



## Investor in Careers – Assessment criteria for schools

### Introduction

These criteria, and the suggested evidence, represent the journey that a school 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. *Education Bill 2011.*** This proposed Bill from the Department for Education (DfE) is currently making its way through Parliament and is likely to become an Act in time for the start of the Academic year 2012. The Bill proposes to repeal the statutory duty on schools (in England) to deliver a programme of careers education. There is, however, a new statutory duty proposed to ensure schools<sup>1</sup> secure careers guidance for all students in years 9 – 11<sup>2</sup>, which is impartial and delivered independently from the school. A new National Careers Service will be established fully from September 2012 providing face to face, web based and telephone careers advice and guidance for people aged 19 and above.
- 2. *'Quality, Choice and Aspiration', a national strategy for young people's information, advice and guidance (IAG)*** was published by the Department for Children, Schools and Families (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.
- 3. *Statutory Guidance: Impartial Careers Education*** was published by the DCSF in 2009, alongside 'Quality, Choice and Aspiration'. This statutory guidance advises head teachers/teacher-in-charge how to fulfil their statutory duties in relation to careers education. Namely, that maintained secondary schools (including special schools) and Pupil Referral Units (PRUs) must provide careers education to students in years 7 – 11. The Education and Skills Act 2008 built on these requirements stating that maintained secondary schools/PRUs must provide impartial information and advice which promotes the best interests of pupils and which does not seek to promote the interests of the school over other options. Schools and PRUs must have regard to Guidance issued by the Secretary of State when complying with their careers education and guidance duties.

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<sup>1</sup> This duty will also be applied to Academies via their funding agreements with the DfE

<sup>2</sup> Consultation is soon to take place on whether to extend the age range to include years 8 - 13

The Guidance identifies six 'Principles' of good quality, impartial careers education in total. The liC standards have been mapped to the Principles so that achievement of liC will ensure adherence to the six Principles contained in the Statutory Guidance. THIS GUIDANCE REMAINS STATUTORY UNTIL SUCH TIME AS THE PROPOSED DUTIES IN THE EDUCATION BILL 2011 ARE ENACTED.

4. **Careers Education Framework 7-19** was published by the DSCF 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 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, 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 and colleges meet their legal responsibility to provide careers education in Key Stages 3 and 4 and work-related learning in Key Stage 4. liC will assess how career and work-related learning is managed, planned, delivered and evaluated.
6. **National Quality standards for young people's information, advice and guidance (IAG)** were published by 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. liC can help schools and colleges map their CEIAG provision against the Quality Standards, however the Quality Standards apply specifically to Local Authorities to ensure high quality commissioned IAG services across the whole partnership. *'The "principles" which in style and approach are similar to the Quality Standards – provide schools with a clear statement of the Government's expectations of their careers provision in the way that the Quality Standards define the Government's expectations of local authority commissioned IAG services'*<sup>3</sup>
7. Although, a school's '**self-evaluation form or SEF**' is no longer a mandatory requirement, the achievement of Investor in Careers will provide a significant amount of evidence for any self evaluation undertaken in preparation for an **Ofsted** inspection. The DfE has advised that Ofsted Inspectors will be carrying out a thematic review of careers education and guidance programmes in light of the new duty proposed on schools.
8. Evidence for the delivery of learning outcomes via the **PSHE: Economic wellbeing and financial capability** programme of study (published by QCA) can be assessed through the liC award.

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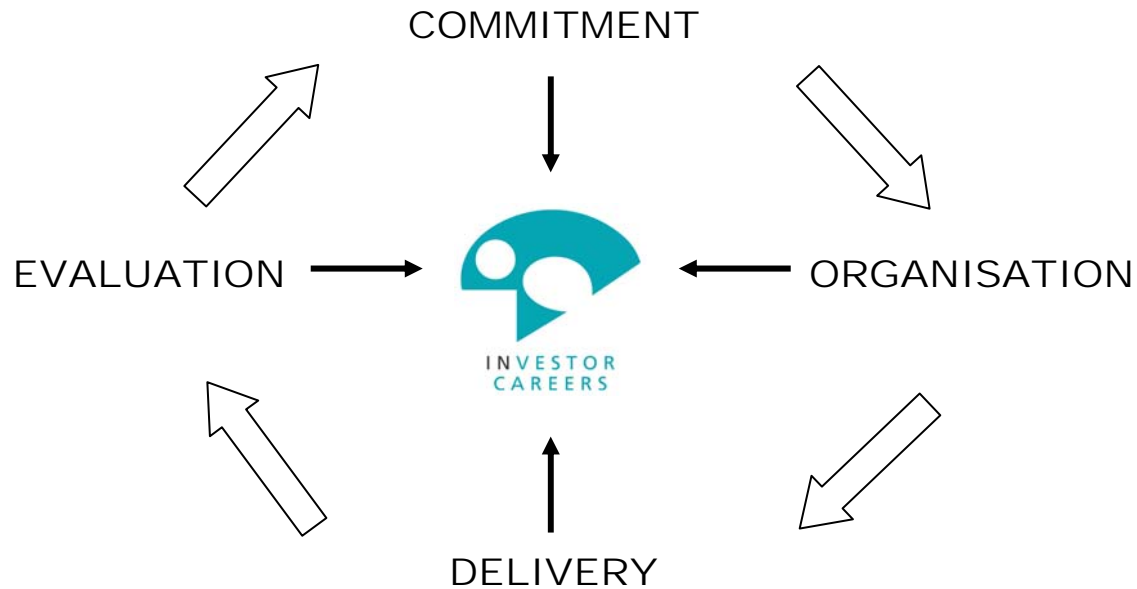
<sup>3</sup> Statutory Guidance: Impartial Careers Education, page 7

**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:



There are three stages to the full award of liC covering nine outcomes in total. These are:

**Stage One: Commitment Certificate:**

Outcome 1 School demonstrates commitment to careers education, information, advice and guidance (CEIAG) and the Investor in Careers Standard.

**Stage Two: Intermediate Certificate:**

Outcome 2 School has a current CEIAG policy which is consistent with statutory guidance and relevant national frameworks, contributes to whole school aims and recognises the value of impartial information, advice and guidance.

Outcome 3 CEIAG programme is delivered to all students in the institution.

Outcome 4 CEIAG is enhanced by the work-related and enterprise curriculum through practical involvement of employers, training and FE providers.

Outcome 5 School has a written partnership agreement/service level agreement with an approved, external and independent information, advice and guidance (IAG) provider.

**Stage Three: The Full Award:**

Outcome 6 School monitors and records students' achievements and progress, working with partners, external IAG provider, parents and carers to ensure that all students make informed choices and effective transitions.

Outcome 7 Staff involved with CEIAG are appropriately trained.

Outcome 8 Labour market and destinations information is incorporated into the CEIAG programme.

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

**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 school/college will make a brief presentation (approx. 15 minutes) to a panel appointed by the licensee. The assessor will make contact with the school/college and agree the structure of the assessment days. A copy of their report will be sent to the school/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
  - school/college staff, including senior management
  - students
  - partners

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

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

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

liC licensees are able to provide consultancy to support schools/colleges get the most out of the liC process and ensure appropriate links with the above national documents. Schools/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)

## Stage One: Commitment Certificate

**Outcome 1: School demonstrates 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 commitment must be made public to relevant external organisations (e.g. employers and local providers of training and education) and also shared by students and their parents/carers.

| No. | Indicator  | Examples of evidence (these are suggestions and not a prescriptive list of the evidence required)   | Links to IAG standards           | Links to Matrix | Links to Principles |
|-----|--|---|----------------------------------|-----------------|---------------------|
| 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 governors have considered the key objectives and outcomes of CEIAG and contribution that CEIAG can make to the achievement of school plans and targets</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 the local license holder or Careers South West Ltd.</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 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> </ul> | 6.1a,7.1, 7.3,7.4, 7.7, 9.1, 9.6 |                 | 2.5                 |

|     |  |   |               |  |         |
|-----|--|---|---------------|--|---------|
|     |  | <ul style="list-style-type: none"> <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>  |               |  |         |
| 1.4 | School development/ improvement plan demonstrates how impartial CEIAG will contribute to whole school aims and objectives and also meets statutory guidance. | Copy of school and departmental development/improvement plans detailing school's arrangements for impartial CEIAG and showing specific contribution of CEIAG to school's developmental planning.  | 8.5,9.4, 11.7 |  | 6.1,6.2 |
| 1.5 | The liC action plan, with timescale, shows how and when school will become a full Investor in Careers, including date agreed for intermediate assessment.    | <p>In order to complete an action plan, schools will need to do an audit/ mapping exercise of current provision against the liC standards and this will lead to the action plan. They should complete an action plan for the full award at this stage. The plan should contain:</p> <ul style="list-style-type: none"> <li>- criteria to be developed</li> <li>- action to be taken</li> <li>- timescale for action</li> <li>- person/s responsible</li> <li>- resources to be allocated</li> <li>- notes from consultant support visits may also be added.</li> </ul> <p>Other useful tools for audit are the 12 point checklist for Head teachers detailed in the Statutory Guidance. A diagnostic tool for Heads and an audit tool for Careers Coordinators are also available as part of the DCSF Resource Pack for the Statutory Guidance. This can be downloaded from <a href="http://www.cegnet.co.uk">www.cegnet.co.uk</a> There may be other tools that are being used in your local area.</p> | 11.7          |  |         |

## Stage Two: Intermediate Certificate

**Outcome 2: School has a current CEIAG policy which is consistent with statutory guidance and relevant national frameworks, contributes to whole school aims and recognises the value of careers education, information, advice and guidance.**

This outcome is concerned with the policy for CEIAG and its connections with the strategic plan for the school. The policy should be clear about what it wants students to achieve from the CEIAG provision. The policy should comply with relevant national frameworks. Schools should consider questions such as:

- Does the policy connect with national targets for school improvement?
- Have students and others been involved in developing the CEIAG policy and how have they been involved?
- Is the CEIAG policy supported by other plans and policies e.g. learning support, PSHE, Citizenship, parent engagement, resources, equal opportunities, accommodation, equipment and is it supported by a dedicated budget?
- Is the CEIAG policy regularly reviewed? By Whom? When?

Schools will find useful ideas on policy production from [www.cegnet.co.uk](http://www.cegnet.co.uk)

| No. | Indicator   | Examples of evidence  | Links to IAG standards                         | Links to Matrix | Links to Principles |
|-----|---|---|--|-----------------|---------------------|
| 2.1 | Policy for CEIAG is developed and reviewed in consultation with those involved in its delivery (students, school staff including senior managers, careers advisers, careers coordinators, tutors etc.)  | <ul style="list-style-type: none"> <li>• Constitution/membership of team</li> <li>• Minutes of meetings</li> <li>• Samples of completed questionnaires sent to staff, students etc</li> <li>• Current policy</li> <li>• Previous policy</li> <li>• Review / action notes</li> </ul> | 1.1a-c, 6.1a & c, 8.1, 8.8a-f                  | 1a-c, 2d, 5a-c  | 2.5                 |
| 2.2 | Policy for CEIAG makes links to and is supported by other relevant policies, guidance and frameworks:<br><b>National Frameworks:</b><br>- Statutory Guidance: Impartial Careers Education<br>- Careers Education Framework 7 -19<br>- Career, work-related Learning & Enterprise 11-19 framework<br>- PSHE and the personal and economic wellbeing & financial capability | <ul style="list-style-type: none"> <li>• Written approach to CEIAG in school</li> <li>• School policy and development plan</li> <li>• Other related policies</li> <li>• Reference to frameworks and other relevant documents</li> </ul>   | 3.1a-e, 3.4-6, 4.1-5, 4.7-9, 5.1-6,8.1, 8.8a-f | 2b, 5a-f        | 6.1,6.2             |

|     |   |  |  |                          |                        |
|-----|---|--|--|--------------------------|------------------------|
|     | programmes of study<br><b>Related Policies:</b><br>- Work related learning<br>- PSHEe<br>- Citizenship<br>- Learning support<br>- Equal opportunities<br>- Whole school approach to student guidance and progression<br>- School development / improvement plan.                  |  |  |                          |                        |
| 2.3 | CEIAG policy clearly describes student entitlement to CEIAG at each key stage, based on specific learning outcomes (including a differentiated programme to meet the needs of all students) It also describes how students/parent & carers will be made aware of the entitlement. | <ul style="list-style-type: none"> <li>Reference to Careers Education Framework 7-19</li> <li>Clear description of minimum entitlement</li> <li>Differentiation explained</li> <li>Communication of entitlement to students and parents. e.g. policy, prospectus, website.</li> </ul> <p>You must be delivering everything set out in your policy. If something is likely to happen only in the future, it should be included in your development/ improvement plan.</p> | 1.1a-c,<br>3.1a-e,<br>3.2, 3.4-6<br>4.1-9, 5.1-6,6.1a,<br>7.1&2<br>7.5,7.8,7.9,<br>7.10,7.12 | 1a-d, 2a                 | 2.2, 2.6,<br>3.2, 3.11 |
| 2.4 | Policy clearly states how CEIAG will be managed and coordinated in the school, with defined roles and responsibilities of key staff together with a clear statement about how CEIAG will be monitored, reviewed and evaluated.  | <ul style="list-style-type: none"> <li>Named staff members, particularly evidence that a senior manager has responsibility for CEIAG and also that a Governor has been allocated responsibility for CEIAG.</li> <li>Structured plan for evaluation</li> </ul>  | 8.2,8.3, 8.5<br>9.1,11.1&2<br>11.4,11.6a<br>-c, 11.7   | 5a, 5b,<br>7b-d,<br>8a-d |                        |
| 2.5 | Staff, parents/carers, governors, partners and careers advisers have access to a full copy of the CEIAG policy.   | Full access to policy is evident or there is appropriate signposting to it, e.g. via website/ newsletter. Consideration is given to the format and the various communication needs of parents (e.g. in relation to basic skills needs, disabilities, English as a second language)   | 7.1-5, 7.7-12, 10.1a   | 1a-d                     | 2.2, 2.6,<br>3.2, 3.11 |

**Outcome 3: CEIAG programme is delivered to all students in the institution.**

This outcome reflects the importance Investor in Careers places on the value of a high quality careers education programme. Although careers education will no longer be a statutory duty from September 2012, the Secretary of State has advised that he still expects schools to deliver careers education. This award seeks to uphold the intrinsic value of careers education in preparing students for impartial careers advice and guidance. From September 2012, schools will have a statutory duty to ensure students in years 9 -11 are provided with independent and impartial careers guidance, that is from someone external to the school and that information presented includes all options and promotes the best interests of the student.

This outcome requires the school to have a planned programme of CEIAG which has regard to the six Principles of Impartial Careers Education, and which should help students achieve clear learning outcomes as described in relevant national frameworks. This outcome also 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 all staff involved in the delivery of the CEIAG programme understand their contribution.

The following should be considered:

- Does the school have a planned, organised and differentiated programme of CEIAG to meet individual student learning needs?
- Does the programme demonstrate planned progression for students 11-19 (as appropriate but at least 14-19) linked to individual learning plans?
- Does the programme show a commitment to equality of opportunity?
- Does the programme challenge stereotypes and encourage students to consider options not traditionally associated with their gender, learning or physical ability, faith, ethnicity, cultural or socio-economic background?
- Does the programme demonstrate continuity and progression through the key stages?
- Does career related learning continue into post-16 education (KS5) in a progressive way or is it delivered as two distinct parts?
- Is the programme integrated into all parts of the schools' curriculum?
- Does the school explain to students the links between careers elements in PSHE, national curriculum subjects, vocational programmes and work-related activities?
- Do staff encourage students to raise aspirations, consider HE, FE in other institutions, work based learning, increased flexibility, and all relevant options when making choices in year 9 and 11?
- What opportunities exist for students to use careers information?
- What is the quality of careers information and ICT resources available?
- How does the school communicate student entitlement to CEIAG and intended learning outcomes to all students, staff, governors, parents/carers and the wider community?
- How coherent are the one to one interventions happening with students? Are students aware of the different roles of staff delivering CEIAG and do those staff members communicate and share information as appropriate?

| No. | Indicator  | Examples of evidence   | Links to IAG standards | Links to Matrix | Links to Principles |
|-----|--|--|------------------------|-----------------|---------------------|
| 3.1 | Written plan shows how the CEIAG programme will be delivered for | Programme must relate to the student entitlement specified in the CEIAG Policy (see 2.3), have clear | 3.4, 4.1, 5.2, 9.1     | 5a, 4a-f        | 1-6                 |

|     |  |   |   |            |                          |
|-----|--|---|---|------------|--------------------------|
|     | each year group and includes sample lesson materials showing links to the learning outcomes within the national frameworks and principles of impartial careers education.  | <p>learning outcomes and should incorporate a variety of teaching methods differentiated to meet varying needs. Students should have the opportunity to record, at appropriate stages, their key skills and achievements. Evidence could include:</p> <ul style="list-style-type: none"> <li>• plan plus implementation notes for relevant staff</li> <li>• schemes of work and lesson plans</li> <li>• the timetable</li> <li>• options booklets</li> <li>• tutorial programme</li> <li>• calendar of events</li> <li>• minutes of relevant meetings</li> </ul> <p>Elements of the programme could be identified in other areas of the curriculum. However, evidence should show how these are identified and mapped against the national framework learning outcomes and principles of impartial careers education.</p>   |   |            |                          |
| 3.2 | CEIAG programme is supported by access to independent, comprehensive and impartial IAG given at appropriate times and conforming to current statutory guidance to schools. | <p>The external IAG provider should be able to advise on suitable resources. Schools should provide students with access to guidance materials and a wide range of up to date reference materials. The assessor may ask to see library 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 students and their needs.</li> <li>• a position within the school which all students, including those with disabilities, can visit easily.</li> <li>• reasonable opening times, such as break and lunch times and possibly before/after school on given days with published notice of opening times.</li> <li>• maintained and supported with up to date well classified resources, including ICT provision students can access themselves and advice available.</li> <li>• information available on personal development</li> </ul> | 1.3,1.4, 1.5, 2.1-3, 2.5, 2.9, 3.1a-e, 3.4, 4.1-3,4.5, 4.6,4.8, 4.9, 5.1-3,5.6, 9.2, 9.3, | 3a-d, 4a-f | 1.1,1.2 2.2, 3.1 3.6,3.7 |

|     |   |  |  |        |   |
|-----|---|--|--|--------|---|
|     |   |  |  |        |   |
| 3.3 | 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. | <p>Schools have a duty to ensure impartial information is provided to students and this should be supported by access to independent, impartial advice and guidance. Schools also need to consider the information they give to parents/carers as well as how they support parents/carers to help their child's decision making. Evidence could be:</p> <ul style="list-style-type: none"> <li>• extracts from opportunity information provided for students</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 if appropriate.</li> <li>• Lesson plan/activity outlines on recognising and challenging stereotyping, particularly around non-traditional opportunities</li> <li>• posters, post 16 option booklets</li> <li>• information/ newsletters given to year 9/11 parents/carers</li> <li>• Evidence of promotion to students and parents/carers of useful CEIAG and financial support websites.</li> <li>• Use of Resource pack to support delivery eg, use of Key Information fact cards, Choices DVD or Ways &amp; Choices interactive lessons</li> </ul> | 1.3, 2.1-2, 3.1a-e, 3.2, 3.4-6, 4.1-6, 4.8-10, 5.6 | 4a-f   | 3.1-3.11, 5.1-5.6<br>6.1, 6.2, 6.3<br>6.4, 6.5, 6.7<br>6.8, 6.9 |
| 3.4 | 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.   | <ul style="list-style-type: none"> <li>• copy of prospectus</li> <li>• website</li> <li>• newsletters</li> <li>• lesson plans</li> </ul>   | 1.1a-c, 1.2-5, 7.1, 7.5, 7.10                      | 2a, 2c | 3.2,  |

**Outcome 4: CEIAG is enhanced by the work-related and enterprise curriculum through practical involvement of employers, training and**

**FE providers.**

This outcome reflects the importance Investor in Careers places on the value of opportunities provided for students 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. Schools should consider the following:

- Are there opportunities for work-related learning other than work experience (work shadowing, curriculum related investigations etc)?
- Are students able to record their learning outcomes from work experience and work-related learning?
- Does work experience and work-related learning connect with other parts of the school programme?
- Does the timing of careers modules relating to the preparation and evaluation of work experience coincide with the timing of the placement?
- What resources are used to research information for work experience and work-related learning?
- Are students encourage to be adventurous with their placements?
- How are employers, teachers and parents involved in planning and review of work experience and work-related learning?
- Are work experience placements available for all post-16 students?
- How do employers, governors and others contribute to the programme other than through organised work experience placements?
- Are there opportunities for students to engage in enterprise learning?

| No. | Indicator   | Examples of evidence  | Links to IAG standards | Links to Matrix | Links to Principles  |
|-----|---|---|------------------------|-----------------|--|
| 4.1 | School offers a range of work-related and enterprise learning experiences which are planned, managed and monitored. | <ul style="list-style-type: none"> <li>• statement of arrangements for this provision</li> <li>• work-related learning policy</li> <li>• photographs of students on placement</li> <li>• list of providing opportunities/ input to programme.</li> <li>• sample details of activities involved and anticipated learning outcomes</li> <li>• sample monitoring reports</li> <li>• careers monitoring visits focus on the learning needs of the individual and quality of placement.</li> </ul> Relevant documentation including <ul style="list-style-type: none"> <li>• work experience diaries/handbooks</li> <li>• sample letters</li> <li>• planning charts</li> <li>• placement visits and evaluative reports</li> <li>• copies of letters to parents</li> <li>• examples of correspondence with providers</li> </ul> | 3.1c, 5.5, 9.5, 9.6    | 5g              | 1.1, 3.10<br>4.1-4.4,<br>4.7,5.1,<br>5.3, 5.4,<br>5.6, 6.4,<br>6.6 |

|     |  |   |                               |        |                                 |
|-----|--|---|-------------------------------|--------|---------------------------------|
|     |  | <ul style="list-style-type: none"> <li>evidence of monitoring needs and specialist inspections for health and safety risks (check local requirements in this respect)</li> <li>rights and responsibilities at work</li> </ul>   |                               |        |                                 |
| 4.2 | Students develop an awareness of the extent and diversity of opportunities in learning and work.   | <ul style="list-style-type: none"> <li>examples of activities/tasks used around LMI and the opportunities in learning and work.</li> <li>evidence that stereotypical views have been explored and challenged</li> </ul>   | 3.1c, 3.4, 4.3, 5.5, 9.5, 9.6 | 3b, 5g | 3.8,3.9, 4.1, 5.1-5.6           |
| 4.3 | Students can identify how work-related, experiential learning contributes to effective career decisions and can challenge them to review ambitions and reappraise goals. | <ul style="list-style-type: none"> <li>evidence of briefing and debriefing</li> <li>exercises/extracts from work experience diaries</li> <li>reports of student discussions mock interview feedback</li> <li>course work assignments following placements</li> <li>student evaluation forms</li> <li>evidence of choices being made following real experiences (including non stereotypical choices)</li> </ul> | 4.4, 5.5,                     | 4d, 5g | 1.1-1.6, 4.1-4.7, 5.1-5.6, 6.6, |
| 4.4 | Student learning is enhanced by direct contact with employers, work-based learning providers, FE providers and parents/carers.   | <p>Evidence could include copies of correspondence and/or photographs of employers etc in enterprise days, work experience debriefing, employer visits, career events, young enterprise.</p> <p>Governors and/or parents from the business community may also contribute to work-related and enterprise learning events. Evidence of use of wider partnership to support learning.</p>                          | 5.5, 9.6                      | 5g     | 4.1                             |

**Outcome 5: School has a written partnership agreement / service level agreement with an approved, external and independent**

**information, advice and guidance (IAG) provider.**

This outcome looks at the involvement of the school's chosen external IAG provider in the CEIAG process. Investor in Careers upholds the importance of quality assurance and as such, expects all external IAG providers to be holders of an approved national quality standard. Furthermore, all external careers advisers should hold nationally recognised professional qualifications.

The external IAG provider will negotiate a partnership agreement/ service level agreement 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 school, and about how those contributions will be managed. The objective of partnership agreements/ service level agreements will be to ensure that 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/ service level agreements will vary. Schools may consider:

- What use is made by the school of the skills and experience of external careers advisers when planning the design and content of CEIAG programmes?
- What input do external careers advisers have when reviewing CEIAG programmes?
- What systems are in place to ensure a flow of information between school and external careers advisers?
- How does the work of external careers advisers connect with the work of the school?
- 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   | Links to IAG standards                   | Links to Matrix | Links to Principles |
|-----|--|--|--|-----------------|---------------------|
| 5.1 | Current partnership agreement/ service level agreement shows the contribution of both partners to the achievement of student learning outcomes and has clear objectives. | Refer to <a href="http://www.cegnet.co.uk">www.cegnet.co.uk</a> for possible templates   | 8.2, 8.8c, 8.8e & f, 8.10, 8.11, 9.1-9.4 | 5a, 5b          |                     |
| 5.2 | Senior managers from school and external IAG provider are formally involved in drawing up partnership agreement/service level agreement                                  | <ul style="list-style-type: none"> <li>• minutes of appropriate meetings</li> <li>• attendance list</li> <li>• signatures of head teacher and external IAG provider manager</li> </ul>   | 8.2                                      | 5a, 5b          |                     |
| 5.3 | Partnership agreement/service level agreement is formally reviewed at least once a year with external 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> <p>Much of the review process will happen at practitioner</p> | 8.8c,e & f, 9.4, 11.1,11.4, 11.6a & b    | 7c, 7d 8a-d     | 2.5                 |

|     |   |   |  |               |   |
|-----|---|---|--|---------------|---|
|     |   | level as the year progresses. Senior managers should be included when major issues arise and at formal reviews.   |  |               |   |
| 5.4 | Content of future agreements develop from the review and evaluation process and the identified needs of students. | <ul style="list-style-type: none"> <li>• revised agreement</li> <li>• records of discussion leading to revision</li> <li>• evidence of any negotiated actions</li> <li>• Evidence of evaluation undertaken with key stakeholders</li> </ul> <p>Feedback should be provided to young people, parents and carers on action taken following the review process and their feedback.</p> | 8.2, 8.8c,e & f<br>9.4, 11.1,<br>11.4, 11.6,<br>11.8 | 7b-d,<br>8a-d | 1.6, 2.5,<br>2.6, 3.11,<br>4.7, 5.6,<br>6.9 |

### Stage Three: Full Award

**Outcome 6: School monitors and records students' achievements and progress, working with partners, external IAG provider, parents and carers to ensure that all students make informed choices and transitions.**

This outcome focuses on the support that is in place for all young people, but particularly vulnerable young people, to allow them to achieve their full potential through effective participation in learning so they can make a contribution to society and the economy. School strategies should reflect a commitment to all, irrespective of their needs or abilities. The school should consider the following:

- What systems are in place to identify individuals who are at risk, particularly those who may not be engaged in education, employment or training post -16? For example how is the Common Assessment Framework (CAF) utilised?
- 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 school ensure help is available to those who need it, when it is needed – including the appointment of a Lead Professional where appropriate?
- How are students referred to specialist or additional support and advice?
- What arrangements does the school have to ensure equal access to CEIAG for all students? Do there need to be alternative arrangements?
- How does the school integrate the services of external agencies to help reduce drop out?
- How does the school 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 school use systems which assist students in their recording of progress and career planning? (for example use of an electronic individual learning plan)

| No. | Indicator  | Examples of evidence  | Links to IAG standards            | Links to Matrix | Links to Principles          |
|-----|--|---|-----------------------------------|-----------------|------------------------------|
| 6.1 | School maintains appropriate arrangements to monitor and record students' achievements and progress, including core career management skills.  | <ul style="list-style-type: none"> <li>• Examples of documentation/electronic systems used to record and assess student progress</li> <li>• Arrangements to work with external IAG provider to maintain awareness of individual progress and record it</li> </ul>   | 2.6,2.7, 4.5, 4.8-10              | 3d, 4e          | 1.1- 1.6, 2.1, 2.3, 2.4, 6.6 |
| 6.2 | School, its partners and IAG 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. | <ul style="list-style-type: none"> <li>• Sample plans of action, together with outcomes resulting from intervention</li> <li>• Feedback from students</li> <li>• Examples of documentation/electronic systems used to record pupil progress</li> <li>• Arrangements to work with external IAG provider to maintain awareness of individual</li> </ul> | 4.5,4.8, 4.9, 5.2, 7.3, 7.4, 7.11 | 3d, 4a-f        | 1.1-1.6, 2.1-2.4, 2.6, 3.1   |

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|     |  |  |  |                          |                                      |
| 6.3 | School identifies individual students who need sustained support and guidance to overcome barriers, achieve their potential and to make effective transitions. School ensures they have the help they need and makes referrals to other support services as appropriate. | <ul style="list-style-type: none"> <li>• Sample records from school system</li> <li>• Procedural notes for tutors</li> <li>• Arrangements to work with external careers advisers to secure an appropriate level of service</li> <li>• Planning work with special needs students – sample records from school system</li> <li>• Satisfactory arrangements on behalf of students with special educational needs, and compliance with section 139a of the Learning and Skills Act 2000</li> <li>• Record of referrals to a range of services (e.g. IAG provider, education welfare, student support services, social service departments, youth and community services, primary care trusts, youth offending services, voluntary counselling services)</li> <li>• Notes of work with students choosing non traditional options</li> </ul> | 2.3,2.4, 2.6,2.7, 2.9-11, 4.1, 4.3, 4.5,4.6, 4.8-10, 5.1-3 | 2a, 3b, 3d, 4a, 4c-f, 5g | 1.3, 1.4 2.2, 3.1 5.4, 6.5 6.6, 6.8  |
| 6.4 | School regularly reviews transition issues with support services and external IAG provider and makes plans for improvements.   | <ul style="list-style-type: none"> <li>• Minutes of meetings with opportunity providers and support services</li> <li>• Statistics supporting current strategy</li> </ul>  | 2.8, 2.12, 11.4, 11.7                                      | 7c, 7d, 8a-d             | 1.4, 2.2 3.1, 5.4, 6.5, 6.6 6.8, 6.9 |

**Outcome 7: Staff involved with CEIAG are appropriately trained.**

This outcome seeks to ensure that all staff involved in the delivery of CEIAG are adequately and appropriately trained. Tutors, in particular have an

important role to play in supporting students' management of their learning, in reviewing achievements and progress, setting targets and planning. Other staff involved may be subject teachers, careers coordinators, mentors, heads of years/key stages, library staff. Training needs should be identified within the staff development plan. Schools 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 Careers Education Framework 7-19, the CWRLE 11-19 framework, Principles of Impartial Careers Education and the Investor in Careers outcome indicators?
- 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 school 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? How effective is the tutoring model used?

| No. | Indicator  | Examples of evidence   | Links to IAG standards | Links to Matrix | Links to Principles |
|-----|--|--|------------------------|-----------------|---------------------|
| 7.1 | A training needs analysis is carried out with all staff involved with CEIAG.   | <p>Summary of individual training needs documentation completed by staff and further analysis leading to the production of a training plan.</p> <p>It may be that, in the first instance, you will need a specific focus on this indicator rather than using the usual staff appraisal and development system in the school.</p> | 10.3                   |                 |                     |
| 7.2 | Relevant training is identified and provided for all staff involved in the delivery of CEIAG.                                      | <p>This should be equivalent to 5 days. The best evidence for this may well be information ascertained by the assessor as a result of direct questioning. You could also include minutes of a senior staff meeting discussing this indicator.</p> <p>Evidence of staff training/INSET events relating to CEIAG.</p>              | 10.1a-e                | 6a-f            |                     |
| 7.3 | Wider staff body (including governors, personal tutors, ancillary helpers etc) are offered personal development opportunities once | <ul style="list-style-type: none"> <li>• Statement of procedure for staff development opportunities</li> <li>• Individual training needs analysis</li> </ul>   | 10.1e                  | 6a-f            |                     |

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|     | above priority satisfied.                     | <p>The level of training for one individual, while important for Investor in Careers, must clearly be looked at in relation to the staff development needs of the whole school.</p> <p>Evidence could be training programmes, notes and attendance certificates.</p>                           |                   |    |  |
| 7.4 | The impact of training provided is evaluated. | <ul style="list-style-type: none"> <li>• Impact and feedback questionnaires from students 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> | 10.1f, 10.4, 10.6 | 6f |  |

**Outcome 8: Labour Market and destinations information is incorporated into the CEIAG programme.**

This outcome requires the school, and external IAG provider to use destinations information about school leavers with staff and students. This

should relate to previous school years, local, national and international trends. The school should consider the following:

- How is destinations information used with students? (for example lessons, displays)
- What use does the school make of previous students' experiences?
- Is there scope to highlight non-traditional destinations of students to challenge stereotypes?
- What opportunities exist for peers talking to peers about choices?
- What information sources can students access about the local and regional area?
- How do staff in curriculum areas use destinations information?

| No. | Indicator   | Examples of evidence   | Links to IAG standards       | Links to Matrix | Links to Principles                              |
|-----|---|--|------------------------------|-----------------|--|
| 8.1 | CEIAG programme includes opportunities to analyse and discuss the destinations of former school students using data produced by the school, and/or external IAG provider. | <ul style="list-style-type: none"> <li>• Lesson plans from programme showing time allocation and materials used e.g. destinations information provided by external IAG provider.</li> <li>• School's own destinations information including other curriculum areas.</li> <li>• Use of former students</li> </ul> <p>Students should be encouraged to conduct their own research into destinations, noting particularly how their own aspirations relate to apparent trends in the labour market, including consideration of equal opportunities, partiality and bias.</p>      | 3.1a-c, 3.4, 4.3<br>9.3, 9.5 | 4a, 4           | 3.2-3.6, 3.8, 3.9<br>4.1- 4.6, 5.1-5.6, 6.2, 6.6 |
| 8.2 | CEIAG programme provides opportunities for students to understand local, regional, national and international labour market trends.                                       | <p>Should include opportunities within, as well as pay rates in different sectors. Labour market trends should be identified from statistically valid sampling.</p> <ul style="list-style-type: none"> <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 students are making sophisticated choices with the help of LMI and destination analysis.</p> | 3.1a-c, 3.4, 4.3<br>9.3, 9.5 | 4a              | 3.2-3.10, 4.1-4.6, 5.1-5.6<br>6.2,6.6, 6.8       |

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

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 students. Such an evaluation must include the views of students themselves as well as parents, school staff, governors and external IAG provider. It considers how the school 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 school should consider the following:

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

| No. | Indicator   | Examples of evidence  | Links to IAG standards | Links to Matrix | Links to Principles                |
|-----|---|---|------------------------|-----------------|------------------------------------|
| 9.1 | CEIAG programme 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 sheets/questionnaires by students, governor, school staff, parents/carers etc.</li> <li>• Summary and analysis of those questionnaires.</li> </ul> <p>This is an essential feature of quality assurance in <i>Investor in Careers</i>. Being given a formal part in evaluating their experience of CEIAG helps students to feel involved in the delivery and design of the CEIAG programme.</p> | 11.1-6c                | 7a-d, 8a-d      | 1.6, 2.5, 2.6, 3.11, 4.7, 5.6, 6.9 |
| 9.2 | School monitors CEIAG provision and reviews its' success in meeting students' needs at key transition points throughout the year. | <p>Ideally there should be reviews undertaken throughout the year, particularly following important inputs at each year e.g. year 8/9 and 11 options evenings.</p> <ul style="list-style-type: none"> <li>• Statement of review procedure with reference to the school's CEIAG entitlement</li> <li>• Minutes of review meetings</li> <li>• Samples of questionnaires</li> <li>• Procedures for implementing policy changes</li> <li>• Whole school development planning preparation</li> </ul>   | 11.1-6c, 11.7          | 7a-d, 8a-d      | 1.6, 2.5, 2.6, 3.11, 4.7, 5.6, 6.9 |
| 9.3 | An annual evaluation is undertaken which invites contributions from staff,  | Having established a formal review and invited contributions from a broad spectrum of the   | 11.1-6c, 11.7, 11.9    | 7a-d, 8a-d      | 1.6, 2.5, 2.6, 3.11,               |

|     |  |   |                 |            |                                    |
|-----|--|---|-----------------|------------|------------------------------------|
|     | students, parents/carers, governors, IAG provider and other relevant external organisations.   | <p>community, the school must be prepared to act on significant findings. Evidence here 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> <p>Evidence should demonstrate that the CEIAG programme has been reviewed through the views and experiences of students, parents, staff and others. It should also demonstrate that all students have had an opportunity to evaluate CEIAG and put forward their recommendations.</p> |                 |            | 4.7, 5.6, 6.9                      |
| 9.4 | New targets, activities and delivery methods are set as a result of the formal evaluation, and feedback is given to students, parents/carers and others on action taken in response to their contribution. | <p>Evidence here could include:</p> <ul style="list-style-type: none"> <li>• Updated CEIAG development or liC action plan and related documentation</li> <li>• School development plan</li> <li>• Partnership Agreement</li> <li>• Post 16 development plan</li> <li>• Evaluation reports</li> </ul> <p>Evidence should demonstrate that planners have taken account of students, parents/carers and others' views and that plans incorporate recommendations, if agreed. Evidence should also show that feedback has been given to those contributing to the evaluation.</p>   | 11.1-6c, 11.7-9 | 7a-d, 8a-d | 1.6, 2.5, 2.6, 3.11, 4.7, 5.6, 6.9 |