

# Careers Strategy Forum



## Prospects Services and Central Careers Hub

Insight From Dr Deirdre Hughes OBE

Careers Leader Panel

From The Horse's Mouth – Careers Leader Views

Services To Help You Meet The Careers Strategy

[www.centralcareershub.co.uk](http://www.centralcareershub.co.uk)

## Careers Strategy Forum

On April 26th Central Careers Hub and Prospects Services invited school and college Careers Leaders to a unique event in Central London. Held at the prestigious Bloomsbury Hotel, the event focused on the Careers Strategy, based around the 8 Gatsby Benchmarks, and how schools and colleges can begin to work towards the benchmarks and meet them by the end of 2020.

### Dr Deirdre Hughes OBE



The event opened with comment from Dr. Deirdre Hughes OBE on the Careers Strategy.

Deirdre picked the minds of the Careers Leaders, by asking them how they'd define the term "career". Unsurprisingly, the answers were comprehensive, ranging from "Planning for lifelong working, learning and contribution to one's community" to "the ability to understand options and make meaningful, informed decisions". Deirdre largely agreed with these statements, and highlighted that she has always been very motivated by the practical element of careers advice – helping young people. In particular, in wake of societal and technological shifts, the focus is on preparing young people for a future "we cannot clearly describe".

Growing up in Northern Ireland, Deirdre saw mass unemployment, and crucially what happens to young people when they grow up without a storyboard. Describing the current state of English careers services as "in the midst of an experiment".

Deirdre spoke of her time chairing the National Careers Council, over which she reported to 3 ministers on how to improve careers provision.

Deirdre highlighted the importance of the adult piece of the Careers Strategy, but identified the challenges relating to it:

- To keep more people switched on to learning
- To encourage people not to close opportunities too early
- To broaden their horizons and challenge false assumptions
- To create relevant experiences and exposure to the world of work

On the subject of Apprenticeships, Deirdre stated that there hasn't been enough interest from employers around creating apprenticeship opportunities. Deirdre went on to add that the recent focus on apprenticeships has shifted the conversation around vocational routes into work, compared to traditional academic routes.

The Gatsby Benchmarks have given strong narrative around careers guidance, and though they aren't statutory framework, by adopting them schools and colleges can be confident they are fulfilling their legal duties. Deirdre acknowledged that most School/College budgets are tight, and "only getting tighter" but highlighted that Gatsby Benchmarks have provided a strong template for good careers guidance.

### Primary Careers Guidance

The Department of Education has pledged £2M to look at careers education at Primary level, and in particular researching what works. £1M of this will be spent looking at pilot studies, with the remaining £1M looking at toolkits and resources.

### How To Know If Careers Education In Schools Is Good

Deirdre began this topic by highlighting what good looks like – For careers guidance to be considered good young people in schools need to be:

**Inspired** by teachers, careers specialists, employers, past students, multimedia technology (list is endless) to spark off their thinking about their future careers.

**Informed** by all of the above – about the full range of relevant careers and the various routes to achieve them.

**Advised** by specialist advisers and other professionals about what is available, and what the implications of different careers may be for them.

**Guided** by specialists and other professionals so that they make informed choices about the progression at the end of year 11 and beyond.

### Where inspectors report positively, they find that:

- Careers advice and guidance steers learners towards subject choices that retain the widest range of career options at a later stage.
- Learners benefit from effective collaboration with local providers.
- Through impartial introduction to different pathways, learners find appropriate placements in further education or training.
- Transition from each key stage is well supported with clear steps communicated to parents.
- The curriculum enables learners to understand the range of further education and work-related learning options that are available to them.

### Where inspectors report inadequate findings, they find that:

- The curriculum is not appropriate for the majority of the learners.
- Learners entering sixth form, sixth form college or further education colleges receive poor advice and guidance.
- Too many learners were inappropriately placed on academic courses which they either failed or quit.
- Careers education, guidance and advice have failed to raise learners' aspirations.
- The guidance learners receive for next steps other than university is not strong.
- The school does not follow up and check learners' destinations in order to evaluate the impact of careers advice and guidance.

Inspectors also note that young people aren't or haven't been told about apprenticeships – for many colleges and schools they aren't even presented as an option and that the university agenda has had a lasting legacy on careers for young people.

## Career Leaders Panel



Following Deirdre's "State of the (Careers) Nation" address, the "Careers Leaders Panel" was held. This included 4 careers leaders, who were invited to give their views and feedback on a range of questions and topics from the audience.

### Panellists included:

- Vicky Woodings – The Bourne Academy (achieved all 8 benchmarks)
- Helen Everett – Chislehurst and Sidcup Grammar School
- Paul Talbot – Woodfield School
- Sue Bannocks – Havering Sixth Form College
- Dr Deirdre Hughes

**Question - "In your experience, which Gatsby benchmarks are most difficult to achieve 100%?"**

**Paul** - Embedding in the curriculum is the most difficult, as there are a variety of subjects and as a result different people to win over.

**Vicky** - At our school every subject area has a careers champion.

**Helen** - We give directives on how to offer support and information for each subject area, as well as posting careers information on noticeboards etc.

**Question - "Who's going to monitor the benchmarks?"**

**Deirdre** - I've spoken to Ofsted who will be releasing a new framework, but they still won't devote much time to this. I expect a light touch.

**Question - "Will there be destination data published?"**

Schools will likely have to publish tracking data for up to 5 years. This will of course make careers advice more high-profile.

**Question - "What are your honest feelings on the 'baker clause'."**

**Paul** - We're rebuilding our website, as well as writing a careers curriculum for SEN.

**Vicky** - I welcome the Baker Clause. We work with other local colleges towards a common goal – children getting careers provisions in my area. The conditions cover this.

**Sue** - I agree with Vicky's stance, I think this clause is a good thing but I can see some challenges.

**Deirdre** - Young people are more data savvy – the Department for Education has commissioned behavioural insights aiming to engage with young people.

**Question - "With the current funding crisis in education, work experience is dropping off – particularly due to the cost of a health and safety check. How can this be remedied?"**

**Helen** - Students find their own work experience, which is in its own way a skill-building experience. Health and safety checks aren't required unless the workplace is high risk such as a construction site.

**Vicky** - Health and safety checks don't need to stop work experience – they're not a statutory requirement. The Education Business Partnership in my area made H&S checks £35. It's all about using common sense – parents can sign liability.

**Question - "How to support / facilitate apprenticeships applications – They seem to be more rigorous / competitive than UCAS. "**

Schools need a budget to deliver. CEC needs a representative from CDI. CEC should be directing significant sums to schools and college.

A strategy is needed – while its good Gatsby exists, funding is needed for effective delivery.

# From the horse's mouth – can we implement the Careers Strategy by 2020?

In order to make things effectively happen FISH needs to be understood.

**Funding** - What is there?

**Inspection** - OFSTED/MATRIX/Quality In Careers Standard?

**Statutory** - Must or should?

**Hearts and Minds** – SLT, Governors, the whole staff body, the KIDS, the PARENTS.



## Gatsby Benchmarks

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

Andy Gardner opened this section by observing that this was “the largest gathering of careers leaders ever to talk about this issue”. The core view of the panel was that funding is needed to provide a stable careers programme.

Careers leaders were then invited to give their views on whether it is achievable to implement the careers strategy by 2020 as planned.

At the Careers Strategy Forum, we asked Careers Leaders to comment on the Careers Strategy in respect of:

- **Strengths** of their institution in implementing the Careers Strategy
- The **Weaknesses** of their institution in implementing the Careers Strategy
- The **Opportunities** gained by implementing the Careers Strategy
- The **Threats** to implementing the Careers Strategy in their institution.

Even though these comments are not ascribed to a Careers Leader or Institution, they are an extremely valuable bell-weather on how Careers Leaders feel about implementing the Careers Strategy.

## Strengths of their institution in implementing the Careers Strategy

PSHE – Employability skills/CV writing  
Our Careers Adviser/one-to-one IAG  
Work experience (Yr. 11)  
Buy-in from SLT and support and management from SLT  
Funded team of Careers Advisers and resources  
Community – key staff, parents and governors.  
Excellent Careers and HE Forums that work well  
Backing of SLT  
Careers is on the agenda and SLT willing to listen to new ideas  
Support from SLT  
Students are let out of lessons  
Commitment of careers-related staff  
Whole school approach  
Year 11 Impartial careers interviews  
SLT vision for careers  
Year 10 work experience, 1;1 Mock interviews event, Year 8 speed networking event  
Year 10 workshops – BTEC, A levels, Apprenticeships, Uni  
Coordinate with other careers Leaders in borough  
Careers programme KS 3-5, One-to-one Guidance Year 11  
Links with hospitality and construction sectors  
Work experience for all year 10s, 2.5 days of Independent Careers guidance, Extensive resources and full-time Careers Coordinator  
Year 11 PRO day – 3 different workshops with 3 different employers.  
Linking curriculum to careers has been taken up by Departments/staff  
Work experience team with Careers Adviser involvement/Teaching staff  
Good communication with SLT  
Reported Good in Ofsted  
Working with CEC Enterprise Network  
Partnership with CEC and EAs has been really helpful  
Provision as a whole is embedded with some gaps in 4.5 and 7  
The service offered already in line with Gatsby

Good Ofsted and matrix  
Stable and strong careers team  
We do all age guidance  
Have a Careers Adviser linked to in-house apprenticeships  
Strong guidance team and links within college  
Great geographical location and transport links  
Employer engagement in a structured careers programme  
SLT support and personal development lessons  
CEC support in Buckinghamshire  
QICS  
Passionate Careers Advisers, never giving up  
Awareness of Careers Priorities  
We are “largely” delivering the benchmarks  
Good independent advice and Careers Fair  
Students and parents value what we are doing  
Advice  
Backing from SLT  
Dedicated careers area with team of professionally trained staff  
Independent school so funding is there  
Strong/tutor house system exists  
Careers programme in place, willing parents and alumni on database  
Workshop programme for Year 11 and 13  
Some teacher buy-in  
Teenage Enthusiasm  
Low NEETS  
Ofsted outstanding and careers Leader is a Business Studies teacher  
Buy in Careers Adviser  
Good leadership  
Good basic programme in place  
Dedicated member of staff  
Careers fair and guest speakers  
Support for careers at senior level  
More able student coordinator  
WEX  
Some good alumni support

Proximity to huge variety of employers and industries

Enthusiastic, motivated careers leader, able to challenge

Fledgling strong school relationships and reputation

Headteacher understands unique skillset in careers professionals

Proactive, keen students and parents

Teacher in post

Career adviser in place

Access to CEATG

Experienced team of careers advisers

Guidance interviews

Awareness of careers and gets by SLT

SLY Support

Career information and strategy knowledge amongst senior leaders

Small 4 form entry secondary school – able to know students well and provide tailored careers / WEX advice

Employer HE engagement

Leadership Support

Alumni

Two careers advisers – impartial and qualified which shows the college is invested in CIAG

Encounters with PSHE

Encounters with employers and employees

Having as structure to work toward

Good, simple framework

Sharing good practice

Large sector of FE college resources

Lots of expertise and resources available and qualifications

Statutory guidance

Commitment

Enthusiasm

Networking skills and presentation support

A more structured approach for education providers

Much more awareness of the need for learners to acquire skills for work and lifelong learning

At least there is a strategy!

Revises profile and importance of careers support in schools

It's a chance for schools to show the wonderful work they are doing. It's a new start

Belief that the GS are worthwhile

Draft careers programme

Work experience

SLT leads on careers / PSHEG

Governing body to ensure & SLT stating to understand their stat. duty

Emphasis on standards for the first time since 2008

All year groups provided with engaging careers program

# The Weaknesses of their institution in implementing the Careers Strategy

Preparation for apprenticeships

Is personal guidance for all years effective?

Delivery by teachers not always enthusiastic about the subject matter

Apprenticeships – understanding the levels, availability and progression from apprenticeships

Parental attitudes

Getting the time to develop new initiatives and implement them

Not everyone knows what we offer and we only become known at a point of need.

Worries about the sheer amount of work involved

Lack of Senior Leadership support

Lack of Praise from management

No budget

One-man band, too much to do, not a whole school approach

Having to evidence everything

Commitment required from SLT/SMT

No punishment or clear threat of what will happen if the Careers Strategy is not implemented

No direct contact with CEC.

Lack of free resources

Need more CPD for staff – careers work/subject areas

Need more parent involvement in events

Embedding careers within subjects

Need more speakers in specific job areas

Apprenticeships – whole school awareness and preparation

Lack of Careers Champions

Lack of funding and admin support

Feedback from parents

Info on website

Embedding careers in the curriculum

Lack of encounters with employers throughout Years 7-13, LMI and FE/HE and Apprenticeships (lack of encounters)

Lack of evidence/case studies to show positive effects/benefits of careers guidance

Curriculum IAG needs to be strengthened

Not enough work placement

Lack of support staff for careers

Lack of free or low-cost tools to measure impact of provision

Primary age provision (4-19 school)

Curriculum learning and benchmark 7.

Measuring/evidencing the great service we offer

Inter-departmental support lacking – e.g. destination report not provided by admin dept.

Need more staff for Careers team 2,500 FE students

Funding issues

Tracking need for tool show added value

Need for more management and no identified Careers Leader

Lack of funding to train careers leaders and lack of qualified delivery staff

Evaluation and record keeping

Work experience provision

Record keeping – how can students record their careers experiences Yr. 7-13.

Work experience

Subject Teachers giving their time to be Careers Champions

Resourcing (funding)

Resources for more careers staff – can't see how it can improve without more careers staff

Lack of support from SLT, status of CEG in school.

Involvement of teaching staff

Keeping parents involved

LC2C and lack of support from Teachers

Lack of work placements, don't have capacity

Not capturing data and lack of support for SEND students

Leadership team and Governor not embedded and allocated

Not embedded in curriculum or tracked

Not all teachers buying in and some teenage apathy

Numbers too large for 1 to 1 advice – group work only

Dealing with a large number of asylum seekers and ESOL coming mid-year

Low budget for external Careers Adviser

All other staff avoid responsibility for careers

Lack of varied advice at year 11 transitions

Lack of careers on SLT agenda

Focused heavily on UCAS / more academic route

Haven't made significant links to local employers / local labour market

If only 1 passionate person responsible leaves where is the legacy?

Careers leaders: disparity of hours in each school

Lack of monitoring – what will compel schools HT to maintain CEG if OFSTED are not inspecting

Lack of whole staff knowledge of curriculum

Adding more to an already very full job role

Embedding in to the curriculum

No new money behind this initiative!

GS - much more focus on schools

Schools struggling to afford personal guidance

SLTs will delegate responsibility

Inconsistencies in offers to learners e.g. employers and providers coming into schools will vary depending on the local area, staff training, availability of staff to provide input etc.

Lack of funding can lead to a desperate scramble for 'freebies' which lack impartiality for students.

Not enough curriculum linking with careers

Staff already over stretched

Lack of funding

Lack of CPD

Lack of TIME!

Diminishing of opportunities to run workshops and 121s

Ofsted inspection may not cover careers comprehensively

Time to do this

Capacity to deliver what's needed

Impartial / source of conflict

Lack of work experience / employer engagement

Lack of teacher availability and time for extracurricular activity

Lack of realism and evidence-based policy

Funding lacking in schools

Lots of impacting changes are still in pilot stage so stability is in issue

Stable careers programme

Work experience linking with curriculum needs of each student

LMI

WEX for all students – lack of resources

How to motivate students to see the benefits of WEX and developing skills – it needs to be a whole college approach and we're not there yet

Lack of parental, MLT support

NO formal qualification for role of careers - advisors – learning 'on the job'

Not an inclusive plan of careers yet

Funding and time

Conflict of targets

Destination gathering

Having SLT involved and on board

Subject leaders knowledge or careers in their subject area

Engagement with parents

Networking with other schools

General staff body not yet involved

One-person careers 'team'

Lack of structured progressive programme

Not embedded into the curriculum

# The Opportunities gained by implementing the Careers Strategy in their institution

Maintain/develop consistency of quality standards in implementing Careers Education and Guidance

Training staff

Exposure to the world of work

Establishing a clear policy

Developing a programme that has a greater impact with given resources and funds. Already doing many things but how do we do more better? Opportunities to assess and reflect

Creating Careers Champions out of students and staff

Work with local businesses

Involve more staff, involve sixth form

Getting more employers to come forward

To create protected roles

Developing relationships with all students

Careers Champions

Employers – links with

More contact with employers

Get whole school involved in careers and praise the importance of careers and lifelong learning

Parents coffee morning, Parents progression evening

Attend annual reviews all years, attend all parent's evenings

Use 6th form students more

Create videos from events to show lower years

More opportunities for work experience and shadowing

Coaching students to develop the skills employers value

More access to careers support as and when needed - not just structured interviews

More joined up work/coordination/whole college approach

Getting case studies/evidence

Revamp network for Work Experience and Careers Leaders network

Gain support from other departments to measure success

Provide appropriate space for careers meetings

More support from tutors for class talks

To create more opportunities for SEN/Extended learning students

To meet work experience requirements for all students

Create Progression fair and build links with LEA teams

It's time for me to make waves and locally there is a careers network to drive this forward

Educating parents about Apprenticeships

Re-educate parents, especially about apprenticeships

More Careers Education for Staff and Parents

Links to new partnerships

More use of parents and alumni

Students to maintain personal record of encounters with work

To go from good to outstanding

Pinning down the good work that we do – putting it into a clear structure. Promoting the value to the wider college

Careers Strategy raising the Careers Agenda

School Drop-down days may become a drop-down week.

Adding destination tracking to school performance indicators

Better coverage of stereotyping and life skills

Help grow the opportunities in our own sixth form

Links with a new sister school will hopefully raise careers profile

Stronger links with local businesses

Location, lots of employers  
So much potential

Local employers – haven't yet explored

Partnerships / Collaboration with local schools and careers professionals

Employer interest, support, funding

Networking

Development of careers learning in large MAT

Careers in primary education

Working towards a quality in careers award  
EBP

Links with employers

Cluster network

Merging with an Academy - share best practices,  
more support

Network with other schools, FE, HE, companies  
and businesses

Networking events – making links with other  
institutions to share best practices (what works,  
what doesn't)

Merger – sharing best practices and resources

Working in partnership with Surrey University

To professionalise the offer – not just careers  
advisers but also other staff involved in aspects  
of advice and guidance

CD funding

Share good practice

To get students aware and proud of careers  
education

Quality standard

Making students aware

Having to publish policies therefore SMT support  
in creating

Flag things up that already work in schools

Work with students on employability skills to  
prep for apprenticeships

Offer activities for young people to attend

How to make pupils aware of how they have  
rec'd good IAG

Commitment from staff

Possibly more options for learners, including  
higher achievers, to network at an earlier stage  
with employers

Subject teachers / 6th forms to balance IAG  
between university and apprenticeship options

Careers leaders across areas can work together  
to make a difference

Money can be saved by working together!

Making more changes for the benefit and  
preparation of our students for their futures

Develop curriculum to embed careers further

# The Threats to implementing the Careers Strategy in their institution

Parental attitudes	T Levels
Funding	Funding
Changes in policy	Losing staff and not getting replacements
Insufficient time if Teacher is Careers Leader	It's not statutory so should we do it?
Implementing Careers in the Curriculum	Who is going to police this, will it just lose its focus and disappear
Funding!	Funding/resources
Change of leadership!	Too much to do/consistency against all the benchmarks
Change of government policy, any change takes a long time to establish and see the benefits are not allowed.	Teachers not buying into the process due to other impacts on their time
Even less money (funding)	Funding – how can we fund personal guidance and how can it be delivered
Underqualified or even not qualified Careers Advisers seeing young people	Student/parent apathy
Time, funding and change in leadership team	Subject Teachers – time to support careers
Time required	Why do we have to re-invent the wheel – govt should fund a common set of resources for each school and online support.
Headteachers agendas	Funding – not enough to meet the benchmarks by Dec 2020 and provide a stable programme
Changes to Calendar – need for consistent programme	Leadership buy-in
Money – lack of funding	Budget/staffing
Time - more needed	All schools/colleges different, 'one size' does not fit all
Time and money (we have no funding)	5 years tracking?
Underpaid Careers Adviser working on good will	Work overload – stress!
Outside organisations using Careers Strategy as a business opportunity	Spend too much time on strategy evidence gathering leaves less time for 1-1 support for students
One-sided Baker Clause – who are the relevant contacts in companies, should CEC not be providing this – make it easier for us.	Costs – redundancies
Lack of Funding	GDPR
Lack of qualified Careers Advisers	Middle level leaders who have not bought into careers
Focusing on policies and frameworks not practice	Focus on academic results and destinations to exclusion of everything else
Funding	Two UTCs locally
Lack of careers input when decisions are made	Anti-immigration policies
Reorganisation and cuts to budget	Staff who resent students leaving lessons for careers
Low birth rate, less students, less budget and less staff	Budgets – school looking to cut services not central to teaching and learning
Failing matrix as a result of not evidencing the support offered e.g. destination reports	Lack of funding
Funding, ability to track destinations, Baker Clause, Politics/Ofsted	

Employers dropping out  
Are teachers doing their jobs properly  
Budget is being cut – possible implications for careers provisions  
School Funding – fff!  
Lack of new emerging talent with careers advisers  
Here today – gone tomorrow? (change of central government agenda)  
Lack of time  
Real investment from SLT  
Work overload on current staff mentors who have experience / respect for careers staff  
Evidence is related to getting funding – schools, LAS etc will need to organise themselves quickly to get money  
Schools budget being reduced – impacts on careers support  
Outcomes can lead to ‘tickmarks’ for Benchmark, rather than what’s best for learner choices.  
Constant threats to finance  
Curriculum focusses on academic progression  
Key staff leaving  
Cutting budgets  
Political strategy  
Focus on academic diminishes opportunities with students i.e. year 11 now allowed to attend visits  
Changing public policy  
Mergers both complete and in process – don’t know where we will be in September  
Ofsted conflicting expectations  
Merger – standardisation of careers service across a college group  
GDPR – employer contact information  
New Ofsted framework  
Funding  
WEX being withdrawn  
Funding for students  
Funding for course qualification for careers advisers  
Budget cuts for careers  
Becoming a multi-academy trust

Role of careers advisers not understood or valued  
Recruitment of quality careers advisers  
Failing Ofsted  
Time availability  
Little / no dialogue between employers and schools for mutual benefit  
Lack of funding and inspiration – at risk to other school priorities  
Currently no strategy / plan / goals. Threat to surviving  
Careers professionals, school staff and leaders not speaking up about how ridiculous this situation is. Our voice not present. How can we do it?  
Budgets / funding  
Emphasis on grades and Russel Group universities.



## Prospects Services and how we can help.

This section was presented by Brenda Cabras, Director of Employment and Skills at Prospects Services Ltd.

Prospects are a career advice service with a wide range of services and tools that may help to alleviate the pressure on Careers Leaders.

Brenda opened with a comment about the unspent apprenticeship levy funds – which as of April 2018 is reported as £1.28 Billion – and her belief that this unspent money should go towards career funding and support.

### 8 ways Prospects can help your school, college or academy to meet the Gatsby Benchmarks.

**1. A stable careers programme** – Our experienced careers consultants will support you to achieve a structured Careers Programme, gain qualifications and prepare for Ofsted. Prospects is proud to be a licensed awarding body for the national Quality in Careers Standard. The Standard allows any institution to demonstrate that they are meeting all the benchmarks by qualified and experienced external assessors. The Standard is ideal for any institution, primary, secondary or post-16 – wanting to develop, improve or celebrate they very best practice in careers education, information, advice and guidance.

**2. Learning from career and labour market information** – As the UK's leading supplier of careers and labour market information, Prospects Education Resources supports new and experienced careers leaders to develop their careers programme. We supply a range of lesson toolkits and recommended resources that underpin career learning during dedicated lessons, encounters with employers and learning providers, and across the wider curriculum.

**3. Addressing the needs of each student** – Prospects has a number of interactive programmes that can increase motivation and raise aspirations of the individual:

- The Resilience App and the Resilience Programme are tools developed exclusive by Prospects to increase motivation and raise aspirations whilst setting goals and measuring distance travelled.
- Digital badges, accredited online awards, recognised the career and employability achievements of the individual.
- Launch Pad is a virtual platform which allows students to practice interview techniques, and receive feedback in a safe environment.

Prospects careers advisers can attend parent's evenings to meet and talk with parents about pathways and options.

**4. Linking curriculum learning to careers** – What's the Point is a programme commissioned and developed by Prospects that links national curriculum subjects e.g. Maths, English, History to vocational areas and uses virtual and augmented reality to enhance this experience. Prospects can provide continuing professional development for teachers and governors on how to implement this programme and link destination data to curriculum.

**5. Encounters with employers and employees** – Careers insight walks are a valuable tool that Prospects has been using for more than 10 years to introduce young people to the workplace and bring them into contact with employers. The Prospects employability programme encompasses work placements from our selection of employer partnerships. It has been produced in conjunction with Pearson's to develop the skills and qualities employers really value and can be delivered in schools and colleges. Prospects also has extensive experience of delivering employer talks to classes or assemblies, employability days for whole year groups and careers fairs – small and large scale to fit your needs.

**6. Experiences of workplaces** – Prospects has designed and delivered work placements and work placement programmes alongside careers insight days and work tasters. These can be delivered to groups or individuals.

**7. Encounters with further and higher education** – Prospects has partnerships with a number of FE and HE institutions facilitating visits and talks about courses, apprenticeship and training opportunities to groups.

**8. Personal guidance** - Prospects level 6 practitioners are experienced at delivering one to one guidance, and producing personalised action plans that are Matrix accredited. Our experienced and well-trained advisers can operate in a flexible and innovative way according to school needs. They can use digital technology to inspire careers choice and delivered 1-2-1 guidance, class presentations and assembly talks. The team at Prospects Professional Training and Consultancy offer a range of qualifications that underpin the role of the careers leader in developing and managing a stable careers programme, as well as validating the work of the guidance professional, enabling the needs of all students in the institution to be met by a suitably qualified person throughout all key transition points.

For more details on these services please contact: [Lesley.Margiotta@Prospects.co.uk](mailto:Lesley.Margiotta@Prospects.co.uk)

## The national Quality in Careers Standard – What is it?

The national Quality in Careers Standard is an externally assessed and validated “qualification” or kitemark for an institution’s careers education information, advice and guidance provision. The Quality in careers standard is not for one person – it’s for the institution.

This standard is for a range of institutions including; secondary schools, academies, studio schools, free schools, UTCs, Independent schools, special schools, PRU’s or smaller units, Sixth form and FE colleges, training providers and primary schools across England, Northern Ireland and the Channel Islands.

Regarded as the main award a learning provider would achieve to demonstrate the quality and effectiveness of CEIAG provision, this standard supports Gatsby Benchmarks and offers a choice of 12 regulated awarding bodies.

Currently:

- Over 1100 hold or are working towards one of the specialist quality awards
- 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 120 assessors supporting the awards

The seven tests for all learning providers:

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.
5. Working with employers and other external partners, including Further Education, training providers and Higher Education.
6. Involving families.
7. Monitoring, evaluation & measuring the impact of CEIAG provision.

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

## Why?

This standard leads to better careers and guidance. It also encourages your institution to take a close look at what is already happening, to celebrate what is good, and to update or reassess anything that isn't working. As well as this, it helps to encourage evidence of a more structured policy and associated careers programme.

For stakeholders –

This standard will aid you in proving to the students and parents/carers that you are offering a high standard of careers provision. Additionally, you'll be able to prove that you have a quality structure in place to support transition into adult life, as well as recognising the importance of their future to the school/college.

## Involves Students

The programme offers students the opportunity to design, develop and participate in the programme in a number of roles including; Career Champions, Student Librarians, Mentors, Alumni Etc.

The programme also guarantees support for the most vulnerable.

For Senior leaders this standard gives CEIAG a higher profile, and increases the involvement of senior managers and governors. The statutory duty for providing access to careers guidance is required of the governors and school leaders as well as school staff.

Value for money –

A good careers programme will ensure that each young person gets the most of their careers advice sessions. A Careers guidance professional is an expensive resource: you should not be spending those precious 121 minutes providing a careers education programme for every single client.

If you're new to careers, this framework is ideal for a new professional. You'll get to know the ins and outs of your institution and what's going on.

If it's on your job description remember – the Quality in Career Standard is not a qualification for one person – it is for the institution.

For more details on the Quality in Careers Standard please contact:  
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