



How the Quality in Careers Standard using
the Career Mark Approach supports
learners' awareness of employability skills

janet.Hutchinson@complete-careers.com

tracey.taylor@complete-careers.com

enquiries@complete-careers.com
www.complete-careers.com

Learning Outcomes

By the end of the session participants will:

- have knowledge of some requirements of the Quality in Careers Standard using the Career Mark approach
- have been introduced to some good practice career education learning outcomes
- understand how working towards and achieving the Quality in Career Standard using the Career Mark approach can improve learners self awareness of their employability skills

January 2023 Careers Statutory Guidance

- Statutory guidance on careers for schools and colleges in England was updated on 5th January 2023. The areas of most significance in this guidance compared against the September 2022 version are:
- Careers Guidance' continues to be the term to define all 8 Gatsby benchmarks (page 4)
- There is new information on how the requirements should be approached for middle Statutory guidance on careers for schools and colleges in England was updated on 5th January 2023
- The areas of most significance in this guidance compared against the September 2022 version are:
- The Baker Clause (access to education and training providers) has been strengthened further with clear expectations of what schools and colleges must do and the information they must provide on their website. There is now an expectation of at least 6 encounters and specific directions of what is and is not acceptable. There is Statutory guidance on careers for schools and colleges in England was updated on 5th January 2023.
- The guidance has a dedicated section for governors and senior leaders (page 14)
- The guidance features a 'Ladder of support and intervention' which acts as a four stage procedure for schools not complying with the legislation
- There is an updated example of a policy statement on provider access (pages 55 – 59)

Learner Focus Groups – Luton Project

The learner voice focus group sessions took place with Year 10 and Year 12 learners across eight secondary schools and four Post-16 providers:

- 18 potential employability skills were identified in the questionnaire
- learners can list skills that they think employers value
- however, when asked to describe their own personal strengths they scored much lower and struggled to make the link between what they understand as employability skills and their own skills and qualities

The six learning areas

The six learning areas



Why is student voice so important?

- To check that learning outcomes are being met and understood by learners
- To engage the learners in the careers programme
- To help you identify any gaps in the programme and modify to meet the needs of all learners
- To prepare learners for assessment days, including Ofsted

Useful resources – learner outcomes

The following resources identify learner outcomes:

- CDI Career Development Framework 2021

[New Career Development Framework \(thecdi.net\)](https://thecdi.net)

- PSHE Association Programme of Study (Living in the Wider World)

[Programme of Study \(pshe-association.org.uk\)](https://pshe-association.org.uk)

- Barclays Life skills

[LifeSkills | Developing work and life skills \(barclayslifeskills.com\)](https://barclayslifeskills.com)

- Skills Builder

[Listening - Skills Builder Universal Framework](#)

How can working towards/achieving the Quality in Careers Standard using the Career Mark approach help?

- Audit of your current careers education and guidance programme to identify areas of good practice and gaps in provision
- Encourage learners to record career learning and link to their skills
- The four components of the standard address learner outcomes
- The assessment day focusses on learner outcomes via small group meetings with learners in each key stage/year group

Structure of Career Mark approach

Four delivery measures

Management : measures the effectiveness of systems for planning, managing and integrating Career, education, information, advice and guidance (CEIAG)

Advice and Guidance : measures the effectiveness of an integrated programme of advice, guidance and support

Information : measures the accessibility, relevance, importance and effectiveness of information, the acquisition of skills to research and evaluate to be able to make well informed and realistic career decisions

Career Learning: measures how effectively the curriculum supports the development of learners' knowledge, skills, understanding and attitudes

Assessment indicator	Answers to the following questions will inform your description grids:	What sort of evidence could you provide
1. Curriculum overview/model for CEIAG QC 1.1 (iv) Gatsby Benchmark 1.1	- Where is careers education located in the curriculum (e.g. alongside or within other subjects such as PSHE, Citizenship, work-related learning and enterprise, cross curricular within broader subject areas, collapsed timetable days, tutor time)? - Who delivers the careers programme? E.g. specialist teachers, tutors, partners. - How do you identify clear and appropriate learning outcomes based on learner needs, referenced to the CDI's Framework for Careers, Employability and Enterprise Education and/or other appropriate frameworks? (2 Career Frameworks)	- Overview/summary of CEIAG curriculum 22 - Scheme(s) of work 23 - Mapping documents 24 - CEIAG policy(s) 1
2. Planned programme of careers employability and enterprise education QC 1.1 (iv), QC 2.1 (i), QC 3.1 (i) 4.1 (iii) Gatsby Benchmarks 2.1 and 3.1	- How does the content of your scheme(s) of work ensure progression through key stages 3, 4 and 5? How do you assess and record career learning? E.g. learner self-assessment, work-related learning, action plans, individual learning plans/target setting/career plans. (13 Scheme of Work checklist, 14 Scheme of Work Example) - How do you ensure your careers, employability and enterprise programme: (9 Employability Skills) - is impartial - provides relevant, reliable and user-friendly labour market information? - covers the full range of progression pathways including T Levels, apprenticeships and internships - develops employability skills including digital career literacy - raises aspirations - supports social mobility and - challenges stereotyping and low aspirations?	- CEIAG guidance for staff 12 - Example lesson plans 25 - Scheme(s) of work 23 - Evidence of career learning 26

The Quality in Careers Standard using the Career Mark approach

- Certificate of Commitment on receipt of recent Compass result.
- 2 Years membership with access to online guidance and support
- Fully Gatsby Aligned
- Standard for 2 years with annual review
- Update and revise original documentation to retain the standard
- Remote assessment with a strong learner focus and recommendations to support improvement

Quality In Careers Standard

The Career Mark supported approach

- ✓ Guidance documents on members area of the website provide support to complete description grids and identify evidence
- ✓ Webinars to watch at your convenience
- ✓ Career Champions for support
- ✓ Regular newsletter/updates and access to Complete Careers expertise
- ✓ Free annual conference on relevant current career related topics

Where you will find our Resources

<http://www.complete-careers.com/career-mark/member-area/>

Other Resources

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

[Home - National Apprenticeship Week](#)

[New NCW Homepage - National Careers Week](#)

[Explore careers | National Careers Service](#)

Questions



Thank you for listening



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