

# Stage One: Investor in Careers Certificate of Commitment

## Overview

Information, advice and guidance (IAG) for young people includes<sup>3</sup>:-

- Personal development learning delivered through the curriculum, including careers education, work-related learning and financial capability
- Confidential and impartial advice and support
- Information and guidance on jobs, skills, the labour market and the full range of options

Under the Education Act 1997 schools must provide a planned programme of careers education for Year 7-11. DfES published a National Framework for Careers Education and Guidance in 2003, outlining recommended learning outcomes for KS3 and 4 and post-16. Since 2004, schools have had a statutory duty to provide work-related learning for all KS4 students in line with a non-statutory framework.<sup>4</sup>

It consists of enterprise capability supported by financial capability and economic and business understanding. QCA are continuing to develop guidance on coherence within the strands of personal development in the curriculum.

Effective IAG<sup>5</sup> relies upon:-

- A clear and shared vision of the purpose of provision and how it contributes to learners' achievement, development and progression
- Building IAG into mainstream provision and making explicit links with other curriculum areas and processes including target setting, mentoring and progression planning
- Involving people from outside the organisation in developing provision
- Developing structured provision in response to learner needs and with active support from senior managers.

This stage of the IiC award addresses the importance of leadership within a school and college, along with engagement from all key stakeholders to establish the scope and purpose of careers education, information, advice and guidance.

This level is hoped to be achieved by the school by the end of the Summer Term 2008.

We hope to achieve Stage 2 by Easter and Stage 3 by Summer 2009 – Read the following pages for their respective overviews!

**This document is adapted from the IAG Guide as published by  
Connexions**

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<sup>3</sup> Youth Matters Green Paper

<sup>4</sup> QCA - 2003

<sup>5</sup> 14-19 Strategic Planning

# Stage Two: Investor in Careers Intermediate Certificate

## Overview

Stage Two of Investor in Careers relates to effective management and delivery of the programme of careers education, information, advice and guidance including developing a working policy to shape practice, ensuring access by all students, providing work related learning and building partnerships with external providers of information, advice and guidance.

The national framework for Careers Education and Guidance suggests that young people need access to learning activities in three key areas:-

- Self development e.g. building self-confidence and self-esteem; enhancing self-reliance and self development; promoting self awareness ; developing career, employability and other skills
- Career exploration e.g. investigating changes in learning and work; considering the potential impact of these; researching opportunities; work-related learning, visits and taster activities
- Career management e.g. developing a personal portfolio; using help and advice; weighing up choices; making decisions; reviewing past, and planning future, transitions; developing, practising and using review, negotiation, enterprise and self presentation skills

Typically provision is likely to involve:-

- A planned programme of careers education within the curriculum that uses a range of approaches and resources to engage and motivate all learners

- Access to up to date careers information alongside information on other matters relating to learning and work such as transport, financial planning, relationships and health
- Personalised advice and guidance to help young people manage their own progression
- Access to careers guidance specialists from the local Connexions Partnership or other provider
- Opportunities for work-related learning including planned work experience placements
- A partnership approach drawing on the support of people within the school/college (young people, teachers, tutors, librarians etc.) and from external partners (employers, parents/carers, Connexions, Aimhigher, Education Business Partnerships etc.)

## Involving Young People

The involvement of students in the planning, delivery and evaluation of any CEG programme is key.

## Stage 3: Investor in Careers Full Award

### Overview

This stage of IiC addresses the importance of meeting young people's entitlement to careers education and impartial guidance, the monitoring, review and evaluation of provision, staff training and competence, the value of using labour market and destinations information to inform provision and how to secure continuous improvement at institutional and consortia level. A range of resources are provided to help schools and colleges meet the criteria in the five outcomes.

The Common Inspection Schedule for Schools and other Post-16 Provision focuses on the five strands of Every Child Matters. The planning and delivery of careers education, information, advice and guidance is central to the following key sections of the self-assessment process:-

#### **The main characteristics of learners:-**

- Social and economic backgrounds of learners, levels of motivation

#### **How well learners achieve:-**

- The acquisition of workplace skills
- The development of skills which contribute to the social and economic well-being of the learner

#### **How well learners are guided and supported:-**

- The quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression

#### **How effective leadership and management are in raising achievement and supporting all learners:-**

- Effectiveness of links made with other providers, services and employers to promote the integration of care, education and any extended services.

#### **Routes taken by learners**