



## **Investor in Careers – Reassessment criteria for secondary schools**

### **Introduction**

This is a reassessment of the complete three stage award. These criteria and accompanying indicators set out the requirements that schools will need to meet to maintain tenure of the Investor in Careers award. After holding the award for three years a school may wish to seek reassessment. During reassessment, evidence of maintaining the standard and of improving provision through regular review will be sought. Organisations are encouraged through reassessment to demonstrate the impact of evaluation, to show innovative practice wherever possible and to provide evidence about an area of provision where they feel they excel.

There is a formal, one day visit from an independent, external assessor but there is no presentation to a panel. An Investor in Careers panel will consider the assessor's report from the reassessment visit and will verify the assessor's decision. If the assessor is not satisfied that the school has maintained the standard the assessor will negotiate extra time for the school to provide sufficient evidence. Schools will receive a formal letter confirming their successful reassessment. Schools should seek reassessment between three months before and three months after their award runs out. The currency of the award will be deemed to have lapsed three months after the existing award period runs out. Successful schools will be given the award for a further three years following reassessment and receive a new wall plaque.

Reassessment is based on three outcomes:

1. School renews its commitment
2. School maintains Investor in Careers standard during the lifetime of original award.
3. School provides evidence of innovative practice

Further guidance on reassessment may be found on the Investor in Careers website, [www.investorincareers.org.uk](http://www.investorincareers.org.uk)



**Outcome 1: School renews its' commitment to careers education, information, advice and guidance (CEIAG) and the Investor in Careers standard.**

Central to the *Investor in Careers* process is that the commitment is actively shared by the whole school – senior managers, all of the school staff and governors. This is particularly relevant and important where there have been changes in staffing since the original award was obtained.

No.	Indicator	Examples of evidence (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 full governing body.	<ul style="list-style-type: none"> <li>• extracts from minutes of relevant meetings</li> <li>• notes of presentations to governors</li> <li>• evidence that there continues to be a link governor with responsibility for CEIAG</li> </ul>
1.2	Written confirmation of commitment is provided by the Head teacher/Principal and chair of governors. Details included of the senior manager with overall responsibility for CEIAG in school.	<ul style="list-style-type: none"> <li>• Formal letter of commitment signed by head teacher/principal and chair of governors to chief executive of an independent, impartial and licensed IAG provider</li> <li>• An official statement</li> <li>• Press cuttings</li> <li>• Copies of presentations</li> </ul>
1.3	Commitment is formally shared by all staff, students, parents/carers and other relevant partners.	<ul style="list-style-type: none"> <li>• Staff bulletin</li> <li>• Careers/Connexions newsletter for staff, parents and students</li> <li>• specially prepared pamphlet/flier on the award</li> <li>• signatures of school staff confirming awareness of and support for commitment</li> <li>• agenda item for parent teacher association</li> <li>• article in school newsletter</li> <li>• school prospectus issued to parents</li> <li>• letter/newsletter for local employers/education business liaison organisation or education business partnerships, education providers e.g. feeder primary schools</li> <li>• communications to work experience providers</li> <li>• minutes of relevant meetings eg. industrial liaison groups</li> </ul> <p>It's not necessary to inform every employer/trainer who has been in contact with the school but the assessor will be looking for a representative sample.</p>



**Outcome 2: School maintains the Investor in Careers standard during the lifetime of the original award**

It is vital the school can demonstrate that the importance of CEIAG has remained central throughout the lifetime of the award and that the CEIAG programme has been regularly reviewed and developed.

No.	Indicator	Examples of evidence
2.1	School has a current written partnership agreement with an independent, impartial and licensed IAG provider	<ul style="list-style-type: none"> <li>• At least two partnership agreements in order to evidence how reviews and subsequent developments have taken place</li> <li>• Partnership agreement review documents</li> </ul>
2.2	School demonstrates a strategic approach to evaluation and continuous improvement of CEIAG by undertaking annual reviews of provision, including regular consultation with students, staff and other key stakeholders.	<ul style="list-style-type: none"> <li>• Minutes of review meetings</li> <li>• Examples of evaluation forms/questionnaires</li> <li>• Analysis of evaluations/surveys</li> <li>• Evidence of contribution from a variety of sources including students, parents, staff and other partners</li> </ul>
2.3	School provides reviewed and updated copies of key documents including a CEIAG policy and evidence of staff development activities that support and improve CEIAG.	<ul style="list-style-type: none"> <li>• Copy of a reviewed/ amended CEIAG policy</li> <li>• Copies of training/CPD plans linked to staff development programmes</li> <li>• Notes from training/INSET sessions</li> <li>• Staff development activities may involve support for CEIAG or WRI or Enterprise.</li> </ul>
2.4	School provides written evidence of developing partnerships established to support effective CEIAG.	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• Copies of letters/emails</li> <li>• Photos</li> <li>• Evidence of arrangements with new partner(s) e.g. local business, training provider or other organisation</li> </ul>



<p>2.5</p>	<p>School provides full documentation of Outcome 3 of the original IiC award (Intermediate stage):  <b>CEIAG programme is delivered to all students in the institution.</b></p> <ul style="list-style-type: none"> <li>- Written plan shows how the CEIAG programme will be delivered for each year group and includes sample lesson materials showing links to the learning outcomes within the national frameworks and principles of impartial careers education.</li> <li>- CEIAG programme is supported by access to personalised, up to date, accurate and impartial IAG given at appropriate times and conforming to current statutory guidance to schools.</li> <li>- Through information resources and the CEIAG programme, students have full access to the impartial presentation of suitable, accurate and up to date information about all 14-19 pathways and possible progression routes.</li> <li>- Student entitlement is explained to students as part of the CEIAG programme, included in the school prospectus and is shared with the wider school community.</li> </ul>	<p>This evidence can be accessed from working documents and may include the following:</p> <ul style="list-style-type: none"> <li>(i) Written Plan(s) for all Career-related Programmes(all years) <ul style="list-style-type: none"> <li>• E.g. CEG/PSHE, WRL, WEX, Enterprise with school delivery models</li> <li>• 2/3 lesson plans/modules, outcomes-based, ideally to include LMI/Ways &amp; Choices</li> <li>• introduction of new National Framework (development plan in place</li> <li>• integrated provision ideally via 'Economic Wellbeing' school audit ??</li> </ul> </li> <li>(ii) IAG Provision <ul style="list-style-type: none"> <li>• information via IT access, software eg Kudos, Launchpad, Fast Tomato, careers library</li> <li>• guidance, external(Connexions) and internal for universal and targeted students</li> <li>• via Personal Advisers, mentors, tutors, careers coordinator, Senco etc</li> <li>• ideally IAG National Standards school/Connexions audit ??</li> </ul> </li> <li>(iii) 14-19 Pathways (Academic/Vocational/Work-based) <ul style="list-style-type: none"> <li>• awareness of full range of opportunity, 6<sup>th</sup> forms especially</li> <li>• Post 16 choices via Area Prospectus, options booklets/evenings, visits/tasters to/by colleges/training providers/H.E.(6thForms), DVD from Resource Pack</li> <li>• KS4 participation via Diplomas (14-19 cluster/forum collaboration), alternative curriculum, extended WEX etc</li> </ul> </li> </ul>
------------	--	---



**Outcome 3: School provides evidence of innovative practice**

Investor in Careers is an award for excellence and the school is invited to select an area of its CEIAG programme where it feels it excels and which will demonstrate continuous improvement. The emphasis should be on how CEIAG contributes to raising levels of achievement and participation. Ultimately an assessor will want to know what you are doing differently from your last assessment and why. Examples may include:

- use of destination information
- identifying/targeting students
- establishing mentoring structures
- using action planning/e-ilps
- 14-19 initiatives
- Work- related learning/enterprise projects
- transition/progression resources
- use of labour market information

No.	Indicator	Examples of evidence
3.1	School selects one aspect of its careers education programme to demonstrate innovation, development and commitment to continuous improvement.	Evidence for this outcome may involve a range of methods including documents, examples of resources, IT systems as well as testimonies from staff/ pupils.  A school may wish to highlight a number of areas of development since the original assessment but will only need to focus on one area.
3.2	School demonstrates that any recommendations or suggested actions given by assessor at last visit have been completed.	Evidence for this outcome will be dependent on the recommended actions but may include documents, resources, training plans or testimonies from staff/pupils.