



The Quality in Careers Standard >>>>

The Assessment Guide for Licensed Awarding Bodies and Assessors

November 2018 (updated May & October 2019)

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1. Introduction

- 1.1 This assessment guide is intended for Licensed Awarding Bodies and their Quality in Careers assessors appointed to assess schools, special Schools, colleges and work-based learning providers (“Learning Providers”) ¹ against the revised national assessment and accreditation criteria of the Quality in Careers Standard fully incorporating the Gatsby benchmarks.
- 1.2 The guide should be read in conjunction with *The Revised Guide to the Standard* (September 2018) published on the Quality in Careers website: <http://www.qualityincareers.org.uk/documents/the-guide-to-the-standard.pdf>
- 1.3 The guide seeks to represent the Gatsby benchmark performance indicators fairly and accurately; but in the event of any uncertainty, assessors should consult the Gatsby Foundation’s own documentation at <http://www.gatsby.org.uk/education/programmes/good-career-guidance>
- 1.4 The guide offers advice to assessors and Licensed Awarding Bodies on implementing the revised national criteria, and includes suggested templates for assessors (but, whilst these templates are offered for guidance, they are not required to be used).

2. The assessment framework for the Quality in Careers Standard

- 2.1 The purpose of assessment is to ensure that Learning Providers which are awarded the Quality in Careers Standard:
 - deliver careers programmes consistently well and to a high standard,
 - embed delivery partner engagement fully into their careers programmes,
 - know what they need to do to continue to improve, and
 - act in the best interests of the young people they serve.
- 2.2 The national assessment and accreditation criteria for the Quality in Careers Standard now fully incorporate the Gatsby benchmarks and performance indicators for schools and colleges which the Department for Education (DfE) *expects all schools (including special schools) and colleges* to achieve by the end of 2020.
- 2.3 The national criteria also make explicit additional references to appropriate opportunity pathways for SEND students which should be addressed in assessments to ensure the Standard is inclusive of Special Schools.
- 2.4 The revised national criteria are grouped under eight section headings mirroring the framework of the Gatsby benchmarks. A clear distinction is made between the national criteria which relate to meeting the Gatsby benchmarks and those which relate to meeting the additional qualitative outcomes the Standard demands.

¹ For ease of use, the term “Learning Providers” will be taken throughout this Guide to apply to schools, special schools, sixth form colleges, further education colleges and work-based learning providers unless otherwise stated (e.g. as in 2.2 above).

2.5 The additional requirements made by the Standard include:

- greater emphasis on the part that centrally-co-ordinated programmes of careers education for students on different programmes and courses can make to their career development, involving assessing the impact of careers provision on career-related learning outcomes for young people
- the expectation of stronger engagement and partnership with parents that goes beyond informing them about the careers programme and useful resources
- co-design of activities for students between Learning Providers together with providers of work opportunities
- the expectation that Careers Leaders and other staff will have professional development opportunities commensurate with their roles in personal careers education and guidance
- recognition of the important role that well-qualified career development professionals can play when the Learning Provider has a properly-funded vision and strategy for careers.

2.6 As well as evaluating the evidence of the Learning Provider’s self-assessment using **Compass** (<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>) and other tools, assessors will gather additional evidence to make their professional judgements. The assessment can have one of three outcomes:

- **making insufficient progress towards fully 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 8 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.

- **making good progress towards fully meeting the Standard**

a Learning Provider may be recognised as “making good progress towards fully meeting the Standard” if they are “making good progress” in all eight sections of the Standard and have robust plans in place to meet the Standard fully before they are next due to be re-assessed (i.e. within two or three years). This is likely to mean that they meet or partially meet the requirements of some but not yet all of the Gatsby benchmarks.

- **fully meets the Standard**

“fully meets the Standard” means that the Learning Provider meets all the national assessment and accreditation criteria in all eight sections of the Standard including all of the Gatsby benchmarks.

3. Key characteristics of effective assessment

- 3.1 Assessment for the Quality in Careers Standard is the independent and external process of measuring the performance of Learning Providers reliably against the national assessment and accreditation criteria.
- 3.2 The key characteristics of effective assessment are:
- **Moderated self-assessment** – Moderated assessment is most effective when it is first ‘owned’ by the Learning Provider. This occurs more readily when it is carried out in a way that is compatible with the Learning Provider’s overall approach to quality and improvement. External assessors moderate self-assessment by applying their rigour and professional expertise to confirm or challenge the Learning Provider’s self-assessment.
 - **Best-fit judgements** – Where a Learning Provider may not meet the letter of all the national criteria under each heading of the Standard, assessors should make a best-fit or close-match judgement based on evidence to determine whether or not the Learning Provider does not yet meet the Standard, is making good progress and has robust plans in place to meet the Standard, or fully meets the Standard.
 - **Minimal formal requirements** – Assessors should reduce the burden of assessment on Learning Providers by keeping demands on the way evidence is presented to a minimum.
 - **Triangulation of evidence** – Assessors should look for corroborating sources of evidence where necessary to ensure their judgements are secure. In particular, it is important for assessors to consider evidence presented by the Learning Provider alongside that of delivery partners (such as employers) and young people themselves (the ‘learner voice’).
 - **Internal Quality Assurance** – More reliable assessments can be achieved by a sampling process (i.e. second assessment or check on an assessment report or by two assessors working together) or, where feasible, by cross-moderation between Licensed Awarding Bodies. All Licensed Awarding Bodies should ensure that assessment procedures are applied consistently to maintain confidence in the Standard.
 - **Focus on impact** - Assessors should review evidence of the impact of the Learning Provider’s careers programme on learning, behavioural and practical outcomes for learners. Impacts are hard to determine; but assessors should expect the Learning Provider to use a recognised framework of outcomes such as the CDI framework² and destination measures³ to analyse outcomes. They should also use assessment to help Learning Providers make connections between the inputs (resources) and processes used in the careers programme and the outcomes they achieve.

² <http://www.thecdi.net/Careers-Framework-2018>

³ <https://www.gov.uk/government/collections/statistics-destinations>

4. The role of the assessor in a professional model of the assessment of quality

- 4.1 The Quality in Careers Consortium requires each Licensed Awarding Body to train its assessors in making reliable and valid professional judgements on the performance of Learning Providers against each of the eight sets of national criteria for the Standard. The Consortium also requires Awarding Bodies to have in place an appropriate appeals procedure should a Learning Provider seek to challenge the judgements made by an assessor.
- 4.2 It is for Awarding Bodies to determine their approach to assessments. The Consortium does not provide prescriptive sets of questions for assessors to follow – the individual integrity of each professional assessor is for each Awarding Body to maintain.
- 4.3 The role of the assessor, therefore, is to assess the performance of Learning Providers against the national criteria for the Standard. Each assessor's responsibilities include:
- determining whether the Learning Provider is either making insufficient progress towards meeting the Standard, or is making good progress towards meeting the Standard, or fully meets the Standard – and to identify explicitly areas for development to address any shortcomings
 - applying the national assessment and accreditation criteria for the Quality in Careers Standard consistently and reliably when making judgements about the Learning Provider's careers programme
 - behaving professionally and courteously towards all staff, students, parents and other providers of evidence
 - providing oral and written feedback suited to different Learning Provider audiences, as required, which explains clearly what the Learning Provider is doing well and what they need to do to continue to improve
 - providing feedback to the Licensed Awarding Body to enable the Awarding Body to support Learning Providers effectively
 - staying up-to-date.
- 4.4 Assessors should not assess the performance of a Learning Provider if they have previously been advising or supporting the Learning Provider on how to achieve the Standard; however, it would be entirely appropriate for the Assessor of a Learning Provider which has successfully achieved the Standard to be the Assessor reviewing that Learning Provider's progress in annual reviews. Section 5 below provides the Consortium's advice to Awarding Bodies and their assessors on making judgements on the achievement by Learning Providers in each of the eight sections of the Standard. For each section the guide provides descriptors of the features of the three possible outcomes of the assessment:
- **making insufficient progress towards fully meeting the Standard**
 - **making good progress towards fully meeting the Standard**
 - **fully meets the Standard**
- 4.5 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 meets the Standard**" 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).

5. Making judgements on the achievement of the national criteria in each of the eight sections of the Standard

[note: where we cite “q.v.” there is an explanation of the term in the Glossary in the appendices at the end of the Guide]

1. A stable careers programme

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
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| <ul style="list-style-type: none"> i. The concept of a ‘careers programme’ is missing or difficult to discern. ii. CEG is provided in an ad hoc way, based on the commitment and goodwill of individual members of staff. Other staff are not well-prepared for or accepting of their careers roles. It may be informed by the Learning Provider’s understanding of what it is required or expected to do but generally, inputs are inadequate to achieve a minimum standard. iii. The value of having a careers programme is not fully recognised so provision is frequently squeezed by competing priorities. iv. It is difficult for students, parents, staff, employers and other agencies to find out about careers activities from the website. v. The Learning Provider does not have a nominated careers leader. vi. Little or no evaluation of careers activities takes place, e.g. in relation to their impact or the effectiveness of the contribution of delivery partners. | <ul style="list-style-type: none"> i. The careers programme is embedded (q.v.) in the work of the Learning Provider with support from the Governing Body and the senior leadership team. ii. The approaches adopted by the Learning Provider include systems thinking (q.v.), careers leadership (q.v.), a careers policy (q.v.) and having an annual careers plan (q.v.) alongside encouraging and enabling initiatives by individual staff. Awareness of their roles in careers is not yet consistent across all relevant staff. iii. Elements of ring-fencing the careers programme are in place to protect it from competing priorities and other resource constraints. iv. Information about the careers provision on the website for students, parents, staff, employers and other agencies meets web accessibility good practice and is relatively easy to find. v. The Learning Provider has a nominated careers leader who is part of, or reports directly to, the senior leadership team. | <ul style="list-style-type: none"> i. The careers programme is strongly embedded in the work of the Learning Provider with proactive support from the Governing Body and the senior leadership team. ii. The programme is sustainable, e.g. the Learning Provider has adopted a systems-based approach, provides strong careers leadership and maintains a careers policy with an annual plan linked to the overall Learning Provider’s “development and improvement plan” as well as encouraging and enabling initiatives by individual staff. Awareness of their roles in careers is consistent across all relevant staff. iii. The resourcing and prioritising of the careers programme is secure. iv. Information about the careers provision on the website for students, parents, staff, employers and other agencies meets web accessibility good practice, is easy to find and well-used. The website also explains how the Learning Provider |

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| <p>vii. The Learning Provider does not meet the Gatsby benchmark performance indicators for this benchmark.</p> | <p>vi. Some evaluation of the impact and effectiveness of the careers programme takes place.</p> <p>vii. The Learning Provider meets or partially meets the Gatsby benchmark performance indicators for this benchmark.</p> | <p>school measures and assesses the impact of the careers programme for students.</p> <p>v. The Learning Provider has a nominated careers leader who has completed or had access to appropriate training and who is part of, or reports directly to, the senior leadership team.</p> <p>vi. The Learning Provider has an explicit evaluation framework focusing on the impact and effectiveness of the careers programme including feedback from students and parents.</p> <p>vii. The Learning Provider meets the Gatsby benchmark performance indicators for this benchmark.</p> |
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2. Learning from career and labour market information (CLMI)

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
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| <ul style="list-style-type: none"> i. The Learning Provider signposts few sources of CLMI (q.v.) on its website/VLE with little or no explanation of what they are important for or how to use them. Some links may be broken. ii. Little effort is made to demystify CLMI for students and parents. iii. The involvement of parents is limited to sending them information periodically. iv. The Learning Provider does not meet the Gatsby benchmark performance indicators for this benchmark. | <ul style="list-style-type: none"> i. A range of CLMI (q.v.) is provided online from recommended or selected sources but some weaknesses are still apparent (e.g. it is not easy to find or to navigate on the Learning Provider website or VLE, local LMI is missing). ii. In the main, the Learning Provider decides when and how to encourage and inform parents about using CLMI. Parents have not properly been consulted or involved in co-designing the approach adopted. iii. The Learning Provider meets or partially meets the Gatsby benchmark performance indicators for this benchmark. | <ul style="list-style-type: none"> i. The Learning Provider selects a range of suitable and up-to-date sources of national and local CLMI (q.v.) and makes these easily accessible online with navigational prompts (e.g. on the careers pages of the Learning Provider website or VLE and on course descriptions in the online prospectus). ii. Curriculum plans (e.g. schemes of work, study programmes and programmes for options events) make clear when and how students will be able to use CLMI to make informed decisions about future options and opportunities. iii. The careers programme includes sessions on how to make a well-informed decision. iv. The Learning Provider goes beyond simply giving parents CLMI. They create opportunities for parents to learn how to use CLMI by themselves and how to support their child's career thinking and planning. The Learning Provider facilitates structured sessions, led by an informed adviser (q.v.), for parents and their children to talk together about study options and labour market opportunities. Students demonstrate a good grasp of sources of careers and labour market information and can describe how they use them. v. The Learning Provider meets the Gatsby benchmark performance indicators for this benchmark. |

3. Addressing the needs of each pupil/student

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
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| <ul style="list-style-type: none"> i. Staff leading on meeting the needs of specific groups pay insufficient attention to personal career development issues, and the careers leader (if appointed) has yet to establish a close working relationship with them. ii. Careers assessments (q.v.) are not based on clear principles and agreed purposes, and the impact is too variable to address the needs of all targeted students. iii. Record-keeping, tracking and data sharing is inconsistent and/or incomplete. Students feel that assessment and recording is done to them and not with them. The results are not used effectively in conversations between tutors, students and staff (e.g. at report evenings) or discussions with support agencies. iv. The Learning Provider prefers to start with a clean slate rather than look at the students' careers records from a previous Learning Provider. v. The Learning Provider has not undertaken an impact assessment of its strategies to challenge stereotyping and raise aspirations. | <ul style="list-style-type: none"> i. The Learning Provider makes provision to meet the specific needs of targeted groups but the liaison between the careers leader and the staff supporting these specific groups is not yet close enough. ii. Careers assessments (q.v.) are based on clear principles and agreed purposes, and their impact addresses the needs of all targeted students. iii. Record-keeping, tracking and data sharing protocols are largely in place. Students feel that assessment and recording is helpful to them, but it is marginalised by the emphasis on academic reporting at parents' evenings. iv. The Learning Provider is starting to make good use of students' careers records from their previous schools/colleges. v. The Learning Provider evaluates the impact of its strategies to challenge stereotyping and raise aspirations. vi. The Learning Provider meets or partially meets the Gatsby benchmark performance indicators for this benchmark. | <ul style="list-style-type: none"> i. The Learning Provider has created leadership and guidance roles to identify and respond to the specific needs of targeted groups such as gifted and talented students, students from socially and economically deprived backgrounds, students with special educational needs and disabilities, young carers and looked after children. The careers leader works closely with the senior and middle leaders on these issues. ii. The Learning Provider uses a range of assessment (q.v.) methods to identify individual needs and to monitor the Learning Provider's performance on tackling equality (q.v.) and diversity (q.v.) issues including raising aspirations (q.v.), and challenging stereotypical thinking. iii. The Learning Provider keeps records of assessments, advice given and agreed decisions which students can access to support their career development. Students give permission for these to be shared with other parties. iv. The Learning Provider makes every effort to ensure continuity of record-keeping by co-operating with the Learning Providers that students have come from and are progressing to next. They gather accurate |

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| <p>vi. The Learning Provider does not meet the Gatsby benchmark performance indicators for this benchmark.</p> | | <p>data on the destinations of each student and analyse anonymised data sets for the end of KS4 and KS5 to continue to meet the needs of individuals and groups.</p> <p>v. The Learning Provider meets the Gatsby benchmark performance indicators for this benchmark.</p> |
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4. Linking curriculum learning to careers

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
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| <ul style="list-style-type: none"> i. The Learning Provider does not promote a consistent view of the value of linking curriculum learning to careers ii. Linking curriculum learning to careers is ad hoc and largely incidental. iii. The Learning Provider does not make effective use of the curriculum audit produced by the CDI against the CDI framework⁴. iv. Staff are sceptical about the benefits to students (and their subject) from linking curriculum learning to careers and/or are reluctant to take the initiative as a result of time pressures and other accountabilities. v. Students feel that the links made to career are a distraction from their exam work. vi. Staff do not draw on any experience of careers and work before they came into teaching. vii. The Learning Provider does not meet the Gatsby benchmark performance indicator for this benchmark. | <ul style="list-style-type: none"> i. The Learning Provider has a clear plan to involve all departments and faculties in linking curriculum learning to careers. ii. The careers leader can provide evidence of those subjects and courses which are proactive and welcome the support of careers specialists on the staff and from outside, employers, other learning providers and link organisations. For STEM subjects, for example, that includes the many organisations that aim to facilitate STEM learning. viii. The documentation to support linking curriculum learning to careers is well-developed (e.g. in curriculum planning). The Learning Provider makes good use of the curriculum audit produced by the CDI against the CDI framework⁵. iii. Students recognise, value and enjoy the links to careers that subjects make. They can provide some evidence of the impact of curriculum linking through subjects on their career development. iv. For schools, students by the start of KS4 must have had the opportunity to learn | <ul style="list-style-type: none"> i. The Learning Provider uses a range of approaches to highlight to students the relevance of the content, techniques, skills and values of the subjects and courses they are taking to their future careers (e.g. through social media, course descriptions and prospectuses, classroom displays, starter activities and plenaries, units of work in course programmes and special events such as careers and HE fairs, visits to opportunity providers, visitors, and mentoring). ix. The links made are at a sophisticated level showing, for example, how the skills learnt through a subject and 'subject clusters' can be used in career pathways in and beyond that subject or cluster. The Learning Provider makes effective use of the curriculum audit produced by the CDI against the CDI framework⁶. ii. Students can relate the opportunities that they have had to link curriculum learning to careers and use these to support how they manage and develop their careers. |

⁴ <http://www.thecdi.net/Careers-Framework-2018>

⁵ ibid

⁶ ibid

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| | <p>about the relevance of the different STEM subjects for a wide range of career paths.</p> <ul style="list-style-type: none">v. Staff are encouraged to draw on any experience of careers and work before they came into teaching for the benefit of students.vi. The Learning Provider meets or partially meets the Gatsby benchmark performance indicator for this benchmark. | <ul style="list-style-type: none">iii. For schools, students by the start of KS4 have had the opportunity to learn not only about the relevance of the different STEM subjects for a wide range of career paths but of all the other main groupings of subjects too including the humanities, languages, social sciences and the creative arts which underpin important sectors of the economy.iv. Staff make good use of any experience of careers and work before they came into teaching for the benefit of students.v. The Learning Provider meets the Gatsby benchmark performance indicator for this benchmark. |
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5. Encounters with employers and employees

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
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| <ul style="list-style-type: none"> i. Links with employers and employees are limited. The Learning Provider has given insufficient thought to developing the roles of staff to lead and administer education-business links. ii. Too little use is made of opportunities offered by employing organisations and local and national support agencies and networks. iii. Recording of students' contacts with employers and employees is ad hoc and students are insufficiently involved in reviewing the benefits they have gained from encounters. iv. The Learning Provider takes little interest in students' part-time jobs except when it interferes with their studies. v. In respect of SEND students, and where the Learning Provider is a Special School/College, the level of encounters with appropriate employers (q.v.) and voluntary services is no more than adequate and does not benefit all students. vi. The Learning Provider does not meet the Gatsby benchmark performance indicator(s) for this benchmark. | <ul style="list-style-type: none"> i. The Learning Provider has clear objectives for encounters and these are co-designed with employers and employees. ii. The Learning Provider is creative and ambitious in the way that they develop activities and maintain links with employers and employees from one year to the next. iii. Whilst the Learning Provider is building links to sustain encounters with employers and employees, these are not yet sufficient to provide all students with multiple opportunities to benefit fully. iv. Recording and reflection are well-developed for older students but not yet for younger ones. v. The Learning Provider advises students on how to get the most out of their part-time employment without interfering with their studies. vi. In respect of SEND students, and where the Learning Provider is a Special School/College, the level of encounters with appropriate employers and voluntary services (q.v.) is sufficient. vii. The Learning Provider meets or partially meets the Gatsby benchmark performance indicator(s) for this benchmark. | <ul style="list-style-type: none"> i. Students have multiple opportunities, at least one per year of their education and training, to participate in and benefit from a range of learning activities facilitated by employers and employees which contribute to the achievement of the intended outcomes of the careers programme. ii. The Learning Provider is able to show that they have made use of a range of suitable employer-involved activities such as mentoring, competitions and challenges, simulations (e.g. enterprise, marketing, production), games, role-plays, interviews, presentations and discussions. iii. The Learning Provider is also able to show that they have made good use of the resources available to them, including digital technology and published materials. In addition, support is drawn from their networks (e.g. alumni, enterprise advisers, parents). iv. The Learning Provider has clear plans to achieve a comprehensive and demanding set of outcomes from the overall impact of these activities relating to individual career development and preparation for the opportunities, responsibilities and |

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| | | <p>experiences of later life and delivers these as part of an overall programme of career learning.</p> <ul style="list-style-type: none">v. At least one encounter with employers by year 11 involves a STEM employer.vi. At least one such activity for 16-18-year-olds in colleges should be closely aligned with their study programmes.vii. At appropriate times, students should record the impact of these activities and any part-time employment they have on their career development and discuss with relevant staff what this means for their further needs.viii. In respect of SEND students, and where the Learning Provider is a Special School/College, the level of encounters with appropriate employers and voluntary services (q.v.) is comprehensive.ix. The Learning Provider meets the Gatsby benchmark performance indicator(s) for this benchmark. |
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6. Experiences of workplaces

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
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| <p>i. The budget allocated to organising experience of workplaces by the Learning Provider is inadequate. Students have few opportunities to participate in a work visits, work shadowing or work experience either pre-16 or post-16.</p> <p>ii. Students are given few opportunities to develop a range of career management and employability skills from their experiences of workplaces.</p> <p>iii. The Learning Provider makes little effort to link students' experiences of workplaces to the subjects they are studying.</p> <p>iv. The Learning Provider does not meet the Gatsby benchmark performance indicator(s) for this benchmark.</p> | <p>i. Students benefit from a range of experiences of workplaces pre-16 and post-16.</p> <p>ii. Attention is paid to enabling students to explore career opportunities, develop career skills and expand their networks through participation in experiences of workplaces, but more could be done by the Learning Provider to ensure that students benefit from these experiences.</p> <p>iii. The Learning Provider meets or partially meets the Gatsby benchmark performance indicator(s) for this benchmark.</p> | <p>i. Every student, except in reasonable circumstances (e.g. students with particular special needs and disabilities), has one recorded meaningful (q.v.) experience of a workplace pre-16 and another post-16 (i.e. a visit, work shadowing or work experience). Allowance should be made for Learning Providers in special circumstances that are unable to achieve 100% but have made compensatory arrangements, e.g. a Learning Provider in a rural catchment area that cannot generate sufficient placements and provides some work experience in-house; very large Learning Providers that are making a sizeable investment in generating work experience placements but cannot realistically meet the full demand so they have published criteria for allocating placements.</p> <p>ii. Students engage in a reflective activity after each experience.</p> <p>iii. The preparation and follow-up include explicit discussion of how students can build up and make the most of their personal and professional networks of support.</p> <p>iv. In the very best practice, the Learning Provider organises sessions for students on what they can benefit from their part-time employment without interfering with their studies.</p> <p>v. The Learning Provider meets the Gatsby benchmark performance indicator(s) for this benchmark.</p> |

7. Encounters with further and higher education

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
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| <p>i. The Learning Provider provides the minimum to be fully compliant with the requirement on “provider access” (q.v.).</p> <p>ii. The Learning Provider’s arrangements at KS5 for assisting students with their HE options, applications and transitions are adequate but students seeking higher technical qualifications (e.g. HNDs, HNCs, foundation degrees), apprenticeships (higher and degree-level) and jobs with training receive inadequate support.</p> <p>iii. In respect of SEND students, and where the school is a Special School, the level of support for appropriate post 16+ options (q.v.) is no more than adequate.</p> <p>iv. The ethos of the Learning Provider values HE progression, especially to Russell Group universities, over other pathways and destinations.</p> <p>v. The Learning Provider does not meet the Gatsby benchmark performance indicator(s) for this benchmark.</p> | <p>i. The Learning Provider is fully compliant with the requirement on “provider access”.</p> <p>ii. The Learning Provider is aware that it still has some unresolved issues relating to the way it supports students applying for opportunities across the full range of pathways, e.g.:</p> <p>a. At KS3 and KS4, the Learning Provider promotes its own post-14 and post-16 provision over other options;</p> <p>b. At KS5, the Learning Provider promotes academic pathways for higher achieving students over technical education pathways. It prioritises dealing with HE applications before helping students seeking apprenticeships or employment.</p> <p>iii. The Learning Provider can explain how it promotes meaningful encounters, especially for disadvantaged students.</p> <p>iv. In respect of SEND students, and where the Learning Provider is a Special School/College, the level of support for appropriate post 16+ options (q.v.) is sound but could be increased.</p> <p>v. The Learning Provider meets or partially meets the Gatsby benchmark</p> | <p>i. The Learning Provider is fully compliant with the requirement on “provider access”.</p> <p>ii. Students are clearly aware of when they will be introduced to the full range of opportunities relating to the next stage of their education, apprenticeship, training or employment (including self-employment) through the careers programme.</p> <p>iii. Every student has a meaningful encounter (q.v.) with staff and students from providers of a range of learning pathways before they make choices at 16+ and again before they make choices at 18+. The Learning Provider ensures that students are fully prepared for the encounter and debriefed afterwards.</p> <p>iv. The Learning Provider encourages providers to include the opportunity to meet students, trainees and apprentices as well as staff either online or in person.</p> <p>v. Students considering applying for university have at least two visits to universities to meet staff and students before the age of 18. The Learning Provider identifies sources of funding to meet the cost of travel for disadvantaged students (e.g. Pupil Premium and National</p> |

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| | <p>performance indicator(s) for this benchmark.</p> | <p>Collaborative Outreach Programme funding).</p> <p>vi. In the very best practice, the Learning Provider is proactive in exploring innovative approaches to encounters with learning providers (e.g. encouraging students' participation in virtual open days on social media).</p> <p>vii. The Learning Provider has a well-thought-out schedule for helping students to make applications and prepare for transitions across all pathways which does not disadvantage any individuals or groups.</p> <p>viii. In respect of SEND students, and where the Learning Provider is a Special School/College, the level of support for appropriate post 16+ options (q.v.) is comprehensive.</p> <p>ix. Guided option choices (q.v.) do not transgress ethical boundaries (i.e. the Learning Provider acts in the individual's best interests and upholds equality of opportunity).</p> <p>x. The Learning Provider has forged compact agreements with local providers of opportunities particularly to assist lower and middle-achieving students to make sustainable progress who would otherwise be vulnerable and at risk of not achieving a positive destination.</p> <p>xi. For colleges: the college has integrated the work of its admissions, student services and work placement teams to</p> |
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| | | <p>provide continuity and coherence in pre-course, on-course and post-course guidance and support; and the work of these teams is closely aligned to the programmes followed by personal and course tutors.</p> <p>xii. The Learning Provider meets the Gatsby benchmark performance indicator(s) for this benchmark.</p> |
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8. Personal guidance

| Insufficient progress towards fully meeting the Standard | Making good progress towards fully meeting the Standard | Fully meeting the Standard |
|---|---|--|
| <p>i. The Learning Provider has not given due consideration to increasing capacity to provide 1 to 1 interviews to meet the expectation that every student should have at least one interview pre-16 and another one post-16 from a trained or qualified careers adviser, nor to ensure that personal careers guidance is provided which is appropriate to the needs of every student (q.v.).</p> <p>ii. Interviews are not always timely.</p> <p>iii. Evidence of full impartiality and access to a qualified careers adviser cannot be sufficiently verified.</p> <p>iv. Plans to improve the provision of personal careers guidance are unambitious or missing.</p> <p>v. The Learning Provider does not meet the Gatsby benchmark performance indicator for this benchmark.</p> | <p>i. The Learning Provider is well on the way towards becoming fully compliant with the requirement to secure access to independent personal careers guidance (<u>as appropriate to the needs of every student</u>).</p> <p>ii. In respect of schools circa 70% of students have the opportunity to have at least one impartial guidance interview with a qualified careers adviser pre-16, with the possibility of another one post-16 (see notes 1 and 2 below).</p> <p>iii. In respect of colleges good progress is being made to ensure that at least one such impartial guidance interview with a qualified careers adviser is to be offered by the end of their study programme (see notes 1 and 2 below).</p> <p>iv. Interviews are timely (i.e. before a decision point or to address a specific need).</p> <p>v. The Learning Provider meets or partially meets the Gatsby benchmark performance indicator for this benchmark.</p> <p><i>Note 1: The Learning Provider should ensure that access - individually or in groups (q.v.) if appropriate to student need - is available when needed to a careers adviser qualified at Level 6 or above and who is on the CDI's UK Register of career development professionals (see also glossary notes 1.7 in respect of CDI requirements and 1.19).</i></p> <p><i>Note 2: Assessors need to satisfy themselves that the Learning Provider has made a commitment to developing sufficient capacity to meet the demand for personal careers guidance from all students - as appropriate to their needs (q.v.) - and also to be proactive in addressing social justice issues.</i></p> | <p>i. The Learning Provider is fully compliant with the requirement to secure access to independent personal careers guidance (<u>as appropriate to the needs of every student</u>).</p> <p>ii. In respect of schools every student has the opportunity to have at least one impartial guidance interview with a qualified careers adviser pre-16, with the possibility of another one post-16 (see notes 1 and 2 below).</p> <p>iii. In respect of colleges at least one such impartial guidance interview with a qualified careers adviser is offered by the end of their study programme (see note 1 below).</p> <p>iv. Interviews are timely (i.e. before a decision point or to address a specific need)</p> <p>v. The effectiveness of personal careers guidance interviews is evaluated, e.g. by observation, questionnaires.</p> <p>vi. The Learning Provider meets the Gatsby benchmark performance indicator for this benchmark.</p> <p><i>Note 1: The Learning Provider should ensure that access- individually or in groups (q.v.) if appropriate to student need - is available when needed to a careers adviser qualified at Level 6 or above and who is on the CDI's UK Register of career development professionals (see also glossary notes 1.7 in respect of CDI requirements and 1.19).</i></p> |

APPENDICES

Appendix 1: Glossary

1.1 Access

The minimum requirement is that interviews are arranged in a timely fashion for individuals who request one. Interviews should be arranged at a location which is convenient for the student – this is especially important in the case of Learning Providers on multiple sites. The availability of the service should be well-publicised.

1.2 Annual careers plan

An annual careers plan is a management tool which makes explicit what the Learning Provider is doing in five main areas:

- *Priorities – setting goals for the current year*
- *Programme – summarising in calendar form the main activities and events planned for the year*
- *Provision – identifying the delivery mechanisms and allocation of resources to achieve the programme*
- *Partnerships – identifying the roles of key partners (e.g. parents/carers, career guidance provider, local enterprise network, other learning providers) and the strategies for engaging them*
- *Performance – setting out the quality assurance and evaluation framework for the coming year.*

The benefits of having an annual careers plan are that it:

- *improves the budgeting process*
- *provides a focus for monitoring, review and evaluation*
- *can be shared with key partners to focus their contribution*
- *can be used to provide feedback to governors*
- *improves transparency for customers and stakeholders*
- *can be integrated with other processes, e.g. the Learning Provider's development plan, deciding on how to use the Pupil Premium*

1.3 Appropriate post 16+ options in respect of special schools/colleges and SEND students

Whereas encounters with universities may not be appropriate for many SEND students, so that the national Standard's assessment criteria are fully inclusive of SEND students and their Learning Providers, the required encounters should include providers of meaningful appropriate post-KS5 activities for SEND students such as:

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

1.4 Career and labour market information

Career and labour market information (CLMI) is an umbrella term for the different types of information that students need to assist them in their career thinking, planning and decision-making. It includes information about:

- career pathways, patterns and structures
- the content and nature of work and how it is changing
- occupations and occupational groupings
- entry requirements and demands of jobs
- information on course providers and employers
- courses and how to access them
- lifestyle effects of chosen roles in learning and work
- career management and employability skills
- employment trends and forecasts.

Labour market information (LMI) is specifically information about what is happening in labour markets. Students need information about trends in local and national labour markets, and increasingly information about the supply and demand for labour in international labour markets, as a reflection of globalisation.

1.5 Career(s) Assessments

Careers guidance assessments can be carried out for a range of purposes, for example, to measure:

- a student's present situation (e.g. aspirations, careers problems checklists, decision-making readiness, work readiness)
- aspects of a student's personality, aptitudes and skills, interests, values, adaptability, resilience, well-being and learning style

- *soft skills and employability skills*

Some assessment tools are freely available online and in paper form but more sophisticated instruments such as psychometric tests are priced and usually require an expert to interpret the results. Learning Providers are generally advised not to seize on the first assessment tool that catches their eye but to systematically compare and evaluate the benefits and drawbacks of different tools alongside budgeting and value for money considerations.

Careers education assessments aim to measure cognitive and behavioural learning outcomes. Good practice emphasises the need to tie teaching and learning closely to assessment. Assessment may be linked to formal accreditation (e.g. where students are taking public exams or gaining digital badges), but the most valid form of assessment is 'assessment for learning' which specifically focuses on assisting students to maximise their progress from their starting points. The main ways of carrying out assessments for learning are:

- *eliciting information from the student,*
- *giving appropriate feedback (comments not subject grades),*
- *ensuring learners understand quality, and*
- *facilitating peer and self-assessment.*

1.6 Career(s) education and guidance (CEG)

Career (or careers) education and guidance refers to the combination of education- and guidance-based activities provided by Learning Providers to promote the personal career development of students. Careers education primarily uses a range of teaching and learning (including experiential learning) approaches and careers guidance a range of information, advice and guidance approaches. Depending on the mission and vision of the Learning Provider, this function may be combined with other aims such as preparing students for work and improving the life chances of individuals. CEG also has a role in deepening young people's understanding of the career opportunities and experiences of people, especially in the society in which they live.

1.7 Careers adviser

A professional careers adviser in the UK is an individual qualified to Level 6 or above in career development who:*

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

**Qualifications: The main Level 6 and 7 qualifications for careers professionals are the Qualification in Career Development (QCD) at Level 7 integrated within a Master's Degree or Post Graduate Diploma in Career Development, (which replaced the earlier Qualification in Career Guidance (QCG) and Diploma in Career Guidance) or the Level 6 Diploma in Career Guidance and Development.*

There are two situations which require clarification in respect of moving from Level 4 to Level 6. The Career Development Institute states that practitioners in certain circumstances can hold a "conditional registration" until achievement of the full Level 6 qualification or equivalence at which point their status on the Register will be converted to full registration:

(Scenario i) A "careers adviser" who holds a pre-2011 NVQ 4 in Advice and Guidance or LDSS and is undertaking the three specified Level 6 units (Units 2, 3 and 6) or HE equivalent modules, is acceptable in a school or college being accredited by an Awarding Body as "Making Good Progress". The careers adviser can join the CDI Register as a conditional Registrant.

(Scenario ii) For "careers advisers" holding the QCF Level 4 Diploma in Careers Information and Advice achievement of the full Level 6 Diploma in Career Guidance and Development is required. However once they have completed the three specified Level 6 units (Units 2, 3 and 6) they too acceptable in a school or college being accredited by an Awarding Body as "Making Good Progress" and can join the CDI Register as a conditional Registrant.

For both of the above situations the school or college in question may later be awarded "Fully Meets The Standard" once the Awarding Body verifies that the careers adviser has either (Scenario i) achieved the full Level 6 equivalence which constitutes the pre 2011 NVQ 4 plus three specified units (Units 2, 3 and 6) or (Scenario ii) achieved the full Level 6 Diploma. This complies with the CDI requirements above.

This extract from the CDI website <https://www.thecdi.net/Professional-Register> explains that:

"Practitioners with S/NVQ Level 4 in a specified career development qualification can be conditionally registered as long as they achieve the three specified QCF Level 6 units or equivalent HE Modules before 31st March 2020. On completion of the units conditional registration can be converted to full registration. Anyone wishing to have this combination of qualifications recognised as being equivalent to QCF Level 6 must join the Register before 31st March 2020."

If in any doubt, the Awarding Body should refer to the CDI website for further details or should contact claire.johnson@thecdi.net

1.8 Careers leadership

The careers leader is a higher-level role in a Learning Provider carrying overall responsibility for:

- *advising senior leaders and governors on the development of the careers programme based on policy, theory and research in the careers field, applying it to the Learning Provider context*
- *leading, managing and developing the programme including securing the resources and professional development of the staff needed to maintain and deliver it as well as the quality assurance and evaluation framework*
- *co-ordinating the activities and events that make up the programme to strengthen impact including co-ordinating the contributions of the individuals and teams involved in its delivery*
- *networking with parents/carers, employers and employees, community agencies and other learning providers to engage them in enhancing opportunities for young people and to inform the development of the programme*
- *harnessing the learner voice in the design, delivery and evaluation of the careers programme.*

The careers leader role may be undertaken by individuals with other roles (e.g. assistant principal, careers adviser) providing they have sufficient authority and expertise to fulfil the requirements of the careers leader role. Further advice on the role of the careers leader can be obtained from the DfE, the Careers & Enterprise Company and the CDI.

1.9 Careers policy

A Learning Provider's careers policy is a succinct public statement of the priorities of the careers programme and how they relate to:

- *the core mission of the Learning Provider*
- *the current policy context including relevant legal responsibilities;*
- *and the key features of the learning and employment systems that students can access.*

The policy outlines who will do what, with what resources, and how the impact of the programme will be evaluated. The policy should be reviewed through a consultative process and be approved, at least every two years, by the Headteacher/Principal and by the Governing Body.

1.10 Embedded

An embedded careers programme is firmly and securely part of the context in which it functions (i.e. the culture, structures and curriculum provision of the Learning Provider). It is not loosely attached or bolted on.

1.11 Encounters with appropriate employers for SEND students

So that encounters with employers are considered appropriate for SEND students, and so that the national Standard's assessment criteria are fully inclusive of SEND students and their Learning Providers, the required encounters will include providers of meaningful and appropriate post KS5 activities for SEND students such as:

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

1.12 Equality and diversity

The Learning Provider's careers programme should embed equality and diversity considerations throughout. This is a legal requirement stemming from the United Nations Convention on the Rights of the Child, the European Union equal treatment directives and the Equality Act 2010 in the UK. It is also an expectation of Learning Providers that it is necessary for them to be proactive and it is the right thing to do. The aim is to:

- challenge and overcome stereotyping and profiling
- break down barriers to opportunity for individuals and groups with both visible and invisible differences
- challenge and counter prejudice and discrimination
- celebrate diversity and difference for the way it enriches our shared culture, identity and sense of community
- improve access to opportunities for previously disadvantaged groups through positive action
- ensure complaints about infringements are handled quickly and sensitively
- ensure that partners working with the Learning Provider are aware of the policy on equality and diversity and sign up to it.

1.13 Guided option choices

A Learning Provider may, with or without the involvement of the parents, steer a student towards a particular option (who may be better served attending a different type of learning provider e.g. UTC, Career or FE college) because it is in their (the Learning Provider's) best interests or because for practical reasons it cannot meet the student's needs, e.g. it cannot afford to run their first-choice of course or create an additional group.

Interviews conducted for the purpose of guiding student choices in the interests of the Learning Provider are not impartial, they are unacceptable and unethical (see also note 1.16).

Transparency is required to ensure that the school's or college's actions are justifiable and do not infringe ethical considerations which would otherwise be the case, for example, in 'off-loading' students or not giving students the benefit of the doubt to protect a department's pass rates.

1.14 Impartiality

Impartiality means acting in the best interests of the student. Good record-keeping is essential so that the independence of the information, advice and guidance given can be verified if later contested.

1.15 Informed adviser

An informed adviser is someone in a relevant educational or guidance role who has undertaken the necessary accredited or non-accredited training to demonstrate their competence as an adviser. They should also adhere to expected codes of conduct in relation to independence, impartiality and respect for equality, diversity and inclusion.

A higher bar is set for Personal Guidance professional careers advisers (in respect of Gatsby benchmark 8 and Quality in Careers assessment criterion 8) who are required to be qualified in career guidance at Level 6 or above (see also notes 1.7 and 1.19).

1.16 Interviews

An interview is a conversation with a purpose. The ground rules should be explained to the student beforehand (e.g. confidentiality, impartiality) and their consent obtained. The purpose should be negotiated, and students should be given time to prepare. Careful attention to the setting and beginning of the conversation is important so that students feel at ease. The structure of the conversation needs to be related to the time available and made clear to the student. Typically, it will include clarification of the purpose of the meeting, discussion and exploration, decisions and plans related to what the student needs to do next. Often prompts and additional resources are useful (e.g. a flipchart, careers websites on a laptop, or an action planning proforma).

The minimum length of time for a meaningful interview to take place is 20 minutes for a specific enquiry but 30/40 minutes or longer for a more general careers discussion to meet the Personal Guidance benchmark criterion.

Interviews conducted for the purpose of guiding student choices in the interests of the Learning Provider are not impartial, they are unacceptable and unethical (see also note 1.13).

1.17 Meaningful encounter

An encounter becomes meaningful if it has explicit intended learning outcomes relevant to the agreed objectives of the careers programme; and if the encounter is set up in a way that facilitates the intended learning to take place. It is not possible to guarantee that every learner will benefit from a meaningful encounter, but it is possible to ensure that they all have the opportunity to do so.

1.18 Networking

Networking is an approach used consciously and unconsciously by countless individuals to give and receive emotional support (e.g. from family, friends, trailblazers who have overcome barriers before them), to share information about possible employment opportunities and to exchange professional knowledge. Networking only becomes unethical when it is used by individuals and groups to exclude access to opportunities, e.g. "for people who are not like them".

1.19 Personal career guidance (including in a group where this is agreed and meets the students' needs)

Learning providers should ensure that access to a qualified careers adviser (individually, or in groups if this is appropriate to student need) is available when needed. In a formal sense, personal career guidance is the one-to-one challenge and support from a familiar, trusted and suitably qualified adult professional to enable a young person to make progress in meeting their mutually agreed career needs. These needs could be related to different aspects of their self-development, career exploration and career management. The approaches, selected according to their fitness for purpose, could include informing, advising, assessing, teaching, feeding back, counselling, enabling, advocating, negotiating, networking, coaching and mentoring (see also notes 1.7 and 1.15).

Group work is any activity within a planned programme of CEIAG designed to promote the personal career learning and development of the students taking part. It can be delivered by teachers and careers advisers working separately or together. For careers work involving informing students, the group size needs to be relatively small (i.e. no more than 16) to facilitate an enhanced level of interaction and participation.

Distinctions can be made between different types of group work. Group work carried out for careers education or information is an extension of teaching and learning. Group work carried out as part of personal guidance may well focus primarily upon advice rather than guidance. For guidance group work to be held to be effective, the group size should normally be much smaller (typically up to three or four participants), it should be delivered by a qualified careers adviser, there should be a clear rationale for choosing this approach, the impact must be evaluated and reported, and most importantly it must be confirmed as appropriate to meet each participating student's needs. Quality in Careers assessors will need to satisfy themselves that personal careers guidance delivered in groups is beyond doubt appropriate to the needs of students in the Learning Provider being assessed for accreditation under the Quality in Careers Standard.

1.20 Provider Access

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:

- *any procedural requirement in relation to requests for access;*
- *grounds for granting and refusing requests for access;*
- *details of premises or facilities to be provided to a person who is given access.*

The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

1.21 Raising aspirations

Raising and widening aspirations is important and should be addressed through the careers programme. Monitoring of students' aspirations needs to begin in primary schools. Students can have concealed and multiple aspirations, or aspirations that are guided by others. Staff have to be able to deal with these issues sensitively. Often the problem is not that the student has low or limited aspirations but that they lack aspirational capability or the wherewithal to reach their goals.

1.22 Social justice

Social justice is about ensuring that resources and opportunities are provided for vulnerable and disadvantaged individuals to enable their participation and inclusion in political, economic, social and cultural life and, thereby, unlock their potential.

1.23 Study programme

Every 16-18 year-old in full-time education should have a personal study programme consisting of the courses they are taking (leading to formal qualifications) and linked enrichment activities (e.g. experience of workplaces).

1.24 Systems thinking

Systems thinking, in the context of a careers programme, focuses on the careers programme as a sub-system and how it interacts with other sub-systems to impact on the Learning Provider as a whole.

Systems approaches enable careers leaders to understand the different parts that come together to form the careers programme as well as how to manage the relationships between them for different purposes (e.g. for maintenance or innovation).

The careers programme is an open system as opposed to a closed system and is, therefore, able to affect or be affected by other subsystems. Systems thinking enables careers leaders better to understand the risks, rewards and complexities of managing the careers programme in a way that contributes both to personal career development as well as to Learning Provider effectiveness and improvement.

1.25 Work experience

Work experience is a placement on an employer's premises in which a student assumes, more or less, the role of an employee and carries out particular tasks and duties with the emphasis being on the learning aspects of the experience.

Work experience is more effective when the learning objectives are linked to the curriculum of the student and, therefore, include developing students' self-awareness, employability skills, preparing them to enter the world of work or practising technical skills linked to their courses, as appropriate.

Work experience is a form of experiential learning which works best when students are:

- *prepared well beforehand, and*
- *undertake structured reflection and debrief opportunities afterwards.*

1.26 Work shadowing

Work shadowing is primarily the experience of observing close-up the job role of an individual in a workplace and the tasks they perform in their role. The relationship that is built up between the work-shadow and the work-guide is the key to its success. Other types of experience of work have a different emphasis:

- *Work experience is mainly about students doing work tasks themselves*
- *Work visits are mainly for students to gain careers, business and economic insights and understanding from going into a workplace.*

Appendix 2. Required or Suggested Templates for Awarding Bodies and their assessors

1. Required Assessment Summary Grid (this must form part of all assessment reports by all Awarding Bodies)

Name of Learning Provider: _____ Date: _____ Name(s) of Assessor(s) _____

| National criteria section headings for the Quality in Careers Standard | Insufficient progress towards fully meeting the Standard (✓) | Making good progress towards fully meeting the Standard (✓) | Fully meeting the Standard (✓) |
|--|--|---|--------------------------------|
| 1. A stable careers programme | | | |
| 2. Learning from career and labour market information | | | |
| 3. Addressing the needs of each student | | | |
| 4. Linking curriculum learning to careers | | | |
| 5. Encounters with employers and employees | | | |
| 6. Experiences of workplaces | | | |
| 7. Encounters with further and higher education | | | |
| 8. Personal guidance | | | |

Notes

- (i) **Insufficient progress towards fully meeting the Standard** = Inadequate inputs, unreliable processes and unclear outcomes/impact in this section of the Standard. No robust plan in place to fully meet this section of the Standard nor the expectations of the relevant Gatsby benchmark indicators.
- (ii) **Making good progress towards fully meeting the Standard** = Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.
- (iii) **Fully meeting the Standard** = Has met all the criteria in this section of the Standard including the relevant Gatsby benchmark indicators.

2. Suggested Assessment Recording Grid for Assessors (this is not required, but is offered to Awarding Bodies)

This template is offered for use by assessors in lieu of/ in addition to the Award Provider's own assessment framework recording grid.

| Codes | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
|--------------------------------------|---|-----------------------|---------------|-------------|--------------|
| 1. A stable careers programme | | | | | |
| GB 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 | | | | |
| GB 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> | | | | |
| GB 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 | | | | |
| GB 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> | | | | |

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| GB 1.3 | The school's programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process | | | | |
| GB 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> | | | | |
| 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) | | | | |
| QC1.1(ii) | Securing effective day-to-day leadership, 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 | | | | |
| QC1.2(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 | | | | |

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| | providers using clear and accessible language | | | | |
| QC1.2(ii) | Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on students' career-related outcomes – including feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children's services | | | | |
| QC1.1(iii) | Ensuring that all staff involved in the careers programme - preparing all pupils and students for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles (through appropriate induction training, professional learning and continuing professional development) {see also QC 8.1(i)} | | | | |
| QC1.1(iv) | Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people - referenced to a recognised national framework of careers, | | | | |

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|------------|---|--|--|--|--|
| | 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> | | | | |
| QC1.2(iii) | Evaluating how the careers programme involves students in assessing and meeting their own needs and those of their peers and evaluating its impact | | | | |
| QC1.2(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 | | | | |
| QC1.2(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 | | | | |

| 2. Learning from career and labour market information | | | | | |
|---|--|--|--|--|--|
| GB2.1 | 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 | | | | |
| GB 2.1 | <i>During their programme of study all learners should access and use information about career paths and the labour market to inform their own decisions on study options</i> | | | | |
| GB2.2 | 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 | | | | |
| GB 2.2 | <i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children</i> | | | | |
| QC2.1(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 | | | | |

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| | internships, T levels, school-leaver programmes and apprenticeships - which meets their needs and that they are supported in its use | | | | |
| QC2.2(i) | Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their children's career development | | | | |

3. Addressing the needs of each student

| | | | | | |
|---------------|--|--|--|--|--|
| GB3.1 | A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations | | | | |
| <i>GB3.1</i> | <i>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</i> | | | | |
| GB3.2 | Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions | | | | |
| <i>GB 3.2</i> | <i>Colleges should keep systematic records of the individual advice given</i> | | | | |

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|--------|--|--|--|--|--|
| GB 3.2 | <p><i>to each learner, and subsequent agreed decisions</i></p> <p><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></p> | | | | |
| GB3.3 | <p>All school pupils should have access to these records to support their career development</p> | | | | |
| GB 3.3 | <p><i>All learners should have access to these records to support their career development</i></p> | | | | |
| GB3.4 | <p>Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations</p> | | | | |
| GB3.4 | <p><i>Colleges should collect and maintain accurate data for each learner on their education, training, or employment destinations</i></p> | | | | |

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|-------------------|---|--|--|--|--|
| QC3.1(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 | | | | |
| QC3.2(i) & 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 | | | | |
| QC3.3(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 | | | | |
| QC3.4(i) | Evaluating destinations data for KS4 & KS5 on students' performance, destinations and progression outcomes including using the results | | | | |

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|------------|--|--|--|--|--|
| | of the evaluation to set targets and objectives for improving the careers programme | | | | |
| QC3.2(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 | | | | |
| QC3.2(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 | | | | |
| QC3.2(iv) | Sharing school data with the appropriate authorities and agencies, including monitoring the extent to which such data sharing agreements and processes benefit the students concerned | | | | |

| 4. Linking curriculum learning to careers | | | | | |
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| GB 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 | | | | |
| GB 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> | | | | |
| 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> | | | | |

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| QC 4.1(ii) | <p>Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future embedded in the curriculum including stand-alone, subject-based and planned co-curricular and enrichment activities</p> <p><i>[For Primary Schools this would include introducing parents/carers and pupils to transition to secondary education and the future beyond KS 2 and 3 into post 16 and post-18 progression options]</i></p> | | | | |
| QC 4.1(iii) | <p>Developing effective approaches to the teaching, learning and assessment of careers, employability and enterprise education that facilitate the career development of students and their transitions from KS4 and KS5</p> | | | | |

| 5. Encounters with employers and employees | | | | | |
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| GB 5.1 | Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer | | | | |
| GB 5.1 | <p><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></p> <p>* 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> <p>[For some Special Schools/Colleges encounters with employers <i>may not be appropriate for their student population, whereas encounters with other post-KS4 opportunity providers will be, therefore Quality in Careers assessors will take this into account in assessments</i>]</p> | | | | |
| GB 5.2 | <i>Colleges should record and take account of learners' own part-time</i> | | | | |

| | <i>employment and the influence this has had on their development</i> | | | | |
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| QC 5.1(i) | <p>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 KS3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae</p> <p><i>[For Primary Schools, facilitating an introductory understanding of the world of work]</i></p> <p><i>For College learners, securing at least two meaningful encounters with employers during their study programme.</i></p> | | | | |
| QC 5.1(ii) | <p>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</p> | | | | |

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| 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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6. Experiences of workplaces

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| GB 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 | | | | |
| GB 6.2 | By the age 18, every pupil should have had one further such experience, additional to any part-time jobs they may have | | | | |
| GB 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> | | | | |
| QC 6.1(i) | Securing at least one meaningful experience** of a workplace for every student by the end of KS4, | | | | |

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| | <p>additional to any part-time jobs they may have</p> <p>** 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</p> | | | | |
| QC 6.1(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 | | | | |
| QC 6.2(i) | <p>Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have</p> <p><i>And for college learners by the end of their study programme</i></p> | | | | |
| 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 | | | | |

| 7. Encounters with further and higher education | | | | | |
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| GB 7.1 | <p>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</p> <p>[For some Special Schools/Colleges encounters with higher education institutions <i>may not be appropriate for their student population, whereas encounters with other post-KS5 opportunity providers will be, therefore Quality in Careers assessors will take this into account in assessments]</i></p> | | | | |
| GB 7.2 | <p>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</p> | | | | |
| GB 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</i></p> | | | | |

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| | <p><i>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> | | | | |
| QC 7.1(i) | <p>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 KS3 and KS4</p> <p><i>[For Primary Schools, introducing an awareness of the post 16 & post 18 world]</i></p> | | | | |
| QC 7.1(ii) | <p>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</p> | | | | |

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| 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 KS5]</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> | | | | |
| QC 7.2(ii) | <p>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</p> | | | | |

| 8. Personal guidance | | | | | |
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| GB 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 | | | | |
| GB 8.1 | <i>Every learner should have at least one such interview by the end of their study programme</i> | | | | |
| 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 KS3 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 KS3 and KS4, and the opportunity for a further interview during KS5 <i>[For Primary Schools, this should involve introducing parents/carers to the careers support available in localities, particularly where pupils will require an Education, Health & Care Plan]</i> | | | | |

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| | <i>For colleges, ensuring that all students have at least one interview by the end of their study programme</i> | | | | |
| 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 able to 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 | | | | |
| 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 matrix Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute | | | | |



The Quality in Careers Standard >>>>

The Assessment Guide for Licensed Awarding Bodies and Assessors

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