



**COVER NOTE TO THE ALL-PARTY PARLIAMENTARY GROUP**

**on Careers Information, Advice & Guidance for your inquiry into**

**“Do schools prepare young people for their future careers? “**

**13<sup>th</sup> June 2016    Introducing the QUALITY IN CAREERS CONSORTIUM to the APPG:**

- The Consortium is an unincorporated association that owns and governs the *Quality in Careers Standard* (QiCS), which provides national validation for England’s 12 dedicated Careers Education, Information, Advice and Guidance (CEIAG) Quality Awards.
- The Consortium was established in 2012. It comprises these founding organisations: Association of Colleges, Association of Employment & Learning Providers, Association of School & College Leaders, Career Development Institute, Careers England and the National Association of Head Teachers.
- Its governance is provided by a Consortium Board comprising nominees from the founding organisations plus an independent Chair, and invitees who can bring added expertise to the Board. The inaugural Chair was Dame Ruth Silver; she was succeeded by Dr Barrie Hopson.
- Invitees serving on the Board currently are: David Andrews and Paul Chubb (independent CEIAG consultants) and Rachel Lister from the Higher Education Liaison Officers Association. Paul Chubb also acts as the Organising Secretary for the Consortium and as Director for the Quality in Careers Standard on the Board’s behalf.
- **How did the Quality in Careers Standard come into existence?**
- By way of background the Consortium was established in response to the recommendations of the Careers Profession Task Force (CPTF).
- The Formal Report of the CPTF (October 2011) recommended the establishment of national validation for the CEIAG Quality Awards.
- The link here to [report](#) shows the consultation process, which led to the final recommendations and proposed the details of what the Standard would require of Quality Awarding Bodies - together with the procedures for the administration, assessment and awarding of the Standard.
- These recommendations were accepted by Dame Ruth Silver (on behalf of the **Careers Profession Task Force**) and the Consortium was duly formed.
  - The Consortium Board set about its work to approve the Guide to the Standard, the Self-Assessment booklet, and the full set of supporting materials setting out the national validation procedures (and the appeals process if required) - all of which are provided via the link - [here](#).
  - Annual reviews have taken place of these materials, and the current Guide is the December 2015 version taking full account of the latest context in which QiCS operates. The Consortium Board has also established the required small team of expert assessment report writers/national validation panel advisers.

- The history of CEIAG Quality Awards and QiCS has recently been summarised by David Andrews and Paul Chubb on behalf of the Consortium<sup>1</sup>
- The Consortium Board welcomes the invitation by the APPG to contribute to its inquiry. Our mission is to enhance CEIAG (sometimes simply referred to as careers **guidance**<sup>2</sup>) for all young people.
- **In our submission, we set out our considered view on the current arrangements, including recommendations for action.** We also include an appendix, for ease of reference, demonstrating how the Gatsby Foundation ‘benchmarks’ for good careers guidance and the national validation criteria for the Quality in Careers Standard can together ensure that every school provides CEIAG of the quality of the best for all of their students.
- Contact: Paul Chubb, QiCS Director: [pac@qualityincareers.org.uk](mailto:pac@qualityincareers.org.uk) (mobile: 07976 575536)

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**EVIDENCE TO THE APPG on careers information, advice and guidance**

**INQUIRY 2016: Do schools prepare young people for their future careers?**

Contact: Paul Chubb, QiCS Director: [pac@qualityincareers.org.uk](mailto:pac@qualityincareers.org.uk) (mobile: 07976 575536)

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Careers guidance has social, economic and personal benefits for individuals, and wider benefits for employers, learning providers and government through its impact on the economy. We continue to have concerns that the policy framework for young people established by the Education Act 2011 needs to be strengthened.

*This evidence addresses our concerns on what needs to be implemented to enhance both the quality and impartiality of current provision by schools.*

**1. Our Recommendations to the APPG:**

***Number 1: That the APPG endorses once more the three-pronged approach to quality we have consistently advocated and is now included as paragraph 67 in the DfE Statutory Guidance; but that Statutory Guidance should be strengthened. The Department should either “require” schools to achieve a CEIAG Quality Award nationally validated by the Quality in Careers Standard; or if Ministers are unwilling to require, they should “strongly recommend”.***

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<http://www.qualityincareers.org.uk/documents/Public/8.4.16%20first%20three%20revalidations%20AND%20history%20paper%20published.pdf>

<sup>2</sup>“Careers Guidance” covers a wide range of activities: some are referenced specifically and others are covered more broadly under the general term ‘career guidance’. Throughout our submission the Consortium Board is using the now accepted DfE and Ofsted definition of careers guidance – that it refers to careers education, information, advice and face to face guidance i.e. CEIAG in full.

**Number 2: That the APPG should encourage either DfE or Ofsted to publish the names of schools which have achieved a CEIAG Quality Award nationally validated by the Quality in Careers Standard.**

**Number 3: That DfE should be encouraged by the APPG to consider introducing a dedicated/hypothecated development fund to be directly available to schools to assist them to work towards and maintain accreditation through a CEIAG Quality Award nationally validated by the Quality in Careers Standard.**

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2. Effective careers education, information, advice and guidance (CEIAG) demands that high quality careers guidance is accessible to young people who seek/need it. The placing of the statutory duty upon schools to 'secure access to independent careers guidance' without providing dedicated funding to support this is a continuing concern, as is both the failure to make it explicit to schools what constitutes the 'test of sufficiency' in fulfilling the duty and the failure to delegate any additional specific funding to schools to implement their duty consistently.

3. That said there are contextual developments to welcome – and we will highlight these below. We also believe that the current Statutory Guidance from DfE to schools (although a vast improvement on earlier versions) needs to be strengthened further.

4. The foundation upon which effective CEIAG can be assured to all young people lies with England's dedicated CEIAG **Quality Awards**. These Awards provide schools with the robust means to be assured through expert external assessment that their overall CEIAG provision is of the quality of the best. 11 of the 12 existing CEIAG Quality Awards have been nationally validated by the **Quality in Careers Standard**<sup>3</sup> team. This means that all of these Awards are of equivalent standard and coverage. The 15 national validation criteria are set out in the Guide to the Standard (accessible [here](#)).

**5. Our monitoring data confirms (19.1.2016) that already over 1100 schools and colleges have now achieved accreditation against one of these nationally validated Awards or are working towards accreditation this year. We are updating this survey as at July 1<sup>st</sup> 2016.**

**6. In simple terms, 31% of England's publicly-funded schools already hold or are working towards one of these dedicated CEIAG Quality Awards.**

**7. The 12 Awards have a collective team of over 80 specialist CEIAG qualified assessors working across England. Every assessment of a school or college seeking accreditation by one of these Awards is carried out by one of these external assessors. Therefore the APPG can be assured that where a school or college achieves accreditation it is providing CEIAG of the quality of the best.**

**8. This surely needs to be the right of all young people.**

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<sup>3</sup> [www.qualityincareers.org.uk](http://www.qualityincareers.org.uk)

9. **Independent evidence from the Sutton Trust<sup>4</sup>** research (2014) demonstrates the impact of quality CEIAG (as defined by using that a school holds a CEIAG Quality Award compared against a school which does not):

*“At GCSE, good quality career guidance was associated with*

- *an improvement in GCSE performance*
- *a decrease in persistent unexplained absences.*

*At A-level, good quality career guidance was associated with*

- *a decrease in persistent unexplained absences*
- *an increase in A-level performance (in state schools and sixth form colleges)*
- *improved destinations, with a higher proportion of A-level students destined for top-third higher education institutions and a lower proportion of A-level students with NEET outcomes”*

6. **We commend to the APPG the three-pronged approach to quality assurance which is currently recommended to schools by the DfE in paragraph 67 (extract shown below) in its March 2015 revision to the Statutory Guidance<sup>5</sup>** (however we urge the APPG to recommend that it should be strengthened: see Our Recommendations “Number 1”):

*“In developing careers provision for pupils, there are currently three aspects of quality assurance that schools should take into consideration:*

- *The quality of the school careers programme. **The Government recommends that all schools should work towards a Quality Award for careers education, information, advice and guidance** as an effective means of carrying out a self-review and evaluation of the school's programme. **The national validation, the Quality in Careers Standard, will assist schools to determine an appropriate Quality Award to pursue.***
- *The quality of independent careers providers. The recognised national quality standard for information, advice and guidance (IAG) services is the matrix Standard. To achieve the Standard, organisations will need to demonstrate that they provide a high quality and impartial service. Schools can access an online register of organisations accredited to the matrix Standard.*
- *The quality of careers professionals working with the school. The Career Development Institute has developed a set of professional standards for careers advisers, a register of advisers holding postgraduate qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. The main qualifications for careers professionals are the Qualification in Career Guidance (QCG) (which replaced the earlier Diploma in Careers Guidance) and the Level 6 Diploma in Career Guidance and Development. Schools can view a register of careers professionals or search for a career development professional who can deliver a particular service or activity. “ DfE March 2015*

<sup>4</sup> Hooley, T., Matheson, J. & Watts, A.G. (2014). Advancing Ambitions: The role of career guidance in supporting social mobility. London: Sutton Trust.

<sup>5</sup> “Careers Guidance and Inspiration in Schools” MARCH 2015  
<https://www.gov.uk/government/publications/careers-guidance-advice-for-schools>

10. All young people should have the right if they choose to access face-to-face careers guidance – this is not guaranteed under the current arrangements for careers guidance for young people.

11. For the avoidance of doubt, **we assure the APPG that we know that many schools are seeking to do the best they can for their young people**, but the arrangements remain lacking in checks and balances. Without proper safeguards, the real danger remains that some schools (even one is too many) will continue to be tempted to limit the type of careers advice and guidance on offer to what meets its own institutional needs rather than placing the young person at the centre of that decision and offering them access to an impartial and independent specialist careers adviser.

12. For many years, some schools have sought to protect their own sixth forms, not making appropriate arrangements to enable the FE and WBL options to be given open access to some 14-16 year old students. Some schools have also promoted the academic routes to higher education that they are familiar with and understand, rather than introducing the work-based options and opening up advice and guidance which truly focuses without prejudice upon the needs and best interests of their students – this has a negative impact upon both freedom of informed choice by the students and adds to the difficulty employers face in recruiting apprentices.

**13. We have gathered evidence of good quality provision by schools and colleges. This is accessible via our website in the form of case studies.<sup>6</sup> We commend these case studies to the APPG. They demonstrate what can be done, and done well. Ministers need to put arrangements in place to ensure that EVERY school fulfils their duties well – then every young person will be assured of the help they need and deserve; and the economy will benefit too.**

14. In the future, the cost of “*getting this wrong*” will potentially have a greater impact than today on young learners. Raising the age of statutory participation (RPA) in learning has made it more important - choices about not only what to study, but how and where, need to be informed by unbiased access to information, advice and guidance (of which, access to professional careers guidance which is challenging as well as empowering is the most critical). Ill-informed choices can have damaging consequences: it remains evident that many young people and their parents assume (wrongly) that RPA means staying on at school or college, not realising that they are also able to undertake work-based learning if that would better suit their aspirations and abilities.

15. Real dangers exist of learners dropping out early from post-16 options if encouraged to stay on in school on inappropriate academic courses rather than being given the option to follow what might well be a more relevant and (for them) rewarding vocational route such as an apprenticeship.

16. Too often young people and their parents do not fully understand the various routes/options/ range of providers open to them, so they are not empowered to make the choices that would be in their own best interests as well as for the economy as a whole.

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<sup>6</sup> <http://www.qualityincareers.org.uk/careersguidance.php?page=casestudies>

17. Decisions need to be informed by the labour market. Employers have a key role to play in informing and inspiring young people as part of a balanced programme of CEIAG in a school. They can help to ensure that local labour market information is always relevant and up to date<sup>7</sup>. Their contributions must be effectively integrated within a quality assured overall CEIAG programme.

18. **What is the 'test of sufficiency' in fulfilling the Statutory Duty of schools?** We commend to the APPG our seven tests for sufficiency<sup>8</sup>. We urge that these **should be made explicit in DfE's Statutory Guidance to schools**. Every school needs to address, and every CEIAG Quality Award must assess, these seven areas:

- i. providing effective leadership, management and promotion of career-related learning and careers guidance provision
- ii. ensuring appropriate initial staff training and continuing professional development (CPD) to secure the competency required of all staff
- iii. providing a careers education and work-related learning curriculum
- iv. securing independent and impartial careers advice and guidance
- v. working with employers and other external partners (e.g. employer engagement) and agencies
- vi. involving and supporting families and carers
- vii. monitoring, evaluating, & measuring the impact of provision (including evidence of learning outcomes and progression)

19. **To gain a quick understanding of what it is like across the country today, we commend to the APPG evidence from a recent (2015) survey of Career Education & Guidance in Schools & Links with Employers<sup>9</sup>.**

- 319 schools responded (= circa 10% of England's schools).
- We show in Appendix 1 the findings of the survey, and have indicated how each section relates to the Quality in Careers Standard's national validation criteria.

20. **Headline ('curate's egg') outcomes from this survey are:**

- 56% of the 319 schools report a member of the SLT (senior leadership team) leads on CEG
- 37% reported having a Link Governor for CEG & school-business links
- up to 33% of the 319 have dropped this crucial underpinning Careers Education from their school curriculum
- more than 33% have no Careers Education in early years of secondary education
- 32% of the 319 schools employ their own Careers Adviser
- 57 % secure an external CG service
- 66% of the 319 schools say CG provided by a 'qualified' Careers Adviser
- but only 57% of the 319 confirmed the Careers Adviser was QCF L6
- 35% of the 319 schools declined to respond on how effective they felt employer engagement links were
- 26% rated them as 7/10 or 8/10

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<sup>7</sup> Learndirect report 'Work ready? Get fit for the job', published May 2012

<sup>8</sup> We elaborate upon these in our Guide to the Quality in Careers Standard; they form the first 7 national validation criteria.

<http://www.qualityincareers.org.uk/documents/Public/The%20Guide%20to%20The%20QiCS%20December%20revision%202015.pdf>

7. This survey was carried out by two of the member organisations of the Quality in Careers Consortium: The Career Development Institute (CDI) with Careers England May 2015 [http://www.thecdi.net/write/BP340-Schools\\_Survey-FINAL.pdf](http://www.thecdi.net/write/BP340-Schools_Survey-FINAL.pdf)

- 14% rated them as 5/10 or below.

21. **We welcome the latest OFSTED COMMON INSPECTION FRAMEWORK (revised in September 2015<sup>10</sup>).** 3 of the key themes which inspection teams consider relate directly to CEIAG:

- ❖ **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**
  - *the extent to which leaders, managers and governors successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment*
- ❖ **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**
  - *the extent to which the provision is successfully promoting and supporting children's and other learners' choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance*
- ❖ **OUTCOMES FOR CHILDREN AND OTHER LEARNERS**
  - *the extent to which children and learners attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs*

22. **We also commend to the APPG the recent (2014) international work by the Gatsby Foundation on "Good Career Guidance"<sup>11</sup>:** These welcome benchmarks describe the components (benchmarks 2-7) of a stable careers programme (benchmark 1). Without robust measures against which to be assessed, however, the benchmarks are not sufficient to secure high quality in every school.

23. Therefore, we set out as appendix 2 how the benchmarks can be assessed by the first 7 national validation criteria we require CEIAG Quality Awards to meet.

- i. The national validation criteria (1.1-1.7) for the QUALITY IN CAREERS STANDARD define the organisational, professional and curriculum development and accountability processes that underpin quality and thus must be measured and assessed by CEIAG Quality Award providers
- ii. **Hence we affirm that only with external assessment of the quality of CEIAG by a nationally validated CEIAG quality award can a school be confident that it provides the quality of the best for all of its students.**
- iii. And we urge DfE to incorporate the benchmarks as cross referenced to the Quality in Careers Standard's national validation criteria into its Statutory Guidance.

24. We conclude that – **in addition to the paucity of funding available within school budgets to fulfil this new duty** – the current Statutory Guidance needs to be strengthened and there needs to be stronger emphasis by DfE and Ofsted on making public information about the quality of each school's overall CEIAG provision.

25. **Our Recommendations to the APPG:**

- ❖ **Number 1: That the APPG endorses once more the three-pronged approach to quality we have consistently advocated and is now included as paragraph 67 in**

<sup>10</sup> <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>.

<sup>11</sup> (The Gatsby Charitable Foundation, 2014) <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

the DfE Statutory Guidance; but that Statutory Guidance should be strengthened. The Department should either “require” schools to achieve a CEIAG Quality Award nationally validated by the Quality in Careers Standard; or if Ministers are unwilling to require, they should “strongly recommend”.

- ❖ Number 2: That the APPG should encourage either DfE or Ofsted to publish the names of schools which have achieved a CEIAG Quality Award nationally validated by the Quality in Careers Standard.
  
- ❖ Number 3: That DfE should be encouraged by the APPG to consider introducing a dedicated/hypothecated development fund to be directly available to schools to assist them to work towards and maintain accreditation through a CEIAG Quality Award nationally validated by the Quality in Careers Standard (such a dedicated fund was available to support schools in the mid-1990s, so there is a precedent, and it was highly effective<sup>12</sup> both in leading to the development of the CEIAG Quality Awards themselves and in enabling schools to work towards accreditation. Regrettably that funding was curtailed at the end of the 1990s).

(2577 words) Quality in Careers Consortium, June 2016

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#### APPENDIX 1: Summary of the outcomes of the CDI/Careers England (May 2015) survey of Career Education & Guidance in Schools & Links with Employers:

319 schools responded (= circa 10% of England’s schools)

- i. In respect of LEADERSHIP & MANAGEMENT OF CEG & Employer Links (relevant to QiCS national validation criterion 1.1). The survey found that:
  - 56% of the 319 report a member of the SLT (senior leadership team) leads on CEG
  - only 35% had an SLT member responsible for school-business links
  - 45% had a designated middle manager with day to day responsibility for CEG
  - only 35% had a designated middle manager with day to day responsibility for school-business links
  - 37% reported having a Link Governor for CEG & school-business links
  
- ii. In respect of CAREERS EDUCATION (relevant to QiCS national validation criterion 1.3): The survey found that:
  - up to 33% of the 319 have dropped this crucial underpinning Careers Education from their school curriculum
  - more than 33% have no Careers Education in early years of secondary education
  - but, where responding schools had 6th forms, 50% confirmed they do provide on-going Careers Education in years 12 & 13

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<sup>12</sup> Ministers have frequently protested that *‘there was never a Golden Age of careers guidance’*. **They are wrong.** The Careers Service of the period 1994-1998 was the time when England had its best ever provision. This included a well-funded statutory universal careers service for all young people, contracted out by central government to a range of contractors through competitive tendering, quality assured against a robust national specification and included in the contract fee was a dedicated fund to support the enhancement of careers education and guidance in schools.

- iii. In respect of CAREERS GUIDANCE (relevant to QiCS national validation criterion 1.4): The survey found that:
  - 32% of the 319 schools employ their own Careers Adviser
  - 57 % secure an external CG service {from either: a CG company =25%, or an LA traded service =16%, or from a sole trading independent CA =16%}
  
- iv. In respect of professional competence of the CA providers (employed or externally sourced) {relevant to QiCS national validation criterion 1.4}: The survey found that:
  - 66% of the 319 schools say CG provided by a ‘qualified’ Careers Adviser
  - but only 57% of the 319 confirmed the Careers Adviser was QCF L6
  - and only 34% of the 319 reported the Careers Adviser was on the CDI register
  
- v. In respect of EMPLOYER engagement in CEG, good examples of links were reported (relevant to QiCS national validation criterion 1.5): The survey found that:
  - 17% reported using the support of the local/regional EBP to broker links
  - 32% reported using Inspiring The Future or other such support
  - 40% of the 319 said they organised their employer links themselves
  - 35% gave a Nil response
  - 35% of the 319 schools declined to respond on how effective they felt employer engagement links were
  - 26% rated them as 7/10 or 8/10
  - 14% rated them as 5/10 or below.

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## APPENDIX 2: The Gatsby Foundation ‘benchmarks’ and the Quality in Careers Standard

### Mapping the first 7 NVCs of the Quality in Careers Standard to the 8 ‘Gatsby Benchmarks’:

| ‘Gatsby Benchmark’              | Benchmark description   | Relevant national validation criteria for the Quality in Careers Standard (& therefore required to be <u>assessed</u> by CEIAG Quality Awards)   |
|---------------------------------|---|--|
| 1<br>A stable careers programme | <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p> <p>This Benchmark subsumes the other seven Benchmarks which define the components of the careers</p> | <ul style="list-style-type: none"> <li>• 1.1 Provide effective, leadership, management and promotion of CEIAG</li> <li>• 1.2 Ensure appropriate initial staff training and CPD to secure competence</li> <li>• 1.7 Monitoring, reviewing, evaluating and continuously</li> </ul> |

|  | programme.   | improving provision   |
|--|--|---|
| 2<br>Learning from careers and labour market information | Every pupil, 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                             | <ul style="list-style-type: none"> <li>• 1.3 Providing a planned and progressive programme of careers education and work-related learning in the curriculum together with careers information and careers advice and guidance</li> <li>• 1.6 Involving and supporting families and carers</li> </ul>  |
| 3<br>Addressing the needs of each pupil                  | Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.                  | <ul style="list-style-type: none"> <li>• The delivery of the <u>core principles and themes</u> of equality and diversity, participation and progression, raising aspirations, promoting social mobility and linking with work-related learning (from the core criteria)</li> <li>• 1.4 Securing independent and impartial careers advice and guidance for young people</li> </ul> |
| 4<br>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.  | <ul style="list-style-type: none"> <li>• 1.3 Providing a planned and progressive programme of careers education and work-related learning in the curriculum, together with careers information and careers advice and guidance</li> </ul>   |
| 5<br>Encounters with employers and employees             | Every pupil 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. | <ul style="list-style-type: none"> <li>• 1.3 Providing a planned and progressive programme of careers education and work-related learning in the curriculum, together with careers information and careers advice and guidance</li> </ul>   |

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|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>• 1.5 Working with employers and other external partners and agencies to enhance and extend CEIAG provision</li> </ul>  |
| 6<br>Experiences of workplaces                    | Every pupil 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.  | <ul style="list-style-type: none"> <li>• 1.3 Providing a planned and progressive programme of careers education and work-related learning in the curriculum, together with careers information and careers advice and guidance</li> <li>• 1.5 Working with employers and other external partners and agencies to enhance and extend CEIAG provision</li> </ul> |
| 7<br>Encounters with further and higher education | All pupils 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.   | <ul style="list-style-type: none"> <li>• 1.3 Providing a planned and progressive programme of careers education and work-related learning in the curriculum, together with careers information and careers advice and guidance</li> <li>• 1.7 Monitoring, reviewing, evaluating and continuously improving provision</li> </ul>                                |
| 8<br>Personal guidance                            | Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs. | <ul style="list-style-type: none"> <li>• 1.4 Securing independent and impartial careers advice and guidance for young people</li> </ul>  |

