

INVESTOR IN CAREERS - ASSESSMENT CRITERIA FOR TRAINING PROVIDERS

Introduction

These criteria and the suggested evidence represent the journey that a training provider, 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 14-19 implementation plan and reinforces key aspects of the national framework for careers education and guidance 11-19. Training providers 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 training providers 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

Commitment certificate:

Outcome 1 - Training provider makes a public commitment to gain the **Investor in Careers** award.

Outcome 2 - Training provider makes effective plans to become an **Investor in Careers**. (Action Plan)

Intermediate certificate

- Outcome 3 - Training Provider has a policy for careers education and guidance provision which is based on the needs of all clients.
- Outcome 4 - The training community appreciates the entitlement of all clients to careers and progression provision.
- Outcome 5 - A programme of careers education and guidance, reflecting the recommendations of the national framework for CEG 11-19 is in place.
- Outcome 6 - Training Provider has a current written partnership agreement with the local Connexions / information, advice and guidance (IAG) provider.
- Outcome 7 - Training Provider has a written strategy for pre-entry guidance.
- Outcome 8 - Training Provider has a written strategy on provider support in order to ensure retention.

Full Award.

- Outcome 9 - Staff involved with careers education and guidance provision receive appropriate training.
- Outcome 10 - Training Provider provides information on destinations of former clients.
- Outcome 11 - Careers and progression provision is enhanced by theoretical training and further education.
- Outcome 12 - Training Provider evaluates performance against criteria for ***Investor in Careers.***
- Outcome 13 - Training Provider reviews current provision and the extent to which programme meets client needs, actioning improvements where required.

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

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 indicators in the right hand column. The notes in the right hand column are suggested as necessary steps towards the overall achievement of the outcomes.

	Outcome	Performance indicator
COMMITMENT		
1	Provider makes commitment to I.I.C. public.	<ol style="list-style-type: none"> 1. Written commitment from Chief Executive and Management Team. 2. Statement of commitment communicated to all staff with client contact and to all clients. 3. Commitment is formally shared by all staff and members of the provider's business partners.
2	Provider makes effective plans to become an Investor in Careers	<ol style="list-style-type: none"> 1. Internal assessment shows how provider currently relates to Investor in Careers criteria. 2. Draft action plan identifies how and when provider will become an Investor in Careers. 3. Interim assessment with external assessor modifies draft action plan and agrees targets for final assessment.

THE INTERMEDIATE AWARD		
ORGANISATION		
3	Provider has policy for careers education and guidance provision which is based on the needs of all clients and contributes to whole institution aims.	<ol style="list-style-type: none"> 1. 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 client involvement in production / updating of policy document. 2. Formal input by senior management team into the development of the careers education and guidance policy. 3. Policy demonstrates how careers and progression provision contributes to a whole provider aim / vision which seeks to achieve equality of opportunity through its objectives for the effective participation of all clients, the development of their aspirations, the achievement of their full potential and the implementation of their plans. 4. Policy relates to current practice and is clearly dated. 5. Policy is developed and monitored by a guidance review team. 6. Policy operates for clients from the first point of contact with provider.
4	The training community appreciates the entitlement of all clients to careers and progression provision.	<ol style="list-style-type: none"> 1. There must be evidence that the policy or a summary of the entitlement is made available to students, staff and parent guardians; 2. The entitlement statement should be clearly evident in the Provider prospectus. 3. Clients demonstrate that they are aware of careers and progression activities, appreciate their purpose and benefits, and know how to make use of relevant services.

DELIVERY		
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 framework will be offered to clients, including the role of the careers guidance provider and its Connexions Personal Advisers. This includes an initial assessment which ensures that long term career plans are set which are appropriate to the client's ability, aptitude and aspirations. 2. Provider monitors needs and circumstances of clients and plays pro-active part in motivating them to participate in career planning. 3. Clients understand how all aspects of their training will contribute to their long-term plans and have the underpinning knowledge and skills to achieve this. 4. Regular, client-centred reviews ensure the continued realism and appropriateness of career plans and the training provided to meet them. 5. Programme commences at first point of contact with client from enrolment and is traceable through student records., EILPs and tutorial documentation. 6. Staff involved in delivering the programme understand all outcomes and performance indicators. 7. Framework is supported by access to suitable, up-to-date, accurate, impartial information that also signposts trainees to other appropriate IAG resources.
6	Provider has current written partnership agreement / delivery plan with local Connexions / IAG provider.	<ol style="list-style-type: none"> 1. The agreement details the contribution of partners to the achievement of client learning outcomes and recognises the desire of young people for impartial, external IAG. 2. Senior managers are involved in agreeing the content of the agreement / delivery plan. 3. The agreement is formally reviewed at least once a year with the careers guidance provider and results of review inform the content of future agreements / delivery plans.

7	Provider has written strategy on pre-entry guidance.	<ol style="list-style-type: none"> 1. Provider responds promptly to all applications. 2. Provider keeps written records of admission interviews and outcomes are communicated to clients. 3. Progression issues are discussed and recorded, with particular reference to steps taken where a client may be felt to be unsuitable for a course they may be choosing. 4. Successful applicants are provided with full joining information.
8	Provider has written strategy on in-Provider support in order to improve retention.	<ol style="list-style-type: none"> 1. Provider has documented system for dealing with clients unlikely to complete training programmes successfully; 2. Provider has procedures to assist clients at risk of terminating programmes early. 3. All clients who leave training prematurely discuss issues with suitably qualified member of staff.
THE FULL AWARD		
9	Staff involved with careers education and guidance provision receive appropriate training or professional development.	<ol style="list-style-type: none"> 1. Training needs analysis carried out by co-ordinator of CEG and staff involved with delivery of careers and progression provision. Professional development needs are systematically identified. 2. CPD opportunities are promoted to all staff and support the delivery of the CEG programme . 3. Careers co-ordinator given priority by management for staff development opportunities in careers and progression training. 4. The impact of training is monitored and evaluated
10	Provider provides information on destinations of former clients.	<ol style="list-style-type: none"> 1. Programme outcomes and destination information are made available to potential and existing clients and other partners. 2. Clients have opportunity to analyse and discuss destination information from previous years. 3. Opportunities are given to appreciate local, national and global labour market trends.

11	Careers and progression provision is enhanced through provision of theoretical training and education.	<ol style="list-style-type: none"> 1. Clients are given opportunities through theoretical training in their vocational areas to enhance their career management skills and opportunity awareness, gaining additional insights into specific careers and possible future choices. 2. Provider keeps up-to-date information on training and education provision which might be relevant to clients during training and on progression. 3. Clients can identify how theoretical learning in their vocational area can enhance their current programme, could offer progression opportunities and enhance their career prospects. 4. Partners from the business and education / training communities have opportunities to contribute to careers and progression provision through direct involvement in programmes.
EVALUATION		
12	Provider evaluates performance against criteria for <i>Investor in Careers</i>	<ol style="list-style-type: none"> 1. Provider internally evaluates performance against all <i>Investor in Careers</i> 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 clients.
13	Careers and progression programme relates to needs of trainees	<ol style="list-style-type: none"> 1. Individual reviews are conducted to establish clients' next steps and plans produced. An annual review is conducted of the extent to which careers and progression provision meets trainees' transitional needs. 2. Review invites contributions from staff, clients and other relevant partners and action points are agreed. 3. Training provider reviews provision with the Learning and Skills Council in the light of student achievement and progression.