



CEIAG

EXCHANGE

AGENDA



- Welcome & Introductions – Charlotte Jones & Donna Graham
- CEC Updates – Kelly Dillon, The Careers and Enterprise Company
- Ofsted Inspection Experience – Amanda Bradford-Hunt, NowSkills
- Discussion
- Close & Next Steps

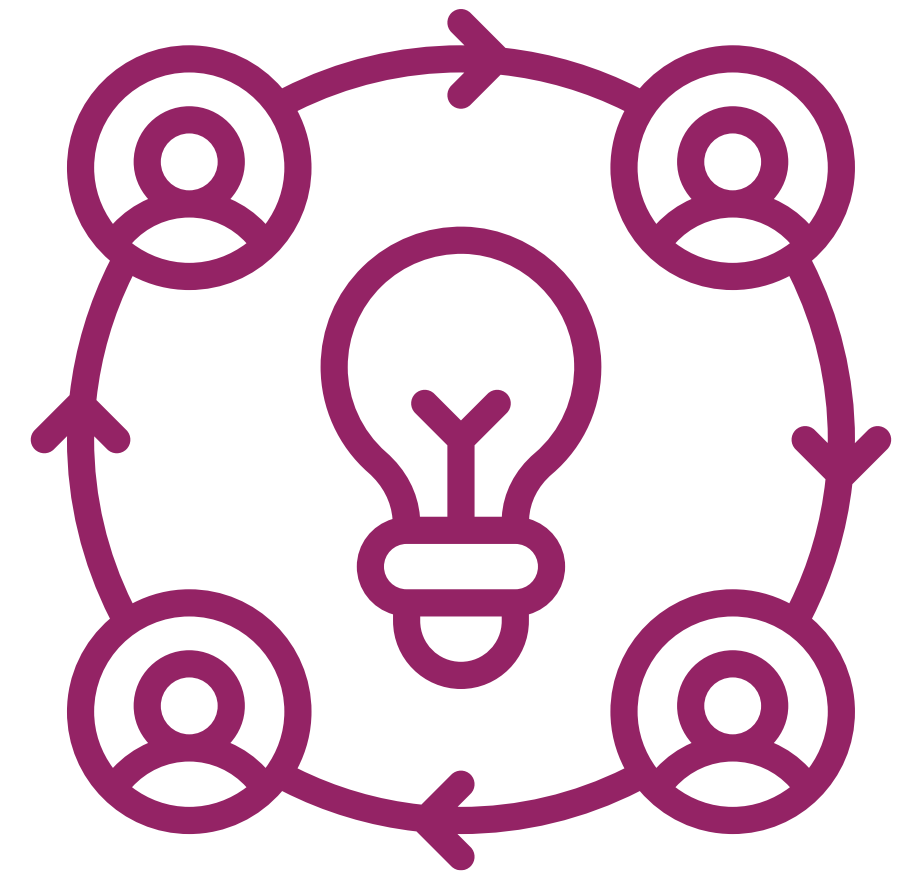
EXCHANGES



SHARE GOOD
PRATICE



DISCUSS
CHALLENGES



COLLABORATE

EXCHANGES

GMLPN Member Exclusive



QUALITY



SAFEGUARDING



SEND



**FE RECRUITMENT
& WORKFORCE**



**MENTAL HEALTH
& WELLBEING**

EXCHANGES

Open to all providers



CEIAG

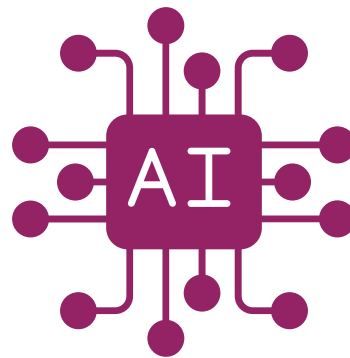


BUSINESS DEVELOPMENT

People and Employer Engagement



**Provider
Networks**
Community
of Practice



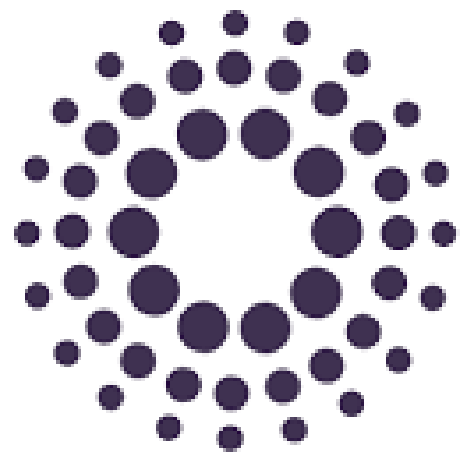
AI

In partnership with ALPS Alphi (Surrey Provider Network)

CEIAG CHAIR



Donna Graham
Service Lead
Positive Steps



POSITIVE STEPS

SUPPORT | CHALLENGE | CHANGE



CEC UPDATES

Kelly Dillon

The Careers & Enterprise
Company

Supporting Quality Careers Education for ITPs

GMLPN
May 2026

Kelly Dillon, Senior Manager
Progression, Transition and Removal of
Barriers

THE CAREERS &
ENTERPRISE
COMPANY



Compass for ITPs

- Available now!
- Self-enrolment with UKPRN
- Tailored Post 16 questions
- Training session recorded & guidance documents and FAQs on help centre
- “Effective approaches” document supporting
- **NEW for Sept 26 – parental questionnaire**
- *NOW* Includes careers impact self-assessment and improvement planning tool

[Create an account | Compass | The Careers and Enterprise Company](#)

Careers Impact Maturity Model

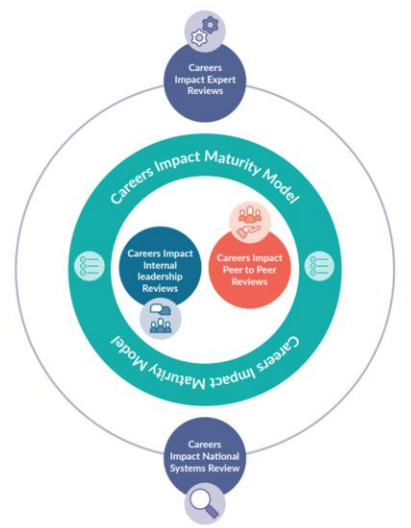
for conducting Careers Internal
Leadership Review

Standardised continuous
improvement and quality
assurance of careers
across the system

Theme 5: Encounters with employers/employees & workplace experiences (Benchmarks 5 & 6)				
5.1 Effective employer engagement	The organisation engages with a range of employers to provide appropriate encounters which are of interest to learners and support future careers.	The organisation identifies and engages with employers, informed by relevant LMI and learner need for a range of different purposes. Employers are involved in curriculum planning, delivery and evaluation	Sustainable and collaborative relationships have been built with employers, informed by relevant LMI, skills need, and supporting learner need. Employers are engaged in careers education through all aspects of organisational life including governance, curriculum planning across all subjects, implementation and impact evaluation	Sustainable and collaborative relationships have been built with employers to include them in careers education delivery, informed by relevant LMI, skills need, and supporting learner need. Employers are engaged on a strategic and operational level to ensure informed strategic planning, curriculum planning across all subjects, and industry standard / high quality teaching and learning. Innovative approaches have been used to develop effective employer / provider working relationships. Evaluation informs whole organisation quality improvement planning
5.2 Meaningful encounters with employers	There are ad hoc employer encounters for learners including masterclasses and guest speakers etc.	All learners engage in progressive meaningful encounters with employers	There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes, which includes multiple meaningful encounters with employers	A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive career-related learning outcomes includes multiple meaningful and progressive employer encounters within each curriculum or occupational area. Impact evaluation, organisation vision & priorities, learner needs assessments and regional skills needs inform multiple meaningful encounters with employers within each curriculum or occupational area

Theme 2 Learner centred, Evidence informed, and Impact driven Addressing the needs of all learners and impact evaluation: (Benchmarks 1 & 3)				
2.1 Development of progressive learner careers learning journeys	The careers provision for learners includes careers activity that contributes to supporting learners to: • make aspirational and informed decisions • make effective and sustained transitions • develop career readiness	A documented careers learning journey for learners is shared and understood, and includes progressive careers learning & activities that supports learners to: • make aspirational and informed decisions • make effective and sustained transitions • develop career readiness	There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes that show measurable intent for learners as completers. The progressive career related learning outcomes inform discrete careers related learning, encounters with employers and providers, workplace experiences and personal guidance	A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive career-related learning outcomes is informed by local & regional LMI, employers' needs, provider vision & priorities, impact evaluation and learner needs assessments
2.2 Addressing the needs of all learners	Data and information about vulnerable and targeted groups/learners (e.g., those classed as vulnerable learners or targeted groups) is shared with the Careers Leader	Data and information about vulnerable and targeted groups/learners is used by the Careers Leader to inform personal careers guidance provision	Data and information about vulnerable and targeted groups/learners is analysed by relevant colleagues (inc. SENCo, Careers Leader, curriculum teachers and pastoral leads, etc.) to personalise careers related learning, personal careers guidance, encounters with employers & providers & workplace experiences	There is evidence of differentiated approaches to the measurable development of learner career readiness for identified vulnerable cohorts and individuals. Impact evaluation of this intervention for vulnerable groups/learners is reported and informs future organisation wide development planning & reporting
2.3 Effective use of appropriate tracking / recording system	Recording systems (e.g., Compass, Promonitor) are used to capture careers activities and to track intended & actual destinations	Recording systems are regularly updated by multiple users across the organisation to record & evaluate activities, to record intended & actual destinations data for all learners	Up to date information from recording systems and related data on all learners is used by Careers Leader and senior managers to measure impact of the careers provision and to inform continuous improvement and planning of careers	Up to date information from recording systems and related data on all learners is used by careers leader, senior leaders and the board to measure progress of the strategic careers development plan against objectives, to inform continuous improvement and to inform evaluation & reporting

Internal leadership reviews



Convene

All those involved in the distributed leadership of careers should be involved in the review process

Agree

The review involves colleagues reflecting on which statements in the Maturity Model best describe the practice their institution

Record

The digital feature allows you to record the responses collaboratively agreed during your institution's review. You will have access to a summary of your institution's insights, showing a snapshot of indicated areas of strengths and priority action areas

Act

Work to maximise the value of signposting to support and resources for each theme area to drive continuous improvement of careers leadership and careers provision

Effective approaches to careers education for apprentices –

A guide focused on application of benchmarks and high-quality careers education for apprentices.

Full of Case Studies and ideas!







Effective approaches to careers guidance for apprentices

A guide for colleges and training providers

Benchmark 2 - Learning from careers and labour market information.

This benchmark advocates every learner, and their parents/carers (where appropriate), should have access to good quality information about future study options and labour market opportunities.

- During their apprenticeship, all learners should access and use information about career paths and the labour market to inform their own decisions on their future.
- Parents/carers should be encouraged to access and use information about labour markets and study options to inform their support of the learners in their care.

Good information is an important foundation of any programme of careers and enterprise learning and includes details about local and national labour markets, skills shortages, predicted growth areas, potential earnings and what employers are looking for from applicants.

What does best practice look like for apprenticeship provision?

Provider role	Employer role	Learner role
Effective IAG / onboarding including skills scan on prior careers learning & knowledge including labour market information, e.g. prospects, earnings etc.	Provide information about career prospects, salary information, sector and pathways in business in collaboration with provider at onboarding stage, and at regular relevant intervals throughout the apprenticeship.	Conduct own research on role(s) and career prospects, matched with information provided by provider and employer.
A 'careers learning journey' for learners includes universal and targeted activities and careers learning that supports them to access, understand and evaluate relevant labour market information relevant for their level of learning, age and stage of apprenticeship.	Exposure to information or experience of range of roles in the sector, linked to labour market information.	Developing skills to manage their own career development, learning how to be a discerning user of formal and informal information and advice to help them with their decision making.
Parents and carers are regularly supported universally through a variety of channels to understand what the labour market is and how to access and interpret labour market information. Targeted support is differentiated according to parent and carer context and/or subject sector areas. Engagement is measured through stakeholder voice	Supports and contributes to parental engagement strategy outlined by provider.	

[Apprenticeship Guide | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk)

Career Leader Training



Welcome

Welcome to The Careers & Enterprise Academy. This is the home of careers leadership for Careers Leaders and all those who work with them to plan and deliver strategic, progressive careers programmes.

[Register](#)[Login](#)

For support with accessing this product please visit our [Help Centre](#).



THE CAREERS & ENTERPRISE COMPANY

✓ Your QR Code Is Ready



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Introduction to Careers Leadership for Independent Training Providers > Module 1: The Careers Landscape



The Gatsby Benchmarks

THE GATSBY BENCHMARKS are the foundation pillars of high-quality careers education.

The Gatsby Benchmarks were introduced in 2014 following research by the **Gatsby Foundation**, which aimed to define what “good” careers guidance



The Gatsby Benchmarks



Benchmark 1
A stable careers programme



Benchmark 2
Learning from career and labour market information



Benchmark 3



Benchmark 4

Careers Community for
Independent Training Providers -
Sign Up Form



NEXT MEETING:

11th June 2026 3-4.30pm

Sign up here to receive meeting invite

TOPIC:

- Engaging with schools to support recruitment and careers readiness
- Case Study – Cheshire & Warrington project – Collaborative working across education
- Careers Question & Answers session
- CEC Developments – dashboards & data

KEEP IN TOUCH !

If you want to keep updated on the latest activity, events and projects for FE careers leaders please sign up to our termly newsletter

[FE and ITPs Connect Newsletter | The Careers and Enterprise Company](#)

Alison Sadler – Education Development Manager
FE & Skills

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Thank you.

Any questions?



QUESTIONS & REFLECTIONS



OFSTED INSPECTION EXPERIENCE

Amanda Bradford-Hunt
NowSkills



QUESTIONS & REFLECTIONS



DISCUSSION



Discussion Questions

- Have you committed to recruiting Level 6 qualified staff or commissioning a provider to deliver guidance?
 - If so, are they struggling with recruitment or commissioning a provider?
- Have you started to implement the Gatsby Benchmarks?
 - Are you meeting them?
 - Are there any challenges in meeting them?
- What training is in place for staff/any recommended training or support?
- How are you assessing the quality of CEIAG in preparation for and beyond assessment or inspection?
 - How are you sustaining a quality and stable careers programme?
 - Are you working towards a quality award such as The Quality in Careers Standard?

Next Steps

- Next CEIAG Exchange:
 - Date TBC
- What else would be useful for a future Exchange?
 - Topics
 - Speakers

CEIAG

EXCHANGE

