



The Quality in Careers Standard >>>>

National Assessment & Accreditation Criteria for Schools, Colleges and Work-based Learning Organisations.

WHAT DO WE ASSESS? OUR SEVEN TESTS FOR SUFFICIENCY : Every School, College/WBL provider Needs To Address & Therefore Every Awarding Body Must Assess

1. Providing effective leadership, management and promotion of career-related learning and careers guidance provision
2. Ensuring appropriate initial staff training and continuing professional development (CPD) to secure the competency required of all staff
3. Providing a planned and progressive programme of careers, employability and enterprise education in the curriculum
4. Securing independent and impartial careers advice and guidance
5. Working with employers and other external partners (e.g. employer engagement) and agencies such as FE, WBL & HE
6. Involving and supporting families and carers
7. Monitoring, evaluating, & measuring the impact of careers provision (including evidence of learning outcomes and progression)

B1. Criteria, content and coverage of the Quality in Careers Standard

To achieve the national **Quality in Careers Standard**, all learning providers (*i.e. state and independent schools, colleges and work-based learning providers*) will be required by a **Licensed Awarding Body** to supply sufficient evidence showing how their overall careers provision addresses the seven national accreditation criteria (B1.1-B1.7):

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
B1.1 Providing effective leadership, management and	<p>Licensed Awarding Bodies will assess:</p> <ul style="list-style-type: none"> • the extent to which the learning provider’s leadership and management team (<i>including those providing the</i>

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
promotion of CEIAG	<p><i>governance</i>) has developed and implemented a clear and effective strategy for its CEIAG provision embodying the <u>core principles</u>¹ of self-determination, equality and diversity, participation and progression, raising aspirations, and promoting social mobility.</p> <ul style="list-style-type: none"> • the learning provider’s arrangements for promoting CEIAG within the overall curriculum <p><i>This must be consistent with Benchmark 1 of the Gatsby Charitable Foundation’s “Good Career Guidance”² to ensure that all learners receive and benefit from CEIAG (please see also additional information concerning these Benchmarks at the end of this Guide in appendix 4).</i></p>
B1.2 Ensuring appropriate initial staff training and continuing professional development (CPD) to secure the competence required of all staff in the learning	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> • the induction of new staff into their assigned CEIAG roles • analysing the training needs of all its CEIAG leadership, management and delivery staff and teams • planning and securing CPD to meet identified training needs within a reasonable period to ensure that all staff have a basic understanding of CEIAG, and that senior

¹ These core principles echo the **Ofsted** common inspection framework (<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>). Three of the key themes which inspection teams will consider relate directly to CEIAG: these appear as Appendix 2 to this Guide. Appendix 3 to this Guide provides extracts on the latest guidance from the **Independent Schools Inspectorate** regarding CEIAG.

² *Good Career Guidance*’ (The Gatsby Charitable Foundation, 2014) <http://www.gatsby.org.uk/education/programmes/good-career-guidance> : The Consortium commends these Benchmarks to all learning providers and to the **Licensed Awarding Bodies** for the Quality in Careers Standard. Please see Appendix 4 at the end of the full Guide to the Standard (www.qualityincareers.org.uk) which includes how the Benchmarks map against the seven National Accreditation Criteria for the Quality in Careers Standard. The Consortium also commends the **“Compass: careers benchmark tool”** to schools and colleges as a highly useful self-assessment tool prior to external assessment and accreditation by our Licensed Awarding Bodies. <https://www.careersandenterprise.co.uk/news/new-careers-guidance-tool>

Please also note that the national accreditation criteria (B1.1-B1.7) for the Quality in Careers Standard define the organisational, professional and curriculum development and accountability processes that underpin quality (and thus must be assessed by **licensed awarding bodies**) whilst the welcome Gatsby Benchmarks describe the components (Benchmarks 2-7) of a stable careers programme (Benchmark 1). Hence, we affirm that only with external assessment of the quality of CEIAG, by a nationally **Licensed Awarding Body** for the Quality in Careers Standard, can a school be confident it provides the quality of the best for all its students.

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
<p>provider's CEIAG provision</p>	<p>leaders have the enhanced understanding required to fulfil their statutory duty to '<u>secure access to independent careers guidance</u>' to meet the needs of all young people within their learning provision</p> <ul style="list-style-type: none"> • ensuring that all staff involved (both careers specialists and non-specialists) demonstrate their competence in delivering CEIAG and actively review their CPD to ensure their knowledge is up-to-date and accurate <p><i>In addressing this national accreditation criterion, learning providers should take full account of the professional standards and qualifications determined by the Career Development Institute (www.thecdi.net) and/or other appropriate representative bodies</i></p>
<p>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</p>	<p>Licensed Awarding Bodies will assess a learning provider's arrangements for:</p> <ul style="list-style-type: none"> • developing a strategic approach to the teaching, learning and assessment of careers, employability and enterprise education that effectively addresses the needs of all its young people, ensuring they progress effectively through their learning pathways • securing clearly identified and appropriate learning outcomes (referenced to a recognised framework³) and positive practical outcomes - based on performance and destinations data⁴ • embedding CEIAG within the mainstream curriculum (pre-16) and within the 16-19 study programme, delivering enrichment and extra-curricular activities which enhance and extend careers, employability and enterprise education

³ The most commonly used example of a nationally recognised framework in England is the *Framework for Careers, Employability and Enterprise Education (The CDI)* <http://www.thecdi.net/New-Careers-Framework-2015>. The PSHE Association has also produced a programme of study which includes careers-related outcomes https://www.pshe-association.org.uk/sites/default/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_1.pdf

⁴ In respect of state schools, this should include the impact of Pupil Premium spending, where appropriate.

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<ul style="list-style-type: none"> • ensuring that all young people have access to advice and support from teachers, tutors and other relevant staff • ensuring that all young people have access to a comprehensive range of up-to-date careers and labour market information resources about opportunities in education, training and employment (including apprenticeships), which meet their needs and requirements • involving young people in assessing and reviewing their own career-related learning and contributing to the career-related learning of others <p><i>In addressing this national validation criterion, learning providers should take full account of Benchmarks 2-7 of “Good Career Guidance” (see also additional information in appendix 4 at the end of the full Guide to the Standard)</i></p> <p><i>Where arrangements exist to encourage the development of quality-assured transition from primary schools to secondary schools, from a careers-related perspective, Licensed Awarding Bodies may seek to offer recognition for this and where appropriate may do so under the auspices of the Quality in Careers Standard</i></p>
<p>B1.4 Securing independent and impartial careers advice and guidance for young people</p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> • ensuring that <u>all</u> internally-appointed CEIAG staff are able to act with impartiality and always in the best interests of the young person, and that they subscribe to a relevant code of professional practice⁵ • ensuring that all young people have equity of access to independent and impartial careers advice and guidance (both from external as well as internal sources) which

⁹The Consortium Board expects **Licensed Awarding Bodies** to stress to schools and colleges that all staff need to act with impartiality. Where the learning provider appoints a ‘careers adviser’ to its staff, **Licensed Awarding Bodies** must satisfy themselves that the adviser is qualified to QCF L6, is registered with the Career Development Institute, complies with the CDI code of ethics, and maintains his/her annual CPD requirements.

Please also note that at National Licensing (or Relicensing) Panels for **licensed awarding bodies**, if the Quality in Careers Standard has been awarded to one or more schools which have ONLY appointed a ‘careers adviser’ without additional access contractually secured from an external professionally qualified careers adviser as well, the Panel will require one such school to be part of the **Licensed Awarding Body’s** team at the Panel so that the Panel can satisfy itself that all of the tests of sufficiency expected in respect of national accreditation criterion B1.4 are met.

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<p>includes opportunities for face-to-face provision for those seeking it⁶</p> <ul style="list-style-type: none"> • commissioning and securing access to independent and impartial careers advice and guidance that is effective in meeting the needs of all young people - <i>including targeted groups such as the ‘Gifted and Talented’, the disadvantaged and at risk, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children</i> • using agreements and contracts that set out the external careers advice and guidance services secured including the review arrangements for ensuring that those services remain effective and are aligned to the learning provider’s overall strategy for CEIAG • ensuring that where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, the learning provider ensures that any organisation⁷ providing such services meets the agreed sector standard (i.e. the matrix Standard) and that account is taken of the professional standards and qualifications determined by the <i>Career Development Institute</i> and/or other appropriate representative bodies • data sharing (including with the appropriate local authority/authorities), and the extent to which data sharing agreements and processes benefit young people

⁶ Where the learning provider appoints a ‘careers adviser’ to its staff, **Licensed Awarding Bodies** must satisfy themselves that young people confirm equity of access to external provision if they seek it.

⁷ Whilst every organisation providing professional careers advice and guidance should be expected to hold (or be working towards achieving) the **matrix** Standard, it is accepted that there will be ‘careers advisers’ working as sole-traders/in small partnerships/cooperatives, for whom it is not expected that they must be **matrix** accredited.

However, there are growing numbers of sole traders/small partnerships which are **matrix** accredited, and the Consortium Board advises **Licensed Awarding Bodies** to recommend that learning providers securing services from sole traders/small partnerships encourage these to contact Assessment Services Ltd (the Awarding body for the **matrix** Standard: www.matrixstandard.com) to consider **matrix** accreditation.

The Consortium Board requires **Licensed Awarding Bodies** to ensure that sole trading careers advisers contracted to deliver careers services to schools meet the CDI requirements and are registered.

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
<p>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> • ensuring that employers can effectively contribute to the overall CEIAG provision - including enhancing learners’ understanding of technical and vocational education, apprenticeships and the world of work as well as providing inspiration and raising career awareness • involving other partners and agencies in supporting young people’s career aspirations and decision-making effectively, such as - external providers of careers information, advice and guidance services, local authorities, further and higher education, work-based learning providers, and community and charitable organisations • ensuring that employer engagement in CEIAG is effectively embedded within the careers, employability and enterprise education curriculum • establishing effective partnerships with other organisations that support or provide information, advice and guidance for vulnerable and disadvantaged young people such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities
<p>B1.6 Involving and supporting families and carers in CEIAG provision</p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> • informing families and carers about how their children can access and benefit from its CEIAG programme • securing the sustained engagement of families and carers in their children’s career learning and development through its CEIAG programme
<p>B1.7 Monitoring, reviewing, evaluating and continuously improving provision <i>(including measuring the impact of CEIAG on</i></p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for systematic evaluation, including using an evidence-based approach to inform planning and to improve its CEIAG provision by:</p> <ul style="list-style-type: none"> • regularly reviewing its CEIAG programme and collecting feedback from young people, their families and carers, the delivery team(s) <i>(including external service providers)</i> and external partners such as further and higher education, work-based learning providers and employers

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
<i>learning outcomes and learner progression)</i>	<ul style="list-style-type: none">• using data on young people’s attainment and progression outcomes to set targets and objectives for improving provision

Successful learning providers will receive an accreditation certificate from the **Licensed Awarding Body** and be authorised for a period of up to three years to use the Quality in Careers logo and the words “*Nationally accredited by the Quality in Careers Standard*” on their materials (in accordance with the Consortium’s ‘brand guidelines’).

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