

The Quality in Careers Standard

Hillingdon Careers

Network – 3 May 23



What is The Quality in Careers Standard?

What does it assess?

Assessors' Judgements

Benefits to school/college

The process – evidence and reports

Fit with Ofsted

<https://www.qualityincareers.org.uk/>

Quality in Careers Award Holders achieve highest Compass scores nationally

Education institutions accredited under the Quality in Careers Standard achieved an average of 5.6 Gatsby Benchmarks in 2021/22. This is one benchmark higher than the previous year – analysis published March 2023



What is The Quality in Careers Standard?

<https://www.qualityincareers.org.uk/>

- Overarching National Quality Award
- Leading to public recognition and certification
- National accreditation criteria (i.e. set, non-negotiable) – kept up-to-date and supported by assessment guidance to assessors about e.g. on-going impact of the pandemic
- Assessment criteria agreed with the DfE, The Gatsby Foundation & the Careers & Enterprise Company (non-negotiable)
- Complies with the DfE's Statutory Guidance
- Process of providing evidence and having external assessment (you'll be guided about essential and discretionary evidence)



What is The Quality in Careers Standard?

<https://www.qualityincareers.org.uk/>

- Designed to raise standard of careers education and guidance
- 11 Licensed awarding bodies – each offering an approach to obtaining the Quality in Careers Standard (like examining bodies offering different ways to obtain same overarching qualification)
- Licensed awarding body offer (priced) support consultancy
- Pre-pandemic: 686 award holders and 472 working towards the award in 2022– now rising
- 32% of state secondary schools and 30% FE Colleges hold the national award

What does



assess?

Following the structure of and fully aligned with the Gatsby Benchmarks, it covers the learning provider's (school or college) and how you evaluate impact of these inputs:

- Careers education programme / curriculum i.e. How you organise and deliver your careers curriculum, encounters, experiences
- Careers Guidance
- Careers Advice
- Careers Information

Is impact and outcomes oriented to show how it **makes a real difference to learners' career development**

Requires:

- Public **commitment**: "Committed to work towards the Standard" – requiring the Governing Body (or equivalent) to resolve to do so and that resolution to be posted on the learning provider's website. The learning provider will also be required to complete the Compass self assessment
- External assessment / **with emphasis on "learner voice" in assessment**

What does



assess?

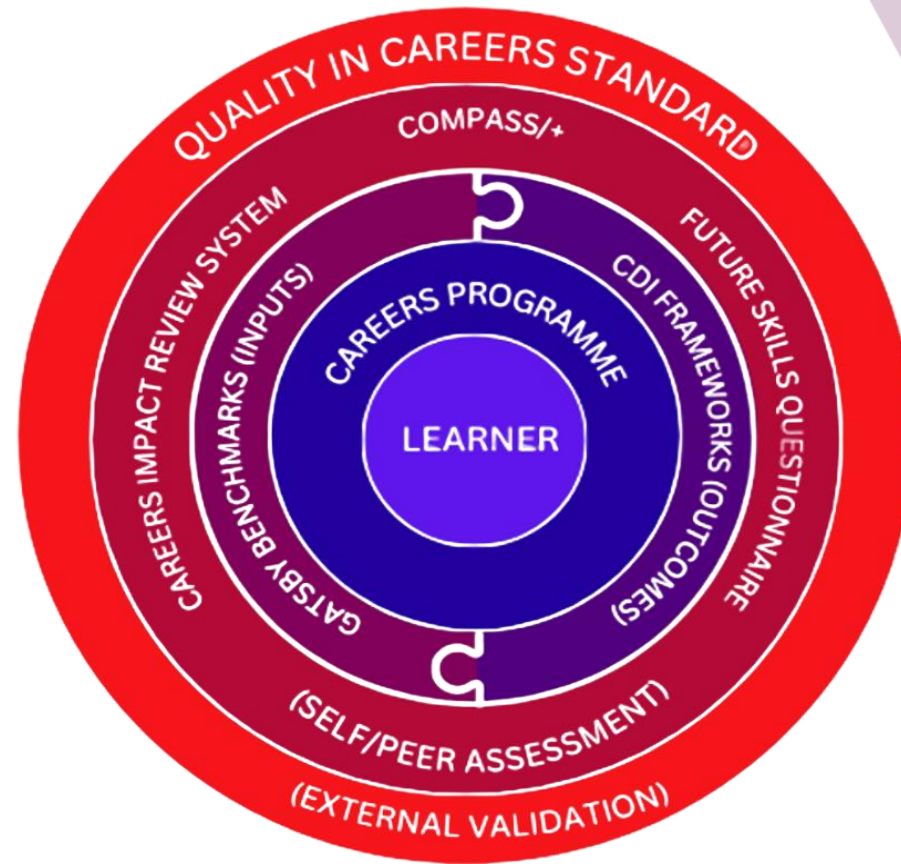
It goes beyond meeting the Gatsby Benchmarks

Through a robust and rigorous process = Gatsby Benchmarks +

The learning provider needs to show:

- strong meaningful engagement with parents/carers
- there is access to professional learning and development to equip careers leaders/staff for their roles
- extensive evaluation of impact and learners' career-related learning outcomes
- greater emphasis on the importance of a centrally co-ordinated careers education programme that provides relevant experiences and information for learners on different programmes and courses
- how it **makes a real difference to learners' career development**

Context



Ref: The Quality in Careers Standard

Inputs: Compass (self-assessment) and Gatsby Benchmarks as structure, building blocks

Intended Learning Outcomes/ curriculum content : CDI Framework, PSHE Association

External Quality Assurance: **The Quality in Careers Standard** which is fully aligned with the Gatsby Benchmarks and additionally assesses **evidence of career-related learning outcomes** for students

Statutory Guidance page 13 in section Accountability and quality which talks of Ofsted's strengthened focus on careers guidance

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

We strongly recommend that all schools and colleges work towards the single national Quality in Careers Standard to support the development of their careers programme”.

“Schools and colleges can gain formal accreditation through the Quality in Careers Standard fully aligned to the Gatsby Benchmarks and incorporates Compass and Compass+ into its processes. ..seeks additional evidence of outcomes for students from the careers programme...is externally assessed by one of the Licensed Awarding Bodies... student voice is a key part of (assessors) evidence gathering on the impact the careers programme has had on students' career-related learning”.

Standard is updated to remain relevant

Guidance Note re GB 6 Experiences of workplaces – response to concerns about how to meet this due to impact of the pandemic and its aftermath

“to include any activity under Benchmark 6, it must meet the following minimum requirements: 1) Learning outcomes are defined, based on the age, and needs of students; 2) Students meet a range of people from the workplace; 3) There is extensive two-way interaction between the student and employees; 4) Students must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer”

Standard is updated to remain relevant

<https://www.qualityincareers.org.uk/2023/01/14/january-2023-revised-editions-of-i-the-guide-to-the-standard-and-ii-the-assessment-guide/>

Insufficient progress towards fully meeting the Standard	Achieving the Standard, making good progress towards fully meeting the national criteria	Achieving the Standard, fully meeting the national criteria
<p>i. The learning provider does not meet the requirement on “provider access” (q.v.).</p> <p>ii. The learning provider’s arrangements for assisting Key Stage 4 and/or post-16 learners with their further and higher education options, applications and transitions are limited, e.g.:</p> <ul style="list-style-type: none"> • learners interested in technical qualifications (e.g. T-levels, HNDs, HNCs, foundation degrees), apprenticeships (higher and degree-level) and jobs with training receive inadequate support. • The ethos of the learning provider values HE progression, especially to Russell Group universities, over other pathways and destinations for reasons that are not related to learners’ wellbeing and progression. 	<p>i. The learning provider meets the requirement on “provider access” (q.v.).</p> <p>ii. The learning provider is aware that it may still has some unresolved issues relating to the way it supports learners applying for opportunities across the full range of pathways, e.g.:</p> <ul style="list-style-type: none"> • At KS3 and KS4, the learning provider may promote its own post-14 and post-16 provision over learners’ personally valued destinations; • At post 16, the learning provider may promote academic pathways over technical education pathways without considering the best interests of the learner. Staff prioritise dealing with HE applications before helping learners seeking apprenticeships or employment. <p>In respect of SEND learners, and where the</p>	<p>i. The learning provider meets the requirement and expectations on “provider access” (q.v.).</p> <p>ii. Learners 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. All routes and pathways are fully supported. Guided option choices (q.v.) do not transgress ethical boundaries (i.e. the learning provider acts in the best interests of the learner, upholds equality of opportunity and does not put its own interests ahead of them).</p> <p>In respect of SEND learners, and where the learning provider is a special school/college, the level of support for appropriate post 16+ options (q.v.) is comprehensive.</p>

Example of how criteria/requirements are set out

O1.1 The governing body provides clear strategic advice to enable the senior leadership team to have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties).

A Policy for CEIAG is developed and reviewed in consultation with those involved in its delivery (students, staff including senior managers, governors, careers advisers, careers coordinators, tutors etc.) and makes reference to appropriate national frameworks and other guidance.

Benchmark 1

Essential:

- evidence demonstrating strategic input and support from governors (meetings / reports)
- evidence demonstrating the consultation, development and review of the CEIAG Policy
- Incorporating DfE Statutory Guidance (Annex A point 52) requirement for a published policy statement on Provider Access for schools.

Suggested/Satisfactory:

- evidence demonstrating strategic input and planning
- evidence demonstrating who has contributed to the planning process
- meeting minutes
- samples of completed questionnaires sent to staff, students etc
- current, previous and other relevant policies
- review / action notes
- reference to frameworks and other relevant guidance documents

The assessment interviews will include speaking to those involved in the process to explain their involvement and contributions.

Assessors' Judgements – one of 3 outcomes



Personal Guidance (GB8) assessment criterion extract

Insufficient Progress

adviser, nor to ensure that personal careers guidance is provided which is appropriate to the needs of every learner.

- ii. Interviews are rarely timely or of optimum duration.
- iii. Evidence of full impartiality and access to a qualified careers adviser cannot be sufficiently verified.
- iv. Plans to improve the provision of personal careers guidance are unambitious or lacking.
- v. The Learning Provider does not meet the Gatsby Benchmark performance indicator for this

Making Good progress

Notes 1 and 2 below).

- 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).
- iv. Interviews are timely (e.g. before a decision point or to address a specific need) and of optimum duration.
- v. The Learning Provider meets or partially meets the Gatsby Benchmark performance indicator for this Benchmark.

Note 1: The Learning Provider should ensure that access - individually or in groups (q.v.) if appropriate to learner 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

Achieving the Standard/ Fully Meeting

and 2 below).

- 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).
- iv. Interviews are timely (e.g. before a decision point or to address a specific need) and of optimum duration
- v. The effectiveness of personal careers guidance interviews is evaluated, e.g. by observation, questionnaires.
- vi. The Learning Provider meets the Gatsby Benchmark performance indicator for this Benchmark.

Note 1: The Learning Provider should ensure that access - individually or in groups (q.v.) if appropriate to learner need - is available when needed to a careers adviser qualified at Level 6 or above and who is on the CDI's UK



One of:

Making insufficient progress towards fully meeting the Standard - inadequate inputs into the careers programme and the management and delivery processes are not stable or developed enoughif 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 – i.e. good progress in all eight sections of the Standard and having robust plans in place to meet the Standard fully before being 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 - the Learning Provider meets all the national assessment and accreditation criteria in all eight sections.

Learning providers have the chance to move up from Making Good Progress to Fully Meets normally at the first annual review and Awarding Bodies will encourage Learning Providers to seek to secure “fully meeting all of the national criteria” as soon as possible

Citations reflect the Gatsby + requirements

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

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

Benefits to the School or College



Benefits:

- Process leads to improved confidence in the school's support systems and curriculum
- Increased confidence in careers programme as assessor is independent and external
- Provides a structured developmental and review framework
- Motivational to get public recognition / external accreditation
- CPD for careers leader, one to one from a careers professional
- Ofsted preparation/evidence
- Raises profile and improves internal communication
- Leads to students having careers learning activities and guidance as "Entitlement"
- Leads to continuous improvement
- Impact oriented
- Gives message to parents, students about value of CEIAG
- Advocacy for resourcing / lever for change / retention of curriculum time

What have school Careers Leaders and Headteachers said about why they choose to go for it?



- To bring in an external pair of eyes to look at what we are doing / Quality Assurance
- Access someone who'll be a critical friend and ask questions that make us question what and how we do things and identify what we could be doing differently or better
- To help our Careers Leader with CPD and to feel supported/working with others
- Makes time for review and improvements
- Gives us confidence about what we are providing
- Process is really helpful; makes you ask yourself questions that you might otherwise not have done
- Helps you not just tick over doing the same
- Great preparation towards Ofsted

Process



How one Licensed Awarding Body groups the assessment criteria

The Investor in Careers approach is based on the Investor in People model and includes in its structure the key features of the quality assurance cycle. Our approach is structured around four key elements relating to the management of CEIAG. The four elements are:

- **C**ommitment
- **O**rganisation
- **D**elivery
- **E**valuation.

The mnemonic **CODE** is used to describe the framework which can also be portrayed as a cycle of events:



Evidence required:
Essential and
Suggested

Assessed in 2 Stages:
Stage 1: Commitment
Stage 2: O, D, & E

How another Licensed Awarding Body



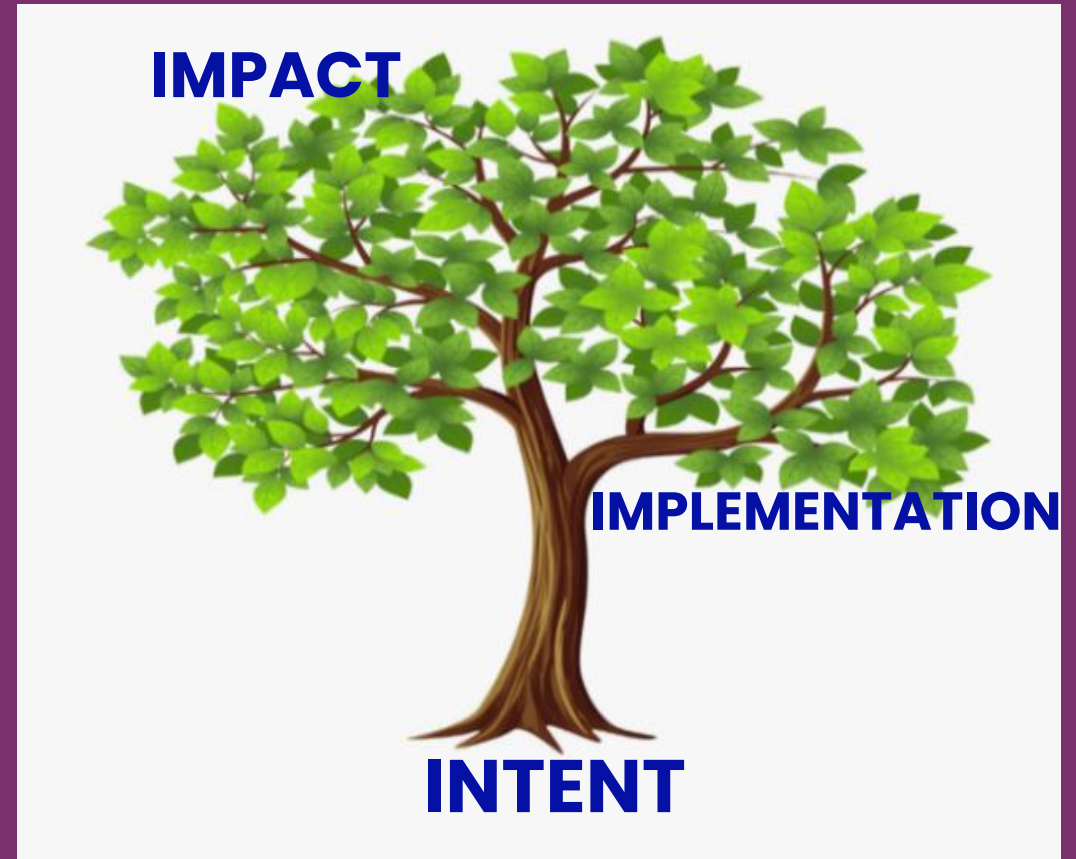
groups the assessment criteria

Evidence required:
Mandatory and
Discretionary

Assessed in 2 phases

Phase 1 – Intent and
commitment

Phase 2 – Implementation
and Impact



Process – not linear, some to repeat

- Discuss with line manager, Secure budget and extra time, agree level of support to be purchased
- Get to know the language of the Standard
- Meet with support adviser – discuss the standard and evidence process, agree starter actions
- Inform/discuss with SLT & Governors
- Identify dedicated time for the additional work
- Self-assess existing practice and evidence, identify gaps
- Populate your Action Plan re evidence in place, your gaps, what needs to be developed in the careers programme – keep this reviewed with your support adviser, agree time-scales
- Keep programme under review and source evidence
- Inform and involve stakeholders – students, link governor, colleagues, parents/carers, Careers Adviser (external or internal); work out what you'll need other people to contribute

What happens – not linear, some to repeat

- Gather evidence, talk through with support adviser (send examples)
- Regular planning & progress meetings with support adviser (according to support level bought)
- Upload evidence and write explanation clearly so that you are telling the assessor your story
- First stage/phase assessment – may involve meetings as well as document review – first stage /phase report
- Various second stage/phase processes e.g., policy development/review; curriculum audit, and ongoing delivery of the careers programme with associated evaluations, CPD etc.
- Focus on what and how you provide your careers programme and evidence of what's in place
- Keep communicating with support adviser and taking action between meetings
- Last stage/phase assessment involving external assessor visit and meetings with students, SLT and staff
- Draft and confirmed final report

Evidence – mandatory and discretionary

- Formal documents e.g. careers policy, meeting agendas/minutes, reports, Compass report and action plan, evaluation reports, careers department development plan, curriculum materials, cross-curriculum audit documents focus group material, process documentation e.g. for work experience / careers events, “map” of partners/what they contribute, sample agreements, Learning Walks records, guidance interview observations, CPD records for careers staff, CPD materials, qualification certification for careers staff
- communication/informing materials e.g. Email trails, newsletters
- website screen shots, film clips, (photos of) careers noticeboards/careers displays e.g. departmental careers displays/destinations, photos of careers events and activities
- student work – completed not blank examples (names removed)
- resource listings, purchase orders for information resources, software licences
- case-studies, students’ career action plans (names removed)
- Staff and/or student role descriptions e.g., student careers ambassadors or prefects

How evidence is enhanced

In addition to reviewing documents, the assessor will meet with:

- Students across key stages- to ask about their experience of various careers activities, the impact that careers activities have on individuals, what they know about what/ when to expect in their careers programme, how they are supported, how they make their choices, involvement in giving feedback, to what extent they are listened to
- SLT- to assess commitment to careers and adequate resourcing of it, knowledge of statutory requirements / GBs etc., how they view careers education in their school or college, to what extent there are embedded systems and processes in place that would ensure the delivery of a careers programme even if Careers Leader or Careers Adviser were absent
- Link governor – to discuss their role, assess commitment, knowledge, their contribution
- Range of staff e.g., SEN team, PSHE, HoDs, Curriculum area leads – how they contribute, how they link in with Careers Leader, how they and other staff are supported in delivering careers, CPD and benefits/impact

Sample Report extract



Strengths and Areas for Development – a report in 2022

- Strong senior management and governor support
- Whole school approach to CEIAG
- Very committed Careers Leader and well organised team
- Comprehensive programme of work-related learning and good links with employers
- Excellent in-house careers events
- Inspirational career-related displays around the school
- High allocation of Careers Adviser time
- Effective use of recording systems in a unified way
- Make some minor amendments to the CEIAG policy (see 01.1)
- Make more effective use of the CDI framework to audit careers education within the PSHCE programme (see D1.1)
- Create a display of former students around the school (see D3.4)
- Consider establishing Careers Reps in other departments, to build on the good practice of (see D4.1)
- Encourage subject teachers to include career-related learning outcomes as part of visits out of school (see D6.1)
- Review arrangements for work-place visits to increase individual placements (see D6.1)
- Consider enabling the (role title) to work towards a Level 6 IAG qualification (see D8.1)
- Consider the possibility of the Careers Leader undertaking the Careers Leader qualification

Ofsted and The Quality in Careers Standard



Ofsted and The Quality in Careers Standard – what's common to both?

Working for a quality award complements all the work you do towards gaining outstanding from Ofsted. You can use the same documentation as evidence for both (create a box file of printed evidence). Both **are evidence based and entail external assessment**. Both:

- look at role of SLT, their commitment to/support for careers / support for staff (CPD)
- are interested in your Compass self-assessment and action plan
- use similar language e.g. “meaningful” encounters (i.e. those with intended learning)
- check your meeting of statutory requirements
- have interest in your tracking of individuals and their careers events (monitoring)
- are likely to look at what is posted about careers on your website
- are likely to question pupils about their experiences of contacts with employers and their careers guidance (belief in student voice)
- may question you about the qualifications, experience and CPD of your Careers Adviser
- are outcomes oriented

Ofsted and The Quality in Careers Standard – what's common to both?

Both want to know:

- how you meet statutory requirements, especially Provider Access
- how you plan delivery/who gets personal guidance /
- how you prioritise and differentiate to meet all needs
- how you are inclusive/ how you personalise delivery
- about your breadth of partners providing/supporting careers activities
- How you really know what difference the programme is making to students and student outcomes

Both want to see:

- you be aspirational for your students
- how you use extra-curricular programmes to help stretch pupils' talents and interests
- you involve parents/carers
- use of destinations data / influence of destinations on programme design

Potential questions from Ofsted – similar themes to The Quality in Careers Standard

- What other learning providers do you bring in to meet with your students / target year groups / frequency? How do students engage at individual level in these encounters?
- What use do you make of alumni?
- Who are your partners and what do you do with them in relation to careers and progression / what links do you have with other organisations? / What is your employer engagement strategy?
- What enrichment opportunities are offered to pupils?
- Students have said they attended the (...)evening /event, what did students gain from this?
- How do you collect / what evidence of destinations information of all students have you? What about specifically those who have dropped out mid year of sixth form and their destinations
- How do you direct students to the best post-16 provision for them depending on their choices/ aspirations?
- What evidence do you have about the impact of what you do?

Potential questions from Ofsted – similar themes to The Quality in Careers Standard

Both will meet with students and are likely to ask them questions such as what careers guidance they have received, how they made their choice to be e.g. in that sixth form and whether they have visited other providers or have had talks about a range of options, had trips, take part in extra-curricular?

The Quality in Careers Standard will look for evidence of delivery of careers entitlement – what the students and staff know about what they can expect to be provided with. Assessors will ask questions about what students feel they have learnt and how careers experiences have helped them to develop

At a recent Ofsted inspection the Careers Leader met with an inspector who said “the students had mentioned the careers department a lot and the activities they had attended”

Keep asking yourself “What difference is it (careers programme) making”?

Thank you

