

The Quality in Careers Standard >>>>

GUIDANCE NOTE: November 2023

ADVICE TO AWARDING BODIES, SCHOOLS & COLLEGES ON THE REQUIREMENTS TO MEET SECTION 8 “PERSONAL CAREERS GUIDANCE” IN THE NATIONAL ASSESSMENT CRITERIA FOR THE QUALITY IN CAREERS STANDARD

This Guidance Note explains in **more detail** how the **Quality in Careers Standard’s** national assessment criteria for “**Personal Careers Guidance**”, (shown below in full text from the [Guide to the Standard - Quality in Careers](#)) relate to:

- the CDI Register of Career Development Professionals,
- CDI classes of membership, and
- the ‘matrix’ Standard.

This Note relates in particular to **national assessment criteria 8.3 and 8.4 (and Notes 8 and 9 shown below)**.

EXTRACTS FROM “THE GUIDE TO THE STANDARD”¹

8: Personal Guidance

Benchmark 8: Personal guidance

This section of the [Quality in Careers Standard](#) incorporates Gatsby Benchmark 8.

Schools

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

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

Colleges

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs.*

2. *Every learner should have at least one such interview by the end of their study programme*

** The college should ensure that access to a level 6 adviser is available when needed.*

¹ [January 2024: Revised edition of The Guide to the Standard and The Assessment Guide \(January 2023\) - Quality in Careers](#)

8.1	Ensuring that all learners 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 1.3</i>)
8.2	Ensuring that all learners have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources (see Note 7). For schools, this means ensuring that all learners have at least one appropriate interview by the end of both Key Stage 3 and Key Stage 4, and the opportunity for a further interview during Key Stage 5 <i>For colleges, this means ensuring that all learners have at least one appropriate interview by the end of their study programme</i>
8.3	Ensuring that all internally appointed careers staff - including internally appointed professionally qualified careers advisers - are trained to appropriate levels and can act with impartiality in the best interests of learners. Staff must subscribe to relevant codes of professional practice, and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally competent to do so (see Note 8)
8.4	Where externally provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the <i>matrix</i> Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute (see Note 9)

Note 7

The Consortium Board expects Awarding Bodies to stress to schools and colleges that an interview is a conversation with a purpose.

The ground rules for career guidance interviews should be explained to the learner beforehand (e.g. confidentiality, impartiality) and their consent obtained. The purpose should be negotiated, and learners should be given time to prepare.

Careful attention to the setting and beginning of the conversation is important so that learners feel at ease. The structure of the conversation needs to be related to the time available and made clear to the learner. Typically, it will include clarification of the purpose of the meeting, discussion and exploration, decisions and plans related to what the learner needs to do next. Often prompts and additional resources are useful (e.g. a whiteboard, careers websites on a laptop, or an action planning proforma).

The CDI's recommended length of time for a meaningful personal guidance interview that meets the requirement of Gatsby Benchmark 8 is at least 45 minutes.

The Consortium Board endorses the CDI's recommendation and commends it to assessors, schools and colleges:

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

Note 8

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

1. the adviser is qualified at a minimum of L6,
2. is on the UK Register of Career Development Professionals <http://www.thecdi.net/Professional-Register->
3. complies with the Career Development Institute's code of ethics <http://www.thecdi.net/Code-of-Ethics>

4. and complies with the Career Development Institute’s CPD requirements (i.e. at least 25 hours of recorded CPD p.a.)

Note 9

Every organisation providing professional careers advice and guidance should be expected to hold (or be working towards achieving) the *matrix* Standard (www.matrixstandard.com). However, it is accepted that there will be ‘careers advisers’ working as sole traders/in small partnerships/cooperatives, for whom it is not expected that they must be *matrix* accredited.

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

The Consortium Board requires Awarding Bodies to ensure that sole trading careers advisers contracted to deliver careers services to schools fully meet the professional requirements set out in Note 8 above.

ADDITIONAL GUIDANCE FOR AWARDING BODIES, SCHOOL & COLLEGES

A. The CDI’s UK Register of Career Development Professionals:

1. Being on the UK Register of Career Development Professionals as a Registered Career Development Professional means that the person is a CDI **individual member** in their own right, holds a full qualification at Level 6 or above in career development/guidance, abides by the CDI Code of Ethics and undertakes and records 25 hours of CPD each year on the CDI Record section of the [CDI website](#)².
2. Meeting the mandatory CPD requirement each year is monitored by Claire Johnson as the CDI’s Head of Professional Development and Standards.
3. Individuals who are Registered Career Development Professionals are qualified to provide personal career guidance to clients of any age.
4. Joining the Professional Register costs £160. This comprises the £105 annual individual membership fee plus a £55 Register fee. In subsequent years, the combined fee is £130 as the CDI reduces the Register fee to £25. The Register fee covers the cost of listing all individuals who are Registered Career Development Professionals on the CDI website, allowing them to promote their services in the CDI’s “Find a Career Development Professional” section on the website, monitoring of the meeting of the CPD requirement and the use of a RCDP logo and lapel pin.
5. The CDI offers a bulk membership scheme which enables organisations wishing to have 10+ members of staff as CDI members to have a 10% discount. The Register fee would then be on top of this for individual Professionals wanting to be on the UK Register.
6. The CDI has provided this example: all Careers Advisers working for Careers Wales have their CDI membership paid for via bulk membership and in addition Careers Wales pays for them individually to be on the Register.

² <https://www.thecdi.net/>

7. A number of careers organisations in England also have bulk membership as do some local authorities, colleges and Multi Academy Trusts and in addition they may pay for their staff to be on the Register, or it's up to the individual to pay his/her Registration fees.

B. Individual CDI Membership:

1. Anyone can join the CDI as an individual member as there is no qualification requirement.
2. As an individual member they must abide by the Code of Ethics, but unless they meet the qualification requirement (see A above) they cannot apply to join the Professional Register.

C. Affiliate Organisations:

1. Affiliate Organisations nominate a single individual person to be in receipt of the CDI membership benefits.
2. This is an **organisational membership** and does **not** mean that those people employed by the organisation are CDI members.
3. The organisation is asked to subscribe to the Code of Ethics.
4. This does **not** mean that those people employed by an Affiliate Organisation are qualified at Level 6 or above in career guidance/development.

D. The matrix Standard:

1. This is a Standard held by an **organisation** (e.g. a Careers Guidance Company).
2. It does **not** include a qualification requirement for those people delivering personal career guidance, therefore, to meet the Quality in Careers Standard's qualification requirement of Level 6 or above, **matrix alone is not sufficient**. What matters is the qualifications of those delivering careers guidance.

E. Conclusion:

It is for Awarding Bodies to satisfy themselves that the arrangements in a school or college comply with the national criteria set out in section 8 taking full account of the clarifications this Guidance Note sets out in A-D above.

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