



The Quality in Careers Standard >>>>

Ofsted and Careers CDI Career Development Framework

“Out with the old and in with the new - what
these are and what they share”

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Learning aims:



Consider the links across The Quality in Careers Standard, what Ofsted looks for and the CDI (Career Development Institute) Career Development Framework – **all are aspects of quality that fit together**

Recognise change is constant

Look at The Quality in Careers Standard, benefits of the process and of holding the award: fit with Gatsby Benchmarks and Ofsted requirements

Think about Ofsted requirements in relation to careers and some pointers to help towards your preparation

Be introduced to The CDI Career Development Framework and how this can support you to develop/improve your careers programme

Through information and smaller group break out discussion /practical activity



Change is constant

Fluid definitions of careers: “an occupation undertaken for a significant period of a person’s life with opportunities for progress” / “sequence of a person's life and work experience over time” (Hughes 2004) / 2008 David Andrews defined as “an individual’s progression through learning and work” / Dominic Cadbury defines as “not a linear path, but crazy paving, you have to lay it yourself

Networking skills and resilience essential; Emphasis on work-related / employability skills and soft skills sought by employers

2022 research and reports indicate similar employer requirements as we emerge from pandemic. Employers want a mix of academic / technical and transferable skills alongside soft skills such as team work, creativity, problem solving, leadership, planning -

<https://www.edge.co.uk/documents/313/DD0749> - Skills shortages bulletin 10 proof4.pdf

Complex world of work entry, need to navigate new pathways = challenging transition likely, atypical contracts and patterns of work

Corresponding shift from careers planning to career management and the skills required for a successful career – the knowledge, skills and capabilities fostered by careers learning that individuals need to have a positive career (as in new CDI Career Development Framework)

In turn, theories of choice and careers guidance also change – Moved from good of the nation to the good of the individual - less matching (square pegs into square holes), more “Planned Happenstance” and empowering young people to be curious explorers / “Career Construction”

“theory without practice is meaningless, but practice without theory is blind”



Change is constant

Distinction between giving information, giving advice and impartial careers guidance –**different** and **complementary** + a career learning curriculum and activities / every teacher has a major role as a teacher of careers and as a careers informer / Careers guidance (interviews) from a qualified careers professional specialist, impartial using probing skills for students to reveal more & explore their influences / values, check for inconsistencies. Empower young people to “tell their story”. (GB8 & The Quality in Careers Standard)

Theory underpinned by e.g. knowledge of all routes / pathways, the labour market, new / jobs of the future, how to motivate, guide young person to own action

2013 Ofsted “Going in the Right Direction” / 2013 Gatsby Foundation research report Good Career Guidance ➡ Gatsby Benchmarks

2015 Careers and Enterprise Company

Schools have individual responsibility (duty) / DfE Statutory guidance – 2012, 2013, 2014, 2015, 2018, 2021, revision being consulted on 2022

“Inspiration”; increasing connectivity across delivery; holistic approach; Access Policies; Careers Leaders; careers in schools is everyone’s responsibility; Education Bill extending access to year 7

January 2021 Skills for jobs: lifelong learning for opportunity and growth “**we want careers education and guidance to be embedded in the life of every school and college**”

Information, experiences & encounters, curriculum learning & personal guidance



Overarching National Quality Award:

- National accreditation criteria (i.e. set, non-negotiable) – kept up-to-date and supported by assessment guidance to assessors about e.g. on-going impact of the pandemic
- Leading to public recognition and certification
- Process of providing evidence and having external assessment (you'll be guided about essential and discretionary evidence)
- Designed to raise standard of careers education and guidance
- 12 Licensed awarding bodies - each offering an approach to obtaining the Quality in Careers Standard (like examining bodies offering different ways to obtain same overarching qualification)
- Licensed awarding body offer (priced) support consultancy
- Pre-pandemic: 686 award holders and 482 working towards the award – now rising
- Assessment criteria agreed with the DfE, The Gatsby Foundation & the Careers & Enterprise Company (non-negotiable)



What does The Quality in Careers Standard >>>>

assess?

Complies with the DfE's Statutory Guidance

Following the structure of and fully aligned with the Gatsby Benchmarks, it covers the learning provider's (school or college):

- Careers education programme / curriculum i.e. How you organise and deliver your careers curriculum, encounters, experiences
- Careers Guidance
- Careers Advice
- Careers Information

And how you evaluate impact of these inputs

Is impact and outcomes oriented

Emphasis on "learner voice" in assessment

Requires:

- **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 self assessment
- External assessment (see later slide for more details)

Is Gatsby Benchmarks plus – robust and rigorous process



Assessors must be confident that Learning Providers:

- ✓ deliver careers education effectively in a planned and structured way and to a high standard
- ✓ embed contacts with other learning providers and employer engagement fully into careers programmes
- ✓ communicate about their careers programmes and its value to their staff, stakeholders, partners, parents / carers, and students to facilitate engagement
- ✓ monitor, review and evaluate so that they know what they need to do (and can cite action planned and taken) to develop and improve, and
- ✓ provide an inclusive programme and always act in the best interests of the young people who are at their school or college



DfE's [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Page 12 “Careers Guidance and Access for Education and Training Providers” – July 2021 in section **Accountability and quality** which talks of Ofsted’s strengthened focus on careers guidance

“Schools and colleges can gain formal accreditation of their careers programme through the Quality in Careers Standard - the single national quality award for careers education, information, advice and guidance.....The Standard is fully aligned to the Gatsby Benchmarks and incorporates Compass and Compass+ into its processes. The Standard seeks additional evidence of outcomes for students from the school or college careers programme. As the Standard is externally assessed by one of the Licensed Awarding Bodies, appointed by the Consortium, student voice is a key part of (assessor) evidence gathering on the impact the careers programme has had on students’ career-related learning.

We strongly recommend that all schools and colleges work towards the single national Quality in Careers Standard to support the development of their careers programme”.



Evidence based assessment

Usually through an ePortfolio followed by an on-site assessment visit from an external assessor. Evidence you use for this can also be used for Ofsted inspection (so create a box and/or electronic folder of evidence for both). Assessment will include:

- Scrutinising development documentation e.g. Compass self assessment, careers development/improvement plan which could be your Action plan for meeting both the Gatsby Benchmarks and the requirements of Quality in Careers Standard
- Reviewing other key documents e.g. careers policy, curriculum programme and schemes of work, cross curriculum audit, evaluative and impact documentation, work experience records, careers guidance records, careers activities and events – virtual and face-to-face
- Meeting with SLT, link governor for careers, teachers who contribute to the careers programme, careers adviser
- Observation e.g. of careers activities, careers displays/noticeboards
- feedback from and discussions with careers leaders, teachers, students and stakeholders/learning provider partners such as parents, providers
- Data e.g. destinations, tracking of students' participation in careers activities
- Annual review (is expected)



Judgements

Assessors will evaluate the evidence of the Learning Provider's self-assessment, combined with additional evidence to make their professional judgements to arrive at one of three outcomes:

Making insufficient progress towards fully meeting the Standard - inadequate inputs into the careers programme and the management and delivery processes are not stable or developed enough for the assessor to conclude that the Learning Provider is yet making good progress towards fully meeting the Standard. If a Learning Provider is making insufficient progress on any single section of the 8 elements comprising the national criteria, the assessor will conclude that the outcome is "making insufficient progress" and will identify the areas for development to address the shortcomings.

Making good progress towards fully meeting the Standard – i.e. good progress in all eight sections of the Standard and having robust plans in place to meet the Standard fully before being next due to be re-assessed (i.e. within two or three years). This is likely to mean that they meet or partially meet the requirements of some but not yet all of the Gatsby benchmarks.

Fully meets the Standard - the Learning Provider meets all the national assessment and accreditation criteria in all eight sections

Learning providers have the chance to move up from Making Good Progress to Fully Meets normally at the first annual review through submitting additional evidence and undergoing a fresh assessment in negotiated and agreed time-scale



BENEFITS

- Process leads to improved confidence in the school's support systems and curriculum
- Increased confidence in careers programme as assessor is independent and external
- Provides both a developmental and review framework
- Motivational
- CPD for careers leader through advice and shared resources (from support Licensed Awarding Body)
- Leads to students having careers learning activities and guidance on an "Entitlement" basis
- Leads to continuous improvement



BENEFITS continued

- Raises the profile/status within the learning provider/school of careers education and careers guidance
- Stimulates more communication about and prompts more involvement of other colleagues in providing careers learning (cross curricular audit often reveals “surprises” about breadth of what taking place)
- Gives public recognition of excellence
- Gives message to parents, students and staff about the value the school places on careers education /guidance
- Leverage for change and for retaining programme e.g. to support investment in curriculum time



Assessment criteria and Gatsby Benchmarks presented in national assessment guide

2. Learning from career and labour market information (CLMI)

Insufficient progress towards fully meeting the Standard	Making good progress towards fully meeting the Standard	Fully meeting the Standard
<ul style="list-style-type: none"> i. The Learning Provider signposts few sources of CLMI (q.v.) on its website/VLE with little or no explanation of what they are important for or how to use them. Some links may be broken. ii. Little effort is made to demystify CLMI for students and parents. iii. The involvement of parents is limited to sending them information periodically. iv. The Learning Provider does not meet the Gatsby benchmark performance indicators for this benchmark. 	<ul style="list-style-type: none"> i. A range of CLMI (q.v.) is provided online from recommended or selected sources but some weaknesses are still apparent (e.g. it is not easy to find or to navigate on the Learning Provider website or VLE, local LMI is missing). ii. In the main, the Learning Provider decides when and how to encourage and inform parents about using CLMI. Parents have not properly been consulted or involved in co-designing the approach adopted. iii. The Learning Provider meets or partially meets the Gatsby benchmark performance indicators for this benchmark. 	<ul style="list-style-type: none"> i. The Learning Provider selects a range of suitable and up-to-date sources of national and local CLMI (q.v.) and makes these easily accessible online with navigational prompts (e.g. on the careers pages of the Learning Provider website or VLE and on course descriptions in the online prospectus). ii. Curriculum plans (e.g. schemes of work, study programmes and programmes for options events) make clear when and how students will be able to use CLMI to make informed decisions about future options and opportunities. iii. The careers programme includes sessions on how to make a well-informed decision. iv. The Learning Provider goes beyond simply giving parents CLMI. They create opportunities for parents to learn how to use CLMI by themselves and how to support their child's career thinking and planning. The Learning Provider facilitates structured sessions, led by an informed adviser (q.v.), for parents and their children to talk together about study options and labour market opportunities. Students demonstrate a good grasp of sources of careers and labour market information and can describe how they use them. v. The Learning Provider meets the Gatsby benchmark performance indicators for this benchmark.

Assessment criteria and Gatsby Benchmarks extract

5. Encounters with employers and employees

Insufficient progress towards fully meeting the Standard	Making good progress towards fully meeting the Standard	Fully meeting the Standard
<ul style="list-style-type: none"> i. Links with employers and employees are limited. The Learning Provider has given insufficient thought to developing the roles of staff to lead and administer education-business links. ii. Too little use is made of opportunities offered by employing organisations and local and national support agencies and networks. iii. Recording of students' contacts with employers and employees is ad hoc and students are insufficiently involved in reviewing the benefits they have gained from encounters. iv. The Learning Provider takes little interest in students' part-time jobs except when it interferes with their studies. 	<ul style="list-style-type: none"> i. The Learning Provider has clear objectives for encounters and these are co-designed with employers and employees. ii. The Learning Provider is creative and ambitious in the way that they develop activities and maintain links with employers and employees from one year to the next. iii. Whilst the Learning Provider is building links to sustain encounters with employers and employees, these are not yet sufficient to provide all students with multiple opportunities to benefit fully. iv. Recording and reflection are well-developed for older students but not yet for younger ones. v. The Learning Provider advises students on 	<ul style="list-style-type: none"> i. Students have multiple opportunities, at least one per year of their education and training, to participate in and benefit from a range of learning activities facilitated by employers and employees which contribute to the achievement of the intended outcomes of the careers programme. ii. The Learning Provider is able to show that they have made use of a range of suitable employer-involved activities such as mentoring, competitions and challenges, simulations (e.g. enterprise, marketing, production), games, role-plays, interviews, presentations and discussions. iii. The Learning Provider is also able to show



Personal Guidance (GB8) assessment criterion extract

Insufficient Progress

- adviser, nor to ensure that personal careers guidance is provided which is appropriate to the needs of every learner.
- ii. Interviews are rarely timely or of optimum duration.
 - iii. Evidence of full impartiality and access to a qualified careers adviser cannot be sufficiently verified.
 - iv. Plans to improve the provision of personal careers guidance are unambitious or lacking.
 - v. The Learning Provider does not meet the Gatsby Benchmark performance indicator for this

Making Good progress

- Notes 1 and 2 below).
- iii. In respect of colleges, good progress is being made to ensure that at least one such impartial guidance interview with a qualified careers adviser is to be offered by the end of their study programme (see Notes 1 and 2 below).
 - iv. Interviews are timely (e.g. before a decision point or to address a specific need) and of optimum duration.
 - v. The Learning Provider meets or partially meets the Gatsby Benchmark performance indicator for this Benchmark.
- Note 1: The Learning Provider should ensure that access - individually or in groups (q.v.) if appropriate to learner need - is available when needed to a careers adviser qualified at Level 6 or above and who is on the CDI's UK Register of career development professionals (see also*

Achieving the Standard/ Fully Meeting

- and 2 below).
- iii. In respect of colleges at least one such impartial guidance interview with a qualified careers adviser is offered by the end of their study programme (see Note 1 below).
 - iv. Interviews are timely (e.g. before a decision point or to address a specific need) and of optimum duration
 - v. The effectiveness of personal careers guidance interviews is evaluated, e.g. by observation, questionnaires.
 - vi. The Learning Provider meets the Gatsby Benchmark performance indicator for this Benchmark.
- Note 1: The Learning Provider should ensure that access - individually or in groups (q.v.) if appropriate to learner need - is available when needed to a careers adviser qualified at Level 6 or above and who is on the CDI's UK*



Kept updated to remain relevant e.g., April 2022

Guidance Note re GB 6 Experiences of workplaces – response to concerns about how to meet this due to impact of the pandemic and its aftermath

“to include any activity under Benchmark 6, it must meet the following minimum requirements: 1) Learning outcomes are defined, based on the age, and needs of students; 2) Students meet a range of people from the workplace; 3) There is extensive two-way interaction between the student and employees; 4) Students must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer”



Summary



- Structured and designed around the Gatsby Benchmarks
- Self assessment- using Compass
<https://www.careersandenterprise.co.uk/schoolscolleges/compass-benchmark-tool>
- Rigorous and robust external assessment
- Complementary to Ofsted and fits with and supports the Ofsted inspection process as evidence can be used in both
- Fits well with Ofsted's required intent, implementation and impact for the Quality of Education judgement
- Evidence based using breadth of sources / outcome orientated
- External scrutiny and validation leading to nationally recognised accreditation
- Annual review expectation built in



Ofsted's Current Inspection Requirements

Education Inspection Framework and Handbook at

[School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-inspection-handbook)

Inspectors judge overall effectiveness and the four key reporting areas of:

- The Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

“Inspectors will consider the extent to which the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this ‘**intent**’). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this ‘**implementation**’). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the ‘**impact**’). Para 198

How? Using evidence and data; observation and experience; talking with students and staff / leaders



Ofsted's Inspection Requirements

Personal Development Judgement - stress on schools promoting the extensive personal development of pupils and that pupils should have access to a wide, rich set of experiences through *a curriculum that extends beyond the academic, vocational or technical*.

Ofsted looks to schools to provide opportunities to develop and stretch pupils' talents and interests. (Note the similarities with requirements of The Quality in Careers Standard)

Para 248. The curriculum provided by schools should extend beyond the academic, technical or vocational.....The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work.

249. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils



Ofsted's Inspection Requirements

Para 221 includes....“Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life”.....“All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning” “Pupils in sixth form are ready for the next stage and are going on to appropriate, high quality destinations”

So.....Para 231 GOOD on Impact grade descriptor for Quality of Education

“Pupils are ready for next stage of education, employment and training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

What to take from this:

- **Links with requirements of the Quality in Careers Standard**
- **Illustrates expectation of Inclusion and differentiation**
- **Requires a planned, structured, sequential curriculum with each activity having aims and clear intended outcomes**
- **Relates clearly GB1 A Stable Careers Programme and GB3 Addressing the Needs of Each Pupil**
- **Need to contextualise and connect up careers activities for your students**



Careers information, education, advice and guidance

264. All secondary schools are expected to provide effective careers information, education, advice and guidance (CIEAG), in line with the statutory 'Careers guidance and access for education and training providers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.



Careers information, education, advice and guidance

265. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

267. If a school is not meeting the requirements of the Baker Clause, inspectors will state this in the inspection report. They will consider what impact this has on the quality of CIEAG and the subsequent judgement for personal development.



Careers information, education, advice and guidance

- 266.** In assessing a secondary school's personal development offer, inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:
- the quality of the unbiased careers advice and guidance provided to pupils
 - the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
 - how the school provides good quality, meaningful opportunities for pupils to encounter the world of work
 - the school's use of the Gatsby Benchmarks
 - the school's published information about its CIEAG provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)



What the 3 Is mean for Careers Leaders

Intent

- is about what you want to do i.e. the knowledge and skills that you want your students to gain - the curriculum should reflect school leaders' aims for the knowledge and skills that pupils need to be prepared for the demands and responsibilities of later life.
- For careers equates to Gatsby Benchmark 1 Stable Programme.
- It's your careers policy
- your planned and sequenced careers plan
- the information you publish and the messages your school gives about careers



What the 3 Is mean for Careers Leaders

Implementation

- how you plan to deliver your intent through a well-structured, progressive curriculum with a clear end point and a scheme of work delivered by subject leaders that are appropriately skilled and knowledgeable to provide
- the content of the curriculum, a rationale for what you include as well as what you leave out - subject and senior leaders need to be clear about how and why they have selected particular curriculum content and how it will help pupils prepare for their next transition.
- your careers programme SoW
- careers information and LMI
- events, activities, encounters and experiences you plan, arrange and provide
- What you do for/with parents
- Your support for vulnerable / disadvantaged students
- Your students' careers entitlement
- Curriculum audit
- Compass progression



What the 3 Is mean for Careers Leaders

Impact

- How you know the difference your careers programme makes
- how you measure how successful you've been in delivering what you intended
- how you show what you achieved for pupils and how well prepared they are with the right knowledge and skills for their next stage of education, employment or training.
- What you know re destinations
- students' progression to destinations that reflect their interests and meet their aspirations.
- it's about learners' choices and the capabilities and behaviours they develop.
- Your tracking / monitoring and how you ensure that every student's needs are met and how you pick up and act on students that don't engage
- use of feedback and so-what actions.



Ofsted's Current Inspection Requirements, Quality of Education: Good

(Para 231) **Intent:** Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]

Implementation: Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise..... Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select.....reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Impact:: Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.



Personal Development Grade Descriptors (paras 268 -269)

Outstanding - The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

Good - The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.

Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

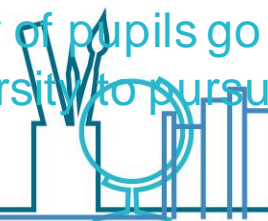


Recent Inspection report extracts (London schools)

There is an extensive range of opportunities for pupils to prepare for the next steps in their education and employment. From Year 7 onwards, pupils are introduced to skills and experiences associated with the world of work. They meet representatives from a variety of professions and take part in mock interviews. Sixth formers visit organisations associated with their career aspirations and value work experience opportunities. Pupils told us they felt well informed to make decisions about their subject options..... The wide range of opportunities for pupils to participate in after-school clubs, activities and trips enables them to develop and pursue new interests. Pupils in Year 7 and Year 8 benefit especially. Leaders should ensure that older pupils, including the sixth-form students, are able to continue to take part in activities beyond their subject studies.

Leaders have planned a curriculum which is well sequenced overall. It is ambitious for all, including for those pupils with SEND. The curriculum offer is wide ranging, broad and balanced. In Years 10 to 13, this includes the provision of vocational courses which reflect pupils' aspirations for the future.

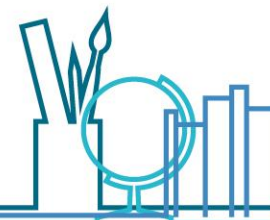
.....Pupils benefit from high-quality, impartial careers advice and guidance to help them choose their future destinations. The vast majority of pupils go on to the sixth form to study a range of courses, and then to university to pursue further study.



Recent Inspection report extracts (London schools)

The school's mission is 'dedicated to preparing students for the future'. Provision for their wider development is strong. The pastoral programme and student opportunities help pupils develop resilience and self-confidence. They learn about democracy, the rule of law and respect. They are developing a sense of agency and believe school leaders listen to them. They gain an age-appropriate understanding of healthy relationships. There are many extra-curricular opportunities, including a wide range of clubs, school shows, the Duke of Edinburgh's Award scheme and trips to the theatre and universities.

Pupils learn about future careers in citizenship and personal, social and health education lessons and their subject lessons. Teachers take every opportunity to highlight the career pathways available to pupils. For example, Spanish teachers link the learning of languages to working as a doctor in South America. Leaders prepare pupils for their next steps in education. Pupils experience a wide range of career-related trips and learn from guest speakers. The enrichment week at the end of the summer term provides a variety of opportunities outside of the taught curriculum. Leaders have worked hard to continue this provision throughout the COVID-19 pandemic



Questions in 45 mins. meeting with careers leader in 2018

Describe what you do / your role

What employer contact is there? (Range, wex etc)

Tell me about years 8 – 13 levels and differentiation

What sources of independent and impartial careers guidance do you use?

How/why do you target different students at different times?

What events do you hold for students?

What partnerships are in place?

What is the involvement of Heads of years?

How do subject & careers/progression routes get covered? (subject teachers)

Describe your monitoring and tracking..... Please produce evidence of destination of students and specifically for the most disadvantaged

On looking around, they were shown careers library, software and displays such as the yr 8 aspiration pictures.



Sample questions from recent inspections

- How do you plan / prioritise what and how you do? What's the basis to your CIEAG programme/ scheme of work?
- How do you support the development of skills for employability in years 8 and 9
- How do you use LMI?
- How do you ensure your curriculum areas have careers content?
- How do you individualise your programme?
- How do you support all students including EAL, SEN? / What do you provide to pupil premium students?
- How does the sixth form curriculum make use of labour market information?
- How do you encourage pupils to be ambitious?
- What is the set up of the careers team both internally and relating to your external provider? How do you monitor impact and what evidence do you have of this?
How do you prioritise which students are seen by the specialist? *If your school directly employs the careers adviser, may question qualifications, monitoring/quality assurance system*
- What support/CPD do you provide to staff for their contribution to CIEAG?



Sample questions from recent inspections

- What other learning providers do you bring in to meet with your students / target year groups / frequency? How do students engage at individual level in these encounters?
- What use do you make of alumni?
- Who are your partners and what do you do with them in relation to careers and progression/ what links do you have with other organisations? / What is your employer engagement strategy?
- What enrichment opportunities are offered to pupils?
- Students have said they attended the (...)evening /event, what did students gain from this?
- How do you collect/ what evidence of destinations information of all students have you? What about specifically those who have dropped out mid year of sixth form and their destinations
- How do you direct students to the best post-16 provisions for them depending on their choices/ aspirations?
- What evidence do you have about the impact of what you do?

They will meet with students and are likely to ask them questions such as what careers guidance they have received, how they made their choice to be e.g. in that sixth form and whether they have visited other providers or have had talks about a range of options, had trips, take part in extra-curricular?

At a recent inspection the Careers Leader met with an inspector who said “the students had mentioned the careers department a lot and the activities they had attended”



How one Careers Leader responded

I've heard that students attended the ... evening, what did students gain from this?



I explained that it was for students and for parents to understand the career opportunities in the creative arts, we had a display of current jobs and LMI information, we also had various speakers from design, music and media and a video link with some speakers and alumni. Parents enjoyed the evening and were more informed.

Tell me about destinations of SEN and disadvantaged students



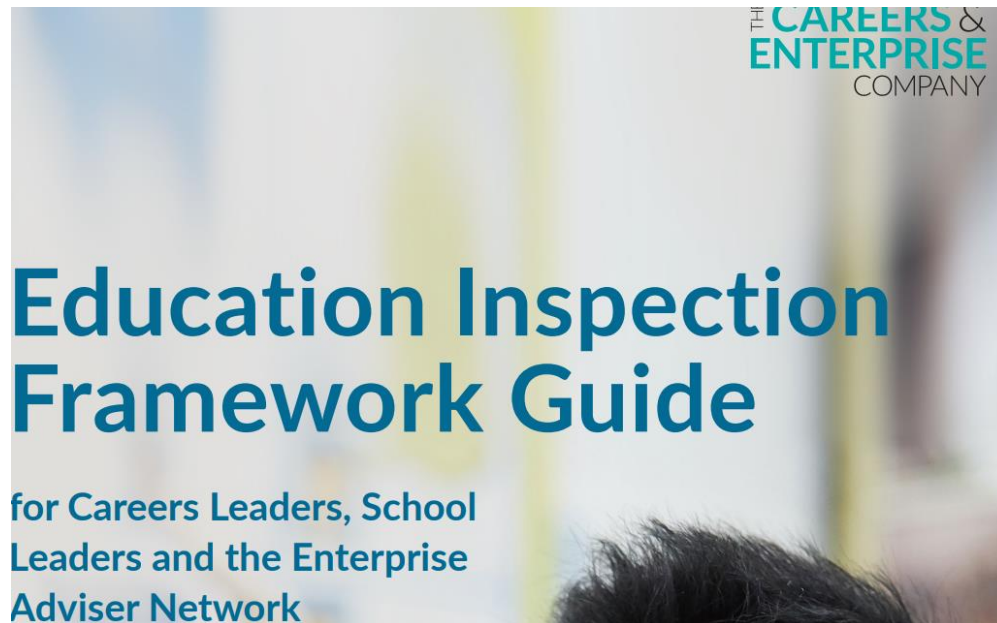
She already had a sheet for this and I talked about one to one interviews and the support provided by our external provider. We ensure they have 1:1s with EHCP students and that they provide action plans and website links for them and their parents on certain areas e.g. DSA, Student Finance, Apprenticeships and how to sign up to Gov website and other provider



Useful resources

[Welcome to the CEC Resource Directory | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk)

[Ofsted - Education Inspection Framework Guide | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk)



Ofsted and The Quality in Careers Standard – what’s common to both?

Working for a quality award complements all the work you do towards gaining outstanding from Ofsted. You can use the same documentation as evidence for both (create a box file of printed evidence). Both **are evidence based and entail external assessment. Both:**

- look at role of SLT, their commitment to/support for careers / support for staff (CPD)
- are interested in your Compass self-assessment and action plan
- use similar language e.g. “meaningful” encounters (i.e. those with intended learning)
- have interest in your tracking of individuals and their careers events (monitoring)
- are likely to look at what is posted about careers on your website
- are likely to question pupils about their experiences of contacts with employers and their careers guidance (belief in student voice)
- may question you about the qualifications, experience and CPD of your Careers Adviser

Both want to know

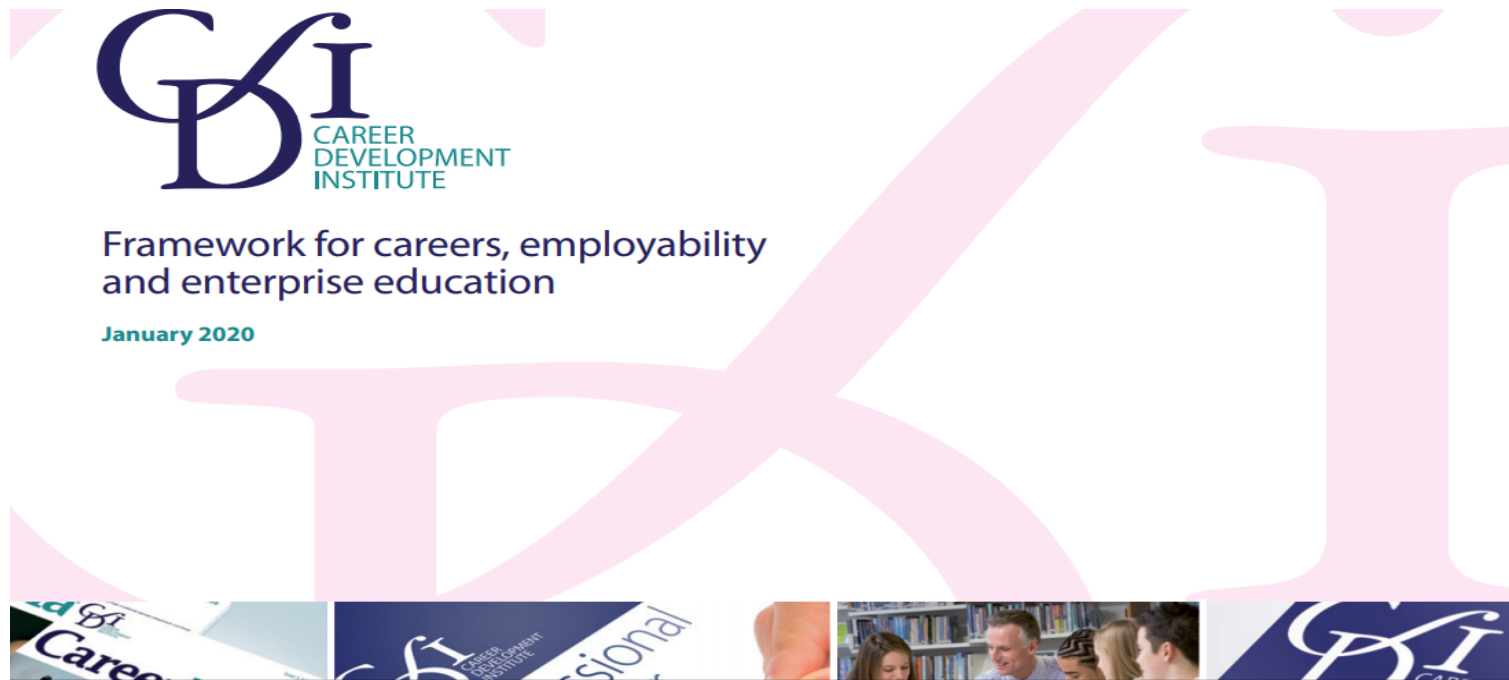
- **how you plan delivery/who gets personal guidance /**
- **how you prioritise and differentiate to meet all needs**
- **how you are inclusive/ how you personalise delivery**
- **about your breadth of partners providing/supporting careers activities**

Both want to see

- **you be aspirational for your students**
- **how you use extra-curricular programmes to help stretch pupils’ talents and interests**
- **you involve parents/carers**
- **use of destinations data**

CDI Framework for careers, employability and enterprise education - 2020

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>



Has been superseded



New framework April 2021, setting out the knowledge, skills and capabilities fostered by careers learning that individuals need to have a positive career



Six Learning Areas – groupings for Learning Aims

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



Resources - <https://www.thecdi.net/New-Career-Development-Framework>

A two-page poster highlighting the six learning areas by key stage

- A one-page handout or poster explaining the Framework for learners and clients
- A 12-page guide to the Framework for careers practitioners
- A 24-page handbook for secondary schools, focusing on using the Framework to support career education and guidance in secondary schools/colleges (Key stage 3 - post-16)
- A paper detailing the development of the Framework
- Career Development Audit against the CDI Framework
- Career Development Plan against the CDI Framework



<https://www.thecdi.net/New-Career-Development-Framework-resources>

- [Case studies](#)
- [Using the Framework to support career education and guidance in secondary schools \(Key stage 3 - post-16\)](#)
- [Guide to using the Career Development Framework - KS3, KS4 and Post 16](#) (Word doc)
- [Mapping the Two Frameworks Guide](#)
- [Curriculum Planning - Mapping the Two Frameworks](#) (Word doc)
- [Key Stage 3 - Post 16 "I Can Do" Statements](#)
- [The New CDI Framework - How We're Using It video](#) (YouTube)
- [Mapping the Two Frameworks - Learning Areas by Key Stage](#) (A3 poster)



<https://www.thecdi.net/New-Career-Development-Framework>

- Response to the removal of a careers education national curriculum framework
- shape and rationale for your scheme of work curriculum content so you have sound basis for what you teach, intended learning and what is left out i.e. define your intent about what you plan to achieve through your careers programme
- Helps implementation as it defines content of programme
- Supporting resources include audit, mapping and planning documents

Provides a curriculum structure with clear learning aims (intentions) that fits with Ofsted's Intent, implementation and impact / enabling you to show a sequential and planned curriculum (schools create own activities / lesson and develop more detailed learning outcomes)

The Quality in Careers Standard requires “the Learning Provider to make effective use of the curriculum audit produced by the CDI against the Framework” (GB4) – should be cross curriculum

Clear **links** between this framework and the **Gatsby Benchmarks** (GBs are the building blocks, this is a kind of mortar)

Content reflects consensus that information, experiences, curriculum learning and personal guidance combined are essential components of effective careers programmes





CDI CD FRAMEWORK



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Grow
throughout
life

Key Stage 3

- being aware of the sources of help and support available and responding positively to feedback
- being aware that learning, skills and qualifications are important for career
- being willing to challenge themselves and try new things
- recording achievements
- being aware of heritage, identity and values

Key Stage 4

- responding positively to help, support and feedback
- positively engaging in learning and taking action to achieve good outcomes
- recognising the value of challenging themselves and trying new things
- reflecting on and recording achievements, experiences and learning
- considering what learning pathway they should pursue next
- reflecting on their heritage, identity and values

Post-16

- actively seeking out help, support and feedback
- taking responsibility for their learning and aiming high
- seeking out challenges and opportunities for development
- reflecting on and recording achievements, experiences and learning and communicating them to others
- planning their next steps in learning and work
- discussing and reflecting on the impact of heritage, identity and values

Clear links with the Gatsby Benchmarks – page 9 of “Using the Framework”

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1. A stable careers programme	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2. Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3. Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
4. Linking curriculum learning to careers	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					

Key stage 3 “I Can Do” statements extract

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Talk about my strengths to others in my class</p> <p>Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review</p> <p>Complete a range of self-assessment exercises and record the results in my career action plan (e-portfolio)</p> <p>Tell my own story, how I am</p>	<p>Say what is LMI (including SIC & SOC) and why you need to be aware of it for making future decisions</p> <p>Analyse local job vacancies using job vacancy websites/apps/newspapers and other sources</p> <p>Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, National Careers Service</p>	<p>Explain what the term ‘career’ means to me</p> <p>Recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan</p> <p>Identify the opportunities</p>	<p>Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network</p> <p>Use social media and platforms such as LinkedIn to prepare a personal profile</p> <p>State what are the qualities and skills needed to be an</p>	<p>Identify what are the health & safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks</p> <p>Show how to get the most from a personal budget, understand and use financial words</p> <p>Identify how to stand up to stereotyping and discrimination that is damaging to me and those</p>	<p>Select the relevant careers information and say which ones interest me</p> <p>Identify the different kinds of work that people do and say why people’s job satisfaction varies as personal situations change</p> <p>Consider my own and other people’s ideas about learning, careers and the world of work to inform opinions and decisions</p>



Career Development Plan against the CDI Framework

Key Stage 3 Learning aims	Autumn activity	Spring activity	Summer activity	RAG	Gatsby Benchmark
<p data-bbox="34 362 369 448">Grow throughout life (1,2,3,8,10)</p> <ul data-bbox="34 482 413 1415" style="list-style-type: none"><li data-bbox="34 482 413 748">a. being aware of the sources of help and support available and responding positively to feedback<li data-bbox="34 762 413 986">b. being aware that learning, skills and qualifications are important for career<li data-bbox="34 1001 413 1176">c. being willing to challenge themselves and try new things<li data-bbox="34 1190 413 1272">d. recording achievements<li data-bbox="34 1286 413 1415">e. being aware of heritage, identity and values					

<https://www.thecdi.net/New-Career-Development-Framework>

6 core learning areas (Grow throughout life, explore possibilities, manage career, create opportunities, balance life and work, See the big picture)

- Learning areas → learning aims (intentions) → learning outcomes
- Underpinned by theory (just like other areas of the curriculum) to provide a structure of knowledge, skills and capabilities that careers learning will provide to individuals to equip them for a positive career
- Just as subjects have their own organising concepts and skills acquisition
- Spiral, progressive, curriculum framework sequential areas of learning aims within each learning area
- Differences expected about what should know, be able to do at 14, 16, 18 so gradual increase in competence – so Primary version and Secondary in 3 Key Stages
- Not limited to happening in something called Careers or PSHE – subject based as well
- These areas of learning are supported by suggestions for student activities and potential resources to use for these on pp14-15 of "Using the Framework to support careers education and guidance in secondary schools

i.e. a structure and rationale for your scheme of work



Have sought to reveal “out with the old & in with the new” through showing



- 3 big pieces of the careers jigsaw and their fit with each other
- the potential for using / meeting requirements of each to be complementary
- that all reflect the broad consensus that a combination of careers and labour market information, experiences & encounters, curriculum learning, and personal guidance are crucial
- all share an emphasis on intent, implementation and impact even if not labelled precisely the same
- that all bring benefits, raise standards and contribute to making careers learning better for students



THANK YOU



Smaller group discussion /activity



The Quality in Careers Standard



Career Development Framework

