

Standard M

Management: Planning, development and provision of career education, information, advice and guidance is systematic and well-managed

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
<p>M.1</p> <p>There is a system within the learning organisation, which makes sure of a coherent approach to planning, provision and development of career education, information advice and guidance (CEIAG), which meets the needs of all its young people.</p>	<p>The assessor will look for evidence of a system which:</p> <ul style="list-style-type: none"> identifies relevant people such as co-ordinators for ILPs, recording of achievement processes (ROA), citizenship, PSHE, careers, WRL, SEN co-ordinator, the person responsible for information provision, Connexions manager, guidance manager, and assessment manager, link governor, Connexions staff and their roles and responsibilities enables planning and development between these people which results in coherent provision takes account of current developments provides enough resources (staff, accommodation and time), and involves young people in the planning. 	<p>1.b 1.c 2.a 2.b 3.c 4.g 5.e 6.a 6.b 6.c 7.a 7.c 7.e 7.f</p>	<p>5b 5d</p>	<p>2.2 4.1 5.1 6.1 9.1 11.6 11.7</p>
<p>M.2</p> <p>The system is underpinned by a policy, which has aims for CEIAG. The policy has been developed in consultation with the delivery team, and is endorsed by the senior management team and the governing body.</p>	<p>The assessor will look for evidence of a policy which:</p> <ul style="list-style-type: none"> is a working document which has been developed and reviewed in consultation with those involved in its delivery (M.1); is linked to other relevant policies such as learning support, equal opportunities, ROA, PSHE, citizenship, WRL, student progression, information provision and support and guidance 	<p>1.b 1.d 1.e 2.a 2.c 3.c 4.g 5.e 6.a</p>	<p>5a 5b 5d 5e 5f</p>	<p>5.1 5.4 5.6 8.5 8.8 9.1 10.6 11.1 11.7</p>

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	<ul style="list-style-type: none"> is endorsed by senior managers and governors links to the development plan and schemes of work responds to current national developments, and describes student entitlement to CEIAG. 	6.b 6.c 7.a 7.c 7.e 7.f		
M.3 The provision of activities conform to statutory and legal requirements which apply to the organisation.	<p>Examples would include:</p> <ul style="list-style-type: none"> details of risk assessments for WRL details from the health and safety briefing given as part of work experience preparation indemnity insurance for young people taking part in activities child protection, and data protection. equal opportunities 			5.1 8.5
M.4 There is a written statement of arrangements for working together between the organisation and providers of CEIAG (such as Connexions and ISCO) identifying delivery, development and responsibility for provision.	<p>The assessor will look for evidence of a document which:</p> <ul style="list-style-type: none"> provides for a review at least once a year and identifies agreed areas for development describes the relationships between the organisation and all members of external organisations which contribute to the provision of CEIAG, and refers to or describes contributions to the CEIAG programme by external providers. 	1.b 2.a 2.c 3.c 4.g 5.c 5.e 6.a 6.b 6.c 7.a 7.d 7.e 7.f	5g	2.8 2.11 4.9 8.2 9.1 9.3 9.4 9.5 10.2 11.4
M.5	The assessor will look for evidence of a system	1.a	2d	2.4

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There is a system which identifies young peoples' needs and informs differentiated provision.	which: <ul style="list-style-type: none"> identifies young peoples' needs, such as. career, educational, social, personal and health enables a coherent approach to planning a differentiated learning programme for young people with learning difficulties and disabilities, or gifted and talented young people links to the policy statement on information provision uses information about young peoples' individual needs to inform differentiated curriculum and guidance provision, and shows how the results of analysis are used to inform curriculum, information and guidance provision. 	2.a 5.a 5.b 5.c 5.d 6.a 6.b 7.a 7.f		2.6 2.7 3.4 4.9 5.1 5.2
M.6 The organisation has a young person's entitlement statement for CEIAG.	The assessor will look for evidence of: <ul style="list-style-type: none"> a clear description of the amount and type of CEIAG a young person will receive at each key stage; how this is shared with young people and their parents/carers. 		1a-d 2a	1.1 1.4 1.5 2.2 4.1 4.5 7.1 – 7.12

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<p>M.7 The training and support needs of staff involved in co-ordinating, delivering and supporting CEIAG are identified and met through a continued professional development programme.</p>	<p>The assessor will look for evidence of a system which:</p> <ul style="list-style-type: none"> • gives the same status for careers-related training as other parts of the curriculum • identifies and records the training needs of staff • makes sure that these training needs are being met and that the impact of the training is being monitored • makes sure that the programme co-ordinator has sound knowledge and understanding of the theories and concepts underpinning CEIAG and has been trained to deliver CEIAG • makes sure that all staff can explain the purpose of careers education and guidance and their contribution to student career planning, and • makes sure that all staff can explain the purpose and value of work related learning and how curriculum links with industry and the community can benefit their young people. 	<p>1.c 5.a 5.c 5.d 6.a 7.a</p>	<p>6a-f</p>	<p>9.2 9.6 10.1 10.2 10.3 10.4 10.6</p>

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M.8 The effectiveness of CEIAG provision is managed through a monitoring, review and evaluation cycle.	The assessor will look for evidence of a system which: <ul style="list-style-type: none"> evaluates the quality of teaching evaluates the quality of one to one support makes sure that the young person's entitlement as described in the CEIAG policy is delivered makes sure that the desired learning outcomes are met consistently uses feedback from young people, deliverers, partner organisations and parents, and evaluates the quality of information. 	1.c 2.a 2.b 4.c 4.d 5.a 5.b 5.c 5.d 6.a 7.a 7.f 6.b	5c 7a-c 8a	6.1 8.8 8.9 10.1 10.4 10.6 11.1 11.4 11.6
M.9 The results of evaluation are used to identify areas for further development and lead to continuous improvement.	The assessor will look for evidence of: <ul style="list-style-type: none"> a system that identifies and shares good practice examples of where evaluation has effected development and change, and a system that informs managers and governing bodies of outcomes of evaluation and areas for development. 	1.7 2.a 2.b 2.d 3.c 5.d 6.a 6.b 7.a 7.b 7.f	7d 8b 8c 8d	6.1 8.8 8.9 10.5 10.6 11.1 11.4 11.8
M.10 For learning organisations who have already achieved Career Mark the recommendations made in the assessment report will have been carried out.	The assessor will look for evidence of: <ul style="list-style-type: none"> the integration of the recommendations into the organisation's development plan, and the integration of the through the organisation's cycle of monitoring and review. 			