

Quality Standards for Careers Education Information Advice & Guidance in Calderdale & Kirklees



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Background

The provision of Careers Education Information Advice and Guidance (CE/IAG) is recognised as an integral part of the curriculum. It has a major part to play in helping young people to make sense of the world around them in terms of the employment, training, educational and voluntary and community opportunities available to them.

There are various statutory requirements placed upon schools concerning the provision of CE/IAG:

- Schools have to give all their students in Years 7 – 11 a planned programme of Careers Education.
- Schools have to provide all young people in Key Stage 4 with some experience of Work Related Learning (WRL).
- Schools have to provide Enterprise Education (EE) including 5 days of activities.

The National Framework for Careers Education and Guidance 11 – 19 (DfES 2003) offers guidance on how schools, colleges and work based training providers can develop programmes of CEG.

More recently, new non-statutory programmes of study for Personal Social Health and Economic Education have been produced by the Qualifications and Curriculum Authority (QCA) which cover personal wellbeing (PW) and economic wellbeing and financial capability (EWFC).

EWFC brings together careers education and guidance (CEG), work-related learning (WRL), enterprise education (EE) and financial capability (FC). Together, these aspects support the fifth outcome of the Every Child Matters (ECM) framework – “achieve economic wellbeing” and make an important contribution to the other four ECM outcomes.

EWFC education provides an overall context within which schools can fulfil their statutory duty to provide CEG, WRL and EE.

The introduction of a new set of qualification routes from September 2008 makes the provision of effective CE/IAG all the more important in ensuring that young people have the knowledge and skills they need to make informed choices as they embark upon the 14 – 19 phase of their education.

The recent announcement transferring responsibility for commissioning and managing IAG services to Local Authorities from April 2008 was accompanied by the publication of a set of National Quality Standards for Young People's Information Advice and Guidance (IAG). These standards reflect the importance the government attaches to IAG provision and also provide a benchmark against which local provision can be assessed and measured.

Our revised local Quality Standards for CE/IAG in Calderdale and Kirklees have been mapped against the new national standards 1 – 11. The actual mapping, detailing those elements which meet the national standards, is shown in the right hand column on pages 7 to 14.

Standard 12 in the national IAG standards covers the commissioning process for external IAG services. Currently, this function is carried out by the 2 Local Authorities, who have commissioned Calderdale and Kirklees Careers as the local provider.

Some of the elements of the national standards apply only to the Local Authorities and/or external providers of IAG. The following elements are not, therefore, included in the mapping contained in our local standards, although some institutions may be able to produce evidence to demonstrate they meet these elements in collaboration with LAs or external IAG providers:

5.1 5.2 5.6 5.7

8.1 8.3 8.4 8.6 8.7 8.9 8.11

9.5

11.2 11.3 11.9

The national standards apply to the provision of all IAG but do not necessarily apply to all the requirements for CE/IAG; some elements of our revised local standards are additional, but represent and reflect good practice within CE/IAG.

These local standards also cover the statutory requirements which schools are expected to meet.

Institutions which go for assessment against these local standards will, therefore, have a valuable and supportive tool that will help them both to audit and further develop their CE/IAG provision and to assess it against the national standards.

The process for undergoing assessment is explained in the following pages of this brochure.

Assessment and Accreditation

The Calderdale & Kirklees Quality Standards in CE/IAG consist of 11 criteria:

- 1. The effectiveness of the leadership and management of CE/IAG.**
- 2. The resourcing of CE/IAG.**
- 3. The effectiveness of the planned programme of Career and Personal Development, including Work Related Learning.**
- 4. The effectiveness of the training and co-ordination of professional development for staff managing and delivering CE/IAG.**
- 5. The inclusiveness of CE/IAG.**
- 6. The effectiveness of the quality assurance arrangements for CE/IAG.**
- 7. The effectiveness of the involvement of young people in the design development and delivery of the programme of career and personal development.**
- 8. The effectiveness of the working arrangements with external agencies.**
- 9. The effectiveness of the engagement of parents/carers engaged in the CE/IAG process.**
- 10. The effectiveness of the provision of information.**
- 11. The effectiveness of the partnership between the institution and the Connexions Service provider in delivering impartial careers advice and guidance to all young people.**

Institutions must supply valid evidence to satisfy all the 11 criteria to qualify for accreditation and be awarded the Calderdale & Kirklees Quality Standard in CEG.

Requirements

Institutions wishing to apply for the Quality Standards for Careers Education Information Advice & Guidance will be expected to demonstrate that they provide a programme of career and personal development in line with the National Framework for CEG, DCSF and QCA guidelines and the national standards for IAG.

Institutions will be considered by the steering group to have either achieved or be working towards the standards and should show continuing commitment to the maintenance of the local standards, once achieved.

Support for Applying Institutions

Support for institutions applying for the Quality Standards Award is available from the Training & Development Team at Calderdale & Kirklees Careers Ltd on a consultancy basis.

Accreditation

Responsibility for the award of the Calderdale and Kirklees Quality Standards in CE/IAG to institutions shall rest with the Quality Standards Steering Group, which consists of representatives from:

- Calderdale Council
- Kirklees Council
- Calderdale Secondary head teachers
- Kirklees Secondary head teachers
- Calderdale & Kirklees Careers Ltd
- Compact Education Business Services

Accreditation Method

Institutions interested in gaining the award should complete an application form and submit it to the steering group. They will be allocated an assessment team and also be required to complete a self-audit, which will comprise a major element in the assessment process. The assessment team will visit the institution, interview relevant staff, students and parents, view other evidence supplied by the institution and complete an assessment visit report.

The assessors will report to the steering group either that the institution has achieved the Quality Standards award or that further work needs to be undertaken to achieve the award. In the latter case, the institution will be given a development plan to assist their progress towards achieving the Quality Standards.

A copy of the report will be sent to the institution once the steering group has considered the recommendations contained therein.

The Award

After gaining accreditation, institutions will be presented with a framed certificate acknowledging their achievement and will be entitled to use the local Quality Standards logo for the duration of their award.

The initial accreditation will run for 3 years from the date of award by the steering group. The institution will be assessed to review their accreditation at that stage and at appropriate intervals thereafter.

Assessment

There will be a central pool of assessors from which individual assessment teams will be drawn.

All assessors will be appropriately trained.

Costs

Institutions applying for accreditation will not be charged a fee.

Meeting the Standards

The following notes detail the evidence requirements which the institution needs to meet to satisfy each criterion. Institutions must provide evidence to demonstrate that they can satisfy each specified element within all the criteria.

Evidence to support the assessment will be provided:

- by completing an on-line self-audit
- on the actual assessment visit
- by signposting where evidence can be located (for example, in a portfolio or index)

The Training and Development Team at Calderdale & Kirklees Careers will offer guidance about the kind of evidence that is appropriate to be put forward.

Useful suggestions relating to appropriate evidence can be found in the National Standards IAG User Guide, which can be downloaded at:

www.iagworkforce.co.uk

www.cegnet.co.uk

The actual mapping highlighting the elements which will be met in the National IAG Standards is detailed in the right hand column opposite the relevant bullet point.

It is hoped that there is sufficient flexibility and scope within the criteria to enable evidence to be produced which is appropriate to the circumstances of individual institutions, including Secondary Schools, Special Schools and Post 16 Colleges.

Institutions may wish to refer to other forms of external evaluation (eg OFSTED reports, LEA inspection visits etc) when compiling their supporting evidence.

Institutions are strongly encouraged to cross-reference evidence, where appropriate, in their portfolio or index.

The Calderdale & Kirklees Quality Standards in CE/IAG

1. How effective is the leadership and management of CE/IAG?	National IAG Standards Met
a) There is a written CE/IAG policy which promotes equality and impartiality; it is reviewed regularly and is linked with the overall school development plan.	8.8
b) There is an up to date improvement plan for CE/IAG services which is reviewed and evaluated annually.	11.7
c) There is a clear structure and plan of who is responsible for the management and delivery of all elements of CE/IAG.	8
d) All relevant statutory responsibilities relating to CE/IAG are met and there are clear arrangements in place for safeguarding young people, including health and safety checks and risk assessment procedures for off-site learning and workplace visits.	8.5
e) Senior Management is involved in the process of negotiating and signing the Service Level Agreement with the Connexions Service provider.	8.2
f) There is a designated manager of CE/IAG with an appropriate level of seniority who is line managed by a member of the Senior Management.	
g) There is a clear communication strategy for bringing together relevant staff with responsibility for CE/IAG.	
h) Governors are regularly updated on CE/IAG-related issues.	
2. How well is CE/IAG resourced?	
a) There is a designated budget for CE/IAG.	
b) There are sufficient well-trained staff available for the delivery of the CE/IAG programme.	10
c) There is sufficient co-ordination/management time.	
d) Sufficient curriculum time for delivery of the CE/IAG programme is available.	
e) Appropriate accommodation and facilities are available (eg. Connexions Resource Area, private interview room, ICT facilities).	2.5
f) Appropriate INSET is available for all staff involved and this is defined by regular training needs analysis.	

3. How effective is the planned programme of Career and Personal Development, including Work Related Learning?

- a) There is a written annual plan with the programme clearly identified, incorporating provision through PSHE education lessons, other subjects and 'out of school' activities with roles and responsibilities clearly defined.
- b) The programme is planned and delivered in collaboration with external CE/IAG providers and includes information about opportunities in learning and work and on other issues that impact on young people's participation, achievement and progression into learning and work. 9.1
- c) The programme ensures that young people understand the benefits of IAG, what services they can expect from local IAG providers and what their own responsibilities are in relation to using these services. 1.2
1.4
- d) Review and evaluation procedures are in place and these involve young people. 6.1
- e) There is evidence of development of the programme in response to review and evaluation which is supported by external IAG providers. 11.1
9.4
- *f) The programme is delivered from Year 7 with clear learning outcomes based on DCSF and QCA guidance.
- *g) There is a statement of student entitlement including careers education from Year 7 to Year 11, including entitlement to five days of enterprise and work-related learning and up to two weeks of work experience. 8.5
- h) The programme pays regard to the guidance provided by DCSF and QCA in terms of content and delivery.
- i) Procedures are in place to record and assess learning from the programme (for example, using local Progress Files, student logbooks, Real Game materials).
- *j) Students are supported on work experience and other work-related learning activities by being given effective preparation, monitoring and debriefing, with learning outcomes clearly identified for them.
- k) Criteria are established to identify young people who could benefit from extended work-related learning opportunities.

4. How effective is the training and co-ordination of professional development for staff managing and delivering CE/IAG?

- | | |
|--|--------------|
| a) There is a policy about the training and development of staff providing CE/IAG. | 10.6 |
| b) All staff delivering CE/IAG have access to a range of continuing professional development opportunities provided, for example, by the Connexions Service provider training team to ensure that they are aware of local and national developments and are helped to maintain their professional standards. | 9.2
10.1 |
| c) Where appropriate, joint training takes place to support multi-agency working and collaboration and arrangements are made to share good practice. | 10.2
10.5 |
| d) The performance of practitioners is reviewed regularly and annual audits of staff training needs are undertaken. | 10.3
10.4 |
| e) Staff delivering CE/IAG have access to advice from external IAG providers on resources available to support programmes of career and personal development and financial capability. | 9.3 |

5. How inclusive is CE/IAG?

- | | |
|---|-----|
| a) Arrangements are in place for vulnerable young people and those with special needs or barriers to accessing learning to ensure that they are helped to overcome these barriers in order to progress. | 5.3 |
| b) Appropriate teaching and learning approaches are in place, including planning for personalisation and differentiation. | |
| c) Equal opportunities issues are addressed in the programme, for example, by challenging stereotypes and limited career aspirations. | 5.5 |
| d) Information, advice and guidance is impartial and free from institutional bias. | 8.8 |
| e) Materials and services are sensitive to the faith, cultural and family backgrounds of young people. | 5.4 |
| f) Young people are informed about how CE/IAG services can help them and how to access the services they need, and the benefits of these services are promoted. | 1 |
| g) CE/IAG is personalised to meet the needs of individual young people, including ensuring the accessibility of reading materials. | 5.2 |

6. How effective are the quality assurance arrangements for CE/IAG?

- | | |
|--|--------------|
| a) CE/IAG services are regularly and systematically monitored, reviewed and evaluated and action taken to improve services in response to findings. | 11 |
| b) The accessibility, take up and effectiveness of provision is monitored regularly, reviewed and evaluated. | 11.1 |
| c) The effectiveness of referral systems is reviewed at least annually with providers of IAG services and action is taken to rectify weaknesses. | 11.4 |
| | 11.5 |
| d) Gaps or weaknesses in the provision of externally provided IAG are identified and fed into the Service Level Agreement procedure. | |
| e) Young people, parents, carers and learning providers are involved in the evaluation process and made aware of any changes made as a result of their feedback. | 11.6
11.8 |

7. How well are young people involved in the design, development and delivery of the programme of career and personal development?

- | | |
|--|-------------|
| a) Young people are involved in the monitoring and evaluation of the programme, their views are fed into the planning process and they receive feedback about their input. | 6.1
11.8 |
| b) The 'student voice' is sought through a variety of methods (for example, interviews, questionnaires, focus groups). | 6.1 |
| *c) The 'student voice' is sought through work experience debriefings. | 6.1 |
| d) There are opportunities for students to be involved in the delivery of the programme, for example, through peer mentoring. | |
| e) Students are regularly consulted about the provision of information. | 11 |

8. How effective are working arrangements with external agencies?

- | | |
|---|-------------------------|
| a) Working arrangements with external agencies are underpinned by agreeing clear roles and responsibilities, which may be set out in a Partnership or Service Level Agreement. | 8.2 |
| These arrangements should provide access for external agencies to assess the needs of young people to ensure they receive the help they need (for example, via the Common Assessment Framework) | 2.4
2.6
2.8, 2.10 |

- | | |
|--|-------------|
| b) Input by external providers must be impartial and promote equality. | 8.8 |
| c) Input by external providers should be monitored and evaluated and action taken to rectify any weaknesses. | 11.5 |
| d) There is evidence of multi agency working with a range of external providers through, for example, case conferences, transition reviews and multi-agency forums and a lead professional is identified to coordinate support, where appropriate. | 2.7
2.11 |
| e) External agencies, including local business and community partners, add value to the CE/IAG programme by providing, for example, enterprise activities, industry days and mock interviews. | 8.5 |
| f) Learning providers have good links with local employers and understand the skills they require of young people. | 9.6 |

9. How effectively are parents/carers effectively engaged in the CE/IAG process?

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|--|---------------------------|
| a) Parents' events address CE/IAG-related issues, promote the benefits of impartial IAG and signpost how and where to access it. | 7.1 |
| b) All communications with parents and carers have regard to their different needs. | 7.2
7.7 |
| c) Parents and carers are encouraged to support their child's career aspirations and participation in education and training through, for example, the provision of information about work experience and option choices and the opportunity to attend their child's guidance interview. | 7.3
7.4
7.5
7.11 |
| d) Up-to-date information about CE/IAG-related issues is made available to parents and carers in a variety of formats. This should include, for example, sources of financial support, details of helplines and websites and labour market information. | 7.5
7.6
7.12 |
| e) Parents and carers are made aware of the different roles and responsibilities in relation to the provision of CE/IAG services. | 7.8 |

10. How effective is the provision of information?

- a) The Connexions Information Standard or the Connexions Resources Standard for Special Schools has been achieved. **This is a mandatory requirement to gain the award.**
- b) Information available is up to date, impartial, promotes equality of opportunity and is available for the full ability and age range appropriate to the institution. 2.1
3.4
- c) All young people have access to or are signposted to high quality information, in a range of formats, about: 1.3
- the full range of learning and career options 3.1
 - progression routes, including pathways to HE 3.1
 - the labour market and opportunities within it 3.4
 - community, voluntary and other developmental activities 3.1
 - financial support available, including awareness of the Education Maintenance Allowance scheme and support for HE students 3.1
 - personal and economic wellbeing and financial capability issues 2
- d) All young people and their parents and carers are aware of the Connexions Direct website and Workabout, the local website of Calderdale & Kirklees Careers, and know how to access them. 1.5
3.5
7.9
- e) All young people are supported to become effective users of information through, for example, activities in the careers education programme.
- f) Young people can use the CRCI system, can order information and can use information in different formats.
- g) All young people have access to the local 14-19 on-line area prospectus and are supported so that they can use it effectively. 3.5

11. How effective is the partnership between the institution and the Connexions Service provider in delivering impartial careers advice and guidance to all young people?		
a) All young people have access to independent advisers who are professionally qualified to provide confidential advice and guidance about careers.		4.2
b) Careers advice and guidance is available to all young people in a variety of settings and at times to suit their needs.	2.2, 2.9	4.1
c) The careers guidance needs of all young people are clearly identified and there is an agreed system in place for referrals and for prioritising them.		2.3
d) There is a Service Level Agreement with the external provider of the Connexions Service which outlines responsibilities in terms of tracking and arrangements for the learning provider, to ensure notification when a young person drops out of learning.		8.2 8.10
e) Relevant background information about all young people is available to the external IAG provider.		8.5
f) Appropriate facilities are provided for one to one and group guidance sessions.		2.5
g) All advice and guidance provided is impartial and takes account of current labour market trends locally, nationally and internationally.		4.3
h) Young people receive timely advice and guidance that supports the decisions that they need to make and this leads to action planning as appropriate.		4.5
i) Advice and guidance is challenging and raises aspirations appropriately.		4.4
*j) All young people who have not had an offer of learning on completion of Year 11 have access to the advice and guidance they need to make applications to post-16 learning providers.		3.2 4.6
k) Young people are made aware of, and helped to claim, sources of financial support for learning.		3.3 4.7
l) Additional and sustained guidance and support is provided to those young people who have specific needs, such as those with special needs/learning difficulties and/or disabilities, Looked After Children and those with caring responsibilities.		4.8

- | | |
|--|--------------|
| *m) Young people with special needs/learning difficulties and/or disabilities are provided (where it is required by statute or desirable) with a Transition Plan from Year 9 and a section 140 assessment in Year 11 (or later if they need it). | 4.9 |
| n) Young people reaching the upper age limit for young people's information, advice and guidance services know about careers services for adults and how to access them and support is provided to facilitate a smooth transition. | 2.12
4.10 |
| o) Young people are matched and successfully placed into training and employment opportunities. | 3.7 |

* *Not applicable to Post 16 Learning Providers.*

Useful Reading

Developing the Careers Education Curriculum in Schools (DfEE 1999)

Careers Education and Guidance in the FE Sector (DfEE 1999)

School Improvement: how careers work can help (DfEE 2000)

Better Practice: Practical Strategies for Developing Excellence in Careers Education (NACGT 2000)

Inspecting Careers Education and Guidance pre & post 16, with guidance on self-evaluation (OFSTED 2001)

Careers Education and Guidance in England: A National Framework 11-19 (DfES 2003)

Useful Websites

www.aceg.org.uk

The Association for Careers Education and Guidance – promoting excellence and innovation in Careers Education and Guidance for all young people

www.ali.gov.uk

The Adult Learning Inspectorate

www.dcsf.gov.uk

The Department for Children, Schools and Families

www.pfeg.org.uk

Helping teachers to develop financial capability in young people

www.ofsted.gov.uk

www.qca.org.uk

Qualifications and Curriculum Authority

www.teachernet.gov.uk

The UK government gateway for educational professionals

www.cegnet.co.uk

The website for the DCSF's national support programme for careers education, information, advice and guidance

www.diploma-support.org

Contains details of all aspects of QIA's support programme for Diplomas, including support for IAG

www.iagworkforce.co.uk

Provides access to resources to support staff development/CPD for IAG and careers education

<http://excellence.qsa.org.uk>

Support and resources for staff in further education and skills

www.connexions-direct.com

Providing information and advice on decisions and choices

www.workabout.org.uk

The website of Calderdale & Kirklees Careers