

## Appendix 2. Required or Suggested Templates for Awarding Bodies and their assessors

### 1. Required Assessment Summary Grid (this must form part of all assessment reports by all Awarding Bodies)

Name of Learning Provider: Shavington Academy Date: 13/10/2022 Name(s) of Assessor(s) Robert Blackshaw & Sharon Williams

National criteria section headings for the Quality in Careers Standard	Insufficient progress towards fully meeting the Standard (✓)	Achieving the Standard, making good progress towards fully meeting the national criteria (✓)	Achieving the Standard, fully meeting the national criteria (✓)
1. A stable careers programme			X
2. Learning from career and labour market information			X
3. Addressing the needs of each student			X
4. Linking curriculum learning to careers			X
5. Encounters with employers and employees			✓
6. Experiences of workplaces			✓
7. Encounters with further and higher education			✓
8. Personal guidance			✓

#### Notes

- (i) **Insufficient progress towards fully meeting the Standard** = Inadequate inputs, unreliable processes and unclear outcomes/impact in this section of the Standard's national criteria. No robust plan in place to fully meet this section of the national criteria nor the expectations of the relevant Gatsby Benchmark indicators.
- (ii) **Achieving the Standard, making good progress towards fully meeting the national criteria** = Evidence of good progress in this section of the Standard's national criteria and robust plans in place to fully meet this section of the national criteria within two-three years. Has met or partially met the expectations of the relevant Gatsby Benchmark indicators.
- (iii) **Achieving the Standard, fully meeting the national criteria** = Has met all the criteria in this section of the Standard's national criteria including the relevant Gatsby Benchmark indicators.

## 2. Suggested Assessment Recording Grid for Assessors (this is not required, but is offered to Awarding Bodies)

This template is offered for use by assessors in lieu of/ in addition to the Award Provider's own assessment framework recording grid.

Key

	Gatsby Benchmark indicators for academies and colleges
	Additional national criteria relating to the Gatsby benchmark indicators
	Additional national criteria requiring evidence beyond the Gatsby benchmark indicators

Codes	Description	Insufficient progress	Making Good progress	Fully meeting	Key evidence
<b>1. A stable careers programme</b>					
GB 1.1	Every academy should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it			X	Evidence of a well-planned CEIAG academic calendar this included staff CPD, governor minutes and pupils' events and activities.
GB 1.1	<i>Every college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it</i>				A clear working relationship very evident between Careers Lead and Strategic Careers Leader. A very good understanding of what is being achieved and what direction they are working towards in relation to CEIAG.

<p>GB 1.2</p> <p><i>GB 1.2</i></p>	<p>The careers programme should be published on the academy’s website in a way that enables pupils, parents, teachers, and employers to access and understand it</p> <p><i>The careers programme should be published on the college’s website in a way that enables learners, parents, college staff and employers to access and understand it</i></p>			<p>X</p>	<p>Evidence of Careers Programme available online and easily accessible making it available to Parents and Professionals.</p> <p>Evidence of all School Events available and advertised online and across appropriate Social Media.</p> <p>All relevant Policies in place and accessible online. School website drop down do not show full list of what is available so took a while to find the Careers Policy</p>
<p>GB 1.3</p> <p><i>GB 1.3</i></p>	<p>The academy’s programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process</p> <p><i>The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process</i></p>			<p>X</p>	<p>Evidence provided of evaluation and feedback from Students. Parents, Employers/Stake Holders. These are carried out following events. Examples given of how feedback has been used to make changes and further develop the Schools offer, this includes change of resources available to meet all stake holder needs.</p> <p>Also, evidence of Compass Tool Termly Reviews.</p>
<p>QC 1.1(i)</p>	<p>Ensuring that the governing body provides clear strategic advice so that the learning provider’s senior leadership/management team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties)</p>			<p>X</p>	<p>Evidence through Governor Reports, Meeting Minutes, CPD Audit, Staff Training and Emails to show a clear strategic lead for CEIAG from the link Governor, SLT and down to staff as part of School implementation across the curriculum.</p> <p>Shavington have recently appointed a new Governor at the start of this academic year. The new Governor has Careers experience through her role as a Teacher.</p>
<p>QC1.1(ii)</p>	<p>Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff - including giving full support to a named individual in the role of Careers Leader</p>			<p>X</p>	<p>Clarity of roles and responsibilities.</p> <p>Evidence of clear working relationship between the Careers Lead and Strategic Careers Lead (Head).</p> <p>Clear evidence of staff CPD in relation to CEIAG</p>

<p>QC1.1(iii)</p>	<p>Ensuring that all staff involved in the careers programme - preparing all pupils and learners for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles (through appropriate induction training, professional learning and continuing professional development) {see also QC 8.1(i)}</p>			<p>X</p>	<p>Evidence of staff CPD in relation to CEIAG.</p> <p>Staff have key targets in relation to CEIAG as part of their Performance Management</p> <p>Independent &amp; Impartial Careers Guidance provided by Change in Education. Evidenced in Student Action Plans.</p>
<p>QC1.1(iv)</p>	<p>Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people - referenced to a recognised national framework of careers, employability, and enterprise education- with a range of methods to deliver them to suit the Key Stage (KS) and the ability of learners {see also QC 3.1 (i) and QC 4.1(iii)}</p>			<p>X</p>	<p>Evidence through Schemes of Work that Careers is embedded into each curriculum area</p> <p>Key Flagship Events are held to ensure students have access to a range of experiences.</p> <p>Careers Leads and teaching staff deliver themed Careers Lessons to students</p> <p>Evidence of 3-year Careers Plan in place.</p> <p>Also, evidence through use of START</p>
<p>QC1.2(i)</p>	<p>Promoting awareness and understanding of the careers programme - including via the academy's/college's website - by learners, teachers, parents/carers, and employers/opportunity providers using clear and accessible language.</p>			<p>X</p>	<p>Evidence of excellent Careers awareness within School</p> <p>All relevant Policies available on the School website with the Careers Policy updated annually. This includes the School CEIAG Plan.</p>
<p>QC1.2(ii)</p>	<p>Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on learners' career-related outcomes – including feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link</p>			<p>X</p>	<p>Compass Tool completed Termly together with regular CEC meetings in place.</p> <p>Careers forms part of the SLT Meetings Agenda.</p> <p>Regular contact with local Colleges and Providers in relation to Provision and staff updated</p>

	academys, further and higher education, work-based learning providers, employers, careers guidance services and children's services				Regular meetings with CEC to monitor and review CEIAG, also including Compass Tool Termly updates  Evidenced through meeting minutes and emails.
QC1.2(iii)	Evaluating how the careers programme involves learners in assessing and meeting their own needs and those of their peers and evaluating its impact			X	Evidenced via START including Student lesson work  Evidence of Feedback from key activities and events relating to CEIAG  Continual work with the CEC to assess and monitor impact, progression and development
QC1.2(iv)	Evaluating agreements and contracts with external careers guidance services, where applicable, to ensure that those services remain effective and are aligned with the learning provider's overall careers strategy			X	Contract in place with Change in Education for 25 days with evidence of Students seen  Evidence of working with the Local Authority Journey First Programme which support at Risk (RONI) young people  Regular working with the CEC
QC1.2(v)	Evaluating the impact of involvement in collaborative networks - such as a careers hub, multi-academy trust and the Enterprise Adviser Network - to improve the quality of the careers programme			X	Evidence in place to show collaborative networks including CEC and use of online Careers Provision (START): Evidence of work and plans with CEC Minutes from meetings

## 2. Learning from career and labour market information

GB2.1	By the age of 14, all academy pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options			X	START profile software is used through Y7 –Y11. This can be accessed at home or at school. Guidance appointments and displays.  Access to Careers Guidance appointments
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<p>GB 2.1</p>	<p><i>During their programme of study all learners should access and use information about career paths and the labour market to inform their own decisions on study options</i></p>				
<p>GB2.2</p> <p>GB 2.2</p>	<p>Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children</p> <p><i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care</i></p>			<p>X</p>	<p>Parents actively encouraged to use START to support their son/daughter</p> <p>Post 16 information available on the School website for Parents to access</p> <p>Parental engagement at Options Evenings</p> <p>Parental Feedback from Virtual Careers appointments</p>
<p>QC2.1(i)</p>	<p>Ensuring that all students have access to reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment including internships, T levels, academy-leaver programmes and apprenticeships - which meets their needs and that they are supported in its use</p>			<p>X</p>	<p>Commentary documentation specific to this benchmark. List of engaged employers.</p> <p>Careers Assemblies Evidence of Employer Workshops LMI and Post 16 Provision information Evidence of futures fairs. Self-placement work experience ensures direct engagement with employers. Careers Curriculum Posters Operation Live</p>
<p>QC2.2(i)</p>	<p>Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their child's career development</p>			<p>X</p>	<p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• Parents evening- feedback</li> <li>• Career key events</li> <li>• Monthly Newsletters</li> <li>• Social Media</li> <li>• Labour Market Information- PowerPoint presentations.</li> <li>• Academy website-careers section</li> </ul> <p>START Programme</p>

3. Addressing the needs of each student					
GB3.1	An academy's careers programme should actively seek to challenge stereotypical thinking and raise aspirations			X	Very clear evidence across year groups and across curriculum of meeting this Benchmark. This includes: <ul style="list-style-type: none"> <li>• Employer Encounters</li> <li>• Evidence of SPARK Learning Journey</li> <li>• STEM Lessons and Activities</li> <li>• Careers Programme that promotes equality and challenges stereotypes</li> <li>• Full range of Post 16 Options available for all to access and explore</li> </ul> Careers Interviews on a 1-1 basis to discuss individual progression
GB3.1	<i>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</i>				
GB3.2	Academy's should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions			X	Tracking documents and records kept of destination information including Destination Data.  Action plans viewed
GB 3.2	<i>Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions</i>  <i>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary academy) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</i>				Students have access to their own START Accounts both in School and outside of School

<p>GB3.3</p> <p><i>GB 3.3</i></p>	<p>All academy pupils should have access to these records to support their career development</p> <p><i>All learners should have access to these records to support their career development</i></p>			<p>X</p>	<p>Profiles on START</p> <p>Students have copies of their Careers Action Plans</p> <p>All School Work Books remain with Students through their School time</p> <p>Compass Tool Report</p>
<p>GB3.4</p> <p><i>GB3.4</i></p>	<p>Academy's should collect and maintain accurate data for each pupil on their education, training, or employment destinations</p> <p><i>Colleges should collect and maintain accurate data for each learner on their education, training, or employment destinations</i></p>			<p>X</p>	<p>Destination information evidenced and available.</p> <p>Good tracking system in place through School and links with the Local Authority to continued follow up and support of at-Risk Students</p> <p>Links with Post 16 College/Provision to obtain data on starters</p> <p>Data is monitored with SLT and the Careers Lead in School</p>
<p>QC3.1(i)</p>	<p>Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal capabilities to counter them</p>			<p>X</p>	<p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• SPARK programme (eg of Student Work)</li> <li>• SPARK Learning Journeys</li> <li>• Careers Overview</li> <li>• Curriculum Dept audits</li> </ul> <p>VWORK Experience programme of events</p>
<p>QC3.2(i) &amp; 3.3(i)</p>	<p>Ensuring that records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice wherever possible and supports the implementation of their choices and decisions – including transition planning</p>			<p>X</p>	<p>Careers Action Plans issued to students</p> <p>Students meet with Teachers &amp; Careers Lead monitor their next steps progression</p> <p>Destination Data is monitored and available, this supports further tracking and support for relevant students. This includes link with the Local Authority Journey First Programme.</p>



QC3.3(ii)	Ensuring that evidence of intended and actual destinations data enables students to access their records and use the information to strengthen their career-related learning, educational achievement, and progress towards achieving personally-valued destinations, including presenting themselves well to opportunity providers			X	<p>This is completed in collaboration with the Change in Education, Journey First Programme</p> <p>Colleges and Providers share information on applications made</p> <p>Students are tracked for support with applications and to ensure progression is being made towards their next steps</p> <p>Potential NEETs discussion and referrals to Journey First Programme for continued support</p>
QC3.4(i)	Evaluating destinations data for KS4 & KS5 on students' performance, destinations and progression outcomes including using the results of the evaluation to set targets and objectives for improving the careers programme			X	<p>Evidence of evaluation of this via:</p> <ul style="list-style-type: none"> <li>• Internal destination data collected</li> <li>• Internal data and information collected as part of the careers interview process</li> </ul> <p>Destination Data used to support development of students in lesson</p>
QC3.2(ii)	Ensuring that advice given is effective in meeting the needs of all students and especially those of targeted groups such as the 'Gifted and Talented'/'most able', the disadvantaged and those at risk from economic deprivation, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children (taking appropriate account of students' individual learning styles)			X	<p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• Destination Tracking sheet including with SEND code, PP, LAC</li> <li>• Student Careers request appointments</li> <li>• Email Communication with SENDO &amp; LA email Communication.</li> <li>• SPARK programme</li> <li>• CA meeting reports</li> <li>• Employer Encounter and Work Experience</li> <li>• Work with Journey First Programme to support at risk students</li> </ul>

QC3.2(iii)	Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities			X	<p>Very clear evidence in this area including: Colleges/Providers/Employers/Careers (Change in Education &amp; Journey First Programme) to best support students and meet their needs</p> <p>Evidence of work with CEC to support CEIAG</p> <p>Curriculum work examples and examples of WEX documentation</p>
QC3.2(iv)	Sharing academy data with the appropriate authorities and agencies, including monitoring the extent to which such data sharing agreements and processes benefit the students concerned			X	<p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• SLA in place with independent CA -Change in Education</li> <li>• Career Advisor 1:1 meeting reports</li> <li>• Secondary College report and pupil responses</li> <li>• Curriculum career audits</li> <li>• Individual career department poster displays</li> <li>• Email communication with Journey First Programme</li> <li>• Email communications with SENDCO</li> <li>• Pastoral communications</li> </ul>

#### 4. Linking curriculum learning to careers

<p>GB 4.1</p> <p>GB 4.1</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers</p> <p><i>Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations</i></p>			<p>X</p>	<ul style="list-style-type: none"> <li>• STEM Lessons form part of the Curriculum with Careers discussions linked to this</li> <li>• START provides opportunities and information for students to find out about STEM subjects and access careers information</li> <li>• Subject posters in classrooms highlighting careers in that area</li> <li>• The website updates with STEM opportunities</li> <li>• Curriculum Subject Area Audits</li> <li>• VWork Experience</li> </ul>
<p>QC 4.1(i)</p>	<p>Raising awareness – through utilising resources from the world of work – of the employability skills and the wide range of careers that can be achieved through the subjects and courses they are studying (including through the study of English, maths and STEM subjects)</p> <p><i>For college learners, this would include recognition of the importance of English and maths as a key expectation from employers</i></p>			<p>X</p>	<p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• Work Experience evidence</li> <li>• Employer Interview Conference</li> <li>• STEAM TEAMS Group resources</li> <li>• STEM Subject area resources</li> <li>• All Curriculum Subject Audits</li> <li>• Employer Visits and Key Speakers</li> <li>• VWORK Experience folder</li> <li>• Post 16 presentations</li> </ul>
<p>QC 4.1(ii)</p>	<p>Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future embedded in the curriculum including stand-alone, subject-based and planned co-curricular and enrichment activities</p>			<p>X</p>	<p>Evidenced through:</p> <p>Student Work Experience opportunities on an individual basis and also as part of curriculum visits and work alongside Employers.</p> <p>Emails with external Partners</p> <p>START Pupil Activity Reports</p>

QC 4.1(iii)	Developing effective approaches to the teaching, learning and assessment of careers, employability and enterprise education that facilitate the career development of students and their transitions from KS4 and KS5			X	<p>Evidenced through:  Student Work Experience opportunities on an individual basis and also as part of curriculum visits and work alongside Employers.</p> <p>Emails with external Partners</p> <p>START Pupil Activity Reports</p> <p>LMI delivered as part of Lessons  Evidenced through:  Forms Questionnaire – Feedback results.</p> <p>Careers CPD – resources for staff</p> <p>Careers 3 Year Strategy Plan</p> <p>Email correspondence with staff / parents powerpoint presentation.</p> <p>Curriculum subject audits</p>
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5. Encounters with employers and employees					
GB 5.1	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer				<ul style="list-style-type: none"> <li>Employers encounters evidence - range of employers including, BAE Systems, Cheshire East Police, D@T Training, and Balfour Beatty</li> <li>Evidence of interaction within both KS3 and KS4 years.</li> <li>The academy successfully plans and undertakes a range of meaningful employer encounters that includes, assemblies, employer workshops, employer visits, and Career Fairs.</li> </ul> <p>Online activity continues to support this benchmark</p>
GB 5.1	<p><i>Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area</i></p> <p>* A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p> <p>[For some special academis/colleges, encounters with employers may not be appropriate for their student population, whereas encounters with other post-KS4 opportunity providers will be, therefore Quality in Careers assessors will take this into account in assessments]</p>				
GB 5.2	Colleges should record and take account of learners' own part-time employment and the influence this has had on their development				N/A

QC 5.1(i)	<p>For academys, through a variety of methods, securing at least one meaningful encounter with an employer or employee for each student in every year of their education from KS3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae</p> <p><i>For College learners, securing at least two meaningful encounters with employers during their study programme.</i></p>				<p>As the effects of Covid – 19 are declining, the academy’s systems and processes relevant to CEIAG are getting back to levels of normality. There are numerous activities that take place that are ensuring that pupils have access to meaningful employer encounters. These include:</p> <ol style="list-style-type: none"> <li>1. Careers Fairs</li> <li>2. Interview Conferences</li> <li>3. Various Employer Presentations</li> <li>4. Employer visits/workshops</li> </ol>
QC 5.1(ii)	<p>Ensuring that all such activities and encounters with employers and employees are embedded in the careers curriculum as part of a planned and progressive programme, meet the needs of each student, and contribute to their career-related learning outcomes</p>				<ul style="list-style-type: none"> <li>• The academy has a number of initiatives relating to this benchmark, for example: <ul style="list-style-type: none"> <li>*A range of STEM activities.</li> <li>*Various signposting by curriculum areas to specific employer types. Embedding of the SPARK program.</li> </ul> <p>The evidence folder contained a very detailed CEIAG policy.</p> </li> <li>• Very good information on the academy website includes: <ul style="list-style-type: none"> <li>*Links to vocational areas – Local Training Providers</li> <li>*Links to STEM</li> <li>*Link to Start Website</li> <li>*Links to colleges</li> <li>*Links to Apprenticeship information</li> <li>*Links to Careers Policy</li> <li>*Links to Provider Access Policy</li> <li>*Link to current careers overview</li> </ul> </li> </ul>

QC 5.1(iii)	Enabling employers and employees to contribute effectively to the careers programme - including by enhancing students' understanding of progression pathways in learning and work, employability skills, working life and career development at work				<ul style="list-style-type: none"> <li>• The provider access policy on the Academy website details the process for providers on how they can contribute to the centres careers program.</li> <li>• Careers Fayres, external provider assemblies, and Careers Networking events contribute to this benchmark.</li> <li>• Multiple employers who are invited into the academy to talk to pupils about their aspirations is clear evidence for this benchmark. For example, Cheshire Police presented to all years relating to cybercrime.</li> </ul>
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6. Experiences of workplaces					
GB 6.1	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have				The work experience program for 2022/2023 is a self-placing process, supported by the academy.
GB 6.2	By the age 18, every pupil should have had one further such experience, additional to any part-time jobs they may have				N/A
GB 6.2	<i>By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have</i>				
QC 6.1(i)	Securing at least one meaningful experience** of a workplace for every student by the end of KS4, additional to any part-time jobs they				The academy's self-placement work experience program ensures direct engagement with the numerous employers that support the program.

	<p>may have</p> <p>** A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience. Learners must demonstrate career-related learning from reflecting upon these experiences</p>				<p>There is evidence of a full risk assessment process and parental involvement.</p> <p>The evidence file contains a full list of placement opportunities, which are numerous.</p> <p>Evaluation takes place, collecting comments from employers, pupils, and parents</p> <p>Various data is scrutinised to help plan future experiences.</p>
QC 6.2(i)	<p>Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have</p> <p><i>And for college learners by the end of their study programme</i></p>				N/A
QC 6.2(ii)	<p>Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by learners and key stakeholders</p>				<p>Work experience documentation contains clear outcomes so that pupils are made aware on what aspects of the program they need to reflect on.</p> <p>Pupils are well prepared for their work experience placement.</p>

## 7. Encounters with further and higher education



GB 7.1	<p>By the age of 16, every pupil should have had a meaningful encounter*** with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils</p> <p>[For some special academys/colleges, encounters with higher education institutions <i>may not be appropriate for their student population, whereas encounters with other post-KS5 opportunity providers will be, therefore Quality in Careers assessors will take this into account in assessments]</i></p>				<p>The centre has plans in place to allow pupils to interact with colleges, private training providers, and apprenticeship providers via a well scheduled program of events</p>
<p>GB 7.2</p> <p>GB 7.2</p>	<p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and students</p> <p><i>By the end of their programme of study, every learner should have had a meaningful encounter*** with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners</i></p> <p>*** A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that</p>				<p>N/A</p>

	environment				
QC 7.1(i)	Securing a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities (including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers) for every student during both KS3 and KS4				<p>The academy has excellent plans in place to ensure several meaningful encounters take place for post 16 pupils during this academic year</p> <p>There is clear evidence that meaningful encounters relating to this benchmark will take place.</p> <p>For example:</p> <ol style="list-style-type: none"> <li>1. Pupils accessing the Career Fayre.</li> <li>2. Targeted Careers Assemblies.</li> <li>3. Employer Visits</li> <li>4. Networking events</li> <li>5. Apprenticeship Information Sessions</li> </ol>

QC 7.2(i)	<p>For academys, securing a meaningful encounter for all students with a range of providers of learning and training that may form the next stage of their career in order to meet the relevant learning outcomes for each student [This should include at least two visits to higher education institutions to meet staff and learners for those who are considering this choice by the end of KS5]</p> <p><i>For college learners, facilitating a meaningful encounter with a range of further learning providers by the end of their programme of study</i></p>				N/A
QC 7.2(ii)	<p>Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders – including using feedback to inform future planning of encounters</p>				<p>The Benchmark 7 folder contains sufficient evidence to ensure that this objective is being met. Evidence of feedback is collated and analysed that informs future planning. For example, extensive use of student voice surveys.</p>

8. Personal guidance					
GB 8.1	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18				All pupils across KS3, and KS4 have access to a qualified careers advice and guidance member of staff
GB 8.1	<i>Every learner should have at least one such interview by the end of their study programme</i>				
QC 8.1(i)	Ensuring that all students have access to advice and support from teachers, tutors and other relevant staff who have been trained and prepared for their role {see also QC 1.1 (iii)}				<p>Evidence including:</p> <ul style="list-style-type: none"> <li>• Careers Strategy/Planning documents</li> <li>• Policy documents</li> <li>• Evidence of CPD.</li> <li>• Dedicated Careers Coordinator</li> <li>• Organisational emails. Careers advisor planning, and subsequent action plans,</li> </ul> <p>are ensuring that pupils are receiving sufficient Careers guidance to make informed choices.</p>
QC 8.1(ii)	For academies, from Key Stage 3 ensuring that all students have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources - which includes at least one appropriate interview by the end of both Key Stage 3 and Key Stage 4, and the opportunity for a further interview during Key Stage 5				<ul style="list-style-type: none"> <li>• External provider assemblies, normally take place.</li> <li>• A number of employers present during assemblies.</li> </ul>

	<p><i>For colleges, ensuring that all students have at least one appropriate interview by the end of their study programme</i></p>				<ul style="list-style-type: none"> <li>• Independent CEIAG careers advisor is present within the academy.</li> <li>• Positive destination programme in place.</li> <li>• Individual action plans created.</li> <li>• NEET and RONI pupils are prioritised.</li> <li>• Academy web site providing appropriate information including updates.</li> </ul>
QC 8.1(iii)	<p>Ensuring that all internally-appointed careers staff - including internally-appointed professionally qualified careers advisers - are trained to appropriate levels and are able to act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice, and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally-competent to do so</p>				<ul style="list-style-type: none"> <li>• Careers Adviser qualified to L6 and is a member of the CEC</li> <li>• Internal staff have access to CPD to ensure suitability to advice and signpost</li> <li>• Performance management process quality assures competence.</li> </ul>

QC 8.1(iv)	Where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the <i>matrix</i> Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute				External Provider, "Change in Education" provides professionally qualified Careers adviser who is a member of the CDI.
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# The Quality in Careers Standard >>>>

**The ASSESSMENT GUIDE for Licensed Awarding Bodies and  
Assessors**

October 2021 edition (first published 2018, revised May & October 2019)

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