



EXTRACT FROM THE GUIDE TO THE STANDARD, JANUARY 2024

APPROVED FOR PUBLICATION BY THE DFE

AFTER BEING AGREED BY THE CAREERS & ENTERPRISE COMPANY

AND THE QUALITY IN CAREERS CONSORTIUM.

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

5.3 AN ENDNOTE ABOUT THE ‘CAREERS IMPACT SYSTEM’

AND ITS RELATIONSHIP WITH THE QUALITY IN CAREERS STANDARD

The ‘Careers Impact System’ is designed to support secondary schools, special schools and colleges on a journey towards a progressive and differentiated careers provision, underpinned by relevant learning outcomes, that is embedded within whole school, special school or college improvement.

The System is built around a maturity model that defines effective and strategic careers leadership and establishes a shared and standardised language of quality improvement for careers aligned to school, special school and college improvement.

There are six themes within the maturity model and the Gatsby Benchmarks are central to these themes:

<p>Theme 1 <i>Sustainable, Strategic and Embedded Careers Leadership, Vision & Intent, and Planning for Development</i></p>	<p>Theme 2 <i>Learner centred, Evidence Informed and Impact Driven</i> Addressing the needs of all learners and impact evaluation (Benchmarks 1 & 3)</p>
<p>Theme 3 Understanding of labour market information (LMI) and future pathway options and encounters with further education, higher education and training providers (Benchmarks 2 & 7)</p>	<p>Theme 4 Linking curriculum learning to careers (Benchmark 4)</p>
<p>Theme 5 Encounters with employers/employees and experiences of the workplace (Benchmarks 5 & 6)</p>	<p>Theme 6 Personal Guidance (Benchmark 8)</p>

The System has several elements including self-evaluation and peer-to-peer review. Careers Impact peer-to-peer reviews are being rolled out across Careers Hubs and Trusts. The purpose of the peer-to-peer reviews is to embed a standardised process of continuous improvement across national networks.

Since the DfE ‘strongly recommends all schools and colleges’ to work towards achieving the Quality in Careers Standard¹, the Department hopes that engagement in any element of the Careers Impact System will encourage more schools, special schools and colleges to consider working towards the Standard by increasing their confidence to seek external assessment.

The Consortium will consider how data can be used to support this view.

There is much commonality and synergy, as would be expected, between the Careers Impact System maturity model and the Quality in Careers Standard’s assessment criteria. Secondary schools, special schools and colleges that are working towards or have achieved the Quality in Careers Standard, for example, will be well-placed to make more informed self-evaluation reflections about their practice.

Assessors for the Quality in Careers Standard who carry out assessments in a secondary school, special school or college should take any indicators or learning from the Careers Impact System into account and continue to make their independent judgements on the quality of the careers provision.

¹ <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>