



## **A Guide for CEIAG Quality Award Providers**

## What is The Quality in Careers Standard?

The Quality in Careers Standard provides national validation for England's range of quality awards for careers education, information, advice and guidance (CEIAG). To gain the Standard, quality award providers must furnish sufficient current evidence to demonstrate that they meet national validation criteria in three areas:

1. Criteria, content and coverage of the CEIAG Award
2. Assessment processes for the CEIAG Award
3. Management of the CEIAG Award

This guide sets out the criteria in detail and outlines the steps CEIAG quality award providers are invited to take in order to seek national validation. All CEIAG quality award providers may apply for the Standard. Providers offering quality awards that include but extend beyond CEIAG may apply for the Standard on the understanding that the validation process and the Standard only cover CEIAG and will state this explicitly. Applying for the Standard incurs a fee which is payable at the external assessment stage of the validation process.

## National Validation Criteria

### 1. Criteria, content and coverage of the CEIAG Award

All CEIAG quality award providers must supply evidence showing how their Award covers and supports:

- the delivery of the core principles and themes of equality and diversity, participation and progression<sup>1</sup>, raising aspirations, promoting social mobility and linking with work-related learning
- the promotion by learning providers (i.e. schools, colleges and work-based learning providers) of CEIAG within the curriculum.

Specifically, providers must furnish evidence demonstrating that their CEIAG Award meets the following criteria.

National validation criteria	Evidence required
1.1 Providing effective leadership, management and promotion of CEIAG	How the Award assesses: <ul style="list-style-type: none"> <li>• the consistency of a learning provider's leadership and management (including the involvement of those providing the governance of schools, colleges and work-based learning providers) of its CEIAG programme</li> <li>• a learning provider's arrangements for promoting CEIAG within the curriculum.</li> </ul>
1.2 Ensuring appropriate initial staff training and continuing professional development (CPD) to secure the competence required of all staff involved in the learning provider's	How the Award assesses a learning provider's arrangements for: <ul style="list-style-type: none"> <li>• analysing the training needs of all its CEIAG leadership, management and delivery staff and teams</li> <li>• planning and securing CPD to meet identified training needs to ensure that all staff have a basic understanding of CEIAG, and that senior leaders have the enhanced understanding required to 'secure access to independent careers guidance' to meet the needs of all young people</li> </ul>

<sup>1</sup> This is to incorporate the concerns about social inclusion, sustained destinations, qualification success rates and students taking successful next steps. (Under leadership and management, the revised Ofsted school inspection framework asks how well leaders and managers ensure that the curriculum "provides timely independent information, advice and guidance to assist pupils on their next steps in training, education or employment." Para 135, p46 of the School Inspection Handbook)

National validation criteria	Evidence required
CEIAG provision	<p>within their learning provision</p> <ul style="list-style-type: none"> <li>• ensuring that all staff involved demonstrate their competence in delivering CEIAG and actively review their CPD to ensure their knowledge is up-to-date and accurate.</li> </ul> <p><i>This should include taking account of the professional standards and qualifications determined by the Career Development Institute and/or other appropriate representative bodies</i></p>
1.3 Providing a careers education and work-related learning curriculum, careers information and careers advice and guidance	<p>How the Award assesses a learning provider's arrangements for:</p> <ul style="list-style-type: none"> <li>• using an effective teaching, learning and assessment framework (based on a set of planned learning outcomes) to secure coherence, coverage and progression within an overall curriculum that effectively reflects the learning provider's ethos and meets the needs of all its young people</li> <li>• embedding CEIAG in the curriculum by establishing relevant links with work-related learning and the wider curriculum including enrichment and extra-curricular activities</li> <li>• ensuring that all young people have access to advice and support from teachers, tutors and other relevant staff</li> <li>• ensuring that all young people have access to a comprehensive range of impartial and up-to-date careers information resources in formats suitable to their needs and requirements</li> <li>• involving young people in assessing and reviewing their own career-related learning and contributing to the career-related learning of others.</li> </ul>
1.4 Securing independent and impartial careers advice and guidance for young people	<p>How the Award assesses a learning provider's arrangements for:</p> <ul style="list-style-type: none"> <li>• commissioning access to independent and impartial careers advice and guidance that is effective in meeting all young people's needs including the 'Gifted and Talented', the disadvantaged and at risk, and students with special educational needs (SEN)/learning difficulties and disabilities (LDD)</li> <li>• using agreements and contracts that set out the services secured and the review arrangements for ensuring that those services remain effective and are aligned to the learning provider's overall strategy for CEIAG</li> <li>• ensuring that externally-provided careers advice and guidance is available from professionally qualified careers advisers (whether working for an organisation, as a sole trader, or in a small partnership) – including ensuring that any organisation providing such services meets the agreed sector standard (<i>e.g. the matrix Standard</i>) and that account is taken of the professional standards and qualifications determined by the Career Development Institute and/or other appropriate representative bodies</li> <li>• ensuring that internally-appointed staff are able to act in the best interests of the young person and subscribe to a relevant code of professional practice</li> <li>• ensuring that all young people have equity of access to independent and impartial careers advice and guidance from external sources that includes opportunities for face-to-face provision for those seeking it</li> <li>• data sharing (including with the appropriate local authority/authorities) and the extent to which data sharing agreements and processes benefit young people.</li> </ul>

National validation criteria	Evidence required
1.5 Working with external partners and agencies	<p>How the Award assesses a learning provider's arrangements for:</p> <ul style="list-style-type: none"> <li>involving others in effective partnerships to support young people's career aspirations and decisions – partnerships should draw on external providers of careers information, advice and guidance services, local authorities, further and higher education, work-based learning providers, employers and employer-led bodies, and community and charitable organisations</li> <li>establishing effective partnerships with other organisations that support or provide information, advice and guidance for vulnerable young people.</li> </ul>
1.6 Involving and supporting families and carers	<p>How the Award assesses a learning provider's arrangements for:</p> <ul style="list-style-type: none"> <li>informing families and carers about how their children can access and benefit from its CEIAG programme</li> <li>involving and supporting families and carers in its CEIAG programme.</li> </ul>
1.7 Monitoring, reviewing, evaluating and developing provision	<p>How the Award assesses a learning provider's arrangements for:</p> <ul style="list-style-type: none"> <li>planning a systematic approach to evaluation – including using evidence from monitoring, review and evaluation to inform planning, develop provision and improve its CEIAG programme.</li> <li>regularly reviewing its CEIAG programme and collecting feedback from young people, their families and carers, the delivery team(s) (including external service providers) and external partners such as further and higher education, work-based learning providers and employers.</li> </ul>
1.8 Measuring the impact of provision (including evidence of learning outcomes and progression)	<p>How the Award assesses a learning provider's arrangements for:</p> <ul style="list-style-type: none"> <li>analysing data on young people's attainment and progress to set targets and objectives related to young people's progression and destinations</li> <li>evaluating career learning and progression outcomes for young people (including successful transitions) and using the results to inform the planning and development of its CEIAG programme.</li> </ul>

## 2. Assessment processes for the CEIAG Award

All CEIAG quality award providers must supply evidence showing how their Award meets the following criteria.

National validation criteria	Evidence required
2.1 Effective evidence gathering system(s)	<p>How the Award's assessment processes:</p> <ul style="list-style-type: none"> <li>ensure that objective, external assessment of a learning provider includes scrutiny of documentation, observations and discussions with young people, families and carers, and staff.</li> </ul>
2.2 Sufficient and valid evidence-based self-assessment by a learning provider against the established criteria for the CEIAG Award	<p>How the Award's assessment processes:</p> <ul style="list-style-type: none"> <li>ensure that a learning provider is required to undertake self-assessment against the established criteria for the CEIAG Award</li> <li>ensure that a learning provider is required to provide robust evidence for self-assessment judgements – including content, processes and outcomes for young people.</li> </ul>

National validation criteria	Evidence required
2.3 Explicit assessment criteria	That the Award's assessment processes: <ul style="list-style-type: none"> <li>include outcomes as well as inputs and processes</li> <li>have explicit criteria showing what is expected of learning providers with clear guidance on what the Award requires them to do.</li> </ul>
2.4 Written assessment report	That the Award's assessment processes: <ul style="list-style-type: none"> <li>ensure that all learning providers assessed for the Award receive a written report that includes future development targets.</li> </ul>
2.5 Appeals and complaints procedure	That the Award has: <ul style="list-style-type: none"> <li>a clear appeals and complaints procedure.</li> </ul>

### 3. Management of the CEIAG Award

Gaining The Quality in Careers Standard requires CEIAG quality award providers to have robust management processes in place for their Awards. It also requires those managing a CEIAG Award (and its implementation and assessment) to have demonstrable professional expertise in CEIAG. The Standard's validation process recognises that providers may use different approaches to reflect their circumstances but it does not support any dilution of standards arising from this.

All CEIAG quality award providers must supply evidence showing how their Award meets the following criteria.

National validation criteria	Evidence required
3.1 Consultation and validation of the CEIAG Award	That management of the Award: <ul style="list-style-type: none"> <li>includes regular reviews with key stakeholders that help the management team to evaluate the Award's effectiveness and maintain its local and national currency</li> <li>accommodates the context and needs of different types of learning provider</li> <li>responds to changes in national policies for CEIAG</li> <li>responds to evidence of established and emerging good practice in CEIAG.</li> </ul>
3.2 Assessor selection, training, development, moderation and support	That management of the Award: <ul style="list-style-type: none"> <li>ensures that assessors have a clear role specification (including knowledge and skills), training and effective support meetings</li> <li>ensures that consistency is assured between assessors and provides moderation opportunities to check that they are working to the same standard.</li> </ul>
3.3 Levels of support offered by the provider of the CEIAG Award to learning providers seeking to gain the Award	That management of the Award: <ul style="list-style-type: none"> <li>provides support for learning providers that can be enhanced by face-to-face and/or online training/CPD events, resources and consultations, as appropriate</li> <li>ensures that support and advice processes are separate from external assessment processes.</li> </ul>

# The Validation Process

The validation process is led by The Quality in Careers Consortium Board with support from Careers England.

## Step 1: Make a commitment to achieve The Quality in Careers Standard

Following receipt of a letter of commitment, The Quality in Careers Consortium Board will authorise quality award providers to advise their Award holders that they may refer to the national validation for the life-span of their existing Award. They must use the words '*working towards the national validation for CEIAG Quality Awards – The Quality in Careers Standard*'. New providers of CEIAG quality awards will be authorised to use this wording for a period of two years.

## Step 2: Self-assessment (for which detailed self-assessment forms and a report template are available)

Quality award providers assess their Award against the national validation criteria, selecting evidence that demonstrates what they deem to be effective in respect of each. For example, for criterion 1.1 'Providing effective leadership, management and delivery of CEIAG', they might include evidence of a senior leadership team committed to CEIAG and supported by:

- an effective management structure and delivery model
- the involvement of the Governing Body of a school or college, or the Board of Trustees or others providing the governance of a work-based learning provider
- administrative support for the more routine organisational and clerical tasks
- access to other resources, including finance.

In respect of criterion 1.2, the self-assessment that quality award providers undertake should show how their Award assesses the extent to which learning providers take account of the professional standards and qualifications determined by the Career Development Institute and/or other appropriate representative bodies.

## Step 3: Apply for an external assessment

Quality award providers apply for an external assessment when they think they are ready and present a written submission to The Quality in Careers Consortium Board. This step incurs a fee.

## Step 4: External assessment

The Consortium Board appoints an Assessment Panel which considers a quality award provider's documentary evidence – self-assessment outcomes with supporting materials from users and accredited Award holders. A follow-up meeting with the Assessment Panel allows quality award providers to present their case, answer questions and discuss any issues arising.

## Step 5: Decision and feedback

The Assessment Panel informs quality award providers of its decision within two working days of the meeting and provides a formal assessment report within fourteen days.

Unsuccessful applicants have fourteen days after receiving their assessment report to appeal against the Assessment Panel's decision. They may resubmit their Award for a second stage assessment no less than three but no more than six months after receiving their assessment report.

## Step 6: Validation

Upon receipt of national validation for their CEIAG Award, quality award providers and their accredited Award holders may use The Quality in Careers Standard logo on their materials for a period of three years. They will receive a reminder to reapply for the Standard in the three months prior to expiry.

## **Additional Information**

Additional information and news updates on The Quality in Careers Standard, The Quality in Careers Consortium Board and the validation process is available on the Careers England website ([www.careersengland.org.uk](http://www.careersengland.org.uk)), as is a new section for 2014 on Careers Guidance in Schools and Colleges which incorporate case studies of good practice which we commend to all CEIAG Quality Award providers.