



Department  
for Education

# **Revised statutory guidance on access to schools for education and training providers**

**Government consultation response**

**January 2023**

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## Foreword by Minister of State for Skills, Apprenticeships and Higher Education

Skills, apprenticeships and further education are at the heart of our plans to level up this country. We want to build a skills nation that gives people from all backgrounds the chance to climb the educational ladder of opportunity, progress into work or the next stage of their career and boost long-term economic prosperity. This begins with the opportunities needed to access excellent education and skills training.



We will only change things in this country if we transform the culture around careers. I am determined that we get careers advice right every single time. It is a crucial first step on the ladder of opportunity, supporting individuals to access the guidance they need to get secure and well-paid employment. I want schools to have greater accountability to improve the quality of their information and advice to pupils and their parents, particularly regarding technical education options.

I was the minister responsible for bringing in the provider access legislation. Since 2018, we have required schools to provide opportunities for year 8-13 pupils to hear directly from providers of technical education and apprenticeships. Despite this being a legal requirement, far too many pupils are still not hearing about the great technical training opportunities available. As I travel around the country meeting apprentices, there are still far too many who say their schools tell them nothing about apprenticeships.

In the Skills for Jobs white paper, we set out our commitment to strengthen this legislation and we have achieved this through the Skills and Post-16 Education Act 2022. New legislation, coming into force on 1 January 2023, will require schools to deliver a minimum of six meetings with providers of technical education, or apprenticeships, with two in each key phase – years 8 and 9, years 10 and 11, and years 12 and 13. Young people can be confident that they will be given the chance to learn about the technical and vocational educational pathways that exist to support their careers. We need to encourage a strong focus on skills in our schools and a curriculum that prepares young people for the world of work.

I am grateful for the positive engagement with this consultation. Your responses have helped to shape the statutory guidance that underpins these legislative changes. I look forward to working with schools, providers, and others across the education sector to successfully implement these changes. Engaging with pupils, parents and teachers about the fantastic opportunities that technical education and apprenticeships provide.

**The Rt Hon Robert Halfon MP**

**Minister of State for Skills, Apprenticeships and Higher Education**

## Introduction

In the white paper, [Skills for Jobs: lifelong learning for opportunity and growth](#), the government committed to strengthen provider access legislation and enforce it more effectively. The legislation, which originally came into force in January 2018, requires schools to ensure that there is an opportunity for a range of providers to access pupils to inform them about technical education and apprenticeships (Section 42B of the Education Act 1997). Through the Skills and Post-16 Education Act 2022, the government has strengthened the legislation by introducing a minimum number of six provider encounters that every school must provide and, for the first time, introducing parameters around the duration and content of these encounters so that we can ensure they are of high quality. The new legislation will come into force on 1 January 2023.

Schools must continue to have regard to underpinning statutory guidance when carrying out this legal duty (Section 45A of the Education Act 1997). The Department for Education ran a consultation from 20 June to 25 July 2022 on revised statutory guidance on access to schools for education and training providers.<sup>1</sup> The consultation provided respondents with an opportunity to comment on the ease of use and understanding of the statutory guidance and case studies of good practice. The department has designed a ladder that sets out the steps of support and intervention that will underpin compliance. The consultation asked whether the ladder is effective as a means of ensuring that there is a transparent and consistent approach to helping all schools to meet the provider access legislation. The consultation also sought to extend our evidence base on the quality assurance of careers guidance in schools and colleges by asking a number of questions about the use of independent peer or expert review.

The revised statutory guidance on access for education and training providers explains the changes made to the law, through the Skills and Post-16 Education Act 2022, and what schools must do to comply. The statutory guidance also includes advice to governors, headteachers, careers leaders and staff on developing and implementing a provider access policy which helps pupils to learn about the range of technical education qualifications and apprenticeships that are available, supporting them to make more informed choices.

Alongside this report, we have published the final updated statutory guidance document that takes consultation feedback into account found [here](#) (this has been merged back into

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<sup>1</sup> Department for Education (June 2022) [Consultation on access to schools for education and training providers](#).

a single document, alongside the careers guidance section of the statutory guidance, which was unaffected by the legislative changes and out of scope for the consultation).

## Summary of responses and analysis

The consultation comprised of 18 questions and covered: ease of use and understanding; examples of good practice; provider access statement; support and compliance; quality assurance; and the equality impact assessment.

The analysis does not include issues raised which were outside the scope of the consultation and/or the statutory guidance.

We would like to thank the 137 organisations and individuals that responded to the consultation: these included responses from schools, providers, careers professionals, unions and others. A list of organisations that responded (who did not ask to remain anonymous) can be found at Annex A and a breakdown of total responses from each stakeholder group is summarised in Table 1 below.

**Table 1: Respondents by stakeholder groups**

Stakeholder Groups	Number of respondents	Percentage
Schools	47	34%
Providers	28	21%
Careers advisers and professionals	35	26%
Teaching union	1	1%
Other	25	18%
<b>Total</b>	<b>136</b>	<b>100%</b>

Note: Only reflects responses via the online consultation portal

Not every respondent submitted an answer to every question. The number of responses analysed below therefore varies from question to question. Throughout this document, percentages are expressed as a proportion of those answering each question, not as a percentage of the total responses. Due to rounding, percentage figures may not always add up to 100%.

We are grateful for the care and attention given to the responses and the level of detail provided. We have reflected carefully on each one. Overall, there was broad support for the revised statutory guidance, including our plans to strengthen monitoring and enforcement of the provider access legislation which include the ladder of support and intervention. The responses have been important in shaping and strengthening the guidance and ensuring the content is clear and easy to understand.

The responses to the questions which look at the role of peer and expert review in increasing the independence of quality assurance in schools and colleges have strengthened our evidence base. We will use these responses to help inform our longer-term approach to quality assurance.

## List of questions

Number	Question
6	Do you agree that the revised statutory guidance is clear and easy to understand?
7	Are there any areas of the revised guidance you believe could be further improved?
8	Do you think the examples will help schools meet their statutory duties and deliver meaningful provider encounters?
9	Please provide additional comments on any of the examples, ensuring you refer to the example to which your comment relates.
10	Are there any other areas in which you believe an example may be useful?
11	Can you provide any examples of good practice in provider access? If so, please include them below.
12	Do you agree that the example in the annex will help schools to develop their own provider access statement?
13	Do you have any views on whether and how this can be strengthened further?
14	Do you agree that this is an effective way to set out the support and intervention that we will put in place for schools?
15	We are keen to hear about any examples of peer and expert review that schools or other education and training providers employ to quality assure i) careers programmes and/or ii) delivery of other key statutory duties or programmes for young people and the impact this has had.
16	In your experience, is the use of peer and expert review an effective way to improve quality?
17	Do you have a suggestion as to who might be best placed to undertake expert reviews?
18	Do you have any comments about the potential impact, both positive and negative, of our proposals on individuals on the basis of their protected characteristics? Where you have identified potential negative impacts, can you propose ways to mitigate these?



## Question analysis

This section provides a summary of the responses to each of the consultation questions. It should be read alongside the consultation document ([available at GOV.UK](#)) given some of the questions relate to specific paragraphs of the consultation. The percentages are based on the responses to the online questionnaire while the summary of responses sections summarises feedback from the online questionnaire and email responses.

Questions 1 to 5 of the consultation included standard questions capturing respondent details, including name and capacity in which they were responding.

## Statutory guidance on access to schools for education and training providers

### Ease of use and understanding

To support schools to comply with the new legislation we have sought to make the statutory guidance user-friendly and easy to understand. We have tried to be concise, use plain language and provide clear explanations of what is required of schools.

### Question 6

**Do you agree that the revised statutory guidance is clear and easy to understand?**

**We received 134 responses to this question**

Response	Total	Percent
Yes	111	83%
No	16	12%
No opinion	7	5%

### Question 7

**Are there any areas of the revised guidance you believe could be further improved?**

**We received 135 responses to this question**

Response	Total	Percent
Yes	73	55%
No	34	26%
No opinion	25	19%

## Summary of responses

While most respondents agreed that the revised statutory guidance was clear and easy to understand, over half made suggestions for further improvements.

Many respondents asked for a clearer definition of a 'meaningful' provider encounter and suggested positioning this earlier in the statutory guidance along with further information on how many providers can join a session. A number of respondents highlighted the need to include more detail on pupils with SEND, including a best practice example, to help schools and providers to support these young people appropriately.

There were a number of comments on the most appropriate level of detail to be included in the statutory guidance and the overall length of the document. Feedback varied with some respondents suggesting that the draft document was clear and easy to understand. Others commented that the guidance is too detailed and suggested reducing the length by focussing more precisely on what schools must do and moving background information elsewhere.

Some responses called for better local collaboration between schools, providers and Careers Hubs, to ensure that the responsibility to deliver high quality provider encounters is not placed solely on the schools. This relies on both schools and providers having the necessary support to fulfil their obligations. There was a suggestion that school staff should attend the encounters to help improve their knowledge of technical education and apprenticeships. Several examples suggest there are many schools already doing this. Some respondents also questioned whether there is sufficient funding and resources to allow schools and providers to carry out the minimum requirements.

## Government response to question 6 and 7

We are pleased that many respondents agreed that the statutory guidance is clear and easy to understand.

It is important that the guidance has the right level of detail without being too long. That is why we have taken on board much of the feedback from respondents and made some changes to the statutory guidance to make it more concise, including by replacing some of the text with links to other websites when background information is already available elsewhere.

The guidance ensures the new minimum requirements and parameters of the revised primary legislation (Section 42B of the Education Act 1997) are explained in a clear and easy to understand format.

We agree with respondents that schools, providers and Careers Hubs need to work together to implement the provider access legislation successfully. We are working closely with The Careers & Enterprise Company (CEC) to ensure that every school and

provider in England will be able to access support through the [CEC resource directory](#) including templates, guidance on how to maximise encounters, and examples of effective practice. CEC will embed the new provider access statutory guidance into existing support, resources and training such as [Careers Leader training](#). In response to requests for more detail on pupils with SEND, we have asked the CEC to work with sector partners to ensure that tailored and specific support is available for different audiences, for example on SEND. Providers with a Careers Hub in their area will be able to access hub support including access to local networks and information on existing complementary initiatives, sharing of best practice to maximise the value of encounters, and advice on contacting and maintaining visibility to schools. Careers Hubs will provide personalised advice to providers on request. We have added new content to the statutory guidance explaining how to request support from the Apprenticeship Support and Knowledge for schools and colleges programme ([ASK programme](#)) to help meet the requirements of the provider access legislation.

## Examples of good practice

This section relates to the examples of good practice which were included in the draft statutory guidance that we consulted on. We included examples of how the statutory duty applies in practice to support schools in understanding the new legal requirements.

### Question 8

Do you think the examples will help schools meet their statutory duties and deliver meaningful provider encounters?

We received 134 responses to this question

Response	Total	Percent
Yes	111	83%
No	16	12%
No opinion	7	5%

### Question 9

Please provide additional comments on any of the examples, ensuring you refer to the example to which your comment relates.

We received 44 responses to this question

### Question 10

Are there any other areas in which you believe an example may be useful?

We received 129 responses to this question

Response	Total	Percent
Yes	48	37%
No	38	30%
No opinion	43	33%

### Question 11

Can you provide any examples of good practice in provider access? If so, please include them below.

We received 56 responses to this question

## **Summary of responses for questions 8, 9 ,10 and 11**

Most respondents agreed that the inclusion of examples of good practice in the statutory guidance will help schools to meet their statutory duties. A number of respondents suggested improvements to the examples while others provided alternative, real-life examples.

Respondents were most positive about our example of provider encounters embedded within a school's progressive careers programme. Respondents suggested extra content that could strengthen the other three examples. Several asked us to emphasise the work pupils should do before and after the provider encounters. There were also requests to include an example demonstrating how the ASK programme could help schools to meet the legislative requirements.

Some respondents asked for innovative examples that showcase exceptional ways of delivering provider encounters. Examples requested included working with SEND pupils, understanding how to overcome challenges to deliver provider encounters and a best practice list of what to include in a successful provider encounter. Some felt it was particularly important to include an example of a school with a sixth form complying with the duty. Overall, it was felt that good practice examples selected for the final statutory guidance document should showcase meaningful provider encounters and effective local collaboration between schools and providers.

Some respondents offered real-life examples demonstrating how several provider encounters can be delivered in a number of different ways in school settings. Examples included assemblies, careers fairs, step-up days, provider events and interactive activities with providers.

## **Government response to question 8, 9, 10 and 11**

We are pleased that there is strong support for the inclusion of best practice examples within the statutory guidance. We welcome the responses we received from schools, providers and others and would like to give particular thanks to respondents who shared some innovative, real-life examples. We have drawn on these examples to update and strengthen the good practice in the statutory guidance. These examples can now be reached via a link to a dedicated webpage, helping to make the statutory guidance document itself more concise and also allowing for the good practice page to be updated more easily. The quality of the case studies meant we have been able to draw up a broader range of examples which cover the areas requested by respondents, including an example for SEND. We have provided a link in our guidance to the CEC's 'making it meaningful' webpage to help schools understand how to ensure provider encounters are meaningful, fulfilling the request for a best practice list of what to include. We are encouraged to see that many schools and providers are already providing meaningful and engaging encounters with pupils.

## Provider access statement

Schools must publish and follow a provider access statement in order to comply with their statutory duty. This section relates to a new example of a provider access statement included in the statutory guidance that we consulted on.

### Question 12

**Do you agree that the example in the annex will help schools to develop their own provider access statement?**

**We received 133 responses to this question**

Response	Total	Percent
Yes	102	77%
No	10	7%
No opinion	21	16%

### Question 13

**Do you have any views on whether and how this can be strengthened further?**

**We received 131 responses to this question, which include free text.**

Response	Total	Percent
Yes	35	27%
No	54	42%
No opinion	40	31%

## Summary of responses for question 12 and 13

While most respondents agreed that the provider access statement example in the annex will help schools to develop their own provider access statement, 27% of respondents had views on how it could be strengthened further.

There were comments around the level of detail required for the policy statement and some questioned whether the example was too prescriptive and did not leave much flexibility for the school to design it to suit their local situation. Some respondents asked for the addition of text setting out why provider encounters are important. Others asked for clarification on whether online encounters are acceptable.

Other comments related to the inclusion of more information in the policy statement to assist providers. Suggestions included the addition of a clear point of contact, an indication of when to get in touch with the school and when the provider should expect a response.

There were requests for a clear statement of the opportunities for pupils to have personal guidance interviews, timed to meet their individual needs, with a qualified careers adviser who can help pupils to make sense of the provider encounters they experience. Some suggested it could be helpful to include details about how the information presented to pupils during an encounter is going to be passed to parents and school staff. Respondents also indicated that they would like to see an example of a policy access statement for SEND and guidance for SEND provision where pupils are working at pre-entry level.

## **Government response to question 12 and 13**

We are pleased that many respondents agreed that the example of a policy access statement will help schools to develop their own statement.

We understand that the example is detailed but we remain committed to giving schools the flexibility to design their own policy access statement based on their local circumstance. The template is a guide containing lots of information which prompts the school to decide what they wish to include or adapt to suit their own needs. The revised statutory guidance states what must be included in the statement and beyond this, schools can add as little or as much information as they want. We would encourage all schools to include the extra information which will enable providers to have a better understanding of the needs of the school and their pupils. The guidance on page 46, 'Reviewing your provider access policy statement' contains essential information which should be read alongside the example document when designing a policy statement.

We have included further information in the example policy statement to clarify the position on online encounters and to confirm which year groups fall within each key phase of education.

## Support and compliance

We have developed a ladder of support and intervention to set out the range of support that we will make available to help all schools to comply with their statutory duty and to intervene if non-compliance persists.

### Question 14

**Do you agree that this is an effective way to set out the support and intervention that we will put in place for schools?**

**We received 134 responses to this question, which includes free text.**

Response	Total	Percent
Yes	92	69%
No	30	22%
No opinion	12	9%

### Summary of responses

Most respondents agreed that the ladder of support and intervention is an effective way to set out the support and intervention that will be in place for schools.

Some respondents have made suggestions to improve the clarity of this section. The most common responses related to the need to make the ladder of support and intervention less ambiguous. Suggestions included explaining how long it would take for schools to move between steps on the ladder, clarity around who will deliver the support or intervention on each step and the consequences of non-compliance. Some comments focussed on the need for the guidance in this section to be concise and only contain relevant information. A few respondents asked for a visual overview of the ladder of support and intervention.

There were requests for further clarification around how schools will be monitored and found to be non-compliant other than through Ofsted. There were concerns that provider email complaints may not be an effective way to monitor compliance. The point was also made that schools may receive a large volume of requests from providers and should not be punished for rejecting requests beyond the minimum requirements.

### Government response to question 14

Overall, we received positive views with many respondents agreeing that this section is an effective way to set out what support and intervention will be in place when the changes to the duty come into force.



We have listened to feedback and engaged with delivery partners to develop further the ladder of support and intervention. We have taken on suggestions to improve clarity and limit this section to essential information. We have also included further information on the support that will be made available to schools from the CEC and Careers Hubs, along with further information on the ladder and how it will work. This encompasses further details about how providers can access support from the local Careers Hub.

To improve monitoring of compliance with the provider access legislation we have worked with the CEC to update Compass+, the online self-evaluation tool that will enable schools to record, track and evidence against the new requirement. This data will be used by Careers Hubs to target support to schools that require additional help.

## Quality assurance

This question relates to the government's longer-term plans to increase the independence of quality assurance of careers guidance in schools and colleges.

The delivery of provider encounters for pupils, under the terms of the provider access legislation, is one element of a broader careers programme that we expect schools and colleges to develop in line with the Gatsby Benchmarks of Good Career Guidance. Currently schools and colleges largely self-report their progress against the Gatsby Benchmarks and any expert reviews are the responsibility of the school or college, together with their support network such as a Careers Hub, to provide. We are interested to consider whether there is a role for greater independent peer or expert review and whether this could further help schools and colleges to learn from good practice and further develop their careers programmes.

### Question 15

**We are keen to hear about any examples of peer and expert review that schools or other education and training providers employ to quality assure i) careers programmes and/or ii) delivery of other key statutory duties or programmes for young people and the impact this has had.**

**We received 60 responses to this question**

### Summary of responses

A majority of respondents were positive about their use of the Quality in Careers Standard to provide independent, expert review. Some comments focussed on how Quality in Careers Standard opened their eyes to the quality of careers provision they should be offering. The Standard provides independent and objective quality assurance support and validation to schools and colleges. Suggestions were that the Standard could be adapted to include assessment of statutory duties and/or DfE could require schools to hold or be working towards the Standard. Some questioned whether Quality in Careers Standard holders should get greater recognition or if, in the future, we could explore the potential to make the Standard mandatory and link it to Ofsted grades.

Other examples of peer and expert review used by schools and college were;

- Matrix Standard.
- Careers Hub/city hub/multi-academy trust regional hubs and other trusts/Local Enterprise Partnership Enterprise coordinator/local academic partnership.
- Compass+ reviews by a careers coordinator.

- Unifrog platform - which maps aspirations against destinations.
- Association of Graduate Careers Advisory Service quality standard.
- Industrial Cadets framework by Engineering Development Trust – quality assured and accredited competency framework to benchmark careers/employment engagement experiences.

## Question 16

**In your experience, is the use of peer and expert review an effective way to improve quality?**

**We received 133 responses to this question**

Response	Total	Percent
Yes	97	73%
No	16	12%
No opinion	20	15%

## Question 17

**Do you have a suggestion as to who might be best placed to undertake expert reviews?**

**We received 129 responses to this question**

Response	Total	Percent
Yes	78	64%
No	18	15%
No opinion	26	21%

## Summary of responses

The majority of respondents suggested that Quality in Careers Standard assessors are already qualified to conduct expert reviews and would be best placed to undertake expert reviews in future. Other organisations suggested were;

- Ofsted inspectors
- Career Hub Lead/CEC
- CDI
- Level 6/7 trained Careers Guidance professional
- Stakeholder of the school
- Provider of the L6 Careers Adviser training

- MATs
- Peer from similar school
- Qualified Careers Leader
- Enterprise adviser
- Enterprise coordinator
- LEP
- QCD university provider
- Senior school/trust leader
- Consultant
- Careers leaders in gold standard school
- Schools with good Ofsted

## **Government response to question 15, 16 and 17**

We received positive responses with examples of peer and expert reviews that schools and other education and training providers use to quality assure their careers programmes and delivery of careers statutory duties. We are pleased that the majority of respondents thought that the use of peer and expert review is an effective way to improve quality.

Most respondents gave positive views of the Quality in Careers Standard. The government strongly recommends in the careers statutory guidance that all schools and colleges work towards the updated Quality in Careers Standard, to support the development of a world-class careers programme for all their young people. As England's dedicated national quality award, the Quality in Careers Standard – through external assessment – accredits the four components of the CEIAG:

1. Careers Education
2. Careers Information
3. Careers Advice
4. Careers Guidance

Alongside our grant funding of the Quality in Careers standard we are currently running a pilot of peer and expert reviews with the CEC and Gatsby to measure the impact of these interventions. The reviews are focusing on areas of a school or college's careers provision and provide both support and guidance to improve practice and to assess readiness for external assessment and accreditation by the Quality in Careers Standard.

We will use the feedback from this consultation, alongside the evaluation of the current pilot of peer and expert reviews, to inform our future work in this area.

## Equality impact assessment

As the Department for Education is a public body, we must comply with the public sector equality duty in section 149(1) of the Equality Act 2010. In developing these proposals, we have considered the likely impact on persons who share particular protected characteristics. The Public Sector Equality Duty requires public authorities to have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual Orientation.

### Question 18

**Do you have any comments about the potential impact, both positive and negative, of our proposals on individuals on the basis of their protected characteristics? Where you have identified potential negative impacts, can you propose ways to mitigate these?**

**We received 132 responses to this question, which includes free text.**

Response	Total	Percent
Yes	26	20%
No	60	46%
No opinion	45	34%

## Summary of responses

The majority of respondents did not have further comments on the equality impact assessment.

Of those who commented, a few focussed on the need to ensure the changes will benefit all young people with protected characteristics. They highlighted that more needs to be done to ensure that providers can engage with pupils with SEND through provider encounters that are appropriate for the learner. Suggestions included making sure guidance is tailored appropriately and that staff are trained.

Others highlighted that good engagement with parents and carers is important, particularly for pupils from disadvantaged backgrounds and/ or pupils with SEND. Varied and accessible formats are required, particularly hard copies of a prospectus or information given to families that do not have access to the internet. The point was made that reasonable adjustments need to be considered to ensure all pupils have access to the provider encounters.

Some respondents pointed to the need for schools and providers to ensure that information, advice and guidance supports equality of opportunity so that young people from all backgrounds can get on in life. It is important to dispel gender job/career roles to ensure pupils are not self-selecting out of potential options. It is positive that all pupils in years 8 to 11 must attend encounters to ensure all young people are hearing about the options. There is also an opportunity to showcase non-stereotypical examples.

It was suggested that providers should be encouraged to make their equality and non-discrimination policy and practices clear to pupils, to reassure them that all pupils are welcome, regardless of any protected characteristics.

## Government response to question 18

Overall, we have received positive views on the proposals, with the changes to the provider access legislation regarded as a positive step. Respondents agree that increased awareness can only be a good thing for pupils as it will enable a better understanding of their options.

We believe that the proposed changes to the statutory guidance will have a positive impact on all pupils with one or more protected characteristics by ensuring that education and training providers of technical education and apprenticeships have access to all pupils. This means that all pupils in year 8 to 13 have the opportunity to learn about the range of technical education qualifications and apprenticeships that are available, supporting them to make more informed choices. We are pleased that most respondents feel positive about the changes to the statutory guidance. We do not believe the proposed changes will have a negative impact on any pupils with one or more of the relevant protected characteristics outlined in the Equality Act.

A number of responses to the questions throughout the consultation have highlighted the importance of providing sufficient support to ensure that young people with SEND can benefit fully from high quality provider encounters. We have therefore strengthened a number of sections of the guidance document with more information on SEND to ensure that schools and providers can better understand the needs for all pupils.



## Conclusion

We are very grateful to all those who took the time to respond to the consultation and share their helpful views. We have used the consultation responses to refine the statutory guidance on 'access to schools for education and training providers' and ensure that it is easy to understand. We have also used the feedback to develop the ladder of support and intervention, to ensure that is clear and showcases the support that is on hand to help schools comply with the provider access legislation.

We believe that the changes we have made to the statutory guidance will provide further clarity for schools and providers which, in turn, will benefit young people in schools to ensure that they are made aware of technical education qualifications and apprenticeships alongside academic routes.

The consultation responses and examples/suggestions will also enable us to develop work to review the current quality assurance landscape and feed into the government's longer-term plans to increase the independence of quality assurance of careers guidance in schools and colleges.

## Annex A: List of organisations that responded to the consultation

The list is only comprised of organisations that did not request to keep their response confidential, it also does not include individuals who responded in a personal capacity. As such, the number of organisations listed below does not equal the total number of respondents.

- Firth Park Academy – Academies Enterprise Trust
- David Andrews, CEG Consultant
- Open Awards
- Penair School
- RGG Associates
- Trinity Academy Doncaster
- Greenbank High School
- Highfield School
- Jameah Girls Academy
- Priory Learning Trust
- Cambridge and Peterborough Combined Authority
- Claydon High School
- Aquifer solutions limited
- Co-op Academy Bebington
- The Guernsey Institute College of Further Education
- Jubilee High School
- Nicholas Chamberlaine School
- Gordon Franks Training
- The Romsey School
- Boom Training Ltd
- CDI | YMCA Derby
- Bishop Burton College
- Bradford Forster Academy
- Castle Mead Academy
- Chiltern Way Academy

- BCC
- City of Bristol College
- Lord Williams's School
- St Albans Girls' School
- NASUWT
- The SMB College Group
- Complete-Careers LLP
- UTC Portsmouth
- Hartpury College
- The Hollins
- Hackney Education, Hackney Council
- University of Plymouth
- University of Plymouth
- Linking London
- University of Derby
- Outstanding Careers
- Peter Symonds College
- The Link Training Academy
- Careers England
- ASCL
- Association of Employment and Learning Providers
- Highfield School
- Academies Enterprise Trust
- Curnow School
- Yorkshire Learning Providers
- Complete Careers LLP
- Sheffield City Council
- Association of Colleges
- Swinton Academy
- UCAS
- The Career Development Institute

- Northern Skills Network
- St Brendan's Sixth Form College
- Liverpool City Region Combined Authority
- National Hair & Beauty Federation
- Training Qualifications UK Ltd
- Engineering Development Trust
- Career Connect
- The Sutton Trust
- WorldSkills UK
- Greater Manchester Combined Authority
- Capital City College Group
- Thames Valley Berkshire LEP



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