



NEWS – 30<sup>th</sup> March 2022

**DfE provides the Quality in Careers Consortium  
with further grant funding for 2022-23**

**1 Background to the Department for Education providing a fourth year of grant funding to the Quality in Careers Consortium for 2022-23**

1.1 The DfE published its careers strategy in December 2017<sup>1</sup>. This strategy set out how the department will build a world-class careers system and committed to supporting all secondary schools and colleges to achieve the eight Gatsby Benchmarks of ‘Good Careers Guidance’<sup>2</sup>.

1.2 One important element of the DfE’s careers strategy is the ***Quality in Careers Standard (“the Standard”)***. As the single national quality award for careers education for schools, colleges and learning providers, it is the only independent assessment of how schools and colleges are performing against the Gatsby Benchmarks. Monitoring this progress is the foundation of the department’s careers strategy and the department “**strongly recommends**” in its July 2021 statutory guidance<sup>3</sup> that all secondary schools and colleges work towards the Standard.

1.3 Evidence shows (*source: Careers and Enterprise Company, January 2022*) that schools and colleges achieving the Quality in Careers Standard have the highest Compass scores for their Gatsby Benchmark<sup>4</sup> performance (similar to the best performing schools from Careers Hubs).

1.4 Evidence also shows that holding the Standard is correlated with increased motivation leading to better examination results and a positive impact both upon attendance and on student destinations.<sup>5</sup>

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<sup>1</sup> <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

<sup>2</sup> <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<sup>3</sup> *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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf)

<sup>4</sup> [January 2022 News: Compass results – analysis shows added value of achieving the Quality in Careers Standard and joining a Careers Hub](#)

<sup>5</sup> ‘Advancing Ambitions: the role of career guidance in supporting social mobility’, *The Sutton Trust*, T. Hooley, J. Matheson and A.G. Watts (2014)

1.5 The Standard goes beyond the benchmarks which require inputs (activities and encounters) by requiring schools and colleges to provide evidence of impact upon students' career-related learning.

1.6 According to the DfE, the driving force behind the department's support for the national Quality Standard is its positive impact upon students' knowledge, skills and confidence in their career decision-making and career planning.

## 2 Aims set out in the 2022-23 Grant Funding Agreement

2.1 In the legal document from the DfE offering grant funding, the department requires the Quality in Careers Consortium to use all reasonable endeavours to achieve the following aims:

- Work with schools and colleges to prioritise improving careers guidance and provide an external means to hold them to account for the quality of their careers programmes.
- Play a key role in promoting the department's policy objectives, as stipulated in the Skills for Jobs White Paper, available at: [Skills for Jobs: Lifelong Learning for Opportunity and Growth \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/skills-for-jobs-white-paper).
- Increase the number of secondary schools and colleges achieving external national accreditation through the **Quality in Careers Standard**.
- Ensure that those working towards, or achieving the Standard, adhere to the Gatsby benchmarks (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>) and provide additional evidence of students' career-related learning outcomes.
- Work with awarding bodies providing a quality award for careers education in primary schools to provide them with national endorsement by the Consortium, thereby increasing consistency and standardisation.
- Review the feasibility of moving from national endorsement of awarding bodies working with primary schools, to national licensing of the endorsed awarding bodies to offer "**The primary school Quality in Careers Standard**". Ensuring synergy of approach to licensing awarding bodies to provide quality awards for primary, secondary, college and adult careers provision.

## 3 The Objectives set by the DfE for the 2022-23 Grant Funding Agreement

- i. To enable the Consortium to govern and promote the Standard even more effectively on a national scale to schools and colleges, leading to greater take-up of the Standard. This will result in more students being better prepared for future career pathways, choices and transitions (including reducing drop-out from post-16 provision).

- ii. The Consortium’s Board and its executive/professional team will take full account of the government’s policy positions, including the department’s ‘Skills for Jobs’ White Paper and the consequential adjustments which may be required.
- iii. The Consortium will seek to secure synergy between careers accountability measures for secondary schools/colleges and those for primary schools. The pioneering initial work on national endorsement of quality awards for careers education in primary schools will be strengthened, with more awarding bodies becoming nationally endorsed.
- iv. The Consortium’s work on the 3-yearly relicensing of Awarding Bodies for the Quality in Careers Standard for secondary schools and colleges (through virtual panels) will continue to be supported as part of this GFA.
- v. The Consortium will learn from the evaluation results of both the innovative virtual event (February 2021) and the second event (February 2022) so that an updated third event for schools and colleges will be ready to launch in early 2023. The events aim to share good practice testimonials by various practitioners, including Awarding Bodies, schools, colleges and the Consortium’s Director.

3.1 The CDI will continue to act as the Accountable Body – as the “enabling host legal entity” to draw down the grant from the DfE on behalf of the Quality in Careers Consortium.

#### 4 Key performance indicators in the 2022-23 GFA

	<b>Objectives</b>	<b>KPIs</b>
1	Consolidating the financial viability throughout 2022-23 of the central core direction and professional leadership of the Quality in Careers Consortium.	Continue to ensure this enables the Consortium to continuously embed government policy into its work, principally through driving greater engagement by secondary schools and colleges with the Quality in Careers Standard throughout the year.
2	Maintaining the services throughout 2022-23 of appropriately qualified and experienced personnel (on supplier contracts) to act as the Quality in Careers Consortium	Supplier contracts with Consortium’s Director and Professional Adviser team to ensure they lead and support the continuing quality improvement reviews of the Licensed Awarding

	Director and the four Quality in Careers Professional Advisers.	<p>Bodies for the Standard and the relicensing of six Awarding Bodies during 2022-23.</p> <p>Annual quality improvement reviews to be completed by the Professional Adviser team (7 due in 2022-23) - By end of March 2023.</p>
3	Maintaining the active pro-bono involvement of Consortium members in the Consortium's Board and its Licensed Awarding Body relicensing panels throughout 2022-23.	<p>The Consortium's Director to convene and lead the Relicensing Panels - to be successfully completed with CSW (April 22), Ixion (May 22), Positive Steps (June 22), Complete Careers (July 22), C+K Careers (September 22) and - subject to its interim CQIR due in September 2022 – the full Licensing Panel for Career Seekers Direct (March 23).</p> <p>The 4 Professional Advisers to service these Panels.</p> <p>Consortium Board members to serve on these Panels (pro bono).</p>
4	Strengthening promotion of the Quality in Careers Standard to secondary schools and colleges – including updating the 2022 Virtual Event on the Consortium's website.	<p>Updated virtual event (utilising further learning outcomes from the 2022 event) to be held for schools and colleges, building on the success of the Feb 21 &amp; Feb 22 events - By end of Feb 2023. The events aim to share good practice testimonials by various practitioners, including Awarding Bodies, schools, colleges and the Consortium's Director.</p> <p>Work with the Careers &amp; Enterprise Company to update the January 2022 evidence from Compass score analysis of Quality in Careers Award Holders' performance against the Gatsby Benchmarks – By end January 2023.</p>

5	<p>Implementing the current national endorsement of existing quality awards for careers education in primary schools and then reviewing if/how/when to move towards a single national “primary school Quality in Careers Standard” with Licensed Awarding Bodies (following the model for secondary and FE)</p>	<p>The Consortium Director and one of the Professional team to lead and support the National Endorsement of quality awards for careers work in primary schools – all to be completed by 31.3.23.</p> <p>The Board to be presented with a review of future options in respect of nationally endorsed awards for primary school careers education in March 2023</p>
6	<p>Reviewing the future options for executive director arrangements and, dependent upon the outcomes, potentially securing an effective transition plan for the year 2023-4 through to 31.3.2024</p>	<p>Following the practice established and followed each year since 2019-20, the Board to be presented with further detailed reports from the executive director in November 22 and March 23, covering the main activities and time commitments involved in each of the roles undertaken during 2022-23, so that the Board is fully aware of both the executive leadership role required and the ‘organising secretarial’ role for the effective functioning of the Consortium either through continued GFA support from the department or through alternative plans to be implemented if required through a year’s transition plan.</p> <p>This transition relates to the Consortium’s leadership and management transition from current to potential future arrangements, which does not commit the DfE to funding post-March 2023 activities.</p>