things Being Equal? Equality and Diversity in Careers Education, Information, Advice and Guidance](#), 2011.

¹⁶ *ibid*, p ii.

¹⁷ A summary of recent changes to the jobs market is provided in the House of Lords Library Briefing [Globalisation, Technology and Demographic Change and the Future of Work](#), 6 October 2017.

on work in the digital economy, temporary and flexible contracts are proliferating, with an estimated 905,000 people on ‘zero hours’, 29 percent higher than in 2014. While remote working has been common in sectors such as IT for some time, the workplace itself has transformed for many and is in some cases virtual rather than physical. These changes offer opportunities for some, including those who are excluded from traditional work modes, and challenges for others. Platform models such as the on-line marketplace Etsy may facilitate access to the formal labour market for the economically inactive or long-term unemployed but offer little social protection. Regardless of the outcome of current legal disputes over the employment status of ‘employees’ or ‘service providers’ in the ‘gig’ economy, because of difficulties in enforcement, these new forms of work carry a strong potential to exacerbate inequalities in the labour market which are apparent in disparities by social class, ethnicity and gender.¹⁸

Dr Rolfe argued improving the quality of careers advice might mitigate this potential entrenchment of existing inequalities in the labour market.¹⁹

Increasing Productivity

Careers advice and education have also been identified as a means of ensuring the skills that students have gained during their education match the jobs they then enter. The Organisation for Economic Cooperation and Development (OECD) argued that UK productivity could be improved by tackling skills shortages and mismatches in the labour force.²⁰ It found that around 40 percent of British workers were either over-qualified or under-qualified for their job.²¹ The OECD made a number of recommendations, including the strengthening of careers guidance services. It also recommended that there “should be more interactions between employers and secondary schools”.²²

¹⁸ Heather Rolfe, [‘Inequality, Social Mobility and The New Economy: Introduction’](#), *National Institute Economic Review*, 10 May 2017, vol 240, issue 1, pp R1–4. The Diane Coyle paper referred can be found at, Diane Coyle, [‘Precarious and Productive Work in the Digital Economy’](#), *National Institute Economic Review*, 10 May 2017, vol 240, issue 1.

¹⁹ Heather Rolfe, [‘Inequality, Social Mobility and The New Economy: Introduction’](#), *National Institute Economic Review*, 10 May 2017, vol 240, issue 1, p R3.

²⁰ Organisation for Economic Cooperation and Development, [‘Getting Skills Right: United Kingdom’](#), 2017.

²¹ Organisation for Economic Cooperation and Development, [‘Boosting Skills Would Drive UK Growth and Productivity’](#), 19 November 2017.

²² *ibid.*

3. Provision of Careers Education and Advice

The following requirements exist that require schools, colleges and universities in England to provide careers education and advice:

- Local authority maintained schools in England have a statutory duty to secure access to independent and impartial careers guidance for pupils in years 8–13.²³

Many academies and free schools are subject to similar requirements as part of their funding agreements. Those academies and free schools which are not subject to this requirement are encouraged by the Government to follow the same statutory guidance on careers education and advice that applies to other schools.²⁴

- Under the Technical and Further Education Act 2017, the proprietors of schools and academies in England are required to allow the providers of technical education and apprenticeships access to pupils to inform them about these routes into employment.²⁵
- Further education and sixth form colleges in England are required to provide “guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities”.²⁶
- Higher education institutions do not have a statutory duty to provide careers education and advice. However, since 2016, the extent to which students are being prepared for employment is considered as part of the Teaching Excellence and Student Outcomes Framework—the system by which the quality of teaching at higher education institutions is measured.²⁷

²³ Education Act 2011, s 29; Department for Education, [Careers Guidance and Access for Education and Training Providers](#), January 2018, p 9.

²⁴ Department for Education, [Careers Guidance and Access for Education and Training Providers](#), January 2018, p 4. Further information on the requirements on schools concerning careers education and guidance is provided in the House of Commons Library Briefing, [Careers Guidance in Schools, Colleges and Universities \(England\)](#), 9 January 2018, pp 4–6.

²⁵ Technical and Further Education Act 2017, s2.

²⁶ Education Act 1997, s 45; Department for Education, [Careers Guidance: Guidance for Further Education Colleges and Sixth Form Colleges](#), February 2018, p 3.

²⁷ Department for Education, [Teaching Excellence and Student Outcomes Framework Specification](#), October 2017, p 23. Further information on careers guidance in higher education is provided in the House of Commons Library Briefing, [Careers Guidance in Schools, Colleges and Universities \(England\)](#), 9 January 2018, pp 20–1.

The provision of careers education is also considered when higher education institutions apply to be given degree awarding powers. The criteria used by the Office for Students includes “enabling student development and achievement”, which “includes specialist support services such as counselling, disability and careers advice”.²⁸

Education is devolved in Scotland, Wales and Northern Ireland, and separate requirements are in place for institutions in these parts of the UK.

4. Careers Education Reforms During 2010–15 Parliament

The way in which careers education and advice is provided in schools in England has undergone change over the last decade. Prior to 2012, local authorities had a duty to provide careers advice in local authority maintained schools. Careers advice was coordinated by the youth support service Connexions, a national body established in 2000 by the then Labour Government.²⁹ In 2008, Connexions ceased to be a national organisation and responsibility for the information, advice and guidance services for young people was transferred to local authorities.³⁰ Concerns were raised during this period about the consistency of careers education and advice. In 2010, Ofsted reported that there was a large degree of variation in the quality of career advice and the degree to which young people had access to careers education.³¹

In 2012, the Coalition Government removed the statutory duty on local authorities to provide careers education in schools.³² It replaced it with a new statutory duty, under the Education Act 2011, requiring schools to secure access to independent and impartial careers guidance.³³ This duty remains in force. The Coalition Government argued that this would create a simpler system for schools and provide a more efficient service by reducing

²⁸ Office for Students, [Securing Student Success: Regulatory Framework for Higher Education in England](#), February 2018, p 154.

²⁹ [Explanatory Notes to the Learning and Skills Act 2000](#).

³⁰ Office for Standards in Education, Children’s Services and Skills, [Moving Through The System—Information, Advice and Guidance](#), 2010, p 8. Some regional Connexions services still exist in this form.

³¹ Office for Standards in Education, Children’s Services and Skills, [Moving Through The System—Information, Advice and Guidance](#), 2010, p 4.

³² Education Act 2011 (Commencement No. 4 and Transitional and Savings Provisions) Order 2012; and Education (Amendment of the Curriculum Requirements for Fourth Key Stage) (England) Order 2012.

³³ Education Act 2011, s 29. A summary of the legislative changes made by the Coalition Government is provided in the House of Commons Business, Innovation and Skills and Education Committee’s Sub-Committee on Education, Skills and the Economy, [Careers Education, Information, Advice and Guidance](#), 5 July 2016, HC 205 of session 2016–17, p 4.

bureaucracy.³⁴ The Coalition Government also created a new national body, the National Careers Service, launched in April 2012. The role of the National Careers Service is to provide young people with information about learning and work.³⁵

Criticism of Careers Education Reforms

During the passage of the Education Bill through Parliament in 2011, concerns were raised by the Association of Colleges as to whether there would be a sufficient supply of independent careers advisers available to ensure schools could meet this new duty.³⁶ In November 2012, the trade association Careers England published a survey of professional careers advisors which found there had been dramatic reductions in the amount of professional careers guidance on offer in schools following the Coalition Government's reforms.³⁷ In January 2013, the House of Commons Education Committee similarly criticised these changes arguing that there had been a deterioration in the overall provision of careers guidance offered to young people.³⁸ Ofsted also published a report in the same year stating that only a fifth of the schools it had visited were providing the right level of careers advice and guidance to all its pupils.³⁹

Establishment of Careers and Enterprise Company

In December 2014, the then Education Secretary, Nicky Morgan, stated it was clear schools needed support to fulfil their duty to provide independent careers education and advice.⁴⁰ In response to this need, she announced the creation of the Careers and Enterprise Company.⁴¹ Its role would be to broker partnerships between schools, further education colleges and employers with the intention of providing careers advice. This would be supported by a network of 'enterprise coordinators', co-funded by the Careers and Enterprise Company and Local Enterprise Partnerships.⁴² The enterprise coordinators role would also entail facilitating volunteers from businesses to act as 'enterprise coordinators' in schools and colleges.⁴³

³⁴ Department for Education, [Overarching Impact Assessment for the Education Bill 2011](#), January 2011.

³⁵ UK Government Website, '[National Careers Service](#)', accessed 29 August 2018.

³⁶ Association of Colleges, *Briefing for MPs: The Education Bill*, January 2011, quoted in the House of Commons Library Briefing, [Education Bill](#), February 2011, p 29.

³⁷ BBC News, '[Most Schools "Have Reduced Careers Advice"](#)', 23 November 2012.

³⁸ House of Commons Education Committee, [Careers Guidance for Young People: The Impact of The New Duty on Schools](#), 23 January 2013, HC 632 of session 2012–13.

³⁹ Office for Standards in Education, Children's Services and Skills, [Going In The Right Direction: Careers Guidance in Schools from September 2012](#), September 2013, p 5.

⁴⁰ [HC Hansard, 10 December 2014, cols 891–3](#).

⁴¹ Department for Education, '[New Careers and Enterprise Company For Schools](#)', 10 December 2014.

⁴² Careers and Enterprise Company, '[Our Network](#)', accessed 4 September 2018.

⁴³ Careers and Enterprise Company, '[Enterprise Advisors](#)', accessed 28 August 2018.

5. Careers Education since 2015

In March 2015, the House of Commons Education Committee published a follow-up to its 2013 report, stating that the standard of careers education in schools had not shown signs of improvement. It argued that the Government had followed a mantra of “trusting schools” which was detrimental when the interests of schools and pupils were not aligned. It argued that schools needed to be incentivised to provide better careers advice.

Criticism of the quality of careers education in England continued during the 2015–17 parliament. In July 2016, the House of Commons Business, Innovation and Skills and Education Committees Education, Skills and the Economy Sub-Committee published a report on the standards of careers education in schools.⁴⁴ It concluded that, with a few notable exceptions, the consistency and quality of careers education in schools remained inadequate.⁴⁵ The Sub-Committee stated:

Careers education, information, advice and guidance in English schools is patchy and often inadequate. Too many young people are leaving education without the tools to help them consider their future options or how their skills and experiences fit with opportunities in the job market. This failure is exacerbating skills shortages and having a negative impact on the country’s productivity.⁴⁶

The Sub-Committee received evidence, including from the Gatsby Foundation, stating the Careers and Enterprise Company had made a positive start.⁴⁷ The Sub-Committee stated it was impressed by the progress it had made in building links between employers and schools.⁴⁸ However, it also said it wanted to see the Careers and Enterprise Company playing a greater role in supporting the provision of independent and impartial careers guidance.

Further to the specific issue of the consistency of careers education and advice provision, the Social Mobility Commission, in its 2017 *State of the*

⁴⁴ House of Commons Business, Innovation and Skills and Education Committees Sub-Committee on Education, Skills and the Economy, [Careers Education, Information, Advice and Guidance](#), 5 July 2016, HC 205 of session 2016–17.

⁴⁵ The Sub-Committee cited St Marylebone School, which it had visited as part of its inquiry, as an example of excellence in careers education (House of Commons Business, Innovation and Skills and Education Committees Sub-Committee on Education, Skills and the Economy, [Careers Education, Information, Advice and Guidance](#), 5 July 2016, HC 205 of session 2016–17, p 7).

⁴⁶ *ibid*, p 3.

⁴⁷ *ibid*, p 15. The Gatsby Foundation is a charitable foundation established by Lord Sainsbury of Turville (Labour).

⁴⁸ *ibid*, p 17.

Nation report, highlighted the following regional variations in the quality of careers support:

[The] North East region had (until recently) the worst youth employment of all English regions, and data suggests that careers support was also unusually poor, exacerbating the problem. Indeed, a small audit of 16 North East schools and colleges found that half failed to meet a single one of the eight Gatsby careers advice benchmarks—critical careers advice requirements based on international standards—putting the set considerably below the national average (79 percent of English schools meet one benchmark). Data from the Careers and Enterprise Company indicates that the North East is still equal bottom for careers support, along with the East Midlands and (surprisingly) London. Teach First has also found that pupils in the north of England are less likely to complete work experience placements than those in London and the South East. Of surveyed pupils in London, 49 percent said that they had completed two or more work experience placements between the ages of 11 and 18, compared with 37 percent in the north of England.⁴⁹

However, the Social Mobility Commission found that there had been improvements in the provision of careers support in the North East of England, which it argued was the result of efforts by the North East Local Enterprise Partnership, schools and businesses.⁵⁰

5.1 2017 Careers Strategy

The Minister for Apprenticeships and Skills, Anne Milton, has acknowledged careers advice in England was an area which needed improvement, and to this end in December 2017 the Government published its *Careers Strategy: Making the Most of Everyone's Skills And Talents*.⁵¹ The strategy stated that, from the start of 2018, Ofsted would be required to comment on standards of careers education as part of its inspections.⁵² It also stated that a series of benchmarks for the quality of careers education in schools and colleges would be established, based on benchmarks published by the Gatsby Foundation. These benchmarks would be:

- a stable careers programme

⁴⁹ Social Mobility Commission, [State of the Nation 2017: Social Mobility in Great Britain](#), November 2017, p 64.

⁵⁰ *ibid.*

⁵¹ [HC Hansard, 23 January 2018, cols 65–9WH](#); and Department for Education, [Careers Strategy: Making the Most of Everyone's Skills And Talents](#), December 2017. The publication of a new Careers Strategy had originally announced in 2015 but its publication was then delayed. Further information is provided in the House of Commons Library Briefing, [Careers Guidance in Schools, Colleges and Universities \(England\)](#), 9 January 2018.

⁵² Department for Education, [Careers Strategy: Making the Most of Everyone's Skills And Talents](#), December 2017, pp 9–10.

- learning from career and labour market information
- addressing the needs of each pupil
- linking curriculum learning to careers
- encounters with employers and employees
- experiences of workplaces
- encounters with further and higher education
- personal guidance.⁵³

The Gatsby benchmarks were subsequently included in the updated statutory guidance for schools and colleges published in January and February 2018.⁵⁴

The careers strategy also listed the following actions to be taken by September 2018:⁵⁵

- The Careers and Enterprise Company would launch a new investment fund of £5 million to support the most disadvantaged pupils.
- Schools and colleges would be expected to publish details of their careers programme.
- The establishment of named careers leaders in every school and college, who would be responsible for implementing a careers strategy for that institution, developed with senior managers.⁵⁶ Funding for training for these roles would be provided by the Government.⁵⁷ The specific role and job description for careers leaders would be developed by the Gatsby Foundation, the Careers and Enterprise Company and schools leaders.⁵⁸
- The establishment of 20 government funded careers hubs, coordinated by the Careers and Enterprise Company, intended to support schools and colleges to improve standards of careers education and meet the Gatsby benchmarks with the help of employers and universities. This model had previously been piloted by the North East Local Enterprise Partnership between 2015 and 2017.⁵⁹

⁵³ Department for Education, [Careers Strategy: Making the Most of Everyone's Skills And Talents](#), December 2017, p 19.

⁵⁴ Department for Education, [Careers Guidance and Access for Education and Training Providers](#), January 2018; and [Careers Guidance: Guidance for Further Education Colleges and Sixth Form Colleges](#), February 2018.

⁵⁵ Department for Education, [Careers Strategy: Making the Most of Everyone's Skills And Talents](#), December 2017, pp 9–10.

⁵⁶ *ibid*, p 23.

⁵⁷ *ibid*, p 24.

⁵⁸ *ibid*, p 23.

⁵⁹ *ibid*, p 21.

The strategy also set out several other targets to be met over the course of 2018 and 2019, including the trebling of the number of employers cooperating with the Careers and Enterprise Company to 150. Additionally, the Government stated that, because of the actions set out in its strategy, every young person between 7 and 13 would be offered seven encounters with employers.⁶⁰

The careers strategy also stated that guidance would be published during 2018/19 about the support universities provide to students from disadvantaged backgrounds.⁶¹ The Strategy describes what the guidance might require:

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.⁶²

The publication of the careers strategy was welcomed by organisations including the Association of Colleges and the Career Development Institute, who said measures included in the strategy would improve access to good quality and impartial careers advice and education.⁶³

However, the strategy has attracted criticism. UNISON argued it did not address skills gaps and accused the Government of not investing properly in careers advice services.⁶⁴ The Director of Schools North-East, Mike Parker, argued that, while the aims of the strategy were to be welcomed, there needed to be more clarity from the Government about how this would be funded over the long term. He argued:

The £4 million earmarked for training the careers leaders is very small, extending to just 500 schools. More clarity is needed on how other schools are expected to pay for this, given existing budget restraints. In addition, to ensure the long-term success of the strategy, [the] Government needs to be facilitating networks of careers leads, not just funding their training. The first tranche of leads will inevitably move on in time, so more consideration needs to be given to how we can

⁶⁰ Department for Education, [Careers Strategy: Making the Most of Everyone's Skills And Talents](#), December 2017, *ibid*, p 8.

⁶¹ *ibid*, p 9.

⁶² *ibid*, p 27.

⁶³ Stephen Exley, '[Government Launches New Careers Strategy](#)', *Times Educational Supplement*, 4 December 2017; and Career Development Institute, '[The CDI Response to the Government's New Careers Strategy](#)', 4 December 2017.

⁶⁴ UNISON, '[UNISON Responds to Government's Careers Strategy](#)', 4 December 2017.

support [continuing professional development] and the development of networks.⁶⁵

5.2 Implementation of 2017 Careers Strategy: Recent Developments

In July 2018, the Education Secretary, Damian Hinds, announced the names and locations of 20 careers hubs.⁶⁶ This announcement was welcomed by the Association of Colleges who said that improvements to the system by which careers advice was provided was overdue.⁶⁷ FEWeek has reported that the central fund for these hubs would be equivalent to £1000 per school or college.⁶⁸ The Careers and Enterprise Company told FEWeek that exact funding per school or college would vary, with funding also being available from other funding streams. Deirdre Hughes, the former chair of the National Careers Council in England, has criticised the decision, arguing that it was unclear whether the Careers and Enterprise Company would be able to deliver value for money and improve the quality and consistency of careers advice provision.⁶⁹

In August 2018, the Minister for Skills and Apprenticeships, Anne Milton, stated that there had been a steady rise in the number of schools meeting the eight Gatsby benchmarks.⁷⁰ Writing in FEWeek, she said that, of the 2,880 self-evaluation responses from schools and colleges in England, on average colleges were hitting two of the eight Gatsby benchmarks. She indicated that more detailed analysis of this data would be published in the autumn of 2018 by the Careers and Enterprise Company.

5.3 Careers and Enterprise Company: Recent Scrutiny

The Careers and Enterprise Company has been criticised in the press for not properly ensuring its funding went directly to support front-line services.⁷¹ The Government has indicated its continuing support for the Careers and Enterprise Company, with the Minister for Skills and

⁶⁵ Mike Parker, '[There's Much to Like in The New Careers Strategy, But Is It Lacking In Ambition and Funding?](#)', *Times Educational Supplement*, 12 December 2017.

⁶⁶ Careers and Enterprise Company, '[Twenty New Careers Hubs Launched](#)', 11 July 2018.

⁶⁷ Paul Offord, '[Names of Over 60 Colleges Involved in New Careers Hubs Revealed](#)', FEWeek, 11 July 2018.

⁶⁸ *ibid.*

⁶⁹ Deirdre Hughes, '[Personal Twitter Account](#)', 12 July 2017; Paul Offord, '[Names of Over 60 Colleges Involved In New Careers Hubs Revealed](#)', FEWeek, 11 July 2018. The National Careers Council was formerly a panel advising the Government on improving careers provision for young people and adults in England.

⁷⁰ Anne Milton, '[Ensuring Young People Have the "Best Possible" Careers Advice](#)', FEWeek, 7 August 2018.

⁷¹ Paul Offord, '[Careers and Enterprise Company Slammed for Multimillion-Pound Research Spending](#)', FEWeek, 16 May 2018; Julia Belgutay, '[£380 million Spent on Careers Advice Has Had "No Impact"](#)', *Times Educational Supplement*, 21 April 2017.

Apprenticeships, Anne Milton, stating in June 2018 that it had “made excellent progress to date”.⁷²

In May 2018, the House of Commons Education Committee held a one-off evidence session with the Chief Executive, Claudia Harris, and the chair of the Careers and Enterprise Company, Christine Hodgson.⁷³ During the evidence session, the Committee chair, Robert Halfon (Conservative MP for Harlow), put to the witnesses that too much money had been spent on research reports rather than going to front-line services.⁷⁴ The witnesses defended the Careers and Enterprise Company’s research, arguing work in areas such as into regional variation in careers advice and education had not been done elsewhere. Mr Halfon also put to the Careers and Enterprise Company that too many people were unaware of its work. He cited a survey commissioned by the Committee which found that 88 percent of respondents did not know enough about the company to say whether it was fulfilling its role effectively.⁷⁵ Ms Harris responded to say that, according to the same research, 9 percent of teachers had used the Careers and Enterprise Company which she argued was a reasonably high proportion. She did acknowledge, however, that the Careers and Enterprise Company’s ‘brand awareness’ could be improved.

⁷² House of Commons, [‘Written Question: Careers and Enterprise Company’](#), 28 June 2018, 156377.

⁷³ House of Commons Education Committee, [Oral Evidence: Accountability Hearing: Careers and Enterprise Company, HC 341](#), 16 May 2018.

⁷⁴ *ibid*, Q801–15.

⁷⁵ *ibid*, Q825–7.