



Department
for Education

Oli de Botton
Chief Executive
c/o The Careers & Enterprise Company
120 Aldersgate St,
London
EC1A 4JQ

25th April 2024

Subject: Grant Offer Letter for Careers Information, Advice and Guidance (CIAG) Support for Schools and Colleges

Jaggaer Reference number: 8552
Grant Identity (GID) number: (to be confirmed after agreement signed)

Dear Mr de Botton,

On behalf of the Secretary of State for Education acting through the Department for Education, I am pleased to offer **The Careers & Enterprise Company** (the “**Grant Recipient**” or “**You**”) a grant (“**Funding**”) for the amount set out below, so that more young people benefit from high quality careers education, subject to the Terms and Conditions contained in and referred to in this letter (this “**Grant Offer Letter**”).

Power to award Funding

The Funding will be paid in accordance with the powers conferred on the Secretary of State for Education by Section 14 of the Education Act 2002 and accordingly will be paid only in respect of Eligible Expenditure incurred by You for the purpose of the Funded Activities.

The key terms of this offer are as follows:

What is the Funding for?

The Funding is to enable delivery of the following Skills for Jobs White Paper objectives and priorities:

- A Unified Careers System *with Careers Hubs connecting employers, providers, and educators at the local level* built on quality and co-

- ordination.
- Skills, training, and work experience *including a specific priority to raise awareness of apprenticeships and technical routes.*
 - Social justice *by focusing support on schools serving the most disadvantaged young people, including alternative provision, and helping improve practice for SEND young people inside and outside the mainstream.*

Conditions of Funding

Our offer of Funding is subject to –

- (1) any terms and conditions contained in this Grant Offer Letter; and
- (2) the Department's general Grant Terms and Conditions (as further defined below)

which (immediately upon acceptance of this Grant Offer Letter by You in accordance with the instructions for acceptance below) together form the “**Grant Funding Agreement**”.

The Grant Terms and Conditions referred to above (the “**Grant Terms and Conditions**”) are those contained in the version from time to time published on the Department's GOV.UK website accessible via the link provided here¹, as substituted from time to time in accordance with the Grant Terms and Conditions.

Words used in the Grant Offer Letter with initial capital letters have the meanings given to them in clause 2 of the Grant Terms and Conditions.

The Annexes to this Grant Offer Letter are part of Our offer of Funding and are automatically deemed to be annexed to the Grant Funding Agreement once You accept Our offer.

You should therefore read all Annexes and the full Grant Terms and Conditions carefully before accepting Our offer of Funding. **Failure to observe any applicable terms and conditions may result in some or all of the Funding You have already received being wholly or partly withdrawn or recovered and further Funding refused.**

How much Funding is available and for how long?

The funding will be split across the 24-25 Financial year and the 25-26 Financial year as follows:

¹ <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

- **Cost FY 2024-25 - £29.0m**
- **Cost FY 2025-26 - £14.5m**

The funding amount for year 2 is *indicative*. The year two amount is dependent on successful delivery of agreed objectives.

There is always the possibility of the Department's overall funding being decreased or constrained in the next Spending Review period. Under such circumstances, and in accordance with the provisions detailed in the Grant Terms and Conditions, the Department may need to make adjustments to the above FY 2025-26 allocation in order to manage within its budget. Should this occur, we would notify you at the earliest opportunity and agree any necessary amendments to the agreed objectives.

The Department may request that the Company delivers additional activity during the term of this agreement, subject to ministerial approval and budget being available. In such cases this Grant Funding Agreement will be varied to reflect the new activities. This Grant Funding Agreement may also be varied to allow for other changes and amendments as agreed between the parties.

Any unspent Funding must be returned to the Department in accordance with the more detailed provisions set out in clause 48 of the Grant Terms and Conditions.

Project/scheme/programme specific conditions (“Specific Conditions”)

The Grant Terms and Conditions are subject to the following terms and conditions specific to this project.

(1) SUBSIDY CONTROL

The provisions of Annex L apply to the Grant Funding Agreement and clause 22.6 of the Grant Funding Agreement Terms and Conditions is to be read and construed subject to those provisions.

(2) CAPITAL ASSETS

For the purposes of clause 11.4 of the Grant Terms and Conditions We hereby consent to the Funding being used and applied for the purchase of Assets

(3) DATA PROTECTION LEGISLATION

The provisions of Annex K apply to the Grant Funding Agreement and clauses 51 and 52 are to be read and construed subject to the provisions of Annex K.

(4) EMPLOYMENT REGULATIONS (TUPE)

The provisions of Annex M apply to the Grant Funding Agreement and clause 53 is to be read and construed subject to the provisions of Annex M.

(5) **MATCH FUNDING**

Clause 8 does not apply in this Grant Funding Agreement.

Complying with Government policies

All Funding is provided on the strict understanding that, unless otherwise expressly agreed in writing, none of it is to be used for any costs associated with advertising, marketing, communications, the maintenance, technical development or updating of existing websites or the development/creation of new websites.

Important terms and conditions

Your attention is drawn to:

Clause 47 on the Code of Conduct for Grant Recipients and

- Clause 30.2-4 on UK Government Branding.

You must at all times comply with the requirements included in these clauses.

Action needed to accept this Grant Offer Letter

If You wish to accept this offer of Funding, please complete the following steps:

(1) BANK ACCOUNT DETAILS

Please follow the instructions set out in Annex B to provide Us with Your Bank Account details. Your bank must be a bank authorised to conduct banking business in England. This will enable Us to set You up on the Department's payment system (the "**Payment System**") to receive Funding.

Please be aware that, under the terms of this Grant Funding Agreement, payment claims must be submitted in accordance with clause 9.1 of the Grant Terms and Conditions and may only be sent to the Department once the Grant Funding Agreement has been signed and any pre-disbursement conditions have been met. Payments will be disbursed into the bank account with the number provided by The Careers and Enterprise Company via the Payment System.

(2) DATA PROTECTION

Please ensure that the details in Annex K are correct before signing and returning Annex A.

ACCEPTANCE OF OFFER

By way of formal acceptance of this Grant Offer Letter, You must arrange for a duly authorised signatory or signatories of the letter with valid electronic signatures in the space provided as instructed by Annex A. The Grant Officer Letter will then be signed by a duly authorised within the Department. A complete signed electronic copy will then be returned for Your records.

Please note

- You must accept this offer of Funding subject to all its terms and conditions in writing no later than 10 days from the date of this letter.
- Any delays in returning the above set of documents could result in a delay to the payment of Funding or in the Funding being withdrawn.

DfE GRANT MANAGER

The DfE Grant Manager for this Programme in the Careers Division is Lorna Robinson lorna.robinson@education.gov.uk We look forward to working with You to bring about the rapid signature of the Grant Agreement.

If You cannot complete all acceptance formalities by the specified date, please contact Us before that date to explain the reasons. Otherwise, We will assume that Our offer of Funding has been refused, and it will be withdrawn without further correspondence.

EFFECTIVE DATE

The pro forma Grant Funding Agreement immediately below is hereby incorporated and deemed to take effect on the date when this Grant Offer Letter has been duly accepted by You electronically in accordance with its terms.

Yours sincerely,

Ceri D'Mello

For and on behalf of Department of Education
Contracts and Supplier Management Team
Web: www.education.gov.uk

This Grant Funding Agreement is hereby made between:

(1) The Secretary of State for Education, acting through the Department for Education and

(2) The Careers & Enterprise Company (the Company) of 120 Aldersgate Street, London, EC1A 4JQ. Companies House Registration number 9432724

This Grant Funding Agreement comprises the Grant Offer Letter, including all Specific Conditions included in it, the Annexes to the Grant Offer Letter indicated below and the Grant Terms and Conditions². In the event of any conflict between the provisions of any of the above they take precedence in the same order as set out above. All Annexes have equal precedence as between each other.

Each of the annexes listed below are hereby incorporated in this Grant Funding Agreement except those marked “DO NOT APPLY”:

- Annex A - Acceptance of Grant Offer and effective date
- Annex B - Bank account details
- ~~Annex C - Claiming Grant in Arrears “DOES NOT APPLY”~~
- Annex D - Claiming Grant in Advance
- Annex E - Details of Grant Allocations
- Annex F - List of Objectives for which the grant is being paid
- Annex G (i) - Annual Certification of Expenditure (external auditor or accountant’s report arrangements)
- ~~Annex G (ii) – Statement of Grant Usage (Statement from a Local Authority, Maintained School, Academy Trust or FE College) “DOES NOT APPLY”~~
- Annex H - Grant Payment schedule
- Annex I - Sample Exit Plan
- Annex J - Sample Progress Report Template
- Annex K - Generic Standard GDPR Clauses:
 - ~~Schedule 1 - Processing, Personal Data and Data Subjects “DOES NOT APPLY”~~
 - ~~Schedule 2 - Schedule for Joint Controller Agreements “DOES NOT APPLY”~~
 - Schedule 3 - Schedule for Independent Controllers
- Annex L - Subsidy Control
- Annex M - Transfer of Undertaking (Protection of Employment) Regulations 2006
- Annex N - Assets

² <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

Annex A - Acceptance of Grant Offer and effective date

Jaggaer Reference number: 8552

Grant Identity (GID) number: (to be confirmed after agreement signed)

This Grant Funding Agreement is effective from the date of acceptance by the Grant Recipient as referred to in the Grant Offer Letter in the section headed "Effective Date".


Signed by person authorised to sign on behalf of the Secretary of State

Date	May 8, 2024
Signature	 <small>Ceri D'Mello (May 8, 2024 08:21 GMT+1)</small>
Name (please print)	Ceri D'Mello
Position in the Department	DfE


- A. As an authorised signatory of The Careers & Enterprise Company, I have read both the Grant Offer Letter together with the annexes and Grant Terms and Conditions incorporated into this Grant Funding Agreement.
- B. I further confirm that in entering into this Grant Funding Agreement the Grant Recipient has, where necessary, taken its own legal advice (including in relation to the each of the provisions of the Grant Funding Agreement and the Applicable Subsidy Control Legislation and its consequences) and has not relied on any advice, representations or other information written or oral given or made available by the Department or any other Government department or similar public authority or any individuals working for them.

I hereby agree to comply and ensure compliance by the Grant Recipient named below with all the applicable terms and conditions of this Grant Funding Agreement on and from acceptance of the Grant Offer Letter and hereby confirm that I am duly authorised to accept those terms and conditions on behalf of the Grant Recipient named below.

Signed by a person authorised to sign on behalf of The Careers & Enterprise Company

Date	May 3, 2024
Signature	 <small>Oliver de Botton (May 3, 2024 11:45 GMT+1)</small>
Name (please print)	Oliver de Botton
Position in organisation	Chief Executive Officer

Signed by a person authorised to sign on behalf of the Department for Education

Date	May 8, 2024
Signature	 <small>Ceri D'Mello (May 8, 2024 08:21 GMT+1)</small>
Name (please print)	Ceri D'Mello
Position in organisation	DfE

Principal contacts	Department for Education	The Careers & Enterprise Company
Contact name/Postal address	Lorna Robinson Department for Education Sanctuary Buildings Great Smith Street London SW1P 3BT	Sara Mohideen Careers & Enterprise Company 120 Aldersgate Street London EC1A 4JQ
Position	Team Leader, The Careers & Enterprise Company and Employer Engagement Team	Internal Operations Senior Manager
Email address	lorna.robinson@education.gov.uk	smohideen@careersandenterprise.co.uk

Annex B – Bank account details for The Careers & Enterprise Company

Jaggaer Reference number: 8552

Grant Identity (GID) number: (to be confirmed after agreement signed)

Information required by the Department to make payment under this Grant Funding Agreement should be added by following the Department's suppliers' bank details process:³

³ <https://www.gov.uk/government/publications/dfe-suppliers-bank-details-forms>

Annex C - "DOES NOT APPLY"

Annex D – Grant Claim Form for The Careers & Enterprise Company, where permitted to claim Funding in advance

Jaggaer Reference number: 8552

Grant Identity (GID) number: (to be confirmed after agreement signed)

This claim form **must** be completed by an authorised senior officer of The Careers & Enterprise Company and returned to Lorna Robinson (Careers Division), Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, no later than the 5th working day of the month for which Funding is being claimed and **must** be supported by invoices or receipts for the last month and a breakdown of expenditure for the month claimed.

Where claims relate to pay costs, cost breakdown for the last month **must** be based on actual costs incurred and supported by payroll data evidence generated from the payroll system.

All Parties must take appropriate steps to comply with their respective obligations under the Data Protection Legislation at all stages of the claims process but, subject to that, provide and not withhold any evidence which may reasonably be considered to be relevant to the correct processing of any claim.

You must ensure analysis of values claimed aligns to items listed in Annex E.

	Claim for [insert month]	
a. Total cash drawn down to date	Please insert total Cash Drawn down to date (Section j from previous claim)	£
b. Final actual cash expenditure for prior periods	Please provide final actual expenditure up to and including the prior period	£
c. Actual cash expenditure for first two months of current period (insert months)	Please provide actual cash expenditure for the first two months of the current period	£
d. Forecast spend for last month of the period (insert month)	Please provide forecast spend for the final month of the current period to evidence drawdown amount	£

e. Total Grant claim for quarter (cash expenditure + forecast)	(c+d)	£
f. Total actual costs to date and forecast costs up to period end (prior and current period actuals + 1 month forecast)	(b+e)	£
g. Cash drawn down, but not utilised	(a - b - e)	£
h. Bank interest earned from grant monies since last claim	Please provide the total amount of bank interest earned from grant monies since the previous claim	£
i. Forecast spend next quarter	Please provide forecasted spend for the next quarter	£
j. Amount of DfE grant required for next quarter	(i-g-h)	£
k. Total Cash drawn down to date + next quarter draw down	(a + j)	£

I certify that:

- the above claim is made in accordance with this Grant Funding Agreement with The Careers & Enterprise Company;
- the Funding received and spent has been, or will be, used wholly for the purposes for which it was given;
- the information I have provided in this Grant Claim Form is complete and correct, and
- the amount of Funding claimed in this Grant Claim Form represents Eligible Expenditure incurred or to be incurred solely for the purposes for which Funding is given.
- no claim of Funding has or will be made or received (directly or indirectly) for such expenditure from any other person/organisation.

Signed by a senior officer authorised to sign on behalf of The Careers & Enterprise Company

Date	
Signature	
Name (please print)	
Position in organisation	

Annex E – Details of Grant Resource Budget Allocation

Jaggaer Reference number: 8552

Grant Identity (GID) number: (to be confirmed after agreement signed)

Ensure Annex C or D claims align to items listed below.

Table 1 - Overview of Estimated Budget (per high-level Objective)

Activity	Cost (FY24-25)	Cost (FY25-26)	Total Cost
1: A unified careers system			
System Investment	£15.44m	£7.38m	£22.82m
National oversight and support	£5.60m	£2.92m	£8.52m
2: Skills, training and work experience			
System Investment	£1.38m	£0.81m	£2.19m
National oversight and support	£3.84m	£2.00m	£5.84m
Central Support Costs			
Governance and operational support	£2.74m	£1.39m	£4.13m
Total Cost	£29.00m	£14.50m	£43.50m

The above table is supported by a pricing schedule that is included as appendix to this annex.

This is an indicative budget profile which will be formally reviewed and reforecast quarterly and will be kept under review monthly.

The Department will pay this Grant to The Careers & Enterprise Company in accordance with a payment schedule agreed with The Company, subject to the Company meeting the requirements of this Grant Funding Agreement.

Annex F – Aims and objectives of the Funding

Jaggaer Reference number: 8552

Grant Identity (GID) number: TBC

The activities set out in this Grant Funding Agreement (GFA) are in service of three priorities for the careers system:

1. **A unified careers system built on quality and coordination**– with Careers Hubs connecting employers, providers, and educators at the local level.
2. **Building skills, training, and workplace experiences** – including a specific priority to raise awareness of apprenticeships and technical routes.
3. **Social justice** – focusing support on schools serving the most disadvantaged young people, including alternative provision, and helping improve practice for SEND young people inside and outside the mainstream.

Cross-cutting themes:

The emphasis on raising awareness of apprenticeships and technical education (ATE) has two elements:

1. Specific interventions to boost ATE interest and uptake (included in Objective 2 in the table below).
2. A commitment that all activity prioritises ATE (**highlighted in purple** in the table below). This includes support for providers of apprenticeships.

A drive for social justice features within all workstreams (**highlighted in green** in the tables below).

All aspects of the system (Careers Leaders, Careers Hubs, Employers) seek to prioritise apprenticeships and technical education and those with greatest need (Free School Meals, Special Needs and Disabilities, Alternative Provision, at risk of NEET).

Key 2024/25 goals include:

- An average performance of 6 Gatsby Benchmarks achieved across Careers Hubs, with faster progress for schools serving the most disadvantaged young people including Special Schools and Alternative Provision.
- 70% of Careers Hub institutions fully achieving Gatsby Benchmark 6 (experiences of the workplace), with faster progress for institutions serving the most disadvantaged young people including Special Schools and Alternative Provision.

- 85% of Careers Hub institutions fully achieving Gatsby Benchmark 5 (encounters with employers), with faster progress made by institutions the most disadvantaged young people including Special Schools and Alternative Provision.
- 135,000 Future Skills Questionnaires to be completed by students in schools between September 2024 and August 2025 (allowing for tracking awareness of ATE at scale).
- Delivery of 600 additional training places for Careers Leader training through a combination of face-to-face and distance learning for new Careers Leaders and top up programmes for those who have received prior historic training.
- Deliver 1,000 online teacher learning modules and 1,000 teacher encounters.

Two delivery mechanisms for supporting these priorities are:

1. Careers Hubs, which bring together schools, colleges, employers, and providers at a local level and are contracted against the priorities above.
2. Careers and Education Leadership (including a maturity model and support to the wider education/support workforce).

These mechanisms are supported by coordination and coherence with national and local partners to:

- Embed local economic priorities within careers support.
- Align to the work of the National Careers Service into local delivery and work with them on a national level towards an all-age Careers System.
- Collaborate and further align the work of the CEC and local Careers Hubs with partners (e.g. ASK programme, Uni Connect, Early Connect, Apprenticeship Ambassador Network, Growth Hubs), coordinating well targeted interventions with a common set of impact measures.
- Ensure Careers Hubs support access to schools and colleges for the wider skills agenda, including LSIPs, Apprenticeships, T Levels and Higher Technical Qualifications (HTQs).

Objective 1. A Unified Careers System built on quality and co-ordination.

Goals:	Key Activities and Performance Indicators:
<p>Oversee the national <u>network of Careers Hubs</u> (in partnership with Local/Combined Authorities) across England.</p> <p>Careers Hubs bring together secondary schools (including alternative provision and SEND institutions), further education colleges, businesses, and careers providers to improve provision for young people.</p>	<p>Build and maintain the careers infrastructure:</p> <p>By December 2024:</p> <ul style="list-style-type: none"> - Ensure all Careers Hubs produce a Careers Hub Plan (<u>drawing on CEC’s strategic objectives, including the promotion of ATE</u>) outlining how they will contribute to the local, unified careers system. <p>By September 2025:</p> <ul style="list-style-type: none"> - Maintain full national coverage, to ensure all schools and colleges can join a Careers Hub. <ul style="list-style-type: none"> o 95% of schools and colleges, including special schools (SEND) and alternative provision (AP), are in Careers Hubs. - Support newly devolved areas with a co-designed partnership agreement to maximise impact on young people and co-investment, building on the learning from the two Trailblazer deals. - 92% of all schools and colleges in Careers Hubs, fully achieving at least 3 Gatsby Benchmarks. - An average of 6 Gatsby Benchmarks fully achieved across Careers Hubs.

- Faster progress in Gatsby Benchmark achievement made by institutions in the upper two quartiles of Free School Meal (FSM) entitlement, special schools, and alternative provision compared with the progress made by the overall cohort.
- At least 23% of institutions in a Careers Hub fully achieving all 8 Gatsby Benchmarks.

Prioritise young people, institutions, and areas with higher rates of disadvantage (FSM, SEND, AP, at risk of NEET):

By August 2025:

- Provide enhanced support to accelerate performance against the Gatsby Benchmarks for SEND and AP institutions, as well as those that have the highest level of free school meals.
- Offer a differentiated Careers Hub engagement model to independent special schools (ISS).
- Provide targeted support for the independent training provider (ITP) sector through national and local provision, supporting disadvantaged learners at points of transition and take up of technical and vocational pathways.
- Support and challenge Careers Hubs to identify, through data and evidence, where interventions are most needed to support a positive post-16 transition e.g. through RONI data (building on learning from [the Effective Transitions Fund](#)).
- Ensure business engagement (including Cornerstone Employers and business volunteers) is targeting resources and activities for young people facing the most barriers, and emphasises the importance of ATE by drawing from data from [employer standards](#).

	<ul style="list-style-type: none"> - Build on the models that emerge from projects based in Careers Hubs to focus on NEET prevention through Compass+.
<p>Raise standards and improve consistency through the development and implementation of connected frameworks (this work is critical to closing the gap).</p> <ol style="list-style-type: none"> 1. Employer Standards: to ensure business outreach leads to opportunity for young people and is focused on the activities most likely to have impact. 2. Careers Hub Quality Standards: to increase consistency in Careers Hub delivery. 3. The Careers Impact System: to quality assure practice and support 	<p>Support and challenge business to provide more opportunities through Employer Standards:</p> <p>By November 2024:</p> <ul style="list-style-type: none"> - Publish a national insight briefing on the first year of data from Employer Standards self-assessments. <p>By September 2025:</p> <ul style="list-style-type: none"> - Increase the scale of the Employer Standards framework nationally, through partnership with sectors, representative bodies, and careers providers, resulting in an additional 1,000 unique employers to have registered and submitted a self-assessment since launch in November 2023. - Embed Employers Standards in Careers Hubs: <ul style="list-style-type: none"> o 90% of Cornerstone Employers are using Employer Standards. o All Careers Hubs have received Hub Lead and Enterprise Coordinator training on the Employer Standards Framework and how it increases impactful employer engagement. - Promote Employer Standards and support best practice through guidance materials and regular webinars, highlighting: <ul style="list-style-type: none"> o Employer Standard 6 & 1: Raising awareness of pathways into work (with an emphasis on technical routes) - The impact of employers promoting different pathways into work on the

<p>continuous improvement in schools and colleges.</p>	<p>number of apprenticeship applications and how to include employees who have taken a technical education route in their offers for young people.</p> <ul style="list-style-type: none"> ○ Employer Standard 2: Be Inclusive - How employers can work with those that are the most disadvantaged, and specifically engage under-represented groups and those facing barriers to their industry or workforce. <hr/> <p>Increase quality and consistency through Careers Hub Quality Standards:</p> <p>By September 2024:</p> <ul style="list-style-type: none"> - Work with at least 5 Careers Hubs to test the Career Hub Quality Standards before full roll out, with a focus on improving quality, raising standards, and ensuring consistency in Careers Hub delivery. <p>By September 2025:</p> <ul style="list-style-type: none"> - Roll out Careers Hub Quality Standards to all Careers Hubs, providing responsive training, targeted resources, and sharing best practice. This will include a particular focus on the support Hubs provide to those who are most disadvantaged and specific support for SEND and how they can build on efforts to raise awareness of ATE routes. <hr/> <p>Support quality assurance and continuous improvement through the Careers Impact System:</p> <p>By September 2025:</p> <ul style="list-style-type: none"> - Further embed the Careers Impact System to quality assure practice in schools and colleges (including how they are raising awareness of ATE) via the national roll out of Peer-to-Peer Reviews via Careers Hubs and Multi-Academy Trusts.
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	<ul style="list-style-type: none"> - All Careers Hubs are participating in facilitation of Peer-to-Peer Reviews. - Extend the pilot of Expert Reviews for national moderation and a National System to include: <ul style="list-style-type: none"> o One National System Review with a focus on “equity for disadvantaged learners”. o 15 Expert Reviews as a rigorous external moderation tool. - Communicate launch of the digital tool in Compass+ to reduce burden and enable Careers Leader self-evaluation against the Careers Impact System maturity model. - Develop and roll out (via the Community of Improvement) a Careers Impact System Blueprint for Independent Training Providers to support high quality careers education for apprentices.
<p>Ensure integration with local programmes and national priorities, improving connectivity.</p>	<p>Increase impact through improving connectivity between programmes:</p> <p>By September 2025:</p> <ul style="list-style-type: none"> - All Careers Hubs to include evidence in the Careers Hub plans of working with: <ul style="list-style-type: none"> o The local Growth Hub. o The Employer Representative Body on Local Skills Improvement Plans (LSIPs). o The lead FE college on Local Skills Improvement Fund (LSIF) (where this exists). o Other relevant local and national programmes. - Continue to align to the work of the National Careers Service in local delivery and work with them on a national level towards an all-age Careers System.

	<ul style="list-style-type: none"> - Collaborate and further align the work of the CEC and local Careers Hubs with partners (e.g. ASK programme, Uni Connect, Early Connect, Apprenticeship Ambassador Network, Growth Hubs), coordinating well targeted interventions with a common set of impact measures. - Connect careers provision in schools and colleges to the needs of local economies, ensuring coherence and alignment between skills, education, and careers (including through developing Beacon Hub models with a particular sector focus by region). - Support and align the work of the CEC and local Careers Hubs with LSIPs and LSIFs, ensuring that careers is embedded within and influencing local decision making around investment in skills and local economic growth. - Further develop partnerships between Careers Hubs and NEET reduction teams in Local and Combined Authorities. This includes exploring sharing data on identifying students at risk of becoming NEET. Seek similar alignment at a national level with the Department for Education’s NEET reduction teams.
<p>Develop and maintain digital products to support the Careers System.</p>	<p>Develop Compass+ and support digital products to enable improved delivery, insight at scale and clear, efficient reporting:</p> <p>By September 2025:</p> <ul style="list-style-type: none"> - Maintain 99% Compass+ availability to users annually. - Maintain at least 3,500 schools connected to Compass+.

- 135,000 [Future Skills Questionnaires](#) (FSQ) to be completed by students in schools between September 2024 and August 2025. [Data from FSQ allows us to track awareness of ATE at scale as there are specific questions about Apprenticeships, T-levels, etc.](#)
- Work with Careers Hubs and MATs in our Community of Improvement to support schools to continue to increase the number of schools using FSQ with multiple year groups.
- Improve the user experience for all audiences, informed by user research to improve integration and integration with other products.
- Scope and develop required revisions to Compass products as informed by Gatsby's Next 10 Review.
- [Development work to support the national rollout of Compass Post-16 evaluation to ITPs.](#)
- Develop and integrate the Careers Impact System self-evaluation tool.
- Investigate options to develop Compass+ for FE, improve the collection of destination and activities data, and [develop risk of NEET reporting.](#)
- Report quarterly on progress against the product roadmaps and discuss proposals and progress as part of regular strand lead KIT meetings.

Develop the Enterprise Advisor Network Register (EANR) to support Careers Hub delivery and data collection:

By September 2025:

- All Careers Hubs use EANR to support Teacher Encounters and caseload management of volunteers, including Enterprise Advisers.
- Enhance the collection and reporting of management information to provide business critical data to Careers Hubs.
- Develop features to support the management of the Careers Impact System Peer-to-Peer Reviews process.
- Scope the development of a digital tool to support Careers Hub Quality Standards.

Connect robust data across the organisation:

By September 2025:

- Provide Careers Hubs with triangulated data from schools/colleges, young people, and employers so that interventions can be based on local need.
- Integrate our Customer Relationship Management system (CRM) and reporting database to improve data coverage and quality.
- Improve digital recording of Cornerstone Employer impact.
- Refine CEC's single view of Careers Leaders.

Objective 2. Building skills, training, and workplace experiences

Goals:	Key Activities and Performance Indicators:
<p>Train and develop new Careers Leaders, teachers, and leaders.</p> <p>Provide wrap-around support through Communities of Improvement, high quality resources, and the delivery of a Digital Academy to provide a cost-efficient sustainable training offer.</p>	<p><u>Careers Leader</u> and Teacher Training:</p> <p>By September 2025:</p> <ul style="list-style-type: none"> - Deliver 600 additional training places for Careers Leader training through a combination of face-to-face and distance learning for new Careers Leaders and top up programmes for those who have received prior training. - Continue to report monthly on the number of Careers Leaders that have completed training and those that have commenced their training. - Deliver virtual learning inductions for new Careers Leaders, including succession planning to mitigate Careers Leader churn. - Deliver 150 online careers leadership induction modules for Independent Training Providers (ITPs). - <u>Deliver 1,000 online teacher learning modules.</u> - Launch a consolidated Careers Leader Digital Academy as a sustainable approach to training and professional development. - Deliver at least two National Excellence Seminars.

- All training modules to include guidance on how to target harder to reach learner groups, with a specific focus on SEND learners.
- All training and development activity will continue to provide an emphasis on knowledge about apprenticeships and technical pathways.

Deliver focussed support for those working with the most vulnerable learners:

By January 2025:

- Develop guidance for supporting vulnerable learners, for example the Gypsy, Roma Traveller (GRT) community, young carers, and Looked After Children (LAC).

By September 2025:

- Broaden careers awareness training to include provision for SENCOs, Pupil Premium leaders, and teachers with responsibilities for LAC, including virtual school heads.
 - o 250 completions of online SENCO and wider workforce learning modules.
- Develop self-directed online support offer for Home Educated learners and vulnerable learners outside of education, to include support for young people with SEND and parents.

National Communities of Improvement:

By September 2025:

- Deliver national Communities of Improvement and three events annually for each group for advocacy and sharing best practice for:
 - o Careers Hubs (Hub Leads and Enterprise Coordinators)
 - o Inclusion
 - o Multi Academy Trusts
 - o FE & Skills
 - o Careers Delivery Providers

Advisory Groups:

By September 25:

- Consult expert sector representation twice annually to inform developments and support continuous improvement in careers provision.

Teacher Encounters:

By September 2025:

- Extend the Teacher Encounters programme which allows teachers to explore the world of work first hand. The programme **has a particular focus on schools serving the most disadvantaged young people and an explicit aim to raise awareness of ATE amongst teachers** (the evaluation of the first year showed teachers increased their ATE knowledge as a result of encounters).
- 1,000 Teacher Encounters delivered.

	<ul style="list-style-type: none"> - Develop a differentiated menu of Teacher Encounters with cost/value/impact case studies to support Careers Hubs and schools to effectively prioritise development, including emphasis on apprenticeships and technical pathways.
<p>Increase the quality and quantity of workplace experiences available to young people.</p>	<p>Workplace experiences:</p> <p>By September 2024:</p> <ul style="list-style-type: none"> - Launch phase 1 of 'eQUALex' - the framework for quality workplace experiences - to all Careers Hubs. <p>By September 2025:</p> <ul style="list-style-type: none"> - Increase the scale of effective models of workplace experiences – with a focus on key sectors and, where possible, apprenticeship experiences, disadvantaged learners, and active learning approaches. - Work in partnership with schools and employers to pilot the three-part eQUALex impact model for learners and schools. The goal is to measure and raise the quality and impact of workplace experiences available to learners as they progress through secondary school. <ul style="list-style-type: none"> o Finalise and pilot the eQUALex impact model for learners and schools. Schools and colleges using the eQUALex framework at scale to improve practice. - All Careers Hubs, through the Hub Delivery Fund, will provide or enable more workplace experiences for young people in their region, with a particular focus on disadvantaged young people. Experiences of work are to be tailored to individuals, providing young people with options

that match their interests and provide workplace experiences to inspire young people's interest in key growth sectors.

- Leverage the Cornerstone Employer group (or equivalent) to recruit and effectively support employers to deliver workplace experiences with a particular focus on disadvantaged students and an emphasis on promoting ATE.
- 85% of Careers Hub institutions fully achieving Gatsby Benchmark 5 – Encounters with Employers.
- Faster progress in Gatsby Benchmark 5 made by institutions in the upper two quartiles of FSM, special schools, and alternative provision compared to the progress made by the overall cohort.
- 70% of Careers Hub institutions fully achieving Gatsby Benchmark 6 – experiences of the workplace.
- Faster progress achieving Gatsby Benchmark 6 made by institutions in the upper two quartiles of FSM, special schools, and alternative provision compared to the progress made by the overall cohort.

Employer Engagement:

By May 2024:

- Deliver an updated employer offer published on the CEC website and track engagement to keep refining as needed over the year to have most impact.

By September 2025:

- Share best practice via two national seminars for employers.

Sectors

By September 2025:

Support sector partners to see careers as the first rung on the skills ladder in the following ways:

1. **Quality:** using Employer Standards with their members to drive up quality outreach as a means to engage further in the skills system (outreach to intake).
 2. **Place Based:** connecting into our national network of Careers Hubs to engage with key programmes such as Cornerstones, Enterprise Advisers, Teacher Encounters and workplace experiences as a complement to wider programmes, such as Apprenticeships.
 3. **Providing coherence:** supporting sectors to include careers as part of their wider skills offer – and promoting these coherently.
- 100% of sector partners to have communicated Employer Standards to their membership. Employer Standards made available to all sector bodies for their members.
 - Develop the Beacon Hub proposal with partners to attract additional investment and support for Hubs with a footprint in fast growing industries, e.g. Green and Digital, ensuring local careers provision addresses local economic opportunities. Deliver initial Beacon activity through at least one Careers Hub targeting one sector with one employer.

Cornerstone Employers

	<p>By September 2025:</p> <ul style="list-style-type: none"> - Maintain an active network of Cornerstone Employers (or equivalent) whose Employer Chair participates in a bi-annual national Cornerstone Chair meeting. Cornerstone Employer groups to support the needs of those with the greatest barriers and emphasise the promotion of ATE. The current data from Standards shows that Cornerstone employers are four times more likely to report an increase in young people applying for apprenticeships compared to those less engaged. - 100% of Careers Hubs have a Cornerstone Group (or equivalent) providing support to Careers Hubs, being core to the delivery of specific Careers Hubs programmes and where relevant activating their supply chains. <p><u>Enterprise Advisors (EAs)</u></p> <p>By September 2025:</p> <ul style="list-style-type: none"> - At least 80% of schools and colleges in Careers Hubs will receive the support of an EA at least once a year. - Maintain and support at least 4,000 Enterprise Advisors across the Careers Hubs network. The evaluation found that a quarter of those well established in the role say their employer has recruited apprentices from local schools as a result of their engagement.
<p>Raise awareness of Apprenticeships and Technical Education (ATE) pathways.</p>	<p>By September 2025:</p> <ul style="list-style-type: none"> - Support schools and providers to meet the <u>Provider Access Legislation</u>:

- Monitor and support schools to fulfil their obligations under the Provider Access Legislation (PAL), including connecting Careers Hubs to networks of Independent Training Providers and colleges and being a point of escalation for concern.
- Report nationally on compliance with Provider Access Legislation, using data from Compass+ completions.
- Use existing networks to coordinate employer outreach and broker support for schools and colleges in Careers Hubs, bolstering employer engagement in pre-19 education with an emphasis on delivering Provider Access Legislation encounters, workplace experiences or supporting T Level placements.
- As part of our ongoing quality assurance processes make sure there is a focus on ATE in careers programmes.
- Continue cross sector efforts to promote awareness of PAL (example here).

- **Local programmes to remove barriers.** Our Apprenticeship and Technical Education (ATE) Transitions Framework was last year used by 43 Careers Hubs to build on existing work by identifying specific blockers in their area and then taking action. In practice this means Careers Hubs are putting in place additional interventions across the country to go alongside their baseline promotion efforts (examples here and here):
 - Further embed the Apprenticeship and Technical Education (ATE) Transitions Framework across the system, which supports Careers Hubs and partners to put in place well targeted interventions with a common set of impact measures.
 - All Careers Hubs will be provided with local and national data and insights by CEC to guide them in analysing factors that are inhibiting the uptake of ATE pathways in their area and planning their interventions.

	<ul style="list-style-type: none"> ○ All Careers Hubs convene an expert group (employers, education institutions, and young people) to agree a common view of the current state of ATE transitions and review progress and actions from previous plans. This analysis will be shared locally and aggregated nationally and be available to be used to inform wider efforts to support ATE transitions and foster improvements. ○ Based on this, all Careers Hubs will deliver at least one initiative to improve the ability of young people to take up ATE pathways under CEC’s ATE Framework, building on the learning and activity from the previous year. <p>- Working with the wider skills system:</p> <ul style="list-style-type: none"> ○ Explore a ‘college led’ approach to supporting learners when accessing the Lifelong Learning Entitlement. ○ Ensure stronger connections between Careers Hubs and wider sources of support for young people including Early Connect, the ASK programme, and the Apprenticeship Ambassador Network.
<p>Develop and maintain digital products to support skills and local growth.</p>	<p>Efficiency through digital delivery:</p> <p>By September 2025:</p> <ul style="list-style-type: none"> - Develop and maintain all digital products, as set out in the product roadmaps, to improve delivery and capture insight. - Develop and maintain the Employer Portal.

<p>Understand impact and improve quality, targeting and delivery.</p>	<ul style="list-style-type: none"> - Build, test, and deploy a new learning environment (the Careers Leader Digital Academy) to provide a cost-efficient sustainable training offer for Careers Leaders, teachers, and leaders. <ul style="list-style-type: none"> o Deliver a Minimum Viable Product and initial content ready for launch.
	<p>Customer support and upskilling:</p> <p>By September 2025:</p> <ul style="list-style-type: none"> - 90% customer satisfaction for participants and service users of the integrated support programme. - Improve our integrated programme that supports users and stakeholders to optimise impact from Compass, Compass+, EANR and Employer Portal through: <ul style="list-style-type: none"> o Training (self-paced online courses, webinars, and face-to-face formats). o Self-serve Help Centres within products. o Help Desk services provided by our customer service team.
	<p>By March 2025:</p> <ul style="list-style-type: none"> - Publish the annual Careers in England report. <p>By September 2025:</p> <ul style="list-style-type: none"> - Develop our impact model to demonstrate and drive sustained impact, with clear evidence on impact on the CEC website. - Carry out system level impact reporting across data sets, with insight briefings on Gatsby Benchmarks, Future Skills Questionnaire and Employer Standards in the autumn term.

- Deliver ongoing analysis and reporting of student and employer outcomes (published as part of Careers in England report) including young peoples' awareness of ATE.
- Deliver thematic insights on disadvantage across CEC data sets (published as part of Careers in England report).
- User feedback and satisfaction surveys delivered, including Enterprise Advisers and other groups as needed.
- Ongoing analysis of the impact of tools and training for effective careers leadership (such as Compass+, the Careers Impact System, and the Careers Leader Training).
- Combine CEC data sources, and explore access to others, to develop a deeper understanding of disadvantage across the careers system, enabling Careers Hubs and other careers actors to target areas of acute need.

Annex G (i) – Annual Certification of Expenditure

This certificate is to be reproduced on headed paper of the independent auditor issuing the document and should be received by the Department within three months of the end of each and all Financial Years of Grant Funding.

Annual Certification of Careers & Enterprise Company Expenditure for Financial Year 2024-25

- (i) [Insert name/address of the organisation]
- (ii) [Insert name/address of the external auditor/accountant/organisation]

Dear Sirs,

Re: Careers Information, Advice and Guidance (CIAG) Support for Schools and Colleges, Jaggaer Number - 8552

This certificate is provided to The Careers & Enterprise Company to enable it to comply with the Department for Education (DfE)'s Grant Funding Agreement Terms and Conditions and the Grant Offer Letter requirements. We have obtained reasonable assurance that of the total gross value amount of Funding received of £29.0m for the Financial Year ending 31st March 2025, The Careers & Enterprise Company incurred eligible costs of £[insert amount of funding actually spent]. We have referred to the conditions set out in the Grant Funding Agreement between the Grant Recipient and the DfE dated [insert date of signature in Annex A to the Grant Funding Agreement Annex A]. Our work included examination, on a sample basis, of evidence relevant to the regularity and propriety of The Careers & Enterprise Company's income and expenditure.

In our opinion, having carried out our work in all material respects, the expenditure for the year ended 2024-25 and the grant conditions have been met and the Grant Funding has been spent for the intended purposes

This report is made solely to The Careers & Enterprise Company to be produced to the DfE. Our work has been undertaken so that we might state to The Careers & Enterprise Company those matters we are required to state in a report and for no other purpose.

Yours faithfully,

Signed by an independent external officer authorised to sign

Date	
Signature	
Name of external auditor/accountant or equivalent (please print)	
Position in organisation	

Signed by a senior officer authorised to sign on behalf of The Careers & Enterprise Company

Date	
Signature	
Name (please print)	
Position in organisation	

Annex G (ii) - “DOES NOT APPLY”

Annex H – Proposed Grant payment schedule

Jaggaer Reference number: 8552

Grant Identity (GID) number: (to be confirmed after agreement signed)

This proposed schedule does not replace the requirement to submit claims in line with the payment arrangements for the grant.

The Department intends to pay the Funding to The Careers & Enterprise Company in accordance with the following payment schedule, subject to The Careers & Enterprise Company meeting the requirements of this Grant Funding Agreement and the relevant duly completed claim forms (Annex C or D as appropriate) being received. All payments relating to the FY2024-25 grant activity to be paid by September 2025, with final reconciliation in December 2025.

Table for FY 2024 – 2025

Grant Project Name		Careers Information, Advice and Guidance (CIAG) Support for Schools and Colleges	
Jaggaer Reference Number		8552	
Period	Claim submission expected on	Proposed payment date	Proposed Payment Amount
April to June 24	Signature of GFA	April 2024	£3,650,000
July to September 24	11 th June 2024	Friday 28 th June 2024	£7,550,000
October to December 24	10 th September 2024	Friday 27 th September 2024	£5,650,000
January to March 25	3 rd December 2024	Friday 27 th December 2024	£9,035,000
Cash outflows expected April, May and June 2025 relating to FY24-25 grant activity.	11 th March 2025	Friday 28 th March 2025	£3,115,000
Total proposed payments			£29,000,000

Table for FY 2025-2026

Grant Project Name	Careers Information, Advice and Guidance (CIAG) Support for Schools and Colleges
Grant Reference Number	8552

Period	Claim submission expected on:	Proposed Payment date	Proposed Payment Amount (£)
April – June 2025	11 th March 2025	Friday 28 th March 2025	£6,660,000
July – September 2025	10 th June 2025	Friday 27 th June 2025	£7,840,000
Total proposed payments			£14,500,000

Annex I – Sample Exit Plan

Jaggaer Reference number: 8552

Introduction

1. Although the Department does not seek to exercise detailed control of the activities of The Careers & Enterprise Company, it must ensure that public money is protected and value for money achieved. To meet this requirement, this Annex describes the duties and responsibilities of The Careers & Enterprise Company and the Department, leading up to and covering the expiry or termination of this grant for whatever reason and the transfer of the Grant Funded Activities.
2. This Annex defines the Exit Plan and how it should be revised to ensure that it remains workable at any time. The Department and The Careers & Enterprise Company acknowledge the importance of keeping the Exit Plan up to date during the Funding Period and of reflecting the impact of all relevant changes to the Funded Activities or outcomes required. You must not make any additional charge for any work undertaken in making changes to the Exit Plan. Where there are principles to be adopted in implementing the plan, the Parties will endeavour to agree the relevant details within such principles.
3. The Department is entitled to disclose the contents of the Exit Plan to any future bidder for any Unspent Funding or any balance of Funding unclaimed or unpaid or recovered at or after expiry or termination of the Grant Funding Agreement (or any equivalent funding for similar activities that may be offered or awarded to a successor organisation as envisaged below).

Objectives

4. The objective of the Exit Plan is to ensure:
 - an orderly and smooth transition of the grant Funded Activities from The Careers & Enterprise Company to a successor organisation or the Department at the expiry or termination of this Grant;
 - the continuation of grant Funded Activities;
 - that there is no undue favour to The Careers & Enterprise Company in any future competition for the Grant (in whole or in part); and
 - that the responsibilities of both parties to the Grant Funding Agreement are clearly defined in the event of expiry or termination.

General

5. Where the Department intends to continue funding activities similar to the Funded Activities in broadly the same way after expiry or termination, either by performing them itself or by means of a successor, You must endeavour to ensure the smooth and orderly transition of the Funded

Activities and must co-operate with the Department or the successor, as the case may be, in order to achieve such transition.

6. When such endeavours and co-operation are outside the scope of the Grant Funding Agreement, You may provide quotations for reasonable charges associated with providing such assistance and if satisfied that they are reasonable the Department will pay such charges upon submission of a Claim Form in accordance with Annex C.
7. You must comply with any reasonable request of the Department for information relating to the performance of the Funded Activities, including the use of other parties. You will be allowed a reasonable period of time in which to respond to the Department.

Assisting with re-competition

8. You shall, on reasonable notice, provide to the Department and/or its potential Replacement Suppliers (subject to the potential Replacement Suppliers entering into reasonable written confidentiality undertakings), such information (including any access) as the Department shall reasonably require in order to facilitate the preparation by the Department of any invitation to tender and/or to facilitate any potential Replacement Suppliers undertaking due diligence (the "**Exit Information**").
9. You acknowledge that the Department may disclose Your Confidential Information (excluding Your or Your Subcontractors' prices or costs or Personal Data) to an actual or prospective Replacement Supplier to the extent that such disclosure is necessary in connection with such engagement.
10. You shall provide complete updates of the Exit Information on an as-requested basis as soon as reasonably practicable and notify the Department within five (5) Working Days of any material change to the Exit Information which may adversely impact upon the provision of any grant funded activities (and shall consult the Department in relation to any such changes).
11. The Exit Information shall be accurate and complete in all material respects and shall be sufficient to enable a third party to prepare an informed offer for the grant funded activities; and not be disadvantaged in any procurement process compared to the Supplier.

Exit Planning

12. You must, in conjunction with the Department, maintain, and as necessary update, the Exit Plan throughout the period of the Grant so that it can be implemented immediately, if required. From time-to-time either the Department or You can instigate a review of the Exit Plan.
13. You must co-operate with all reasonable requests made by either the

Department or a successor organisation relating to exit transition arrangements for the grant Funded Activities.

14. You shall, within three (3) Months after the Grant has been signed, deliver to the Department a plan which complies with the requirements detailed in this schedule and is otherwise reasonably satisfactory to the Department (the "**Exit Plan**"). The Exit Plan shall set out, as a minimum:
- a) how the Exit Information is obtained;
 - b) the management structure to be employed during an exit period;
 - c) a detailed description of both the transfer and cessation processes, including a timetable;
 - d) how deliverables associated with the Funded Activities will transfer to the Replacement Supplier and/or the Department;
 - e) details of any contracts which will be available for transfer to the Department and/or the Replacement Supplier upon the Expiry Date together with any reasonable costs required to effect such transfer;
 - f) proposals for the transfer of both tangible and intangible assets in the possession of and/or control of You or any third party
 - g) proposals for the training of key members of to the Department or the Replacement Supplier's staff to in connection with the continuation of the provision of the Funded Activities following the Expiry Date;
 - h) proposals for providing the Department or a Replacement Supplier with copies of all documentation relating to delivery of the Funded Activities and required for their continued use;
 - i) proposals for the assignment or novation of all services utilised by You in connection with the supply of the Funded Activities;
 - j) proposals for the identification and return of all Department property in the possession of and/or control of the You or any third party;
 - k) proposals for the disposal of any redundant assets and data;
 - l) how You will ensure that there is no disruption to or degradation to delivery of the Funded Activities during an exit period; and
15. You shall:
- a) maintain and update the Exit Plan (and risk management plan) no less frequently than:
 - b) every three (3) months throughout the term of the Grant;
 - c) no later than twenty (20) Working Days after a request from the Department for an up-to-date copy of the Exit Plan;

- d) as soon as reasonably possible following notice of a change to a Replacement Supplier;
 - e) as soon as reasonably possible following, and in any event no later than twenty (20) Working Days following, any material change to the Funded Activities (including all changes under the Variation Procedure); and
16. jointly review and verify the Exit Plan if required by the Buyer and promptly correct any identified failures.

Assistance

17. You remain responsible for delivering the Funded Activities and achieving the aims and objectives set out in Annex F until the date of expiry or termination of the Grant Funding Agreement or its assignment to a third party (as appropriate).
18. You must use all reasonable endeavours to ensure that a transition of responsibility for the delivery of the grant Funded Activities to the successor organisation or the Department, as the case may be, minimises any detrimental effect on the delivery of the activities and the Department will use all reasonable endeavours to co-operate in such transfer.

Assets Register

19. You must maintain throughout the exit period of this Grant an asset register in accordance with the Terms and Conditions of the Grant Funding Agreement.
20. You must not change the status of any Asset without the prior written consent of the Department where such a change would either be viewed as a major change or would require repayment in accordance with the Terms and Conditions of the Grant Funding Agreement.

Transfer of the Department's Data

21. In addition to complying with the provisions of the Agreement, You must, upon reasonable written request by the Department or in any event, within one month of notice of termination, deliver the Department's data, including the following:
- a) an inventory of the Department's data and any other data available for transfer;
 - b) a data structure definition (where relevant) covering all available Department data; and
 - c) a proposed method for testing the integrity and completeness of the Department's data transferred.

Documentation and Access

22. You must provide the Department on request with information and documentation reasonably necessary to assist with the transfer of the grant Funded Activities to the Department or to a successor organisation, including any documentation required to support any bidding process for the provision of the activities. This includes full details of:
- a) all Activities delivered by You under this Agreement with a view to achieving the aims and objectives and specific outcomes laid down in Annex F (including any relevant work programme, objectives/targets or other Outcomes;
 - b) any software, including third party software and any hardware used in connection with the delivery of the activities;
 - c) software and supply agreements used to deliver any services associated with delivery of the activities, including the agreements relating to any third-party software identified by name of supplier, term of Grant, and charges payable under the Grant; and
 - d) any employees used by You to help deliver the Funded Activities who are essential to this delivery; this information must be provided under conditions of confidentiality reasonably acceptable to You.
23. The Department may make the documentation available to suppliers who wish to bid for the provision of the activities. You shall respond expediently and in full to any reasonable questions by the Department or the suppliers and shall co-operate with any reasonable due diligence activities carried out by suppliers.

Transfer of Undertaking (Protection of Employment) Regulations 2006 (TUPE)

24. TUPE must be considered as part of an Exit Plan, although much will depend on the facts in any given case.
25. It will be the responsibility of any new grant recipient or transferee of grant activities to carry out its own due diligence and make enquiries of the present funded organisation to determine whether TUPE may apply to the Funded Activities. Although the Department may be neither the transferor or transferee for TUPE purposes, it will also usually be in Department's and the current Grant Recipient's interest to consider, at an early stage, whether TUPE could potentially apply on the re-allocation of grant funding. This is on the basis that if TUPE may apply, the new grant recipient will likely want to understand its potential liabilities in this regard, which could impact on costs and/or delivery of the Funded Activities.
26. TUPE, and where it may apply on the award of grant funding, is covered further in Annex M.

Specific Responsibilities to this project

Termination of Grant Activities	
<p>The Contractor will update the Exit Plan with a detailed timeline, including key milestones and identified risks, covering the transfer of all services delivered under the current grant agreement.</p> <p>This plan should include, but not be limited to, provisional dates for the closure of the service to new applicants; the transfer of all data, assets, and staff; documentation that would be required by a new provider; communications to subcontractors, providers of goods/services, and any other recipients.</p>	Grant recipient to draft plan
Communications	
<p>A plan will be devised for communicating with all partners and employees during the exit period, in a way that avoids any detrimental impact on the respective parties' businesses resulting from the closure or transfer, and shares responsibilities between the respective parties. Any publicity regarding a project closure to be agreed by both parties.</p>	Grant recipient to draft plan
Staffing	
<p>Under a transfer of activities to another provider the grant recipient will identify staff eligible for TUPE and fulfil its obligations under the regulations. For staff not eligible for TUPE or on the event of termination of all activities the project will seek to absorb project-related staff (and their associated salary costs) wherever possible and appropriate into the grant recipient's staffing structure. Where such absorption is not possible or appropriate, written termination notices will be provided, and the cost of redundancy included in the grant where applicable.</p>	Grant recipient to draft plan
Associated costs	
<p>If the Department terminates this Agreement in accordance with clause 36 of the Terms and Conditions attached to the signed Grant Agreement, the Authority may pay the grant recipient's reasonable costs in respect of the delivery of the Funded Activities performed up to the date given within notice of the termination given to the grant recipient in accordance with clause 7 of the exit plan. This cost will be required to be paid at the end of the notice period. -Reasonable costs will be identified by the grant recipient and will be subject to the grant recipient demonstrating that they</p>	The Senior Responsible Officer in the Department

have taken adequate steps to mitigate their costs once notice has been given.	
Documentation	
All documentation relating to the Funded Activities, including invoices, receipts, VAT records, accounts and any other relevant documents relating to the activities of the grant will be retained for a period of at least eight years following receipt of any Grant monies to which they relate.	Grant recipient
Transfer of Assets	
The grant recipient will transfer any assets identified as “For Transfer” in the Asset Register within the Exit Plan spreadsheet in line with the transfer dates included in the transition project plan.	Grant recipient
Data Sharing	
In the event The Department decides to compete this service, the grant recipient will identify and share all data related to the delivery of the funded activities with bidders for the service.	Grant recipient
Outstanding activities	
On notification of termination of the existing grant agreement, the grant recipient will notify the Department of any activities expected to be outstanding at the end of the termination notice period.	Grant recipient
Continuation of activities	
<p>If the intention is that the grant recipient will continue with the activities after the funding period has ceased, then the grant recipient will in this section:</p> <ul style="list-style-type: none"> • <i>State how it intends to sustain services, this should identify the level of funding required and the potential sources of finances.</i> • <i>If the activities are to be scaled down, the grant recipient should consider the impact on any users of the services.</i> • <i>Ensure that the Authority is made aware of any outstanding issues or activities that will be resolved/completed after the funding period ends.</i> • <i>Notify the Department of any excess funds.</i> • <i>Notify the Department regarding third party grant awards. A mapping of the flow of grants will be required.</i> • <i>Provide a digital copy of the flow of data.</i> • <i>Work in the Transfer of information (mobilisation) of Compass+.</i> • <i>Provide transparency on data ownership, branding ownership, intangible assets such as websites.</i> 	Grant recipient

Ending activities	
<p>If the intention is for activities to cease at the end of the funding period, then the grant recipient and Department will use this section to:</p> <ul style="list-style-type: none"> • <i>Plan out the activities to be undertaken during the notice period and what are the planned outcomes. How will successful closure be measured? What are the timescales for a successful closure?</i> • <i>Identify the risks and issues involved.</i> • <i>Indicate what staff roles will be needed for closure.</i> • <i>State how it will ensure the Authority is fully aware of the deliverables of the project and has been made aware of any outstanding activities.</i> • <i>State what data/information will be provided to the Department. Consider information security and GDPR and how this will be shared.</i> • <i>Consider the impact of closure on the users of the services.</i> • <i>State how it will handle communications to all stakeholders.</i> <i>External stakeholders and third-party contract and grants for delivery.</i> • <i>Consider any transfer of assets.</i> • <i>Notify the Department of any excess funds.</i> 	Grant recipient and Department
After Closure	
<p>Identifying and recording lessons learnt At the conclusion of the project the SRO is expected to review lessons learnt as a means of encouraging evaluation and better information sharing.</p> <p>Did the grant:</p> <ul style="list-style-type: none"> • Achieve its desired outcomes? If not, why? • Did the grant represent best value for money? If not, how could this have been improved? • What went well? Why? Were there any unexpected or unintended benefits realised? • What would you do differently? Why? • What are the key lessons learnt? • What risks and issues arose and how were these mitigated? 	SRO in the Department

Annex J – Sample Progress and Final reporting form

Jaggaer Reference number: 8552

Grant Identity (GID) number: (to be confirmed after agreement signed)

Annex J (Section 1) - Quarterly Quantitative Report – QX (X 2024 to X 2024)

Objective 1. A Unified Careers System built on quality and co-ordination									
	Target to Aug 24	GFA 24-25 target (by Sep 25 unless otherwise stated)	Q4 (23-24 GFA)	Please colour code cells with risk rating					
				Q1 (Apr – Jun 24)	Q2 (Jul – Sep 24)	Q3 (Oct – Dec 24)	Q4 (Jan – Mar 25)	Q1 (Apr – Jun 25)	Q2 (Jul – Sep 25)
<i>Example KPI and reporting</i>	100	150	90	95	102	120	115	135	150
Build and maintain the careers infrastructure									
% of schools and colleges in Careers Hubs	4,750	95%							
% of all schools and colleges in Careers Hubs fully achieving at least 3 Gatsby Benchmarks	90%	92%							
Average number of Gatsby Benchmarks fully achieved across Careers Hubs - reported as a total and then split for institutions in the upper quartile of: <ul style="list-style-type: none"> Free School Meals Special Education Needs and Disabilities (SEND) Institutions Alternative Provision 	5.5	6							

Minimum % of institutions in a Careers Hub fully achieving all 8 Gatsby Benchmarks	20%	23%							
Support and challenge businesses to provide more opportunities through Employer Standards									
Number of additional unique employers to have registered and submitted a Employer Standards self-assessment since launch in November 2023	-	1,000							
% of Cornerstone Employers using Employer Standards	-	90%							
Increase quality and consistency through Careers Hub Quality Standards									
Number of Hubs testing the Careers Hub Quality Standards	-	5							
Support quality assurance and continuous improvement through the Careers Impact System									
Number of Expert Reviews	-	15							
Develop Compass+ and support digital products to enable improved delivery, insight at scale and clear, efficient reporting.									
% Compass+ availability to users annually	-	Maintain 99%							
Number of schools connected to Compass+	3,500	Maintain at least 3,500							
Number of Future Skills Questionnaires (FSQ) to be completed by students in schools – Academic Year (AY) 24-25.	-	135,000 AY 24-25							

Objective 2. Building skills, training, and workplace experiences									
	Target to Aug 24	GFA 24-25 target (By Sep 25 unless otherwise stated)	Q4 (23-24 GFA)	Please colour code cells with risk rating					
				Q1 (Apr – Jun 24)	Q2 (Jul – Sep 24)	Q3 (Oct – Dec 24)	Q4 (Jan – Mar 25)	Q1 (Apr – Jun 25)	Q2 (Jul – Sep 25)
<i>Example KPI and reporting</i>	100	150	90	95	102	120	115	135	150
Careers Leader and Teacher Training									
Number of additional training places for Careers Leader training through a combination of face-to-face and distance learning for new Careers Leaders and top up programmes for those who have received prior historic training.	3,800 (cumulative CL training places total by Oct 24)	600 additional places							
Number of ITPs engaged in an online careers leadership induction module	-	150							
Number of online teacher learning modules delivered	2,000 by Oct 24	3,000 (cumulative total)							
Deliver focussed support for those working with the most vulnerable learners									
Careers awareness training – completions of online SENCO and wider workforce learning modules	-	200							
National Communities of Improvement									
Deliver three events annually for each group for advocacy and best practice for:									
• Careers Hubs (Hub Leads and Enterprise Coordinators)	-	3							
• Inclusion	-	3							
• Multi Academy Trusts	-	3							

• FE & Skills	-	3							
• Careers Delivery Providers	-	3							
Teacher Encounters									
Number of Teacher Encounters delivered – Academic Year 24-25	1,000 AY 23-24	1,000 AY 24-25							
Workplace Experiences									
% of Careers Hub institutions fully achieving Gatsby Benchmark 5 - reported as a total and then split for institutions in the upper two quartiles of: • Free School Meals • Special Schools • Alternative Provision	80%	85%							
% of Careers Hub institutions fully achieving Gatsby Benchmark 6 - reported as a total and then split for institutions in the upper two quartiles of: • Free School Meals • Special Schools • Alternative Provision	65%	70%							
Employer Engagement									
% of sector partners to have communicated Employer Standards to their membership	-	100%							
% of Careers Hubs have a Cornerstone Group (or equivalent)	-	100%							
% of schools and colleges in Careers Hubs will receive the support of an	80%	80%							

Enterprise Advisor at least once a year									
Minimum number of Enterprise Advisers maintained and supported across the Careers Hubs network	4,000	4,000							
Digital – Customer Support and Upskilling									
% customer satisfaction for participants and service users of the integrated support programme	-	90%							

KPIs carried over from 23-24 GFA:

1 – Full national roll-out of Careers Hubs			
Delivery against priorities 1-5 to enable Careers Hubs	Target to Aug 24	Previous quarter	Current quarter
Proportion of EAs that are satisfied with their experience	70%	Reported annually	Reported annually
Proportion of educational institutions that are satisfied with the support they are receiving from an EA	70%	Reported annually	Reported annually
Proportion of employers of EAs that see the benefit of their staff member being an EA	70%	Reported annually	Reported annually

2 - Careers and Education Leadership			
Delivery against priorities 1-5 to enable Careers and Education Leadership	Target to August 24	Previous quarter	Current quarter

Number of trust-to-trust facilitation training sessions delivered to Central Strategic Careers Leaders in trusts with central strategic careers leadership model	20		
Number of pilot national Careers Impact System Reviews delivered	30		
Moderation model to include 20 Moderation Reviews	20		

Annex J (Section 2) - Quarterly Qualitative Report – QX (X 2024 to X 2024)

Objective 1. A Unified Careers System built on quality and co-ordination.

Build and maintain the careers infrastructure			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress: <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities/KPIs	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions.
All Careers Hubs produce a Careers Hub Plan	By Dec 24		
Maintain national coverage of Careers Hubs	95% by Sep 25		
Schools and colleges in Careers Hubs fully achieving 3+ BMs	92% by Sep 25		
Average number of BMs	6 by Sep 25		
Institutions in a Careers Hub achieving 8 BMs	23% by Sep 25		
Support newly devolved areas with a partnership agreement	By Sep 25		
Faster progress in BM achievement in FSM, SS, and AP	By Sep 25		

Prioritise young people, institutions, and areas with higher rates of disadvantage (FSM, SEND, AP, at risk of NEET)			
Progress this Quarter:		Plan for next Quarter:	
Provide an overview on progress: <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 		Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 	
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Support to accelerate performance against the BMs for SEND, AP and FSM	By Aug 25		
Careers Hub engagement model for ISS	By Aug 25		
Targeted support for ITPs	By Aug 25		
Support Hubs to identify where interventions are most needed to support a positive post-16 transition	By Aug 25		
Business engagement targets, resources and activities for young people facing the most barriers	By Aug 25		
Build on models from Careers Hubs projects to focus on NEET prevention through Compass+	By Aug 25		

Support and challenge business to provide more opportunities through Employer Standards	
Progress this Quarter:	Plan for next Quarter:

Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Publish national insight briefing on Employer Standards self-assessments	By Nov 24		
Unique employers to have registered and submitted a self-assessment since Nov 23	1,000 by Sep 25		
Cornerstone Employers using Employer Standards	90% by Sep 25		
All Careers Hubs have had Hub Lead and Enterprise Coordinator training	By Sep 25		
Promote Employer Standards and support best practice through guidance materials and regular webinars	By Sep 25		

Increase quality and consistency through Careers Hub Quality Standards	
Progress this Quarter:	Plan for next Quarter:
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates

Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Careers Hubs to test the Career Hub Quality Standards	5 by Sep 24		
Roll out Careers Hub Quality Standards to all Careers Hubs	By Sep 25		

Support quality assurance and continuous improvement through the Careers Impact System			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Further embed the CIS via national roll out of P2P Reviews	By Sep 25		
All Careers Hubs are participating in facilitation of P2P Reviews	By Sep 25		
National System Review with a focus on “equity for disadvantaged learners”	1 by Sep 25		
Expert Reviews as a rigorous external moderation tool	15 by Sep 25		
Communicate launch of the digital tool in Compass+	By Sep 25		
CIS Blueprint for ITPs to support careers education for apprentices	By Sep 25		

Increase impact through improving connectivity between programmes

Progress this Quarter:		Plan for next Quarter:	
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
All Hubs working with local Growth Hub, Employer Representative Body on LSIPs, lead college on LSIFs and other relevant programmes	By Sep 25		
Align to the work of NCS	By Sep 25		
Align local Hubs and partners, coordinating interventions	By Sep 25		
Connect careers provision to needs of local economies	By Sep 25		
Align with LSIPs and LSIFs to embed careers in local decision making	By Sep 25		
Develop partnerships between Hubs and NEET reduction teams in LCAs	By Sep 25		

Develop Compass+ and support digital products to enable improved delivery, insight at scale and clear, efficient reporting			
Progress this Quarter:		Plan for next Quarter:	
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		

Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Compass+ availability	99% by Sep 25		
Schools connected to Compass+	3,500 by Sep 25		
FSQs completions (from Sep 24)	135k by Aug 25		
Increase number of schools using FSQ with multiple year groups via Col	By Sep 25		
Improve user experience for all audiences	By Sep 25		
Revise Compass products as informed by Gatsby's Next 10 Review	By Sep 25		
Support national rollout of Compass Post-16 evaluation to ITPs	By Sep 25		
Develop and integrate CIS self-evaluation tool	By Sep 25		
Investigate Compass+ for FE, improve destination and activities data collection and develop risk of NEET reporting	By Sep 25		
Report quarterly on product roadmap progress and discuss as at KITs	By Sep 25		

Develop the Enterprise Advisor Network Register (EANR) to support Careers Hub delivery and data collection			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
All Hubs to use EANR	By Sep 25		

Enhance collection and reporting of management information	By Sep 25		
Develop features to support the management of CIS P2P reviews	By Sep 25		
Scope development of digital tool to support Careers Hub Quality Standards	By Sep 25		

Connect robust data across the organisation			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Provide Hubs with triangulated data to target interventions	By Sep 25		
Integrate CRM system and reporting database	By Sep 25		
Improve digital recording of Cornerstone Employer impact	By Sep 25		
Refine CEC's single view of Careers Leaders	By Sep 25		

Objective 2. Building skills, training, and workplace experiences.

Careers Leader and Teacher Training			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Additional Careers Leader training places	600 by Sep 25		
Virtual learning inductions for new Careers Leaders	By Sep 25		
Online careers leadership induction modules for ITPs	150 by Sep 25		
Online teacher learning modules	2,000 by Oct 24 1,000 by Sep 25		
Launch a consolidated Careers Leader Digital Academy	By Sep 25		
Deliver National Excellence Seminars	2 by Sep 25		
All modules include guidance on how to target harder to reach learner groups	By Sep 25		
All training and development to emphasise ATE	By Sep 25		

Deliver focussed support for those working with the most vulnerable learners	
Progress this Quarter:	Plan for next Quarter:

Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Develop guidance for supporting vulnerable learners	By Jan 25		
Broaden careers awareness training	By Sep 25		
Completions of online SENCO and wider workforce learning modules	250 by Sep 25		
Develop support offer for Home Educated learners and vulnerable learners outside of education, including for young people with SEND and parents	By Sep 25		

National Communities of Improvement			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions

Deliver national Cols and three events annually for each group: <ul style="list-style-type: none"> • Careers Hubs (Hub Leads and Enterprise Coordinators) 	By Sep 25		
o Inclusion	By Sep 25		
o Multi Academy Trusts	By Sep 25		
o FE & Skills	By Sep 25		
o Careers Delivery Providers	By Sep 25		

Advisory Groups			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> • Progress towards milestones (and narrative explaining any variation against expected progress) • Impact of delivery • Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> • Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Consult expert sector representation twice annually	By Sep 25		

Teacher Encounters	
Progress this Quarter:	Plan for next Quarter:

Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Extend the Teacher Encounters programme	By Sep 25		
Teacher Encounters delivered	1,000 by Sep 25		
Develop a differentiated menu of Teacher Encounters with case studies	By Sep 25		

Workplace experiences			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Launch phase 1 of eQUALex to all Careers Hubs	By Sep 24		
Increase the scale of effective models of workplace experiences	By Sep 25		

Pilot the three-part eQUALex impact model	By Sep 25		
All Hubs to provide or enable more workplace experiences	By Sep 25		
Cornerstone Employer group to recruit and support employers to deliver workplace experiences	By Sep 25		
Proportion of Hub institutions fully achieving BM5	85% by Sep 25		
Faster progress in BM5 achievement in FSM, SS, and AP	By Sep 25		
Proportion of Hub institutions fully achieving BM6	70% by Sep 25		
Faster progress in BM6 achievement in FSM, SS, and AP	By Sep 25		

Employer Engagement			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Publish, track, and refine updated employer offer	By May 24		
National seminars for employers to share best practice	2 by Sep 25		
Support sector partners to see careers as the first rung on the skills ladder, through quality, place-based engagement, and coherent promotion	By Sep 25		
Sector partners to have communicated Employer Standards to their membership and Standards made available to members	100% by Sep 25		
Develop Beacon Hub proposal and deliver initial Beacon activity through at	By Sep 25		

least one Careers Hub targeting one sector with one employer			
Maintain an active network of Cornerstone Employers	By Sep 25		
Proportion of Hubs with a Cornerstone Group providing support	100% by Sep 25		
Proportion of schools and colleges to receive EA support at least once a year	80% by Sep 25		
EAs maintained across the Careers Hub network	4,000 by Sep 25		

Apprenticeships and Technical Education pathways			
Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Monitor and support schools to fulfil their obligations under PAL	By Sep 25		
Report nationally on PAL compliance using Compass+ data	By Sep 25		
Use existing networks to coordinate employer outreach and broker support for schools and colleges in Careers Hubs	By Sep 25		
Ensure a focus on ATE in careers programmes as part of ongoing quality assurance processes	By Sep 25		
Continue cross sector efforts to promote awareness of PAL	By Sep 25		
Embed the ATE Transitions Framework across the system	By Sep 25		
Hubs to be provided with data and insights to support analysis of factors	By Sep 25		

inhibiting uptake of ATE pathways and planning interventions			
All Hubs to convene an expert group on ATE transitions	By Sep 25		
All Hubs to deliver at least one initiative to improve ATE uptake	By Sep 25		
Explore a 'college led' approach to supporting learners when accessing the Lifelong Learning Entitlement	By Sep 25		
Ensure stronger connections between Hubs and wider sources of support for young people	By Sep 25		

Efficiency through digital delivery

Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> Progress towards milestones (and narrative explaining any variation against expected progress) Impact of delivery Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Develop and maintain all digital products	By Sep 25		
Develop and maintain the Employer Portal	By Sep 25		
Build, test, and deploy the Careers Leader Digital Academy	By Sep 25		

Customer support and upskilling

Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress.	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> Key activity and milestone dates 		

<ul style="list-style-type: none"> • Progress towards milestones (and narrative explaining any variation against expected progress) • Impact of delivery • Risks to delivery and mitigations 			
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Customer satisfaction for participants and service users of the integrated support programme	90% by Sep 25		
Improve our integrated programme to optimise impact through training, Help Centres and Help Desk services	By Sep 25		

Understand impact and improve quality, targeting and delivery

Progress this Quarter:	Plan for next Quarter:		
Provide an overview on progress. <ul style="list-style-type: none"> • Progress towards milestones (and narrative explaining any variation against expected progress) • Impact of delivery • Risks to delivery and mitigations 	Provide any key upcoming milestones and activity: <ul style="list-style-type: none"> • Key activity and milestone dates 		
Key Activities and Performance Indicators	Target	R A G	Where amber or red provide a specific update on impact to delivery and mitigating actions
Publish the annual Careers in England report	By Mar 25		
Develop our impact model to demonstrate and drive sustained impact	By Sep 25		
Carry out system level impact reporting across data sets	By Sep 25		
Deliver ongoing analysis and reporting of student and employer outcomes	By Sep 25		

Deliver thematic insights on disadvantage across CEC data sets	By Sep 25		
Deliver user feedback and satisfaction surveys	By Sep 25		
Ongoing analysis of the impact of tools and training for effective careers leadership	By Sep 25		
Combine CEC data sources, and explore access to others, to develop a deeper understanding of disadvantage across the careers system	By Sep 25		

Annex J (Section 3) - Reporting Procedures

a. Quarterly Reporting

Full quarterly reports will be required and submitted by the Company, no later than the following dates:

FY 24-25

- Q1: 01 August 2024
- Q2: 01 November 2024
- Q3: 01 February 2025
- Q4: 01 May 2025

FY 25-26

- Q1: 01 August 2025
- Q2: 01 November 2025

Due to the timelines for collecting and processing the data, school and college data will be reported quarterly **Compass data will be reported termly as follows:**

- Spring Term 2023/24 data – reported in Q1 of FY24-25
- Summer Term 2023/24 data – reported in Q2 of FY24-25
- Autumn Term 2024/25 data – reported in Q3 of FY24-25
- Spring Term 2024/25 data - reported in Q4 of FY24-25
- Summer Term 2024/25 data – reported in Q2 of FY25-26

Quarterly reports will consist of, but not be limited to:

- Summary Letter
- Signed quarterly claim form (Annex D) and detailed breakdown of payments
- Updated spend profile, which details spend vs budget
- Qualitative outcome progress report (Annex J)
- Quantitative metrics progress report (Annex J)
- Cabinet Office Spending Control Exemption Activity Summary (Annex L)

In addition, the Company will provide **quarterly financial management information** to support its payment requests. This requires that:

- i. The Company must submit to DfE a spend forecast alongside the quarterly claim.
- ii. The Company must submit to DfE evidence of incurred expenditure, as requested by DfE, within 25 working days of month end.

On a **quarterly basis a Commercial meeting** will be held with relevant colleagues from both DfE and CEC.- The purpose of that meeting will be to:

i. Discuss an updated Exit Plan which the Company will provide, and which will include, but not be limited to, a contracts register, asset register, details of programme staff.

ii. Review other Commercial matters including a pipeline of planned Commercial activity and a review of Commercial obligations via the obligations tracker.

b. Monthly Reporting

The Company will provide a monthly progress summary, reporting on high-level progress against milestones and deliverables for activities within each of the key objectives and any risks to delivery and mitigating actions.

The Company will also provide a monthly progress summary of comms activity and provide information relating to staff recruitment and how this relates to the agreed staff costings in the GFA.

c. Communications Reporting

For Communications, the Company will share plans with DfE through monthly and quarterly reports and meetings. Evaluation of activity will take place in two ways (as agreed with the DfE strategic communications team). (1) verbal updates on progress will be given in quarterly meetings and (2) a formal written evaluation process will occur at year-end with the strategic communications team. Communication spend will be reported against as part of the finance reporting arrangements and through Annex L.

d. Procurement Activity Reporting

Any procurement activity conducted by the Company must be done with regard to the principles of the Public Contract Regulations 2015: fair, open and transparent with sufficient audit trail. Any sub-contracts awarded to assist the Company with fulfilling any of the grant funded objectives identified in the Grant Offer Letter shall be competitively procured where possible. In addition, any sub-contracts shall be sent to the Department upon request as per clauses 20.10 and 20.11 of the Terms & Conditions. Information about procurement activity shall be included in the quarterly reports.

Annex K – Data Protection Schedule/s

SCHEDULE 1 TO ANNEX K – DOES NOT APPLY

SCHEDULE 2 TO ANNEX K – DOES NOT APPLY

SCHEDULE 3 TO ANNEX K

Clause 51.4-52.7 of the Grant and Conditions is hereby replaced by the following provisions: To the extent that any personal data are processed under a Controller to Processor relationship or a Joint Controller relationship this should read: "To the extent that the Parties are Independent Controllers, the following provisions apply:

1. The Parties acknowledge that for the purpose of Data Protection Legislation the Grant Recipient is the Controller of any Personal Data processed by it pursuant to the Funded Activities. To the extent that the Grant Recipient and the Department share any Personal Data for the purposes specified in paragraph 4, the Parties acknowledge that they are each separate Independent Controllers in respect of such data.
2. The Grant Recipient shall (and shall procure that any of its Representatives shall) adhere to all applicable provisions of the Data Protection Legislation and not put the Department in breach of the Data Protection Legislation.
3. On request from the Department, the Grant Recipient will provide the Department with all such relevant documents and information relating to the Grant Recipient's data protection policies and procedures as the Department may reasonably require.
4. Subject to paragraph 6, the Grant Recipient agrees that the Department and its Representatives may use Personal Data which the Grant Recipient provides about its staff and partners involved in the Funded Activities to exercise the Department's rights under this Grant Funding Agreement and or to administer the Grant or associated activities. Furthermore, the Department agrees that the Grant Recipient and its Representatives may use Personal Data which the Department provides about its staff involved in the Funded Activities to manage its relationship with the Department.
5. The Grant Recipient agrees that the Department may share details of the Grant, including the name of the Grant Recipient's organisation, with the UK Government [and that these details may appear on the Government Grants Information System database which is available for search by other funders.
6. The Department and the Grant Recipient shall only provide Personal Data to each other:
 - (a) to the extent required in connection with the Funded Activities;
 - (b) in compliance with the Data Protection Legislation (including by ensuring all required fair processing information has been given to affected Data Subjects to meet the requirements of Articles 13 and 14 of the UK GDPR); and

- (c) where the Personal Data is subject to UK GDPR and where the provision of Personal Data from one Party to another involves transfer of such data to outside the UK, if the prior written consent of the non-transferring Party has been obtained and the following conditions are fulfilled:
- (i) the transfer is in accordance with Article 45 of the UK GDPR or Section 17A of the DPA 2018; or
 - (ii) the transferring Party has provided appropriate safeguards in relation to the transfer (whether in accordance with Article 46 of the UK GDPR or DPA 2018 section 17C) as determined by the non-transferring Party which could include the International Data Transfer Agreement or International Data Transfer Agreement Addendum to the European Commission's Standard Contractual Clauses as published by the Information Commissioner's Office as well as any additional measures determined by the non-transferring Party;
 - (iii) the Data Subject has enforceable rights and effective legal remedies;
 - (iv) the transferring Party complies with its obligations under the Data Protection Legislation by providing an adequate level of protection to any Personal Data that is transferred (or, if it is not so bound, uses its best endeavours to assist the non-transferring Party in meeting its obligations); and
 - (v) the transferring Party complies with any reasonable instructions notified to it in advance by the non-transferring Party with respect to the processing of the Personal Data;
- (d) where the Personal Data is subject to EU GDPR and where the provision of Personal Data from one Party to another involves transfer of such data to outside the EU, if the prior written consent of the non-transferring Party has been obtained and the following conditions are fulfilled:
- (i) the transfer is in accordance with Article 45 of the EU GDPR; or
 - (ii) the transferring Party has provided appropriate safeguards in relation to the transfer in accordance with Article 46 of the EU GDPR as determined by the non-transferring Party which could include relevant parties entering into Standard Contractual Clauses in the European Commission's decision 2021/914/EU or such updated version of such Standard Contractual Clauses as are published from time to time as well as any additional measures determined by the non-transferring Party;

- (iii) the Data Subject has enforceable rights and effective legal remedies;
- (iv) the transferring Party complies with its obligations under the Data Protection Legislation by providing an adequate level of protection to any Personal Data that is transferred (or, if it is not so bound, uses its best endeavours to assist the non-transferring Party in meeting its obligations); and
- (v) the transferring Party complies with any reasonable instructions notified to it in advance by the non-transferring Party with respect to the processing of the Personal Data; and

(e) where it has recorded any such transfer in Schedule 1.

7. Taking into account the state of the art, the costs of implementation and the nature, scope, context and purposes of Processing as well as the risk of varying likelihood and severity for the rights and freedoms of natural persons, each Party shall, with respect to its Processing of Personal Data as Independent Controller, implement and maintain appropriate technical and organisational measures to ensure a level of security appropriate to that risk, including, as appropriate, the measures referred to in Article 32(1)(a), (b), (c) and (d) of the UK GDPR, and the measures shall, at a minimum, comply with the requirements of the Data Protection Legislation, including Article 32 of the UK GDPR.
8. A Party Processing Personal Data for the purposes of the Grant Funding Agreement shall maintain a record of its Processing activities in accordance with Article 30 UK GDPR and shall make the record available to the other Party upon reasonable request.
9. Where a Party (the "**Data Receiving Party**") receives a request by any Data Subject to exercise any of their rights under the Data Protection Legislation in relation to the Personal Data shared pursuant to this Grant Funding Agreement:
 - 9.1 the other Party shall provide any information and/or assistance as reasonably requested by the Data Receiving Party to help it respond to the request or correspondence, at the Data Receiving Party's cost; or
 - 9.2 where the request or correspondence is directed to the other party and/or relates to the other Party's Processing of the Personal Data, the Data Receiving Party will:
 - (a) promptly, and in any event within five (5) Working Days of receipt of the request or correspondence, inform the other Party that it has received the same and shall forward such request or correspondence to the other Party; and

- (b) provide any information and/or assistance as reasonably requested by the other Party to help it respond to the request or correspondence in the timeframes specified by Data Protection Legislation.
- 10. Each Party shall promptly notify the other upon it becoming aware of any Personal Data Breach relating to Personal Data provided by the other Party pursuant to this Grant Funding Agreement and shall:
 - 10.1 do all such things as reasonably necessary to assist the other Party in mitigating the effects of the Data Breach;
 - 10.2 implement any measures necessary to restore the security of any compromised Personal Data;
 - 10.3 work with the other Party to make any required notifications to the Information Commissioner's Office and affected Data Subjects in accordance with the Data Protection Legislation (including the timeframes set out therein); and
 - 10.4 not do anything which may damage the reputation of the other Party or that Party's relationship with the relevant Data Subjects, save as required by Law.
- 11. Without limiting any other provision of this Annex 8, Part 3, each of the Parties shall, on request, provide such information and assistance as is reasonably requested by the other Party to assist the other Party in complying with the Data Protection Legislation in respect of the Personal Data.
- 12. The Department and the Grant Recipient shall not retain or process Personal Data for longer than is necessary to perform the respective obligations under this Grant Funding Agreement which is specified in Part 1A of this Annex 8.
- 13. The Grant Recipient will notify the Department of any change to its constitution, legal form, membership structure (if applicable) or ownership, and of any complaint or investigation by any regulatory body or the police into its activities or those of its staff or officers or volunteers.
- 14. The Parties shall be responsible for their own compliance with Articles 13 and 14 of the UK GDPR in respect of the processing of Personal Data for the purposes of this Grant Funding Agreement.
- 15. A Party processing Personal Data in connection with this Grant Funding Agreement shall maintain a record of its processing activities in accordance with Article 30 of the UK GDPR and shall make the record available to the other Party upon reasonable request.

Annex L – Subsidy Control

Clause 22.6 of the Grant Terms and Conditions is to be read as containing only the wording contained in the provisions marked Option A and the wording contained in both of the other options is inapplicable and deemed to be deleted.

Annex M – Employment Regulations

The following provisions are hereby inserted at clause 53.1 of the Grant Terms and Conditions in place of the existing text:

“The Grant Recipient agrees that if the Employment Regulations apply in respect of this Grant Funding Agreement on the commencement of the Funded Activities, then it shall comply with its obligations arising under the Employment Regulations and (if applicable) New Fair Deal (including entering into an Admission Agreement) and shall indemnify the Buyer and/or any former grant recipient for any loss arising from any failure so to comply.”

The following provisions are hereby inserted at clause 53.5 of the Grant Terms and Conditions in place of the existing text:

“The Grant Recipient will indemnify the Department and/or any Replacement Grant Recipient against any claim, losses, liability, expense or demand whether arising in contract, tort (including negligence), breach of statutory duty, misrepresentation or otherwise arising from:

53.5.1 its failure to comply with the provisions of this clause; and/or

53.5.2 any claim by any employee or person claiming to be an employee (or their employee representative) of the Grant Recipient, and/or of any sub-contractor of the Grant Recipient, which arises or is alleged to arise from any act or omission by the Grant Recipient, and/or by any sub-contractor of the Grant Recipient, before but not including the date of a Relevant Transfer.”

Annex N Assets

1. Where Funding allows for capital spend, or We have given approval for the purchase of Assets, You must keep a register of Assets, including all land and building acquired or improved with Funding.
2. You must maintain a register of all Assets recording the date of purchase or lease, the purchase or lease price, Asset description including serial number, Asset location, the proportion of the Funding used to create or acquire the Asset, the depreciated value of the Asset and (where relevant) details of Asset disposal including the sale price. As and when requested, You must provide copies of the register of Assets to the Department.
3. We consider any equipment and/or supplies purchased in part or fully from Funding as project Assets.

Sale or disposal of Assets and change of use

4. You must seek approval from Us if You and/or any of Your Contractors wish to dispose of, transfer or change the use of any Asset that was acquired or improved with the Funding.
5. Assets should not be sold below market value without prior written permission from Us, and any proceeds shall be paid to Us.
6. If You sell or otherwise dispose of an Asset funded by the Funding, during the Funding Period, the proceeds of any sale or disposal of the Assets forms part of the budget.
7. We reserve the right to determine the outcome of any Assets created as a result of Funded Activities.

250424 Grant Offer Letter CEC Final

Final Audit Report

2024-05-08

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