



The Quality in Careers Standard >>>>

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The Careers and Enterprise Company

- ▶ Enterprise Advisers – initial focus employability benchmarks but careers strategy indicates a wider role.
- ▶ Compass tool – online SELF ASSESSMENT tool
- ▶ The State of the Nation 2017

The Quality in Careers Standard

- ▶ Inspiring IAG one of 12 licensing bodies of the national award (formerly IAG Award)
- ▶ Statutory Guidance “strongly recommend”

Careers Strategy - December 2017

Careers guidance and access for education and training providers

Statutory guidance for governing bodies school leaders and school staff

January 2018

Careers guidance

Guidance for further education colleges and sixth form colleges

February 2018

Gatsby Benchmarks

- ▶ Benchmark 1: A stable careers programme
- ▶ Benchmark 2: Learning from career and labour market information
- ▶ Benchmark 3: Addressing the needs of each student
- ▶ Benchmark 4: Linking curriculum learning to careers
- ▶ Benchmark 5: Encounters with employers and employees
- ▶ Benchmark 6: Experiences of workplaces
- ▶ Benchmark 7: Encounters with further and higher education
- ▶ Benchmark 8: Personal guidance

The Quality in Careers Standard and Inspiring IAG are mapped against the Gatsby Benchmarks.

Compass tool is an online SELF-ASSESSMENT TOOL.

Quality Award is EXTERNAL ASSESSMENT & VALIDATION.

Useful link on You Tube <https://www.youtube.com/watch?v=8akKnInBFJc&feature=youtu.be>

Statutory Guidance – January 2018

Careers guidance and access for education and training providers

Statutory guidance for governing bodies, school leaders and school staff

Para 20: Schools can gain formal accreditation of their careers programme through the Quality in Careers Standard²¹ - the national quality award for careers education, information, advice and guidance. The Standard offers an opportunity for schools to undergo an external evaluation of their careers programme and so is distinct from the Compass self-assessment. Work is continuing to align the Standard more fully to the Benchmarks and to incorporate Compass into its processes, so those schools achieving the Standard meet all eight Benchmarks. We strongly recommend that all schools work towards the updated Quality in Careers Standard, incorporating Compass, to support the development of their careers programme.

Benchmark 8: Personal guidance

70. Every pupil should have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements. The Government's expectation is that 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. The school should integrate this guidance within the pastoral system so that personal careers interviews can be followed up by the form tutors or their equivalent. The personal guidance should be clearly connected with the wider careers programme.

71. Careers advisers working with young people with special educational needs or disabilities should use the outcome and aspirations in the Education, Health and Care plan, where they have one, to focus the discussion. Similarly, when working with looked after children or care leavers, their Personal Education Plan or pathway plan should be used to help focus the discussion. It is good practice for these young people to have a named adviser who can build a relationship with them and better understand their individual needs.

Statutory Guidance – January 2018 cont.

72. The school should use a qualified careers professional, who could be an appropriately trained member of school staff, to provide personal guidance interviews⁴⁹. The Career Development Institute (CDI) has developed a set of professional standards for careers advisers which includes a Professional Register of advisers holding Level 6 or higher qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. Registration shows that a careers adviser is professionally qualified and abides by the CDI Code of Ethics, which includes impartiality and updates their skills and knowledge by undertaking 25 hours CPD each year. Adherence to these criteria is monitored by the CDI. We encourage schools to view the Professional Register to search for a career development professional who can deliver a particular service or activity.

73. Organisations that meet the matrix Standard, including all contractors engaged in delivering the National Careers Service, have undergone an assessment of their delivery of advice and support services on careers, training and work. Schools that want to commission face-to-face support from an organisation which holds the matrix Standard can access an online register of accredited organisations

***** Please note that the guidance does define what “a qualified careers professional” means in terms of the qualifications they should hold, and that they should be from a MATRIX accredited organisation or registered with the CDI and adhering to those requirements.***

Careers guidance

Guidance for further education colleges and sixth form colleges

February 2018

▶ “guidance” not “statutory guidance”

DFE offered clarification Further education colleges and sixth form colleges are required as a condition of their funding to comply with the published guidance.

Helen Lucarelli

Careers Unit

Careers and Basic Skills Division **Department for Education**

▶ **Benchmark 8: Personal guidance**

42. Every learner should have the opportunity for guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help learners to locate ambitious education and career options, by identifying opportunities and assessing learner’s abilities, interests and achievements. Government’s expectation is that every learner should have had at least one such interview by the age of 18 (in addition to one by the age of 16). The college should integrate this guidance within the pastoral system so that personal careers interviews can be followed up by form tutors or their equivalent. The personal guidance should be clearly connected with the wider careers programme.

43. Careers advisers working with learners with special educational needs or disabilities should use the outcome and aspirations in the EHC Plan, where learners have one, to focus the discussion. It is good practice for these learners to have a named adviser who can build a relationship with them and better understand their individual needs.

Careers guidance – cont.

Guidance for further education colleges and sixth form colleges

February 2018

- ▶ 44. The college should use qualified careers professionals, who could be appropriately trained members of careers services staff, to offer advice and guidance to learners. Government recognises that colleges with larger cohorts sometimes use an adviser qualified to level 4 to provide careers advice, but a level 6 qualified adviser to provide a personal guidance interview. Government recommends that all guidance interviews should be delivered by a careers professional qualified to level 6. The Career Development Institute (CDI) has developed a set of professional standards for careers advisers which include a Professional Register of advisers holding Level 6 or higher qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. Registration shows that a careers adviser is professionally qualified, abides by the CDI Code of Ethics, which includes impartiality and updates their skills and knowledge by undertaking 25 hours CPD each year. Adherence to these criteria is monitored by the CDI. We encourage colleges to view the Professional Register to search for a career development professional who can deliver a particular service or activity.
- ▶ 45. Organisations that meet the matrix Standard, including many colleges and all contractors engaged in delivering the National Careers Service, have undergone an assessment of their delivery of advice and support services on careers, training and work. Colleges that want to commission face-to-face support from an organisation which holds the matrix Standard can access an online register of accredited organisations

The main qualifications for careers professionals are the Qualification in Career Development (QCD) (which replaces the earlier Qualification in Career Guidance (QCG) and Diploma in Career Guidance) and the Level 6 Diploma in Career Guidance and Development.

<http://www.thecdi.net/Professional-Register->

<http://matrixstandard.com/>



The Quality in Careers Standard >>>>

“SIMPLIFYING, CLARIFYING & RATIONALISING QUALITY ASSURANCE FOR CEIAG”

“THE QUALITY IN CAREERS STANDARD”

- **The single national quality award for CEIAG**
 - Available across the whole country
- **Provided by 12 Licensed Awarding Bodies**

WHAT HAVE WE ACHIEVED WITH OUR 2017 CHANGES?

**GREATER SIMPLICITY in the eyes of
school & college leaders, governors, parents and politicians.**

***School & College leaders repeatedly tell us they're
well-used to choosing which EXAMINATION BOARD to use for the national GCSE & A LEVELS***

***The key = they value choice of offering the national GCSE & A LEVEL
not the name of the Exam Board providing this – and all Exam Boards are regulated.***

The 4 exam boards (for the nationally branded examinations GCSE/A levels) in England are:

- **Assessment and Qualifications Alliance (AQA)**
- **Council for Curriculum and Examinations Assessment (CCEA)**
 - **Pearson Edexcel**
 - **Oxford, Cambridge and RSA Exams (OCR)**

Our new arrangements follow a similar pattern

TODAY: THE QUALITY IN CAREERS CONSORTIUM

<http://www.qualityincareers.org.uk/documents/revised-constitution.pdf>

- **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.**

AWARDING BODIES are:

- **not limited by geography so healthy competition still exists**
- **free to market HOW they promote and deliver the Quality in Careers assessment and accreditation**

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,**
 - **and are set out as Assessment Criteria B1.1-1.7**
 - **in our new GUIDE TO THE STANDARD**

<http://www.qualityincareers.org.uk/documents/the-guide-to-the-standard-october-2017.pdf>



One of the 12 national licensed providers of the Quality in Careers Standard

- *Developed in Greater Manchester by representatives of GMCA (careers providers)*
- *We work on a **national basis** with a particularly strong presence in Greater Manchester, Cheshire, Cumbria, North East*
- *Project Manager sits on the Compass Advisory group on behalf of the 12 licensed awarding bodies*
- *3 stage process. Re-accreditation after 3 years of achieving the FULL AWARD (Quality in Careers Standard)*
- *Stage 1 and Stage 2 IAG are “working towards” the full award*

Compass tool = SELF ASSESSMENT

Quality Award = EXTERNAL ASSESSMENT and external validation.

- *The Compass tool report can serve as “evidence” towards the award. It does not measure “quality” but outlines what “components” should be in a quality CEIAG programme.*
- *There is only a little duplication.*
- *Both should SUPPORT each other on a journey to develop and improve. The quality award has an “action plan” based on criteria with “quality” at the heart. A full written report is produced.*

OVER 1100 SCHOOLS/COLLEGES across England

- ▶ now hold one of the formerly named dedicated CEIAG quality awards which complied with our national validation criteria, or are working towards Quality in Careers
- ▶ and ALL holders now hold the “Quality in Careers Standard”
- ▶ They are listed publicly on our website
- ▶ <http://www.qualityincareers.org.uk/the-standard/award-holders/>
- ▶ This includes 30% of England’s State Secondary Schools
- ▶ and 30% of our Sixth Form Colleges
- ▶ We remain a voluntary movement
- ▶ as such we’ve done well. But NOT YET WELL ENOUGH.



“GOOD CAREER GUIDANCE”

(THE GATSBY CHARITABLE FOUNDATION, 2014)

<http://www.gatsby.org.uk/education/programmes/good-career-guidance>

The welcome Gatsby Benchmarks describe the components (Benchmarks 2-7) of a Stable Careers Programme (Benchmark 1)

Our seven national assessment criteria (B1.1-1.7) for the **QUALITY IN CAREERS STANDARD** define the organisational, professional and curriculum development and accountability processes that underpin quality and thus must be measured and externally assessed by CEG specialist assessors working for our Licensed Awarding Bodies

Hence we affirm that

only with external assessment of the quality of CEIAG

by a nationally appointed Licensed Awarding Body for Quality in Careers

can a school or college - & critically its cohort of PARENTS –

be confident

that it provides the quality of the best for all of its students

HOW THEN MIGHT WE VIEW THE RELATIONSHIP BETWEEN:

- 1. *The Gatsby Benchmarks?***
- 2. *The Compass self-assessment tool?***
- 3. *The Quality in Careers Standard?***

WELL, TRY THIS:

- 1. *The Gatsby Benchmarks are the syllabus***
- 2. *The Compass self-assessment tool is the interim internal assessment***
- 3. *The Quality in Careers Standard is the examination, the external assessment***

***And since examination bodies have OFQUAL
appointing and regulating them;***

***Then view the Quality in Careers Consortium
as appointing and regulating the awarding bodies for Quality in Careers***



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