



THE GUIDE TO THE NATIONAL STANDARD

October 2021 edition

**Fully incorporating the Gatsby Foundation's
Benchmarks for Good Career Guidance**

**To be used in all Quality in Careers assessments
for external national accreditation**

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June 2019, September 2019 and in October 2021]

THE GUIDE TO THE NATIONAL ASSESSMENT AND ACCREDITATION CRITERIA FOR SECONDARY SCHOOLS AND COLLEGES

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1. Background information

1.1 This Guide sets out in detail for secondary schools, colleges and work-based learning providers all matters relating to:

- the key principles upon which the Quality in Careers Standard is founded (Section 2)
- the Quality in Careers Standard national criteria incorporating the Gatsby Benchmarks (Section 3)
- the assessment and accreditation process (Section 4), and
- information and advice for learning providers (Section 5).

1.2 The Quality in Careers Standard is owned by the Quality in Careers Consortium¹. It is the single national quality award that recognises excellence in careers education, information, advice and guidance (CEIAG) for learners². It provides professional and independent external assessment and accreditation of the CEIAG provision offered by schools, colleges and work-based learning organisations (“learning providers”). The Standard has been designed to ensure that learning providers not only fulfil their statutory obligations, but also that they are inspired to continuously improve their careers programmes based on the best evidence from research and practice.

1.3 The Quality in Careers Consortium Board has licensed a number of Awarding Bodies³ across the country to undertake Quality in Careers assessments. Their assessors will make professional judgments on the impact of the learning provider’s careers programme on outcomes for learners. They will also review and report on the evidence of the factors contributing to the quality of the careers programme including vision and leadership; curriculum design and development; learning and teaching; professional learning and support; and engagement of learners, parents/carers, employers and other partners. Quality in Careers assessment reports also make detailed comments on the strengths and areas for development in CEIAG as well as recommendations for further development work.

1.4 A key aspect of the assessment process is listening to learners. The Standard will ensure that learning providers present sufficient evidence that their careers programme has had positive impact and outcomes for learners enabling them to gain the knowledge, skills and confidence to manage their future pathways in learning, leisure and work. The *Assessment Guide* for Awarding Bodies and their assessors has been published on the Quality in Careers website so that learning providers can also see what assessors will expect to find in order to award the Standard (<https://www.qualityincareers.org.uk/2019/09/01/the-assessment-guide/>).

1.5 This **Guide to the National Standard** incorporates the statutory guidance for schools and the guidance for further education colleges and sixth form colleges on the careers guidance duty and on access for education and training providers published by the **Department for Education** (DfE, July 2021)⁴. The DfE continues to **strongly recommend** not only that all schools but also all colleges work towards the single national Quality in Careers Standard to support the development of their careers programmes (see box below). Currently, just over one-third of state

¹ For more information about the Quality in Careers Consortium <https://www.qualityincareers.org.uk/the-consortium/the-quality-in-careers-consortium-board/>

² Learners refers both to pupils (up to age 16) and students (16-18) unless otherwise stated

³ For a current list of licensed awarding bodies see <https://www.qualityincareers.org.uk/2019/09/01/licensed-awarding-bodies/>

⁴ *Careers Guidance and Access for Education and Training Providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges* (Department for Education, July 2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

secondary schools and sixth form colleges already meet or are actively working towards the Standard. All secondary schools and all colleges are encouraged to work towards and reach the Standard as strongly recommended by the DfE guidance below:

“Schools and colleges can gain formal accreditation of their careers programme through the Quality in Careers Standard - the single national quality award for careers education, information, advice and guidance. The Standard is owned by the Quality in Careers Consortium which involves the major professional associations of school and college leaders alongside the Career Development Institute and Careers England. The Standard is fully aligned to the Gatsby Benchmarks and incorporates Compass and Compass+ into its processes. The Standard seeks additional evidence of outcomes for students from the school or college careers programme. As the Standard is externally assessed by one of the Licensed Awarding Bodies, appointed by the Consortium, student voice is a key part of assessors evidence gathering on the impact the careers programme has had on students’ career-related learning. We strongly recommend that all schools and colleges work towards the single national Quality in Careers Standard to support the development of their careers programme.”

Careers guidance and access for education and training providers DfE. (2021) p.12

1.6 The assessment criteria for the Quality in Careers Standard were fully revised in September 2018 to incorporate the **Gatsby Benchmarks**⁵ which form an integral part of the assessment and accreditation process. The DfE **expects** all schools and colleges to use the Gatsby Benchmarks as a framework around which they can develop their careers programmes in line with their legal requirements to provide independent careers guidance to all 12-to-18-year-olds and students aged up to 25 with an education, health and care plan⁶. There is no longer a DfE target date by which schools and colleges should aim to achieve all eight Benchmarks but instead strong endorsement that taken together, the Benchmarks are essential elements of an effective process-driven careers system. The Quality in Careers Standard will continue to use the Benchmarks as the basis for its organising framework for the national criteria.

1.7 Completion of the *Compass*⁷ self-assessment tool from the **Careers & Enterprise Company** is currently required evidence to be submitted by schools and colleges as part of the Quality in Careers assessment process. The Quality in Careers Consortium strongly encourages learning providers⁸ to upgrade to *Compass+* and use its new features to enhance their careers programmes. These tools protect the data of learners and learning providers while the anonymised and aggregated data enable the Careers & Enterprise Company to produce its annual ‘state of the nation’ report which is beneficial to everyone. The Careers & Enterprise Company also offers a wide range of support for schools and colleges including Careers Hubs, the Enterprise Adviser network, the Careers Leader training programmes and the Resources Directory. The Consortium also encourages assessors to encourage Careers Leaders using *Compass+* to engage students in discussions of their records on *Compass+* so that it becomes part of students’ career-related learning and progression.

⁵ Information about the Gatsby Benchmarks of good career guidance can be found at <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

⁶ The Quality in Careers Consortium requires schools to provide CEIAG for learners from age 11 upwards in order to meet the Standard.

⁷ <https://www.careersandenterprise.co.uk/schools-colleges/about-compass>

⁸ As of October 2021 *Compass+* is only available to schools, but the CEC is shortly to begin work to explore opening it up to colleges as well.

1.8 The Quality in Careers Consortium also strongly encourages learning providers to use the new (2021) Career Development Framework from the **Career Development Institute** to assist them in writing age and developmentally appropriate career learning outcomes for their careers programmes. The framework and accompanying resources can be downloaded from the CDI's website⁹. The CDI also offers a wide range of support for schools and colleges including conferences, CPD activities and resources, the Career Assured Quality Award for digital resources, the Community of Practice for Careers Leaders and the professional register for career development practitioners.

1.9 Under their statutory obligations, secondary schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships (the so-called 'Baker Clause'). The **Ofsted** school inspection handbook¹⁰ has been updated to highlight the importance of schools understanding and meeting the requirements of this legislation as well as providing effective careers information, education, advice and guidance (see box below).

256. All secondary schools are expected to provide effective careers information, education, advice and guidance (CIEAG), in line with the statutory '[Careers guidance and access for education and training providers](#)', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

257. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

258. In assessing a secondary school's personal development offer, inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- how the school provides good quality, meaningful opportunities for pupils to encounter the world of work
- the school's use of the [Gatsby Benchmarks](#)
- the school's published information about its CIEAG provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

⁹ <https://www.thecdi.net/New-Career-Development-Framework>

¹⁰ It is unfortunate that Ofsted uses "CIEAG" rather than the universally-accepted "CEIAG" terminology. The 'careers sector' is seeking to persuade Ofsted to follow the CEIAG terminology.

259. If a school is not meeting the requirements of the Baker Clause, inspectors will state this in the inspection report. They will consider what impact this has on the quality of CEIAG and the subsequent judgement for personal development.

Guidance: School inspection handbook for September 2021. Ofsted (2021) paras 256 -259

2. Key principles

The Quality in Careers Standard is based on these key principles relating to learners, learning providers and our Awarding Bodies:

2.1 Learners

- age and developmentally appropriate CEIAG enables all learners to make the progress they are capable of in determining and managing their own future and personal, social and economic wellbeing, especially in relation to learning, leisure and work
- CEIAG that upholds the UN Convention on the Rights of the Child enables learners to participate fully in designing, implementing and evaluating CEIAG in the curriculum
- CEIAG that tackles barriers to opportunity enables learners to challenge career-limiting constraints and promotes fairness, social justice, equality, diversity, inclusion, the health of society, decent work and sustainable economic development.

2.2 Learning Providers

- CEIAG that is strategically managed and led enables learning providers to embed CEIAG across the whole curriculum and is seen as a whole school priority
- CEIAG that is designed and developed with continuous improvement in mind can achieve more than CEIAG focused on meeting external demands for accountability
- CEIAG is a shared endeavour and improves when all staff engage in professional learning that equips them for their roles in CEIAG
- CEIAG is most effective when the learning provider engages learners, partners and stakeholders including parents and carers, local employers and other education and community partners
- CEIAG benefits when the learning provider collaborates with other providers, for example, in a multi-academy trust, a careers hub or a community of support organised through an awarding body.

2.3 Awarding Bodies

- Assessing quality in CEIAG is achieved by an Awarding Body designing an approach which includes a framework which optimises the interconnections between leadership, curriculum development, learning and teaching, impact assessment, professional learning, and working with learners, stakeholders and partners
- The additional demands placed on learning providers by Awarding Bodies for evidence of their CEIAG can be minimised by enabling them to present their evidence in ways that are most useful to them
- When Awarding Bodies secure or provide professional support for learning providers on their Quality in Careers development journey this adds value to the assessment process
- Culminating in external, independent assessment of the learning providers' CEIAG by our Awarding Bodies which enables learning providers to improve their day-to-day self-assessment.

3. The Quality in Careers Standard National Criteria

- 3.1 The national Quality in Careers Standard is available to all state and independent secondary schools, including special schools¹¹, further education and sixth-form colleges and has applicability in post-16 work-based learning.
- 3.2 There are extra factors to bear in mind when a special school considers seeking accreditation through the Standard. These apply equally when special schools view the Compass tool and the Gatsby Benchmarks. In this section, we have included additional notes to assist special schools in working towards the Standard.
- 3.3 The Quality in Careers Consortium is also committed to supporting the development of CEIAG in primary schools to enable children to develop their career knowledge skills and confidence from an early age. The Consortium has developed a scheme to endorse primary school careers education quality awards. More information can be found on the Quality in Careers website at <https://www.qualityincareers.org.uk/careers-education-in-primary-schools/>
- 3.4 To achieve the national Quality in Careers Standard, learning providers will be required by one of our Licensed Awarding Bodies to supply sufficient evidence to show how their careers provision addresses the **national assessment and accreditation criteria** set out below.
- 3.5 The national criteria have been agreed with the DfE, the Gatsby Foundation and the Careers & Enterprise Company. They comply with the DfE's latest (2021) guidance on the statutory duties of secondary schools and colleges and the DfE's expectation that all learning providers will use the Gatsby Benchmarks as a framework for developing their careers provision.
- 3.6 The national criteria are structured under the relevant Benchmark headings. They incorporate the specific performance indicators for each Benchmark. We also incorporate some further indicators of quality that relate primarily to learner impact, career-related learning by students, careers leadership, professional learning, and engagement by learning providers with learners, parents/carers and other education partners.
- 3.7 The Quality in Careers national assessment criteria are described in detail below:
- They are organised under the same headings as the Gatsby Benchmarks as this should be helpful to schools and colleges
 - The Benchmarks and their indicators are described below for ease of reference. Descriptions relating to secondary schools are in normal type and those relating to colleges are in *italics*
 - The Quality in Careers national assessment criteria are prefixed with the letters 'QC'
 - The distinction is made between the national criteria which evidence the relevant Benchmark and the national criteria which are additional to the Gatsby Benchmarks.

¹¹ Including Pupil Referral Units, Home and Hospital tuition services

QC1: A stable careers programme

<p align="center">Benchmark 1: A stable careers programme (See Note 1)</p> <ul style="list-style-type: none"> • Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, and employers. • <i>Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers, and other agencies.</i> <p align="center">Gatsby Benchmark indicators for schools and colleges:</p>	
1.1	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
1.1	<i>Every college 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>
1.2	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
1.2	<i>The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it</i>
1.3	The school's programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process
1.3	<i>The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process</i>

<p align="center">Benchmark 1: A stable careers programme</p> <p align="center">QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA</p> <p align="center">Licensed Awarding Bodies will assess a learning provider's arrangements for:</p> <p align="center">Evidencing the Benchmark (based upon the Awarding Body's external assessment and the Compass Report)</p>	
QC 1.1 (i)	Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties) ²
QC 1.1 (ii)	Securing effective day-to-day <u>leadership</u> , management, and delivery of the careers programme by all relevant staff – including giving full support to a named individual in the role of Careers Leader
QC 1.2 (i)	Promoting awareness and understanding of the careers programme – including via the school's/college's website – by students, teachers, parents/carers, and employers/opportunity providers ³ using clear and accessible language

QC 1.2 (ii)	Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on students' career-related outcomes – including <u>feedback from a wider range of stakeholders and partners</u> such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children's services
	Requiring additional evidence beyond the Benchmark based upon the external assessment
QC 1.1 (iii)	Ensuring that <u>all staff</u> involved in the careers programme – preparing all students ⁴ for choices, decisions, and transitions – are knowledgeable, skilled, and confident in their CEIAG roles (through appropriate induction training, professional learning and continuing professional development) <i>{see also QC 8.1(i)}</i>
QC 1.1 (iv)	Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people – referenced to a recognised national framework ⁵ of careers, employability, and enterprise education- with a range of methods to deliver them to suit the Key Stage (KS) and the ability of learners <i>{see also QC 3.1 (i) and QC 4.1(iii)}</i>
QC 1.2 (iii)	Evaluating how the careers programme involves students in assessing and meeting their own needs and those of their peers and evaluating its impact
QC 1.2 (iv)	Evaluating agreements and contracts with external careers guidance services, where applicable, to ensure that those services remain effective and are aligned with the learning provider's overall careers strategy
QC 1.2 (v)	Evaluating the impact of involvement in collaborative networks – such as a careers hub, multi-academy trust and the Enterprise Adviser Network – to improve the quality of the careers programme

Note 1

The DfE's commentary and expectations in relation to Benchmark 1 are set out on pages 15-17 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

QC2: Learning from career and labour market information

Benchmark 2: Learning from career and labour market information (See Note 2)	
<ul style="list-style-type: none"> Every pupil, 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>Every learner, and their parents (where appropriate), 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> 	
Gatsby Benchmark indicators for schools and colleges:	
2.1	By the age of 14, all school pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options
2.1	<i>During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options</i>
2.2	Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children
2.2	<i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care</i>
Benchmark 2: Learning from career and labour market information QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA Licensed Awarding Bodies will assess a learning provider's arrangements for:	
Evidencing the Benchmark (based upon the Awarding Body's external assessment and the Compass Report)	
QC 2.1 (i)	Ensuring that all students have access to reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment – including internships, T levels, school-leaver programmes and apprenticeships – which meets their needs and that they are supported in its use
QC 2.2 (i)	Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their child's career development (See Note 3)

Note 2

The DfE's commentary and expectations in relation to Benchmark 2 are set out on pages 18-19 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

Note 3

The help for children may not only come from parents but also come from other family members, guardians, carers, and other trusted adults in the child's network of influence and support including family friends and contacts.

QC3 Addressing the needs of each learner

Benchmark 3: Addressing the needs of each pupil/student (See Note 4)	
<ul style="list-style-type: none"> Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. <i>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.</i> 	
Gatsby Benchmark indicators for schools and colleges:	
3.1	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations
3.1	<i>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</i>
3.2	Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions
3.2	<i>Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions</i>
3.2	<i>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</i>
3.3	All school pupils should have access to these records to support their career development
3.3	<i>All learners should have access to these records to support their career development</i>
3.4	Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations
3.4	<i>Colleges should collect and maintain accurate data for each learner on their education, training, or employment destinations</i>
Benchmark 3: Addressing the needs of each pupil/student	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA	
Licensed Awarding Bodies will assess a learning provider's arrangements for:	
	Evidencing the Benchmark (including the Compass Report)
QC 3.1 (i)	Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal capabilities to counter them
QC 3.2 (i) and 3.3 (i)	Ensuring that records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice wherever possible and supports the implementation of their choices and decisions – including transition planning

QC 3.3 (ii)	Ensuring that evidence of intended and actual destinations data enables students to access their records and use the information to strengthen their career-related learning, educational achievement, and progress towards achieving personally-valued destinations, including presenting themselves well to opportunity providers
QC 3.4 (i)	Evaluating destinations data for Key Stage 4 & Key Stage 5 on students' performance, destinations and progression outcomes including using the results of the evaluation to set targets and objectives for improving the careers programme (See Note 5)
	Requiring additional evidence beyond the Benchmark based upon the Awarding Body's external assessment
QC 3.2 (ii)	Ensuring that advice given is effective in meeting the needs of all students and especially those of targeted groups such as the 'Gifted and Talented'/'most able,' the disadvantaged and those at risk from economic deprivation, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children (taking appropriate account of students' individual learning styles)
QC 3.2 (iii)	Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities (See Note 6)
QC 3.2 (iv)	Sharing school data with the appropriate authorities and agencies (See Note 7), including monitoring the extent to which such data sharing agreements and processes benefit the students concerned

Note 4

The DfE's commentary and expectations in relation to Benchmark 3 are set out on pages 20-25 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

Note 5

The DfE's commentary and expectations in relation to destinations data are set out on pages 21-22 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf. In respect of state schools, this should include the impact of Pupil Premium spending, where appropriate

Note 6

The duties of local authorities concerning young people's participation and the DfE's expectations on the co-operation between schools and local authorities in respect of vulnerable and disadvantaged young people are fully explained on page 24 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

Note 7

The DfE's commentary and expectations in relation to information sharing with local authorities are set out on page 25 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

QC4 Linking curriculum learning to careers

Benchmark 4: Linking curriculum learning to careers (See Note 8)	
<ul style="list-style-type: none"> For schools, all teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future paths. <i>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</i> 	
Gatsby Benchmark indicators for schools and colleges:	
4.1	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers
4.1	<i>Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations</i>
Benchmark 4: Linking curriculum learning to careers	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA Licensed Awarding Bodies will assess a learning provider's arrangements for:	
Evidencing the Benchmark (including the Compass Report)	
QC 4.1 (i)	Raising awareness - through utilising resources from the world of work - of the employability skills and the wide range of careers that can be achieved through the subjects and courses they are studying (including through the study of English, Maths and STEM subjects) <i>For college learners, this would include recognition of the importance of English and Maths as a key expectation from employers</i>
Requiring additional evidence beyond the Benchmark based upon the Awarding Body's external assessment	
QC 4.1 (ii)	Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future including stand-alone, subject-based ¹¹ and planned co- curricular and enrichment activities
QC 4.1 (iii)	Developing effective approaches to the teaching, learning and assessment of careers, employability and enterprise education that facilitate the career development of students, their option choices and their transitions from Key Stage 4 and Key Stage 5

Note 8

The DfE's commentary and expectations in relation to Benchmark 4 are set out on pages 26-27 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

QC5: Encounters with employers and employees

<p>Benchmark 5: Encounters with employers and employees (See Note 9)</p> <ul style="list-style-type: none"> • 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>Every learner 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, and should include learners' own part-time employment where it exists.</i> <p>Gatsby Benchmark indicators for schools and colleges:</p>	
5.1	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer
5.1	<i>Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area</i>
5.2	<i>Colleges should record and take account of learners' own part-time employment and the influence this has had on their development</i>
	* A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace
<p>Benchmark 5: Encounters with employers and employees</p> <p>QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA</p> <p>Licensed Awarding Bodies will assess a learning provider's arrangements for:</p>	
	Evidencing the Benchmark (including the Compass Report)
QC 5.1 (i)	For schools, through a variety of methods, securing at least one meaningful encounter with an employer or employee for each student in every year of their education from Key Stage 3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae (See Note 10)
	<i>For College learners, securing at least two meaningful encounters with employers during their study programme.</i>
	Requiring additional evidence beyond the Benchmark based upon the Awarding Body's external assessment
QC 5.1 (ii)	Ensuring that all such activities and encounters with employers and employees are embedded in the careers curriculum as part of a planned and progressive programme, meet the needs of each student, and contribute to their career-related learning outcomes (See Note 11)

QC 5.1 (iii)	Enabling employers and employees to contribute effectively to the careers programme - including by enhancing students' understanding of progression pathways in learning and work, employability skills, working life and career development at work
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Note 9

The DfE's commentary and expectations in relation to Benchmark 5 are set out on pages 28-30 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

Note 10

'Meaningful encounters' should:

- enable schools to ensure that students understand the requirements of raising the participation age (RPA), and
- enable them to meet their obligation to publish and implement a policy on provider access in fulfilment of their legal duties as set out by the DfE on pages 7-8, 13, 17 and 40-43 in *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

Note 11

It is intended that these criteria should be fully inclusive of SEND students and all learning providers. The terms 'employer' and 'employee' should encompass all providers of meaningful and appropriate post Key Stage 5 activities including:

- supported internships
- social enterprises (and other providers often funded by Local Authority Social Services)
- Children's Resource Centres
- and Respite Care facilities

QC6: Experiences of workplaces

Benchmark 6: Experiences of workplaces (See Note 12)	
<ul style="list-style-type: none"> • 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>Every learner 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> 	
Gatsby Benchmark indicators for schools and colleges:	
6.1	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
6.2	By the age 18, every pupil should have had one further such experience, additional to any part-time jobs they may have
6.2	<i>By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have</i>
Benchmark 6: Experiences of workplaces	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA	
Licensed Awarding Bodies will assess a learning provider's arrangements for:	
Evidencing the Benchmark (including the Compass Report)	
QC 6.1 (i)	Securing at least one meaningful experience* of a workplace for every student by the end of Key Stage 4, additional to any part-time jobs they may have * A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience. Students must demonstrate career-related learning from reflecting upon these experiences
QC 6.2 (i)	Securing at least one further meaningful experience of a workplace for every student by the end of Key Stage 5, additional to any part-time jobs they may have <i>And for college learners by the end of their study programme</i>
Requiring additional evidence beyond the Benchmark based upon the Awarding Body's external assessment	
QC 6.2 (ii)	Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders

Note 12

The DfE's commentary and expectations in relation to Benchmark 6 are set out on pages 31-32 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

QC7: Encounters with Further and Higher Education

Benchmark 7: Encounters with further and higher education (See Note 13)	
<ul style="list-style-type: none"> All pupils should understand the full 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>All learners should understand the full 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> 	
Gatsby Benchmark indicators for schools and colleges:	
7.1	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
7.2	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 students
7.2	<p><i>By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners</i></p> <p>* A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment</p>
Benchmark 7: Encounters with further and higher education	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA Licensed Awarding Bodies will assess a learning provider's arrangements for:	
Evidencing the Benchmark (including the Compass Report)	
QC 7.1 (i)	Securing a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers - for every student during both Key Stage 3 and Key Stage 4
QC 7.2 (i)	<p>For schools, securing a meaningful encounter for all students with a range of providers of learning and training that may form the next stage of their career in order to meet the relevant learning outcomes for each student [This should include at least two visits to higher education institutions to meet staff and students for those who are considering this choice by the end of Key Stage 5] (See Note 14)</p> <p><i>For college learners, facilitating a meaningful encounter with a range of further learning providers by the end of their programme of study</i></p>

	Requiring additional evidence beyond the Benchmark based upon the Awarding Body's external assessment
QC 7.2 (ii)	Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders– including using feedback to inform future planning of encounters

Note 13

The DfE's commentary and expectations in relation to Benchmark 7 are set out on pages 33-37 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

Note 14

Whereas encounters with universities will be appropriate for some SEND students, they may not be appropriate for all. Therefore, so that these criteria are fully inclusive of all SEND students and learning providers, these will include providers of meaningful and appropriate post Key Stage 5 activities including:

- supported internships,
- social enterprises (and other providers often funded by Local Authority Social Services),
- Children's Resource Centres, and
- Respite Care facilities

QC8: Personal Guidance

Benchmark 8: Personal guidance (See Note 15)	
<ul style="list-style-type: none"> • Every pupil should have opportunities for guidance interviews with a careers 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>Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs.</i> <p><i>* The college should ensure that access to a level 6 adviser is available when needed.</i></p>	
Gatsby Benchmark indicators for schools and colleges:	
8.1	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
8.1	<i>Every learner should have at least one such interview by the end of their study programme</i>

Benchmark 8: Personal guidance	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA	
Licensed Awarding Bodies will assess a learning provider's arrangements for:	
	Evidencing the Benchmark (including the Compass Report)
QC 8.1 (i)	Ensuring that all students have access to advice and support from teachers, tutors and other relevant staff who have been trained and prepared for their role <i>{see also QC 1.1 (iii)}</i>
QC 8.1 (ii)	For schools, from Key Stage 3 ensuring that all students have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources - which includes at least one appropriate interview by the end of both Key Stage 3 and Key Stage 4, and the opportunity for a further interview during Key Stage 5 <i>For colleges, ensuring that all students have at least one appropriate interview by the end of their study programme</i> (see Note 16)
	Requiring additional evidence beyond the Benchmark based upon the Awarding Body's external assessment
QC 8.1 (iii)	Ensuring that all internally appointed careers staff - including internally appointed professionally qualified careers advisers - are trained to appropriate levels and can act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice, and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally competent to do so (see Note 17)
QC 8.1 (iv)	Where externally provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the <i>matrix</i> Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute (See Note 18)

Note 15

The DfE's commentary and expectations in relation to Benchmark 8 are set out on pages 38-39 of *Career Guidance and Access to Education and Training Providers* (DfE, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

Note 16

The Consortium Board expects Awarding Bodies to stress to schools and colleges that an interview is a conversation with a purpose. The ground rules for career guidance interviews should be explained to the learner beforehand (e.g. confidentiality, impartiality) and their consent obtained. The purpose should be negotiated, and learners should be given time to prepare. Careful attention to the setting and beginning of the conversation is important so that learners feel at ease. The structure of the conversation needs to be related to the time available and made clear to the learner. Typically, it will

include clarification of the purpose of the meeting, discussion and exploration, decisions and plans related to what the learner needs to do next. Often prompts and additional resources are useful (e.g. a whiteboard, careers websites on a laptop, or an action planning proforma).

The CDI's recommended length of time for a meaningful personal guidance interview that meets the requirement of Gatsby Benchmark 8 is at least 45 minutes. The Quality in Careers Consortium endorses the CDI's recommendation and commends it to assessors, schools and colleges:

[Careers guidance and access for education and training providers: Statutory guidance for schools and colleges on providing careers guidance](#) - CDI (July 2021)

See also the CEC briefing note <https://www.careersandenterprise.co.uk/media/xuzdf12s/what-works-personal-guidance.pdf>.

Note 17

The Consortium Board expects Awarding Bodies to stress to schools and colleges that all staff need to act with impartiality. Where the learning provider appoints a 'careers adviser' (careers guidance professional) to its staff, Awarding Bodies must satisfy themselves that:

- the adviser is qualified at a minimum of QCF L6,
- is on the UK Register of Career Development Professionals <http://www.thecdi.net/Professional-Register->
- complies with the Career Development Institute's code of ethics <http://www.thecdi.net/Code-of-Ethics>
- and the Career Development Institute's CPD requirements (i.e. at least 25 hours of recorded CPD p.a.)

Note 18

Every organisation providing professional careers advice and guidance should be expected to hold (or be working towards achieving) the *matrix* Standard (www.matrixstandard.com). However, 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.

There are growing numbers of sole traders/small partnerships which are becoming matrix Standard accredited – therefore, the Consortium Board advises Awarding Bodies to recommend that learning providers securing services from sole traders/small partnerships should encourage these to consider matrix accreditation and to contact The Growth Company (the Awarding Body for the matrix Standard).

The Consortium Board requires Awarding Bodies to ensure that sole trading careers advisers contracted to deliver careers services to schools fully meet the professional requirements set out in Note 16 above.

4. The assessment and accreditation process

4.1 The purpose of a Quality in Careers assessment is to recognise what the learning provider is doing well in CEIAG and to support continuous quality improvement. It is focused on the impact on the career-related learning outcomes for learners and the effectiveness of the processes that contribute to that impact. This is why listening to learners ('student voice') is a critical part of the assessment.

4.2 The Quality in Careers assessment is also designed to be a positive learning experience for the learning provider and the assessor will use the opportunity to engage in professional dialogue with the learning provider's staff. The assessor will also adapt the approach to suit the circumstances and context of the learning provider.

4.3 Assessment enables learning providers to show learners, parents and carers, employers and

other key partners that the careers programme has been independently assessed against quality criteria that explain best national practice in CEIAG.

4.4 Awarding Bodies are able to award the Standard for up to three years (all Awarding Bodies do so, except Complete Careers which awards the Standard for a two year period). The main stages in the Quality in Careers assessment and accreditation process are:

4.4.1 Public commitment to work towards the Standard

Schools, colleges and work-based learning providers which make a public commitment to begin to work towards achieving the Quality in Careers Standard will receive a “certificate of commitment” from the Awarding Body, providing that:

- i. The Governing Body (or equivalent) has made a public commitment on the learning provider’s website to establish a robust and coherent approach to managing the quality of its CEIAG provision that is consistent with the Quality in Careers Standard key principles; and
- ii. The learning provider has *completed* the *Compass* or *Compass+* self-assessment tool, and has begun working towards meeting the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks

They will also be authorised to use the words *“Committed to work towards meeting the Quality in Careers Standard incorporating the Gatsby Benchmarks”* on their materials (in accordance with the Consortium’s ‘brand guidelines’) until their external assessment takes place.

4.4.2 External assessment which leads to one of these outcomes:

1: External assessment where the Standard is not awarded as the learning provided is assessed as making insufficient progress towards meeting the Standard

“Making insufficient progress” means that the inputs into the careers programme are inadequate and the management and delivery processes are not stable or developed enough for the assessor to conclude that the Learning Provider is yet making good progress towards fully meeting the Standard.

For the avoidance of doubt, if a Learning Provider is making insufficient progress on any single section of the eight elements comprising the national criteria, the assessor will conclude that the outcome is “making insufficient progress” and will identify the areas for development to address the shortcomings

2a: External assessment where the Standard is awarded using this citation in the assessment report–

“Congratulations on achieving the Quality In Careers Standard which fully incorporates the Gatsby Benchmarks. This is an excellent achievement and recognises the quality and breadth of your careers provision. As you are “making good progress” towards meeting the Benchmarks and all of the accreditation criteria, as we comment upon below in the detail of your report, we will continue to review your progress with the Benchmarks, and the additional career-related learning outcomes for students which the national Standard requires, through our annual reviews with you.”

The learning provider is awarded with the Standard being assessed as “making good progress,” providing that:

- i. The learning provider has demonstrated a robust and coherent approach to managing the

quality of its CEIAG provision that is consistent with the Quality in Careers Standard key principles; and

- ii. The learning provider has completed the *Compass* self-assessment tool, is already ‘making good progress’ in meeting the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks, and the Quality in Careers external assessor is confident that a clear plan is in place demonstrating that the learning provider will continue to work towards fully meet the national criteria in the future, maintaining a cycle of continuous improvement.

This will be supported with explicit evidence cited in the ‘external assessment report,’ including detailed assessments on progress towards meeting all national criteria including performance against each of the eight Benchmarks’ sections in the national criteria for the Standard, with action points for further development.

Schools, colleges and work-based learning providers which are assessed as “making good progress” towards meeting all the national assessment criteria for the Quality in Careers Standard will receive an “accreditation certificate” from the Awarding Body with these words *“Congratulations on achieving the Quality in Careers Standard which fully incorporates the Gatsby Benchmarks.”* They will be listed on the Quality in Careers website under the section showing ‘Award Holders’¹².

They will also be authorised to use the Quality in Careers logo and the words *“Nationally assessed as achieving the Quality in Careers Standard, making good progress towards meeting all the accreditation criteria incorporating the Gatsby Benchmarks”* on their materials (in accordance with the Consortium’s ‘brand guidelines’).

Quality in Careers assessors may, at the first annual review of a learning provider assessed as “making good progress” recommend to the Awarding Body that the certification should be reaccredited as “fully meeting all the accreditation criteria” if the provider has fully met the outstanding criteria as identified in the original assessment. The Awarding Body may then reissue the Quality in Careers certification, but the full accreditation review timeframe would not be extended (i.e. if the provider was due for reassessment 3 years after the initial assessment, that timeframe would be unaltered).

Where an Awarding Body also carries out a second annual review (i.e. all Awarding Bodies except Complete Careers which awards the Standard for a period of 24 months not 36 months), the Quality in Careers assessor will also concentrate upon what the learning provider needs to address ready for its reaccreditation. Complete Careers’ assessors will address this in the first annual review.

2b: External assessment where the Standard is awarded using this citation in the assessment report–

“Congratulations on achieving the Quality In Careers Standard which fully incorporates the Gatsby Benchmarks. This is an excellent achievement and recognises the quality and breadth of your careers provision. As you are “fully meeting” the Benchmarks and all of the accreditation criteria, as we comment upon below in the detail of your report, we will continue to review your progress in maintaining meeting the Benchmarks, and the additional career-related learning outcomes for students which the national Standard requires, through our annual reviews with you.”

The learning provider is awarded the Standard being assessed as “fully meeting,” providing that:

¹² [Quality in Careers – Award Holders](#)

- i. The learning provider has demonstrated a robust and coherent approach to managing the quality of its CEIAG provision that is consistent with the Quality in Careers Standard key principles; and
- ii. The learning provider has fully met all of the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks.

Schools, colleges and work-based learning providers which are assessed and accredited as “fully meeting” all the national assessment criteria for the Quality in Careers Standard will receive an “accreditation certificate” from the Awarding Body with these words *“Congratulations on achieving the Quality in Careers Standard which fully incorporates the Gatsby Benchmarks.”* They will be listed on the Quality in Careers website under the section showing ‘Award Holders’¹³.

They will also be authorised to use the Quality in Careers logo and the words *“Nationally assessed as achieving the Quality in Careers Standard, fully meeting all the accreditation criteria incorporating the Gatsby Benchmarks”* on their materials (in accordance with the Consortium’s ‘brand guidelines’) until their full accreditation is due for reassessment by their Awarding Body.

4.5 As the Consortium has agreed with DfE, all Awarding Bodies are required, when a learning provider is assessed as “achieving the Standard” to use either of the citations shown above in 2a and 2b, in the Assessment Report they provide to the learning provider.

4.6 Awarding Bodies are also required to undertake an annual quality review with current holders of the Standard, to support continuous improvement and to alert holders to any developments relevant to their preparations for renewal of the Standard.

4.7 The Quality in Careers Consortium recognises that some Licensed Awarding Bodies may additionally wish to offer exceptional recognition to celebrate schools, colleges or work-based learning providers which have repeatedly excelled for periods of time in their CEIAG provision. Where an Awarding Body wishes to make such an additional award to honour such long-standing outstanding provision, it must be made clear that this additional recognition is not part of the national arrangements. It is determined solely by the particular Awarding Body which must be explicit about what such additional exceptional recognition is for.

5. Information and advice for learning providers

5.1 All Awarding Bodies will advise schools and colleges directly on their particular evidence requirements. Below we offer advice on what they should be ready to provide.

5.1.1 Before the assessment

Quality in Careers assessors will prepare for the assessment by analysing available evidence from learning providers. This may include:

- The learning provider’s previous Quality in Careers Standard assessment report (if applicable)
- The last inspection report from Ofsted
- The learning provider’s destinations data for the last three years

¹³ [Quality in Careers – Award Holders](#)

- Information about the learning provider's CEIAG policy as approved by the Governing Body (or equivalent), its careers programme on the learning provider's website and social media platforms including the learning provider's careers plan
- A policy statement setting out the circumstances in which education and training providers will be given access to students to inform them about the range of technical education qualifications, supported internships and apprenticeships (the so-called 'Baker Clause')
- Outcomes from self-assessment using the *Compass* or *Compass+* tool - which the school or college will be required to share with the assessor and supplement with qualitative evidence that activities and encounters meet the needs of diverse student populations and contribute to their career-related learning outcomes.

The learning provider may offer additional evidence. The following list of suggested evidence is to help learning providers to identify what may be most relevant and is not intended to be prescriptive:

- contextual information about the learning provider, e.g. levels of socio-economic deprivation
- systems in place for managing the careers provision at senior leadership and Governing Body level
- names of staff with key CEIAG roles and responsibilities including the Careers Leader's job description
- Evidence offered by local external partner organisations, e.g. careers guidance service provider, enterprise adviser network, Local Enterprise Partnership, National College Outreach Programme.

5.1.2 During the assessment

Assessors will collect further evidence from the learning provider's staff and from 'student voice' relating to evidence of:

- career-related learning outcomes for learners from careers activities
- meaningful engagement of parents and carers
- meaningful engagement of employers and the wider community
- embedding these activities and encounters into the curriculum.

5.2 Learning providers may find the following sources of further information about quality in CEIAG useful:

- i. Career Development Institute (CDI) - new 'Career Development Framework' <https://www.thecdi.net/New-Career-Development-Framework>
- ii. Careers & Enterprise Company (<https://www.careersandenterprise.co.uk/>)
- iii. Careers & Enterprise Company Gatsby Benchmarks toolkits:
 - Schools: https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1041_gatsby_toolkit_for_schools_final.pdf
 - Young people with SEND: https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1051_send_gatsby_toolkit_refresh_digital.pdf
 - Colleges: https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1073_gatsby_toolkit_for_colleges_final.pdf

- iv. Department for Education Careers Guidance and Access for Education and Training Providers <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- v. Gatsby Foundation 'Good Career Guidance' website <https://www.goodcareerguidance.org.uk/>
- vi. Hanson, J., Moore, N., Clark, L. and Neary, S. (2021) *An evaluation of the North-East of England pilot of the Gatsby Benchmarks of Good Career Guidance*. Derby: University of Derby <https://derby.openrepository.com/handle/10545/625634>
- vii. matrix Standard <https://matrixstandard.com/>
- viii. Ofsted (2021) *School Inspection Handbook* <https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>
- ix. Quality in Careers website <https://www.qualityincareers.org.uk/> where case studies of best practice are regularly posted on the website.
- x. Welsh Government (2021) *Gatsby Benchmarking Pilot Interim Evaluation* <https://gov.wales/sites/default/files/publications/2021-01/gatsby-Benchmarking-pilot-interim-evaluation.pdf>

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