

## Careers Wales Mark: Continuous Improvement

# ***Accompanying Notes for Self-Evaluation***

**Inspection Area 1: - Standards**

**Note:**

Evaluation in CWW might include:

Test – Pre and Post Test or Test against control groups, (possibly last participating cohort).

Participation- Attendance, Completion, Certificates or grades achieved

Data Collection – Surveys, Questionnaires, Interviews, Focus Groups, Checklists, Feedback forms

Performance measurement – Grades (predicted and achieved), Destinations, NEET figures

Subjective – Journals, Testimonials, Observations, Case Studies, Opinions

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| **1.1** Standards and progress overall  **1.2** Standards and progress of specific groups  **1.3** Standards and progress in skills |

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| Since there are no national tests for CWoW and only some learning centres use approved qualifications for CWoW, it is important to use the skills, attitudes and values contained within the CWoW Framework (at KS3, KS4 and Post 16 levels as appropriate). Considerations should also be given regarding the standards reached by pupils overall  Learners progress – consider progress within the Careers and World of Work Framework as they move through the Key Stages and during the school year, as to their improving levels of understanding about the world of work. It is important that schools should evaluate the extent to which learning experiences across the school stimulate and challenge the full range of pupils so that they engage fully in their learning and make the best possible progress.  Learners’ achievement of the outcomes included in the CWoW Framework can vary from year to year for a number of factors. Through the Careers Wales Mark standards will either be maintained or improved year on year, when considered for the whole cohort, as learning centres continue to improve their provision.  **Questions to be considered:**   * **To what extent do the majority of learners in each key stage achieve the skills, attitudes and values included in the CWoW Framework?** * **What are the trends in performance from year to year, for each key stage?** * **To what extent do learners move on to courses, training or employment that is appropriate for their ability and interests?** * **What is the proportion of leavers who become NEET?** |
| **1.2**  As with other aspects of the curriculum, some learners may be achieving the CWoW skills, attitudes and values at a key stage lower or higher than their chronological age. The standards of CWoW learning of the following groups of learners should be analysed:  • learners with additional learning needs (ALN) (who may well be achieving at an appropriate level for their abilities)  • more able and talented  • learners who are vocationally focussed  • learners who are not vocationally focussed  **Questions to be considered:**   * **To what extent do the CWoW achievements of different groups of learners reflect their potential?** * **Is there a demand for World of Work provision for specific groups e.g. Girls into Engineering, Extended Work Experience, and Support for MAT pupils etc?** * **Have any particular activities taken place designed to meet the needs of specific groups? How was this evaluated? Will this type of provision continue and/or have an influence on aspects of the curriculum?** |

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| **1.3** This aspect focuses on the skills of:  • Communication  • Literacy  • Numeracy  • Digital Literacy  Consideration needs to be given to the extent that standards of CWoW learning support learners in developing these skills and wider skills. These skills are explicit within the CWoW Framework.  **Questions to be considered:**   * **To what extent do learners make progress in these skills in the context of CWoW?** * **In what ways do learners use these skills to enhance their progression prospects and employability?** |

**Inspection Area 2: Wellbeing and attitudes to learning**

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| **2.1** Wellbeing  **2.2** Attitudes to learning |

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| **2.1** Estyn suggests this area considers the extent to which pupils feel safe and secure. Students should be able to understand how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online. Consideration should also be given to the **Well-being of Future Generations (Wales) Act 2015**  In relation to the Careers and World of Work Framework, students should consider how to use this understanding in their own lives in school and respond positively to opportunities related to the World of Work without feeling uncomfortable about their choices, it should also consider additional aspects to include extra-curricular activities linked to enhancing skills and interests associated with the World of Work. This may include how well all pupils show confidence and resilience in their lives, which helps in preparation for the World of Work, for example in the way they interact with new people and with adults.  **Questions to be considered**   * **Does the Careers and World of Work provision within the curriculum consider how well pupils are developing as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children’s rights?** * **To what extent do learners make progress in these skills in the context of CWoW?** * **To what extent are learners given feedback on the CWoW learning and understand how to make further progress?** * **How are assessments findings recorded, analysed and used?** * **Are Schools able to identify and evaluate the extent to which pupils, including those with additional learning needs, are ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, peer mentors and digital leaders.** |
| **2.2** How are the School able to identify and evaluate to what extent students are developing the key attitudes and behaviours that will help them to learn throughout their lives.    Questions to be considered   * **Does the School report on the extent to which students are ambitious, confident, capable and independent learners?** * **Are the students provided with opportunities to engage with new, unfamiliar experiences and ideas? If so, how is this reported?** * **Do the school feel that they provide activities relating directly to the World of Work and career management skills which could:** * Increase pupils’ interest in their work, * Their ability to sustain concentration and to avoid distractions. * Improve the potential to improve levels where pupils engage more readily in tasks and bring them to completion. * How well pupils persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful. * **Look at how well pupils are able to work in a range of ways, for example independently, in small groups and in whole-class settings. This may also include where pupils demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them, particularly with their peers and adults.** * **How does the school Careers and World of Work programme contributes to the development of students** |

**Inspection Area 3: Teaching and learning experiences**

**Note:**

Evaluation in CWW might include:

• Strategies used to develop teaching/learning and their effect

• Lesson observations

• Course/departmental review

• Assessment for learning processes and outcomes

• Evidence regarding employability of learners

• Feedback from in-service training.

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| **3.1** Quality of teaching  **3.2** The breadth, balance and appropriateness of the curriculum  **3.3** Provision for skills |

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| **3.1** The evaluation of teaching in the context of CWW don’t just link to teacher led classroom based learning experiences as many programmes and experiences may be delivered by partner organisations and external input.  Evaluations and questioning of students to gain and understanding of the improvements with their career management competencies to help identify “distance travelled” when measuring their own performance and how this compares to their peers.  The use of robust data and information may influence the suitability for some of the provision and its value with the ongoing Careers and World of Work programme.  **Questions to be considered**   * **Are all teachers aware of the teaching being delivered by partner organisations?** * **Are teachers are being encouraged to embed CWW in lessons? If so, is this helping pupils to contextualise subjects with CWW?** * **How is teaching delivered by partner organisations evaluated?** * **Does teaching being delivered by partner organisations relate directly to qualifications that are accredited and recognised by Qualifications Wales**? |
| **3.2** This inspection area is highly influenced by the senior leadership and strategic management within an institution.  In this context, leadership/management is not simply about senior staff but about the leadership/management of course teams/ departments and also about leadership/management in the learning setting itself.  **Does the school curriculum include aspects of:**   * **Students understanding on how well learning experiences meet business needs** * **Comments from local employers and work related experiences on how well learning experiences support transition to work** * **Student evidence about usefulness of such links/learning activities.** * **Analysis of written outcomes against what learners set out to do** * **Work-focused experience statistics and feedback showing what students have learnt including distance travelled.** * **Does the school successfully engage with employers, locally, regionally and Nationally** * **What programmes are the school involved with?** |
| **3.3** This aspect focuses on the skills of:  - Communication  - Numeracy and  - Information and communication technology to support pupils work across the curriculum.  Consideration needs to be given to the extent that standards of CWoW learning support learners in developing these three skills and the associated wider skills.  Considerations should be made that include how well the school has taken account of the national frameworks for literacy and numeracy in the planning of pupils’ learning experiences. The breadth of pupils’ experiences across the curriculum should also provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy (Welsh/English), numeracy and ICT.  Schools should also be able to evidence how they plan and deliver purposeful opportunities for pupils to develop their Career Management skills within the curriculum.  This inspection area will also include the extent and quality of the school’s provision for the development of pupils’ Welsh language skills in formal teaching activities and in informal situations. It is a statutory requirement that all pupils learn Welsh up to the age of 16.  **Questions to be considered:**   * **To what extent do learners make progress in these skills in the context of CWoW?** * **In what ways do learners use these skills to enhance their progression prospects and employability?** * **How well does the school teach pupils about the advantages of learning Welsh and becoming bilingual within the Careers and World of Work Framework**? |

**Inspection Area 4: Care, support and guidance**

Note:

Evaluation in CWW might include:

• Analysis of level and impact of support offered for identified needs of learners in terms of their progress

• Links with pastoral/welfare arrangements

• Policies and practice related to welfare/well-being including analysis of the impact of safeguarding arrangements

• Policies and practice related to equalities with analysis of whether all learners have equal access to activities and make as good progress

• Evidence and analysis of learners making choices that challenge stereotype

• Effectiveness of links with Careers Wales for specialist advice.

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| **4.1** Tracking, monitoring and the provision of learning support  **4.2** Personal development  **4.3** Safeguarding |

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| 4.1 This Inspection Area is very important for the Careers Wales Mark since it relates to the careers information, advice and guidance that will support learners in making successful career transitions across the Whole School Cohort. Actual models for information, advice and guidance provision will quite rightly vary considerably from institution to institution, depending on the needs of learners.  **Areas to consider**   * **Inclusion of methodologies employed to track and monitor pupils’ progress and wellbeing, including attendance and behaviour, as they move through the school, and how this may influence exposure to World of Work opportunities associated with the progress and development of specific groups.** * **How well does the school include any pupils educated off-site or on-site in nurture groups or inclusion centres with the World of Work programme, and how is progress recorded and monitored?** * **How do they facilitate and prepare pupils to specific areas of the World of Work in relation to appropriate support and challenge, the use of intervention strategies and the mentoring or coaching of individuals or groups.** * **How well does the school provide access to a wide range of impartial information for learners?** * **How well are learners cared for, guided and supported?** |
| **4.2** The school may consider including evidence of how they help pupils understand their rights as employees, the expectations of employers, personal and professional relationships, the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing.  The Self-evaluation should include how well the school’s provision helps pupils to develop an understanding of their culture, the local community and the wider world; this will include opportunities, responsibilities and experiences of adult life, including education about careers and the world of work.  Are the school able to provide examples or evidence that supports the value and effectiveness of impartial guidance and advice provided to learners, examples being future career choices, subject option choices, including overall coherence and effectiveness of the provision for personal and specialist support, including the availability of services from specialist agencies, particularly for learners who face considerable barriers to learning.  Where does the World of Work programme include topics such as challenging stereotypes within pupils’ attitudes, choices and expectations, including the promotion of human rights?  **Questions to be considered**   * **How well does the school personal and social education programme support the development of the social and emotional skills of all pupils prepare for the World of Work** * **How well does the school provide experiences that help to prepare young people for the World of Work, and how are these evaluated.** * **How well does the school promote the development of secure and ethical values, honesty, fairness, justice and sustainability and understands the needs and rights of others.** * **How are Teaching staff able to develop their understanding of the World of Work thus enabling the dissemination of accurate up to date and unbiased information to be disseminated within the Careers and World of Work programme?** * **What extra-curricular activities and work focussed activities are the pupils offered.** |
| **4.3** The school should have all of the appropriate legislative requirements in place for the protection of pupils within their care.  **Questions to be considered**   * **To what extent is there senior leadership involvement in CWoW related partnerships at strategic, and not just operational, level?** * **To what extent do learners develop an understanding of how to keep healthy and safe in the work place e.g. for work experience and part time jobs?** * **Are learners aware of child protection issues at an appropriate level?** * **To what extent do learners have the skills and confidence to deal with difficult situations in work and learning?** |

**Inspection Area 5: Leadership and management**

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| **5.1** Quality and effectiveness of leaders and managers  **5.2** Self-evaluation processes and improvement planning  **5.3** Professional learning  **5.4** Use of resources |

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| **5.1**  **Areas to consider**   * **Involvement in development strategies** * **Evidence of high expectations for CWW and the effective use by leaders and managers of information about achievement in their strategic planning** * **Evidence of improvement that has occurred in terms of standards, quality and overall effectiveness**. * **Level of governor/board involvement** |
| **5.2**  **Areas to consider**   * **Information about systems for evaluating activities** * **Suitability and standard of learning resources** * **Evidence from monitoring and evaluation at each key stage** * **Evidence that resources have been used efficiently including impact of partnership working** |
| **5.3**  In this context, leadership/management is not simply about senior staff but about the leadership/management of course teams/ departments and also about leadership/management in the learning setting itself.  **Areas to consider:**   * **Effect of strategic management in building and making best use of partnership working.** * **What time / resource is provided for CPD** * **Evidence of the impact of CPD** |
| **5.4**  Ensuring successful CWoW outcomes for learners has resource implications and needs careful and strategic planning. Linked to the improvement process, a clear strategy for staffing and resourcing the CWoW programme, and careers information and guidance is needed.  Senior leadership need to have a strategic role in resource planning for CWoW, alongside other priorities.  Are the school able to evidence continual development of the World of Work Programme? Is it influenced by evaluations of activities that have taken part and are resources devoted to this proportionate to the Careers and World of Work Programme? |