

CEIAG

EXCHANGE

Friday 13th February 2026

10.00-12.00

Microsoft Teams



AGENDA



- Welcome & Introductions
- GM All Aged Careers Strategy – GMCA
- Implementing Gatsby Benchmarks – Positive Steps
- Matrix Assessment – Roger Chapman & Maureen Deary
- Discussion
- Close & Next Steps



INTRODUCTIONS

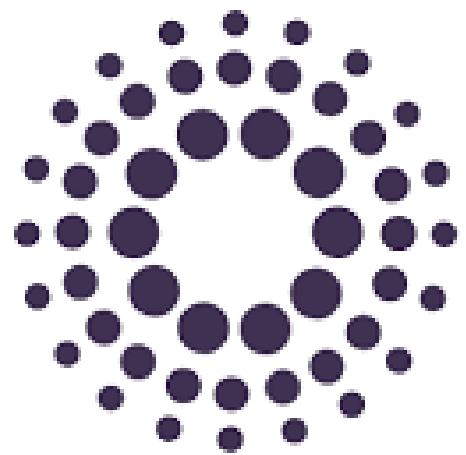


CEIAG CHAIR



Donna Graham

Quality, Compliance and Functional Skills Manager
Rochdale Training



POSITIVE STEPS

SUPPORT | CHALLENGE | CHANGE

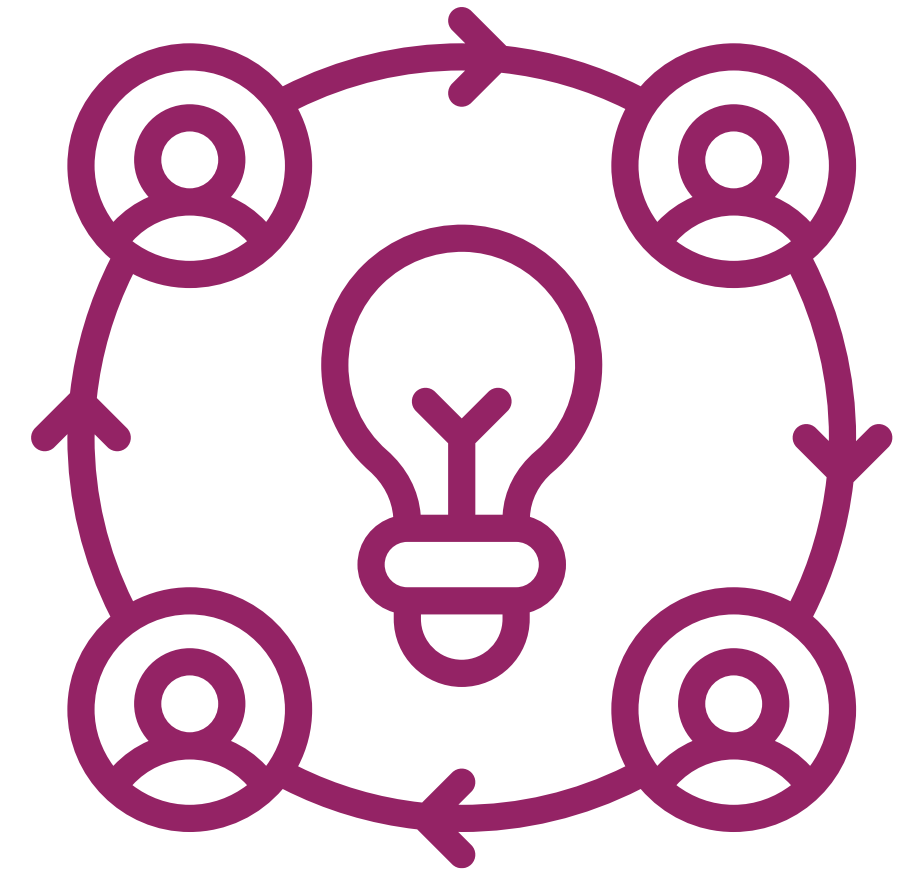
EXCHANGES



SHARE GOOD
PRATICE



DISCUSS
CHALLENGES



COLLABORATE

CURRENT EXCHANGES

GMLPN Member Exclusive



QUALITY



SAFEGUARDING



SEND



FE RECRUITMENT
& WORKFORCE



MENTAL HEALTH
& WELLBEING

NEW EXCHANGES

Open to all providers



CEIAG

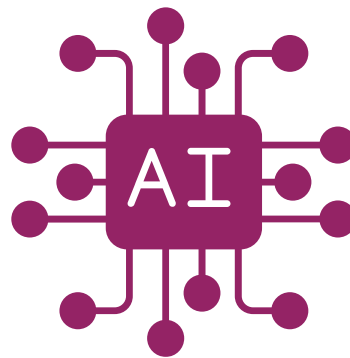


BUSINESS DEVELOPMENT

People and Employer Engagement



**Provider
Networks**
Community
of Practice



AI

In partnership with ALPS Alphi (Surrey Provider Network)



GM SKILLS AWARDS 2026

NOMINATIONS OPEN!



GMLPN
Greater Manchester
Learning Provider Network



Greater Manchester
Chamber of Commerce

Timeline



**w/c 24th
November
2025**

**Nominations
Open**



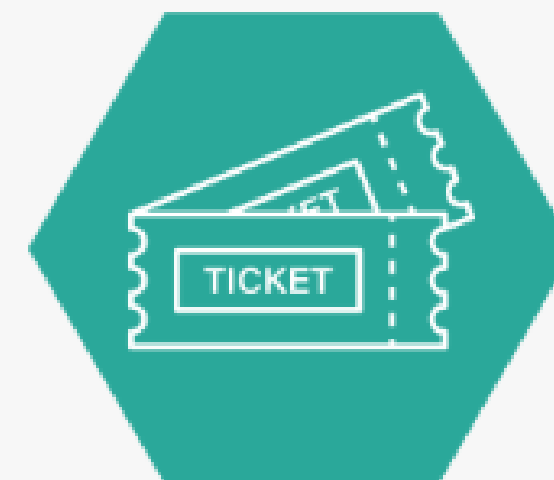
27th Feb 2026

**Nominations
Close**



**w/c 30th
March 2026**

**Shortlists
Announced**



**w/c 30th
March 2026**

Tickets Open



2nd July 2026

**Awards
Evening**



Award Categories



- **Intermediate Apprentice of the Year**
 - Sponsored by Pearson
- **Advanced Apprentice of the Year**
 - Sponsored by GMColleges
- **Higher Apprentice of the Year**
 - Sponsored by Rochdale Training
- **Degree Apprentice of the Year**
- **16-19 Learner of the Year**
 - Sponsored by NOCN
- **Adult Learner of the Year**
 - Sponsored by NCFE
- **Shining Star of the Year**
 - Sponsored by The Growth Company
- **Unsung Hero of the Year**
 - Sponsored by Gateway Qualifications
- **Team of the Year**
 - Sponsored by 1st2 Achieve Training
- **SME of the Year**
 - Sponsored by The Edge Foundation
- **Large Employer of the Year**
 - Sponsored by the NW Apprenticeship Ambassador Network
- **Community Initiative of the Year**
 - Sponsored by Howarth Air Tech
- **Partnership Project of the Year**
 - Sponsored by Manchester, a UNESCO City of Lifelong Learning
- **Outstanding Contribution to FE & Skills 2026**



IMPACT EVALUATION



GM ALL AGED CAREERS STRATEGY

Jayne Tramontana
GMCA

An All-age Careers for Greater Manchester

Jayne Tramontana
Head of Careers Strategy
Education Work and Skills
GMCA

AACS Evidence Review Summary of Key Findings

- **Fragmentation in the system**
 - Gaps and lack of continuity in provision
 - Unclear access points for residents and duplication of service
 - Variable use of LMI and economic priorities
 - Lacking in systematic connectivity to education, work and skills and employer engagement
 - Limited careers/employment support insight to inform effective adult skills provision
- **Siloed funding and commissioning streams**
 - Short term KPIs contracts driving delivery
 - Uneven quality standards across YP and adult CIAG
 - Inconsistent, often insufficient, outcomes measurements
 - Insufficient strategic alignment and system integration; not tailored to individual or local, often regional priorities
 - Short term funding contributing to destabilising workforce and provision

AACS Evidence Review Summary of Key Findings

- **Accessibility**

- Careers provision not accessible or visible as a universal public service
- Hard to navigate and access quality information and advice (in person/online)
- Job Centre based NCS provision perceived as stigmatising
- Missed early guidance opportunities worsens inequalities and limits growth

- **Workforce**

- Uneven leadership prioritisation and resourcing in careers education
- Shortage of Level 6-qualified Careers Guidance Advisers, impact on morale
- Limited access to specialised development opportunities and upskilling

- **Wellbeing and good employment**

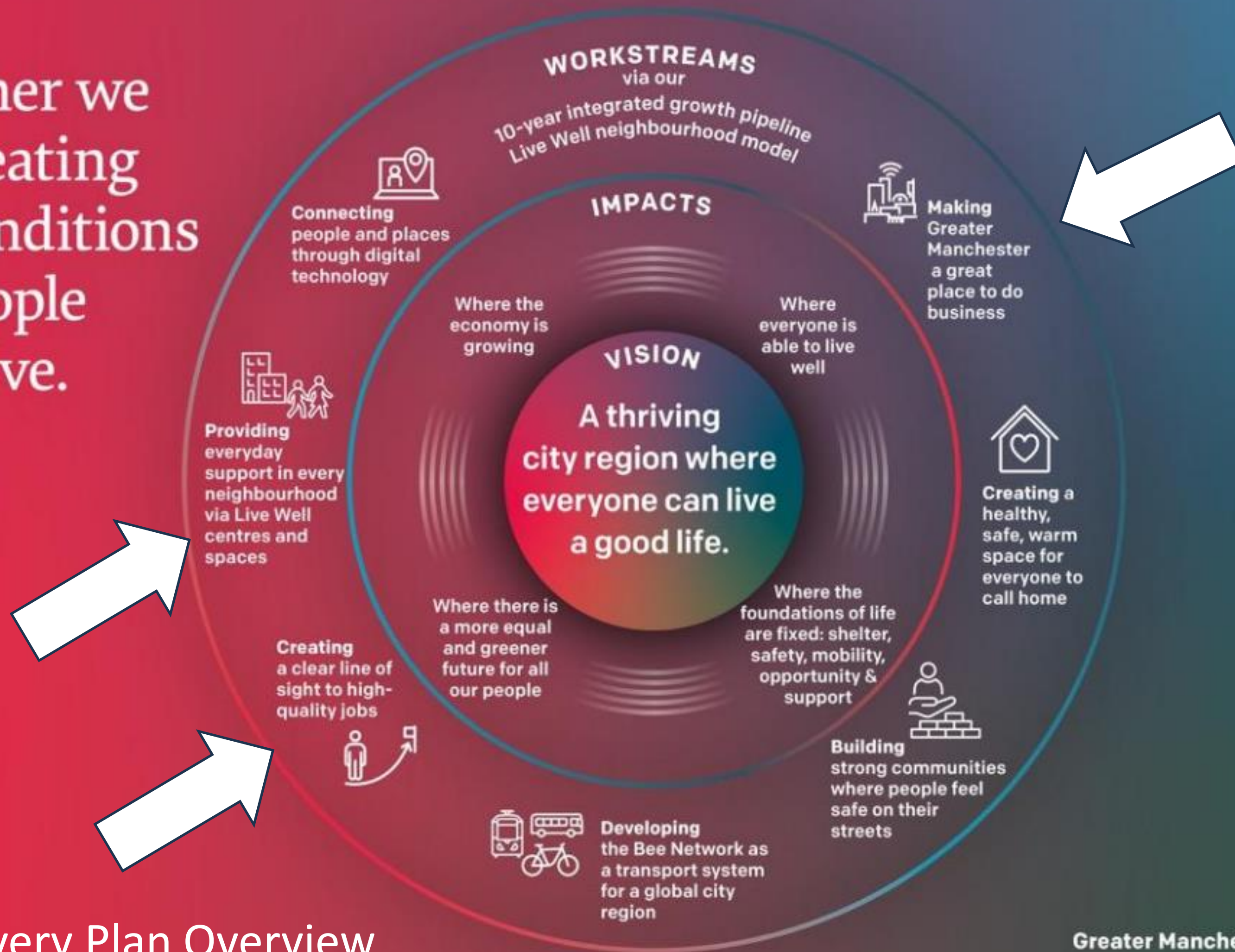
- System struggling to provide timely effective and personalised IAG interventions
- Increasing demands lived experience complex health and mental wellbeing
- Greater need for improved assessment and triage of support
- More focus needed on good-work, career progression, job satisfaction, for sustained and healthy employment

An All-age Careers for Greater Manchester

Strategic Context

Together we
are creating
the conditions
for people
to thrive.

together
we are
**GREATER
MANCHESTER**



Greater Manchester Strategy

Clear Line of Sight

We will narrow the gap between the GM Employment rate and national rate with good sustainable jobs that pay well and provide equal opportunities for all.

Everyday Support in Every Neighbourhood

By 2035, residents facing barriers progress into sustained, good work via Live Well’s integrated “no wrong door” pathway; All localities operate health–work–skills routes with reductions in economic inactivity and uplift toward an 80% employment rate.

Get GM Working Plan

Prevention:	Growth:	Health:	System Conditions:
Community-powered, early intervention, Live Well model.	Align skills with growth sectors, expand good work.	Full integration of health and employment support	Use devolved powers, data, and governance to drive change.

All-Age Careers Strategy

By 2029 96% of secondary schools and colleges will be delivering high-quality careers education, information, advice and guidance.

By 2035 high quality IAG will be embedded in all education institutions and everyday support.

GMS Delivery Plan Ambitions:

A clear line of sight to high-quality jobs

End state: GM will be the UK's leading engine of social mobility, with all children and young people having the opportunity to thrive with a clear path towards a good job in our growing economy.

- By 2029 we will increase the number of residents able to access **place-based, tailored skills and employment support** to a) enter or sustain work, b) upskill and **progress in their careers** into good jobs in GM's economy. Narrowing the gap with the national employment rate with good sustainable jobs that pay well.
- By 2029 we will grow the volume of **higher technical skills** for key **growth sectors**

[GMS Delivery Plan Overview](#)

Everyday support in every neighbourhood

End state: A network of inclusive and empowering Live Well centres, spaces and support offers will unite people, communities and services. Together, we'll co-create the conditions for healthier, happier lives with belonging, hope, and opportunity.

- By 2029, Live Well centres and spaces will be available from every neighbourhood, driven by local people and supported by the VCFSE sector and **integrated** public service teams.
- By 2035, residents furthest from

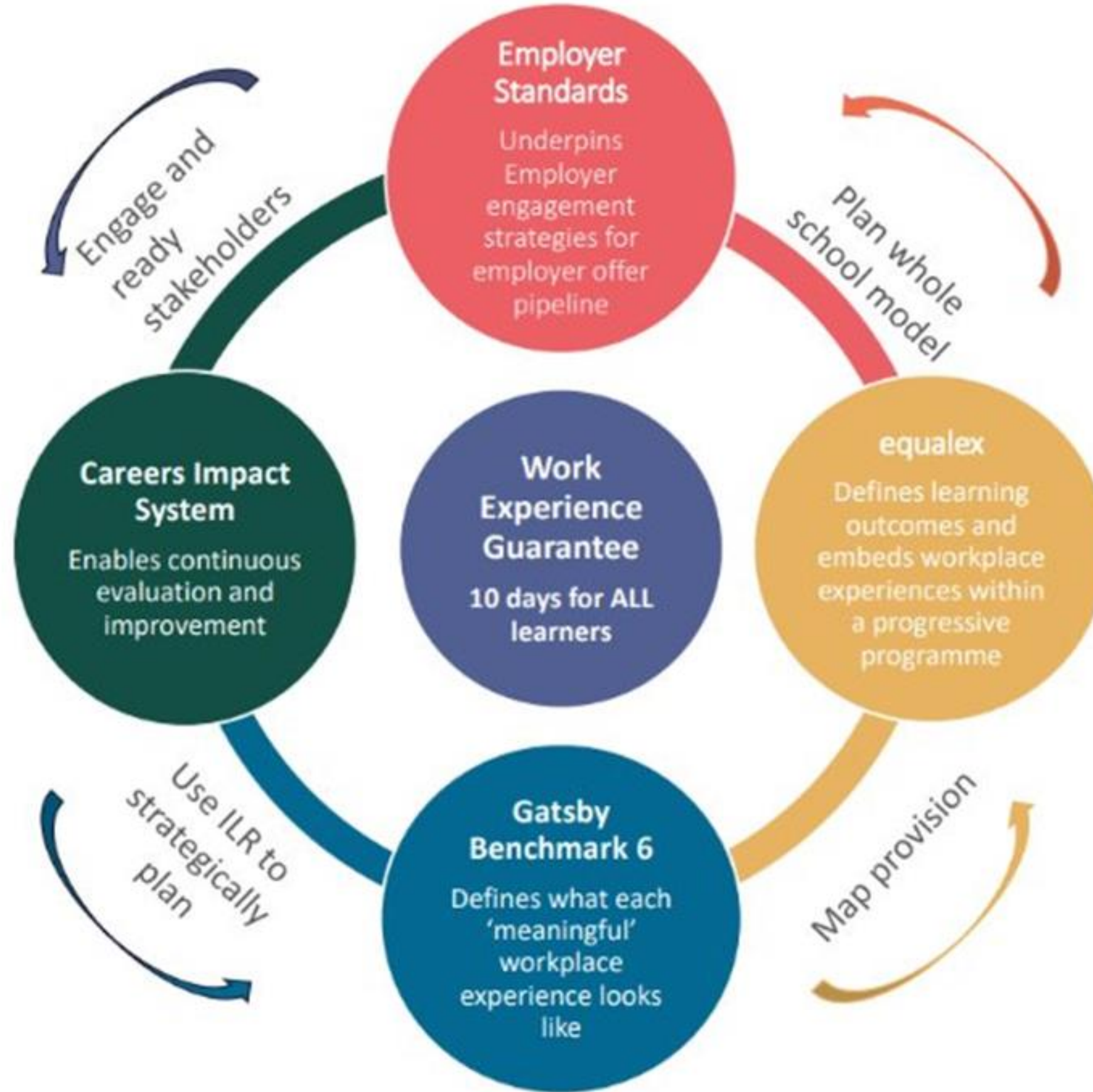
Building a cohesive all-age integrated careers ecosystem in Greater Manchester

- **Strengthening national strategic and GM collaboration** – DfE, DWP and CEC (Careers and Enterprise Company) and the GM Careers Hub Strategic Community of Practice Forums, GMLPN, GM Colleges Group
- **Unifying publicly funded careers education** – a GM Careers partnership – GMCA Careers Hub, GM Higher, NCS and DWP Support for Schools
- **Primary pilot** – Start Small Dream Big CEC pilot, GMS 10-year ambition
- **High-quality IAG** - Careers Impact System (CIS), equalex, Gatsby BM (GM Adult Skills Pilot), Matrix
- **Elevating visibility and access to careers support** - building on place-based 'No Wrong Door' models, working with regional DWP on transition of NCS to NJCS

Building a cohesive all-age integrated careers ecosystem in Greater Manchester

- **Improving assessment of need and triage of support** - GMS Live Well and Get GM Working: integrated model connecting education, skills, work and health
- **Leveraging technology** – GMACS & Beeline, Government Digital Services (GDS) AI pilot, NCS digital product collaboration
- **Investment in employer and sector engagement** – Employer Integration Board (EIB), Employer Supporters Action Network (ESAN), Investment and Innovation Zones
- **Supporting insightful workforce development and system learning** – LMI insight unit, LSIP (Local Skills Improvement Plan), GM Careers Hub learning and development

High Quality CEIAG



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

GMLPN insight exchange...

Feedback from recent Ofsted inspection regarding careers IAG

Recent improvements made to IAG

How is your IAG offer quality assured and what difference has this made

How do you ensure your learners access independent careers guidance when needed

How do you measure and evaluate the impact of your careers IAG on outcomes for learners

How do you use labour market information and employer engagement to ensure learners are prepared for realistic and sustainable next steps



QUESTIONS & REFLECTIONS



POSITIVE STEPS

SUPPORT | CHALLENGE | CHANGE

IMPLEMENTING GATSBY BENCHMARKS

JEN GIBSON

POSITIVE STEPS

Gatsby benchmarks for i t p s— six months in

13th February 2026

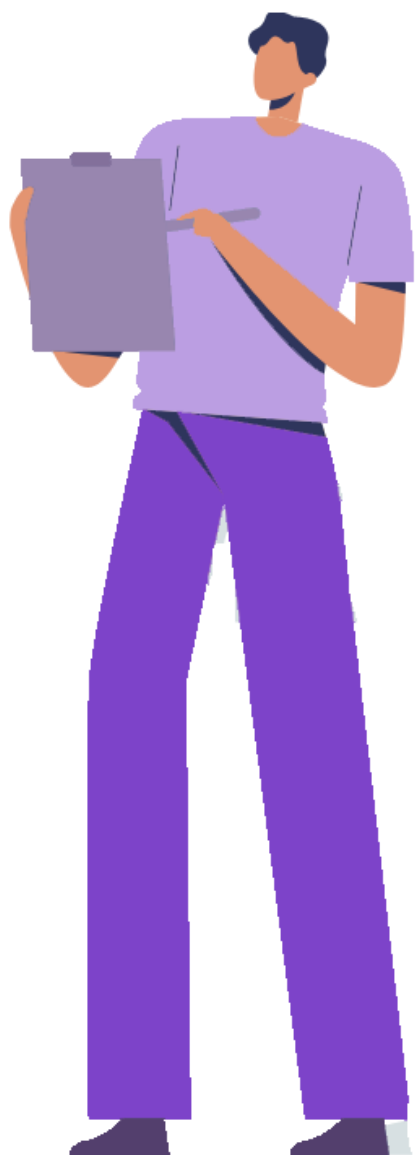


POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

The Gatsby Benchmarks



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE



1	A STABLE CAREERS PROGRAMME
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION
3	ADDRESSING THE NEEDS OF EACH YOUNG PERSON
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

From September 2025, ITPs expected to adopt the Gatsby Benchmarks.

BENCHMARK 1: A STABLE CAREERS PROGRAMME

SUMMARY

Every provider should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

KEY points

- Explicit backing of SLT has been expanded to include those in leadership and governance roles
- Careers Leader should be identified and trained
- Careers Programme should be linked to the providers development/strategic plan



MEETING BENCHMARK 1



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

- ▶▶ Named & appropriately trained Careers Leader – access relevant careers leadership training
- ▶▶ Stable, structured careers programme with lots of opportunities for career related learning
- ▶▶ Linking career plan to the provider's overall strategic vision
- ▶▶ Ensure staff CPD opportunities are in place for CEIAG
- ▶▶ Strong leadership who believe in and support careers
- ▶▶ The backing of the Board/Trustees – a CEIAG link in the board
- ▶▶ Publish careers programme on the website
- ▶▶ Encourage parent engagement (for young learners/apprentices)
- ▶▶ Evaluation framework to support improvements and developments



BENCHMARK 2: LEARNING FROM CAREERS & LABOUR MARKET INFORMATION



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

SUMMARY

All learners, parents and carers, subject staff and other staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information

KEY points

- Information is no longer just provided – learners should *actively use* careers and labour market information to inform important decisions

*An 'informed adviser' – someone providing high-quality, current information about future pathways, study options and labour market opportunities.

MEETING BENCHMARK 2



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

- Opportunities to access good quality LMI:
Link LMI to curriculum learning, include LMI based activities e.g. analyse job adverts or explore future trends in lessons, sector specific LMI posters and displays that can be discussed in group sessions,
- LMI access via personal guidance conversations and during tutor reviews
- Access to digital platforms and resources
- Tailoring activities to ensure SEND learners have the support they need, e.g. additional or supported visits to careers fairs, or trade events
- Parent and carer engagement (for young apprentices) for e.g. parent guide, parent info sessions, shared progress updates,



BENCHMARK 3: ADDRESSING THE NEEDS OF EACH YOUNG PERSON



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

SUMMARY

Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent

KEY points:

- ▶▶ The guidance on 3 year tracking has now gone and is replaced with recording aspirations, intended and immediate destinations. ITPs are expected to 'use sustained and longer-term data as part of their evaluation process and use alumni to support their careers programme'.

MEETING BENCHMARK 3



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

- Opportunities for students to challenge stereotypical thinking e.g. careers talks from people under-represented in their sector, sessions on stereotyping as part of learning programme, use of alumni
- Activities to raise aspirations e.g. university talks and trips, aspirational workplace visits, talks from inspirational professionals
- Ensuring activities are tailored to meet needs of students – individual action plans can support with this and can sit alongside learning plans and review documentation
- Robust system in place to track CRL activities that students attend
- Access for students to their own CRL records
- Longer term destination tracking to use in evaluation

BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

SUMMARY

As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths. .

KEY points

► Linking classroom learning to the wider world of work

‘Careers should form part of the provider’s ongoing staff development programme for teachers and all staff who support pupils

MEETING BENCHMARK 4



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

- ▶▶ CRL included in planning documents, for apprentices, map knowledge, skills & behaviours to career pathways
- ▶▶ Embed LMI into units thus linking CRL and wider world of work and career progression
- ▶▶ Make English, maths and digital meaningful – career enabling not just a requirement for the qualification
- ▶▶ Skills identification opportunities linked to careers for e.g. use of Skillsbuilder model
- ▶▶ Use of employers to complement classroom learning – reinforces relevance
- ▶▶ Trips to link to careers to what is being taught in the classroom
- ▶▶ Ongoing careers conversations
- ▶▶ Staff Careers Champions
- ▶▶ Staff CPD – train staff to make explicit career links (staff meetings, departmental CPD, bespoke training for individuals)



BENCHMARK 5: ENCOUNTERS WITH EMPLOYEES AND EMPLOYERS



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

SUMMARY

Every learner 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, and could include learners' own part-time employment where it exists

KEY points:

A meaningful encounter will:

- ▶ Have a clear purpose, which is shared with the employer and the young person
 - Be underpinned by learning outcomes that are appropriate to the needs of the young person
 - Have opportunities for two-way interactions between the young person and the employer
 - Be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter
- ▶ How do you broaden employer exposure beyond their own workplace?

MEETING BENCHMARK 5



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

- ▶▶ Range of *meaningful* encounters that involve two-way interactions between learners and employers –

Employer panels

Industry round-tables

Skills workshops led by employers

Guest speakers from industry

Cross department opportunities

Alumni progression talks

Industry site visits

Conferences

Trade shows

HR/Recruitment managers

- ▶▶ Opportunities for review and reflection

- ▶▶ Underpinned by learning outcomes



BENCHMARK 6: EXPERIENCES OF WORKPLACES

SUMMARY

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks

Key point

- For apprenticeship providers, the focus shifts from initial exposure to broadening, deepening and contextualising workplace experience.



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

MEETING BENCHMARK 6



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

- ▶▶ Workplace visits (partner and supply chain organisations, different size businesses in the sector)
- ▶▶ For apprentices, job rotations in different departments/divisions
Opportunities to support understanding of career progression (shadowing senior staff, workplace mentoring)
- ▶▶ Planned workplace projects linked to knowledge skills and behaviour
- ▶▶ Opportunities for review and reflection
- ▶▶ Learning outcomes



BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

SUMMARY

All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace

KEY points

- For apprenticeship providers, this benchmark is about ensuring learners understand their potential future pathways – what comes next?

Apprentices are already in a technical route, but still need exposure to L4-6 apprenticeships, HE pathways, sector specialisms, professional quals, self-employment routes

MEETING BENCHMARK 7



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

- Promote apprenticeship progression routes:
University talks, degree apprenticeship provider sessions, personal guidance, campus tours, UCAS info sessions
- Use of alumni – talks from former apprentices who have now progressed to higher level, alumni hall of fame
- Exposure to professional body pathways – invite professional body guest speakers, information on professional membership pathways
- Promote open events with students and parents/carers
- Opportunities for review and reflection
- Learning outcomes



BENCHMARK 8: PERSONAL GUIDANCE



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

SUMMARY

Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

KEY points

- ▶▶ Learners must have access to a qualified Careers Adviser for independent, impartial careers guidance
- ▶▶ Every learner should have **at least** one personal guidance meeting whenever significant study or career choices are being made.
- ▶▶ Impartiality in key

MEETING BENCHMARK 8



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

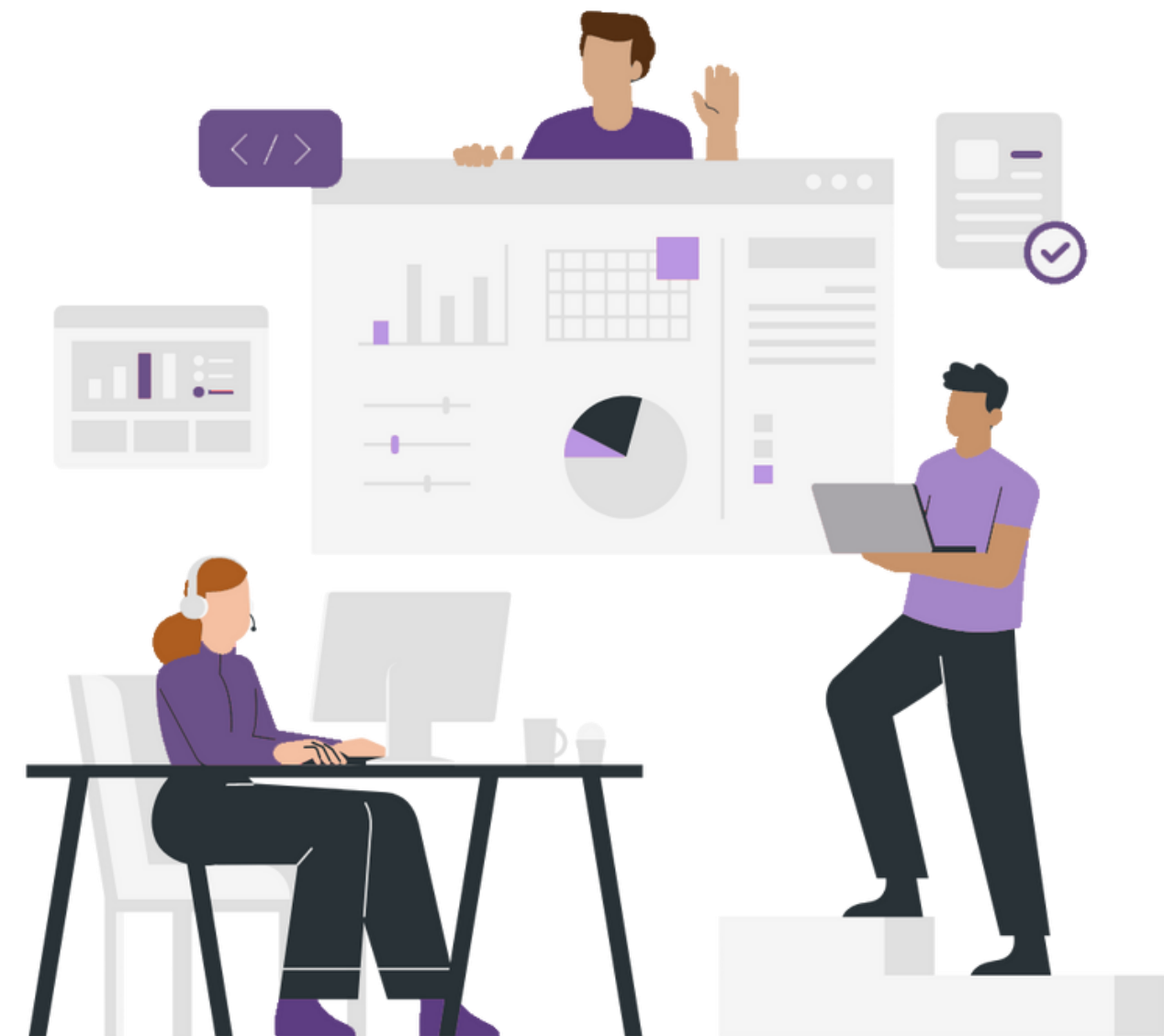
- ▶▶ Personal guidance opportunities with Level 6 adviser at significant transition or decision-making points (employed by your organisation, commission via a careers service or freelance)
- ▶▶ Accessible for all learners – consider flexible timings, virtual or in-person
- ▶▶ Keep thorough records of guidance and provide young people with action plans
- ▶▶ Build personal guidance into the apprenticeship journey





The Good Careers Guidance: The Next Ten Years' report states that 'Ofsted should continue to use the benchmarks to inform their understanding of what good looks like for careers guidance'

Quality in Careers Standard uses assessment criteria that is mapped against the Gatsby Benchmarks



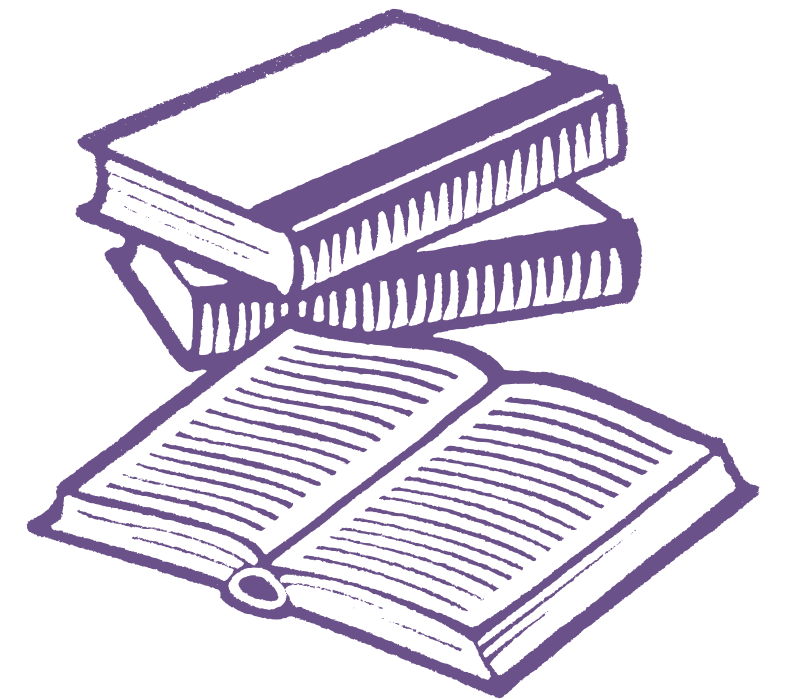
FURTHER information



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

www.gatsbybenchmarks.org.uk

[The Careers & Enterprise Company | The Careers and Enterprise Company](#)



questions?



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE



QUESTIONS & REFLECTIONS



THE MATRIX STANDARD

**Roger Chapman & Maureen
Deary**



Introduction to

The matrix Standard

An overview for the GMLPN CEIAG Exchange

Friday 13th February 2026

Roger Chapman, Head of the matrix Standard

Maureen Deary, matrix Standard Practitioner and

Adviser on the Ofsted Inspection Framework



Context, Background & Purpose

The **matrix** Standard is a prestigious accreditation & quality mark that reflects an organisation's commitment to excellence.



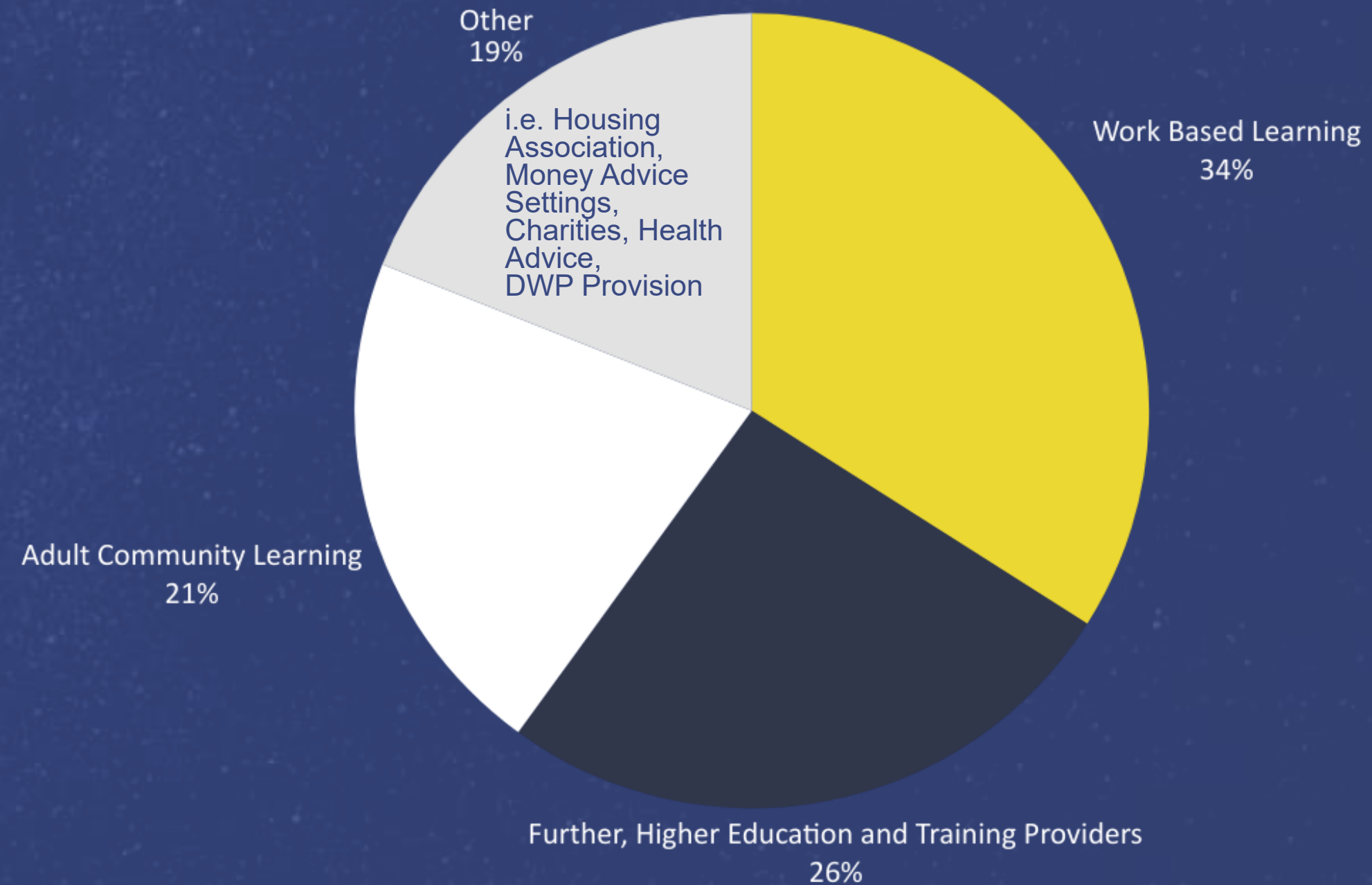
Context, Background & Purpose

We are the Department for
Education's official quality
standard for Information, Advice
and Guidance (IAG).



There are
150
current
*circa
accreditations
0

*





Context, Background & Purpose

The **matrix** Standard affirms your credibility to stakeholders, funders, and service users and is a nationally and internationally recognised quality standard accreditation.



Context, Background & Purpose

Revised and Re-Launched in 2023

The **matrix** Standard is applicable
in every sector and organisational
type



National
Careers
Service



THE CAREERS &
ENTERPRISE
COMPANY



Context, Background & Purpose

The Standard is developed and revised with organisations relevant to your provision, IAG service, for example: the Ofsted Inspection Framework, The Gatsby Foundation Benchmarks for careers, the Institute of Employability Professionals (IEP) and more.



The matrix Standard Framework

Latest updates to the Standard include:

- ✓ Integrating EDI
- ✓ Emphasis on rapid tech advancement
- ✓ The importance of data-driven decision making
- ✓ Wellbeing, culture and safeguarding for staff and recipients
- ✓ Alignment with other frameworks such as Gatsby and Ofsted
- ✓ Leadership is embedded throughout the Standard



Today's whistle-stop tour of the matrix Standard Element 1

The following are key terms used throughout the matrix Standard:

- the organisation:** this refers to the body which manages, administers and delivers the service and has applied for initial accreditation or accreditation review against the matrix Standard
- the service:** this is the information, advice, support and/or guidance provided by the organisation to support individuals in their choice of career, learning, work, and life goals
- clients:** this refers to people who access the “service” whether they are employees of the “organisation” or external users of the “service”

The Standard follows the **Plan – Do – Review** cycle.

Clear outcomes/success factors need to be defined at:

- organisation level
- service level
- individual level

These factors need to be monitored and evaluated, to build upon strengths and identify areas for development. For further details please visit the [matrix Standard website](#).

The matrix Standard-Element 1-Purpose

IAG contributes to the achievement of the organisation's aims:

E1.1 There is a clear commitment from senior leaders to the importance of high-quality IAG

E1.2 Equity, Diversity and Inclusion are valued in dealings with recipients, staff and other organisations

E1.3 Staff and recipients feel safe

The matrix Standard-Element 1-Purpose-more detail

E1.4 A culture of wellbeing exists

E1.5 The organisation responds to relevant statutory requirements

In addition, Element 2 focuses on staff skills competencies, qualifications and CPD that links to the Ofsted toolkit expected standards:

E2.2 The skills, knowledge, experience and qualifications are established for each role delivering IAG

These all align with the Ofsted toolkit and expected requirements that we as providers have to meet.

The matrix Standard-Element 1-Purpose-more detail

- Equality, equity, diversity and inclusion are valued in dealings with recipients, staff and other organisations
- Staff and recipients feel safe linked to Keeping Children Safe in Education (KCSIE September 2025)
- A culture of wellbeing exists, your health, wellbeing and welfare strategy and approach
- The organisation responds to relevant statutory requirements-GDPR/data protection/Send Code of Practice/Equality Act of 2010
- The skills, knowledge, experience and qualifications are established for each role delivering IAG
- Staff understand the value-based approach in which they deliver IAG

The matrix Standard-Element 1-Purpose

- **Impartiality:** The **matrix** Standard requires IAG services to be impartial and unbiased in their provision of information and advice. This aligns with the ED&I principle of equity, which ensures that everyone has fair opportunities and resources.
- **Accessibility:** The **matrix** Standard emphasises the importance of accessibility, ensuring that IAG services are available to everyone, regardless of their background or circumstances. This aligns with the ED&I principle of inclusion, which creates a welcoming and supportive environment for all.
- **Parity of outcomes:** The **matrix** Standard focuses on the goal of achieving equal results or achievements across different groups, regardless of factors like race, gender, sexual orientation, disability, or socioeconomic status

The matrix Standard-Element 1-Purpose

- Addressing systemic inequalities
- Promoting equity
- Improving organisational performance
- Building trust and credibility
- Fostering a more just society

The matrix Standard-Element 1-Purpose and the toolkit

1. Improved Learning:

- **Diverse Learning Environment:** Exposure to different perspectives and experiences can broaden learners' understanding of the world and enhance their critical thinking skills.
- **Increased Engagement:** When learners feel included and valued, they are more likely to be motivated and engaged in their learning.
- **Reduced Bias:** A diverse and inclusive environment can help to reduce stereotypes and biases, creating a more equitable learning environment for all students.

The matrix Standard-Element 1-Purpose

2. Enhanced Social-Emotional Development:

- Positive Relationships: ED&I fosters a sense of belonging and community, leading to stronger relationships among learners and staff.
- Increased Empathy: Exposure to diverse experiences can help students develop empathy and understanding for others.
- Improved Well-being: A supportive and inclusive school environment can contribute to learners' overall well-being and mental health.

The matrix Standard-Element 1-Purpose-Equality, Diversity, Equity and Inclusion

3. Better Preparation for the Real World:

- **Diverse Workforce:** ED&I prepares learners for a diverse and inclusive workforce, where they will need to interact with people from different backgrounds.
- **Citizenship:** A diverse and inclusive learning environment can help students develop the skills and knowledge necessary to become responsible citizens.

4. Reduced Achievement Gap:

- **Equal Opportunities:** ED&I ensures that all learners have equal opportunities to succeed, regardless of their background and are included
- **Targeted Support:** By addressing the needs of diverse learners, ED&I can help to reduce the achievement gap between different groups of students.

The matrix Standard-Element 1

Is very closely aligned to the Ofsted Inspection Framework and the Toolkit

All 7 elements match key areas of:

- **Safeguarding**
- **Inclusion and EED&I**
- **Leadership and Governance**
- **The learner journey**
- **Careers education, information, advice and guidance embedded into the learner journey**
- **Outcomes for learners**
- **Impact**
- **Quality assurance and improvement**

The renewed Education Inspection Framework:

Overview:

Essential references:

The Further Education and Skills Inspection Toolkit

[Further education and skills inspection toolkit](#)

Further education and skills operating guide for inspectors: for use from November 2025

[Further education and skills operating guide for inspectors: for use from November 2025 - GOV.UK](#)

Inspection information for further education and skills providers: for use from November 2025

[Inspection information for further education and skills providers: for use from November 2025 - GOV.UK](#)

FREE Sector Guides



- **Further Education Guide** – Working with Gatsby Foundation, CDI and Careers and Enterprise Company
- **Higher Education Guide** – Working with The Association of Graduate Careers Advisory Services (AGCAS)
- **National Careers Service**
- **Special Educational Needs and Disabilities (SEND)**- A new guide is in production which looks at the application of the Standard in a SEND environment.
- **Adult Community Education** – Developed with HOLEX
- **Social Prescribing** - Developed with NASP
- **Offender Rehabilitation**
- **Employability Guide** – Developed with the Institute of Employability Professionals
- **Digital Guide** – Demonstrating how to apply the Standard in a fully digital or blended delivery model.
- **The Ofsted Touchpoints** – We commissioned a consultant former inspector to work with Ofsted to produce a guide which shows the touchpoints the matrix Standard has with the inspection framework.
- **The Gatsby Touchpoints Document** – Partnering with the Gatsby Foundation, CDI and Careers and Enterprise Company

Upcoming Webinars

We have a range of online free to the sector webinars that you can book onto free of charge, all focusing on key aspects of working with the matrix standard and sector high level priorities including the Ofsted Inspection Framework



QUESTIONS & SUPPORT

More Resources:

- ✓ Visit our website for case studies, articles and more information
- ✓ Join our mailing list for webinars & community events
- ✓ Follow us on LinkedIn for top tips, community engagement, and other updates

For consultancy support, focusing on the matrix Standard and meeting other external auditing frameworks, please contact Roger at:
roger.chapman@growthco.uk or phone: 01423 229665



QUESTIONS & REFLECTIONS



DISCUSSION



Discussion

- What are your biggest challenges?
- What is working well?
- What further support do you need?



IMPACT EVALUATION

CIEAG

EXCHANGE

Thank you!

