



THE REVISED GUIDE TO THE STANDARD

May 2018

**Fully incorporating the Gatsby Foundation's
Benchmarks for "Good Career Guidance"**

**To be used in all Quality in Careers Standard
assessments for external national accreditation**

from 1st September 2018

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THE REVISED GUIDE TO THE NATIONAL ASSESSMENT & ACCREDITATION CRITERIA FOR SCHOOLS, COLLEGES AND WORK-BASED LEARNING ORGANISATIONS:

1. Introduction:

1.1 The Quality in Careers Standard is the single **national quality award** for careers education, information, advice and guidance (“CEIAG”) for young people. Through professional and independent external assessment, it offers national accreditation for the CEIAG provision of a school, college, or work-based learning organisations (“learning providers”).

1.2 The 2018 revision to the Standard’s national criteria incorporates the **DfE Statutory Guidance** (January 2018: see **endnote¹**) on the careers guidance duty and on access for education and training providers. It also includes the DfE’s expectation that all schools and colleges should aim to meet the Gatsby Foundation’s Benchmarks of “*Good Career Guidance*”¹ by the end of 2020.

1.3 The Standard’s assessment criteria have been fully revised to incorporate the Benchmarks, and the Benchmark indicators, which from September 2018 form an integral part of the revised assessment and accreditation process.

1.4 The Careers & Enterprise Company’s “*Compass*”² tool of self-assessment against the Benchmarks is also a required component in the revised assessment process.

1.5 We are committed to working with the DfE to achieve its 2020 target – therefore, for all future assessments of CEIAG, learning providers will be assessed against the revised national criteria which require learning providers to meet and exceed the Gatsby Benchmark performance indicators. They also include additional elements relating to under-pinning careers education with employer engagement embedded into provision.

1.6 We have appointed a number of **Licensed Awarding Bodies**³ across the country to undertake Quality in Careers assessments. Their assessors will make qualitative professional judgments on the **impact and outcomes** from career-related encounters and activities measured by Compass in respect of young people’s learning and their career transitions. Where we believe that evidence is required which goes beyond the Benchmark indicators this is shown against the particular criterion in question.

1.7 Quality in Careers Assessors will review evidence of the impact of CEIAG programmes including career-related outcomes for learners, the ‘learner voice’, parental engagement and professional learning for those leading, managing and delivering the careers programme.

1.8 Central to the Quality in Careers assessment process will be considering evidence not only from a learning provider’s staff but also from young people themselves. ‘Learner voice’ evidence

¹ The full report and supplementary papers can be found at <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

² <https://www.careersandenterprise.co.uk/schools-colleges/about-compass>

³ <http://www.qualityincareers.org.uk/documents/licensed-awarding-bodies.pdf>

will be of paramount importance in reaching judgements about meeting the overall national criteria for the Standard.

1.9 The principal stages in the revised Quality in Careers assessment and accreditation process are described more fully below on pages 19 and 20 of this Guide.

1.10 In summary they are:

- **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 tool at this stage.
- **External assessment** leading:
 - either to public recognition (through certification) that the learning provider is externally assessed as **“making good progress towards meeting the Standard”** – that is all the national criteria, incorporating outcomes from Compass report - and has a robust plan in place to achieve them all before the next assessment is due (i.e. in a maximum of 3 years)
 - or to public recognition (through certification) that the external assessment confirms that the learning provider is nationally accredited as it **“fully meets the Standard”** - that is all the national criteria, incorporating evidence from the Compass report.

1.11 Quality in Careers assessment reports will involve detailed professional judgments on all national criteria - including making recommendations for further development work and actions by the learning provider to ensure that they meet the criteria in full and continuously improve their overall careers provision for young people.

1.12 This Guide sets out in detail for schools, colleges and work-based learning providers all matters relating to:

- the underlying principles upon which the Quality in Careers Standard is founded,
- how the Standard fully incorporates the Benchmarks and their indicators into the revised national assessment criteria leading to the award of the Standard, and
- the implementation by Licensed Awarding Bodies of these revised national assessment criteria from September 2018.

2. Key Principles to guide schools, colleges and work-based learning organisations (“learning providers”) seeking national accreditation

2.1 The revised Quality in Careers Standard is founded upon a commitment to these core values which are designed to give students, parents and teachers confidence in the careers programme and the quality assurance process:

- individual self-determination,
- personal career development and well-being,
- equality and diversity,
- social justice,
- the health of society and
- sustainable economic development

2.2 Through robust external assessment, the revised Standard will ensure that learning providers present sufficient evidence that their careers programme has had positive impact and outcomes for students enabling them to gain the knowledge, skills and confidence to manage their future pathways in learning, and work.

2.3 Assessors must be confident that learning providers:

- deliver careers programmes consistently well and to a high standard,
- embed employer engagement fully into careers programmes
- know what they need to do to improve, and
- always act in the best interests of the young people they serve.

2.4 Licensed Awarding Bodies will support learning providers to achieve the revised Standard, not as an end in itself, but as a continuing strategic driver for change and improvement in the careers programme. They will require evidence that learning providers systematically monitor, review, and evaluate their published careers policy and programme, and they will help them identify suitable tools, resources, and approaches to help in the process of quality assurance.

2.5 The revised Standard, therefore, will ensure that learning providers not only fulfil their statutory obligations, but also that they are inspired to adopt the best evidence from research and practice in developing their careers programmes. Case studies of best practice will be posted on our Quality in Careers website.

3. Implementation notes on future Quality in Careers Standard assessments

3.1 The DfE **'expects'** all schools & colleges to work towards the Gatsby Benchmarks now, and to meet them by the end of 2020. The DfE says this is *'demanding but achievable'* (para.15, p.12 of the Statutory Guidance) and cites the evidence of the Careers & Enterprise Company *"State of the Nation"* report that this will be challenging for individual schools <https://www.careersandenterprise.co.uk/research/publications/state-of-the-nation-2017>

3.2 The Statutory Guidance **'strongly recommends'** (para.20, p.14) that all schools should aim to achieve accreditation under the Quality in Careers Standard. Currently, just over one-third of state secondary schools and Sixth Form Colleges already meet or are actively working towards the Standard. The challenge is to encourage all schools and colleges to reach the Standard.

3.3 Therefore, beginning from September 2018, Quality in Careers assessors will require evidence from Compass and additional sources that schools and colleges **either "fully meets the Standard"** – that is all our national quality criteria incorporating the eight Benchmarks - **or they must provide compelling evidence to demonstrate that they are "making good progress towards meeting the Standard"** including meeting all eight Benchmarks fully.

3.5 From September 2018, Licensed Awarding Bodies will also be required to 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 in accordance with the lifespan of their current award.

3.6 **We will review progress on this in September 2020**, including considering updates on national progress in achieving the Benchmarks as measured by the Careers & Enterprise Company through the annual summary of Compass returns and its *"State of the Nation"* reports.

4. THE REVISED NATIONAL CRITERIA, CONTENT AND COVERAGE OF *THE QUALITY IN CAREERS STANDARD* BEGINNING FROM SEPTEMBER 2018

4.1 The Quality in Careers Standard exists to offer learning providers external independent assessment and **national accreditation** of the quality of their careers education, information, advice and guidance (CEIAG) provision – **majoring upon its impact and outcomes** for young people.

4.2 Working towards the Standard is developmental and culminates in a summative assessment. Its objective is to assure young people, parents, employers and other key partners that the CEIAG provided by a school, college or work-based learning organisation has been independently assessed against the quality criteria that recognise best practice, enabling young people to gain the knowledge, skills and confidence to make decisions wisely at key transition points and to take control of their future learning and working lives.

4.3 It is externally-assessed by occupationally competent CEIAG professionals. Assessors make professional judgements based on evidence that careers activities and encounters not only take place but have an impact which leads to positive career-related learning, behavioural and transition outcomes for young people.

4.4 To achieve the national Quality in Careers Standard learning providers will be required by one of our Licensed Awarding Bodies to supply sufficient evidence showing how their overall careers provision addresses the revised national assessment and accreditation criteria set out below.

4.5 **Our revised national criteria have been agreed with the DfE, the Gatsby Foundation, and the Careers & Enterprise Company.** They comply with the **DfE's Statutory Guidance** and its timetable for the implementation of meeting the eight Gatsby Benchmarks. The criteria fully incorporate the Benchmarks both for schools and for colleges – we reproduce the Benchmarks below, showing the version for *colleges in italics*.

4.6 Our criteria for external accreditation of a learning provider's careers provision follow the order of the Benchmarks and include each Benchmark's performance indicators. In addition to meeting the quantitative Benchmarks, some of our criteria also involve **additional evaluations of impact and outcomes for young people from meeting the Benchmarks**, beyond those specified in the Benchmark indicators – these relate primarily to the underpinning careers education curriculum and evidence of career-related learning outcomes for young people.

4.7 In preparation for working towards the Quality in Careers Standard, we commend to all schools:

- **"The Gatsby Benchmark Toolkit"** (2017) and the resources included: <https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers-enterprise-cdi-gatsby-benchmark-toolkit.pdf>
- **"Good Career Guidance: Reaching the Gatsby Benchmarks"** (2018) <http://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>
- And to special schools: **"The SEND Gatsby Benchmark Toolkit"** (2018) and the resources included: <http://www.talentinocareers.co.uk/send-gatsby-benchmark-toolkit.pdf>

4.8 All of England's secondary (including special) schools and colleges are expected to make effective use of the expanding Enterprise Adviser network and the **Compass** self-assessment tool - with its additional '**Tracker**' facility. This will be an essential part of their preparatory work towards external assessment and achieving the Quality in Careers Standard. Each Licensed Awarding Body will determine with schools and colleges the optimum means to ensure that they use **Compass** to best effect within their particular developmental approach to the accreditation process.

4.9 As well as evaluating the evidence of school/college performance derived from Compass and the Benchmarks, Quality in Careers assessors will also make professional judgements concerning the impact of a learning provider's overall CEIAG provision on the career-related learning, behavioural and practical outcomes for young people from the range of activities, encounters and experiences which comprise its programme.

4.10 We accept that, in respect of the DfE's timetable for the full implementation of the Benchmarks, the period from September 2018 to the end of 2020 will be a time of progressive transition. During this time, we are fully committed to recognising good progress by schools and colleges through our external assessment processes.

4.11 From September 2018, Quality in Careers assessors will make professional judgements that a learning provider either "**fully meets the Standard**" – that is all our national criteria including the Benchmarks - or (if not) that the learning provider is "**making good progress towards meeting the Standard**" and that effective and robust plans are in place to meet all the Benchmark indicators.

4.12 This revised Guide to the Quality in Careers Standard includes a number of '**endnotes**' (shown with a bold type link) which explain or amplify aspects of the national criteria we require all Licensed Awarding Bodies to address.

5. Additional introductory notes for Special Schools and Primary Schools: we are committed to an inclusive approach to all schools, therefore we have included these additional notes in our criteria for the particular benefit of Primary Schools and Special Schools

5.1 The Quality in Careers Standard is for all secondary schools, including special schools, for further education and sixth-form colleges and has applicability in post-16 work-based learning.

5.2 There are key factors to bear in mind when a **special school** considers seeking accreditation through the Standard. These apply equally when special schools view the Compass tool and the Gatsby Benchmarks – hence our revised national criteria aim to make some of the Benchmark indicators, and therefore our assessment criteria, more explicitly applicable in SEND settings [Please see, for example, QC 1.2 (i) and QC 7.2 (i) below and **endnotes** 5 and 14].

5.3 Our commitment includes helping **primary schools** to develop children's knowledge and confidence as they prepare for learning and work pathways and transitions from Key Stage 1 to Key Stage 2, into secondary education and beyond.

5.4 Hence, for both special schools and primary schools looking at Quality in Careers, we have included specific references in the body of our national assessment criteria below and in the **endnotes** which we hope are helpful.

THE REVISED NATIONAL ASSESSMENT CRITERIA

HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 1 INTO ITS OVERALL ASSESSMENT CRITERIA

❖ A STABLE CAREERS PROGRAMME

- Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, and employers.
- *Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers, and other agencies.*

Benchmark 1: A stable careers programme

Gatsby Benchmark indicators for schools and *colleges*

1.1	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it
1.1	<i>Every college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it</i>
1.2	The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it
1.2	<i>The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it</i>
1.3	The school's programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process
1.3	<i>The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process</i>

Benchmark 1: A stable careers programme

QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA Licensed Awarding Bodies will assess a learning provider's arrangements for:

Evidencing the Benchmark (including the Compass Report)	
QC 1.1 (i)	Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties) ²

QC 1.1 (ii)	Securing effective day-to-day <u>leadership</u> , management, and delivery of the careers programme by all relevant staff - including giving full support to a named individual in the role of Careers Leader
QC 1.2 (i)	Promoting awareness and understanding of the careers programme - including via the school's/college's website - by students, teachers, parents/carers, and employers/opportunity providers ³ using clear and accessible language
QC 1.2 (ii)	Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on students' career-related outcomes – including <u>feedback from a wider range of stakeholders and partners</u> such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children's services
	Requiring additional evidence beyond the Benchmark based upon the external assessment
QC 1.1 (iii)	Ensuring that all staff involved in the careers programme - preparing all pupils and students ⁴ for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles (through appropriate induction training, professional learning and continuing professional development) <i>{see also QC 8.1(i)}</i>
QC 1.1 (iv)	Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people - referenced to a recognised national framework ⁵ of careers, employability, and enterprise education- with a range of methods to deliver them to suit the Key Stage (KS) and the ability of learners <i>{see also QC 3.1 (i) and QC 4.1(iii)}</i>
QC 1.2 (iii)	Evaluating how the careers programme involves students in assessing and meeting their own needs and those of their peers and evaluating its impact
QC 1.2 (iv)	Evaluating agreements and contracts with external careers guidance services, where applicable, to ensure that those services remain effective and are aligned with the learning provider's overall careers strategy
QC 1.2 (v)	Evaluating the impact of involvement in collaborative networks - such as a careers hub, multi-academy trust and the Enterprise Adviser Network - to improve the quality of the careers programme

HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 2 INTO ITS OVERALL ASSESSMENT CRITERIA	
❖ LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	
<ul style="list-style-type: none"> • Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. • <i>Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</i> 	
Benchmark 2: Learning from career and labour market information	
Gatsby Benchmark indicators for schools and colleges	
2.1	By the age of 14, all school pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options
2.1	<i>During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options</i>
2.2	Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children
2.2	<i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care</i>

Benchmark 2: Learning from career and labour market information	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA	
Licensed Awarding Bodies will assess a learning provider's arrangements for:	
	Evidencing the Benchmark (based upon the external assessment and the Compass Report)
QC 2.1 (i)	Ensuring that all students have access to reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment - including internships, T levels, school-leaver programmes and apprenticeships - which meets their needs and that they are supported in its use

	<i>[For Primary Schools this would include raising pupils' awareness of career and labour market information – especially understanding their locality – and how to access reliable resources]</i>
QC 2.2 (i)	Engaging with and informing parents and carers ⁶ about ways of accessing and using careers and labour market information for the benefit of their children's career development

HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 3 INTO ITS OVERALL ASSESSMENT CRITERIA	
❖ ADDRESSING THE NEEDS OF EACH PUPIL/STUDENT	
<ul style="list-style-type: none"> • Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. • <i>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.</i> 	
Benchmark 3: Addressing the needs of each pupil/student	
Gatsby Benchmark indicators for schools and colleges	
3.1	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations
3.1	<i>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</i>
3.2	Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions
3.2	<i>Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions</i>
3.2	<i>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</i>
3.3	All school pupils should have access to these records to support their career development
3.3	<i>All learners should have access to these records to support their career development</i>
3.4	Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations

3.4	<i>Colleges should collect and maintain accurate data for each learner on their education, training, or employment destinations</i>
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Benchmark 3: Addressing the needs of each pupil/student	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA	
Licensed Awarding Bodies will assess a learning provider's arrangements for:	
Evidencing the Benchmark (including the Compass Report)	
QC 3.1 (i)	Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal capabilities to counter them
QC 3.2 (i) and 3.3 (i)	Ensuring that records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice wherever possible and supports the implementation of their choices and decisions – including transition planning
QC 3.3 (ii)	Ensuring that evidence of intended and actual destinations data enables students to access their records and use the information to strengthen their career-related learning, educational achievement, and progress towards <u>achieving personally-valued destinations</u> , including presenting themselves well to opportunity providers
QC 3.4 (i)	Evaluating destinations data ⁷ for KS4 & KS5 on students' performance, destinations and progression outcomes including using the results of the evaluation to set targets and objectives for improving the careers programme
Requiring additional evidence beyond the Benchmark based upon the external assessment	
QC 3.2 (ii)	Ensuring that advice given is effective in meeting the needs of all students and especially those of targeted groups such as the 'Gifted and Talented'/'most able', the disadvantaged and those at risk from economic deprivation, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children ⁸ <i>[For Primary Schools this would include appropriate support from Year 6]</i>
QC 3.2 (iii)	Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities ⁹
QC 3.2 (iv)	<u>Sharing school data</u> with the appropriate authorities and agencies ¹⁰ , including monitoring the extent to which such data sharing agreements and processes benefit the students concerned

<p style="text-align: center;">HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 4 INTO ITS OVERALL ASSESSMENT CRITERIA</p> <p style="text-align: center;">❖ LINKING CURRICULUM LEARNING TO CAREERS</p>	
<ul style="list-style-type: none"> • For schools, all teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future paths. • <i>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</i> 	
<p style="text-align: center;">Benchmark 4: Linking curriculum learning to careers</p> <p style="text-align: center;">Gatsby Benchmark indicators for schools and colleges</p>	
4.1	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers
4.1	<i>Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations</i>

<p style="text-align: center;">Benchmark 4: Linking curriculum learning to careers</p> <p style="text-align: center;">QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA</p> <p style="text-align: center;">Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p>	
Evidencing the Benchmark (including the Compass Report)	
QC 4.1 (i)	<p>Raising awareness - through utilising resources from the world of work - of the employability skills and the wide range of careers that can be achieved through the subjects and courses they are studying (including through the study of English, Maths and STEM subjects)</p> <p><i>For college learners, this would include recognition of the importance of English and Maths as a key expectation from employers</i></p>
Requiring additional evidence beyond the Benchmark based upon the external assessment	
QC 4.1 (ii)	Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future embedded in the curriculum including stand-alone, subject-based ¹¹ and planned co-curricular and enrichment activities

	<i>[For Primary Schools this would include introducing parents/carers and pupils to transition to secondary education and the future beyond KS 2 and 3 into post 16 and post-18 progression options]</i>
QC 4.1 (iii)	Developing effective approaches to the teaching, learning and assessment of careers, employability and enterprise education that facilitate the career development of students and their transitions from KS4 and KS5

<p>HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 5 INTO ITS OVERALL ASSESSMENT CRITERIA</p> <p>❖ ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p> <ul style="list-style-type: none"> • Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. • <i>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part time employment where it exists.</i> 	
<p>Benchmark 5: Encounters with employers and employees</p> <p>Gatsby Benchmark indicators for schools and colleges</p>	
5.1	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer
5.1	<i>Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area</i>
5.2	<i>Colleges should record and take account of learners' own part-time employment and the influence this has had on their development</i>
	* A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace

<p>Benchmark 5: Encounters with employers and employees</p> <p>QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA</p> <p>Licensed Awarding Bodies will assess a learning provider's arrangements for:</p>	
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Evidencing the Benchmark (including the Compass Report)	
QC 5.1 (i)	<p>For schools, through a variety of methods¹², securing at least one meaningful encounter with an employer or employee for each student in every year of their education from KS3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae</p> <p><i>[For Primary Schools, facilitating an introductory understanding of the world of work]</i></p> <p><i>For College learners, securing at least two meaningful encounters with employers during their study programme.</i></p>
Requiring additional evidence beyond the Benchmark based upon the external assessment	
QC 5.1 (ii)	Ensuring that all such activities and encounters with employers and employees are embedded in the careers curriculum as part of a planned and progressive programme, meet the needs of each student, and contribute to their career-related learning outcomes
QC 5.1 (iii)	Enabling employers and employees to contribute effectively to the careers programme - including by enhancing students' understanding of progression pathways in learning and work, employability skills, working life and career development at work
<p>HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 6 INTO ITS OVERALL ASSESSMENT CRITERIA</p> <p>❖ EXPERIENCES OF WORKPLACES</p> <ul style="list-style-type: none"> • Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks • <i>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks</i> 	
<p>Benchmark 6: Experiences of workplaces</p> <p>Gatsby Benchmark indicators for schools and colleges</p>	
6.1	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have

6.2	By the age 18, every pupil should have had one further such experience, additional to any part-time jobs they may have
6.2	<i>By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have</i>

Benchmark 6: Experiences of workplaces	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA	
Licensed Awarding Bodies will assess a learning provider's arrangements for:	
Evidencing the Benchmark (including the Compass Report)	
QC 6.1 (i)	<p>Securing at least one meaningful experience** of a workplace for every student by the end of KS4, additional to any part-time jobs they may have</p> <p>** A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience. Students must demonstrate career-related learning from reflecting upon these experiences</p>
QC 6.1 (ii)	Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders
QC 6.2 (i)	<p>Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have</p> <p><i>And for college learners by the end of their study programme</i></p>
Requiring additional evidence beyond the Benchmark based upon the external assessment	
QC 6.2 (ii)	Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders

HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 7 INTO ITS OVERALL ASSESSMENT CRITERIA	
<p>❖ ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	
<ul style="list-style-type: none"> All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. 	

- *All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*

Benchmark 7: Encounters with further and higher education

Gatsby Benchmark indicators for schools and colleges

7.1	By the age of 16, every pupil should have had meaningful encounter*** with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils
7.2	By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and students
7.2	<i>By the end of their programme of study, every learner should have had a meaningful encounter*** with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners</i>
	*** A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment

Benchmark 7: Encounters with further and higher education

QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA

Licensed Awarding Bodies will assess a learning provider’s arrangements for:

Evidencing the Benchmark (including the Compass Report)	
QC 7.1 (i)	Securing a meaningful encounter ¹³ with providers of the full range of post-16 and post-18 learning opportunities (including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers) for every student during KS3 and KS4 <i>[For Primary Schools, introducing an awareness of the post 16 & post 18 world]</i>
QC 7.1 (ii)	Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders – including using feedback to inform future planning of encounters

QC 7.2 (i)	<p>For schools, securing a meaningful encounter for all students with a range of providers of learning and training that may form the next stage of their career in order to meet the relevant learning outcomes for each student [This should include at least two visits to higher education institutions to meet staff and students for those who are considering this choice by the end of KS5]</p> <p>[For some Special Schools encounters with higher education institutions <i>may not be appropriate for their student population, whereas encounters with other post-KS5 opportunity providers¹⁴ will be, therefore Quality in Careers assessors will take this into account in assessments]</i></p> <p><i>For college learners, facilitating a meaningful encounter with a range of further learning providers by the end of their programme of study</i></p>
Requiring additional evidence beyond the Benchmark based upon the external assessment	
QC 7.2 (ii)	Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders– including using feedback to inform future planning of encounters

<p>HOW QUALITY IN CAREERS INCORPORATES GATSBY BENCHMARK 8 INTO ITS OVERALL ASSESSMENT CRITERIA</p> <p>❖ PERSONAL GUIDANCE</p> <ul style="list-style-type: none"> • 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. • <i>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.</i> <p><i>*** The college should ensure that access to a level 6 adviser is available when needed.</i></p>	
<p>Benchmark 8: Personal guidance</p> <p>Gatsby Benchmark indicators for schools and colleges</p>	
8.1	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

8.1	<i>Every learner should have at least one such interview by the end of their study programme</i>
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Benchmark 8: Personal guidance	
QUALITY IN CAREERS (QC) NATIONAL ASSESSMENT CRITERIA	
Licensed Awarding Bodies will assess a learning provider’s arrangements for:	
Evidencing the Benchmark (including the Compass Report)	
QC 8.1 (i)	Ensuring that all students 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 QC 1.1 (iii)}</i>
QC 8.1 (ii)	For schools, from KS3 ensuring that all students have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources - which includes at least one appropriate interview by the end of KS3 and KS4, and the opportunity for a further interview during KS5 <i>[For Primary Schools, this should involve introducing parents/carers to the careers support available in localities, particularly where pupils will require an Education, Health & Care Plan]</i> <i>For colleges, ensuring that all students have at least one appropriate interview by the end of their study programme</i>
Requiring additional evidence beyond the Benchmark based upon the external assessment	
QC 8.1 (iii)	Ensuring that all internally-appointed careers staff - including internally-appointed professionally qualified careers advisers - are trained to appropriate levels and can able to act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice ¹⁵ , and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally-competent to do so
QC 8.1 (iv)	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 ¹⁶ (i.e. the matrix Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute

The Quality in Careers Standard:

Descriptors which Licensed Awarding Bodies may use from September 2018

- (a) when a school, college or work-based learning organisation commits to work towards the revised Quality in Careers Standard; and
 (b) following external assessment(s) by the Awarding Body

1. COMMITMENT: "Committed to work towards the Standard"

- i. The learning provider has *made* a public commitment to establish a robust and coherent approach to managing the quality of its CEIAG provision that is consistent with the Quality in Careers Standard key principles; and
- ii. The learning provider has *completed* the Compass self-assessment tool, and has *begun* working towards meeting the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks

2. EXTERNAL ASSESSMENT: "Making good progress towards meeting the Standard"

- i. The learning provider has demonstrated a robust and coherent approach to managing the quality of its CEIAG provision that is consistent with the Quality in Careers Standard key principles; and
- ii. The learning provider has completed the Compass self-assessment tool again, is already 'making good progress' in meeting the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks, and the Quality in Careers external assessor is confident that a clear plan is in place demonstrating that the learning provider will fully meet the national criteria. *{n.b. This will be supported with explicit evidence cited in the 'external assessment report', including detailed assessments on progress towards meeting all national criteria including performance against each of the eight Benchmarks, with action points for further development}*

3. EXTERNAL ASSESSMENT: "Fully meets the Standard"

- i. The learning provider has demonstrated a robust and coherent approach to managing the quality of its CEIAG provision that is consistent with the Quality in Careers Standard key principles; and
- ii. The learning provider has fully met the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks

For exceptional additional recognition of long-standing commitment to quality assured CEIAG:

The Quality in Careers Consortium recognises that some Licensed Awarding Bodies may additionally wish to offer exceptional recognition to celebrate schools, colleges or work-based learning providers which have repeatedly excelled for periods of time in their CEIAG provision.

Where an Awarding Body wishes to make such an additional award to honour such long-standing outstanding provision, it must be made clear that this additional recognition is not part of the national arrangements. It is determined solely by the particular Licensed Awarding Body which must be explicit about what such additional exceptional recognition is for.

**Certification and Accreditation citations from September 2018:
there will be three forms of public recognition through certification**

(i) COMMITMENT: “Committed to work towards the Standard”:

- Schools, colleges and work-based learning providers which make a public commitment to begin to work towards achieving the revised Quality in Careers Standard from September 2018 will receive a “certificate of commitment” from the Licensed Awarding Body
- They will also be authorised to use the words **“Committed to work towards meeting the Quality in Careers Standard incorporating the Gatsby Benchmarks”** on their materials (in accordance with the Consortium’s ‘brand guidelines’) until their external assessment against the revised Standard takes place

(ii) EXTERNAL ASSESSMENT: “Making good progress towards meeting the Standard”:

- Schools, colleges and work-based learning providers which are assessed from September 2018 as *“making good progress” towards meeting all the national assessment criteria for the Quality in Careers Standard (incorporating the Benchmarks)* will receive an “assessment certificate” from the Licensed Awarding Body
- They will also be authorised to use the Quality in Careers logo and the words **“Nationally assessed by the Quality in Careers Standard as making good progress towards meeting all the accreditation criteria incorporating the Gatsby Benchmarks”** on their materials (in accordance with the Consortium’s ‘brand guidelines’) until their full external accreditation against the revised Standard takes place

(iii) EXTERNAL ACCREDITATION: “Fully meets the Standard”:

- Schools, colleges and work-based learning providers which are assessed and accredited from September 2018 as *“fully meeting” all the national assessment criteria for the Quality in Careers Standard (incorporating meeting the Benchmarks)* will receive an “accreditation certificate” from the Licensed Awarding Body
- They will also be authorised to use the Quality in Careers logo and the words **“Nationally accredited by the Quality in Careers Standard as fully meeting all the accreditation criteria incorporating the Gatsby Benchmarks”** on their materials (in accordance with the Consortium’s ‘brand guidelines’) until their full accreditation is due for reassessment by their Awarding Body

Appendix: ADVICE TO LEARNING PROVIDERS

ON THE GATHERING AND EVALUATION OF EVIDENCE

BY QUALITY IN CAREERS EXTERNAL ASSESSORS

All Licensed Awarding Bodies will advise schools and colleges directly

on their particular evidence requirements.

Below we offer advice on what they should be ready to provide.

1. Before an assessment visit

1.1 Assessors will prepare for the visit by analysing available evidence from learning providers. This may include:

- The learning provider's previous Quality in Careers Standard assessment report (if applicable)
- The last inspection report from Ofsted
- The learning provider's destinations data for the last three years
- Information about the learning provider's CEIAG policy as approved by the Governing Body (or equivalent), its careers programme on the learning provider's website and social media platforms including the learning provider's careers plan
- A policy statement setting out the circumstances in which education and training providers will be given access to students to inform them about the range of technical education qualifications, supported internships and apprenticeships
- Outcomes from self-assessment using the "Compass" tool - which the school or college will be required to share with the assessor and supplement with qualitative evidence that activities and encounters meet the needs of diverse student populations and contribute to their career-related learning outcomes

1.2 The learning provider may offer additional evidence:

Assessors will work with learning providers to ensure that all appropriate evidence is provided during or after a visit by assessors. The following list of suggested evidence is to help learning providers to identify what may be most relevant and is not intended to be prescriptive:

- contextual information about the learning provider, e.g. levels of socio-economic deprivation
- systems in place for managing the careers provision at senior leadership and governing body level
- names of staff with key CEIAG roles and responsibilities including the Careers Leader's job description
- Evidence offered by local external partner organisations, e.g. careers guidance services provider, enterprise adviser network, Local Enterprise Partnership, National College Outreach Programme

2. During an assessment visit

Assessors will collect further evidence from the learning provider's staff and from learner voice relating to evidence of:

- career-related learning outcomes for young people from careers activities
- meaningful engagement of parents and carers
- meaningful engagement of employers and the wider community
- embedding these activities and encounters into the career-related curriculum

ENDNOTES

¹ DfE Statutory Guidance (January 2018)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/ Careers guidance and access for education and training providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

² Statutory Duties:

- The statutory duties and expectations appertaining to maintained schools, academies and free schools are set out in DfE Education (January 2018) “Careers guidance and access for education and training providers: **Statutory Guidance** for governing bodies, school leaders and school staff”
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/ Careers guidance and access for education and training providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)
- In respect of QC 1.1.1, the DfE expects Governing Bodies to identify a nominated governor to take a strategic interest in careers provision including employer engagement
- The DfE’s guidance to FE colleges and Sixth Form Colleges (February 2018) is set out in “Careers guidance: **Guidance** for further education colleges and sixth form colleges”
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/678640/Careers_Guidance_College-Guidance.pdf

³ Special Schools - Employers and Opportunity Providers:

throughout these criteria, wherever the term ‘employer’ is used, so that these criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:

- supported internships
- social enterprises (and other providers often funded by Local Authority Social Services)
- Children’s Resource Centres
- and Respite care facilities

⁴ Using the term “Students”:

- For ease, the term ‘student’ (as used throughout the Quality in Careers national assessment and accreditation criteria above) refers to all young people in schools, colleges, and work-based learning organisations between the ages of 11 and 19
- For ‘pupils’ in Primary Schools we have made additional references to aspects of the criteria which are relevant to their needs, including preparation for transition

⁵ Recognised national frameworks for the underpinning careers curriculum:

- The most commonly used example of a nationally recognised framework in England is the Framework for Careers, Employability and Enterprise Education (The Career Development Institute: March 2018) <http://www.thecdi.net/Careers-Framework-2018>
- The PSHE Association has also produced a programme of study which includes careers-related outcomes <https://www.pshe->

[association.org.uk/sites/default/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_1.pdf](https://www.association.org.uk/sites/default/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_1.pdf)

⁶ Parents/Carers & other sources of help:

The help for children may not only come from parents but also come from other family members, guardians, carers, and other trusted adults in the child's network of influence and support

⁷ Destinations data:

*The DfE's expectations are set out in www.gov.uk/government/collections/statistics-destinations
In respect of state schools, this should include the impact of Pupil Premium spending, where appropriate*

⁸ Statutory Guidance: CEIAG - Local Authorities and Schools – Young people with learning difficulties and disabilities:

*The duties of local authorities concerning young people's participation and the DfE's expectations on the co-operation between schools and local authorities in respect of vulnerable and disadvantaged young people are fully explained in the DfE Statutory Guidance - see especially paragraphs 30-44
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf*

⁹ Please see endnotes 7 and 8

¹⁰ Information Sharing:

*The DfE's expectations are set out in paragraphs 37-38
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf*

¹¹ Career-related learning within the subject-based curriculum:

*The DfE's expectations are set out in paragraphs 45-48
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf*

¹² Range of different forms of meaningful encounters:

*The DfE's expectations are set out in paragraph 52
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf*

¹³ Meaningful encounters with post KS4 and KS5 opportunity providers:

Such encounters should:

- *enable schools to ensure that students understand the requirements of raising the participation age (RPA), and*
- *also enable them to meet their obligation to publish and implement a policy on provider access in fulfilment of their legal duties as set out by the DfE in paragraphs 1-5:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf*

¹⁴ **Opportunity Providers and Special Schools:**

Whereas encounters with Universities may not be appropriate for many SEND students, so that these criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:

- supported internships
- social enterprises (and other providers often funded by Local Authority Social Services)
- Children's Resource Centres
- and Respite care facilities

¹⁵ **Impartiality and professional practice:**

The Consortium Board expects Licensed 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, Licensed Awarding Bodies must satisfy themselves that:

- (i) the adviser is qualified to a minimum of QCF L6,
- (ii) is on the UK Register of Career Development Professionals
<http://www.thecdi.net/Professional-Register->
- (iii) complies with the Career Development Institute's code of ethics
<http://www.thecdi.net/Code-of-Ethics>
- (iv) and the Career Development Institute's CPD requirements (i.e. at least 25 hours of recorded CPD p.a.)

¹⁶ **The matrix Standard and the UK Register of Career Development Professionals:**

- (i) Every organisation providing professional careers advice and guidance should be expected to hold (or be working towards achieving) the matrix Standard (www.matrixstandard.com)
- (ii) 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
- (iii) There are growing numbers of sole traders/small partnerships which are becoming matrix Standard accredited – therefore, the Consortium Board advises Licensed Awarding Bodies to recommend that learning providers securing services from sole traders/small partnerships should encourage these to consider matrix accreditation and to contact Assessment Services Ltd (the Awarding Body for the matrix Standard)
- (iv) The Consortium Board requires Licensed Awarding Bodies to ensure that sole trading careers advisers contracted to deliver careers services to schools fully meet the professional requirements set out in **endnote 15 (i-iv)** above