

## Investor in Careers & the national Quality Standards for Young People's IAG

This map is based on the school criteria.

The reference to DfES has been replaced with one to DCSF.

There are no direct links between the liC outcomes and Standard 12 as this standard relates to the commissioning of IAG services for young people.

### Commitment Certificate

Outcome 1: Demonstrate commitment to CEG and the liC standard		National standards
1.1	commitment is agreed by the full governing body	Support (rather than directly contribute to): <ul style="list-style-type: none"> <li>• Standard 6 – involving young people</li> <li>• Standard 7 – involving parents/carers</li> <li>• Standard 8 – IAG providers understand roles and responsibilities</li> <li>• Standard 9 – curriculum programmes are planned and provided collaboratively</li> <li>• Standard 11 – systematic monitoring, review and evaluation and action in response to findings</li> </ul>
1.2	written confirmation of commitment is provided by the head teacher/principal and chair of governors. Details included of senior manager line managing the process	
1.3	commitment is formally shared by all staff, students, parents/guardians and other relevant partners	
1.4	school development/improvement plan demonstrates how careers education and impartial guidance and the achievement of <i>Investor in Careers</i> , will contribute to the school's aims and objectives and the outcomes of "Every Child Matters"	
1.5	action plan, with time scale, shows how and when school will become a full <i>Investor in Careers</i> , including date agreed for intermediate assessment	

### Intermediate Certificate

Outcome 2: Have current CEG policy statement consistent with national framework that contributes to whole school aims and recognises the value of impartial guidance		National standards
2.1	policy for CEG is reviewed in the context of: (a) all the school's approaches to student guidance and progression, (b) policy for learning support, (c) approaches to the work-related/P.S.E. curriculum, whole school policy and the school development/improvement plan, (d) the national framework for CEG, (e) the provision of impartial guidance	Contribute to: <ul style="list-style-type: none"> <li>• Standard 1 – informing young people about how IAG helps them and how to access IAG services</li> <li>• Standard 3 – information for young people</li> <li>• Standard 4 – advice and guidance for young people</li> <li>• Standard 5 – IAG promotes equality, celebrates diversity, challenges stereotypes</li> <li>• Standard 6 – involving young people</li> <li>• Standard 7 – involving parents/carers</li> <li>• Standard 8 – IAG providers understand roles and responsibilities</li> </ul>
2.2	policy is based on the achievement of learning outcomes, sets out the student entitlement and demonstrates how the <i>Investor in Careers</i> standard will be maintained and continuously improved. Policy indicates that CEG programme is differentiated to meet the needs of all students	
2.3	policy demonstrates how CEG contributes to: <ul style="list-style-type: none"> <li>• raising young people's aspirations and expectations</li> </ul>	

	<ul style="list-style-type: none"> <li>• involving students in setting personal objectives and goals</li> <li>• the engagement of young people in the design and delivery of CEG</li> <li>• raising achievements to the level of their full potential</li> <li>• developing employability and key skills</li> <li>• promoting equality of opportunity</li> <li>• the commitment of young people to learning beyond 16</li> <li>• the commitment to a coherent learning framework 14-19</li> <li>• the preparation of young people to access independent IAG</li> <li>• the benefits gained by the additionality of an external guidance provider such as Connexions</li> </ul>	
2.4	policy is agreed and reviewed by a broadly based group that includes senior teachers and members of the school senior management team	
2.5	staff, parents/carers, governors, partners and personal advisers have access to a full copy of the CEG policy or appropriate guidelines showing the additionality that impartial IAG brings	

<b>Outcome 3: CEG programme delivered to all students</b>		<b>National Standards</b>
3.1	written plan shows how programme will be delivered for each year group and includes sample lesson materials showing links to the national framework learning outcomes	Contribute to: <ul style="list-style-type: none"> <li>• Standard 3 – information for young people</li> <li>• Standard 4 – advice and guidance for young people</li> <li>• Standard 9 – curriculum programmes are planned and provided collaboratively</li> <li>• Standard 10 – appropriately qualified staff and CPD</li> </ul> and support <ul style="list-style-type: none"> <li>• Standard 2 – providing IAG on personal wellbeing and financial capability</li> </ul>
3.2	programme is supported by access to suitable, up to date, accurate, impartial information and guidance that conforms to current DCSF guidance to schools	
3.3	through information resources and the CEG programme, students have full access to the impartial presentation of suitable, accurate and up to date information about 14-19 pathways and are made aware of the full range of academic, vocational and work-based routes available	
3.4	school has undertaken a brief audit of training provided for those staff involved with the delivery of CEG over the past twelve months	

<b>Outcome 4: CEG enhanced by work related/enterprise curriculum through practical involvement of employers, trainers, FE</b>		<b>National Standards</b>
4.1	school offers a range of work-related/ enterprise learning experience	Contribute to: <ul style="list-style-type: none"> <li>• Standard 3 – information for young people</li> <li>• Standard 5 – IAG promotes equality, celebrates diversity, challenges stereotypes (5.5)</li> <li>• Standard 9 – curriculum programmes are planned and provided collaboratively (9.6)</li> </ul>
4.2	students participate in organised work experience which is planned and monitored	
4.3	students have access to up to date information on employers who provide work experience and other work related opportunities	
4.4	students can identify how work experience and work related learning contributes to effective career decisions	
4.5	student learning is enhanced by direct contact with employers, training and FE providers, employers, parents/carers and governors from the business community have the opportunity to contribute to work related and enterprise learning	

<b>Outcome 5: school has written partnership agreement with external IAG provider</b>		<b>National Standards</b>
5.1.	current partnership agreement shows the contribution of both partners to the achievement of student learning outcomes and recognises the desire of young people for impartial guidance	Contribute to: <ul style="list-style-type: none"> <li>• Standard 8 – IAG providers understand roles and responsibilities</li> <li>• Standard 9 – curriculum programmes are planned and provided collaboratively</li> <li>• Standard 11 – systematic monitoring, review and evaluation and action in response to findings</li> </ul>
5.2	senior managers from school and Connexions/IAG provider are formally involved in drawing up partnership agreement including impartial guidance, information and careers education – reflecting current DfES guidelines and the national framework for CEG 11-19	
5.3	agreement is formally reviewed at least once a year with local Connexions/ IAG provider	
5.4	content of future agreements develops from review process and the identified needs of students	

**Full Award**

<b>Outcome 6: Action plan; appreciation of learner entitlement to careers education and impartial guidance</b>		<b>National Standards</b>
6.1.	the school action plan is modified with targets and time scale agreed for the achievement of the full award	Contribute to: <ul style="list-style-type: none"> <li>• Standard 1 – informing young people about how IAG helps them and how to access IAG services</li> <li>• Standard 6 – involving young people</li> <li>• Standard 7 – involving parents/carers</li> <li>• Standard 11 – systematic monitoring, review and evaluation and action in response to findings</li> </ul>
6.2	entitlement to careers education and impartial guidance is expressed as learning outcomes for all students and is included in the school prospectus	
6.3	entitlement is explained to students as part of the CEG programme	
6.4	the school community (students, staff, parents/carers, governors, partners and advisers) is aware of careers education and impartial guidance provision, appreciates the purpose and benefits of CEG and knows how to make use of all relevant services	

<b>Outcome 7: Monitor/record learner achievement and progress, working with partners, parents and carers</b>		<b>National Standards</b>
7.1	school maintains appropriate arrangements to monitor and record students' achievements and progress, including core career management skills	Contribute to: <ul style="list-style-type: none"> <li>• Standard 2 – providing IAG on personal wellbeing and financial capability</li> <li>• Standard 4 – advice and guidance for young people</li> <li>• Standard 5 – IAG promotes equality, celebrates diversity, challenges stereotypes (5.5)</li> <li>• Standard 7 – involving parents/carers</li> <li>• Standard 9 – curriculum programmes are planned and provided collaboratively</li> <li>• Standard 11 – systematic monitoring, review and evaluation and action in response to findings</li> </ul>
7.2	school identifies individual students who may need more help to achieve their potential and to make effective transitions and ensures that they have the help they need	
7.3	school, its partners and Connexions/guidance provider work with each student and their parent/carer to develop an individual learning plan which encourages and stimulates personal research and future career planning	
7.4	school regularly reviews transition issues with support services, local opportunity and Connexions/guidance providers and makes plans for improvements	

<b>Outcome 8: Staff involved with CEG are appropriately trained</b>		<b>National Standards</b>
8.1	a training needs analysis is carried out with all staff involved with CEG	Contribute to: <ul style="list-style-type: none"> <li>Standard 10 – appropriately qualified staff and CPD</li> </ul>
8.2	training is provided for all staff involved in the delivery of CEG	
8.3	staff development manager is consulted on and made aware of local training opportunities delivered by Connexions/IAG provider or other appropriate agency and any associated validation	
8.4	other people are involved – including staff, governors and ancillary helpers - offered personal development opportunities once above priority satisfied	
8.5	personal development provision within academic year, however offered, equates to at least five working days	
8.6	all involved in the delivery of the programme understand the national framework learning outcomes and the Investor in Careers criteria indicators	
8.7	the impact of training provided is evaluated	

<b>Outcome 9: Labour market &amp; destinations information is incorporated into the CEG programme</b>		<b>National Standards</b>
9.1	the CEG programme includes opportunities to analyse and discuss the destinations of the school's former students using data produced by the school, Connexions and/or external guidance provider	Contribute to: <ul style="list-style-type: none"> <li>Standard 3 – information for young people</li> <li>Standard 4 – advice and guidance for young people</li> <li>Standard 9 – curriculum programmes are planned and provided collaboratively</li> </ul>
9.2	statistical analyses of the destinations of the school's students are considered in relation to local, national and international labour market trends	

<b>Outcome 10: Continuous review of CEG programme ensures that the transitional needs of all students are met</b>		<b>National Standards</b>
10.1	the programme is mapped against a CEG framework with measurable outcomes and performance indicators. (e.g. The national framework for CEG11-19)	Contribute to: <ul style="list-style-type: none"> <li>• Standard 2 – providing IAG on personal wellbeing and financial capability</li> <li>• Standard 4 – advice and guidance for young people</li> <li>• Standard 6 – involving young people</li> <li>• Standard 7 – involving parents/carers</li> <li>• Standard 8 – IAG providers understand roles and responsibilities</li> <li>• Standard 11 – systematic monitoring, review and evaluation and action in response to findings</li> </ul>
10.2	school annually reviews the success of CEG provision in meeting students' transitional needs	
10.3	review invites contributions from staff, students, parents/guardians, governors, Connexions/IAG provider and relevant external organisations	
10.4	new targets, activities and delivery methods are set as result of formal review	