



# Inspecting careers education, information advice and guidance with the new education inspection framework

Russell Jordan, HMI





So, you definitely  
want to enter into the  
medical profession?



...yes, ...or be a DJ,  
...or a journalist, or  
perhaps a bricklayer  
...or...a dentist..

# Contents

- Introducing EIF
- Personal development
- New ways of working
- Considerations for providers

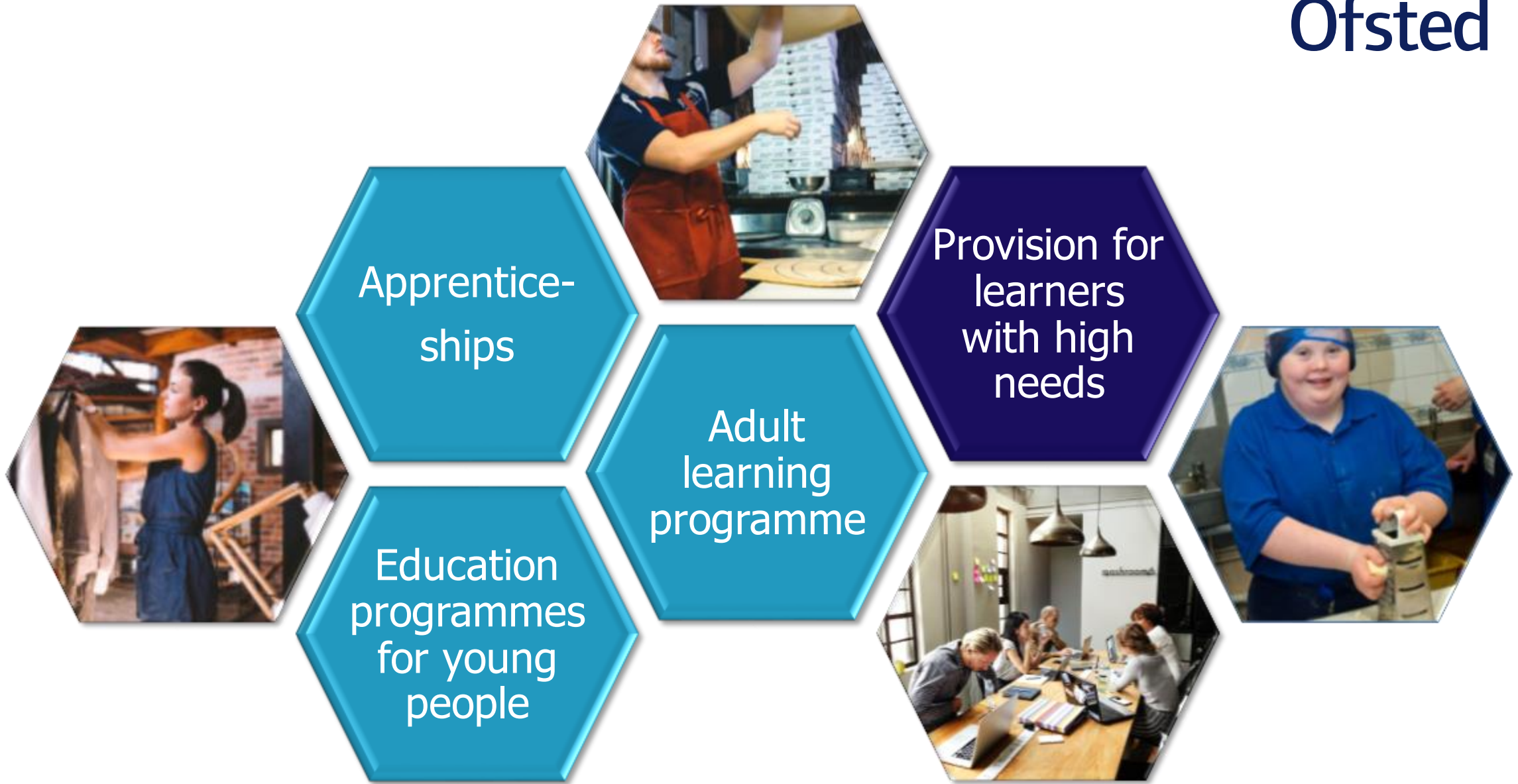
# The EIF: the case for change

- Currently, the accountability system can divert providers from the **real substance of education**.
- What young people learn is too often coming second to delivering **performance data**.
- **Teaching to the test** and a **narrow curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able learners**.
- The EIF puts the **curriculum at the heart** of the new framework, putting the focus on the **substance of education**.



# New inspection judgements







# Quality of education judgement

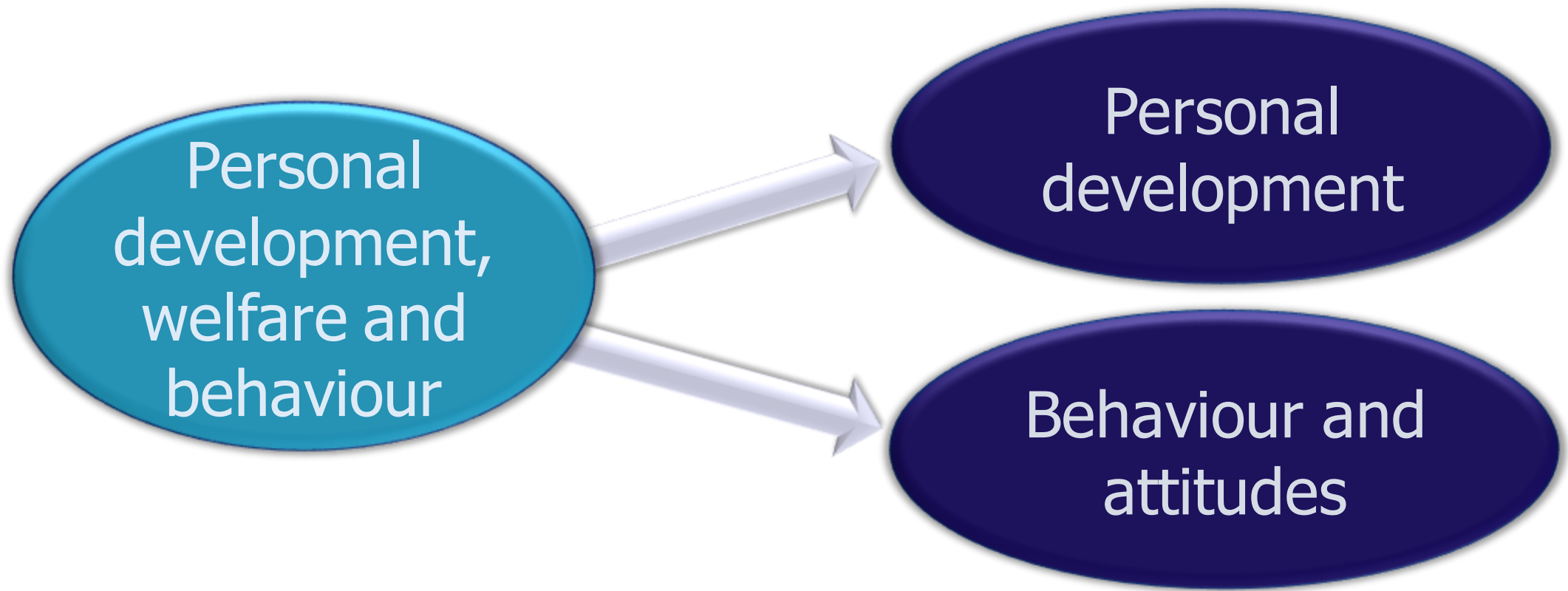
The new **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

Inspectors will have a connected, educationally focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (qualifications and assessments)
- knowledge and skills development
- destinations.



# Separate judgements for 'personal development' and 'behaviour and attitudes'

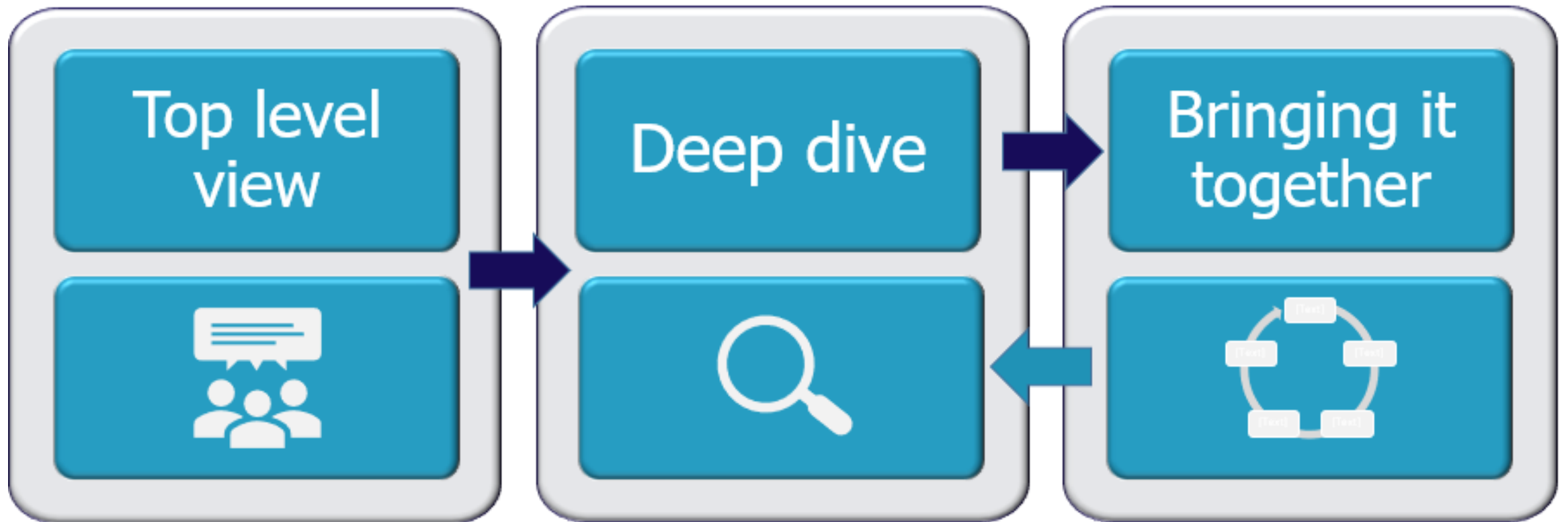




- Handbook p 55: The provider's intent to provide for the personal development of learners, and the quality of the way in which it does this.
  - Providing an effective careers programme.....
  - Supporting readiness for the next phase of education, training or employment.....
- A range of evidence including:
  - The quality of CEIAG and how these benefit learners in choosing and deciding on their next steps.

- Grade descriptor for good includes:
  - Unbiased information to all about potential next steps
  - High-quality, up-to-date and locally relevant careers guidance
  - Opportunities for encounters with the world of work

# Inspection model for quality of education



# What will be included in the deep dives?



# The effectiveness of CEIAG for pupils in key stage 3

Schools must consider how CEIAG provides pupils with all the information they would like, particularly about employment choices, apprenticeships and college courses.

The Baker clause requires *From January 2, 2018 all local authority-maintained schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships*

## The effectiveness of CEIAG for pupils in key stage 3

Schools should consider how broad is the information provided to older pupils? **Does it inform them of all the opportunities available when they make their choices for post-16.**

For pupils in key stage 3, the focus is too often on GCSE options only, not a broader understanding of options available to them in the future.

## Within sixth forms...

The retrieval indicated the following areas for us to consider further when we are inspecting provision for CEIAG in the sixth form:

- Whether students undertake **meaningful work experience**, relevant to their interests and aspirations.
- Whether the range of opportunities provided form students is **planned effectively** and **coherent**.
- Whether advice and guidance is **comprehensive**, so students understand the full range of opportunities available to them.



# Careers advice and guidance: secondary

In secondary schools, it can include:

- subject choices for GCSE or equivalent
- overall career aspirations and steps needed for this
- progression across all year groups
- how work experience may support their choices
- whether to follow a vocational or academic path
- in a sixth form, choices of programme, A-level subjects
- **all** available/relevant progression routes post-16.





# Benchmarks of Good Career Guidance

From 2018, schools and colleges **should** use the Gatsby Foundation's benchmarks of Good Career Guidance below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

# What do young people say?



- Business administration and sales and marketing apprentices told delegates at an apprenticeship conference that they had not been told at school that apprenticeships were an option.

'I was never told about apprenticeships. It was always 'uni is the way forward, uni is your life now', but it just wasn't for me. I was even told in my school that if I got an apprenticeship I would be wasting my time and I wouldn't have a job ... I am now 21, have my own house, a car, and have been promoted three times'.

'I was never even taught how to write a CV, and was encouraged instead to concentrate on my UCAS personal statement'.

# The Baker Clause

- This is named after Lord Baker who secured an amendment to the Technical and further education act.
- This amendment requires schools to open their doors to FE providers to let them talk to pre-16 pupils about technical education and apprenticeships.
- Inspectors **must** check, evidence and report whether this is actually happening – this links directly with impartiality.

# Key messages

- Effective careers advice and guidance is integral to an effective curriculum.
- We must ask ourselves – how well is a school preparing pupils and students for their next steps – whatever that might be?
- Inspectors need to be mindful of the governments career strategy and the Gatsby career guidance benchmarks and expect to see these becoming more commonplace within schools.



# The Technical and Further Education Act



- The Technical and Further Education Act, introduced in January 2018, requires that Ofsted **must** *'comment on the careers guidance provided to all relevant students in institutions in the further education sector'*.
- Relevant students are defined in the legislation as those aged under 19, and those over 19 with education, health and care (EHC) plans (who could be aged up to 25).
- Amendments were made to the FES inspection handbook in line with this new statutory requirement. Although the statutory duty only applies to colleges, for reasons of consistency for Ofsted, it applies to all FES providers.

# Ofsted on the web and on social media

[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

<https://reports.ofsted.gov.uk>

 [www.linkedin.com/company/ofsted](http://www.linkedin.com/company/ofsted)

 [www.youtube.com/ofstednews](http://www.youtube.com/ofstednews)

 [www.slideshare.net/ofstednews](http://www.slideshare.net/ofstednews)

 [www.twitter.com/ofstednews](http://www.twitter.com/ofstednews)

