



The Quality in Careers Standard >>>>

An introduction

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Prospects

Licensed Award Provider for the Quality in Careers Standard



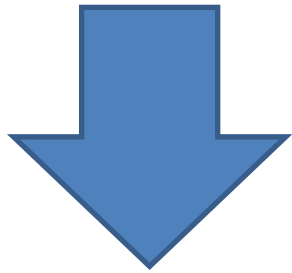
The Quality in Careers Standard >>>>

- **What is it?**
- **History and overview**
- **Performance criteria**
- **Benefits**
- **Practicalities and workloads**
- **Question Time**

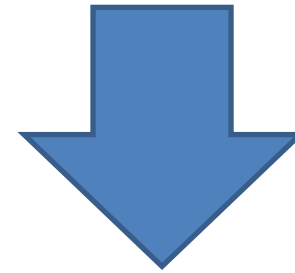
What is it?



Externally assessed and validated “qualification” / kitemark for an institution’s careers education, information, advice and guidance provision.



Externally-determined national measure



Occupationally competent external assessors

Who is it for?

- **Secondary schools, academies, studio schools, free schools, UTCs, independent ...**
- **Special schools**
- **PRUs or smaller units**
- **Sixth Form and FE Colleges**
- **Training Providers**
- **Primary schools.**





Local quality awards – early 90s onwards

Up to 25 in operation across England, plus national versions in Scotland and Wales.

And then came 2012 ...

- Responsibility for securing access to careers guidance devolved to institutions with no funding
- Half of all local quality awards ceased to exist – although some had already collapsed due to funding cuts in previous budgets.



Meanwhile, a new national movement was starting to emerge ...

2010 – Careers profession task force recommended an overarching national kite mark to validate all the quality awards

2011/12 this evolved into the Quality in Careers Standard – the national validation for careers quality awards to accredit:

- **Careers Education**
- **Careers Information**
- **Careers Advice**
- **Careers Guidance.**

NOTE different to Matrix: which tests the quality of information and guidance from a careers guidance professional or organisation and is often linked to funding.

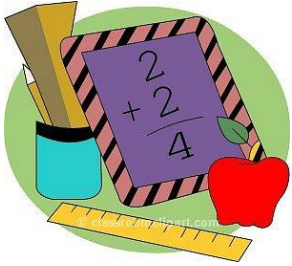
And then came the weekend of 9th to 13th March 2017

- All 11 previously validated award providers now award the **Quality in Careers Standard**
- All are now Licensed Awarding Bodies for the Quality in Careers Standard
- Why? To simplify, clarify and rationalise quality assurance for CEIAG



The Quality in Careers Standard

- Single facing brand
- **THE** award a learning provider would achieve to demonstrate the quality and effectiveness of CEIAG provision
- Choice of 11/12 regulated awarding bodies
- Licensed awarding bodies free to trade as they are now.



National numbers

- **Over 1100 hold or are working towards one of the (then) specialist quality awards**
- **This includes**
 - **Over 30% of England's state secondary schools**
 - **Approx. 30% of sixth form colleges**
 - **A small but growing number in Northern Ireland and Channel Islands**
- **There are now over 100 assessors supporting the awards.**

Framework for development

- **What is valuable and making a difference to student outcomes? How do you know?**
- **What isn't working? What are you going to do about it?**
- **Where are the gaps? How and when are you planning to fill them?**

External audiences

- **Celebration (including logos and certificates)**
- **Confirm to all stakeholders that learning provider takes CEIAG seriously**
- **Meets recommendations of statutory guidance *for schools* (April 2017)**
- **Well regarded by the ETI (Inspectors) in Northern Ireland**
- **And for Ofsted ...?**

Design your

own

quality

standard

The seven tests for all learning providers (1)

1. Providing effective leadership, management and promotion of CEIAG
2. Ensuring appropriate initial staff training and continuing CPD for all involved staff
3. Providing a planned and progressive programme of careers education
4. Securing independent and impartial careers advice and guidance

The seven tests for all learning providers (2)

5. Working with employers and other external partners, including FE, training providers, HE
6. Involving families
7. Monitoring, evaluating & measuring the impact of CEIAG provision.

There are another 8 tests for the Awarding Bodies to pass – to do with internal processes.



Why?

- Leads to better careers and guidance
- Encourages institution to take a close look at what is already happening, to celebrate what is good, to update and refine – and to reassess anything that isn't working
- Encourages evidence of a more structured policy and associated careers programme
- Encourages staff to TALK to each other.

Sutton Trust: Advancing Ambitions (2014)

- Looked at impact of good quality careers advice on access to university and exam results.
- Compared schools with a 'quality award' with those without (data from 800 schools and sixth form colleges).
- Schools with the awards had a two percentage point advantage in the proportion of pupils with five good GCSEs, including English and maths.
- Small, but significant, reduction in persistent absences (of 0.5%).
- Proportion of students gaining 3 A levels was 1.5% higher in schools and sixth form colleges with the quality awards than other schools, and students also had higher UCAS scores, (though gains were not repeated in general further education colleges).
- Sixth form colleges with accredited career guidance showed a significant increase in the number of students going to leading universities.

<http://www.suttontrust.com/researcharchive/advancing-ambitions/>

Stakeholders

- Proving to the most important members of the institution that they are offering a high standard of careers provision – i.e. to students and their parents / carers
- Proving that they have a quality structure in place to support transition into adult life and that their future is important to school/college

Involves students

- Review and evaluation of the careers offer by the “customers”
- Opportunity to design, develop and participate in the programme – career champions, student librarians, mentors, alumni etc
- High standard of provision can be linked to positive effect on career readiness and destinations
- Guarantees support for the most vulnerable.

Senior leaders

- Gives CEIAG a higher profile and increases the involvement of senior managers and especially Governors.
- The statutory duty for providing access to careers guidance is required of the governors and school leaders as well as school staff.
- *May* be in a better position to make a successful bid for external funding.

Encouraging organisations to change



*If you do what you've always
done, you'll get what you've
always gotten.*

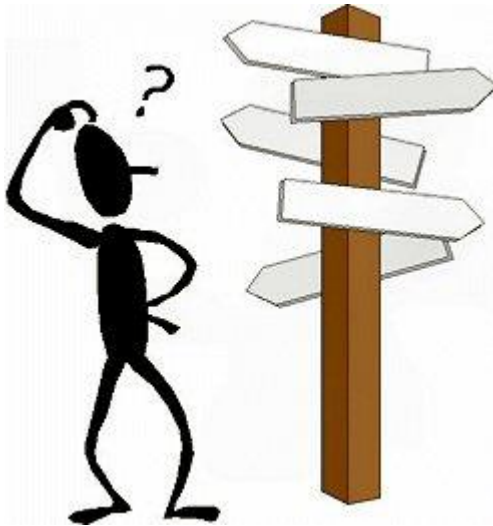
Tony Robbins

Value for money

A careers programme (required) will ensure that each young person gets the most of their careers advice sessions.

Careers guidance professional is an expensive resource: should not be spending those precious one-to-one minutes providing a careers education programme for every single client.

New to careers?



**Framework for a new
careers professional**

**Get to know your
institution – what else is
going on?**

Picking up after someone else or job change

Previous postholder may have already done some work, there may even be a complete portfolio – *great interview question, request that the portfolio remains accessible!*

The same but different: doesn't matter which awarding body – all working to help institutions to meet “the seven” – easy to pick up in new job working towards an “unfamiliar” award.

What if it is on your job description?

Number one, most important, top of the list:

The Quality in Careers Standard is NOT ... repeat, NOT ... a qualification for one person – it is for the institution

Make a plan

- Work out which licenced body you want to use
– ask about price, process, geography and what you are getting for your money (i.e. is consultancy included?)
- Make sure that the Head, Principal, Line Manager is **fully on board**
- Take full advantage of any “free” introductory support on offer to get started

Find a friend or two

- **Link Governor?**
- **“Wider careers team” e.g. librarian, PSHE / personal development curriculum staff**
- **The careers adviser if that isn’t you**
- **SLT to help when you need a big stick**
- **Steering group, committee, champions etc**
- **Any external “experts”**

- **Make sure that everyone knows why you are going to be asking for pieces of evidence**
- **Audit and record everything**
- **Don't include everything in the portfolio – just your greatest hits**
- **Keep your evidence file up to date (reaccreditation becomes a breeze!!!)**

Question Time

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