

Quality Standards for Careers Education Information Advice & Guidance in Calderdale & Kirklees



Introduction

The provision of Careers Education & Guidance (CEG) is recognised as an integral part of the curriculum. Along with other curriculum areas it has a major part to play in helping young people to make sense of the world around them in terms of employment, training and educational opportunities and preparing them for working life. With the introduction of more flexible routes for 14-19 year olds, it is vital that young people have the knowledge and skills they need to make informed choices.

The National Framework for Careers, Education & Guidance in England is a key element of the overall package to support young people in making their learning and career choices for the 14-19 phase. Its purpose is to give schools/colleges and work based training organisations a tool that will help improve the quality of the career learning opportunities they offer young people. Used in conjunction with the Quality Standard Award it will ensure quality and support self evaluation.

The local Quality Standards in CEG for Calderdale & Kirklees have been revised to accommodate the national criteria for local quality standards and awards outlined in the National Framework document (DfES/0163/2003)

It is important to highlight here that schools who have been involved in the assessment process for Quality Standards have found it a valuable and supportive means to further develop CEG provision in their institution.

Requirements

Institutions wishing to apply for the Quality Standards in Careers Education & Guidance will be expected to demonstrate that they provide a programme of careers education and guidance in line with the National Framework which complies with the minimum standards agreed by the Steering Group.

Institutions will be considered by the Steering Group to have either achieved or be working towards the standards and should show continuing commitment to the maintenance of the standards once achieved.

The Calderdale & Kirklees Quality Standard in C E G

The Quality Standard consists of 12 criteria:

- The effectiveness of the leadership and management of CEG
- The resourcing of CEG
- The effectiveness of the planned programme of careers education
- The effectiveness of work related learning
- The inclusiveness of CEG
- The effectiveness of the Quality Assurance arrangements for CEG
- The involvement of young people in reviewing, evaluating and developing CEG related programmes and initiatives
- The effectiveness of working arrangements with external agencies
- The effectiveness of work with business and community partners in adding value to CEG provision
- The engagement of parents/carers in the CEG process
- The effectiveness of the provision of information
- The effectiveness of the partnership between the institution and Calderdale & Kirklees Careers in delivering professional careers guidance to all students

Institutions must supply valid evidence to satisfy all the 12 criteria to qualify for accreditation and be awarded the Calderdale & Kirklees Quality Standard in CEG.

Support For Applying Institutions

Support for institutions applying for the Quality Standards Award is available from the Research & Development Team at Calderdale & Kirklees Careers Ltd on a consultancy basis. Such support, however, cannot be offered by members of the institution's allocated assessment team.

Accreditation

Responsibility for the accreditation of all institutions' Quality Standards in CEG shall rest with the Quality Standards Steering Group which consists of representatives from:

- Calderdale LEA
- Kirklees LEA
- Calderdale Secondary Headteachers
- Kirklees Secondary Headteachers
- West Yorkshire Learning & Skills Council
- Calderdale & Kirklees Careers Ltd
- Compact Education Business Services

Accreditation Method

To gain the award interested institutions should put themselves forward for assessment to the steering group via an application form. Each institution will be assigned an assessment team which will be responsible for visiting that institution and recommending to the steering group whether the institution should be accredited. Recommendations will be based upon a self evaluation completed by the applying institution. In addition the assessment team will view a portfolio of evidence supplied by the institution and will interview relevant staff, students and parents. The assessment team will make a recommendation to the Steering Group that the institution has achieved the Quality Standards award or that further work needs to be undertaken to achieve the award. In the latter case, the institution will be given a development plan to assist their progress towards the standards.

The Award

After gaining accreditation, institutions will be presented with a certificate acknowledging their achievement.

After gaining accreditation institutions will be entitled to use the local Quality Standards logo for the duration of their award.

The initial accreditation will run for 3 years from the date of award by the Steering Group. The institution will then be assessed to review their accreditation and at appropriate intervals thereafter.

Assessment

There will be a central pool of assessors from which individuals assessment teams will be drawn.

All assessors will be appropriately trained.

Costs

Institutions applying for accreditation will not be charged a fee.

Some supply cover for staff involved in the preparation for assessment may be available under the local INSET scheme.

Supporting Evidence For The Assessment

The following notes provide guidance on the types of evidence which could be produced to meet the 12 criteria. This evidence will support the self-evaluation, the portfolio of evidence and assessment visit(s).

The guidance notes provide examples of evidence – these are not intended to be exhaustive. Indeed it is hoped that within the 12 criteria there is sufficient flexibility to produce evidence which is appropriate to the individual institution's circumstances.

Institutions may wish also to refer to other forms of external evaluation (eg OFSTED reports, LEA specialist visits) when compiling their supporting evidence.

1. How effective is the leadership and management of Careers Education and Guidance?

- written CEG policy reviewed annually and linked to the school development plan
- governors are regularly updated with named link governor for CEG
- named person in senior management team with responsibility for CEG
- senior manager involved in negotiation and signing of the Partnership Agreement with the Connexions Service
- senior manager involved in negotiation and signing of Service Level Agreement with Calderdale & Kirklees Careers
- guidance forum bringing together relevant staff with responsibility for guidance
- appropriate co-ordinators identified (eg careers, education business/community links, Work Experience, Connexions)

2. How well is Careers Education and Guidance resourced?

- designated budget for CEG
- adequate staffing
- co-ordination/management time
- careers information provision
- curriculum time
- appropriate facilities/accommodation (eg careers/Connexions information area, interview room)
- designated training budget
- appropriate INSET for all staff involved (records of training)

3. How effective is the planned programme of Careers Education

- a written Annual Careers plan with the Careers Education Programme clearly identified, cross curricular activities, roles and staffing defined
- review and evaluation procedures which also involve young people
- evidence of development in response to review and evaluation
- CEG delivered from Year 7 with clear learning outcomes (based on the National Framework for CEG)
- procedures to record and assess learning in CEG (eg Progress File materials, Real Game series materials, students log books etc)
- evidence of students being enabled to develop decision making skills, self awareness, opportunity awareness, information seeking skills, and skills for coping with transition
- using tracking data and the experiences of leavers to inform the future development of CEG

4. How Effective is Work Related Learning?

- policy for the work related curriculum which reflects practice and is regularly reviewed
- effective co-ordination by responsible person with the role of teachers/managers in relation to vocational and work related learning clearly defined.
- clearly identified learning outcomes
- a list of the range of vocational and work related learning opportunities available
- statement of entitlement to the range of experiences available and criteria for identifying pupils who will benefit from specific extended opportunities
- network of contacts from business and industry
- cross curricular activities in place
- risk assessment procedures in place, (eg Health & Safety checks, workplace visits)
- adequate resources
- staff development evident in relation to work related learning
- commitment to work experience including relevant policy
- effective preparation, monitoring and debriefing of students with learning outcomes made explicit for work experience
- effective training for staff involved

5. How inclusive is Careers Education and Guidance?

- policy and commitment to Equal Opportunities
- arrangement for those individuals with special needs or learning difficulties
- appropriate teaching and learning approaches, including planning for differentiation
- equal opportunities issues incorporated into the CEG programme
- impartiality of information and guidance free from institutional bias

6. How effective are the Quality Assurance arrangements for Careers Education and Guidance

- **Monitoring**
 - lesson observation
 - monitoring students' work
 - work experience visits with records kept and arrangements in place for resolving problems
 - use of Progress File
- **Evaluation**
 - student questionnaires
 - minutes of Year Group meetings focus groups
 - informal evaluation
 - parents events
 - work with external agencies
 - work experience
 - education/industry links
 - experience of leavers used to inform further developments of CEG
- **Review**
 - regular review of CEG policy
 - regular review of Careers Education and Guidance Provision
 - INSET provision
 - minutes of meetings, (eg departmental, year group, pastoral)
 - relevant reports (eg governors reports, annual reports to parents)
 - performance management
- **Development Planning**
 - school development plan
 - departmental plans
 - annual careers plan
- **Using Tracking Data**
 - use of destination information
 - follow-up
 - student and parent attitudinal surveys
 - specific Tracking Projects

7. How well are young people involved in reviewing, evaluating and developing CEG related programmes and initiatives?

- student questionnaires
- student focus group findings
- end of unit evaluations
- work experience evaluations
- school councils (minutes, notes etc)

8. How effective are working arrangements with external agencies?

- partnership agreements
- service level agreements
- planning documents
- reviews and feedback
- regular communication and minutes
- multi agency working – evidence of referrals, minutes from forum meetings (eg Guidance Forum, case conferences, transition review)

External agencies might include Connexions, Compact Plus, Youth Service, Young Peoples Service, Education Access, Health Services and Education Business Partners, Training Providers, FE Colleges, etc

9. How effective is work with business and community partners in adding value to CEG provision

- enterprise activity
- industry days
- business mentors
- teacher placements
- mock interviews
- visiting speakers
- reciprocal arrangements with local partners
- up to date register/database of business and community contacts
- responsible person acts as co-ordinator for education/business links
- links with Healthy Schools standard
- involvement of local business and community partners within the institution

10. How are parents/carers effectively engaged in the Careers Education and Guidance Process

- parents events addressing careers related issues (eg options evenings)
- communication with parents (school prospectus, brochures, careers information sent home eg work experience, post 16 options)
- communication regarding their child's performance eg (school report, target setting)
- advice on how to support their children's plans
- opportunity to attend their children's careers guidance interviews
- views of parents sought (eg evaluation questionnaires)

11. How effective is the provision of information?

- achievement of the Connexions Library Standard or the Connexions Resources Standard for Special Schools. This is mandatory to achieve the Quality Standards in CEG Award for schools and colleges
- information available is impartial, promotes equality of opportunity and is available for the full ability and age range
- information is accessible to all and opening times and location are published
- students are made effective users of careers information (eg activities identified in CEG programmes, students can use the CRCI system, students can order information, students can use information in different formats)

12. How effective is the partnership between the institution and Calderdale & Kirklees Careers in delivering professional careers guidance to all students?

- current signed service level agreement with procedures in place for ongoing review
- all guidance provided is impartial and takes account of current trends
- relevant background information about students is available
- agreed system in place for referrals and for prioritising them
- summaries of guidance are provided as appropriate
- appropriate facilities are provided for one-to-one and group guidance sessions
- INSET takes place regularly

Suggested Reading

Looking Forward (SCAA 1995)

Rethinking Careers Education and Guidance, Watts, A.G. et al (Routledge 1996)

Careers Education and Guidance in Schools (DfEE 1997)

Developing Careers Education in Colleges (DfEE 1998)

Talking About 'Careers' – Young people's views of CEG at School (NFER/DfEE 1998)

National Survey of Careers Education and Guidance in Secondary Schools (OFSTED 1998)

National Survey of Careers Education and Guidance in Special Schools and Pupil Referral Units (OFSTED 1998)

Survey of CEG in British Schools (NACGT 1999)

Developing the Careers Education Curriculum in Schools (DfEE 1999)

Careers Education and Guidance in the FE Sector (DfEE 1999)

Learning Outcomes from Careers Education and Guidance (QCA 1999)

Careers Education in the New Curriculum: its relationship to PSHE & Citizenship at Key Stages 3 & 4 (DfEE 2000)

Preparing Pupils for a Successful Future in Learning and Work (DfEE 2000)

School Improvement: how careers work can help (DfEE 2000)

Better Practice: Practical Strategies for Developing Excellence in Careers Education (NACGT 2000)

Developing Skills for Career Management (QCA 2001)

First Impressions: Career-related learning in the primary school (DfES 2002)

Inspecting Careers Education and Guidance pre & post 16, with guidance on self-evaluation (OFSTED 2001)

Careers Education and Guidance in England: A National Framework 11-19 (DfES 2003)

Useful Websites

www.ali.gov.uk

Adult Learning Inspectorate

www.cegnet.co.uk

The Careers Education Support Programme

www.connexions.gov.uk

The Connexions Service National Unit

www.dfes.gov.uk/citizenship

DfES Citizenship site

www.lsc.gov.uk

Learning and Skills Council

www.nacgt.org.uk

The National Association of Careers and Guidance Teachers

www.ofsted.gov.uk

Office for Standards in Education

www.pfeg.org.uk

Personal Finance Education Group

www.qca.org.uk

Qualifications and Curriculum Authority

www.teachernet.gov.uk

includes PSHE website

www.workabout.org.uk

Calderdale & Kirklees Careers

www.connexionswestyorkshire.gov.uk

Connexions West Yorkshire