

The Quality in Careers Standard >>>>

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

Cross-referenced to the Gatsby Foundation's Benchmarks for
"Good Career Guidance"

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 assessment and accreditation criteria (B1.1-B1.7):

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
<p>B1.1 Providing effective leadership, management and promotion of CEIAG</p>	<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 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. • the learning provider’s staffing and team arrangements for securing the day-to-day leadership, management and delivery of CEIAG • the learning provider’s arrangements for promoting CEIAG within the overall curriculum <p>In assessing this criterion, Licensed Awarding Bodies should have regard to Benchmarks 1 and 3 of the Gatsby Charitable Foundation’s “<i>Good Career Guidance</i>”².</p> <p>Gatsby Benchmark 1 (A stable careers programme) states that “<i>Every school and college should have an embedded programme of career education and guidance that is known</i></p>

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 this Guide 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 whilst the welcome Gatsby Benchmarks describe the components (Benchmarks 2-7) of a stable careers programme (Benchmark 1), 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 externally assessed by **Licensed Awarding Bodies**). 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 assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<p><i>and understood by pupils, parents, teachers, governors and employers.”</i></p> <p>This Benchmark has three elements:</p> <ul style="list-style-type: none"> • <i>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</i> • <i>The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.</i> • <i>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. (n.b. This element also relates to Quality in Careers National Accreditation Criterion B1.7)</i> <p>Gatsby Benchmark 3 (Addressing the needs of each pupil) states that <i>“Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.”</i> The elements of this Benchmark are:</p> <ul style="list-style-type: none"> • <i>A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</i> • <i>Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</i> • <i>All pupils should have access to these records to support their career development.</i> • <i>Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.</i>

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
<p>B1.2 Ensuring appropriate initial staff training and continuing professional development (CPD) to secure the competence required of all staff in the learning provider's CEIAG provision</p>	<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 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 • 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 criterion, Licensed Awarding Bodies must ensure that learning providers 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</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

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

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
careers advice and guidance	<p>positive practical outcomes - based on performance and destinations data⁴</p> <ul style="list-style-type: none"> • 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 • 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>Primary Schools: 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.</p> <p>In assessing this criterion, Licensed Awarding Bodies should have regard to Gatsby Benchmarks 2 and 4 of the Gatsby Charitable Foundation’s <i>“Good Career Guidance”</i>.</p> <p>Gatsby Benchmark 2 (Learning from career and labour market information) states that <i>“Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.”</i></p> <p>The elements of this Benchmark are:</p>

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

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	<ul style="list-style-type: none"> • <i>By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</i> • <i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support for their children. (NB. This element can be related to National Accreditation Criteria B1.6)</i> <p>Benchmark 4 (Linking curriculum learning to careers) states that <i>“All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.”</i>⁵</p> <p>The single element for this Benchmark is:</p> <ul style="list-style-type: none"> • <i>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</i> <p>Aspects of Gatsby Benchmarks 5,6 and 7 are relevant to national criterion B1.3 as well as B1.5. They are reproduced in full under B1.5 below to avoid repetition here.</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 practice⁶

⁵ The Gatsby report notes that have they not yet seen this being done consistently well and that for the moment this Benchmark remains “aspirational and needs further support”. Licensed Awarding Bodies must also be mindful that linking curriculum learning to careers needs to reach across all subjects and not just the STEM subjects.

¹² The 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

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	<ul style="list-style-type: none"> • 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 includes opportunities for face-to-face provision for those seeking it⁷ • 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 organisation⁸ 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

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.

⁷ 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.

⁸ 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 for registration as career development professionals.

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	<ul style="list-style-type: none"> • data sharing (including with the appropriate local authority/authorities), and the extent to which data sharing agreements and processes benefit young people <p>When assessing this criterion Licensed Awarding Bodies should have regard to Benchmark 8 of the Gatsby Charitable Foundation’s “<i>Good Career Guidance</i>”.</p> <p>Benchmark 8 (Personal guidance) states that “<i>Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level*. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</i></p> <p><i>*By ‘trained to an appropriate level’ we mean qualified to level 6 (degree level) or higher. This Benchmark is made up of a single element:</i></p> <p><i>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.”</i></p>
<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

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	<ul style="list-style-type: none"> • 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>When assessing this criterion Licensed Awarding Bodies should have regard to Gatsby Benchmarks 5,6 and 7 of the Gatsby Charitable Foundation’s <i>“Good Career Guidance”</i>.</p> <p>Benchmark 5 (Encounters with employers and employees) states that <i>“Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.”</i> This Benchmark has a single element:</p> <ul style="list-style-type: none"> • <i>Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.”</i> <p>Gatsby Benchmark 6 (Experiences of workplaces) states that <i>“Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.”</i></p> <p><i>*As far as is possible, schools and employers should ensure these are positive experiences.</i></p> <p><i>The elements of this Benchmark are:</i></p> <ul style="list-style-type: none"> • <i>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</i> • <i>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.”</i> <p>Gatsby Benchmark 7 (Encounters with further and higher education) states that <i>“All pupils should understand the full</i></p>

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	<p><i>range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.”</i></p> <p>The elements of this Benchmark are:</p> <ul style="list-style-type: none"> • <i>“By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</i> • <i>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</i> <p><i>* A ‘meaningful’ encounter is one in which the student has an opportunity to explore what it’s like to learn in that environment.”</i></p>
<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>This aspect of <i>Quality in Careers</i> is crucial, bearing in mind the major influence families and carers have upon young people’s decision-making and choices.</p>
<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>

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<p><i>learning outcomes and learner progression)</i></p>	<p>and external partners such as further and higher education, work-based learning providers and employers</p> <ul style="list-style-type: none"> • using data on young people’s attainment and progression outcomes to set targets and objectives for improving provision • providing evidence (particularly where institutions are part of Multi Academy Trusts) of sharing identified good practice and learning (from Ofsted inspections, self-assessments, and Quality in Careers assessments) with colleagues and partner institutions as part of a committed approach to CEIAG quality improvement <p>In addressing this criterion, Licensed Awarding Bodies should have regard to element 1.3 of Gatsby Benchmark 1:</p> <ul style="list-style-type: none"> • <i>“The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process”.</i>

Learning providers which are successfully assessed and accredited as meeting the Standard 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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