

A look into the future for career education and guidance in schools in England, while learning from the past

David Andrews

NICEC Fellow (1992-2025), UK

For correspondence:

David Andrews: davidandrews_ceg@hotmail.com

To cite this article:

Andrews, D. (2025). A look into the future for career education and guidance in schools in England, while learning from the past. *Journal of the National Institute for Career Education and Counselling*, 55(1), 226-237.
<https://doi.org/10.20856/jnicec.5516>

Abstract

Following a ten-year review the Gatsby Benchmarks have been revised and updated. The review report emphasises the need for an infrastructure of policy, training, support and resources to provide the conditions for successful implementation. The current position is reviewed, positive elements are acknowledged and, reflecting on past experiences, recommendations are made for improving the infrastructure to facilitate the development of good career education and guidance practice in schools in England.

Key words: career guidance, schools, England, Gatsby Benchmarks, policy, training

Introduction

Since September 2018 schools in England have been expected to use the Gatsby Benchmarks as a framework to review and plan their careers programmes (Department for Education, 2017). The Benchmarks cover the provision of careers information, careers education and individual career guidance, as well as experiences of work and encounters with employers and providers of future study (The Gatsby Charitable Foundation, 2014). They set out clearly what schools should put in place.

The original framework emphasised the importance of stability and the need to avoid continuous tweaks and amendments. However, as the years passed the context for career guidance changed and practice in schools adopting the Benchmarks evolved, and so early in 2023 the Gatsby Foundation announced a major review. The review involved extensive consultation with schools, young people and sector experts, analysis of data on progress against the Benchmarks, literature reviews and the collection of case studies. In late 2024, ten years after the Benchmarks were first launched, the Gatsby Foundation published its report of the review. It identified widespread support for the Benchmarks but at the same time included several updates and revisions to the framework (The Gatsby Charitable Foundation, 2024).

The report urges schools to adopt the revised Benchmarks but also states that there must be a supportive system of policy, infrastructure and resources to create the right conditions for their successful implementation. In this article I reflect on my own 50-year career in careers to examine what we have in place at present, identify what is still needed and draw on the lessons from the past to make suggestions for what should be done to ensure that young people in schools receive the careers support they need.

My career and key developments in career education and guidance

The following overview of my career in career education and guidance (CEG) sets the context for the various developments and initiatives I will describe and draw upon¹.

My interest in careers work was first sparked on my Postgraduate Certificate of Education (PGCE) course at the University of York in 1975. I trained as a secondary school biology teacher, but we had to take a subsidiary subject as well and I chose vocational guidance. I taught for 10 years at an 11-18 school in St Ives, Cambridgeshire, and for the latter five years (1981-86) I was head of careers. When I took on responsibility for careers I embarked on a two-year, part-time course for careers teachers at Hatfield Polytechnic, which led to a Postgraduate Diploma in Careers Education and Guidance. I learned so much from not only the tutors but also my fellow course members. I immediately saw the value of training for the role, but such courses were not available in every part of the country and participation was dependent on the school releasing the careers teacher from teaching to attend and the local education authority (LEA), school or individual paying the course fee.

For the year 1986-87 I was seconded from my school into Cambridgeshire Careers Service as an advisory teacher for CEG. One of the projects I worked on was to develop, in partnership with the Cambridge Institute of Education and Homerton College, a Certificate course for careers teachers across the county. Having experienced the benefits of training myself I was pleased to be part of a project which would make a similar opportunity accessible initially to any careers teacher in Cambridgeshire and in subsequent years, as a Regional Certificate, to all careers teachers throughout the East of England. At the time similar developments were happening in other regions, although not in every part of the country.

In 1987, instead of returning to my school, I moved on to the position of County Adviser for Careers Guidance and PSE in Hertfordshire LEA. This new post was part-funded by TVEI

¹ Anyone interested in a fuller account of my career can find details on LinkedIn at <https://www.linkedin.com/feed/update/urn:li:activity:7325099896238202880>

money. The Technical and Vocational Education Initiative (TVEI) was the most impactful development on CEG practice in schools that I have personally witnessed. It was a national programme of curriculum development, led by the Employment Department and rolled out through LEAs, to make the 14-19 curriculum more relevant to an increasingly technological world of work. As well as introducing new vocational courses and qualifications, schools and colleges were required to develop their careers and PSE programmes, introduce more time for guidance and counselling and organise work experience for all students. The schools and colleges worked together on curriculum planning and development in local consortia and were allocated quite generous levels of funding. Careers advisers joined each of the consortium groups and brought insights from their work with young people and their contact with employers and providers of further and higher education.

I worked in the advisory and inspection service for 11 years but towards the end of this time the job had changed. I joined as an adviser and I was becoming an inspector. I decided that the only way I could continue to do the things I enjoyed, like leading training and offering curriculum and leadership advice, was to move into freelance work. I left my job with Hertfordshire LEA at the end of 1998 and have been a self-employed consultant specialising in CEG ever since. Throughout the past 25 years my core work has comprised leading courses of professional development, providing curriculum support, undertaking research and evaluations and offering policy advice.

In addition to being a NICEC Fellow I have held other roles from time to time. For example, from 1999 to 2004 I worked for a day a week in the then Department for Education and Skills (DfES) as the adviser for careers education. In 1998, ten years after the introduction in England of the national curriculum, careers education had at last been designated part of the statutory curriculum, albeit only in years 9 to 11. During my time in the Department, we produced a National Framework for CEG 11-19, which set out recommended learning outcomes for careers education for key stages 3 and 4, and the post-16 phase (DfES, 2003). At the same time the statutory duty on schools to provide careers education in the curriculum was extended to include years 7 and 8. To this day I have yet to hear a convincing rationale for why the Coalition Government removed careers education from the statutory curriculum in 2012.

I had planned to retire in 2018 but at the end of 2017 something happened to delay that for seven years. The Department for Education (DfE) published a careers strategy which included, among other things, plans to introduce a national, centrally funded programme of careers leader training (Department for Education, 2017). Having advocated for this for my entire career, I could not walk away. For almost 20 years I had led the professional studies certificate courses in CEG at the University of Cambridge Faculty of Education and witnessed the impact of training on both the individual and their work in school. For the past seven years I have been supporting The Careers & Enterprise Company (CEC) with managing and quality assuring the programme. After TVEI, the careers leader training programme is the second most impactful development I have seen.

Towards the end of my consultancy to the CEC I provided some assistance to the Education Development Team as they developed the Careers Impact System. Throughout my career I had been interested in approaches to quality assuring CEG programmes and had watched the 25 local quality awards evolve into the single, national Quality in Careers Standard. Schools now have both a tool for reviewing and evaluating the impact of their CEG

provision, using the Careers Impact System either internally or in a peer-to-peer review, and the further option to seek accreditation if they wish by submitting to an external assessment for the Quality in Careers Standard.

In the next section I will look at what schools need in order to provide high quality CEG for their students, review what is currently in place and reflect on developments over the past 50 years to see what can be reconfigured to plug any gaps.

Frameworks and system-wide support

Benchmarks and learning outcomes

The DfE's careers strategy (Department for Education, 2017) states clearly that every school needs a careers leader who has the energy and commitment, and the backing from the senior leadership team, to deliver the careers programme. In turn, the careers leader needs to know what to put in place to build an effective programme and that is the purpose of the Gatsby Benchmarks. But knowing what to provide is not enough: the careers leader, just like the leader of any other part of the school's curriculum, needs to have a clear idea of what the programme is aiming to achieve for the students. One of the most important additions to the Benchmarks following the ten-year revisions is the explicit reference to making sure that the careers programme is underpinned by learning outcomes.

In the 1970s and 1980s the planning for CEG started with aims and objectives, based on the DOTS-model (Law & Watts, 1977), and schools then thought about what to put in place to deliver those. Law and Watts' book has proved to be a seminal work in the field of CEG in schools, influencing policy and practice in many countries. It was based on one of the first projects undertaken by NICEC after the organisation was established in 1975. Bill Law, Founding Senior Fellow, and Tony Watts, Founding Director, analysed the emerging careers programmes in a sample of schools across England and soon identified a common pattern of content which comprised four elements: self-awareness; opportunity awareness; decision learning; transition learning - soon to become known as 'the DOTS model'. This framework was then offered to all schools as a tool for reviewing and planning programmes. To this day the same four broad aims underpin many of the frameworks of learning outcomes for CEG that have been developed across the world.

In the last 10 years, and especially since the Gatsby Benchmarks were first introduced, schools have often gone about planning their careers programmes the other way round, starting not with aims but with content and using the Benchmarks to decide what to put in place before then later thinking about what the aims, objectives and learning outcomes should be for the programme of activities. However, as a result of several factors, including the impact of careers leader training and other professional development, careers leaders are now using the Benchmarks and frameworks of learning outcomes at the same time. The revisions to the Benchmarks will help to support this approach and schools also now have access to a framework of recommended learning outcomes, the CDI's Career Development Framework (Career Development Institute, 2021), which can be viewed as a modern-day DOTS framework.

Used together, the improved Benchmarks and the CDI's Framework provide the guidance careers leaders need to design and implement good quality career programmes fit for

contemporary times. As Gatsby's review report makes clear however, the Benchmarks and a framework of recommended learning outcomes alone are not sufficient. There also needs to be an infrastructure of policy, training, support and resources, to provide the conditions for successful implementation into practice. I will consider the current position for each of these four elements in turn, beginning with policy.

Policy context

In England schools have two statutory duties which underpin firstly the provision of careers information and secondly the provision of careers guidance, but there are no policy imperatives for the provision of careers education or work with employers. It can be argued that the Provider Access Legislation, under which schools are required to give providers of technical and vocational education access to pupils to provide them with information on opportunities for future study beyond school, underpins Benchmarks 2 and 7. Similarly, the statutory duty to secure access to independent careers guidance underpins Benchmark 8. What is missing are any equivalent duties to provide careers education and work-related learning, which would underpin Benchmarks 4, 5 and 6. Schools did have statutory duties to provide both of these aspects of the curriculum up until they were removed, without any convincing explanation, in 2012. From the time the national curriculum was first introduced in 1989 these remain the only two areas that were previously statutory and have since been made non-compulsory. The government's current review of the curriculum and assessment provides the opportunity to reinstate these duties, without which, I suggest, it would not be possible to achieve the declared aim of developing a curriculum which prepares pupils for future study, life and work (Department for Education, 2024), nor the recently proposed work experience guarantee (Department for Education, 2025).

I would go further and suggest that both duties should not only be restored but also extended to age 18. Since the era when careers education and work-related learning were first made statutory, the age of participation in learning has been extended to age 18. It is therefore entirely appropriate that both the Provider Access Legislation and the duty to secure access to independent guidance cover the age range 11 to 18. Reinstated duties to provide careers education and work-related learning in the curriculum should similarly cover the full secondary school age range.

Training

As described earlier, there is now a national programme of careers leader training in England, funded by central government, managed by The Careers & Enterprise Company and delivered by several universities and careers-sector, or school leadership, training organisations. The programme has been running since 2018 and over the past seven years more than 4,000 careers leaders have completed the training. Most of the courses offer accreditation, either a university certificate or the CDI's Certificate in Careers Leadership based on three units of OCR's Level 6 Diploma in Career Guidance and Development. The funding covers the course fee and in addition, when the careers leader completes the course, the school receives a bursary to cover the cost of travel and teacher release. Any money left over is used to help fund development work in school.

The careers leader training programme has been highly successful, with a positive impact on the development of careers programmes in schools (Williams et al., 2020). While the

number of careers leaders that have completed the training is roughly equivalent to the total number of state-funded secondary and special schools and colleges in England, this does not mean that the job is done. Many of those 4,000 careers leaders have been the second, or in some cases third, person from the same school or college. The continuing turnover of staff in the careers leader role underlines the importance of maintaining the training programme.

The one change I would propose would be to bring the programme into the mainstream of teacher and school leader training by developing it into a National Professional Qualification in Careers Leadership (NPQCL). This would make it less vulnerable to possible future budget cuts and would attract more teachers looking to progress into school leadership. Because the job involves working on whole-school issues and collaborating with almost every member of staff, careers leadership provides excellent preparation for senior leadership and this should be reflected in the qualification structure. A precedent has been set by developments in the training for school special educational needs co-ordinators (SENCOs). The job of SENCO shares some particular characteristics with that of careers leader in that both roles involve working with the whole staff and with a wide range of external partners and agencies, and in recent years the formerly standalone SENCO Award has been brought into the NPQ framework.

While the programme of training for careers leaders has been a most welcome development, it needs to be complemented by training on CEG for all teachers and school leaders if the Benchmarks are to be implemented in full. This point was acknowledged by the DfE four years ago when they committed to building training on careers into every stage of teachers' professional development, from initial training to education leadership (Department for Education, 2021). Unfortunately, this has not happened, apart from a pilot project to integrate training on careers into the National Professional Qualification for Headship (NPQH).

Over the years there have been many calls to include training on careers in initial teacher training (ITT), so that teachers would be prepared to contribute to the careers programme, as subject teachers and tutors, once they started working in a school (for example Rice & Hooley, 2025). All too often the response from ITT providers has been that they have too much to cover as it is and could not accommodate work on careers as well. My own view is that, while a brief introduction to CEG in ITT would be helpful, the main focus should be on building training on careers into the Early Career Framework (ECF), which specifies a programme of professional development for teachers in their first two years of teaching. Trainee teachers' main concerns, understandably, are about teaching their subject, assessment and classroom management. Training on CEG is much more likely to have impact when it is delivered once teachers have started a job in a school and are being asked to contribute to careers activities.

Support

I have already said how valuable I found the formal training course I embarked on when I started my job as head of careers. The other form of support which was immensely useful was the local careers association convened by the careers service. Once a month the careers teachers and careers advisers in the area would come together for an afternoon, to be updated on national and local developments and to share practice. The careers leader in

a school is one of the most highly networked roles, working with all the staff and a host of external partners. But, at the same time, it can be quite an isolated position as there is no-one else in the school with similar responsibilities. Opportunities to network with colleagues in similar roles are important and in the modern era this form of support is provided by the careers hubs and the central leads for careers employed in the multi-academy trusts. The hub leads and the trust leads are, in turn, supported by The Careers & Enterprise Company.

As well as managing the careers leader training programme and supporting the hubs and trusts, The Careers & Enterprise Company produces a range of guidelines, resources and tools. One recent addition to these materials is the Careers Impact System, which comprises a framework schools can use to self-evaluate their careers provision. It can also be used for peer-to-peer reviews. So, schools now have access to a framework to quality assure their programmes, individually or with others.

Resources

In 2012 the approach in England to providing young people with CEG was changed from one where responsibilities were shared between schools and an external careers guidance service to one where schools were given sole responsibility for providing careers support. Prior to the closure of Connexions schools provided careers information and careers education, and the external service provided individual careers guidance plus support for careers information and careers teachers. Now schools are expected to provide a programme of CEG that meets the Gatsby Benchmarks, and required to secure access to independent career guidance. And they are required to appoint a careers leader to lead and manage the whole programme. However, schools have been given no additional funding to take on these new responsibilities. None of the money that local authorities spent on providing careers guidance was transferred to schools when the Connexions service was closed. Furthermore, although schools in the Gatsby pilot in the North-East were each allocated a few thousand pounds to help with the development costs, no similar grant was made available to all schools when the Benchmarks were rolled out nationally as the central part of the careers strategy.

Schools have made good progress with implementing the Benchmarks thus far (The Careers & Enterprise Company, 2025), but it is debatable how much more they can achieve without some financial support. We need to find a way of properly funding the provision of personal careers guidance. In the approach to the general election in July 2024 the Labour Party promised to deliver 1,000 new careers advisers in schools (The Labour Party, 2024). Despite some initial scoping work, the DfE has since said that this commitment will not be taken forward at present (Career Development Policy Group, 2025). This is disappointing and leaves unanswered questions about how we will build the capacity for schools to meet their statutory duty to secure access to independent career guidance and deliver the level of personal guidance set out in the revised Benchmarks. My proposal would be to create a workforce of careers advisers based on the careers hubs, and the hubs could make local decisions about where to deploy the advisers, to meet the needs of schools. This approach could also provide a means of starting to address the problem of a lack of access to careers guidance for young people not in school. It would require additional funding but investing in support to help pupils move successfully on to their next best step after school would help to prevent young people dropping out and adding to the NEET figures which have reached the highest level since the Connexions service was closed (BBC News, 2025).

With regard to helping schools with some development funding to work on the careers programme, and the costs of the responsibility allowance for a careers leader, the model used for the TVEI programme described earlier provides a possible way forward. Grants could be administered via the careers hubs. Schools could be organised into clusters and invited to undertake an internal leadership review using the Careers Impact System. They would then be eligible for an allocation of funding to help implement the plan of action. The work on the Benchmarks would be supported by the hub, which would monitor the use of the funds. The whole development programme could be overseen and supported by The Careers & Enterprise Company, and part of the funding could come from repurposing the bursaries currently linked to the careers leader training programme.

The current position in overview

Taking stock of the current situation for schools striving to develop good quality programmes of career education and guidance, there is a clear expectation that they should use the Gatsby Benchmarks as a basis for designing their provision and a requirement to have a careers leader to take responsibility for this work. The Benchmarks have been updated to reflect the best of practice, with a particular emphasis on linking the programme to explicit learning outcomes to make sure activities are meaningful for each and every young person. To assist with identifying a set of progressive learning outcomes appropriate for their pupils, schools now have available the CDI's Career Development Framework. So, all schools have access to clear guidance on what to put in place and what to achieve.

With regard to a supportive infrastructure, the position is patchier. From a policy perspective, schools have statutory duties relating to the provision of careers information and careers guidance, but no equivalent requirements to provide careers education and work-related learning. There is a national programme of centrally funded training for careers leaders but, despite CEG being a whole-school undertaking, training on CEG is not included in any of the other professional development frameworks for the school workforce, from ITT to education leadership. Careers leaders have access to ongoing support through the national network of local careers hubs and, if they work in an academy, the trust leads for careers. In addition, they have access to a wealth of free tools and guidance materials from The Careers & Enterprise Company. Finally, it is important to acknowledge that, despite having been given total responsibility for all aspects of CEG for the past 13 years, schools have been given no additional funding to cover the costs of commissioning a careers guidance service or employing a careers adviser, appointing a careers leader or developing their careers provision.

Before I conclude this article with a set of recommendations for plugging the gaps identified in the previous paragraph, I want to examine briefly an emerging issue which could determine the future direction of some of the developments I propose.

Two jobs: one person or two?

When the Connexions service was closed and the statutory duty to provide independent careers guidance was transferred from local authorities to individual schools, the expectation was that schools would continue a partnership approach to CEG by commissioning the guidance service from an external provider. By the time the careers

strategy was published in 2017, with the Gatsby Benchmarks at its heart, many schools continued with this model but several had changed their approach, opting to provide personal career guidance internally, either through recruiting a qualified careers adviser or by supporting a member of staff to gain a recognised guidance qualification. The number of schools employing their own careers adviser has continued to grow and in recent times there has been a further development. Some schools have opted to combine the two roles of careers leader and careers adviser into one, either through the careers leader going on to gain a guidance qualification, or by the school asking their 'in-house' careers adviser to take on the careers leadership role as well, thereby moving to the model that applies in Ireland and most of mainland Europe, where a guidance counsellor employed by the school provides individual career counselling and also leads a programme of careers information and careers education (Euroguidance, 2025).

Several factors have driven schools to adopt this approach: the lack of careers advisers to commission services from in some areas of the country; a perceived financial saving; the fact that the full QCD or Level 6 Diploma is the most obvious progression route from the qualifications currently used to accredit the careers leader training courses. There is nothing inherently wrong with this 'dual' or 'hybrid' role, as long as the individuals themselves and their line managers understand there are still two jobs to be done, both of which require resources and support. Guidance counsellors in other countries often report that they find it difficult to lead the careers programme while also providing a career counselling service, partly because they have insufficient time to do both jobs and partly because of their position in the leadership structure they lack the authority to strategically lead the development of the whole-school programme.

In England, apart from having to have a careers leader and having to secure access to independent careers guidance, schools are free to decide for themselves how best to organise the roles. Anecdotal evidence indicates that there are schools where the separate roles approach works well and others where it does not, and similarly there are schools where the combined roles model is effective and others where it is not. We need to know more about why schools adopt the different approaches and the pros and cons of each, so that schools can make informed choices over what model would best suit their situation and needs. I suggest there should be a research study that has both a quantitative element and a qualitative element: a survey to find out the extent to which schools are adopting the dual, or hybrid, role; and then case studies to examine the benefits, challenges and strategies for overcoming the challenges of both the separate roles model and the combined roles model.

The models that schools adopt will have implications for how we develop the infrastructure to support the successful implementation of the Benchmarks. For example, if most schools keep separate the roles of careers leader and careers adviser it would be sensible to retain the current arrangements for training for those two roles, with the possible addition of bringing the careers leader training into the NPQ framework. If, however, more and more schools combine the roles, it might be appropriate to offer options which combine the training provision as well, by integrating the current careers leader training as an option into the QCD, something that is already possible with the Level 6 Diploma. Another area where a move to the dual/hybrid role could have implications is any future initiatives to increase the careers adviser workforce. For example, funding could be to schools to enable careers leaders who have completed the careers leader training to go on to complete a

guidance qualification. These are matters for the future: the first priority should be the research into the models schools adopt for leadership of CEG.

Recommendations

In this article I set out to review what is in place to support schools in England with their work on developing high quality programmes of CEG now that the Gatsby Benchmarks have been revised and enhanced, to identify any gaps in that support and to make suggestions for plugging those gaps, drawing on my experience of having been a careers leader and having spent the past four decades supporting careers leaders. These are my recommendations to the national government.

The Department for Education (DfE) should:

- promote the use of the CDI's Career Development Framework to assist schools with identifying learning outcomes for their careers programme;
- re-introduce statutory duties to provide careers education and work-related learning in the curriculum, and extend both to cover the age range 11-18;
- bring the current careers leader training programme into the NPQ framework and create a National Professional Qualification in Careers Leadership;
- add an introduction to CEG into the framework for initial teacher training (ITT);
- add a module of more in-depth training on CEG into the Early Career Framework (ECF);
- ensure that the framework for the National Professional Qualification for Headship (NPQH) includes training on the school's responsibilities and expectations for CEG;
- fund a workforce of careers advisers, qualified to level 6 or above, based in each careers hub, to be deployed to meet local needs both in schools and in the community;
- make development funding available to schools, through the careers hubs, with allocations linked to use of the Careers Impact System; and
- commission a research study into the respective benefits and challenges of the 'separate roles' or 'partnership approach' and the 'dual, or hybrid, role' models of careers leadership.

In the meantime, while we wait for the DfE to act on these suggestions, there are actions careers leaders can take on some of these areas. For example, the careers leader could work with the school's leader for professional development to make sure that any programme of ITT that the school is involved in includes an introduction to CEG. Similarly, the careers leader could develop a module on CEG to be included in the school's ECF programme for newly qualified teachers.

The Benchmarks have been updated to reflect the best of practice. The infrastructure to support their implementation now needs to be similarly updated.

References

BBC News (2025). *Number of young people not in work or education hits 11-year high*. <https://www.bbc.co.uk/news/articles/c5ymvnrn0deo>

Career Development Institute (2021). *Career Development Framework*. CDI. <https://www.thecdin.net/resources/cdi-framework>

Career Development Policy Group (2025). *Policy brief, July 2025. The vital role of career guidance in boosting opportunities for all. Commentary on recent policy developments*. CDPG. <https://img1.wsimg.com/blobby/go/2e9e2b71-fb98-45b9-bf68-875b169d5ac5/downloads/672103fc-1052-435a-bb73-f979d8af2815/Schools%20policy%20brief%20July%202025%20FINAL.pdf?ver=1753719949938>

The Careers & Enterprise Company (2025). *Ready for Work: Careers Education in England 2023/24*. CEC. <https://www.careersandenterprise.co.uk/media/kwdn1jyb/careers-in-england-2025.pdf>

Department for Education (2017). *Careers strategy: making the most of everyone's skills and talents*. UK Government. https://assets.publishing.service.gov.uk/media/5a822a5c40f0b6230269b2f3/Careers_strategy.pdf

Department for Education (2021). *Skills for Jobs: Lifelong Learning for Opportunity and Growth*. UK Government. https://assets.publishing.service.gov.uk/media/601980f2e90e07128a353aa3/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version_.pdf

Department for Education (2024). *Curriculum and Assessment Review: Review Aims, Terms of Reference and Working Principles*. UK Government. https://assets.publishing.service.gov.uk/media/66d196b7d107658faec7e3db/Curriculum_and_assessment_review_-_aims_terms_of_reference_and_working_principles.pdf

Department for Education (2025). *Statutory Guidance. Careers guidance and access for education and training providers*. UK Government. <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers#benchmark-6-experiences-of-workplaces> (accessed 21 June 2025)

Department for Education and Skills (2003). *Careers Education and Guidance in England: A National Framework 11-19*. DfES.

Euroguidance (2025). *National guidance systems*. Euroguidance. <https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems>

The Gatsby Charitable Foundation (2014). *Good Career Guidance*. The Gatsby Charitable Foundation.

The Gatsby Charitable Foundation (2024). *Good Career Guidance. The Next 10 Years*. The Gatsby Charitable Foundation.

The Labour Party (2024). *Labour's plan to get Britain working: How we'll boost employment, deliver better training and secure higher wages*. Labour Party. <https://labour.org.uk/updates/stories/labours-plan-to-get-britain-working/>

Law, B. & Watts, A.G. (1977). *Schools, careers and community*. COI publishing.

Rice, S. & Hooley, T. (2025). How can and should secondary school teachers be involved in building students' career knowledge and skills? A Delphi study of the expert community. *Journal of Education and Work*, 37:5-6, 483-501 <https://www.tandfonline.com/doi/full/10.1080/13639080.2025.2456849>

Williams, J., Akehurst, G., Alexander, K., Pollard, E., Williams, C. & Hooley, T. (2020). *Evaluation of the careers leader training*. Institute for Employment Studies.