



**Inspiring IAG** is a Licensed Awarding Body for the national standard.

## Mapping of the Gatsby Benchmarks for Schools against the criteria of the Inspiring IAG Quality Award

THE GATSBY BENCHMARKS <sup>1</sup>	INSPIRING IAG <sup>2</sup>
<p><b>1. A STABLE CAREERS PROGRAMME</b></p>	<p><b>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</b></p> <ul style="list-style-type: none"> <li>• Every school 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.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>

1B There is a member of the senior leadership team (SLT) with responsibility for CEIAG (including commissioning). There are key staff who understand their roles and the roles of others in relation to CEIAG

1C There is an up to date written CEIAG Policy/Plan in place that reflects the organisation's aims, commitment to good CEIAG and the IAG Code of Practice and which is shared with all relevant staff

1D. Staff access relevant CPD to fulfil their CEIAG responsibilities and there is a training needs analysis conducted at least annually.

1K. There is a structured approach to evaluating CEIAG provision, using feedback from stakeholders, which informs future planning.

2A. All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards.

2D. There is a curriculum/learning framework in place for all learners, with a planned set of learning Outcomes

2H. Regular monitoring and evaluation processes sample the views of staff, young people, parents/carers, guidance professionals, external partners and inform the CEIAG provided

3D. The contribution of partners is evaluated and used to develop future provision

5F. Young people are involved in the evaluation of CEIAG provision and feedback is used to inform future planning

6A. Parents and carers are informed of the range of careers information, advice and guidance support available for young people by the learning provider



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		6D. Parents and carers are given the opportunity to provide feedback on the learning provider's CEIAG provision
<b>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b>	<p><b><i>Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</i></b></p> <ul style="list-style-type: none"> <li>• <i>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</i></li> <li>• <i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</i></li> </ul>	<p>1A. Formal arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet young peoples' needs and is delivered by professionally qualified careers advisers, as determined by the CDI. Arrangements should be reviewed at least annually</p> <p>2A. All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards</p> <p>2C. Careers education is impartial, accurate and current and includes all option choices and qualifications</p> <p>4A. All young people are informed of and have access to current, careers information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate</p> <p>4D Information resources are managed, reviewed and evaluated (including feedback from users) and is updated as required</p> <p>6B. Parents/carers receive information in a suitable formats, including information about pathways and progression</p>



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	<i>routes for their son/daughter</i>
<b>3. ADDRESSING THE NEEDS OF EACH STUDENT</b>	<p><i>1I. Young peoples' progression plans are tracked and their destinations help inform CEIAG provision</i></p> <p><i>2A. All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards</i></p> <p><i>2B. CEIAG provision takes account of diversity and equality of opportunity, raises aspirations and promotes social mobility</i></p> <p><i>2G. The careers education programme is differentiated to meet the needs of young people with additional needs</i></p> <p><i>5B. Young people are involved in individual reviews with teachers and tutors at key times which assist with their transition plans and continuing development needs.</i></p>
<b>4. LINKING CURRICULUM LEARNING TO CAREERS</b>	<p><i>2F. Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff</i></p>



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<b>5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	<p><b><i>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i></b></p> <ul style="list-style-type: none"> <li>• <i>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. Not in our award or guidance</i></li> </ul>	<p>3A. <i>The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG provision</i></p>
<b>6. EXPERIENCES OF WORKPLACES</b>	<p><b><i>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</i></b></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</i></li> </ul>	<p>3A. <i>The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG provision</i></p>
<b>7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	<p><b><i>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</i></b></p> <ul style="list-style-type: none"> <li>• <i>By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning</i></li> </ul>	<p>2C. <i>Careers education is impartial, accurate and current and includes all option choices and qualifications</i></p> <p>3A. <i>The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG</i></p>



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	<p><i>opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</i></p> <ul style="list-style-type: none"> <li>• <i>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 pupils.</i></li> </ul>	
<b>8. PERSONAL GUIDANCE</b>	<p><b><i>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</i></b></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>	<p><i>1A. Formal arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet young peoples' needs and is delivered by professionally qualified careers advisers, as determined by the CDI. Arrangements should be reviewed at least annually</i></p> <p><i>2A. All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards</i></p>

<sup>1</sup> Good Career Guidance (The Gatsby Charitable Foundation, 2014) <http://www.gatsby.org.uk/education/programmes/good-career-guidance>.



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<sup>2</sup> *“Please note that the national validation criteria (1.1-1.7) for the Quality in Careers Standard define the organisational, professional and curriculum development and accountability processes that underpin quality (and thus must be assessed by Quality Award providers) whilst the welcome Gatsby Benchmarks describe the components (Benchmarks 2-7) of a stable careers programme (Benchmark 1). Hence we affirm that only with external assessment of the quality of CEIAG, by a nationally validated CEIAG Quality Award, can a school be confident it provides the quality of the best for all of its students”*

QiCS Guide for CEIAG Quality Award Provider <http://www.qualityincareers.org.uk/quality.php?page=introduction>