



The Quality in Careers Standard >>>>

THE GUIDE TO THE STANDARD

Contents:

- A. What is the Quality in Careers Standard?
- B. National Assessment & Accreditation Criteria for schools, colleges and work-based learning organisations: cross referenced to the Gatsby Foundation's "Benchmarks" for *"Good Career Guidance"*
- C. Licensing Criteria for **Licensed Awarding Bodies** of the Quality in Careers Standard
- D. The steps in the National Licensing process for **Licensed Awarding Bodies**
- E. Annual Continuous Quality Improvement Reviews for **Licensed Awarding Bodies**
- F. Additional Information on the Standard

Appendix 1: The DfE Statutory Guidance for schools on their careers guidance duty (2018)

Appendix 2: Ofsted's Common Inspection Framework (September 2015) for the State sector.

Appendix 3: Extract from the Independent Schools Inspectorate (Regulatory Requirements: Careers 2015)

Appendix 4: *Good Career Guidance* (The Gatsby Charitable Foundation, 2014) and the Quality in Careers Standard in the context of Government Policy for careers education and guidance.

(A) WHAT IS THE QUALITY IN CAREERS STANDARD?

The **Quality in Careers Standard** is *the* national quality award for careers education¹, information, advice and guidance² (CEIAG) in schools³, colleges and work-based learning.

The copyright to the Standard is owned by the Quality in Careers Consortium which is governed by an independent and authoritative Consortium Board.⁴

To gain the national ©Quality in Careers Standard, schools, colleges and work-based learning organisations must provide sufficient current evidence to demonstrate that they meet all the national quality assessment and accreditation criteria in their overall CEIAG provision (these are set out in section B1 below).

The Consortium has appointed a number of **Licensed Awarding Bodies**⁵ to act on its behalf across the country (*throughout England – some also offer services in Northern Ireland, the Isle of Man, and the Channel Islands*).

Licensed Awarding Bodies are authorised by the Consortium Board to award the Quality in Careers Standard; some operate nationally, others are more regionally/locally based.

Licensed Awarding Bodies may award the Quality in Careers Standard for a set period which may be for up to 3 years (to be determined by the Licensed Awarding Body).

Learning providers are free to choose from the current list of **Licensed Awarding Bodies** as provided on the dedicated Quality in Careers website www.qualityincareers.org.uk (this includes their direct contact details).

To receive and to maintain our licence, **Awarding Bodies** are required to demonstrate how they fulfil the following to our approved national standards covering:

¹ **Careers education** helps a person develop the knowledge, skills and confidence they need to choose and pursue a career path. The most commonly used example of a nationally recognised framework in England is the *Framework for Careers, Employability and Enterprise Education (The CDI)* <http://www.thecdi.net/New-Careers-Framework-2015>

² **Career guidance** refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). (OECD, 2004)

³ The Department for Education in its 2018 **statutory guidance strongly recommends that schools should work towards the Quality in Careers Standard** as the national CEIAG quality award (see appendix 1). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

⁴ The Consortium is an unincorporated association. Its constitution is shown here: <http://www.qualityincareers.org.uk/documents/public/REVISED%20CONSTITUTION%20MAY%202013.pdf> and its Board membership is shown here: <http://www.qualityincareers.org.uk/documents/public/members%20of%20Consortium%20Board%203.6.2016.pdf>

⁵ Some **Licensed Awarding Bodies** might also offer coverage of curriculum areas that extend beyond CEIAG and the scope of the **Quality in Careers Standard** as defined in the criteria set out as B1.1 – B1.7 below.

1. How they assess and accredit the seven national assessment and accreditation criteria (section B1 below) which address the content and coverage of CEIAG in schools, colleges and work-based learning organisations,
2. The detailed assessment and accreditation processes they apply (section C1 below),
3. Their own management systems ensuring that they fulfil all the criteria we require (section C2 below).

Schools, colleges and work-based learning organisations are assured that each of these **Licensed Awarding Bodies** is fully compliant with our national requirements.

Schools, colleges and work-based learning organisations applying for assessment and accreditation against the Quality in Careers Standard will incur a fee⁶ which is payable to the **Licensed Awarding Body**.

THIS GUIDE:

This Guide is both for schools, colleges and work-based learning organisations as well as for **Licensed Awarding Bodies**.

It sets out in detail the criteria which the Quality in Careers Standard assesses and accredits.

It outlines:

- the steps schools, colleges and work-based learning organisations are invited to take to seek national accreditation for their careers provision against the Standard, and
- the robust procedures the Consortium has put in place to appoint and to regulate **Licensed Awarding Bodies** to assess and accredit learning providers against the Standard.

⁶ Each **Licensed Awarding Body** will set out its fee structure. Fees will vary according to the differing approaches awarding bodies may choose to offer in their assessment and accreditation procedures. Schools, colleges and other learning providers are recommended to contact a number of Awarding Bodies to consider which approach suits their needs best.

(B) NATIONAL ASSESSMENT & ACCREDITATION CRITERIA FOR SCHOOLS, COLLEGES AND WORK-BASED LEARNING ORGANISATIONS:

Cross-referenced to the Gatsby Foundation’s Benchmarks for “Good Career Guidance”

B1. Criteria, content and coverage of the Quality in Careers Standard

To achieve the national Quality in Careers Standard, all learning providers (*i.e. state and independent schools, colleges and work-based learning providers*) will be required by a **Licensed Awarding Body** to supply sufficient evidence showing how their overall careers provision addresses the seven national assessment and accreditation criteria (B1.1-B1.7):

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
<p>B1.1 Providing effective leadership, management and promotion of CEIAG</p>	<p>Licensed Awarding Bodies will assess:</p> <ul style="list-style-type: none"> • the extent to which the learning provider’s leadership and management team (<i>including those providing the governance</i>) has developed and implemented a clear and effective strategy for its CEIAG provision embodying the <u>core principles</u>⁷ of self-determination, equality and diversity, participation and progression, raising aspirations, and promoting social mobility. • the learning provider’s staffing and team arrangements for securing the day-to-day leadership, management and delivery of CEIAG • the learning provider’s arrangements for promoting CEIAG within the overall curriculum <p>In assessing this criterion, Licensed Awarding Bodies should have regard to Benchmarks 1 and 3 of the Gatsby Charitable Foundation’s “<i>Good Career Guidance</i>”⁸.</p>

⁷ These core principles echo the **Ofsted** common inspection framework (<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>). Three of the key themes which inspection teams will consider relate directly to CEIAG: these appear as Appendix 2 to this Guide. Appendix 3 to this Guide provides extracts on the latest guidance from the **Independent Schools Inspectorate** regarding CEIAG.

⁸ *Good Career Guidance*’ (The Gatsby Charitable Foundation, 2014) <http://www.gatsby.org.uk/education/programmes/good-career-guidance> : The Consortium commends these Benchmarks to all learning providers and to the **Licensed Awarding Bodies** for the Quality in Careers Standard. Please see Appendix 4 at the end of this Guide which includes how the Benchmarks map against the seven National Accreditation Criteria for the Quality in Careers Standard. The Consortium commends the “**Compass: careers Benchmark tool**” to schools and colleges as a highly useful self-assessment tool prior to external assessment and accreditation by our Licensed Awarding Bodies. <https://www.careersandenterprise.co.uk/news/new-careers-guidance-tool>

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<p>Gatsby Benchmark 1 (A stable careers programme) states that <i>“Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.”</i></p> <p>This Benchmark has three elements:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <i>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. (n.b. This element also relates to Quality in Careers National Accreditation Criterion B1.7)</i> <p>Gatsby Benchmark 3 (Addressing the needs of each pupil) states that <i>“Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.”</i> The elements of this Benchmark are:</p> <ul style="list-style-type: none"> • <i>A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</i> • <i>Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</i> • <i>All pupils should have access to these records to support their career development.</i>

Please also note that whilst the welcome Gatsby Benchmarks describe the components (Benchmarks 2-7) of a stable careers programme (Benchmark 1), the national accreditation criteria (B1.1-B1.7) for the Quality in Careers Standard define the organisational, professional and curriculum development and accountability processes that underpin quality (and thus must be externally assessed by **Licensed Awarding Bodies**). Hence, we affirm that only with external assessment of the quality of CEIAG, by a nationally **Licensed Awarding Body** for the Quality in Careers Standard, can a school be confident it provides the quality of the best for all its students.

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<ul style="list-style-type: none"> <i>Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.</i>
<p>B1.2 Ensuring appropriate initial staff training and continuing professional development (CPD) to secure the competence required of all staff in the learning provider's CEIAG provision</p>	<p>Licensed Awarding Bodies will assess a learning provider's arrangements for:</p> <ul style="list-style-type: none"> the induction of new staff into their assigned CEIAG roles analysing the training needs of all its CEIAG leadership, management and delivery staff and teams planning and securing CPD to meet identified training needs within a reasonable period to ensure that all staff have a basic understanding of CEIAG, and that senior leaders have the enhanced understanding required to fulfil their statutory duty to <i>'secure access to independent careers guidance'</i> to meet the needs of all young people within their learning provision ensuring that all staff involved (both careers specialists and non-specialists) demonstrate their competence in delivering CEIAG and actively review their CPD to ensure their knowledge is up-to-date and accurate <p><i>In addressing this national criterion, Licensed Awarding Bodies must ensure that learning providers take full account of the professional standards and qualifications determined by the Career Development Institute (www.the CDI.net) and/or other appropriate representative bodies.</i></p>
<p>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</p>	<p>Licensed Awarding Bodies will assess a learning provider's arrangements for:</p> <ul style="list-style-type: none"> developing a strategic approach to the teaching, learning and assessment of careers, employability and enterprise education that effectively addresses the needs of all its young people, ensuring they progress effectively through their learning pathways

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<ul style="list-style-type: none"> • securing clearly identified and appropriate learning outcomes (referenced to a recognised framework⁹) and positive practical outcomes - based on performance and destinations data¹⁰ • embedding CEIAG within the mainstream curriculum (pre-16) and within the 16-19 study programme, delivering enrichment and extra-curricular activities which enhance and extend careers, employability and enterprise education • ensuring that all young people have access to advice and support from teachers, tutors and other relevant staff • ensuring that all young people have access to a comprehensive range of up-to-date careers and labour market information resources about opportunities in education, training and employment (including apprenticeships), which meet their needs and requirements • involving young people in assessing and reviewing their own career-related learning and contributing to the career-related learning of others <p>Primary Schools: Where arrangements exist to encourage the development of quality-assured transition from primary schools to secondary schools, from a careers-related perspective, Licensed Awarding Bodies may seek to offer recognition for this and where appropriate may do so under the auspices of the Quality in Careers Standard.</p> <p>In assessing this criterion, Licensed Awarding Bodies should have regard to Gatsby Benchmarks 2 and 4 of the Gatsby Charitable Foundation’s “<i>Good Career Guidance</i>”.</p> <p>Gatsby Benchmark 2 (Learning from career and labour market information) states that “<i>Every student, and their parents, should have access to good quality information about future study options</i>”</p>

⁹ The most commonly used example of a nationally recognised framework in England is the *Framework for Careers, Employability and Enterprise Education (The CDI)* <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

¹⁰ In respect of state schools, this should include the impact of Pupil Premium spending, where appropriate.

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<p><i>and labour market opportunities. They will need the support of an informed adviser to make best use of available information.”</i></p> <p>The elements of this Benchmark are:</p> <ul style="list-style-type: none"> • <i>By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</i> • <i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support for their children. (NB. This element can be related to National Accreditation Criteria B1.6)</i> <p>Benchmark 4 (Linking curriculum learning to careers) states that <i>“All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.”¹¹</i></p> <p>The single element for this Benchmark is:</p> <ul style="list-style-type: none"> • <i>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</i> <p>Aspects of Gatsby Benchmarks 5,6 and 7 are relevant to national criterion B1.3 as well as B1.5. They are reproduced in full under B1.5 below to avoid repetition here.</p>
<p>B1.4 Securing independent and impartial careers advice and guidance for young people</p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> • ensuring that <u>all</u> internally-appointed CEIAG staff are able to act with impartiality and always in the best interests of the young person, and that they subscribe to a relevant code of professional practice¹²

¹¹ The Gatsby report notes that have they not yet seen this being done consistently well and that for the moment this Benchmark remains “aspirational and needs further support”. Licensed Awarding Bodies must also be mindful that linking curriculum learning to careers needs to reach across all subjects and not just the STEM subjects.

¹² 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’ to its staff, **Licensed Awarding Bodies** must satisfy themselves

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<ul style="list-style-type: none"> • ensuring that all young people have equity of access to independent and impartial careers advice and guidance (both from external as well as internal sources) which includes opportunities for face-to-face provision for those seeking it¹³ • commissioning and securing access to independent and impartial careers advice and guidance that is effective in meeting the needs of all young people - <i>including targeted groups such as the ‘Gifted and Talented’, the disadvantaged and at risk, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children</i> • using agreements and contracts that set out the external careers advice and guidance services secured including the review arrangements for ensuring that those services remain effective and are aligned to the learning provider’s overall strategy for CEIAG • ensuring that where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, the learning provider ensures that any organisation¹⁴ providing such services meets the agreed sector standard (i.e. the matrix Standard) and that account is taken of the professional standards and qualifications determined by the

that the adviser is qualified to QCF L6, is registered with the Career Development Institute, complies with the CDI code of ethics, and maintains his/her annual CPD requirements.

Please also note that at National Licensing (or Relicensing) Panels for **Licensed Awarding Bodies**, if the Quality in Careers Standard has been awarded to one or more schools which have ONLY appointed a ‘careers adviser’ WITHOUT additional access contractually secured from an external professionally qualified careers adviser as well, the Panel will require one such school to be part of the **Licensed Awarding Body’s** team at the Panel. This is so that the Panel can satisfy itself that all of the tests of sufficiency expected in respect of national accreditation criterion B1.4 are met.

¹³ Where the learning provider appoints a ‘careers adviser’ to its staff, **Licensed Awarding Bodies** must also satisfy themselves that young people confirm equity of access to external provision if they seek it.

¹⁴ Whilst every organisation providing professional careers advice and guidance should be expected to hold (or be working towards achieving) the **matrix** Standard, 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.

However, there are growing numbers of sole traders/small partnerships which are **matrix** accredited. The Consortium Board advises **Licensed Awarding Bodies** to recommend that learning providers securing services from sole traders/small partnerships encourage these to contact Assessment Services Ltd (the Awarding body for the **matrix** Standard: www.matrixstandard.com) to consider **matrix** accreditation.

The Consortium Board requires **Licensed Awarding Bodies** to ensure that sole trading careers advisers contracted to deliver careers services to schools meet the CDI requirements and are registered.

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<p><i>Career Development Institute</i> and/or other appropriate representative bodies</p> <ul style="list-style-type: none"> • data sharing (including with the appropriate local authority/authorities), and the extent to which data sharing agreements and processes benefit young people <p>When assessing this criterion Licensed Awarding Bodies should have regard to Benchmark 8 of the Gatsby Charitable Foundation’s “<i>Good Career Guidance</i>”.</p> <p>Benchmark 8 (Personal guidance) states that “<i>Every pupil should have opportunities for guidance interviews with a career 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></p> <p><i>*By ‘trained to an appropriate level’ we mean qualified to level 6 (degree level) or higher. This Benchmark is made up of a single element:</i></p> <p><i>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.”</i></p>
<p>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> • ensuring that employers can effectively contribute to the overall CEIAG provision - including enhancing learners’ understanding of technical and vocational education, apprenticeships and the world of work as well as providing inspiration and raising career awareness • involving other partners and agencies in supporting young people’s career aspirations and decision-making effectively, such as - external providers of careers information, advice and guidance services, local authorities, further and higher education, work-based learning providers, and community and charitable organisations • ensuring that employer engagement in CEIAG is effectively embedded within the careers, employability and enterprise education curriculum

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<ul style="list-style-type: none"> establishing effective partnerships with other organisations that support or provide information, advice and guidance for vulnerable and disadvantaged young people such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities <p>When assessing this criterion Licensed Awarding Bodies should have regard to Gatsby Benchmarks 5,6 and 7 of the Gatsby Charitable Foundation’s <i>“Good Career Guidance”</i>.</p> <p>Benchmark 5 (Encounters with employers and employees) states that <i>“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> This Benchmark has a single element:</p> <ul style="list-style-type: none"> <i>Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.”</i> <p>Gatsby Benchmark 6 (Experiences of workplaces) states that <i>“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></p> <p><i>*As far as is possible, schools and employers should ensure these are positive experiences.</i></p> <p>The elements of this Benchmark are:</p> <ul style="list-style-type: none"> <i>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.</i> <i>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.”</i> <p>Gatsby Benchmark 7 (Encounters with further and higher education) states that <i>“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.”</i></p>

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<p>The elements of this Benchmark are:</p> <ul style="list-style-type: none"> • <i>“By the age of 16, every pupil should have had a 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.</i> • <i>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 pupils.</i> <p><i>* A ‘meaningful’ encounter is one in which the student has an opportunity to explore what it’s like to learn in that environment.”</i></p>
<p>B1.6 Involving and supporting families and carers in CEIAG provision</p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> • informing families and carers about how their children can access and benefit from its CEIAG programme • securing the sustained engagement of families and carers in their children’s career learning and development through its CEIAG programme <p>This aspect of <i>Quality in Careers</i> is crucial, bearing in mind the <u>major influence</u> families and carers have upon young people’s decision-making and choices.</p>
<p>B1.7 Monitoring, reviewing, evaluating and continuously improving provision <i>(including measuring the impact of CEIAG on learning outcomes and learner progression)</i></p>	<p>Licensed Awarding Bodies will assess a learning provider’s arrangements for systematic evaluation, including using an evidence-based approach to inform planning and to improve its CEIAG provision by:</p> <ul style="list-style-type: none"> • regularly reviewing its CEIAG programme and collecting feedback from young people, their families and carers, the delivery team(s) <i>(including external service providers)</i> and external partners such as further and higher education, work-based learning providers and employers • using data on young people’s attainment and progression outcomes to set targets and objectives for improving provision • providing evidence (particularly where institutions are part of Multi Academy Trusts) of sharing identified good practice and

National assessment & accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers
	<p>learning (from Ofsted inspections, self-assessments, and Quality in Careers assessments) with colleagues and partner institutions as part of a committed approach to CEIAG quality improvement</p> <p>In addressing this criterion, Licensed Awarding Bodies should have regard to element 1.3 of Gatsby Benchmark 1:</p> <ul style="list-style-type: none"> • <i>“The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process”.</i>

Successful schools, colleges and other learning providers which are assessed and accredited as meeting the Standard will receive an accreditation certificate from the **Licensed Awarding Body**. They will also be authorised for a period of up to three years to use the Quality in Careers logo and the words **“Nationally accredited by the Quality in Careers Standard”** on their materials (in accordance with the Consortium’s ‘brand guidelines’).

C. LICENSING CRITERIA FOR LICENSED AWARDING BODIES OF THE QUALITY IN CAREERS STANDARD

C1. Evidence: All **Licensed Awarding Bodies** must also supply evidence to the Quality in Careers Consortium showing how their processes and procedures meet the following criteria in respect of their detailed external assessment processes:

National licensing criteria	Evidence required from a Licensed Awarding Body
C1.1 Effective evidence gathering system(s)	<p>How its assessment processes:</p> <ul style="list-style-type: none"> • ensure that objective, external assessment of a learning provider includes (as appropriate) scrutiny of documentation, questionnaires, observations and discussions with young people and families and carers as well as staff, governors, and external stakeholders
C1.2 Sufficient and valid evidence-based self-assessment by a learning provider against the established criteria	<p>How its assessment processes:</p> <ul style="list-style-type: none"> • ensure that a learning provider is required to undertake self-assessment against the established criteria for the Standard

National licensing criteria	Evidence required from a Licensed Awarding Body
for the Quality in Careers Standard	<ul style="list-style-type: none"> ensure that a learning provider is required to provide robust evidence for self-assessment judgements – including inputs, processes, and outcomes for young people
C1.3 Explicit assessment criteria	<p>That its assessment processes:</p> <ul style="list-style-type: none"> include outcomes as well as inputs and processes have explicit criteria showing what is expected of learning providers with clear guidance on what the Standard requires them to do
C1.4 Written assessment report	<p>That its assessment processes:</p> <ul style="list-style-type: none"> ensure that all learning providers assessed for the Standard receive a written report that includes future development targets
C1.5 Appeals and complaints procedure	<p>That it has:</p> <ul style="list-style-type: none"> a clear appeals and complaints procedure

C2. Management of the Licensed Awarding Body : Gaining a licence to assess and accredit learning providers against the national Quality in Careers Standard requires **Licensed Awarding Bodies** to have robust management processes in place. It also requires those managing **awarding bodies** to have demonstrable professional expertise in CEIAG.

The Quality in Careers Standard’s national accreditation process recognises that **Licensed Awarding Bodies** may use different approaches to reflect their circumstances, but it does not support any dilution of standards arising from this.

All **Licensed Awarding Bodies** must also supply evidence showing how their management meets the following criteria:

National licensing criteria	Evidence required from Licensed Awarding Bodies
C2.1 Consultation and validation of how they assess and accredit learning providers	<p>That its management:</p> <ul style="list-style-type: none"> includes regular reviews with key stakeholders that help the management team to evaluate its effectiveness and maintain its local and national currency accommodates the context and needs of different types of learning provider is responsive to changes in national and, where appropriate, local policies for CEIAG

National licensing criteria	Evidence required from Licensed Awarding Bodies
	<ul style="list-style-type: none"> • responds to evidence of established and emerging good practice in CEIAG
C2.2 Assessor selection, training, development, moderation, and support	That its management: <ul style="list-style-type: none"> • ensures that all assessors are occupationally competent in CEIAG and have a clear role specification (including knowledge and skills), training and effective support meetings • ensures that consistency is assured between assessors and provides moderation opportunities to check that they are working to the same standard
C2.3 Levels of support offered by the Licensed Awarding Body to learning providers seeking to gain the Standard	That its management: <ul style="list-style-type: none"> • provides support for learning providers that can be enhanced by face-to-face and/or online training/CPD events, resources, and consultations, as appropriate • ensures that support and advice processes are separate from external assessment processes

(D) THE STEPS IN THE NATIONAL LICENSING PROCESS FOR LICENSED AWARDING BODIES

The Quality in Careers Consortium Board undertake the national licensing process, under the leadership of the Quality in Careers Director.

Below we set out the steps which a potential **Licensed Awarding Body** is required to follow to secure a national licence to assess and accredit learning providers against the Quality in Careers Standard:

Step 1: Self-assessment

A potential **Licensed Awarding Body** should assess its ability to meet requirements to assess and accredit learning providers against the national criteria for the Standard, selecting evidence that demonstrates what it deems to be effective in respect of each criterion. For example, for criterion B1.1 *‘Providing effective leadership, management and delivery of CEIAG’*, it might require evidence of a senior leadership team committed to CEIAG and supported by:

- a clear strategy for CEIAG with an effective management structure and delivery model (perhaps with an explicit reference in the annual ‘school development plan’)
- the involvement of the Governing Body/Board of a school or college, the Board of Trustees or others providing the governance of a work-based learning provider
- administrative support for the more routine organisational and clerical tasks

- access to other resources, including finance.

In respect of criterion B1.2, the self-assessment that a potential **Licensed Awarding Body** undertakes should show how it assesses the extent to which learning providers take account of the professional standards and qualifications determined by the *Career Development Institute* and/or other appropriate representative bodies.

Step 2: Apply for an external assessment by the Quality in Careers Consortium to become a potential Licensed Awarding Body

A potential **Licensed Awarding Body** should apply for a licence when it thinks it is ready and present a written submission to the Quality in Careers Consortium Board (to be submitted to the Quality in Careers Director, Paul Chubb pac@qualityincareers.org.uk). This step incurs a fee payable by the applicant to the Consortium.

Step 3: External assessment – national licensing panels

The Consortium Board appoints a National Licensing Panel (involving three members of the Consortium Board and a Licensing Panel Adviser). This Panel considers a potential **Licensed Awarding Body's** documentary evidence – the self-assessment outcomes with supporting materials from users and accredited learning providers.

A face-to-face meeting (always held in a school or college already assessed by the potential **Licensed Awarding Body** in question) then takes place with the National Licensing Panel which allows it to present its case, answer questions and discuss any issues arising (please note that the Panel will always wish to meet with two learning providers¹⁵ already assessed by the potential **Licensed Awarding Body** as part of the licensing process).

Step 4: Decision and feedback

The National Licensing Panel informs a potential **Licensed Awarding Body** of its decision within two working days of the meeting and provides a formal national licensing report within fourteen days. Successful applicants proceed to step 5.

Unsuccessful applicants may be invited to resubmit their application for a second stage licensing assessment no less than three but no more than six months after receiving their national licensing report. Second stage assessments would involve two members from the first National Licensing Panel who would require applicants to demonstrate how they have addressed areas of weakness in their first assessment. An additional fee is payable to the Consortium for second stage assessments.

After a second stage licensing assessment by the National Licensing Panel successful applicants move to step 5.

Should a potential **Licensed Awarding Body**, however, still be deemed not to meet the criteria for licensing, an unsuccessful applicant would have fourteen days after receiving its second stage licensing assessment report to appeal against the National Licensing Panel's decision.

¹⁵ Please note footnote 12 earlier relating to national criterion B1.4.

The appeal would be heard by an Appeals Panel comprising: the Chair of the Quality in Careers Consortium Board and two other members of the Consortium Board who had not previously been involved in the process.

The decision of the Appeals Panel would be final in respect of that current application; should the applicant wish to reapply at a future date it would be required to recommence the process in full (and be liable once more for the fees payable to the Consortium).

Step 5: Licensing (and then a full 5 step reapplication and relicensing process is required after 3 years)

Upon receipt of a national licence the **Licensed Awarding Body** may assess and accredit learning providers against the Quality in Careers Standard. They will be authorised to issue learning providers with accreditation certificates for the Quality in Careers Standard utilising the official logo and design of the Standard (in accordance with the ‘brand guidelines’ determined by the Consortium Board).

Successful learning providers will, therefore, receive an accreditation certificate from the awarding body and be authorised for a period of up to three years to use the Quality in Careers logo and the words “*Nationally accredited by the Quality in Careers Standard*” on their materials.

A **Licensed Awarding Body** will receive a reminder to reapply for their licence to assess and accredit learning providers against the Standard in the three months prior to expiry of their current licence. The date of the relicensing panel will take place within a window of 8 weeks around the 3rd anniversary of the initial licensing (e.g. if the initial licensing was 3rd March 2017, then the relicensing may take place as early as 3rd February 2020 and must be completed by 3rd April 2020).

(E) ANNUAL CONTINUOUS QUALITY IMPROVEMENT REVIEWS FOR LICENSED AWARDING BODIES

Licensed Awarding Bodies, which have successfully achieved a licence to assess and accredit learning providers against the Standard, are additionally required annually to demonstrate their continuous quality improvement activities, and the potential impact of these, to a member of the Quality in Careers Consortium’s national licensing team.

This will be initiated by the Quality in Careers Director and undertaken by the Licensing Panel Adviser through a Continuous Quality Improvement Review (CQIR), conducted 12 and 24 months after the date of the National Licensing Panel and the national licensing report. Each CQIR incurs a fee of £250 payable by the **Licensed Awarding Body** to the Consortium.

(F) ADDITIONAL INFORMATION

Additional information and news updates on the Quality in Careers Standard, the Consortium Board and the national accreditation and licensing processes are available on the dedicated Quality in Careers website www.qualityincareers.org.uk

The Quality in Careers website hosts:

- details of all schools, colleges and other learning providers holding the Quality in Careers Standard
- <http://www.qualityincareers.org.uk/the-standard/award-holders/>
- and information on Careers Guidance in Schools and Colleges in England incorporating case studies of good practice which we commend to all schools, colleges and work-based learning organisations.
- http://www.qualityincareers.org.uk/careersguidance.php?page=casestudies_map

APPENDIX 1: THE DFE STATUTORY GUIDANCE FOR SCHOOLS ON THEIR CAREERS GUIDANCE DUTY (2018)

The Department for Education's Statutory Guidance ***strongly recommends*** that schools should achieve the Quality in Careers Standard as the national CEIAG quality award.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Below we reprint an extract from the DfE Statutory Guidance (2018):

20. Schools can gain formal accreditation of their careers programme through the Quality in Careers Standard - 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. "Evaluation and monitoring of advice and guidance"

APPENDIX 2: OFSTED'S COMMON INSPECTION FRAMEWORK (SEPTEMBER 2015)

FOR THE STATE SECTOR

The framework includes these three criteria which relate significantly to CEIAG:

“Effectiveness of leadership and management

28. *the extent to which leaders, managers and governors:*

- *successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment*

Personal development, behaviour and welfare

31. *the extent to which the provision is successfully promoting and supporting children’s and other learners’:*

- *choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance*
- *where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training*

Outcomes for children and other learners

32. *the extent to which children and learners:*

- *attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.”*

APPENDIX 3: EXTRACT FROM THE INDEPENDENT SCHOOLS INSPECTORATE

- REGULATORY REQUIREMENTS: CAREERS (2015)

41. *“Advice must be provided for pupils receiving secondary education to help pupils choose GCSE and post-16 courses. From January 2015, specific requirements are included in the regulations for the first time. These require impartiality, provision which enables pupils to make informed choices about a broad range of careers options, and advice which generally helps to encourage pupils to fulfil their potential.*
42. *The requirement relating to careers guidance applies to pupils receiving secondary education. It will therefore be relevant pupils in years 7 and 8, whether they are in a senior school or at a prep school.*
43. *Careers guidance must be presented in an impartial way. This is defined as showing no bias or favouritism towards a particular education or work option.*
44. *The guidance must enable pupils to make informed choices about a broad range of options. This will include timely advice to help pupils choose GCSE and post-16 courses.*
45. *The guidance must help to encourage pupils to fulfil their potential. To this end, good careers education should enable pupils to ‘know themselves’ and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school. Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.*
46. *The statutory guidance for the state sector which gives a detailed explanation of parallel duties for state schools may be a useful resource for independent schools: Careers guidance and inspiration in schools (April 2017).”*

APPENDIX 4: GOOD CAREER GUIDANCE (THE GATSBY CHARITABLE FOUNDATION, 2014)¹⁶

AND THE QUALITY IN CAREERS STANDARD

IN THE CONTEXT OF GOVERNMENT POLICY FOR CAREERS EDUCATION AND GUIDANCE.

This valuable report has made a major and most welcome contribution to our understanding of what constitutes quality in careers education, information, advice and guidance (CEIAG) in secondary schools in England.

Our national assessment and accreditation criteria for the Quality in Careers Standard take full account of the 8 Benchmarks recommended by the Gatsby Foundation.

The Gatsby report is based on a comparative study of careers provision in a sample of independent schools in England as well as of career guidance systems in The Netherlands, Germany, Hong Kong, Ontario (Canada), Finland and Ireland. It also involved an extensive literature review and a survey of state schools.

After analysing the evidence, eight Benchmarks were drawn up that identify the elements of good career guidance. They can usefully be looked at under five headings:

- Programme maintenance – Benchmark 1
- Curriculum linkages – Benchmarks 2 and 4
- Equality and diversity – Benchmark 3
- Encounters and experiences – Benchmarks 5, 6 and 7
- Personal guidance – Benchmark 8.

In addition, PWC provided a calculation of the financial cost of implementing these 'Gatsby Benchmarks' in a school.

These Benchmarks explain what good might look like in England where career guidance for young people had been deregulated and the statutory responsibility devolved to schools (regrettably with no additional funding for schools to discharge their duty, and limited support from the National Careers Service).

Since 2014, the policies of government departments have continued to evolve and the Benchmarks may need to be revised in the light of these developments. In this new era School governing bodies, Ofsted, Jobcentre Plus, the Careers & Enterprise Company and Teach First have each acquired new

¹⁶ The full report and supplementary papers can be found at <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

roles in relation to careers education & guidance. The Careers & Enterprise Company, for example, has focused almost exclusively on Gatsby Benchmarks 5 and 6 ('encounters with employers and employees' and 'experiences of workplaces').

Careers guidance policy is expected to change further with the publication of a new careers strategy this autumn (2017) and revised Statutory Guidance for schools from the DfE is expected in the New Year.

This **Guide to the Quality in Careers Standard** will be reviewed further after the revised Statutory Guidance is published.

The Benchmarks may also be revised when the evaluation of the pilot implementation of the Benchmarks in schools in the North East by the University of Derby is completed.

Many schools are already auditing their provision against the 'Gatsby Benchmarks' and **Licensed Awarding Bodies** have also been encouraging the schools they work with to measure the quality of their provision against them.

Therefore, the Quality in Careers Consortium recommends that schools and **Licensed Awarding Bodies** should always seek to show how the seven national accreditation criteria in section B1 of the Quality in Careers Standard's requirements underpin and can be mapped against the 'Gatsby Benchmarks' (please see more below).

The Consortium commends the "**Compass: careers Benchmark tool**" to schools and colleges as a highly useful self-assessment tool prior to external assessment and accreditation by our **Licensed Awarding Bodies**. <https://www.careersandenterprise.co.uk/news/new-careers-guidance-tool>

The Consortium advises **Licensed Awarding Bodies** and schools to note that whilst the 'Gatsby Benchmarks' describe the components (Benchmarks 2-7) of a stable careers programme (Benchmark 1), the national assessment and accreditation criteria (B1.1-B1.7) for the Quality in Careers Standard define the organisational, professional and curriculum development and accountability processes that underpin quality (and thus must be externally assessed by **Licensed Awarding Bodies**).

For ease of reference, in sections B1.1 to B 1.7 above we have reproduced in italics the detailed wording of each of the Gatsby Benchmarks and their respective elements in the descriptions of the national assessment and accreditation criteria where they are most relevant.

Hence, the Consortium affirms that only with external assessment of the quality of CEIAG, by a nationally **Licensed Awarding Body** for the Quality in Careers Standard, can a school be confident it provides the quality of the best for all its students.

MAPPING THE SEVEN NATIONAL ASSESSMENT AND ACCREDITATION CRITERIA OF THE QUALITY IN CAREERS STANDARD TO THE EIGHT 'GATSBY BENCHMARKS':

'Gatsby Benchmark'	Gatsby Benchmark description	Relevant national assessment and accreditation criteria for the Quality in Careers Standard
<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers</p> <p>This Benchmark subsumes the other seven Benchmarks which define the components of the careers programme</p>	<p><i>B1.1 Providing effective, leadership, management and promotion of CEIAG</i></p> <p><i>B1.2 Ensuring appropriate initial staff training and CPD to secure the competence required of all staff in the learning provider's CEIAG provision</i></p> <p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.7 Monitoring, reviewing, evaluating and continuously improving provision</i></p>
<p>2. Learning from careers and labour market information</p>	<p>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</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</i></p> <p><i>B1.6 Involving and supporting families and carers in CEIAG provision</i></p>

<p>3. Addressing the needs of each pupil</p>	<p>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</p>	<p><i>B1.1 Providing effective, leadership, management and promotion of CEIAG</i></p> <p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum together with careers information and careers advice and guidance</i></p> <p><i>B1.4 Securing independent and impartial careers advice and guidance for young people</i></p> <p><i>B1.6 Involving and supporting families and carers in CEIAG provision</i></p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p>
<p>5. Encounters with employers and employees</p>	<p>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</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</i></p>
	<p>Every pupil should have first-hand experiences of the workplace through work visits, work</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise</i></p>

<p>6. Experiences of workplaces</p>	<p>shadowing and/or work experience to help their exploration of career opportunities, and expand their networks</p>	<p><i>education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</i></p>
<p>7. Encounters with further and higher education</p>	<p>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</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</i></p> <p><i>B1.7 Monitoring, reviewing, evaluating and continuously improving provision</i></p>
<p>8. Personal guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a career 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</p>	<p><i>B1.4 Securing independent and impartial careers advice and guidance for young people</i></p>

THE QUALITY IN CAREERS STANDARD

THE GUIDE TO THE STANDARD

(OCTOBER 2017 edition)

© The Quality in Careers Consortium

www.qualityincareers.org.uk

app