



Briefing paper

House of Commons Education Select Committee Inquiry into careers education, information, advice and guidance (CEIAG)

Implications for career development (June 2023)

Introduction

This briefing paper analyses the House Of Commons Education Select Committee's report on careers education, information, advice and guidance (CEIAG), published in June 2023, and considers the implications of its recommendations for the career development system in England. The briefing will inform future communications and dialogue between the Career Development Institute (CDI), the Department for Education (DfE), the Careers Enterprise Company (CEC) and other stakeholders.

Since 2012 CEIAG for young people in England has been mainly delivered through schools and colleges. All secondary schools and colleges have a duty to provide career guidance to pupils from years 7 to 13 and for those aged up to 25 who have an education, health and care plan (EHCP) with provision included in Ofsted's school inspection handbook.

The Education Select Committee inquiry was launched in January 2022 to conduct a '*root and branch review of how well the current system for careers education, information, advice and guidance (CEIAG) in England is working*', with a particular focus on children and young people. It explored:

- whether current careers advice provides young people with sufficient guidance about career choices, employment, training, and further and higher education opportunities.
- how arrangements for CEIAG could better support disadvantaged or left-behind groups to access career opportunities that may otherwise not be available to them.
- proposals for CEIAG in the Government's Skills for Jobs White Paper, and whether there was adequate funding to support effective CEIAG.

The position of the CDI

The CDI welcomes the publication of the Education Select Committee's Report on CEIAG and in the main, supports its conclusions and recommendations. It is reassured that these demonstrate that the Committee has given consideration to points made in the CDI's written submission ([CDI submission](#)). Having raised the need for a coherent over-arching careers strategy that ensures co-ordinated provision, it is encouraged by the recommendation to the DfE to '*bring the existing delivery bodies under a strategic umbrella function, sharing a common strategic framework and coordinating local services*'. The CDI would also argue that the strategy should sit primarily in the DfE but with strong cross-departmental links and have at its centre an underlying structure for careers provision which is capable of guaranteeing access to career guidance for all.

Similarly, it is good that the Report raises the issue of funding (albeit provides few details), the need for more appropriate and accessible careers website content for young people under 18, and the need for support for those outside of mainstream education to access CEIAG.

The CDI agrees that good quality careers guidance bridges between what is offered during education and the social capital offered by family, friends and others. Also, that for

disadvantaged students specifically, high quality and impartial career guidance whilst in education can provide an invaluable insight into career paths which they otherwise may not see and help them to successfully fulfil their potential. Hence, of concern is that in the report benchmark 8 (personal guidance) is cited as one of two most commonly achieved, when the system of self-reporting means that we do not have a full picture of how this is being achieved.

It is known that not all schools have access to a qualified careers adviser for their students, either full time or shared across schools. Those in more deprived areas are less likely to have access to a 'specialist' careers adviser and the most common forms of guidance are led by in-school staff during lesson time rather than qualified careers staff¹. Although the term 'specialist' is not defined in the Report, this should refer to a person with a level 6 or level 7 qualification in career development, as recommended in the statutory guidance.

The CDI welcomes that the Report cites the lack of funding for schools and colleges to be able to provide one-to-one sessions with careers advisers as a particular problem. Moreover, submissions highlighted that *'this is a service that schools and colleges generally need to buy in from external providers and that the lack of specific funding often means that they are unable to offer this'*.

While the CDI welcomes the concept of piloting different funding models for careers advisers to better guarantee access for all young people, the recommendation that the DfE should *'pilot a programme of funding careers advisers directly through the CEC'* may be too specific and not recognise that there are other ways to ensure the funding. The CDI would welcome an active exploration of the options of funding careers advisers through the CEC, Careers Hubs, the NCS and/or Local Authorities to identify the method that most effectively and consistently supports high quality careers guidance for all young people.

This includes compliance with the statutory guidance that states schools should follow the CDI's recommendation of careers advisers being qualified to Level 6 or Level 7 in Careers Guidance and Development and provide opportunity for 'decent work'², including funding that allows careers advisers to be paid for their professional level services and take account of the fact that some private practitioners currently working in schools and colleges may already receive this level of payment or more.

In addition, any funding criteria should include a national entitlement to good quality careers guidance or at the very least align with the statutory guidelines: *'every student should have at least one [personal guidance career] interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme'*.

It is commendable that the Report recommends extending the provision to specific groups, many of whom have a particular need for high-quality CEIAG. Yet, it simultaneously notes concern at the lack of specialist careers advisers. It is therefore regrettable that the report

¹ Holt-White, E., Montacute, R. and Tibbs, L. (2022). Paving the way: Careers guidance in secondary schools. London: The Sutton Trust. Retrieved from <https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf>
CEC (2021) personal guidance fund evaluation - www.careersandenterprise.co.uk/media/ftbnck0i/1492_pgf-final-report.pdf

² Work is considered as decent when: it pays a fair income; it guarantees a secure form of employment and safe working conditions; it ensures equal opportunities and treatment for all; it includes social protection for the workers and their families; it offers prospects for personal development and encourages social integration; workers are free to express their concerns and to organise and participate in the decisions that affect their lives (International Labour Organisation).

makes no mention of the growing threat to the Careers Sector as it battles to attract and retain a strong professional workforce due to low levels of State investment³.

Alongside issues of low pay and feeling undervalued, the CDI recommend that avenues of funding for people to gain a level 6 or level 7 qualification in career development be explored to determine what additional funding for training careers advisers is needed to address workforce shortages. The CDI, as the awarding body for the Level 7 Qualification in Career Development (QCD) and one of the approved providers of the OCR level 6 Diploma in Career Guidance and Development), is ideally placed to assist the DfE in this.

The Report goes some way to acknowledging the value that high quality careers provision brings to individual young people. Having access from a young age to CEIAG including time with a qualified careers adviser, can support young people in achieving their career potential – bringing them fulfilment and enabling them to be a productive member of society. The cumulative effect of these millions of careers interactions each year can also help shape the nation's future workforce, helping address workforce skills shortages, productivity issues, social mobility and the transition to an AI/digital economy and net zero future.

As the UK's professional body for all aspects of career development, the CDI supports its 5,000 members to work to the highest standards. The CDI champions the sector so that governments, employers and the public recognise the value that quality CEIAG, built on the practice of high-quality professionals, adds to learning and to the effective functioning of the labour market, by supporting individuals through career transitions and equipping them with lifelong career development skills.

Education Select Committee CEIAG report recommendations to The Department for Education (DfE) – implications for the CDI and its members.

Systems of CEIAG

DfE should publish an updated Careers Strategy, developed in consultation with other Departments and relevant stakeholders, by the end of 2024. This should include clear, measurable outcomes and dates by which these should be achieved, including targets for increasing the number of schools achieving the Gatsby benchmarks in full. (para.15)

The CDI supports the publication of an updated Careers Strategy and, alongside other key career development organisations, would seek to inform its development. A strategy would provide an overarching purpose and direction that is currently lacking. While this report focuses on provision for young people, a careers strategy needs to cover CEIAG for all age groups but also the role career guidance can play in addressing wider economic and social challenges, such as current and anticipated skills shortages, social mobility, the UK's productivity challenge and more – '*getting the right advice at the right time, will be crucial to people using the lifelong loan entitlement to best effect*'⁴. Therefore, the strategy should be informed by a cross-government forum to ensure a clear and coherent system capable of guaranteeing access to career guidance for all and the maximum benefit from government investment.

High-quality CEIAG provision is an essential part of pupils' personal development and should be a core part of the Ofsted framework. The DfE must ensure that Ofsted is upholding a

³ Careers England (2022). *Workforce Recruitment and Retention in the Career Sector* <https://www.careersengland.org.uk/2022/12/13/workforce-recruitment-and-retention-in-the-career-sector/>

⁴ Baroness Twycross, 2nd reading of the Lifelong Learning (Higher Education Fee Limits) Bill

strong focus on CEIAG provision when inspecting schools, in particular looking at schools' achievement of the Gatsby benchmarks. (para.16)

The CDI supports careers provision being a key part of Ofsted's framework to provide independent oversight of the quality and consistency of provision. Career planning and career management skills are essential for young people to not just make informed next steps in education, training or employment, but enable them to play a productive and positive role in the economy and society, and achieve their potential. The CDI is well placed to ensure its members understand and are able to support schools in meeting Ofsted's CEIAG requirements.

DfE should update its statutory guidance to make reporting through the Compass tool compulsory for all secondary schools and colleges, and work with the Careers and Enterprise Company (CEC) to ensure that they are providing the support and resources needed to do this. (para.17)

The CDI agree that this would provide a more consistent form of measuring achievements across schools, although the system of self-reporting means that it would not provide a full picture of achievement and a danger is that it could result in a box-ticking exercise. It would be beneficial if this self-reporting were complemented with independent assessment through, for example, Ofsted inspections and funding for schools to undertake the Quality in Careers Standard.

Organisations delivering CEIAG.

DfE should set an objective for the CEC to ensure that 100% of schools and colleges are part of Careers Hubs by the end of 2024, and must provide the CEC with the appropriate resources and funding to achieve this. (para.29)

The introduction of Career Hubs has been shown to benefit the provision of CEIAG. The CDI supports their continuation and expansion, and actively supports the engagement of its members.

DfE should update its statutory guidance to suggest an appropriate proportion of time that Careers Leaders should be given to fulfil their role and should require schools and colleges to publish information on the time they have allocated to the role on their website. It should ensure that the CEC is collecting and publishing data from schools and colleges on the proportion of time that Careers Leaders have to fulfil their role and whether Careers Leaders feel this is sufficient. (para. 30)

Suggesting in the statutory guidelines an appropriate proportion of time that Career Leaders be given to fulfill their role should enable CEIAG to be given higher priority and support more effective provision. The CDI welcome this development and would argue that it should be included in a regular survey of broader CEIAG provision in schools and colleges, including whether schools are employing qualified careers advisers, the time allocated to conduct personal career guidance interviews (Gatsby Benchmark 8) and more. For example, the CDI, as cited in the Statutory Guidance, recommends that at least 45 minutes are allowed for every personal guidance interview, yet anecdotal feedback suggests many careers advisers are scheduled as little as 15 minutes for a guidance interview.

DfE should either work with DWP to ensure that the National Careers Service (NCS) website has content appropriate and accessible to young people under 18 or create an alternative to the NCS website which is accessible to and useful to young people. In the meantime, it should update the NCS website to provide links to suggested websites which are more appropriate for those aged under 18. (para. 38)

The CDI supports the development of a national careers website that has content appropriate and accessible to young people under 18. It would recommend that those responsible for its development involve young people in its design and look at the Careers Wales website as an example of good practice. This development should provide links to other career-related websites (e.g. UCAS, Apprenticeships) and the proposed national platform for work experience. Furthermore, it would require investment in marketing to ensure young people, and their parents/carers are aware of it and use it.

The CDI also recommends the development of core, government-verified information – such as the standard list of qualifications, pathways, apprenticeship placements, etc. – that is made available to third parties so they can develop a range of online services to address different needs of young people and adults. This ensures that such services offer the same, consistent, high-quality core information, while giving flexibility for organisations to meet specific needs.

DfE should follow the recommendation set by Professor Sir John Holman to bring the existing delivery bodies under a single strategic umbrella function, sharing a common strategic framework and coordinating local services. We ask the Minister to update us on his planned reforms in this area and provide us with a timeline for implementing them. We recommend that these should go further than simply bringing together websites: the DfE should take an in-depth look at the governance and functions of the different bodies to ensure that their work is fully aligned and that any areas of overlap are addressed, coordinating with other Government Departments such as the Department for Work and Pensions. (para. 44)

The CDI supports this recommendation and would argue that it offers opportunity to create an aligned all-age career guidance system that ensures that every person is covered by the delivery bodies, that weaknesses in the system (such as variability in personal career guidance in schools and colleges) are addressed and strengths are enhanced. One of the desired outcomes would be that the NCS is given a clear remit to work closely with employers and trade unions to ensure access to career guidance for working people. It should also consider how the promotion of the career delivery functions are aligned to make it easier for the general public to identify and understand the different services on offer and how to access them.

DfE should pilot a programme of funding careers advisers directly through the CEC, rather than requiring schools and colleges to buy in this support from their existing budgets. (para. 54)

The CDI, while not opposed to the pilot, does have reservations and would seek some form of guarantee that any funding arrangements would comply with the statutory guidance that states schools should be qualified to Level 6 or Level 7 in careers guidance and development. It would also wish to ensure that funding secures 'decent work' for careers professionals, with funding being sufficient to pay careers advisers at a rate recognising their professional services and take account of the fact that some private practitioners currently working in schools and colleges may already receive this level of payment or more.

In addition, funding criteria should include a national entitlement to good quality careers guidance or at the very least align with the statutory guidelines: 'every student should have at least one [personal guidance career] interview by the age of

16, and the opportunity for a further interview by the age of 18, by the end of their study programme’.

It is regrettable that the proposal falls short of addressing the shortage of careers advisers as the careers sector battles to maintain a strong professional workforce due to low levels of State investment. Therefore we would recommend that avenues of funding for people to gain a level 6 or level 7 qualification in career development be explored to determine what additional funding for training careers advisers is needed.

To target those most in need of improvement, we recommend that the DfE should make one-off developmental funding available to schools and colleges who have the lowest record of achieving the Gatsby benchmarks to support them to improve their CEIAG provision, setting out clear objectives and conditions of receiving this funding. (para.55)

With funding levels identified as a key barrier to better provision any financial investment in CEIAG provision is welcomed. However, rather than one-off funding, we would welcome targeted action to support schools with poor careers provision alongside additional ongoing funding to provide high quality careers services. One-off funding does not enable those schools to maintain a level of careers provision that future cohorts of pupils should receive. Also, while investing in those schools who have the lowest record of achieving Gatsby benchmarks has its merits, it disadvantages schools that have equally limited resources yet have invested in CEIAG. In terms of linking to clear objectives, the CDI would recommend the use of the Career Development Framework learning aims as measures of benefit impact to pupils.

DfE should include support for CEIAG provision in the package available to education investment areas and priority education investment areas and use this to develop pilots in these areas to explore what works best⁵. (para.56)

The CDI supports this recommendation and would argue that any government funded package or scheme to support the development and raising of aspirations of young people should include CEIAG and access to a qualified careers adviser. This helps ensure that individuals make well-informed decisions and increases the return on investment. We welcome pilots that evidence the impact that career development can have for individuals, the economy and society, so would seek for such pilots to include robust impact measurement.

CEIAG in primary schools

DfE Should evaluate the success of its careers programme for primary schools after its first year, and if it has been shown to have a positive impact, scale it up to cover all areas of England. In doing so the DfE should consider working with the full range of providers who have demonstrated their ability to provide effective programmes in this space. (para.66)

The CDI has long recognised that children form ideas about future careers at a young age⁶ and the value of existing research evidencing the benefits of career-related

⁵ The Government’s Levelling Up White paper identified 55 education investment areas (EIAs). The subsequent Schools White Paper identified 24 priority education investment areas (PEIAs). Both categories have access to support packages although currently these do not include support for CEIAG provision.

⁶ <https://marcr.net/marcr-for-career-professionals/career-theory/career-theories-and-theorists/theory-of-circumscription-and-compromise-linda-gottfredson/>

learning in primary schools⁷. Also, it recognises the importance of evaluating any careers programme, including those in primary schools. As a professional body, it supports its members who have demonstrated their considerable ability to provide or contribute to effective programmes in this space and the extension of careers work in primary to cover all areas of England.

DfE should work with the Gatsby Foundation to develop a tailored set of benchmarks for careers education in primary schools and provide guidance and resources through the CEC to support schools to meet them. (para. 67)

The adoption of the Gatsby Benchmarks has supported secondary schools and colleges to develop their careers programmes and the CDI supports the development of a tailored set for careers education in primary. To support this work we would encourage the DfE and the CEC to draw on the CDI's Career Development Framework handbook for primary schools referred to in the Report (para.64).

Embedding careers into the curriculum

DfE should launch a consultation on how best to incorporate careers education into different levels of teacher training, including for primary school teachers, looking at every level including initial teacher training and Early Career Frameworks, National Professional Qualifications and CPD. (para. 80)

The CDI recognises that effective practice in careers education requires the development of a range of new skills and roles for teachers⁸ and welcomes this consultation. Meanwhile it will continue to support the provision of high-quality careers education in schools and colleges.

There is a clear need to explore ways in which teachers can gain familiarity with the world of work in sectors relevant to the subjects they teach, in order to be able to pass this knowledge on to their pupils. We look forward to hearing more details of the DfE's upcoming pilot⁹ to connect teachers with businesses: the DfE should use this opportunity to provide more teachers with experience of modern workplaces across a range of sectors. (para. 81)

The CDI acknowledge the importance of understanding the modern workplace and shares the Committee's anticipation in hearing more about this pilot.

To be eligible for the Register of Career Development Professionals (held by the CDI on behalf of Government) careers advisers need to hold a career development and guidance qualification that includes evidence of their ability to gather, understand and interpret labour market information and use this with clients. In this way they are able to familiarise themselves with workplaces and employment practices across a range

⁷ *What works? Career-related learning in primary schools*, Education and Employers Task Force / CEC. https://www.educationandemployers.org/wp-content/uploads/2018/12/1145_what_works_primary_v7_digital-1.pdf
Our Future Derby: the impact of role models on primary-aged children.
<https://www.educationandemployers.org/research/career-related-learning-makes-an-impact-in-east-midlands-primary-schools/>

Scaling Up: Developing and extending career-related learning in primary schools.
<https://www.educationandemployers.org/research/scaling-up-developing-and-extending-career-related-learning-in-primary-schools/>

⁸ *Teachers and Careers The role of school teachers in delivering career and employability learning*
<https://repository.derby.ac.uk/download/819f2e8ae6c86faca231a2ff5acb3b1c36c56dece5bdebda8b2cd95ede628050/1353535/Teachers%20and%20Careers-final>

⁹ Para 76 – DfE will launch a pilot over the coming year with 1,000 teachers to engage them with business and work experience which will enable teachers to go back to school and be able to promote those work experience opportunities for their students.

of sectors and support young people from a position of experience. In the statutory guidance career advisers are cited as being expert at interpreting LMI and using this with students to enable them to make effective career decisions.

In DfE's work to develop model curricula, it must engage with CEIAG professionals and employer representatives to ensure that links to relevant career paths and examples from the world of work are incorporated. (para. 82)

As the UK-wide professional body for career development professionals, the CDI looks forward to working with the DfE to develop model curricula and helping to ensure that links to relevant career paths and examples from the world of work are incorporated.

Connecting employers with schools

DfE should consult on the administrative requirements for schools and employers to provide work experience and consider whether any requirements can be removed or lightened without compromising the safety and wellbeing of pupils. It must work with the Careers and Enterprise Company to ensure that these requirements are communicated clearly to schools and employers, along with clarity on what is not required. (para 100)

The CDI believes that increasing opportunities for all young people to access experiences of work, including but not limited to work experience placements, is essential to raising aspirations, increasing confidence and motivation for learning, and securing decent work. Much of the written and oral evidence presented to this inquiry emphasised the importance of links between schools/colleges and employers as this can help pupils to understand the relevance of the subjects they study to the world of work and exposes them to a wide range of opportunities. Hence, it supports this consultation and the requirement for clearer communication.

The goals set out in the Gatsby benchmark of experiences of the workplace provide a useful framework for schools to follow, but schools must ensure that opportunities are of high quality and tailored to pupils' individual needs and aspirations rather than following a 'tick-box' approach to organising placements. DfE should work with the CEC to develop a toolkit setting out what constitutes meaningful work experience to count towards the Gatsby benchmark objectives and ensure that this is shared with Careers Leaders in schools and colleges. (para. 101)

The CDI believes that work experience can help students to make decisions about particular careers; experiencing a workplace environment can help to break down stereotypes and perceptions of a particular industry and may also highlight to someone whether a particular career is for them.

The CDI acknowledges that much good work has been done by the CEC and others such as Education and Employers and the Sutton Trust to improve access to meaningful work experience and engage employers. Even so, while the CDI values the Report emphasising that opportunities are of high quality and tailored to pupils' individual needs and aspirations, the CDI recommends that the DfE looks at experiences of work more broadly than just work experience placements. This includes programmes for employer talks in schools, group visits to workplaces, job shadowing and more, and can provide an enhanced experience of multiple areas and aspects of work rather than just a single work experience placement.

It supports the development of an 'experiences of work' toolkit which should be shared with others as appropriate (e.g. careers advisers, SENCOs) and hopes that use of the toolkit will lead to fewer young people being left to arrange placements

themselves with little or no support, and help schools and colleges explore the range of options to gain experience of work that suits all pupils and settings and increases levels of employer engagement.

DfE should develop a national platform for work experience placements, which includes virtual opportunities, allowing schools and employers to collaborate over finding and organising placements. It should work with the CEC to ensure that Careers Hubs are promoting work experience opportunities and offering the right support to schools. (para.102)

In principle the CDI supports the recommendation for a national platform, although the Report makes no mention of the potentially significant investment its development and maintenance may require. Also, it is important that its development concurs with the development of a national website that has content appropriate and accessible to young people under 18 so as to provide a 'joined-up' approach.

The CDI also supports Career Hubs acting as the bridge between employers and schools/colleges. As well as individual employers, Careers Hubs should work with industry bodies, to facilitate links between national employer organisations who provide careers support and individual schools.

The CDI will continue to support its members who are engaged in promoting and facilitating work experience opportunities, providing support to schools and employers.

DfE should directly track compliance with the new provider access legislation and ensure that the appropriate action, as set out in the statutory guidance, is taken when schools are failing to comply. We recognise that Ofsted is not awarding "outstanding" grades to schools not complying with the Baker Clause — it must now ensure that this is being applied consistently across all schools to the new provider access legislation. (para. 114)

DfE should develop potential solutions to the problem of schools being incentivised to encourage pupils to follow academic routes. As a first step, it must ensure that Ofsted are giving appropriate weight to employment and vocational routes when looking at destinations data and pupils' preparedness for their next steps, and that schools are actively promoting apprenticeships as a positive destination alongside universities. (para.115)

To support schools and colleges in understanding and meeting Ofsted requirements, the CDI will continue to offer training and CPD opportunities that are open to members and non-members. Nevertheless, the CDI gives equal value to each of the eight Gatsby benchmarks and believes that Ofsted should provide a balanced and impartial assessment of CEIAG provision in schools and colleges.

The CDI upholds the need for impartial careers information, advice and guidance and requires its members to ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client. Where impartiality is not possible this must be declared to the client at the outset¹⁰.

¹⁰ CDI Code of Ethics https://www.thecdi.net/write/Documents/Code_of_Ethics_update_2018-web.pdf

Cultivating optimism and hope: improving CEIAG provision for specific groups of pupils

DfE must evaluate the impact of its pilot programmes targeting disadvantaged pupils and those from minority ethnic groups and set out a timeline for when it expects the programmes to be rolled out nationally, where they are proven to be effective. (para. 127)

The CDI supports the need for programmes to be evaluated and the use of this information to inform future development. It would argue that any government-funded programme to support the development and raising of aspirations of young people should include CEIAG and access to a qualified careers adviser. This helps ensure that individuals make well-informed decisions and increases the return on investment.

DfE should work with the CEC to collect and publish data on the proportion of SENCOs who have undertaken careers training, and set out the steps it intends to take to ensure that all SENCOs are fully trained and working with Careers Leaders with a school or college. (para. 135)

The CDI supports the careers training of SENCOs and collaborative working between all parties involved as appropriate, including the careers adviser. Conversely, it would stress that CEC training for Career Leaders does not qualify them to provide personal careers guidance (Gatsby benchmark 8). Likewise the CDI would not expect the training of SENCOs to qualify them to provide personal career guidance.

Four years ago, our predecessor Committee highlighted the gaps in access to Supported Internships for pupils with SEND without an EHCP. We welcome the DfE's pilot to extend the programme as announced in the Spring Budget and recommend that this should be rolled out to cover all areas of the country if the pilot is proved to be successful. (para. 136)

While the CDI supports the recommendation that access to Supported Internships be extended to pupils with SEND without an EHCP, its endorsement is conditional on provision to include CEIAG and access to a qualified careers adviser.

DfE should conduct research into the experience of CEIAG among young carers and the barriers they face. Following this, it should use its learning from its existing pilot programmes for disadvantaged groups to put in place targeted support for this group. (Para 144)

The CDI supports the recommendation that DfE conduct research to inform CEIAG programmes for young carers and would be willing to assist where possible.

DfE must scale up its programme of expanded Pupil Premium Plus funding to cover all areas of the country and ensure that, as a condition of receiving the funding, local authorities are providing young people with access to careers advice. (Para. 143)

DfE must develop a system of support for young people outside of mainstream education to access CEIAG, either through improvements to the NCS or through the CEC. This should be clearly advertised and proactively targeted to ensure that young people and their families are aware of and able to access the support. (para. 149)

DfE must deliver on its commitment to introduce a register of pupils not in school by the end of the year and should use this to gather more data on the characteristics of these pupils and how best to target support. The proposed duty on local authorities to provide support to home educating families, as set out in the draft Schools Bill, should be implemented alongside this and used to ensure that local authorities and/or Local Enterprise Partnerships can support CEIAG provision for home educated pupils. (para. 150)

Several written evidence submissions expressed concerns that the transfer of responsibility for CEIAG to schools and colleges had created a gap in provision for

young people outside of mainstream education, in particular home-educated pupils and those who are not in education, employment or training (NEET), who have no entitlement to career guidance.

The CDI is supportive of the recommendation that a condition for receiving pupil premium plus should be for local authorities to provide access to careers advice and would extend this to include access to a qualified careers adviser for personal career guidance.

Likewise, the CDI strongly welcomes the development of a careers system that would enable young people outside mainstream education to access CEIAG and would argue this should include an entitlement to access a qualified careers adviser in parity with those registered with a school or college.

The CDI believes that having a register of pupils not in school held by the DfE would be good and would help ensure CEIAG provision. However, provision should not rest entirely with local authorities and/or Local Enterprise Partnerships. Home-educated pupils, like all young people, deserve CEIAG of the highest quality and at least equal to provision for those registered with a school/college, including access to a qualified careers adviser.

Nonetheless, the Report fails to address concerns around the shortage of careers advisers as the careers sector battles to maintain a strong professional workforce due to low levels of State investment. A concern which any scaling up or extension of CEIAG provision - however justifiable - would exacerbate.

Alongside issues of low pay and feeling undervalued, we recommend that avenues of funding for people to gain a level 6 or level 7 qualification in career development be explored to determine what additional funding for training careers advisers is needed to address workforce shortages. The CDI, as the awarding body for the Level 7 Qualification in Career Development (QCD) and one of the approved providers of the OCR level 6 Diploma in Career Guidance and Development), is ideally placed to assist the DfE in this. Any plans to expand and enhance the workforce must also recognize the issue of low levels of pay for many careers advisers working in, or for, schools and colleges in England. To attract and retain qualified careers advisers, pay must reflect the level of training and responsibility required in the workforce.

As the UK's professional body for all aspects of career development, the CDI supports its members to work to the highest standards. The CDI also champions the sector so that governments, employers and the public recognise the value that quality CEIAG, built on the practice of qualified professionals, adds to learning and to the effective functioning of the labour market by supporting individuals through career transitions and equipping them with lifelong career development skills.