



7	Be aware of what job and labour market information (LMI) is and how it can be useful to you										
8	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you										
9	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you										
10	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need										
11	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school										
12	Recognise when you are using the qualities and skills you need to be enterprising										
13	Show that you can manage a personal budget and contribute to household and school budgets										
14	Look systematically at the choices and opportunities open to you when you reach a decision point										
15	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need										
16	Know how to prepare and present yourself when going through a selection process										
17	Show that you can be positive, flexible and well prepared at transition points in your life										

The outcomes should be collated to provide the senior management team with an overview of where the learning outcomes are being covered and by whom. For some subjects there may be greater coverage in one key stage above another.

<b>Key Stage 4</b>		English	Maths	Science	ICT	PE	Humanities	Art & Design	Technology	PSHE
1	Recognise how you are changing What you now have to offer What is important to you									
2	Be positive about you own story and the responsibility you are taking for your own progress, achievements and wellbeing									
3	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences									
4	Explain key ideas about your career and career development									
5	Explain how work is changing and how this impacts on people's satisfaction with their working lives									
6	Explain 3 different types of businesses, how they operate and how they measure success									
7	Find relevant job and labour market information (LMI) and know how to use it in your career planning									
8	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. know your rights and responsibilities in relation to these issues									
9	Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices									
10	Build and make the most of your personal network of support including how to identify and use a wide range of									

	careers information, advice and guidance and distinguish between objectivity and bias									
11	Show how you have acquired and are developing qualities and skills to improve your employability									
12	Show that you can be enterprising in the way you learn, work and manage your career									
13	Show that you can manage your own money Understand personal finance documents Know how to access financial support for further study and training									
14	Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals									
15	Know how to make important plans and decisions Know how to solve problems Deal appropriately with influences on you									
16	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen									
17	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment									

The outcomes should be collated to provide the senior management team with an overview of where the learning outcomes are being covered and by whom. For some subjects there may be greater coverage in one key stage above another.

Using the outcomes of the audits, the following pages suggest a development plan which together could support the preparation for working towards a Quality in Careers Standard Award.

**SELF-ASSESSMENT DEVELOPMENT PLAN  
CAREERS, EMPLOYABILITY AND ENTERPRISE EDUCATION (C,E&E)**

The following Self-Assessment is an aid in helping you to decide your current position regarding your Careers Education, Information, Advice and Guidance (CEIAG) programme and your performance in relation to the national Quality in Careers Standard (QiCS).

When you have completed the self-assessment you will be in a better position to decide how to proceed and will have identified future support and/or training required, this will form the basis of your Careers, Employability and Enterprise Education Development Plan.

**HOW TO FILL IN THE ASSESSMENT**

- [√] Put a tick in the box provided if your establishment has fully implemented the subject matter of the question.
- [X] Put a cross if it has not.
- [O] Put a circle if you do something partially, or you have implemented action but are still in the development phase.

## **STAFF**

- S1 Is a member of the governing body a local employer? [ ]
- S2 Is a member of SMT proactive in planning and leading on C,E&E? [ ]
- S3 Is there a nominated C,E&E leader/manager? [ ]
- S4 Is the C,E&E leader/manager suitably trained and qualified? [ ]
- S5 Is individual guidance provided by a Level 6 IAG practitioner? [ ]
- S6 Is there a CPD programme for non-specialist C,E &E staff? [ ]

## **CURRICULUM**

- C1 Is there timetable provision for C,E&E from Year 8? [ ]
- C2 Is the timetable provision in line with accepted best national practice? [ ]
- C3 Is E &E preparation and debriefing integral to the CEIAG programme? [ ]
- C4 Is there a scheme of work which includes Financial Capability? [ ]
- C5 Are students taught to access, interpret and use LMI? [ ]
- C6 Are students working towards an Enterprise/Employability Passport? [ ]
- C7 Is Science/Technology/Engineering/Maths (STEM) promoted? [ ]
- C8 Are learner's views sought on the best way to deliver provision? [ ]

## **RESOURCES**

- R1 Is there a Resources Centre with up to date information on CEIAG? [ ]
- R2 Is there a designated person responsible for the Resource Centre? [ ]
- R3 Are the students shown how to use the Resource Centre? [ ]
- R4 Is CEG information up to date/monitored for Equal Opportunities? [ ]

R5 Is there access to IT for CEIAG use and CEIAG Software? [ ]

### **QUALITY**

Q1 Is there a learning establishment policy for C, E &E? [ ]

Q2 Has the C, E &E policy been shared with staff and parents? [ ]

Q3 Does monitoring, review and evaluation of C, E &E take place? [ ]

Q4 Is impartiality being achieved? [ ]

Q5 Are guidance interviews and Action Plans available on request? [ ]

Q6 Are students at risk of NEET prioritised for a Guidance Interview? [ ]

Q7 Do all students receive at least one Guidance Interview and Action Plan? [ ]

Q8 Are systems in place to ensure information exchange between the PEP and  
Guidance processes? [ ]

Q9 Is this available to students when required? [ ]

Q10 Are systems in place for the notification of leavers and joiners? [ ]

Q11 Is Destinations data used to evaluate progression and evaluate CEIAG? [ ]

Q12 Do you offer Work Experience? [ ]

Q13 Do you organise information events for pupils and their parents? [ ]

Q14 Do you advertise open days and evenings for all institutions? [ ]

Q15 Are all students aware of the academic and technical routes? [ ]

Q16 Does the institution hold a Quality Award? [ ]

Q17 Do you have Professional Supervision? [ ]

Q18 Are you subject to Observation of Practise (Self/Peer/ Assessment)? [ ]

Q19 Do you attend your local CEIAG Forum? [ ]

Q20 Is the institution a member of the Career Development Institute? [ ]

Q21 Are the details of your Careers Support published on your website? [ ]

**SEND/ PRU CAREERS, EMPLOYABILITY AND ENTERPRISE EDUCATION DEVELOPMENT PLAN**

STAFF	EVIDENCE	Development / actions required	By when
Which staff are responsible for Careers Education Information Advice and Guidance (CEIAG)?	<ul style="list-style-type: none"> <li>• <i>Head of SEND/PRU</i></li> <li>• <i>Pastoral Leader</i></li> <li>• <i>Teachers, Heads of Year</i></li> </ul>		
What CEIAG training/ qualifications do staff have access to or currently hold? For example Continuing Professional Development (CPD), Level 6 Information Advice and Guidance (IAG) etc.	<ul style="list-style-type: none"> <li>• <i>Diploma in Careers Guidance</i></li> <li>• <i>NVQ Level 4 Advice and Guidance</i></li> <li>• <i>Level 6 Diploma Information, Advice and Guidance</i></li> <li>• <i>Certificate in Career Leadership</i></li> <li>• <i>Labour Market Information Days</i></li> <li>• <i>Careers Conventions and Conferences</i></li> <li>• <i>CDI webinars, regional events, conferences</i></li> </ul>		
How is guidance delivered independently and impartially? For example Level 6 IAG qualified practitioner	<ul style="list-style-type: none"> <li>• <i>New statutory duty applied</i></li> <li>• <i>Careers Fairs</i></li> <li>• <i>Visits, Talks, Taster Days, Open Days</i></li> <li>• <i>Independent Careers Advisor</i></li> <li>• <i>In-House by employed staff</i></li> <li>• <i>Training Provider visits</i></li> </ul>		

CURRICULUM	EVIDENCE	Development/ actions required	By when
<p>What type of CEIAG curriculum is delivered throughout the academic year KS3/4? For example financial capability, employability and enterprise, researching careers using resources, work experience etc.</p>	<ul style="list-style-type: none"> <li>• <i>CV writing</i></li> <li>• <i>Job searching</i></li> <li>• <i>Interview Techniques</i></li> <li>• <i>Financial capability sessions</i></li> <li>• <i>Enterprise Events</i></li> <li>• <i>Careers Research</i></li> <li>• <i>Work Experience</i></li> <li>• <i>Employer Visits and talks</i></li> <li>• <i>Travel training</i></li> </ul>		
<p>How is Science Technology Engineering and Maths (STEM) promoted?</p>	<ul style="list-style-type: none"> <li>• <i>STEM Website</i></li> <li>• <i>STEM Ambassadors</i></li> <li>• <i>STEM class room sessions - CEGNET</i></li> <li>• <i>Employer Visits and talks</i></li> <li>• <i>Links to FE and HE Engineering and Science – open days/ talks</i></li> </ul>		
<p>Do you operate an up to date CEIAG resource centre?</p>	<ul style="list-style-type: none"> <li>• <i>Careers Library</i></li> <li>• <i>IT with careers programmes installed</i></li> <li>• <i>Access to Internet and career related websites</i></li> <li>• <i>Addresses equality and diversity opportunities</i></li> </ul>		

RESOURCES	EVIDENCE	Development/actions required	By when
Which member of staff is responsible for the resource centre?	<ul style="list-style-type: none"> <li>• <i>Careers Teacher</i></li> <li>• <i>Support Staff</i></li> <li>• <i>Librarian</i></li> </ul>		
Is there access to IT for CEIAG use? For example CEIAG Software	<ul style="list-style-type: none"> <li>• <i>Plotr</i></li> <li>• <i>iCould</i></li> <li>• <i>KUDOS</i></li> <li>• <i>Fast Tomato</i></li> <li>• <i>JED</i></li> </ul>		
How are pupils trained in using CEIAG resources?	<ul style="list-style-type: none"> <li>• <i>Staff Train them</i></li> <li>• <i>Pupils act as Library Assistants</i></li> </ul>		
Do you have a CEIAG Policy which is reviewed regularly by the Governing Board?			
How do you monitor, review and evaluate CEIAG?	<ul style="list-style-type: none"> <li>• <i>Evaluation forms</i></li> <li>• <i>Feedback from students, parents/carers or employers etc.</i></li> </ul>		

QUALITY	EVIDENCE	Development/ actions required	By when
Do you hold a CEIAG Quality award recognised by the Quality in Careers Standard?	<ul style="list-style-type: none"> <li>• <i>Career Mark, liC, Prospects et al</i></li> <li>• <i>MATRIX</i></li> </ul>		
Do you attend your local CEIAG forum/ meetings?			
What quality assurance processes do you have in place regarding CEIAG?	<ul style="list-style-type: none"> <li>• <i>Professional Supervision</i></li> <li>• <i>Observation of Practice</i></li> <li>• <i>Assessments</i></li> </ul>		
How is pupil's progression into post 16 opportunities monitored?	<ul style="list-style-type: none"> <li>• <i>Intended Destinations</i></li> <li>• <i>September Guarantee</i></li> <li>• <i>Activity Survey</i></li> </ul>		

