

# Economy and Enterprise Overview and Scrutiny Committee

19 December 2022

## Skills delivery and support for the Inclusive Economic Strategy



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### Report of Amy Harhoff, Corporate Director of Regeneration, Economy & Growth

#### Electoral division(s) affected:

Countywide

#### Purpose of the Report

- 1 This report sets out the current skills performance and supporting infrastructure operating across County Durham and examines the opportunities to deliver the people and skills aspirations and requirements set out in the Inclusive Economic Strategy (IES).
- 2 Specifically, the report sets out some of the recent policy changes which may help provide further alignment in the development and delivery of skills in the future.

#### Executive summary

- 3 The development and delivery of skills encompasses a wide range of different education and skills development providers, employers and individual learners. The strategic direction for skills is set at a national level by the Department for Education (DfE). At a local level the council's role is limited to providing some skills training under contract to the DfE, and using its influence through strategies such as the new Inclusive Economic Strategy to identify the local need and work with partners to align their skills priorities to that need.
- 4 Skills policy has recently become more focussed around the ability to support increasing productivity and growth. As part of this shift, employers and their ability to articulate their current and future skills needs has become a higher priority.

- 5 Most significant is the requirement of the development of Local Skills Improvement Plans (LSIPs) for each area. These plans, intended to influence the curriculum development and delivery of providers are being developed by employer related bodies.
- 6 Significant efforts have been made at a local and regional level to ensure that skills provision aligns with employer requirements and supports economic growth plans. These include strengthening the link between schools and business in framing careers and progression activities as well as initiatives with business to embed specific skills or raise awareness of sector opportunities.
- 7 The IES, developed by the Council in partnership with the County Durham Economic Partnership (CDEP) recognises the importance of skills as part of the drive to improve the economic performance of County Durham. The report will be considered by Durham County Councils cabinet on 14<sup>th</sup> December and it sets out a range of people priorities that frame the skills requirements of the County and will be refined with partners in the delivery plan stage that will follow.
- 8 The development of the delivery plan will commence in January 2023 and will set out practical steps, working with skills providers to align the delivery of skills with the needs of local employers and emerging economic opportunities.
- 9 The delivery plan will build on the previous Skills Strategy developed in 2014, which was in the process of being updated when the Covid pandemic resulted in a significant disruption to the skills system and wider economic trends. The new plan will be considered by Economy & Enterprise Overview and Scrutiny Committee during its development.

### **Recommendation(s)**

- 10 Members of the Economy & Enterprise Overview and Scrutiny committee s recommended to:
  - (a) Note the countywide arrangement for the identification and delivery of skills to meet current economic priorities;
  - (b) Receive a further update on the development of the North East Local Skills Improvement Plan.

## Background

- 11 The skills system in England is large and complex involving government, employers, training providers, local bodies and individuals. Within Government, the Department for Education (DfE) provides the lead for skills policy and contracting for skills initiatives, working in conjunction with other departments such as Department for Work and Pensions and the Department for Business Energy and Industrial Strategy.
- 12 Employers are recognised as a significant stakeholder in the national skills system both driving demand and stimulating innovation and development. In addition to encouraging and supporting their own staff to take up funded training they also invest in their own training activities, helping to create high skills jobs and career progression for workers with appropriate skills.
- 13 In late 2020, government established the Skills and Productivity Board, bringing together academics and business experts. The Board was established to provide an independent evidence base to advise DfE ministers on skills issues that could impact on productivity. In spring 2022, the Skills and Productivity Board produced several reports on current and future skills needs. Some of the key issues identified included;
  - Across all occupations, communications and digital skills are expected to become even more important in the future.
  - Government has better measures of skills demand than skills supply.
  - Better matching between the demand and supply of skills will make only a modest contribution to levelling up in areas where the demand is for relatively low-level skills. In these areas, the quality of production and of jobs needs to be improved
- 14 In February 2022, DfE announced the creation of a Unit for Future Skills, which superseded the Skills and Productivity Board. The unit's role is to analysed data and evidence on where skills gaps exist and in what industries
- 15 At a local level the DfE previously established Skills Advisory Panels (SAPs) to better understand and address local skills needs. SAPs were established as local partnerships which aim to strengthen the link between business and skills providers. In the North East, the SAP is administered by North East LEP and the Council is a member as the current Finance, employability and Skills lead for the North East Combined Authority.

- 16 Current skills infrastructure is extensive, covering School Based provision (Grant maintained schools, Faith schools, Special Schools & Independent schools, Academies and Free Schools including Universal Technical Colleges), 16-19 provision, Further Education Provision, Universities and a range of Independent Training Providers (ITPs).
- 17 Each skills block has separate funding, inspection, audit and contract arrangements providing significant challenge in shifting the focus of delivery consistently or quickly.
- 18 Nationally the DfE estimate expenditure on Adult Education, Apprenticeship and other skills programmes was £3.9 billion in 2021/22 with a further £6.2 billion spent on 16-19 learning covering both academic learning and skills training.
- 19 Central to how this funding is deployed are the published priorities of DfE are central to the skills and productivity agenda and include;
  - Driving economic growth through improving the skills pipeline, levelling up productivity and supporting people to work and
  - Level up education so that children and young people in every part of the country are prepared with the skills knowledge and qualifications they need
- 20 At a local level the supporting skills infrastructure reflects the broad national mix with around thirty secondary schools, several independent schools, four FE Colleges and the Durham sixth form centre. Durham University is the only County based Higher Education provider. However, the region is well served by four other Universities providing good access to wide ranging teaching and learning.
- 21 Skills delivery – and particularly workforce skills also rely on private training providers with several significant Independent Training Providers based in the County, delivering both contracted Adult Education Budget and commercial Training as well as apprenticeship opportunities.
- 22 The Council, as well as its role as Education Authority holds a contract with DfE to Deliver Adult Education along the same lines as the four Further Education colleges. The main skills delivery budgets available to these providers is set out at Appendix 2.

### **Current Skills Performance across County Durham**

- 23 In line with most areas across the North East, County Durham's working age population has a lower qualifications profile than Great Britain, with higher rates of residents with no qualifications and lower rates of

residents holding qualifications at NVQ Levels 2 and above. Details of the comparable qualifications of workforce populations are set out in table 1 below

Qualifications ( January 2021 – December 2021)					
		Co. Durham (level)	County Durham (%)	North East (%)	Great Britain (%)
NVQ4 and above		104,700	32.5	34.5	43.6
NVQ 3 and above		169,100	52.5	54.6	61.5
NVQ2 and above		246,500	76.5	75.0	78.1
NVQ1 and above		271,400	84.3	85.0	87.5
Other Qualifications		25,700	8.0	6.9	5.9
No Qualifications		25,000	7.8	8.2	6.6

Table 1 Qualifications (16-64 population) Source ONS Annual Population Survey

- 24 On a positive note, the qualifications profile for County Durham has begun to change. Since the last Skills strategy was produced, the rate of working age residents holding qualifications has increased at all levels, while the rate of working age residents with no qualifications has fallen. The changes across all qualifications levels are set out in table 2.

Qualifications change (January 2014the rate of working age residents holding qualifications has increased at– December 2021)				
		County Durham (%)	North East (%)	Great Britain (%)
NVQ4 and above		+6.1	+6.1	+7.6
NVQ 3 and above		+4.5	+4.2	+5.9
NVQ2 and above		+7.3	+3.9	+4.8
NVQ1 and above		+0.1	+0.4	+2.5
Other Qualifications		+1.9	+1.5	-0.3
No Qualifications		-1.9	-1.8	-1.6

Table 2 Change in workforce qualifications rates (2014-2021)

Source ONS Annual Population Survey

25 Given the economic geography of the North East, comparisons of skills levels across all North East local authorities can provide a useful indicator of local workforce skills and the ability of the labour market to respond to changes and new demands. The most recent breakdown of comparative qualifications across Local Authorities is set out in table 3 below.

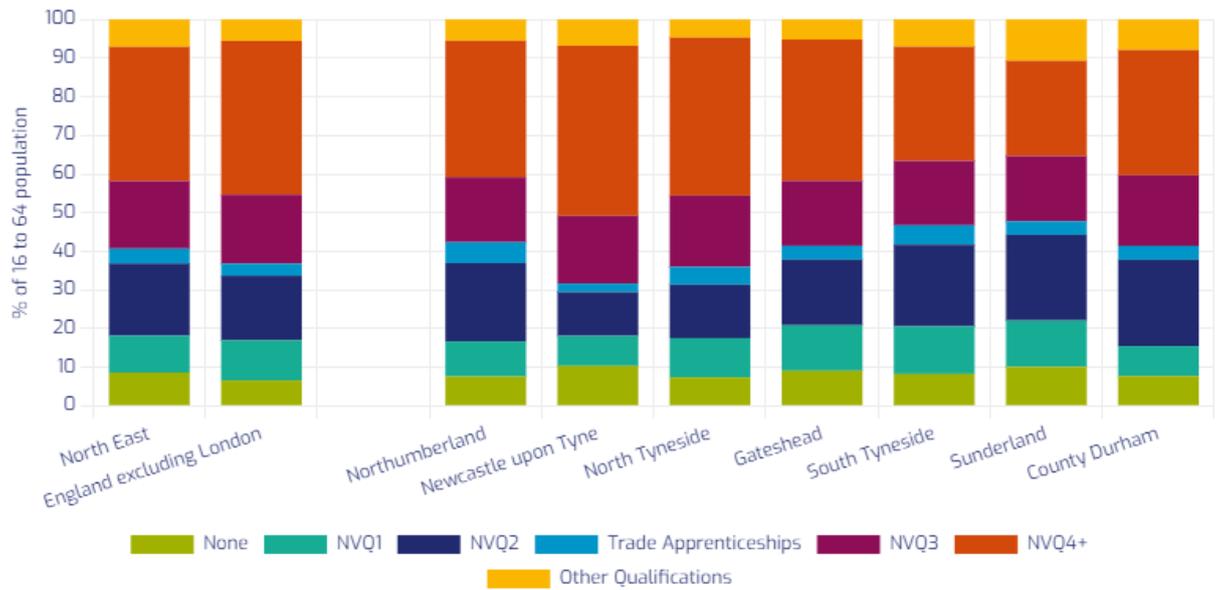


Table 3 Highest Level Qualifications by North East Authority

Source: Annual Population Survey

26 This breakdown further illustrates the recent increases in NVQ level 2 attainment in the County and the immediate challenge of improving intermediate and higher-level qualifications in line with the best performing North East areas and national rates.

27 Colleges and ITPs provide significant proportion of the workforce training across County Durham. Against the backdrop of continued push to increase skills levels and respond to emerging sector skills requirements, adult education providers continue to deliver training linked to learners going into or remaining in education or employment. The most recent data for County Durham learners is set out in table 4 below.

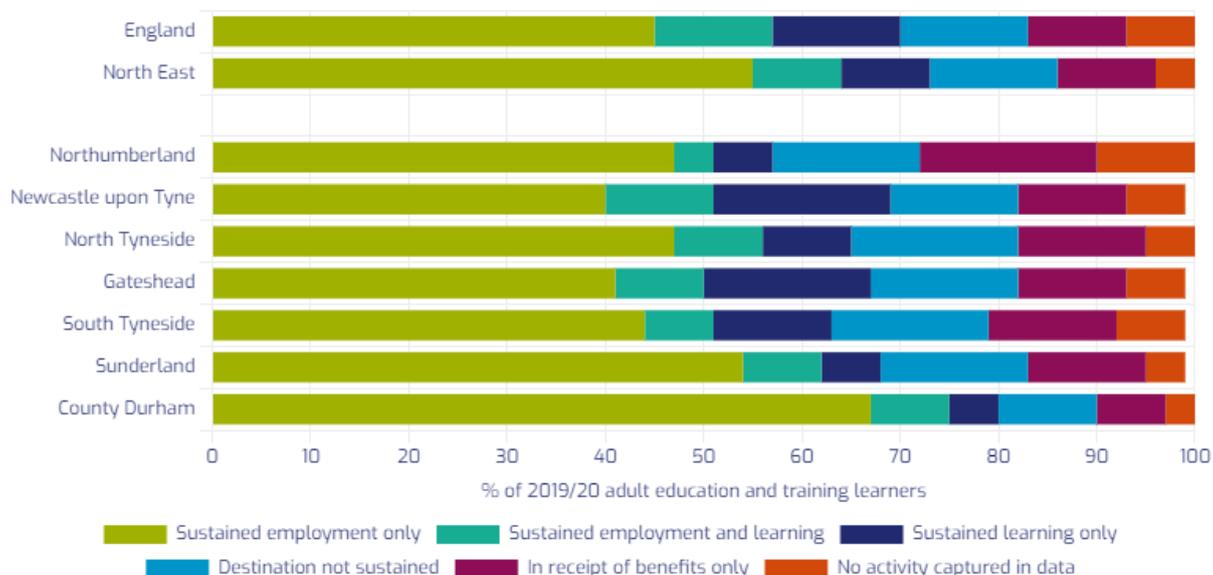


Table 4 Adult Education training Outcomes (2019/20)

Source DFE Further Education: Outcome based Measures 2022

- 28 The most recent adult outcome data illustrates the highest rates of sustained employment achieved 12 months after completing learning by County Durham residents and with corresponding low rates of benefit claims or unsustainable employment
- 29 The draft IES has been informed by a wider Economic Review that has examined the performance of the County’s economy and highlighting key skills issues to be addressed. These include;
- The County Durham skills base reflects the structure of the economy, although the presence of major companies such as Hitachi Rail and GSK show that the County can provide a high skilled labour force to meet employer demand.
  - County Durham is well placed to provide the future workforce for a changing economy, with large numbers of young people regularly graduating from universities and its ability to attract staff from the wider North East.
  - The County has more of a challenge regarding recruitment issues related to senior and experienced staff, an issue affecting several sectors and affecting the wider North East. Brexit is likely to make the UK a less attractive destination for international migration and could exacerbate these persistent problems.
  - A medium-term solution is the grow your own option and the County has an excellent record in apprenticeships, including higher level apprenticeships. The recruitment of apprenticeships

should remain one of the most important priorities for the County given the evidence of the benefits to both the company and individual from investing in young people.

- The occupational structure in County Durham shows much higher proportions employed in lower skilled occupations including in caring & leisure roles, elementary occupations and plant & machine operative roles and fewer working in more highly skilled occupations. Many routine jobs will be impacted by new technology.
- County Durham has significant numbers in occupations which are at risk as digitisation, automation and robotics replaces jobs in both manufacturing and services. This often unseen but steady erosion of jobs will impact on efforts to increase employment and respond to the pandemic. Many of those affected will need to update their skills to take up new employment and the health sector, distribution and logistics are likely to be an important source of new jobs.

- 30 The UK Employer Skills Survey, last undertaken in 2019 and next due for publication next year provides a comprehensive source of information on employer skills needs. In 2019, it found that 15% of employers in County Durham reported a skills gap compared with 13% in the North East and 13% nationally. Skills gaps of 3% are recorded in elementary occupations, skilled trades, and administrative and clerical staff, this is in line with national skills gaps reported for these occupations.
- 31 County Durham employers reported a lower proportion of hard to fill and skill shortage vacancies than the North East and national averages in labour intensive to middle-skilled occupations. However, 66% of hard to fill vacancies are due to a shortage of skills, compared to 67% nationally
- 32 Wider population data also suggests that beyond sector and upskilling pressures, there is also the risk of significant skill losses as the population ages and people move into retirement, particularly in manufacturing industries. There is a need to ensure targeted upskilling on the workforce including younger generations to combat this challenge.
- 33 While nationally and locally skills attainment has increased, there are ongoing issues with both over and under educated workers, with more than one third of workers being over skilled and more than 10% under skilled. This is partly linked to the higher qualifications of younger people entering the labour market. It is estimated that in terms of these skills mismatches by 2030 the most acute underskilling pressures will

be in basic digital skills, core management skills, STEM workplace skills and teaching and training.

- 34 Further challenges such as technological change, providing clear careers pathways, increasing digital delivery of skills currently being analysed for their impact on digital delivery, self-financing of training and employer investment in workforce training are further areas impacting on the skills and growth agenda being analysed as part of understanding local skills delivery.
- 35 Published ONS data and DfE public releases alongside the IES economic Review and regional skills performance data produced by the Skills Advisory Panel or currently being gathered for the first Local Skills Improvement Plan (LSIP) will inform the detail of the IES -People Delivery plan due to be developed during 2023.

### **Recent Skills Policy changes**

- 36 The 2019 National Audit office report on the apprenticeship programme highlighted improvements in apprenticeships meeting employers needs following the implementation of the last round of major apprenticeship reforms. The National Audit Office found that extending the employer led approach beyond apprenticeships to the wider skills system would rely on employers having the willingness and capacity to assist in developing local plans
- 37 The Skills for Jobs White Paper (2021) outlined how the DfE intended to extend its approach to employer involvement in the skills agenda through an overarching vision which covered:
- Reforms to post 16 technical education and training to support people to develop the skills needed to secure a good job and improve national productivity
  - Establishing Local Skills Improvement Plans (LSIPs) which will provide a clear articulation of employer skills needs in an area and set out the key changes needed to make provision more responsive to the needs of employers and the local economy.
- 38 The Skills and Post-16 Education Act (2022) further enhanced the role of LSIPs placing them on a statutory footing. The Act also;
- Enables the Secretary of State to designate Employer Related Bodies (ERBs) to lead the development and review of LSIPs for a specified local area

- Places duties on training providers to co-operate with ERBs in the development and review of LSIPs and once developed, to have regard to LSIPs in shaping their provision
- Requires the Secretary of State when approving and publishing LSIPs to be satisfied that
  - (i) the views of any Combined Authority in the local area have been considered
  - (ii) the skills, capabilities and expertise required in relation to jobs that directly contribute to or support net zero, climate change or meeting other environmental goals, have been considered.

39 A lengthy consultation on Skills Funding and Accountability reforms was undertaken between July 2021 and October 2022. This consultation focussed on the support and incentives to deliver change in the skills system. This includes:

- The creation of a Local Skills Improvement Fund (LSIF) to help build the capacity of providers to meet LSIP priorities
- Making further changes to accountability and funding. The key changes being
  - (i) The introduction of accountability agreements, with LSIPs forming the basis of the local priorities to which providers are accountable
  - (ii) Changes to the Ofsted inspection regime including how well providers are contributing to meeting skills needs.

### **The North East Local Skills Improvement Plan**

40 LSIPs will identify the key changes needed to make technical education or training more responsive to labour market skills within a specified area. They are designed to be both a process and a plan focussed on making skills provision more responsive.

41 The LSIP report will set out the key priorities for change that are evidence based and actionable by providers, employers and other stakeholders.

42 Across the North East Combined Authority footprint, the North East Automotive Alliance (NEAA) has been designated as the ERB with responsibility for developing the LSIP.

- 43 In developing the LSIP, the NEAA have identified key sectors linked to growth of the regional economy. These closely reflect the key sectors identifies in the Inclusive Economic Strategy (IES) namely; Advance Manufacturing, Construction, Digital, Health & Health Science and Transport & Logistics.
- 44 NEAA are currently undertaking a three-stage process which seeks to understand the current workforce skills requirements, translate these requirements into provision and addressing learner demand and employer engagement.
- 45 It is anticipated that as a result the LSIP will be produced by May 2023 and refreshed annually with an initial focus on delivery in the period up to March 2025.

### **Local Skills- Strategic links & approach.**

- 46 Ensuring the alignment between local skills and educational offer and the needs of the County's businesses and economy has been a focus of a range of activities over recent years. This includes activity focussed in and with both schools and colleges covering both information and intelligence sharing and specific project activity.
- 47 Piloted by the North East LEP in 2015, significant efforts have been made regionally to align school-based education with pupils' potential careers and progression pathways using a series of benchmark areas
- 48 The pilot, was run jointly with the North East Local Enterprise Partnership (LEP). Sixteen education providers (including three colleges, one Pupil Referral Unit and twelve schools with and without sixth forms) took part in the pilot which ran across two academic years (2015/2016 - 2016/2017)
- 49 The implementation of the Gatsby benchmarks by the providers was intended to focus on the immediate career and progression opportunities available to learners upon leaving the education provision. Details of the seven benchmark areas are set out at Appendix 3
- 50 Following early results, the Government adopted the Gatsby Benchmarks into their 2017 Careers Strategy for all schools and colleges in England and has recently renewed its commitment to having the Benchmarks as a part of national education strategy in the 'Skills for Jobs' White Paper. Progressing beyond the initial pilot, the Gatsby benchmark programme was embedded in the North East Ambition

programme. Included in the North East LEP's Strategic Economic Plan in (2018) this seeks to:

- Develop a primary school benchmark pilot that could influence the national careers strategy
- Adopt the Gatsby Good Career Guidance Benchmarks by all secondary schools and colleges
- Secure and deliver a £3.4million North East Ambition programme that ensures our education system provides young people with the skills to meet the long-term needs of the North East economy.

51 Seeking to ensure schools are sighted on emerging employment and silks issues, Labour Market intelligence is exchanged through a variety of for a including the Durham Association of Secondary Heads (DASH) the Chief Executives of the Multi Academy trusts and in regular dialogue with the four main FE colleges. This approach has been in place for some time and links firmly with the new OFSTED requirements set out in the Skills Accountability and Funding reforms.

52 Future Business Magnates is a programme run annually by Business Durham aimed at developing entrepreneurial skills and introducing participants to the basics of starting and running a business. Following a different theme each year, school teams are supported by a business partner from a local firm who work with the team throughout the competition, lending their experience and expertise and guiding them in their first business venture.

53 Funding has recently been secured from Poverty Action Group to deliver a new Work Places Project. This will provide opportunities for students in Year 10 and Year 12 to gain a valuable insight into the world of work and to find out about the skills and aptitudes that employers value through bespoke visits to workplaces. Students will learn about specific employment sectors, different job roles within those sectors, as well as recruitment processes. They will also spend time with employees to find out about their pathways into work, to show them the opportunities that are available within County Durham

54 Identified students will participate in a carefully designed programme, that will consist of:

- Preparation – workshops to learn about employment sectors, job roles, entry routes, skills and aptitudes that employers value.
- Visit to Employer – a bespoke visit will be arranged with an employer covering a specific sector, consisting of a tour of the workplace and an opportunity to meet with employees, to learn about their experiences of work, as well as their personal journeys.
- Review and Monitoring – each student who participates in the visit will review their visit with an Employment Coach to embed learning and will also receive mentoring support to ensure they have a progression plan in place.

55 The project will complement rather than duplicate existing programmes and will liaise closely with colleagues from Business Durham and Economic Development. There will be synergy with the IES, with opportunities for students to learn about the emerging local green economy and link to low carbon and renewable energy employers.

### **IES and Skills**

56 The Economic Review which supports the IES highlights key skills issues to be addressed as part of the shift to supporting a higher growth economy. These include;

- Continuing to support the improvements to the skills profile of the working age population ensuring that The County Durham skills base continues to reflect the structure and needs of the economy,
- Continuing the focus on shaping the emerging workforce building on the exemplar delivery of technical education through the Institute of Technology, the continued focus on developing appropriate apprenticeship opportunities and pathways and while also maximising the impact of large numbers graduates from Durham and other North East universities.
- Developing and promoting skills and employability routeways to support sectors experiencing recruitment difficulties. These include sectors subject to change (including digital and logistics) , ongoing impacts from the Covid pandemic ( Retail & Leisure) and those sectors previously reliant on EU nationals (Food production / processing and Hospitality). Levels of skills continue to increase and while the 2014 Skills Strategy looked to improve the level of NVQ level 2 skills as its baseline. However, employer demands and current skills policy has shifted the focus to improving skills at NVQ level 3 and above.

- The occupational structure in County Durham shows much higher proportions employed in lower skilled occupations including in caring & leisure roles, elementary occupations and plant & machine operative roles and fewer working in more highly skilled occupations. Many of these routine jobs will be impacted by new technology requiring upskilling of existing workers or retraining to support growth sectors including the health sector, distribution and logistics are likely to be an important source of new jobs.
- 57 These issues reflect wider research recently undertaken nationally by the DfE including a research report focussing on Labour Market and Skills demand
- 58 Reflecting the current and emerging evidence base alongside future skills scenarios, the draft IES includes a strategic framework to deliver against our visions and aspirations. This includes a specific focus on People – Supporting people into education, training jobs and to excel in business and their careers.
- 59 Building of the most up to date data sets, the previously published evidence base and evidence gathered from widespread contact with businesses, this framework recognises direct skills components in three of the four people priorities namely;
- Priority 1: Raising skills levels, including higher and green skills, directly targeted to what employers need
  - Priority 2: Overcome barriers into employment, including work readiness, skills, improved careers advice and guidance, and addressing poor health
  - Priority 3: Increase in-work progression and upskilling linked to new opportunities
- 60 The delivery of the Economic Strategy is identified as a partnership activity and the skills components are a clear example of the wide-ranging inputs to the system which are required to provide an appropriately skilled workforce.
- 61 Within the Economic Partnership, the Business Enterprise and Skills thematic group, which includes providers and business representative bodies, has taken the lead on skills issues and ensuring that skills are aligned to business need. This approach is to continue in support of the development of the IES Thematic plans due to be brought forward during 2023.
- 62 The timing of the IES delivery plan for people will link with and support the LSIP process referenced above ensuring the strategic alignment of

regional and local skills delivery with established and evidenced employer needs. It will also build upon a range of structures and projects which have been developed in recent years to ensure better alignment between provision and business need.

## **Conclusion**

- 63 Provision of skills to residents encompasses a wide variety of providers including schools, colleges, universities and independent training companies.
- 64 The County's skills profile, while improving demonstrates a need to retain a focus on improving workforce skills, continuing the shift in emphasis from Level 2 to level 3 skills and the increasing demands for skills at Level 4 and above.
- 65 In recent years, successive policy changes at a national level including the 'Skills for Jobs white paper 2021, have recognised the importance of skills to economic performance and productivity.
- 66 As a result, a range of project opportunities and process adjustments have been made to help align skills delivery and further embed the link between providers and business.
- 67 The most recent example of this realignment is the announcement of LSIPs which will be presented in early 2023. These plans provide both an evidence backed plan and an accompanying process to ensure that local skills needs are taken into account by local skills providers.
- 68 Wider factors such as clear careers pathways, digitisation, digital inclusion and financing of access to skills also impact in the take up and achievement of skills and need to be considered alongside curriculum and performance issues.
- 69 Work to develop the delivery plans for the IES will be undertaken with the established Economic Partnership theme groups and will utilise both the evidence base and the forthcoming LSIP.

## **Background papers**

- None

## **Other useful documents**

- Skills for Jobs White Paper, Department for Education (2021)

- The Skills and Post-16 Education Act, HM Government (2022)
- Skills Funding and Accountability reforms, Department for Education-Consultation (2021)
- Understanding current and future skills needs Policy Report, Skills and Productivity Board (2022)
- Developing workforce skills for a strong economy National Audit Office 2022
- Labour Market and skills demand horizon scanning DfE research report 2022

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## **Appendix 1: Implications**

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### **Legal Implications**

The Skills and Post 16 Education Act places a duty for all skills providers - including the Council, to co-operate with Employer Related Bodies in the development and review of Local Skills Improvement Plans.

### **Finance**

£2.74 million is currently available to the Council to deliver skills through the Adult Education Budget Contract. Countywide more than £12.5 million is available to providers on an annual basis.

### **Consultation**

None.

### **Equality and Diversity / Public Sector Equality Duty**

None.

### **Climate Change**

None.

### **Human Rights**

None.

### **Crime and Disorder**

None.

### **Staffing**

None.

### **Accommodation**

None.

### **Risk**

None.

### **Procurement**

None.

## Appendix 2: Adult Education Budgets

Provider Name	Adult Education Budget (Allocated) Adult Skills	Adult Education Budget (Allocated) Community Learning	Adult Education Budget (Allocated) National Skills Fund - Level 3 Offer	Adult Education Budget (Allocated) 19-24 Traineeships
BISHOP AUCKLAND COLLEGE	£1,857,199	£151,157	£354,057	£0
DERWENTSIDE COLLEGE	£1,861,930	£0	£80,851	£0
COUNTY DURHAM COUNCIL	£799,514	£1,884,419	£45,451	£11,206
EAST DURHAM COLLEGE	£2,433,571	£0	£182,104	£0
NEW COLLEGE DURHAM	£2,019,670	£153,852	£51,360	£10,000
<b>TOTAL</b>	<b>£8,971,884</b>	<b>£2,819,428</b>	<b>£713,823</b>	<b>£21,206</b>

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## **Appendix 3: Gatsby Benchmarks**

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### Benchmark 1: Stable careers programme

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.

### Benchmark 2: Learning from career 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

### Benchmark 3: 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.

### Benchmark 4: Linking curriculum learning to careers

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

### Benchmark 5: 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 scheme

### Benchmark 6: Experience of the workplace

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 network

### Benchmark 7: Encounters with further education 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

#### Benchmark 8: 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.

