



The Quality in Careers Standard >>>>

PUBLIC STATEMENT 16th June 2017

UNIVERSALLY ENHANCING THE QUALITY

OF CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE.

Our Response to the report of the All-Party Parliamentary Group for Education:

“How well do schools prepare children for their future?” ¹May 2017

In response to the APPG and in readiness for the incoming new Ministerial Team at the Department for Education following the General Election on 8th June 2017, the Quality in Careers Consortium offers this advice to the APPG and to Ministers in respect of universally enhancing the quality of Careers Education, Information, Advice and Guidance (CEIAG) in England’s schools.

1. WHAT DID THE APPG FOR EDUCATION RECOMMEND IN MAY 2017 IN RESPECT OF CEIAG?

Here is the section from the Report

“Careers provision in schools

*CEIAG in schools is patchy and in particular fails to serve the needs of socio-economically disadvantaged pupils and children with SEND. We recommend that the government reinstates mandatory work experience. In order to prevent the organisation of placements adding to teacher workload, **secondary schools should have a clear structure for careers provision, with a non-teaching member of staff having overall responsibility.***

*Careers advice and guidance should always be provided by a **qualified, independent and impartial** counsellor. There is no point adding stricter CEIAG accountability measures to Ofsted inspections when there are not enough qualified careers advisers. **We recommend that the Department defines a minimum qualification that counsellors must achieve and investigates ways to further professionalise the careers guidance sector.***

¹ <http://www.educationappg.org.uk/wp-content/uploads/2017/04/Preparing-for-the-future-inquiry-report.pdf>

The Department should consider the coverage of high quality careers guidance as one of its own key performance indicators.

Children with SEND must be more visible in debates around careers provision. The Department should seek to identify what “good” careers education looks like for children with SEND, so that careers guidance counsellors can receive appropriate training and ultimately forge a strong network of local partnerships with businesses that lead to positive career outcomes for children with SEND. The Careers and Enterprise Company should also be tasked with specifically investigating the reach of careers provision to children with SEND, and to special schools in particular.

In order for schools to be able to provide CEIAG services, the government should allocate additional resources to schools for the explicit purpose of providing CEIAG. Academies should also be encouraged to pool resources to keep costs down.”

2. WHAT DOES THE QUALITY IN CAREERS CONSORTIUM RECOMMEND IN RESPONSE TO THE APPG REPORT? Here is our response

- i. There is no need to invent how the APPG recommendations above can be achieved.
- ii. Nor should additional public funding be allocated to schools for CEIAG unless measures are put in place to ENSURE there is positive impact – this requires external specialist assessment of the quality of a school’s CEIAG Provision.
- iii. The key recommendations from the APPG would be met if the Department for Education (DfE) was to amend its Statutory Guidance², by one word.
- iv. If in paragraph 67 it changed ‘recommends’ to requires, this would mean to achieve the required national Quality in Careers Standard all schools would be required to have in place the requisite:
 - Leadership of its careers provision,
 - Staff Competence and Qualifications to deliver its careers provision,

² The DfE Statutory Guidance to Schools (April 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf

67. In developing careers provision for pupils, there are currently three aspects of quality assurance that schools should take into consideration:

- The quality of the school careers programme. The Government recommends that all schools should work towards the national quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and external evaluation of the school’s programme – this is the Quality in Careers Standard.
- The quality of independent careers providers. The recognised national quality standard for information, advice and guidance (IAG) services is the matrix Standard. To achieve the Standard, organisations will need to demonstrate that they provide a high quality and impartial service. Schools can access an online register of organisations accredited to the matrix Standard.
- The quality of careers professionals working with the school. The Career Development Institute has developed a set of professional standards for careers advisers, a register of advisers holding postgraduate qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. The main qualifications for careers professionals are the Qualification in Career Guidance (QCG) and the Level 6 Diploma in Career Guidance and Development. Schools can view a register of careers professionals or search for a career development professional who can deliver a particular service or activity.

- Underpinning curricular framework of careers education, enterprise and employability,
- External professionally delivered/quality assured careers guidance,
- Engagement of employers, FE, WBL, HE et al in its careers provision,
- Effective involvement of parents and careers in its careers provision, and
- Continuous quality improvements through monitoring and evaluation.

v) These are all **requirements** in the first seven National Accreditation and Assessment Criteria for the national **Quality in Careers Standard**.³

vi) Therefore, we recommend that the incoming Ministerial team for the DfE:

- Amends the Statutory Guidance to require all schools to achieve and maintain the Quality in Careers Standard.
- Provides a dedicated annual premium grant to all publicly-funded state secondary schools, solely for the purpose of enhancing CEIAG through achieving and maintaining the Quality in Careers Standard.

In this way, the Quality in Careers Standard not only enhances CEIAG provision for all young people, it also becomes the robust accountability measure for the Treasury – unless schools achieve and maintain the Standard they would not receive the premium grant.

We are ready to work with the new Ministerial team to finalise the details of how such a dedicated premium grant system for CEIAG linked to the national Quality in Careers Standard should be established and implemented.

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Footnotes

- The Quality in Careers Consortium Board's details may be accessed here:
<http://www.qualityincareers.org.uk/documents/the-quality-in-careers-consortium-board-members.pdf>
- The Licensed Awarding Bodies which we have appointed nationally to assess and accredit the Quality in Careers Standard may be accessed here:
<http://www.qualityincareers.org.uk/documents/licensed-awarding-bodies.pdf>
- The national criteria for the assessment and accreditation of CEIAG may be accessed here:
<http://www.qualityincareers.org.uk/documents/national-assessment-criteria-2.3.2017.pdf>

³ As set out in the national Guide to the Quality in Careers Standard
<http://www.qualityincareers.org.uk/documents/the-guide-to-the-standard-april-2017.pdf>