



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. The award is a quality standard for the management of careers education and guidance (CEG) in schools, colleges of further education, training providers and pupil referral units. It is now used in a number of areas in England and Wales involving hundreds of institutions. It is in fact more widely used than any other local quality standard or award for CEG.

The timing of this revision of the criteria coincides with current developments in the government's "Youth Matters" and national skills agendas and the outcomes of the publication of the "end to end review" of CEG. It also supports the recently publicised 14-19 implementation plan and reinforces key aspects of the national framework for careers education and guidance 11-19. Colleges preparing to undertake the award should refer to these and also to the "***Investor in Careers*** assessment handbook" published by Connexions Cornwall and Devon Ltd. in May of 2003 and the June 2006 supplement to this handbook. Further sources of guidance in support of schools seeking to gain the award are referred to in the attached.

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

- a) **stage one** certificate of commitment
- b) **stage two** ***Investor in Careers*** intermediate certificate
- c) **stage three** ***Investor in Careers*** full award

The evidence of quality required is based upon twelve clearly defined "outcomes", with suggestions for evidence/observations. The outcomes are:

Commitment certificate:

- Outcome 1 - College makes a public commitment to gain the ***Investor in Careers*** award, producing an Action Plan outlining key requirements in the planning process.

Intermediate certificate

- Outcome 2 - College has a policy for careers education and guidance provision which is based on the needs of all students.
- Outcome 3 - College makes effective plans to become an **Investor in Careers**.
- Outcome 4 - College has a current written partnership agreement with the local Connexions / information, advice and guidance (IAG) provider.
- Outcome 5 - A programme of careers education and guidance, reflecting the requirements of the national framework for CEG 11-19 is in place.
- Outcome 6 - College has a written strategy on pre-entry guidance.
- Outcome 7 - Careers education and guidance provision is enhanced through the practical involvement of employers / training providers and education business link organisations.
- Outcome 8 - College has a written strategy on in-college support in order to ensure retention

Full Award.

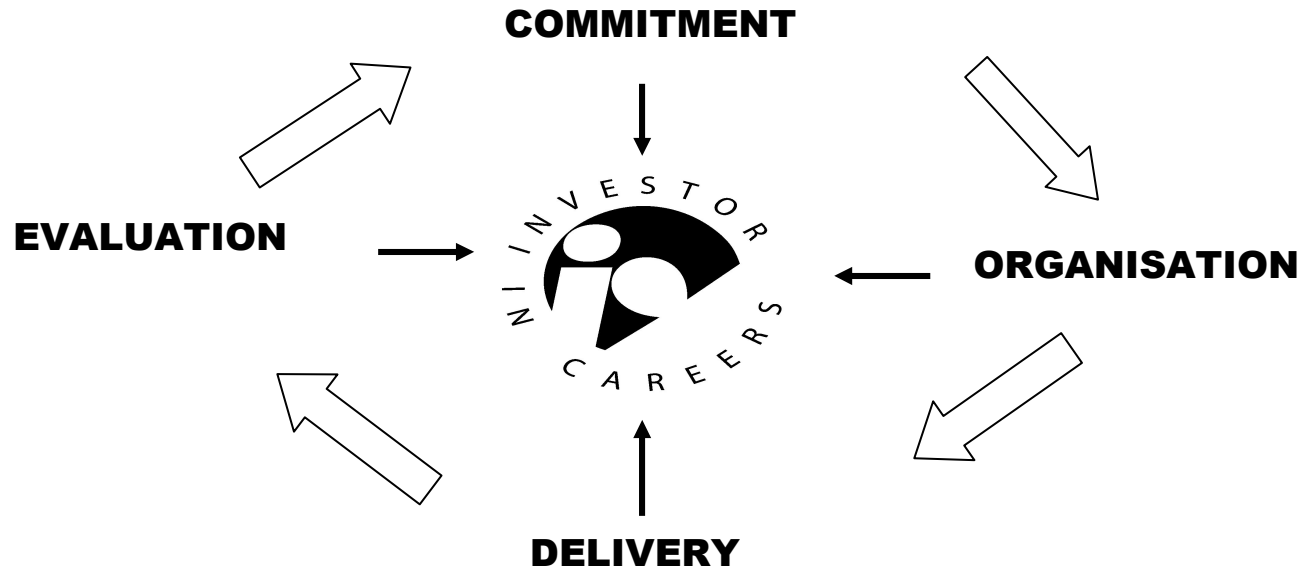
- Outcome 9 - The college community understands and supports the entitlement of all students to careers education and guidance provision.
- Outcome 10 - Staff involved with careers education and guidance provision receive appropriate training.
- Outcome 11 - College evaluates performance against criteria for **Investor in Careers**.

Essential to achieving the award is to ensure an independent assessment. The college is expected to co-operate with an external assessor and for the full award to make a presentation to an **Investor in Careers** panel. The college should submit their portfolio of evidence to the external assessor and offer access for the assessor to a cross section of the college community. Any outstanding issues prior to the awarding of **Investor in Careers** may be resolved at the panel stage.

The whole structure of the award is contained within a four part framework, which is a management framework for the standard. The four elements are:

- **C**ommitment
- **O**rganisation
- **D**elivery
- **E**valuation

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



Whilst undertaking the journey to gain the award of *Investor in Careers*, reference should be made to “*Investor in Careers* Assessment Handbook” published by Connexions Cornwall and Devon (February 2003) and the June 2006 supplement to that handbook.

The outcomes can be evidenced with written materials which will form the completed portfolio. In the statements below the outcomes required are in the left hand column, with suggested evidence in the right hand column. The notes in the right hand column are offered as suggestions only and are not a prescriptive list.

COMMITMENT

The College must demonstrate commitment to careers education and guidance (CEG) 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 - the most senior managers, all the staff, governors and students. This must be made public to the relevant external organisations (e.g. employers and local providers of training and education), to the students and parents/guardians (where appropriate). The college must show evidence of a development plan showing commitment to CEG and progressive provision.

Outcome 1: College makes a public commitment to gain *Investor in Careers*

<ol style="list-style-type: none"> 1. Written commitment from Principal or Chief Executive and Chair agreed by corporation board. 2. Written commitment to act in a capacity that is compatible with their role and status to ensure the college is successful in carrying out its careers education and guidance programme and gains the award from: <ul style="list-style-type: none"> - curriculum heads - course teams / teaching staff - pastoral support staff - business and community partners 3. Statement of commitment communicated to all teaching staff, students and business and community partners. 	<p>Sufficient coverage from the following to prove communication to the relevant interest groups: Staff Bulletin: email: intranet: newsletter: minutes of relevant meetings: student handbook and/or student charter.</p> <p>Copy of letter of commitment from Principal/Chief Executive and Chair of Corporation. Copies of letters of commitment or written statements of commitment from curriculum and pastoral support heads.</p> <p>Relevant section of Governing Body/Corporation Board minute</p> <p>Notes / minutes from staff meetings / powerpoint presentation notes</p>
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4. College development / improvement plan demonstrates how CEG and the achievement of Investors in Careers will contribute to college aims and objectives and the outcomes of “Every Child Matters”.	Copy of college and departmental development / improvement plans, showing specific contribution of CEG to college’s developmental planning
5. Action Plan with time scale shows how and when college will become an Investor in Careers including 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"> • criteria to be developed • actions to be taken • person/s to be responsible • resources to be allocated <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>

Stage Two - THE INTERMEDIATE AWARD.

Outcome 2: College has policy for careers education and guidance provision which is based on the needs of students, contributes to whole college aims and recognises the value of impartial guidance.

The careers education and guidance policy should clearly indicate student outcomes (what can students **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.

Student diaries/handbooks/logbooks/action planning can be useful mechanisms for raising awareness of the careers education and guidance entitlement.

1. Written policy links with whole college aim/vision and strategic plan and includes continuous improvement.	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 student involvement in production/updating of policy document.
2. Formal input by senior management team into the development of a careers education and	The policy should not be a wish list but only include the service that college is to deliver to

<p>guidance policy.</p> <p>3. Policy demonstrates how careers and progression provision contributes to a whole college aim/vision which aims to achieve equality of opportunity through its objectives for the effective participation of all students, the development of their aspirations, the achievement of their full potential and the implementation of their plans.</p> <p>4. An annual review is conducted of the extent to which careers education and guidance provision meets students' transitional needs and involves staff, students, corporation board members, Connexions / IAG provider and relevant external organisations.</p> <p>5. Policy sets out clearly the resource levels that are committed to careers education and guidance in the college.</p> <p>6. Policy relates to current practice and is clearly dated.</p> <p>Policy operates for students from first point of contact with college and makes reference to the need for accurate student records from that first contact, which in some cases may begin at age 14.</p>	<p>students. Details of the policy and levels of support should be visible in:</p> <ul style="list-style-type: none"> - the college prospectus - course handbooks - application and admissions procedures and documentation - pages of the college website <p>Good practice would mean each student approaching a college in the first instance, and once enrolled, has all appropriate information and background to ensure they can make the most appropriate choices. Very best practice is to recognise prior learning, experience and decision-making and to measure where a student is in their thinking – some colleges use questionnaires to this end.</p> <p>Reference should be made in policy to destination patterns of students leaving courses and how students will be made aware of this information Evidence that relevant interest groups have been consulted. Annual self-assessment report.</p> <p>This will include reference to:</p> <ul style="list-style-type: none"> - staffing, including administration time - curriculum time - accommodation - ICT access and usage - funding to support information products - the resource needs of the careers education and guidance programme should be analysed and an appropriate budget set. <p>Clear evidence of management systems in place for tracking and recording student progress</p>
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ORGANISATION

Careful planning at this stage can establish precisely what is already in place and identify what remains to be done before the final assessment stage. The assessor's interim report is essential here. Colleges should consider:

- ◆ Which member of senior management is actively responsible for driving *Investor in Careers*?
- ◆ Who is involved in the *Investor in Careers* steering group?
- ◆ Do plans for review connect with other plans for resourcing and staff development?
- ◆ What opportunities have been arranged for action plan review?

Staff delivering CEG should be appropriately trained. Their training needs should be identified through the College's appraisal and staff development mechanisms as well as a specific CEG training needs analysis. Colleges should consider:

- ◆ What training has been provided for staff delivering CEG and how is its impact measured?
- ◆ What processes are in place to ensure staff know/understand the materials/resources available?
- ◆ How is leadership and support provided to staff responsible for delivering CEG?

Colleges should consider carefully how they involve the Connexions Service or other local IAG providers in the CEG process. The objective of agreements is to ensure that all young people make successful transitions to the next stage of their education, training or employment. The college should consider how they can most effectively make use of the expertise of Connexions / IAG Providers and how well communications and referral procedures are monitored.

Outcome 3: College makes effective plans to become an *Investor in Careers*

<ol style="list-style-type: none"> 1. Internal assessment shows how college currently relates to <i>Investor in Careers</i> criteria. 2. Draft Action Plan identifies how and when college will become an <i>Investor in Careers</i>. 3. Interim assessment with external assessor modifies draft Action Plan and agrees targets for final assessment. 	<p>A document demonstrating an internal audit against the <i>Investor in Careers</i> criteria. This should make clear connections with the annual self-assessment report and take into account any split site provision.</p> <p>An initial action plan identifying the mechanisms and strategies to achieve <i>Investor in Careers</i></p> <p>An action plan re-drafted in the light of the assessor's interim assessment</p>
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Outcome 4: College has current written partnership agreement / delivery plan with local Connexions / IAG Provider.

<p>1. The College has a current written partnership agreement with its partners in the organisation and delivery of CEG. The partnership agreement shows the contribution of partners to the achievement of student learning outcomes and recognises the desire of young people for impartial guidance;</p> <p>The agreement identifies the intended outcomes of CEG and progression provision.</p>	<p>Copy of current partnership agreement</p> <p>Copy of immediate previous partnership agreement</p> <p>Minutes of review meetings</p> <p><i>refer to the National Framework for CEG and also, www.cegnet.co.uk/resource/content/files/266.doc</i> (Characteristics of an effective Partnership Agreement)</p>
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DELIVERY

The following issues should be considered :

- ◆ Does the College have a planned and organised programme of CEG to meet individual 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 students 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 students at risk?
- ◆ Ensuring student retention and performance is a key objective for Colleges and the **Investor in Careers** accreditation process can support this
- ◆ How are the opportunities of the work related curriculum used to enhance careers education and guidance for students? **Investor in Careers** puts considerable importance on this outcome.
- ◆ How do students record their learning outcomes from work experience/work related activities?
- ◆ How are employers and staff involved in the planning and review of work experience/work related activities?
- ◆ Are work experience and or other work related activities available for all post 16 students?

Outcome 5: A programme of careers education and guidance that reflects national requirements is in place.

<ol style="list-style-type: none">1. Written plan shows how programme will be offered to students and includes sample lesson materials showing links to the national framework learning outcomes.2. Programme of provision:<ul style="list-style-type: none">- is based on/consistent with national requirements and its learning outcomes- is student-focused- features progression pathways- is based on individual need- is available/accessible to all appropriate students- is consistent across the college- is suitable for all full and part-time students and all age ranges- demonstrates collaboration with schools and other education and training partners- recognises that a 'taught programme' will not be suitable for all students3. The programme contains integrated evaluative framework, with measurable outcomes and performance indicators.4. In association with local Connexions Service/ IAG provider, the college has arrangements to monitor the needs and circumstances of students and to play a pro-active part in motivating them to participate in elements of career planning through engagement in activities and services or referral to sources of expert help.5. Programme commences at first point of contact with student from enrolment and is traceable through the student records, EILPs and tutorial documentation.	<p>The national framework 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">- 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.- A framework of learning outcomes against which student achievement can be measured. Evidence that this framework is utilised.- Records of interviews and discussions with students in whatever is the appropriate College format.- A statement of the additional assessment instruments available and how students access them.- A statement as to how students can access wider support services beyond the baseline programme of careers education and guidance which will include career exploration- Students 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. - Details / evidence of careers education and guidance activities
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<ol style="list-style-type: none"> 6. Staff involved in implementing the programme understand all outcomes and performance indicators. 7. Students have access to additional impartial assessment of ability, aptitude and interests. 8. The programme is supported by access to suitable, up-to-date, accurate, impartial information and guidance that also signposts them to other appropriate IAG resources 9. New goals and targets, activities and delivery methods are agreed as a result of formal review, taking account of students' views and incorporating their recommendations where appropriate. 10. Where appropriate, opportunities to include LMI activities within the CEG programme or curricular provision are provided. 	<ul style="list-style-type: none"> - Evidence of additional provision could include access to IQ or psychometric testing, or the additional support provided at annual reviews.
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Outcome 6 : College has written strategy on pre-entry guidance

<p>It is an aspect of college's pre-entry guidance strategy that:</p> <ol style="list-style-type: none"> 1. College responds promptly to all applications. 2. College keeps written records of admission interviews and outcomes are communicated to students. 3. Progression issues are discussed and recorded, with particular reference to steps taken where a student may be felt to be unsuitable for a course they may be choosing. 4. College uses progression information in pre-entry guidance activities. 	<p>College's admissions policy and procedures plus sample records and documentation</p> <p>College school liaison staff are actively engaged prior to applications and enrolments to assist potential applicants to gain a better understanding of which courses would best suit them.</p> <p>Examples of how college destination data are presented to students on different programmes.</p>
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<p>5. Successful applicants are provided with full enrolment information.</p>	<p>Evidence that information has been assembled in a way that is meaningful and understandable to students</p> <p>College's admissions policy and procedures plus sample records and documentation</p>
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Outcome 7: Careers education and guidance provision is enhanced through the practical involvement of employers / training providers, business organisations and H.E.

<ol style="list-style-type: none"> 1. Students are offered opportunities to gain planned experience of work 2. College keeps up-to-date information on employers, education business link organisations and other organisations that can provide students with placement opportunities. 3. College plans and monitors placements providing experience of work and debriefings. 4. Students can identify how experience of work placements contributes to effective career decisions. 5. Partners from business communities have an opportunity to contribute to careers education and guidance provision. 6. Students are informed of H.E. opportunities and procedures. 	<p>Examples of course related work placements/work experience/ voluntary work</p> <p>Summary of employer contacts / IT database provision</p> <p>Reference to relevant websites</p> <p>Briefing and debriefing incorporated into systems for monitoring placements; actions are recorded</p> <p>Relevant course / tutorial documentation demonstrating student reflection on work experience / placement</p> <p>Examples of how board members and the business community contribute to careers education and guidance programme</p> <p>Reference to liaison with the employers of block or day release F.E. students.</p> <p>Evidence of H.E. information e.g. H.E. careers fairs / conventions</p>
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Outcome 8: College has written strategy on in-college support in order to improve retention.

1. College has documented system for identifying and supporting students who are at risk of not completing courses successfully
2. College has procedures to assist students at risk of terminating courses /programmes early.
3. All students who leave courses prematurely have an opportunity to discuss issues with suitably qualified staff.

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.

Evidence of actual intervention to support students: e.g. sample records

The Full Award.

Outcome 9: The college community appreciates the entitlement of all students to careers education and guidance provision.

CEG 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 students 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 student learning outcomes to all students, 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 student diaries, EILPs or other methods of recording progression in career planning?*
- *What are the relationships between CEG modules and other aspects of the tutorial support programme?*
- *Does the college explain to students the links between careers elements in their tutorial support programme, curriculum subjects/vocational programmes/work-related activities?*
- *Are the links clear to students – and staff?*

1. An entitlement statement is included in the college prospectus or other published document/ website, and is clearly stated in the induction programme for students.

2. Students demonstrate their awareness of CEG and progression activities, appreciate their purpose and benefits and know how to make use of relevant services.

There must be evidence that the policy or a summary of the entitlement is made available to students, staff and parent guardians; the statement of entitlement should be evident in the college prospectus;

Students should show evidence of their awareness of services on offer and their overall CEG entitlement. This could be evidenced through intranet / induction handbook/ student handbook .

Outcome 10 : Staff involved with careers education and guidance provision receive appropriate training or professional development.

1. Training needs analysis (TNA) carried out by staff training manager in collaboration with local provider of training. Careers co-ordinator and departmental staff involved with delivery of careers and progression provision. TNA and provisional training plans brought to the attention of senior management team. Professional development needs are systematically identified.

2. Staff development manager and a member of the senior management team made aware of locally provided training opportunities and associated validation.

3. Other college staff given the opportunity to access training and development opportunities in CEG, once the above priority has been satisfied.

4. The impact of training is monitored and evaluated

Production of a training needs analysis for staff involved in delivering CEG;

An indication of the adequacy of the college's response to the training needs analysis in terms of the delivery of training (Assessors have noted that often there are excellent training needs analyses in place but that they do not always give rise to an adequate response in terms of training delivered) ;

Lists of training and development opportunities with action plan circulated to staff particularly those involved in CEG delivery and other relevant teaching staff;
Senior management team given opportunity to comment and ensure there is a "fit" with overall staff training and development plans at the college

Statement of procedures for staff development opportunities; individual training needs analyses for staff. Level of training for any one individual must be looked at in relation to the staff development needs of the whole college. Evidence could be training programmes or attendance certificates.

Evidence of the impact of training e.g. through student questionnaires following enhanced CEG delivery

EVALUATION

Colleges are asked to produce two evaluations. The first is to evaluate their careers education and guidance programme against the *Investor in Careers* criteria. This is a process that does not only occur at the time of assessment and re-assessment. It is also part of continuous improvement. It is important that there is adequate and current evidence against each of the criteria and that there are plans in place to remedy any weaknesses in provision and practice.

The second evaluation is the broader evaluation of the whole careers education and guidance programme, especially its effectiveness in meeting the needs and aspirations of individual students, and giving them opportunities to contribute to the evaluation process.

Outcome 11: College evaluates performance against criteria for *Investor in Careers*

1. College internally evaluates performance against all *Investor in Careers* indicators and uses the results of evaluation to reaffirm commitment to the whole CEG process.

2. CEG programme is evaluated, reviewed and developed by a guidance review team and takes into account feedback from students.

3. Results of evaluation are used to reaffirm commitment and to plan future careers and progression provision.

Investor in Careers portfolio

Evidence - in whatever format - of evaluation of performance against each *Investor in Careers* indicator, of involvement of students in the evaluation process and of future action planning/target setting to improve performance;

The review team may include:-

- a careers education and guidance co-ordinator
- skills for life co-ordinator
- manager responsible for student support and guidance
- Connexions Personal Adviser or IAG provider
- member of tutorial teaching staff
- student representative

Evidence from review meetings showing the effectiveness of CEG in meeting the needs and aspirations of students, and that results of evaluating effectiveness are incorporated into future planning