



**Australian Government**

**Department of Education, Science and Training**

# *Careers Education Quality Framework*

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The Careers Education Quality Framework completes work begun in 1996 with a meeting jointly convened by the CEAV and the Dusseldorp Skills Forum (DSF), of key careers education representatives from across Australia. Following this, two reports were produced. These reports, Career Education and Guidance for the Next Millennium (co-produced with the DSF) and Linking Career Education and School Workplace Learning Pathways (produced with assistance from the Enterprise and Career Education Foundation Limited ECEF (formerly known as ASTF) and the DSF, provided overviews of the context and delivery of careers education and vocational learning in Australian secondary schools.

The CEAV proposed the development of a careers education benchmarking tool to analyse current practice and to inform planning for the future. The CEAV and ECEF commenced the project with the input of a Steering Group, which consisted of representatives from the Victorian Department of Education, Employment and Training, the Victorian Employers' Chamber of Commerce and Industry (VECCI); and the Career Information and Services, Youth Bureau of the Department of Education, Training and Youth Affairs, as well as the feedback provided by various careers educators and individuals in the industry sector.

The Australian Quality Council (AQC) supports and encourages organisations to use the Australian Business Excellence Framework as a basis for improvement. The Careers Education Quality Framework draws on the Australian Business Excellence Framework. The AQC makes no warranties or undertakings with respect to the use of this Careers Education Quality Framework.

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for the Enterprise & Career Education Foundation  
& the Career Education Association of Victoria*

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The views expressed herein do not necessarily represent the views of the Commonwealth Department of Education, Training and Youth Affairs.

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## Introduction

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*This document is designed to help people who are involved in delivering Careers Education in Australian secondary schools. It describes the elements that are involved in a quality Careers Education program and gives schools and their communities an opportunity to plan ways of bringing about ongoing improvement in Careers Education.*

*The Careers Education Quality Framework has been developed with input from industry, education systems in all States and Territories in Australia and the Australian Quality Council.*

*The Careers Education Quality Framework reflects the National Goals for Schooling in the 21st Century endorsed by all Australian State, Territory and Commonwealth Ministers of Education in 1999, and in particular, Goal 1.5:*

*When students leave school, they should have employment skills and an understanding of the work environment, careers options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.*

## *Why use the Careers Education Quality Framework?*

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The Careers Education Quality Framework is a 'guide for those who guide'. It provides teachers, careers specialists, school leaders and school communities with a practical tool for self-assessing Careers Education and developing action plans for improvement.

The Careers Education Quality Framework (the Framework) is not intended as a means of assessing an individual. Rather, it is designed as a way of improving Careers Education in the whole school.

Using the Framework can also demonstrate to the community that a quality approach is being adopted by the school.

## *Who could use the Careers Education Quality Framework?*

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The Framework is a development tool for a school's Careers Education program. It is most effectively used when stakeholders work through it together and jointly produce an Action Plan for the coming twelve months. This group could include parents, school staff and members of the community.

The Framework can be used by two or more schools who wish to assist each other's Careers Education development through a voluntary, joint development exercise. *(See Page 16 for hints on how to do this)*

The Framework has been compiled following a process of national consultation and is designed to be used in all education systems in Australia.

## *The nature of the Careers Education Quality Framework?*

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The Framework is derived from the 1999 Australian Business Excellence Framework, which is used by the Australian Quality Council to bring about improvement in management systems in all kinds of programs and organisations. There are seven categories in the Framework.

- Leadership and Innovation
- Strategy and Planning Processes
- Data, Information and Analysis
- People
- Customer and Market Focus
- Processes, Products and Services
- Results

The Framework is based on the belief, which has been found to work in practice, that all of these categories need to be addressed to achieve quality in an organisation or program. The categories work together in an integrated way and there is some overlap. The first six categories work together to produce good outcomes in the final category, 'Results'.

Each of these categories is divided into elements. These in turn have statements of evidence that further describe the element.

The evidence is not designed to be a set of tasks that need to be done but indicators that the element is being applied.

The elements and the evidence are not hierarchical – they all need to be addressed to achieve improved outcomes.

## The Scoring System

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The most effective (and interesting) way of compiling a profile of the overall program of Careers Education is to use the scoring system.

After reading each element and all of its evidence, you assign a score to the element and then the total score for each category.

The Framework has a four point scoring system...

### **4 points**

*All items of evidence are met, positive results are consistently demonstrated and there is constant work to gain improvement in this element.*

### **3 points**

*Many of the items of evidence are met and there are positive results from applying this element.*

### **2 points**

*Only some items of evidence are being met and results in relation to this element are patchy.*

### **1 point**

*No item of evidence is met. This element is not being addressed but there is an awareness that it should be.*

The important thing in scoring is the evidence, that is, the results in practice. Simply having a statement of purpose would not necessarily lead to improvement in the quality of Careers Education, but if that purpose can be readily described by students, parents and the rest of the school, then there is evidence that the statement of purpose is having some effect.

## Acting on the Results

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The purpose of using the Framework is to plan for improvement. A key aspect of this process is the Action Plan (sample on Page 15). The purpose of the Action Plan is to nominate which specific innovations and improvements could be achieved in the coming twelve months. If your school already has a planning process in place, the Careers Education Action Plan should be linked to, but not lost in, the wider plan.

The Framework should become part of an ongoing planning, review and improvement cycle for Careers Education.

## Underlying Quality Principles

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It will help your scoring if you understand the background to the Framework.

### Principles underpinning the Australian Quality Council Framework:

- Effective leaders provide direction and create a supportive environment
- Effective organisations are plan driven rather than event driven
- Organisations benefit from decisions and actions that are based on facts and data
- All systems and processes exhibit variability, which impacts on predictability and costs
- All people work in a system; improvement happens when people also work on the system
- The most important resource of any organisation is people – especially their creativity and knowledge
- Continual improvement relies on continuous learning
- Quality is determined by the customer
- In order to improve the output, improve the process
- Impact on the community and the environment are key influencers of future sustainability

'The Framework reflects these principles and assists you to move from principles to plans and action through seven categories. The seven categories form a basis from which people in the organisation can ask questions and gain a deeper understanding about their whole leadership and management system. The Framework challenges leaders to communicate a vision for the future and to provide the linkages and support needed for long-term successful organisational outcomes. The Framework promotes a systems approach by exploring how the organisation works to achieve its goals, and leaves the specifics of addressing each facet of management up to the people within the organisation.' *(Australian Quality Council, 1999)*

**So, follow these steps:**

- Identify the person or group who will be using the Framework
- Start with Category One, Leadership and Innovation
- Read each Element and its Evidence
- Tick each item of Evidence that you are meeting
- Score your school's achievement against each whole Element
- Add up your score for 'Leadership and Innovation'
- Repeat the process for the next six categories
- Turn to the 'Framework Summary' on page 14 and write in the scores for each category

**Implementing Improvements:**

- Decide which category / categories should be the focus in the 'Action Plan'
- Complete the Action Plan
- Link the Action Plan to the wider school plan.
- Use the Careers Education Quality Framework and the Action Plan as part of the overall, ongoing planning and review process.

## Glossary

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### **Careers Education**

Refers to planned programs of career guidance learning experiences delivered through the school system. In this document, it includes the provision of careers curriculum, careers information, careers guidance and linkages with the world of work.

### **Careers personnel**

Refers to people who deliver Careers Education in the school. This can include careers specialists as well as subject teachers who deliver careers and vocational learning outcomes.

### **Local employers**

Those employers who are associated with that school community, not necessarily geographically local.

### **Parents**

For brevity, this term is used but is inclusive of caregivers and guardians.

### **Performance Measure**

A measure of success (ie performance). A Performance Indicator for an evening college may be absenteeism. A Performance Measure may be the number of unexplained absences per evening per class.

### **School executive**

Also called school administration in some States. Includes principal and other key school leaders.

### **Stakeholders**

Members of the school and its community that have a 'stake' in the outcomes of Careers Education – students, parents, community, industry, whole school staff.



## Leadership and Innovation

This category explores how leadership, through management practice and behaviour is linked to the underlying principles. It addresses how effective leadership creates an innovative climate.

*Note that the elements and evidence are not in a hierarchy – numbers are for reference only.*

| ELEMENT   | SCORE | ✓  | EVIDENCE  |
|---|-------|--|---|
| <p>L1 The direction and purpose of Careers Education is widely understood</p>                                 |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   | <p>L1.1 A written statement of purpose and set of principles is supported and signed by school executive</p> <p>L1.2 The stated values and purpose guides actions and direction of Careers Education</p> <p>L1.3 Local employers speak of Careers Education as an investment in young people, the community and the economy</p> <p>L1.4 Parents, teachers and students can and do describe the purpose of Careers Education</p>   |
| <p>L2 Careers Education is positioned as an important, relevant and integral part of the school community</p> |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | <p>L2.1 Careers personnel market the program in variety of media eg. staff meetings, parent meetings, local employer groups, annual reports, web site</p> <p>L2.2 Change of school executive does not reduce significance of Careers Education</p> <p>L2.3 A group/committee provides support &amp; direction to Careers Education</p> <p>L2.4 Careers personnel work with other relevant staff in developing overall school curriculum offerings</p> <p>L2.5 Careers Education is linked to the school's strategic decision making process</p> |
| <p>L3 Careers Education has explicit support of the school including executive, school board/council</p>      |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | <p>L3.1 Careers personnel and school leaders publicly express support for the program</p> <p>L3.2 School marketing includes careers program information</p> <p>L3.3 Dedicated staffing arrangements are in place</p> <p>L3.4 Careers program on agenda of executive meetings, school council as required</p> <p>L3.5 A percentage of the school budget is specifically allocated to the careers programs</p> <p>L3.6 Careers personnel are supported through professional development</p>   |
| <p>L4 School management facilitates flexibility, diversity and innovation</p>                                 |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   | <p>L4.1 Timetabling is developed in consultation with careers program personnel</p> <p>L4.2 School management acknowledges and works with the diversity of the school population</p> <p>L4.3 Careers plan is part of overall school plan</p> <p>L4.4 New opportunities in Careers Education are sought, analysed and actioned</p>   |
| <b>TOTAL SCORE</b>  |       |  |   |

**4 points** – All items of evidence are met, positive results are consistently demonstrated & there is consistent work to gain improvement in this element.

**3 points** – Many of the items of evidence are met & there are positive results from applying this element.

**2 points** – Only some items of evidence are being met & results in relation to this element are patchy.

**1 point** – No item of evidence is met. This element is not being addressed but there is an awareness that it should be.

## Strategy and Planning Processes

This category explores the way the program develops its strategies and plans and how it communicates and deploys them. It includes understanding the wider environment, the planning process and resources and assets.

| ELEMENT  | SCORE | ✓  | EVIDENCE   |
|--|-------|--|--|
| s1 A comprehensive written plan is followed and is in line with the school direction                 |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   | s1.1 Strategic plan for Careers Education sets out objectives, student outcomes, strategies and resources required, indicators of success<br>s1.2 Key aspects of Careers Education are linked so that students do not encounter gaps or duplication<br>s1.3 Students work through a sequential, developmental process<br>s1.4 Careers Education plan is aligned to school plan   |
| s2 Stakeholders are partners in the planning process and seek improvements in the process            |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   | s2.1 Planning sessions set at time convenient to stakeholder participation<br>s2.2 There are formal reviews about the effectiveness of plans and measures<br>s2.3 Additional planning expertise is called upon as needed<br>s2.4 Comparisons with other plans are made   |
| s3 The place of Careers Education in the context of education and employment is pursued and enhanced |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | s3.1 There are formal links with the wider school curriculum<br>s3.2 Information on full range of opportunities is made available to students, parents, staff<br>s3.3 There are formal links with industry and other agencies that work in the employment arena<br>s3.4 Policies and plans of the program are reviewed in the light of changes in education and the employment market<br>s3.5 Careers personnel seek out changes and up to date information and act upon these changes   |
| s4 Time and resources of the program are used strategically  |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | s4.1 Use of time is planned on daily, weekly and annual basis<br>s4.2 Time is built to allow for good practice eg. individual guidance, forging links with business<br>s4.3 Number of students being reached through Careers Education is specified<br>s4.4 Time is used proactively to bring about change and improvement<br>s4.5 Careers personnel are accessible to provide assistance and advice to students, parents and teachers<br>s4.6 Budgets are reviewed annually by careers group/taskforce to ensure appropriate level of support |
| <b>TOTAL SCORE</b>   |       |  |  |

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**3 points** – Many of the items of evidence are met & there are positive results from applying this element.

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## Data, Information and Knowledge

This category examines how the program obtains and uses data, information and knowledge to support decision making at all levels of the enterprise. It includes:

- collection and interpretation of data and information
- integration and use of information for decision making
- creation and management of knowledge

| ELEMENT  | SCORE | ✓  | EVIDENCE   |
|--|-------|--|--|
| D1 Careers information is accurate, current, relevant, and accessible                            |       | <input type="checkbox"/> D1.1<br><input type="checkbox"/> D1.2<br><input type="checkbox"/> D1.3<br><input type="checkbox"/> D1.4<br><input type="checkbox"/> D1.5<br><input type="checkbox"/> D1.6 | D1.1 A range of reliable media is accessed to gather careers information<br>D1.2 Information continues to be accessible if there is a change of personnel<br>D1.3 Information can be accessed by students with range of skills<br>D1.4 Information is checked for currency and accuracy before being disseminate<br>D1.5 Information is updated according to a schedule<br>D1.6 System of gathering and providing information is reviewed frequently for possible improvements |
| D2 Careers knowledge processes are rigorous and active   |       | <input type="checkbox"/> D2.1<br><input type="checkbox"/> D2.2<br><input type="checkbox"/> D2.3  | D2.1 A range of people add to the knowledge base eg. ex students, parents, employers, subject teachers<br>D2.2 Breadth of knowledge considered eg. economic trends, job futures<br>D2.3 There is a process for disseminating careers knowledge to others in the school   |
| D3 Information and data analysis is used to guide decisions and planning about Careers Education |       | <input type="checkbox"/> D3.1<br><input type="checkbox"/> D3.2<br><input type="checkbox"/> D3.3<br><input type="checkbox"/> D3.4   | D3.1 Student information such as results and destinations are analysed<br>D3.2 Feedback from other stakeholders such as parent and employer satisfaction surveys are reviewed<br>D3.3 Changes in educational requirements and the labour market are analysed for implications<br>D3.4 There is exchange of relevant data and information between careers personnel and other school staff  |
| D4 Careers Education is accurately and thoroughly documented                                     |       | <input type="checkbox"/> D4.1<br><input type="checkbox"/> D4.2<br><input type="checkbox"/> D4.3<br><input type="checkbox"/> D4.4   | D4.1 Procedures and legal requirements documented so they can be followed by others<br>D4.2 Student information is stored with regard to confidentiality and efficiency<br>D4.3 Database and other electronic methods are used as appropriate<br>D4.4 Students are encouraged to develop comprehensive portfolios using various media  |
| <b>TOTAL SCORE</b>   |       |  |  |

**4 points** – All items of evidence are met, positive results are consistently demonstrated & there is consistent work to gain improvement in this element.

**3 points** – Many of the items of evidence are met & there are positive results from applying this element.

**2 points** – Only some items of evidence are being met & results in relation to this element are patchy.

**1 point** – No item of evidence is met. This element is not being addressed but there is an awareness that it should be.

## People

This category explores the way in which all people are encouraged and enabled to make a personally satisfying contribution to the achievement of the program's goals. It includes involvement and commitment, effectiveness and development, health, safety and well-being.

| ELEMENT   | SCORE | ✓  | EVIDENCE   |
|---|-------|--|--|
| P1 Careers personnel have, and are encouraged to develop, competencies required to deliver quality Careers Education    |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | P1.1 Careers personnel undertake specific, relevant training<br>P1.2. Careers personnel attend relevant seminars supported by school with time release<br>P1.3 Recognition and feedback is provided by school leaders<br>P1.4 Parents, students, employers and others indicate satisfaction with program delivery<br>P1.5 Careers Education is part of annual staff development planning   |
| P2 Networks inside the school and outside the school are fostered and supported   |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | P2.1 Links to business, community and educational institutions are formalised through joint, planned initiatives<br>P2.2 An identified group supports and guides Careers Education. It has members of school staff and others such as parents<br>P2.3 There is membership of relevant professional associations, regional groups<br>P2.4 A team approach of school, community, business, parents is used to assist students learn about post-school options<br>P2.5 Careers programs in other schools are used as source of information, support and as a standard |
| P3 Roles, responsibilities and accountability of those delivering aspects of Careers Education are defined and reviewed |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | P3.1 Link between Careers Education and other curriculum areas defined, mapped and monitored<br>P3.2 Outcome statements written and checked for consistency and duplication<br>P3.3 Position descriptions and role statements of careers personnel are printed and publicly disseminated<br>P3.4 There is a documented induction and succession plan in relation to staff changes in Careers Education   |
| P4 Work environment maximises the effectiveness of personnel and the program  |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | P4.1 A dedicated careers space has appropriate technology and equipment such as on-line access<br>P4.2 There is sufficient room for careers information to be stored and displayed<br>P4.3 Working space is user friendly and accessible to all students including those with special needs<br>P4.4 Careers area meets Occupational Health and Safety standards  |
| <b>TOTAL SCORE</b>  |       |  |  |

**4 points** – All items of evidence are met, positive results are consistently demonstrated & there is consistent work to gain improvement in this element.

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## Customer and Market Focus

This category addresses the way in which the program analyses its customers and markets, and how it reflects the needs of its current and future customers in all its activities.

| ELEMENT   | SCORE | ✓  | EVIDENCE   |
|---|-------|--|--|
| c1 Program designed to meet needs of customers  |       | <input type="checkbox"/> c1.1<br><input type="checkbox"/> c1.2<br><input type="checkbox"/> c1.3<br><input type="checkbox"/> c1.4<br><input type="checkbox"/> c1.5<br><input type="checkbox"/> c1.6 | c1.1 Needs of main customers, that is, students and parents are regularly reviewed<br>c1.2 Activities in Careers Education indicate awareness of diverse student needs<br>c1.3 Sensitivity to cultural backgrounds and gender stereotyping is demonstrated<br>c1.4 Developmental stages of students and prior experience is recognised and built into activities<br>c1.5 There are opportunities for parental involvement such as participation in subject selection interviews<br>c1.6 Students can articulate the relevance and worth of Careers Education |
| c2 Processes for communicating with customers are developed, analysed reviewed and improved |       | <input type="checkbox"/> c2.1<br><input type="checkbox"/> c2.2<br><input type="checkbox"/> c2.3<br><input type="checkbox"/> c2.4   | c2.1 Information distribution uses variety of channels<br>c2.2 Information distribution is regularly reviewed for effectiveness<br>c2.3 Communication is proactive and reflects changes in workstyles and latest technology<br>c2.4 Timing and frequency of communication is considered and reviewed   |
| c3 Competitive environment is acknowledged  |       | <input type="checkbox"/> c3.1<br><input type="checkbox"/> c3.2   | c3.1 Careers personnel market Careers Education as a vital aspect of student learning<br>c3.2 School managers acknowledge that a robust Careers Education program can enhance the school reputation  |
| c4 Customer feedback is used to inform direction and improve the program                    |       | <input type="checkbox"/> c4.1<br><input type="checkbox"/> c4.2<br><input type="checkbox"/> c4.3<br><input type="checkbox"/> c4.4<br><input type="checkbox"/> c4.5                                  | c4.1 Range of feedback mechanisms are used and reviewed or effectiveness eg. formal surveys, annual consultation, informal verbal feedback<br>c4.2 Careers Education evaluated at individual student level (more than assessed results) and feedback incorporated<br>c4.3 Student exit and destination surveys are analysed and reported to other school staff<br>c4.4 Parent feedback is gathered, analysed<br>c4.5 Feedback is used to guide plans and actions   |
| <b>TOTAL SCORE</b>  |       |  |  |

**4 points** – All items of evidence are met, positive results are consistently demonstrated & there is consistent work to gain improvement in this element.

**3 points** – Many of the items of evidence are met & there are positive results from applying this element.

**2 points** – Only some items of evidence are being met & results in relation to this element are patchy.

**1 point** – No item of evidence is met. This element is not being addressed but there is an awareness that it should be.

## Processes, Products and Services

This category examines the processes the program uses to provide quality products and services to its customers.

| ELEMENT   | SCORE | ✓  | EVIDENCE  |
|---|-------|--|---|
| PR1 Careers Education is a whole school activity  |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | PR1.1 Outcome statements across key learning areas and subjects reflect career orientation<br>PR1.2 Teachers can articulate the way that career orientation assists outcomes in their subject areas<br>PR1.3 Whole school staff are involved in some professional development about Careers Education<br>PR1.4 Change over of careers personnel does not significantly alter the delivery of the program  |
| PR2 The program is enriched by applying new approaches that have been researched for appropriateness    |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | PR2.1 Activities learned through professional development are implemented<br>PR2.2 New resources are used<br>PR2.3 Innovative teaching and learning strategies are used<br>PR2.4 Careers personnel can describe recent developments nationally and internationally<br>PR2.5 Theoretical framework underpins Careers Education curriculum  |
| PR3 Competencies are developed in students to equip them for deciding on school and post-school options |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | PR3.1 Students can identify their skills and aptitude<br>PR3.2 Students and parents can articulate an understanding of future work, lifelong learning and links between school and post-school education and training<br>PR3.3 Students' capacity for independent exploration and decision making is developed<br>PR3.4 All pathways are presented as valid, valued options<br>PR3.5 Sources of student development are mapped and linked<br>Careers Education curriculum includes in-school learning and structured out of school learning |
| PR4 There is consideration of effectiveness of sources of information and learning-‘suppliers’          |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | PR4.1 Sources of careers information are reviewed and expanded as appropriate<br>PR4.2 Employers who provide work experience and workplace learning are reviewed for appropriateness and effectiveness<br>PR4.3 Careers personnel acknowledge the contribution of ‘suppliers’ to the effectiveness of Careers Education<br>PR4.4 Careers personnel move quickly to solve problems with suppliers  |
| <b>TOTAL SCORE</b>  |       |  |   |

**4 points** – All items of evidence are met, positive results are consistently demonstrated & there is consistent work to gain improvement in this element.

**3 points** – Many of the items of evidence are met & there are positive results from applying this element.

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## Results

The intent of this category is to demonstrate the performance of the program to date and by using appropriate measures, to envision its success into the future. It includes indicators of success and indicators of sustainability.

| ELEMENT  | SCORE | ✓  | EVIDENCE  |
|--|-------|--|---|
| R1 Measures for judging success of the program are established and reviewed          |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | R1.1 Performance measures are linked to each program objective<br>R1.2 Performance measures are reviewed for trends<br>R1.3 Criteria for success in Careers Education are part of the wider school based measures   |
| R2 Indicators of sustainability are used   |       | <input type="checkbox"/><br><input type="checkbox"/>   | R2.1 Measures of long term success are established and trends reviewed<br>R2.2 Responsiveness to change is demonstrated eg. incorporating recommendations of education, government and industry reports   |
| R3 Opportunities for Careers Education to be improved and sustained are incorporated |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | R3.1 Formal improvement process is documented<br>R3.2 Program is reviewed at least annually<br>R3.3 Comparisons with other school careers programs are undertaken<br>R3.4 Long term future of the careers program is discussed between careers personnel, school executive and parent body and considered a shared responsibility |
| R4 Results are widely reported   |       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             | R4.1 Regular reports about activities are made to stakeholders<br>R4.2 Program results are incorporated in formal school reporting process<br>R4.3 Annual report includes stakeholder feedback and reports on all measures of success against objectives and targets eg. student outcomes, destinations.                          |
| <b>TOTAL SCORE</b>   |       |  |   |

**4 points** – All items of evidence are met, positive results are consistently demonstrated & there is consistent work to gain improvement in this element.

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**1 point** – No item of evidence is met. This element is not being addressed but there is an awareness that it should be.

## Framework Summary

| LEADERSHIP AND INNOVATION   | STRATEGY AND PLANNING PROCESSES  | DATA INFORMATION ANALYSIS   | PEOPLE  | CUSTOMER AND MARKET FOCUS   | PROCESS, PRODUCTS AND SERVICES  | RESULTS   |
|---|--|---|---|---|---|---|
| The direction and purpose of Careers Education is widely understood                                 | A comprehensive written plan is followed and is in line with the school direction                    | Careers information is accurate, current, relevant, and accessible                            | Careers personnel have, and are encouraged to develop, competencies required to deliver quality Careers Education | Program designed to meet needs of customers                           | Careers Education is a whole school activity  | Measures for judging success of the program are established and reviewed    |
| Careers Education is positioned as an important, relevant and integral part of the school community | Stakeholders take part in the planning process and seek improvements in the process                  | Careers knowledge processes are rigorous and active   | Networks inside the school and outside the school are fostered  | Processes for communicating with customers are developed and reviewed | The program is enriched by applying new approaches  | Indicators of sustainability are used                                       |
| Careers Education has explicit support of the school including executive, school board/council      | The place of Careers Education in the context of education and employment is understood and enhanced | Information and data analysis is used to guide decisions and planning about Careers Education | Roles, responsibilities and accountability of those delivering aspects of the program are defined and reviewed    | Competitive environment is acknowledged                               | Competencies are developed in students to equip them for deciding on school and post-school options | Opportunities for the program to be improved and sustained are incorporated |
| School management facilitates flexibility, diversity and innovation                                 | Time and resources of the program are used strategically   | Careers Education is accurately and thoroughly documented                                     | Work environment maximises the effectiveness of careers personnel and the program                                 | Customer feedback is used to inform direction of the program          | There is consideration of effectiveness of sources of information and learning - 'suppliers'        | Results are widely reported   |
| <b>SCORE</b>  | <b>SCORE</b>   | <b>SCORE</b>  | <b>SCORE</b>  | <b>SCORE</b>  | <b>SCORE</b>  | <b>SCORE</b>  |



## Sample Action Plan

(Use one page per category but remember to keep plans simple and achievable – you might want to choose only one category initially with one or two outcomes.)

Name of category to be improved \_\_\_\_\_

Outcome of plan \_\_\_\_\_

The indicators that tell us we have achieved this outcome are \_\_\_\_\_

| OUTCOMES TO BE ACHIEVED | ACTIONS | WHO WILL DO IT? | HOW WILL IT BE DONE | ADDITIONAL RESOURCES NEEDED | BY WHEN? |
|-------------------------|---------|-----------------|---------------------|-----------------------------|----------|
|                         |         |                 |                     |                             |          |
|                         |         |                 |                     |                             |          |
|                         |         |                 |                     |                             |          |

## *Hints on conducting a Joint Development Exercise*

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A joint development exercise will work best when:

- Schools seek the opportunity to participate rather than being coerced
- The exercise involves a minimum of 2 and maximum of 3 schools
- There is an independent facilitator
- It is completed in one session of about three hours
- Expectations are clarified at the beginning
- Participants understand that it is a learning exercise, not a competition
- Each school confidentially scores its own Careers Education program using the *Careers Education Quality Framework*
- Each school then describes those categories in which it performed well to the other schools
- Schools question each other about why they have performed well - *what are you doing, do you think, that allowed you to score so well in that category?*
- Good practice is recorded.

As the Careers Education Quality Framework is designed as a self-development and planning tool, it must NOT be used to compare programs and their scores.