Careers, Employability and Enterprise Education Audit SEND/PRU

CAREERS, EMPLOYABILITY AND ENTERPRISE EDUCATION

'Careers, employability and enterprise education' is an umbrella term to denote a range of activities and processes that can support the choices made by young people. In the context of supporting choices, it is essential that information, advice and guidance (IAG) for young people is impartial and student centred. IAG activities may include assessing, informing, advising, guiding, counselling, supporting, enabling, coaching, mentoring, advocating, referring and feeding back to learning and support systems. IAG interactions with young people usually work through a process of assessment, planning, implementation and review.

Using the CDI Framework to Audit SEND/ PRU

This document is designed to be used across the curriculum of the school or pupil referral unit. The subject headings are suggestions which you can add to, amend or delete to match your curriculum.

Look at the learning outcomes below and discuss with subject leads/staff and consider where you deliver/provide opportunities for learners to achieve them. Highlight whether you are Red (not providing opportunities in this subject for our learners to achieve them), Amber (providing some opportunities) or Green (providing sufficient opportunities).

Key Stage 3		English	Maths	Science	ICT	PE	Humanities	Art & Design	Technology	PSHE
1	Describe yourself, your strengths and preferences									
2	Be able to focus on the positive aspects of your wellbeing, progress and achievements									
3	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences									
4	Describe different explanations of what careers are and how they can be developed									
5	Give examples of different kinds of work and why people's satisfaction with their working lives can change									
6	Give examples of different business organisational structures									

7	Be aware of what 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 your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services										
11	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable										
12	Recognise when you are using qualities and skills that entrepreneurs demonstrate										
13	Show that you can manage your own budget and contribute to household and school budgets										
14	Know how to identify and systematically explore the options open to you at a decision point										
15	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need										
16	Know how to prepare and present yourself well 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.

Key Stage 4		English	Maths	Science	ICT	PE	Humanities	Art & Design	Technology	PSHE
1	Recognise how you are changing, what you have to offer and what's important to you									
2	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way									
3	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences									
4	Discuss the skills involved in managing your own career									
5	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction									
6	Explain different types of business organisational structures, how they operate and how they measure success									
7	Be able to find relevant 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 and 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 staying healthy and following safe working practices									
10	Build your personal networks of support including how to access and make the most of a wide range of impartial face-									

	and digital careers information, advice and guidance services										
11	Show how you are developing the qualities and skills which will help you 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 financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you										
14	Be able to 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 plans and decisions carefully including how to solve problems and deal appropriately with influences on you										
16	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success										
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 the Quality in Careers Standard Award.

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

The following self-assessment is designed to help 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.

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 Do you have a local employer on the governing body?   [ ]

S2 Is a member of SMT proactive in planning and leading on C,E&E?   [ ]

S3 Is there a nominated C,E&E leader?   [ ]

S4 Is the C,E&E leader 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 preparation and debriefing integral to experiential activities in the programme?   [ ]

C4 Does the programme include 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 learners' views sought on the best way to deliver provision?   [ ]

RESOURCES

R1 Is there a resource centre with up to date information on C,E&E?   [ ]

R2 Is there a designated person responsible for the resource centre?   [ ]

R3 Are the students shown how to use the resource centre?   [ ]

R4 Is the information up-to-date and upholds equal opportunities?   [ ]

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

QUALITY

Q1 Is there a school/PRU 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 exchange information 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 the Quality in Careers Standard?   [ ]

Q17 Do you have professional supervision?   [ ]

Q18 Are you subject to observation of practice (self/peer assessment)?   [ ]

Q19 Do you attend your local CEIAG Forum (or equivalent)?   [ ]

Q20 Is the school/PRU an affiliate member of the Career Development Institute?   [ ]

Q21 Are the details of your C,E&E programme and 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 C, E&E?	*Head of SEND/PRU* *Pastoral Leader* *Teachers, Heads of Year*		
What training/qualifications do staff have access to or currently hold? For example, Continuing Professional Development (CPD), Level 6 Information Advice and Guidance, Certificate in Careers Leadership, etc. (Refer to the CDI Register for the full list of qualifications)	*Certificate in Career Leadership* *Labour Market Information Days* *Careers Conventions and Conferences* *CDI webinars, regional events, conferences*		
How is guidance delivered independently and impartially? For example Level 6 IAG qualified practitioner	*New statutory duty applied* *Careers Fairs* *Visits, Talks, Taster Days, Open Days* *Independent Careers Adviser* *In-House by employed staff* *Training Provider visits*		

CURRICULUM	EVIDENCE	Development/ actions required	By when
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.	*CV writing* *Job searching* *Interview Techniques* *Financial capability sessions* *Enterprise Events* *Careers Research* *Work Experience* *Employer Visits and talks* *Travel training*		
How is Science, Technology, Engineering and Maths (STEM) promoted?	*STEM Website* *STEM Ambassadors* *STEM class room sessions –* *www.cegnet.co.uk* *Employer Visits and talks* *Links to FE and HE Engineering and Science – open days/ talks*		
Do you operate an up to date C,E&E resource centre?	*C,E&E resource centre* *IT with careers, employability and enterprise programmes installed* *Access to Internet and C,E&E-related websites* *Addresses equality and diversity issues*		

RESOURCES	EVIDENCE	Development/actions required	By when
Which member of staff is responsible for the resource centre?	*Careers Teacher* *Support Staff* *Librarian*		
Is there access to IT for C,E&E use? For example, careers software	*JED* *iCould* *KUDOS* *Fast Tomato* *Start (U-Explore)*		
How are pupils trained in using C,E&E resources?	*Staff Train them* *Pupils act as Library Assistants*		
Do you have a C,E&E Policy which is reviewed regularly by the Governing Board?	*Published on website*		
How do you monitor, review and evaluate CEIAG?	*Evaluation forms* *Feedback from students, parents/carers or employers, etc.*		

QUALITY	EVIDENCE	Development/ actions required	By when
Do you hold the Quality in Careers Standard?	*Quality in Careers Standard awarded by a licensed awarding body* *Matrix Standard (colleges and guidance organisations)*		
Do you attend your local C,E&E forum/meetings?	*Record of meetings and follow-up actions taken*		
What quality assurance processes do you have in place regarding CEIAG?	*Professional Supervision* *Observation of Practice* *Assessments*		
How are pupils' progression into post-16 opportunities monitored?	*Destinations* *September Guarantee* *Activity Survey*		