

September 2018

Careers & Enterprise Company Conference

“Assuring total quality careers education and guidance:
The Quality in Careers Standard
fully incorporating the Gatsby Benchmarks”



OR IN OTHER WORDS.....

It's not "EITHER".... "OR"

It's NOT

***either Compass & self assessment
or external assessment through Quality
Careers***

IT'S BOTH!

Changes to the Quality Award recentlyso by 2018.....

THE QUALITY IN CAREERS CONSORTIUM

1. Has appointed the previous providers of individually named CEIAG Quality Awards as **LICENSED AWARDING BODIES**, provided that they meet our required national criteria, to award the **QUALITY IN CAREERS STANDARD** as the single national award and to trade using our brand. This moved from a validated model in 2017 to a licensing model.
<http://www.thequalityincareers.org.uk/documents/reviced-constitution.pdf>
3. **AWARDING BODIES** are:
 - not limited by geography, so choice for schools and colleges, and healthy competition still exists
 - free to market **HOW** they promote and deliver the Quality in Careers assessment and accreditation
4. **But all Awarding Bodies are governed by the Consortium's National Licensing Criteria** which include what we require Awarding Bodies to assess in schools, colleges and WBL: set out as National Assessment Criteria in our **GUIDE TO THE STANDARD**
5. **And from SEPTEMBER 2018 the national criteria are changing - becoming fully aligned with the Gatsby Benchmarks.**

Quality awards in CEIAG have been around a long time, they evolved into The Quality in Careers Standard and in 2017 instead of the awarding body's being validated to offer an award meeting the national standard, we moved to a licensing model. So ONE



The Quality in Careers Standard >>>>

Lets remind ourselves.....

The Quality in Careers Standard is about **EXTERNAL ASSESSMENT** and **VALIDATION**

The Quality in Careers Standard is about **QUALITY ASSURANCE** of your CEIAG Offer which will include looking at your progress towards the Benchmarks

The Quality in Careers Standard provides a **FRAMEWORK** to guide your school or college on their journey to recognising good practice and to develop further good practice thus supporting the Careers Strategy, Statutory Guidance, Gatsby Benchmarks and promoting **CDI best practice** etc

The Quality in Careers Standard licensed awarding bodies provides **CEIAG INDUSTRY QUALIFIED** mentors and assessors to offer consultancy and support with this journey

The COMPASS TOOL will be evidence towards the award but we are also asking for more.....



The Quality in Careers Standard >>>>

We will be looking for.....

- Evidence that you are saying you are doing what you are doing
- Structurally what underpins your offer, your approach ?
- Evidence of **qualitative** and **quantitative** outcomes
- Evidence to measure the impact and outcomes of your offer
- Evidence of a co-ordinated approach across your institution
- Evidence of a cross-curricular approach
- Evidence of how your pastoral support system/strategy links with CEIAG
- Evidence of the CEIAG offer being differentiated to meet needs with and support systems for EHCP and Cared for Children / looked after children
- Evidence that you have a career adviser suitably qualified from a MATRIX accredited organisation or registered with the CDI and adhering to the CDI requirements as set out in Statutory guidance.



We will be speaking to.....

- Young people
- Parents / Guardians
- Staff
- External partners – including employers
- Possibly the lead governor for CEIAG

And others dependent on who you identify in your submission and who the assessor identifies.....



The Quality in Careers Standard >>>>

In an ideal world.....

- I would do COMPASS first

BUT it can be done simultaneously (and this is ok)

- There is very little duplication
- The Quality in Careers Standard process builds upon COMPASS but asks more questions, wants to know the mechanics of how things work what the objectives and outcomes are of your offer / your model of delivery
- Evaluation and feedback is a key component
- There may-be an element of self assessment using a RAG rating for example but there is room to be able to populate your submission by explaining your context, model etc it isn't a series of questions, it is a series of criterion
- The award will guide you and ensure you are ticking the boxes whilst also giving advice and guidance on your journey. Even upon achievement it is not the "end destination" -annual reviews will ensure the journey continues. Re-accreditation will provide further rigour and EXTERNAL VALIDATION AND ASSESSMENT
- The "careers world" evolves eternally, we recognise that and this award is NOT ABOUT the Certificate on the wall, it is about the journey, continued development and recognising there is never an end point to this but there can be EXCELLENCE.



The Quality in Careers Standard >>>>

So let me give you some examples of what I mean.....these are not lifted directly from the award criterion but do give you a flavour as each awarding body will be slightly different (just like examining bodies are).

1. A stable careers programme

Is “careers education” from Year 7 ? What is your model of delivery for CEIAG

Who is your named lead ?

Access to IAG from year 8 upwards ?

Is your Careers Policy ratified by governors ?

Quality assurance mechanism ?



So let me give you some examples of what I mean.....

2. Learning from careers and labour market information

Who quality assures your literature / resources ?

Who checks they are still relevant and not out of date ?

Where do you get your LMI from ?

How do you advertise key websites and reference key information ?

What information is available and in what format to key stakeholders i.e. parents/ carers, young people, staff , employers ?



So let me give you some examples of what I mean.....

3. Addressing the needs of each pupil

How do you raise aspirations ? What do you do ? Show me/ give me examples of evidence

Can you give me examples of student plans – action plans for example ?

How do you track intended destinations ?

Show me your actual destination reports ?

Do you compare / analyse intended v actual and what learning do you gain from that ? How has this affected your offer / your provision ?

Mechanism for differentiated support for students re CEIAG ?

Links with CEIAG and your pastoral systems ?



So let me give you some examples of what I mean.....

4. Linking curriculum learning to careers

How do you map cross curricular learning ?

What CEIAG CPD is in place for staff ? How do you map that ?

What are the mechanisms ?

Do staff and students understand the links ? We would gain evidence for this by looking at SOW and learning outcomes; evaluations and speaking to key stakeholders.



So let me give you some examples of what I mean.....

5. Encounters with employers and employees

We would be looking again at evaluations and that there was a variety of different opportunities

We would be looking at the learning outcomes of those interactions

How does this map into the CEAlG offer re; employability skills, careers exploration, career management and transition, self-awareness ?

Have you considered the CDI Framework ?



So let me give you some examples of what I mean.....

6. Experiences of workplaces

How are the links being made in terms of the “jigsaw” of CEIAG ?

Learning objectives ? What was the brief ? Evaluated ?

Learning outcomes ?

Purpose ?

Range of employers/ partners



So let me give you some examples of what I mean.....

7. Encounters with further and higher education

Independent ?

Evaluation to demonstrate / evidence “meaningful”

Financial implication post 16 and post 18 ?

How do you ensure students are aware of the FE and HE options ?



So let me give you some examples of what I mean.....

8. Personal guidance

MATRIX / CDI requirements

CPD

Quality assurance of qualified career adviser

Links with IAG to wider services, considering pastoral support, specialist agencies

Strategies re; NEET prevention and risk factors – preparation for the future and the part we all play even if we don't have a specific CEIAG remit

THE REVISED NATIONAL CRITERIA FOR THE QUALITY IN CAREERS STANDARD

For all Quality in Careers assessments from September 2018

Quality in Careers assessors will require evidence from “Compass” and additional sources that a school or college:

1. **Either “fully meets the Standard”** - that is all our national quality criteria incorporating the eight Benchmarks
2. **Or they must provide compelling evidence to demonstrate that they are “making good progress towards meeting the Standard”** including meeting all eight Benchmarks fully..... So we [continue to celebrate DARN GOOD SCHOOLS & COLLEGES](#)

Our Licensed Awarding Bodies will also undertake an **annual quality review with current holders** of the Standard, to alert them to these revised criteria so that they prepare for renewal of the Standard after September 2018 in accordance with the lifespan of their current award.

3. **‘New’** Schools & Colleges beginning to work towards the Standard will be required to make a **public “commitment”** to do so, beginning with undertaking Compass as the starting point of the developmental journey: **“Committed to work towards the Standard”**. All current holders will also be required to recommit from September 2018.

The fully revised GUIDE TO THE STANDARD is now on our website along with FULL AWARD holders

<http://www.qualityincareers.org.uk/documents/the-guide-to-the-standard.pdf>

Quality in Careers: Contacts for further information

• **Today's presenter: Kelly Baxendale**

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• **Quality in Careers Director** Paul Anthony Chubb MBE

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• **Our National Website:** www.qualityincareers.org.uk

• **Licensed Awarding Bodies:** all contacts can be found via our website:

<http://www.qualityincareers.org.uk/documents/licensed-awarding-bodies.pdf>

TASK:

- What can we do to ensure we all have a clear message when speaking to schools, colleges etc ?
- What do we need to think about that perhaps we haven't yet thought about or implemented ?
- How can we maximise the opportunity to support each others work (Quality in Careers Standard Consortium/ Assessors/ Mentors and CEC) ?