



## INVESTOR IN CAREERS - ASSESSMENT CRITERIA FOR FURTHER EDUCATION/TERTIARY COLLEGES

### Introduction

These criteria, and the suggested evidence, represent the journey that a college of further education, tertiary or sixth form college should take in order to gain the Investor in Careers award. Investor in Careers (IiC) is a nationally recognised quality award for careers education, information, advice and guidance (CEIAG) provision within a school, college of further education and work-based learning provider.

In addition to supporting self-assessment, schools, colleges and work-based learning providers can seek accreditation via external assessment. Those schools, colleges and work-based learning providers that meet the standard can display the IiC logo on publicity materials.

### How does Investor in Careers relate to national standards and frameworks?

1. **National Quality standards for young people's information, advice and guidance (IAG)** were published by the Department for Children, Schools and Families (DCSF) in 2007. Responsibility for commissioning IAG services was transferred to Local Authorities in 2008 and the Quality Standards were written to support the development of consistently high quality and impartial IAG services across the country. IiC can help colleges map their CEIAG provision against the Quality Standards.
2. **'Quality, Choice and Aspiration', a national strategy for young people's information, advice and guidance (IAG)** was published by the DCSF in 2009. The strategy sets out a vision to modernise IAG and careers education to make it accessible for today's generation of young people and to keep pace with a rapidly changing economy. It builds on the Schools White Paper<sup>1</sup> to ensure that every young person turns 18 with the knowledge, skills and qualifications to give them the best chance of success in adult life in the 21<sup>st</sup> century. The strategy places schools and colleges at the heart of IAG delivery and states that it is the responsibility of the head teacher/ college principal, the senior leadership team and the governing body/corporation board to ensure all learners have access to, and receive, appropriate support.
3. **Statutory Guidance: Impartial Careers Education** was published by the DCSF in 2009, alongside 'Quality, Choice and Aspiration'. The Guidance identifies six 'Principles' of good quality, impartial careers education in total. The IiC standards have been mapped to the Principles so that achievement of IiC will ensure adherence to the six Principles contained in the Statutory Guidance
4. **Careers Education Framework 7-19** was published by the DCSF in 2010. This non-statutory framework includes recommended learning outcomes for careers education for young people age 7 -19, together with examples of curriculum content linked to the suggested outcomes. It

---

<sup>1</sup> Your child, your schools, our future: building a 21<sup>st</sup> century schools system  
*Investor in Careers* Assessment Criteria - FE Colleges



has been written for all those responsible for planning and managing programmes of careers education in schools, colleges and other learning providers. Together with the Principles and Key Information within the Statutory Guidance (see below), it replaces Careers Education and Guidance in England – A National Framework 11-19 (DfES 2003).

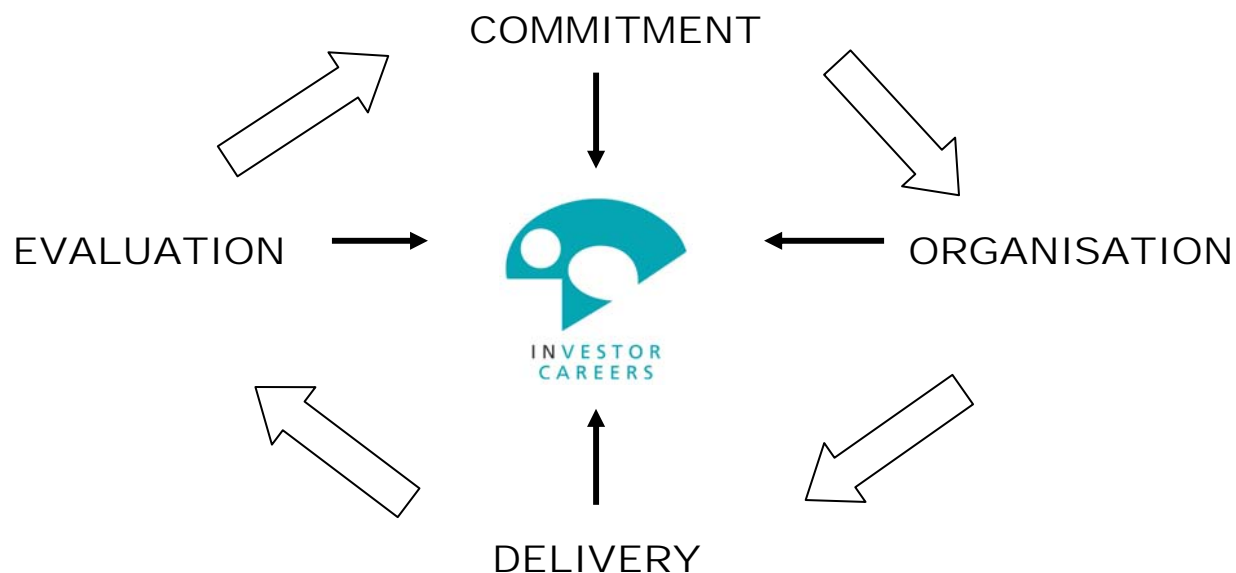
5. **Career, work-related learning and enterprise 11-19: A framework to support economic wellbeing** was published by the Qualifications and Curriculum Authority (QCA) in 2008. This sets out a nine element, non-statutory framework that helps schools meet their legal responsibility to provide careers education in Key Stages 3 and 4 and work-related learning in Key Stage 4. The framework is also designed to help schools, further education and sixth form colleges plan their curriculum for all 16-19 year olds. liC will assess how career and work-related learning is managed, planned, delivered and evaluated.
6. **Matrix** is a national quality standard for any organisation that delivers information, advice and/or guidance on learning and work. Although there are many synergies between Matrix and Investor in Careers, liC has a slightly different focus. liC looks at the quality of careers education delivered to individuals in a learning institution, in addition to the wider IAG services provided. liC has been mapped across to the Matrix standards so you can clearly see where there are links.
7. liC assessment can provide evidence for **self assessment and inspection** about the way in which colleges support their learners to achieve more, overcome barriers and progress in continued learning, employment or training.

### **What is the structure of Investor in Careers?**

Investor in Careers is based on the Investor in People model and includes in its structure the key features of the quality assurance cycle. The award is structured around four key elements relating to the management of CEIAG. The four elements are:

- **Commitment**
- **Organisation**
- **Delivery**
- **Evaluation**

The mnemonic **CODE** is used to describe the framework which can also be portrayed as a cycle of events:



In order to ensure that Investor in Careers is challenging, but at the same time manageable, it is organised into three specific stages covering 9 elements in total:

**Stage One: Commitment Certificate:**

Outcome 1 College demonstrates commitment to careers education, information, advice and guidance (CEIAG) and makes effective plans to become an Investor in Careers.

**Stage Two: Intermediate Certificate:**

Outcome 2 College has a current CEIAG policy which is based on the needs of learners, contributes to whole college aims and recognises the value of careers education, information, advice and guidance.

Outcome 3 The College community appreciates the entitlement of all learners to careers education, information, advice and guidance.

Outcome 4 CEIAG programme is delivered to all learners in the college.

Outcome 5 CEIAG provision is enhanced through the practical involvement of employers, training providers and education business link organisations and Higher Education.

Outcome 6 College has a written partnership agreement with local Connexions/information, advice and guidance provider.



### **Stage Three: The Full Award:**

- Outcome 7 The College provides pre-entry, on programme and exit guidance and support in order to improve retention and ensure learners make effective transitions.
- Outcome 8 Staff involved with CEIAG are appropriately trained.
- Outcome 9 CEIAG programme is systematically monitored, reviewed and evaluated to ensure that CEIAG delivered is effective in meeting the needs of all learners.

### **How is Investor in Careers assessed?**

Stage one of the award is assessed by the liC licensee. Stages two and three are assessed by an approved external liC assessor. Stage two and three assessments are likely to take a day each to complete. Once the three stages have been completed the college will make a brief presentation (approx. 15 minutes) to a panel appointed by the licensee. The assessor will make contact with the college and agree the structure of the assessment days. A copy of their report will be sent to the college for comment before being sent to the liC licensee. The liC licensee will quality assure the assessment process.

Assessment will be a mix of

- Review of written evidence
- Discussion with
  - college staff, including senior management
  - learners
  - partners

### **How long does the Investor in Careers award last?**

The award lasts for three years at which time colleges are encouraged to seek re-accreditation.

### **What support is available to help my college achieve Investor in Careers?**

liC licensees are able to provide consultancy to support colleges get the most out of the liC process and ensure appropriate links with the above national documents. Colleges should liaise with their licensee regarding any possible costs to this consultancy.

### **Further support**

See the liC website [www.investorincareers.org.uk](http://www.investorincareers.org.uk) or contact [info@investorincareers.org.uk](mailto:info@investorincareers.org.uk)



**Outcome 1: College demonstrates commitment to careers education, information, advice and guidance (CEIAG) and makes effective plans to become an Investor in Careers.**

The College must demonstrate commitment to careers education, information, advice and guidance (CEIAG) and the Investor in Careers standard. It is central to the Investor in Careers process that the commitment is actively shared by the whole College - senior managers, all the staff, governors and learners. This must be made public to the relevant external organisations (e.g. employers and local providers of training and education), to the learners and parents/carers (where appropriate). The college must show evidence of a development plan showing commitment to CEIAG and progressive provision.

<b>No</b>	<b>Indicator</b>	<b>Examples of evidence</b> (these are suggestions and not a prescriptive list of the evidence required)
1.1	Commitment to CEIAG and the Investor in Careers Standard is agreed by the College Principal or Chief Executive/Chair and the Governing body/corporation board.	<p>Copy of letter of commitment from Principal/Chief Executive and Chair of Corporation.</p> <p>Relevant section of Governing Body/Corporation Board minutes</p>
1.2	<p>Written confirmation of commitment is provided by those staff members with a role to ensure the college is successful in carrying out its CEIAG programme e.g.</p> <ul style="list-style-type: none"> <li>- curriculum heads</li> <li>- course teams/teaching staff</li> <li>- pastoral support staff</li> <li>- business and community partners</li> </ul>	<p>Copies of letters of commitment or written statements of commitment from curriculum and pastoral support heads.</p> <p>Minutes of meetings</p>



1.3	Statement of commitment is communicated to the college community (which could include learners, teaching staff, business and community partners and parents/carers).	Sufficient coverage from the following to prove communication to the relevant interested groups: Staff Bulletin/ email/ intranet/ newsletters/ minutes of relevant meetings/ student/learner handbook and/or student charter/ PowerPoint presentation notes/ website information
1.4	College development/ improvement plan demonstrates how CEIAG and the achievement of Investor in Careers will contribute to college aims and objectives.	Copy of college and departmental development / improvement plans, showing specific contribution of CEIAG to college's developmental planning
1.5	An action plan with time scales shows how and when the college will become an Investor in Careers including a realistic date agreed for intermediate assessment.	<p>In order to complete an action plan colleges will need to complete an audit of current provision against the standard for Investor in Careers, leading to an action plan. The plan should contain:-</p> <ul style="list-style-type: none"> <li>• criteria to be developed</li> <li>• actions to be taken</li> <li>• person/s to be responsible</li> <li>• resources to be allocated</li> </ul> <p>Notes from consultant support visits may also be added.</p> <p>Colleges may also wish to complete an action plan for the full award at this stage.</p>

**Outcome 2: College has a current CEIAG policy which is based on the needs of learners, contributes to whole college aims and recognises the value of careers education, information, advice and guidance.**

The careers education, information, advice and guidance policy should clearly indicate learner outcomes (what can learners know, understand and do as a result of the provision) and be cross-referenced against other key college policies - for example, staff development, equal opportunities, accommodation, equipment and resources. Learner diaries/handbooks/logbooks/action planning can be useful mechanisms for raising awareness of the CEIAG entitlement.

No	Indicator	Examples of evidence
2.1	A written CEIAG policy which demonstrates how CEIAG contributes to whole college aim/vision and strategic plan and includes a statement about how CEIAG will be monitored, reviewed and evaluated.	The policy document  Minutes of meetings
2.2	The CEIAG policy is developed and reviewed at least every other year in consultation with those involved in its delivery (college staff including senior managers, learners, Connexions PAs, careers/IAG coordinators, tutors etc.)	Current (with date of last revision) policy document and written evidence (from procedures and/or minutes or drafts/comments on policy) of senior management and learners etc involvement in production/updating of policy document.
2.3	The CEIAG policy makes links to and is supported by other relevant policies and guidance such as: <ul style="list-style-type: none"> <li>- Pre entry guidance</li> <li>- Pre 16 learners</li> <li>- Equal Opportunities</li> <li>- Assessment and monitoring</li> </ul>	Written approach to CEIAG in college.  College policy and development plan  Other related policies



2.4	The policy clearly states how CEIAG will be managed and coordinated in the college, with defined roles and responsibilities of key staff together with a clear statement about how CEIAG will be resourced in the college.	Named staff members and their roles, particularly evidence that a senior manager has responsibility for CEIAG.  Notes of meetings/ newsletters/ college prospectus  Annual self-assessment report. This will include reference to: <ul style="list-style-type: none"><li>• staffing, including administration time</li><li>• curriculum time</li><li>• accommodation</li><li>• ICT access and usage</li><li>• funding to support information products</li><li>• the resource needs of the CEIAG programme should be analysed and an appropriate budget set.</li></ul>
2.5	Staff, parents/carers, governors, relevant partners and Connexions/IAG advisers have access to a full copy of the CEIAG policy and other related policies.	Details of the policy and levels of support should be visible in: <ul style="list-style-type: none"><li>• the college prospectus</li><li>• course handbooks</li><li>• application and admissions procedures and documentation</li><li>• pages of the college website</li></ul>

**Outcome 3: The college community appreciates the entitlement of all learners to careers education, information, advice and guidance provision.**

CEIAG is delivered through a variety of delivery methods in colleges which are differentiated to meet the needs of all. This outcome emphasises how important it is for learners to understand that learning outcomes are not a series of unrelated 'bits and pieces' but are developed and achieved through linked provision. It is equally important that staff and external organisations understand their contribution to the development of career management skills and to the achievement of learning outcomes. Colleges should consider:

- How do they communicate entitlement and intended learning outcomes to all learners, staff, governors, parents and the wider community?
- Are staff as external contributors clear about their contribution to the outcomes?
- What use is made of individual learner diaries, EILPs or other methods of recording progression in career planning?
- What are the relationships between CEIAG modules and other aspects of the tutorial support programme?
- Does the college explain to learners the links between careers elements in their tutorial support programme, curriculum subjects/vocational programmes/ work-related activities?
- Are the links clear to learners – and staff?

No	Indicator	Examples of evidence
3.1	An entitlement statement is included in the college prospectus or other published document/ website, and is clearly stated in the induction programme for learners.	There must be evidence that the policy or a summary of the entitlement is made available to learners, staff and parent guardians; the statement of entitlement should be evident in the college prospectus.
3.2	Learners demonstrate their awareness of CEIAG and progression activities, appreciate their purpose and benefits and know how to make use of relevant services.	Learners should show evidence of their awareness of services on offer and their overall CEIAG entitlement. This could be evidenced through intranet / induction handbook/ learner interviews.
3.3	College staff demonstrate an awareness of the entitlement and support learners to access appropriate services.	Staff handbook, college website, examples of inset activities, staff interviews by assessor



## Outcome 4: A CEIAG programme is delivered to all learners in the college.

The following issues should be considered :

- Does the College have a planned and organised programme of CEIAG to meet individual learner/student learning outcomes?
- Does the programme reflect a commitment to equality of opportunity in terms of gender, ability, social background, sexual orientation, religion and race?
- What opportunities exist for learners to access and use careers information?
- How is the quality of careers information and technology measured?
- How does the College deploy and monitor internal and external support to help learners at risk?
- How are the opportunities of the work related curriculum used to enhance careers education and guidance for learners?

No	Indicator	Examples of Evidence
4.1	Written plan shows how the programme will be offered to learners and includes sample lesson materials showing links to the appropriate sections of the Careers Education framework 7-19 learning outcomes.	<p>liC recognises that colleges are large and complex organisations; the form of evidence will therefore differ from institution to institution. However, relevant evidence will include:</p> <ul style="list-style-type: none"> <li>• Lists of timetabled careers education/guidance activities; examples of guidance materials; methods of delivery, in particular the links between the College tutorial policy and programme and careers education and the links between careers education and guidance and specific vocational courses.</li> <li>• A framework of learning outcomes against which learner achievement can be measured. Evidence that this framework is utilised.</li> <li>• sample lesson/activity plans</li> </ul>

<p>4.2</p>	<p>Programme of provision:</p> <ul style="list-style-type: none"> <li>- is based on/consistent with national requirements and learning outcomes</li> <li>- is learner-focused</li> <li>- features progression pathways</li> <li>- is based on individual need</li> <li>- is available/accessible to all appropriate learners</li> <li>- is consistent across the college</li> <li>- is suitable for all full and part-time learners and all age ranges</li> <li>- demonstrates collaboration with schools and other education and training partners</li> <li>- recognises that a 'taught programme' will not be suitable for all learners</li> <li>- commences at first point of contact with learner</li> <li>- is reviewed and adapted taking learners' feedback into account</li> </ul>	<ul style="list-style-type: none"> <li>• Records of interviews and discussions with learners in whatever is the appropriate College format.</li> <li>• A statement of the additional assessment instruments available and how learners access them.</li> <li>• Details / evidence of careers education and guidance activities</li> <li>• Learners participate in baseline provision and are aware of what the programme has to offer beyond that and can access what is relevant to their needs through self-assessment and self-selection with individual, independent guidance as required.</li> </ul>
<p>4.3</p>	<p>The programme is supported by access to personalised, up-to-date, accurate and impartial IAG that also signposts learners to other appropriate IAG resources and support services</p>	<p>A statement as to how learners can access wider support services beyond the baseline programme of careers education and guidance which will include career exploration. The assessor may ask to see provision featuring:</p> <ul style="list-style-type: none"> <li>• a dedicated area, appropriate in terms of space for materials and for the number of learners and their needs.</li> <li>• a position within the college which all learners, including those with disabilities, can visit easily.</li> <li>• reasonable opening times, such as break and lunch times and possibly before/after college on given days with published notice of opening times.</li> <li>• maintained and supported with up to date well classified resources, including ICT provision learners can access themselves and advice available.</li> <li>• information available on personal development and support services including youth services, counselling, housing, health, benefits and other financial support such as EMA, leisure, sport and cultural activities.</li> </ul> <p>Evidence of additional provision could include access to psychometric testing, or the additional support provided at annual reviews.</p>

4.4	<p>Where appropriate, opportunities to include LMI activities which develop the employability skills of learners are provided within the CEIAG programme or work-related learning provision.</p>	<ul style="list-style-type: none"> <li>• destinations information provided by Connexions/external IAG provider.</li> <li>• College's own destinations information.</li> <li>• Use of former learners/students</li> <li>• Written material linking local data to a much broader perspective</li> <li>• Reports</li> <li>• Presentations</li> <li>• Lesson notes/examples of activities used around LMI including equality of opportunity/ challenging stereotypes.</li> </ul> <p>Evidence that learners are making sophisticated choices with the help of LMI and destination analysis.</p> <p>Evidence that useful websites have been accessed.</p>
4.5	<p>Through information resources and the CEIAG programme, learners have full access to the impartial presentation of suitable, accurate and up to date information about all 14-19 options and possible progression routes.</p>	<ul style="list-style-type: none"> <li>• extracts from opportunity information provided for learners</li> <li>• details of careers days/open days</li> <li>• lesson plans/ notes from presentations on 14-19 options including a session on local 14-19 prospectus</li> <li>• Lesson plan/activity outlines on recognising and challenging stereotyping, particularly around non-traditional opportunities</li> <li>• posters, post 16/18 option booklets</li> <li>• information/ newsletters given to parents/carers</li> <li>• Evidence of promotion to learners and parents/ carers of useful CEIAG and financial support websites.</li> </ul>

**Outcome 5: CEIAG provision is enhanced through the practical involvement of employers/ training providers, education business link organisations and Higher Education Institutions.**

This outcome reflects the importance Investor in Careers places on the value of opportunities provided for learners to explore the world of work. It is important to emphasise the quality aspects of all the experiences in terms of briefing and debriefing, health and safety, and the need to develop key skills. Colleges should consider the following:

- Are there opportunities for work-related learning (work experience, work shadowing, curriculum related investigations etc)?
- Are learners able to record their learning outcomes from work experience and work-related learning?
- What resources are used to research information for work experience and work-related learning?
- How are employers, teachers and parents involved in planning and review of work experience and work-related learning?
- Are work experience placements/ work-related learning experiences available for all post-16 learners?
- How do employers, governors and others contribute to the programme other than through organised work experience placements?
- Are there opportunities for learners to engage in enterprise learning?

No	Indicator	Examples of evidence
5.1	Where appropriate, learners are offered opportunities to gain and/or access experience of work	Examples of course related work placements/work experience/ voluntary work.  Note that learners should be supported to find work experience outside of curriculum time if wanted.
5.2	College keeps up-to-date information on employers, education business link organisations and other organisations that can provide learners with placement opportunities.	Summary of employer contacts / IT database provision.  Reference to relevant websites.
5.3	College plans and monitors placements providing experience of work and debriefings.	Briefing and debriefing incorporated into systems for monitoring placements; actions are recorded.



5.4	Learners can identify how experience of work placements contributes to effective career planning.	Relevant course / tutorial documentation demonstrating learner reflection on work experience / placement
5.5	Partners from business communities have an opportunity to contribute to careers education, information, advice and guidance provision.	Examples of how board members and the business community contribute to CEIAG programme  Reference to liaison with the employers of block or day release F.E. learners.
5.6	Learners are informed of H.E. opportunities and procedures	Evidence of H.E. information e.g. H.E. careers fairs / conventions/ UCAS/ financial support etc

## Outcome 6: College has a written partnership agreement with local Connexions / IAG Provider.

This outcome looks at the involvement of the Connexions Service or other IAG provider(s) in the CEIAG process. The Connexions Service or IAG provider will negotiate partnership agreements as a way of managing the provision of a wide range of services. This agreement is also a means of reaching consent about the contribution both partners will make to CEIAG in the college, and about how those contributions will be managed. The objective of partnership agreements will be to ensure that all young people make successful transitions through learning. Since the combination of partners, their roles and the ways in which they will achieve the objectives of CEIAG will be different in different places, the details of partnership agreements will vary.

Colleges may consider:

- What use is made by the college of the skills and experience of Connexions/IAG Personal Advisers when planning the design and content of CEIAG provision?
- What input do Connexions/IAG Advisers have when reviewing CEIAG programmes?
- What systems are in place to ensure a flow of information between college and Connexions/IAG Advisers?
- How does the work of Connexions/IAG Advisers connect with the work of the college?
- What processes are in place to ensure that guidance interviews take place in the right place at the right time?
- How is the client group identified? Who is involved in planning and review?

No	Indicator	Examples of evidence
6.1	The College has a current written partnership agreement with its partners in the delivery and organisation of CEIAG. The partnership agreement involves senior managers and shows the contribution of both partners to the achievement of learning outcomes and has clear objectives.	Copy of current partnership agreement and previous partnership agreement.
6.2	The Partnership agreement is formally reviewed at least once a year with local Connexions/IAG provider.	<ul style="list-style-type: none"> <li>• Agenda and minutes of review meetings</li> <li>• annotated copies of the previous agreement, supported by action plans</li> </ul>

## Outcome 7: The College provides pre-entry, on programme and exit guidance and support in order to improve retention and ensure learners make effective transitions

The college should consider the following:

- What systems are in place to identify individuals who are at risk of disengaging?
- How are those systems coordinated to ensure referral to specialist services happens quickly and/or that independent guidance by suitably qualified professionals, is available to those in need?
- How does the college ensure help is available to those who need it, when it is needed – including the appointment of a Lead Professional where appropriate?
- How are learners referred to specialist or additional support and advice?
- What arrangements does the college have to ensure equal access to CEIAG for all learners? Do there need to be alternative arrangements?
- How does the college integrate the services of external agencies to help reduce drop out?
- How does the college make effective use of the wider 14-19 partnership to support learners and improve progression?
- Does the careers guidance action plan connect with other plans for individual development including individual learning plans?
- Does the college use systems which assist learners in their recording of progress and career planning? (for example use of an electronic individual learning plan)

7.1	The college responds promptly to all applications, keeps written records of admission interviews and ensures that all outcomes (both successful and unsuccessful) are communicated to applicants, with appropriate signposting and support offered to those who are unsuccessful.	College's admissions policy and procedures plus sample records and documentation
7.2	College uses progression information in pre-entry guidance activities.	<p>Examples of how college destination data are presented to students on different programmes.</p> <p>Evidence that information has been assembled in a way that is meaningful and understandable to students</p>
7.3	Progression issues are discussed and recorded, with particular reference to steps taken where a learner may be felt to be unsuitable for a course they are on/ may be choosing.	Examples of college systems and written processes/ sample records.

7.4	College has a documented system, with clear policy and procedures for identifying and supporting learners who, are at risk of, and who do not complete courses successfully, ensuring access to impartial IAG qualified staff.	<p>College documentation on retention procedures demonstrates that the retention team does not work in isolation and that there are linkages between the course team and others who are there to support students.</p> <p>Evidence of actual intervention to support learners: e.g. sample records</p>
7.5	College identifies individual learners who need sustained support and guidance to overcome barriers, achieve their potential and to make effective transitions. College ensures they have the help they need and makes referrals to other support services as appropriate.	<ul style="list-style-type: none"> <li>• Procedural notes for tutors</li> <li>• Arrangements to work with Personal Advisers to secure an appropriate level of service</li> <li>• Planning work with special needs learners – sample records from college system</li> <li>• Satisfactory arrangements on behalf of learners with special educational needs, and compliance with section 139a (140) of the Learning and Skills Act 2000</li> <li>• Record of referrals to Connexions or other services (e.g. education welfare, learner support services, social service departments, youth and community services, primary care trusts, youth offending services, voluntary counselling services)</li> <li>• Notes of work with learners choosing non traditional options</li> </ul>

## Outcome 8: Staff involved with CEIAG provision receive appropriate training or professional development.

This outcome seeks to ensure that all staff are adequately and appropriately trained for their role in the provision of CEIAG. Tutors have an important role to play in supporting learners' management of their learning, in reviewing achievements and progress, setting targets and planning. Other staff involved may be subject teaching staff, careers coordinators, mentors, library staff. Training needs should be identified within the staff development plan.

Colleges should consider the following:

- What training has been provided for staff delivering CEIAG?
- What processes are in place to ensure staff know and understand the full range of 14-19 options as well as the materials and resources available?
- What processes are in place to ensure staff know and understand the relevant frameworks and the subsequent learning outcomes
- How does the lead member of staff with responsibility for CEIAG provide leadership and support to staff responsible for the delivery of CEIAG?
- How do development needs for CEIAG delivery staff connect with the whole college staff development system?
- How are staff made aware of opportunities for CEIAG related training?
- How is the impact of training measured? Who takes responsibility for this?
- How are tutors used in the delivery of CEIAG?

No	Indicator	Examples of evidence
8.1	An analysis of training needs is carried out with all staff involved in CEIAG.	Example of a TNA or other surveys/questionnaires used e.g. appraisal paperwork, staff induction materials, college development plan etc
8.2	Following the analysis, relevant training is identified, planned and provided for all staff involved in the delivery of CEIAG, with the support of the senior leadership team.	Evidence of staff training/INSET events relating to CEIAG.  Planning notes, Course notes, programme details etc
8.3	The impact of training is monitored and evaluated	<ul style="list-style-type: none"> <li>• Impact and feedback questionnaires from staff and learners regarding quality of CEIAG lessons following training</li> <li>• Action implemented following training</li> <li>• Evaluation and action taken fed into development plans and staff review</li> </ul>

**Outcome 9: CEIAG programme is systematically monitored, reviewed and evaluated to ensure that CEIAG delivered is effective in meeting the needs of all learners.**

The emphasis in this outcome is on an evaluation of careers education, information, advice and guidance in relation to the needs and aspirations of all learners. Such an evaluation must include the views of learners themselves as well as parents, college staff and Connexions. It considers how the college has taken the results from evaluating the systems and structures it has put in place to measure progress and used the findings to ensure continuous improvement. The college should consider the following:

- Have learners been involved in the evaluation processes?
- Have the learning outcomes been met?
- Have contributions also been sought from parents/carers, school staff, Connexions/IAG provider and other partners?
- Does the licensee maintain regular communications with the college to keep apprised of developments in CEIAG?
- Has the CEIAG programme met its stated aims and objectives?

No	Indicator	Examples of evidence
9.1	CEIAG provision is mapped against a robust, evaluative framework with measurable outcomes and key performance indicators	<p>An evaluative framework should be at least partially completed, showing CEIAG provision mapped against learning outcomes and the stated entitlement.</p> <ul style="list-style-type: none"> <li>• Evaluation forms by learners, college staff, parents/ carers etc.</li> <li>• Summary and analysis of those questionnaires.</li> <li>• Minutes of review meetings</li> <li>• Procedures for implementing policy changes</li> <li>• Whole school development planning preparation</li> </ul> <p>Evidence can also be shown through use of focus groups, student/learner voice etc.</p>



9.2	An annual evaluation is undertaken which invites contributions from staff, learners, parents/carers, Connexions/IAG provider and relevant external organisations.	<p>Review team may include:</p> <ul style="list-style-type: none"> <li>• careers coordinator</li> <li>• skills for life coordinator</li> <li>• manager responsible for learner support and guidance</li> <li>• Connexions PA</li> <li>• Tutors</li> <li>• Learner representative</li> </ul> <p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• Membership of steering/review group</li> <li>• Correspondence with representatives of relevant partner organisations</li> <li>• Examples of surveys/questionnaires</li> </ul>
9.3	New targets, activities and delivery methods are set as a result of the formal evaluation, and feedback is given to staff, learners, parents/carers and others on action taken in response to their contribution.	<p>Any changes to goals or actions may need to be highlighted in the Partnership Agreement. Evidence here could include:</p> <ul style="list-style-type: none"> <li>• Updated CEIAG development or liC action plan and related documentation</li> <li>• College development plan</li> <li>• Partnership Agreement</li> <li>• Post 16 development plan</li> <li>• Evaluation reports</li> </ul>