

Career learning for the 21st century

A toolkit to support co-ordination of careers learning for young people in further education

Career Development Service





department for
children, schools and families

Acknowledgements

This publication arises from a series of projects on Career Learning Information Advice and Guidance undertaken for the Department for Children, Schools and Families (DCSF) by the Learning and Skills Improvement Service in 2008/9. The project team (Lesley Haughton, Ann Ruthven, Jackie Sadler and Julie Wood) would like to thank Claire Nix and Janet Donoghue for their work in the development of this publication.

Download

This guide is available to download in PDF format from the LSIS and CEGNET websites.

LSIS: www.lsis.org.uk
CEGNET: www.cegnet.co.uk

Other publications in the Career learning for the 21st century series:

- Career learning for the 21st century: a leadership issue for the FE sector. Summary report
- Career learning for the 21st century: a leadership issue for the FE sector. Sources of evidence
- Career learning for the 21st century: effective practice in the FE sector
- Career learning for the 21st century: recommended resources for the FE sector
- Career learning for the 21st century: the career blueprint – a competence approach

Publisher

Published by the Learning and Skills Improvement Service (LSIS).

© LSIS March 2009

Publication reference: LSIS101

Contents

Foreword	4
Introduction	5
Using the pack	5
Context	6
Getting started with the pack	7
Content	9
Section 1 – New to the job	11
O1 Overview	11
R1 Sample job description	12
R2 Hints and tips on doing the job	14
R3 Partnership working	15
H1 Where to find more help	19
Section 2 – Programme content	21
O2 Overview	21
R4 A typical programme	22
R5 Meeting specific needs	24
R6 National requirements and guidance	26
H2 Where to find more help	28
Section 3 – Planning and organisation	29
O3 Overview	29
R7 Essential documents	30
R8 Curriculum matters	39
R9 Individual learning plans (14–19)	44
R10 Resources and information	53
R11 Monitoring, review and evaluation	55
R12 Administration templates	65
R13 Session plan template	72
H3 Where to find more help	73
Section 4 – Making the programme work	75
O4 Overview	75
R14 Teaching and learning	76
R15 Assessment, recording and reporting	78
R16 Advice and guidance	80
H4 Where to find more help	84
Section 5 – Maintaining quality	85
O5 Overview	85
R17 Preparing for inspection	86
R18 National IAG standards	88
R19 The matrix Standard	89
R20 Organisational standards	90
R21 Staff development checklist	96
R22 Self-review sheets	98
H5 Where to find more help	106



Foreword

In 2008/09 LSIS undertook a number of projects for the DCSF looking at Career Learning, Information, Advice and Guidance (CLIAG) for young people in the further education (FE) sector.

This work involved discussions with a wide range of people from across the FE sector as well as an in depth look at the research that has been conducted into this topic over the last few years. The results have been used to produce a series of reports for the sector and others with an interest in the topic. It became clear that CLIAG is a leadership issue and that leaders in the sector need to address how their organisation can deliver this support effectively to gain maximum benefits for young people and their organisation.

The effective delivery of (CLIAG) is increasingly being recognised as important in enabling the FE sector to maximise success rates and address government and sector agendas. This publication, based on a publication produced by VT Careers for Connexions London, provides a toolkit to support those in the FE sector, especially in colleges, who co-ordinate career learning for young people.

Whilst the focus of the pack is primarily on the 14–19 age group, much of the content is also applicable to work with older learners.

Ann Ruthven

Programme Lead, Career Development and Safeguarding

Introduction

Using the pack

This pack is designed to give new and experienced co-ordinators practical help in developing their programmes.

- New co-ordinators can use it as an introduction to career management and personal development programmes, and as a guide to setting up and running a programme.
- Experienced co-ordinators can use it as a source of ideas and information, dipping in and out, and copying, modifying or adding to the resources as appropriate.

If you have a specific query, look at the content summary to identify which section of the pack to use. Otherwise we suggest that you begin by working through the **Getting started with the pack** review and use the signposts within it to identify the parts of the pack that are most relevant to your needs.

The pack has three content ‘layers’ from which you can select according to your needs.

O is the section overview

The section overview provides a key points briefing on the topics covered in the section and serves as an introduction for new co-ordinators, and a reminder for experienced co-ordinators. It can be copied for information (e.g. for senior managers) or used as a discussion prompt (e.g. in staff development sessions).

R is for resource sheets

The resource sheets provide additional information, ideas, examples and templates. They can be copied for information and/or use in staff development sessions, or amended as circumstances and needs demand. Word versions of the examples and templates are included on the CD-ROM.

H is for help sheets

The help sheets signpost sources of further information and help and can be added to over time. Items marked with an asterisk (*) are included on the CD-ROM.

Context

14–19 reforms mean that young people face significant challenges when making course and career choices. If the reforms are to succeed, young people need access to good career management and personal development programmes that will help them to:

- understand the relationship between living, learning and earning;
- recognise that knowledge and skills have a shelf life, and need to be topped up regularly in order for people to remain employable;
- develop the self-help skills that they need to survive the future and be able to grasp opportunities, manage change and deal with successes, disappointments and unexpected events.

Career management and personal development programmes also play an important part in helping colleges and work-based learning providers contribute to the achievement of the *Every Child Matters* outcomes. These include helping children and young people to:

- achieve personal and social development;
- engage in decision making and support the community and environment;
- develop self-confidence and successfully deal with significant life changes and challenges;
- develop enterprising behaviour;
- be ready for employment;
- be ready to engage in further education, employment or training.

Getting started with the pack

Use this review to identify the sections of the pack that will be of most use to you.

Review	Comments	Go to:
There is an annual self-assessment of the programme and the outcomes are used to guide further developments.		Section 3 , R11 Section 5 , R17, R18, R19, R20, R22
The programme complies with statutory and other requirements.		Section 2 , R6
A senior manager has overall responsibility for the programme.		Section 1 , R3 Section 2 , R6 Section 5 , R22
The programme is supported by a policy, a development plan, an action plan, learner entitlement statements, a scheme of work and a partnership agreement with Connexions.		Section 1 , R3 Section 3 , R7
The programme is run and developed in partnership with others, including Connexions and young people.		Section 1 , R3
The programme is based on, and meets, young people's needs.		Section 2 , R5
The taught elements of the programme are taught by suitably qualified staff and receive an appropriate allocation of time.		Section 3 , R8 Section 5 , R20, R21, R22
The programme is progressive and has defined aims, objectives and learning outcomes.		Section 2 , R4 Section 3 , R8
Young people's progress is assessed against the learning outcomes and suitable targets are negotiated in the light of the progress made.		Section 4 , R15

Review	Comments	Go to:
Young people have individual records. These are maintained and regularly updated to support individual progression.		Section 3 , R9 Section 4 , R15
The programme has explicit links with the organisation's core priorities (e.g. inclusion, motivation, retention, achievement and progression) and with related learning activities taking place elsewhere inside and outside the organisation.		Section 2 , R5 Section 3 , R7, R8
Monitoring, review and evaluation are an integral part of programme activities.		Section 3 , R11 Section 5 , R22
There is an annual training needs analysis to which appropriate responses are made, including opportunities to share information, ideas and experiences.		Section 5 , R21
The programme is adequately resourced and there is sufficient administrative support to enable the co-ordinator to focus on professional tasks.		Section 3 , R7, R10

Content

O	Each section begins with an overview page that has a key points briefing on the topic.
R	Each section has resource pages with more information, examples and templates to make the job easier. Word versions of the examples and templates are available on the CD.
H	Each section has a sheet signposting useful resources. Items marked with an asterisk * are available on the CD.

Section 1 – New to the job

What co-ordinators do, how they do it and who they work with

R1	Sample job description	R3	Partnership working	H1	Where to find more help
R2	Hints and tips on doing the job				

Section 2 – Programme content

Selecting content to meet young people's needs and to comply with national and other requirements and guidance

R4	A typical programme	R6	National requirements and guidance	H2	Where to find more help
R5	Meeting specific needs				

Section 3 – Planning and organisation

Coping with everyday tasks

R7	Essential documents	R11	Monitoring, review and evaluation	H3	Where to find more help
R8	Curriculum matters				
R9	Individual learning plans	R12	Administration templates		
R10	Resources and information	R13	Session plan template		

Section 4 – Making the programme work

Getting the most from students

R14	Teaching and learning	R16	Advice and guidance	H4	Where to find more help
R15	Assessment, recording and reporting				

Section 5 – Maintaining quality

Supporting staff, preparing for inspection, and using **matrix**, national IAG and other standards

R17	Preparing for inspection	R20	Organisational standards	H5	Where to find more help
R18	National IAG standards	R21	Staff development checklist		
R19	The matrix Standard	R22	Self-review sheets		



Section 1 – New to the job

S1

Section 2 – Programme content

S2

Section 3 – Planning and organisation

S3

Section 4 – Making the programme work

S4

Section 5 – Maintaining quality

S5

- R1** Sample job description
- R2** Hints and tips on doing the job
- R3** Partnership working
- H1** Where to find more help

What co-ordinators do

Different organisations are run in different ways, so no two co-ordinators do exactly the same thing. Some co-ordinators focus solely on their leadership and management responsibilities but many also participate in programme delivery. Common tasks include:

- leading and managing programme development;
- identifying programme content;
- planning and organising programme delivery;
- facilitating effective programme delivery;
- maintaining good quality provision and practice.

How they do it

All co-ordinators work in slightly different ways, but all:

- maintain, review and update essential documents (e.g. policies, development plans, partnership agreements, schemes of work)
- identify programme content (with young people and others) that meets young people's needs and helps them to progress as best they can
- identify and advise on appropriate resources, teaching and learning methods
- identify and advise on suitable assessment, recording and reporting methods

- liaise with colleagues and others who help to develop, run and appraise the programme
- negotiate and administer a budget, reporting as required to managers and others
- organise and obtain resources
- provide or organise appropriate training for colleagues
- keep up to date with national and other requirements and guidance, and research and inspection findings
- monitor, review and evaluate the programme to assess its impact, identify how well it meets young people's needs and complies with national and other requirements and guidance, and to pinpoint desirable changes
- advise managers and others on desirable changes and how to achieve them

Who they work with

Most co-ordinators work with a wide range of people including:

- colleagues, e.g. subject specialists, tutors, other curriculum co-ordinators, ICT staff, librarians, learning support staff
- individuals from outside the organisation, e.g. personal advisers and other Connexions staff, employers, staff from other education and training providers and voluntary and community organisations, local authority advisers and inspectors, advanced skills teachers
- young people and their parents or carers.

Sample job description for a co-ordinator

Note: Replace the *italics* with your own text.

Job title _____ Grade _____

Purpose

To lead and organise the *career management and personal development programme*, directing members of staff involved in this work and contributing to overall organisational developments as appropriate.

Accountabilities

- a) To the *Principal, Chief Executive, Director* via the *Senior Management Team* as appropriate
- b) For the work of others involved in the programme

Responsibilities

Programme review and development

- a. To identify and disseminate a learner entitlement to *career management and personal development activities*, including access to impartial guidance and individual support
- b. To plan, implement and evaluate provision and practice in relation to *the programme*, with the active participation of staff, learners and other contributors
- c. To provide an annual written report on the quality and impact of *the programme*, supported by a current policy and development plan
- d. To advise *senior managers* and others on policy and development priorities within the programme and how these contribute to organisational priorities such as *raising achievement and inclusion*
- e. To hold regular meetings with staff and major contributors to *the programme*, and keep appropriate records of such meetings
- f. To seek accreditation as an *Investor in Careers/matrix Award holder* and ensure strong links with national quality standards for IAG.

Curriculum

- a. To plan, develop and implement a structured, progressive *career management and personal development programme* with appropriate schemes of work, teaching resources and learning outcomes that are shared with learners
- b. To promote the use of varied teaching and learning methods appropriate to the abilities, aspirations and needs of learners, and which enable them to take increasing responsibility for their own learning

- c. To ensure that planned activities comply with health and safety regulations, national requirements and guidance, and equal opportunities policies
- d. To modify curriculum content in response to changes in learners' needs, education and training opportunities, and the labour market.

Learner assessment, reporting and support

- a. To ensure that individual guidance needs are identified and appropriate responses, including referrals and impartial guidance, are made
- b. To secure the provision and maintenance of appropriate, accessible and comprehensive information materials in a range of formats/languages to meet learner needs
- c. To develop and maintain a coherent and effective system of assessing, recording and reporting individual learning gains and achievements in *the programme* in order to support individual progression and the collection of management information

Finance and resource management

- a. To negotiate and manage the budget allocated to the programme, ensuring its effective use without incurring an overspend
- b. To order and allocate resources as appropriate
- c. To advise *senior managers* of any changes in resource and accommodation requirements
- d. To maintain a current inventory of equipment and resources
- e. To ensure that, as far as is possible, equipment and resources are maintained in good order and that accommodation offers an attractive and educationally stimulating environment for learners

Human resources

- a. To contribute to staff appointments, appraisals and professional development as appropriate
- b. To provide suitable induction for new staff and those taking over the co-ordinator's role
- c. To organise arrangements for setting, distributing and collecting work when colleagues are absent
- d. To ensure adherence to relevant health and safety regulations

Liaison

- a. To participate in the negotiation and review of the partnership agreement with Connexions at appropriate times, at least annually
- b. To work with Connexions and others to develop *the programme*
- c. To work with Connexions and others to assess and meet learners' guidance needs and ensure that they receive appropriate, impartial guidance at key decision and transition points
- d. To establish and maintain effective links with parents, carers and relevant organisations (e.g. employers, youth and community agencies), and co-ordinate their contribution to the programme.

Remember that you're not alone

Talk to colleagues – especially other co-ordinators, people with pastoral, guidance and welfare responsibilities and members of the pastoral or Connexions team – about what they do and how they do it. Don't limit yourself to your own organisation. Work closely with Connexions; go to network meetings and training sessions so that you can exchange ideas with people in similar situations, and draw on help from the careers education specialists.

Get to know the important people

Maximise the support you get. Make an effort to foster good relationships with managers and colleagues and the people who run the place – caretaker, financial and administration team.

Make a 'to do' list

It's easy to spend your life reacting to other people's expectations and demands. Give yourself permission to step back and take time to decide what's important or urgent for you to do.

Be prepared to delegate

Don't fall into the trap of getting embroiled in administrative matters. Doing paperwork and making phone calls can make you feel as though you've achieved something but, in the long run, it won't get the job done.

Spring clean the paperwork

If you haven't done so already, create an 'essentials' file that pulls together all the useful materials – job description, policy, development plan, partnership agreement with Connexions, programme outline, schemes of work, financial information, resources and equipment inventory

and the latest self-assessment and inspection reports etc. Use the opportunity to throw away anything that is past its use-by date.

Sort out your purpose

You'll find it easier to react to change if you know what you're trying to achieve and why. What do you want learners to know and be able to do as a result of the programme? How is this going to help them now and in the future? How does what you do fit with organisational priorities? When you're clear about what you want to achieve, record your ideas – and save yourself time by using them in policies, prospectuses and other documents.

Share your purpose

It's easier to get people on your side when they know why you want them to do something. There's no need to be over-zealous. Just make sure that the people you work with – managers, colleagues, young people and others – have a shared understanding of the reasons for running the programme, its desired outcomes and potential benefits.

Present solutions, not problems

It's never a good idea to leave someone thinking or saying, "Well, what do you want me to do about it?" It's always best to describe the problem and then suggest a couple of workable solutions.

Set aside time to keep up with changes

Everyone faces coping with the challenge of continuous change. Make life easier by setting aside 10 or 15 minutes a week to check out a couple of key websites (see H1) to see if you've missed anything important. Better still, sign up for email alerts and newsletters.

Partnership working

Support mechanisms

As most co-ordinators work with a wide range of people, effective partnership working is vital to the success of any programme. Achieving it takes more than working with, or bringing together, a group of colleagues and people from other organisations. They need something to guide their work, something that will help them to bond and function as a team. Most co-ordinators find the following mechanisms help to achieve this.

A handbook – most contain the following items:

- a statement outlining the programme's purpose and showing how it meets learners' needs, organisational priorities, and national and other requirements and guidance;
- a description of the co-ordinator's role;
- an outline of the planning, implementation and review cycle used for the programme, with a copy of the latest policy and development plan;
- a description of how programme activities connect with other learning experiences and activities;
- a description of how the programme is organised;
- a programme outline listing the main components, and the themes covered with different cohorts or groups of learners, together with an indication of the resources used;
- guidelines for standard procedures (e.g. use of the learning resource centre or library, referrals, discipline, assessment, contact with parents or carers, work experience);
- planning documents (e.g. calendars, sample letters, activity preparation and review checklists, monitoring, review and evaluation sheets, contact lists).

A scheme of work – detailing the programme of activities and covering:

- the content, desired learning outcomes and time allocation for each activity;
- the resources and preparation needed;
- assessment and review opportunities;
- links with other learning activities.

A partnership agreement

This is the formal statement of working arrangements negotiated between an organisation and Connexions. It aims to ensure that young people receive coherent support and guidance. Senior managers are usually involved in negotiations and sign the agreement. The agreement sets out what each partner will do and the resources that they will contribute. As it is a working document, it is reviewed regularly and usually updated once a year. It normally:

- acts as a joint development statement and sets out clear priorities;
- shows what each partner will do to meet these priorities;
- provides support for curriculum and professional development;
- ensures that learners have access to impartial guidance;
- ensures that learners have support to help them overcome barriers to learning and achievement.

Meetings

Formal and informal meetings (e.g. a guidance forum, staff teams, whole staff) provide opportunities to keep in touch with what is happening, update colleagues and provide training.

Working with Connexions or the local authority IAG service

All co-ordinators work with personal advisers and other staff from the local authority commissioned IAG service and Connexions. Those who form good working relationships often find that Connexions staff are their most effective resource. Key aspects of support include the following:

Personal advisers

Personal advisers aim to help young people achieve their potential by:

- supporting them as they plan and prepare for adult life, including their future education, training and work
- encouraging them to aim high and get the best qualifications they can
- giving them impartial information, advice and guidance about the opportunities open to them for study, training and work as well as leisure, cultural and community activities that will help them to develop as people

They undertake one-to-one sessions, group sessions and drop-in clinics with young people and contribute to related activities such as parents' evenings. Personal advisers tailor their activities to individual needs. Some young people get extra support to help them deal with issues (e.g. truancy, homelessness, pregnancy, involvement in crime, drug abuse) that might hold them back, and personal advisers may also broker specialist help for young people.

In order to ensure that young people get the help they need, co-ordinators and others work with personal advisers to:

- identify the learners who need most support from a personal adviser
- meet the needs of other learners through other means (e.g. career management and personal development programmes, providing access to key self-help materials such as Aimhigher materials and the provision of good quality and up to date information materials)

Personal adviser support is designed to complement that provided by colleges.

Personal adviser support	College provision
<ul style="list-style-type: none"> ● Group sessions on topics such as: <ul style="list-style-type: none"> – the local area online prospectus – progression opportunities, including financial issues – career exploration and management skills (e.g. <i>decision-making, researching and using information, self-presentation</i>) 	<ul style="list-style-type: none"> ● Career management and personal development programme and related learning experiences and activities

Personal adviser support	College provision
<ul style="list-style-type: none"> Regular contact for advice and guidance on a range of issues (e.g. careers, volunteering, job applications, interviews, financial support, higher education applications, sponsorship) and encouragement for young people to contribute to the further development of Connexions 	<ul style="list-style-type: none"> Individual learning plans
<ul style="list-style-type: none"> Sustained additional support for identified individuals 	<ul style="list-style-type: none"> Guidance and pastoral support
<ul style="list-style-type: none"> Attendance at parents' evenings 	<ul style="list-style-type: none"> Work experience
<ul style="list-style-type: none"> Access to assessment planning, implementation and review tools, assessment frameworks and psychometric assessment, ICT resources, labour market information. 	

Information services

The local authority IAG service helps co-ordinators to provide good quality information resources for young people and others. Typically it offers practical help to maintain resource areas:

- publications for young people on lifestyle choices and career choices;
- a website with links to other sites that contain useful information for practitioners, partners, young people and their parents and carers;
- the provision of software and information resources in a variety of formats and languages.

Support for programme development

The local authority IAG service helps co-ordinators to develop and deliver good quality career management and personal development programmes.

Typically co-ordinators have access to:

- front-line support from personal advisers;
- networking events: opportunities to share ideas, experiences and information;
- training sessions on a variety of topical practical issues;
- access to accredited training;
- termly newsletters giving updates on what's happening locally and nationally;
- a source of specialist help and consultancy for practitioners.

Targeted support for young people with learning difficulties and disabilities

Co-ordinators can access specialist advice, via their personal advisers on how to ensure that their programmes address these young people's needs.

Effective partnership working

As co-ordinators work with so many different people, they can sometimes find it hard to tell if their working arrangements are effective or not. Using the following indicators can help them to assess the situation¹.

Partners	Indicators of effective partnership working
Young people	<ul style="list-style-type: none"> ● Contribute to programme development and delivery ● Say that the programme meets their needs ● Feel that they are making progress and improving their knowledge, understanding and skills
Parents and carers	<ul style="list-style-type: none"> ● Receive regular updates on what the programme covers and how it is helping their children ● Feel involved in helping their children to plan for the future ● Know that they have the opportunity to play an active role and that their contributions are valued
Colleagues	<ul style="list-style-type: none"> ● Understand the purpose of, support and value the programme ● Work as a team to deliver the programme and help learners to feel confident about themselves and their futures ● Take an active role in developing the programme and feel that their contributions are valued
Managers	<ul style="list-style-type: none"> ● Understand the purpose of, support and value the programme ● Take an active role in securing resources for the programme ● Take an active role in helping to ensure that the programme is integrated into wider provision and contributes to the organisation's core priorities
Governors	<ul style="list-style-type: none"> ● Understand the purpose of, support and value the programme ● Nominate a governor to act as a 'critical friend' ● Provide practical help such as participating in activities and providing access to local networks
Personal advisers	<ul style="list-style-type: none"> ● Receive regular updates about the programme and other organisational activities and developments ● Understand how their activities contribute to programme and other organisational activities and developments ● Provide practical help to support and develop the programme and related activities and feel that their contributions are valued
Other partners	<ul style="list-style-type: none"> ● Understand the purpose of the programme and the activities in which they are involved ● Give and receive feedback on the activities to which they contribute ● Feel that their contributions are valued and are willing to continue supporting the programme

¹ This table is taken from an original version prepared by the Association for Careers Education and Guidance.

What co-ordinators do and how they do it

CEGNET (www.cegnet.co.uk) is a one-stop shop for people involved in careers learning and IAG. Visit the Leading and Managing CEG section of the website to access the following materials.

- The characteristics of an effective partnership agreement (briefing)

and the Professional Development section to access:

- A co-ordinator's job description.

Who co-ordinators work with

Visit the Leading and Managing CEG section of www.cegnet.co.uk to access the following briefings:

- Involving students in programme planning
- Introducing a new personal adviser into school or college
- Developing a guidance community.

Useful websites

These websites provide regular updates on important national strategies that affect, or will affect, career and personal development activities.

As things change regularly, it is worthwhile spending a few minutes each week checking the sites and catching up with the latest changes. Some of the sites allow you to sign up for email updates and newsletters.

- www.cegnet.org.uk
- www.dfes.gov.uk
- www.bis.gov.uk
- www.ofsted.gov.uk
- www.lsc.gov.uk
- www.qca.org.uk
- www.lseducation.org.uk
- www.lsis.org.uk

[illegible]

Section 1 – New to the job

S1



Section 2 – Programme content

S2

Section 3 – Planning and organisation

S3

Section 4 – Making the programme work

S4

Section 5 – Maintaining quality

S5

- R4** A typical programme
- R5** Meeting specific needs
- R6** National requirements and guidance
- H2** Where to find more help

Purpose of the programme

Career management and personal development programmes exist to help young people make the most of themselves and their opportunities, in the short, medium and longer term. They achieve this by helping young people to:

- get a realistic picture of themselves;
- think about what they want to do with their lives and how they are going to accomplish it;
- work out how they can improve their chances of success;
- find out what opportunities they have, which might suit them best and how they can access them;
- make and act on decisions;
- cope with changes and transitions.

Meeting young people's needs

It is important that the programme content meets young people's needs and that these needs drive further developments. Information on needs comes from a wide range of sources including:

- young people and their parents and carers;
- admission, induction, guidance and exit procedures;

- activities supporting the assessment of, and for, learning;
- the content of individual learning plans and agreements;
- data relating to learners' performance, progression routes and destinations (including the cost of false starts from course switching and drop-out);
- the outcomes of organisational monitoring, review and evaluation;
- the outcomes of national monitoring, review and evaluation;
- research and inspection findings.

Practical considerations mean that most programmes have:

- a core content covering common learning needs;
- targeted content to meet the needs of specific groups of young people;
- tailored, focused interventions that provide the capacity to meet individual needs (see section 4).

Meeting national and other requirements and guidance

Programme content must take account of national and other requirements and guidance (see R6).

Purpose	Themes
<p>To help young people to:</p> <ul style="list-style-type: none"> ● appreciate the importance of and engage in forward planning ● develop and use techniques to help them stay motivated and achieve to the best of their ability ● appreciate how continuous change in learning and work may affect them in the future, and the importance of promoting equal opportunities and respecting diversity ● take action to improve their chances ● make effective decisions, applications and transitions ● solve career and personal problems (e.g. indecision, anxiety, financial issues etc) 	<ul style="list-style-type: none"> ● Personal development, decision-making, medium and long-term planning ● Taking action to improve chances ● Finding and assessing opportunities in learning and work using personal criteria ● Financial management ● Effective self-presentation ● Dealing with changes, transitions, career and personal problems

Activities

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Reviewing and updating self-assessments (e.g. <i>maintaining</i> a personal portfolio and personal development plan) ● Using computer software to explore career interests and potential (e.g. <i>the Stamford Test</i> on the UCAS website, <i>Pathfinder</i>, <i>ECCTIS</i>, <i>Kudos</i>, <i>CID</i>) ● Reviewing and updating goals, targets, action plans and individual learning plans (e.g. using <i>Progress File</i>, participating in progress reviews) ● Predicting how changes in learning and work might affect future prospects and taking this into account when making plans (e.g. using labour market information (LMI), researching trends in specific areas and explaining how their findings relate to personal plans, discussing and identifying personal responses to equal opportunities issues) ● Developing personal skills and qualities: time management, personal organisation, learning skills, assertiveness, self-confidence, asking for and using help etc (e.g. through enrichment activities, taught sessions and supported self-study; negotiating additional support; attending workshops, booking guidance and other interviews and using drop-in facilities) | <ul style="list-style-type: none"> ● Building and using personal networks (e.g. maintaining contacts made through work experience, careers and other events; making contact with individuals who might offer help) ● Using enterprise and negotiation skills and personal initiative (e.g. taking part in business challenges, arranging activities to fill identified gaps in experience) ● Gaining new experiences: work experience, voluntary work etc ● Using personal criteria to research, identify, judge and select appropriate opportunities ● Making decisions and applications: higher education, jobs, work-based learning, funding etc ● Practising and developing job search skills (for full and part-time jobs) ● Getting ready for transition: solving real-life problems, coping with first-day nerves, budgeting etc. |
|--|---|

Meeting specific needs

The aims of career management and personal development programmes are the same for all young people. Traditionally, programmes have adopted a one-size-fits-all approach. Recent developments have drawn attention to this weakness. Programmes are now expected to be capable of reaching as many learners as possible, for as much of the time as possible. This means:

- helping young people to develop and maintain a positive view of themselves;
- helping young people to recognise their potential and develop realistic aspirations;
- tackling any deficits in experience;
- ensuring that information materials and other resources are accessible and relevant;
- using a balanced range of teaching methods;
- overcoming barriers to choice;
- supporting parents and carers;
- ensuring effective inter-agency co-operation through Connexions.

The rest of this sheet looks at issues relevant to different groups of learners and provides a starting point for considering how well the content of the programme meets their needs.

All learners

- Does the programme use a range of approaches and resources?
- Does the programme provide opportunities for all learners to build on prior learning?
- Does the programme provide opportunities for all learners to progress systematically?
- Are programme materials and procedures free from gender discrimination and stereotyping?

- Does the programme cater for the full range of learning styles?
- Does the programme use teaching methods and learning styles that interest, motivate and engage learners of different ages and from different backgrounds?
- Are the language demands of programme activities suitable for all learners or do they demotivate some?
- Does the programme support personalised learning?

Learners from minority ethnic groups

- Does the programme use approaches and resources that are culturally relevant for all groups (e.g. using a range of cultural, literary and historical references and examples so that all learners are familiar with some)?
- Does the programme take into account, and value, the diversity of learners' backgrounds (e.g. by drawing on learners' personal beliefs, values and experience)?
- Does the programme avoid indirect discrimination (e.g. by openly acknowledging diversity, by helping learners to explore perspectives outside their own experience)?
- Does the programme avoid direct discrimination (e.g. by avoiding the use of, and by challenging, racist language and stereotypical images)?

- Does the programme acknowledge the achievements and contributions of people from a variety of ethnic groups (e.g. by using examples and role models from a range of cultures, by displaying and celebrating the achievements and contributions of people from a variety of ethnic groups)?
- Does the programme actively promote the notion of a multicultural society and the need for individuals to support equal opportunities and respect for diversity (e.g. by exploring the value of diversity in learning, work and wider society)?

Gifted and talented learners

- Does the programme provide opportunities for learners to co-operate with, and recognise other people's abilities (e.g. providing access to initiatives such as Aiming High, Aimhigher, the Gifted Entrepreneurs Programme, masterclasses)?
- Does the programme provide opportunities for learners to diversify and extend their achievements, and broaden their horizons (e.g. organising opportunities for learners to work with gifted and talented adults, providing early access to further and higher education experiences and work, providing advice and information on opportunities well before decision points are reached)?
- Does the programme provide opportunities for learners to be enterprising and take responsibility (e.g. providing opportunities for learners to work with business and community partners on work-related challenges, to act as peer mentors, to produce learning materials for other learners)?

- Does the programme offer learners specialised information, advice and guidance (e.g. to tackle previous underachievement or disaffection, overcome problems arising from early peaking or late development; deal with pressures arising from adult expectations, peer group pressure, limited free time and excessive self-criticism)?

Learners with communication, language and literacy difficulties

- Does the programme take account of the need for some learners to use their first language, alternative or enhanced means of communication (e.g. signing, symbols, ICT systems, use of Irlens filters, materials in languages other than English)?
- Does the programme enable these learners to access activities and demonstrate their understanding and learning gains (e.g. prioritised learning objectives, modified learning outcomes, targeted interventions, support)?

Learners with disabilities, sensory impairments or ill health

- Are there tactile and audio materials for learners with visual and hearing impairments (e.g. Braille text, screen readers, taped materials, audio CDs)?
- Do programme activities allow for the greater length of time, physical effort and concentration these learners need to complete a task?
- Do programme activities enable learners to use technological aids and human support?
- Are staff confident and able to support these learners?

Careers education

National guidance indicates that it is good practice for colleges to provide planned programmes of careers education for young people. There is a national, non-statutory framework for careers education and guidance 11-19 that describes appropriate aims, learning outcomes and content. The post-16 learning outcomes are for advanced level learners (level 3) and, when working with learners on lower level courses, colleges are advised to use and modify the key stage 4 outcomes.

Careers guidance

Colleges must make impartial careers guidance available to young people. Provision must be differentiated to meet individual needs and may be provided by a range of staff including tutors, lecturers, careers advisers and personal advisers (Education Act 1997; Learning and Skills Act 2000).

Careers information

Colleges must ensure that young people have access to comprehensive and up-to-date information relating to careers education and career opportunities (Education Act 1997). Where possible, this should be provided in a dedicated careers resource centre (e.g. Connexions Resource Centre). Where this is not possible, a college should work with Connexions or local authority services to secure the next best form of provision that satisfies learners' information needs.

The Education and Skills Act 2008 raises the participation age so that all young people will be required to participate in education or training until their 18th birthday. Appropriate careers education and impartial information, advice and guidance is an essential element in the implementation of this legislation.

Citizenship

National guidance advocates the inclusion of citizenship in the college curriculum with the aim of enabling young people to exercise social responsibility and extend their political effectiveness (e.g. by taking an active part in their education and training environment, and their local communities).

Equality legislation

Colleges may not discriminate against disabled people. They must make reasonable adjustments to ensure that their services and facilities are accessible to disabled people. They have a duty not to discriminate against disabled people in their access to education for reasons relating to their disability. They also have a duty to promote equality of opportunity.

Information sharing

Information sharing between local authority IAG, Connexions and colleges is governed by information-sharing protocols. Personal advisers may have information on young people through contact in schools and, with a student's permission, may share relevant information with a college. Information arising from contact with students in college can be made available to staff unless students wish it to remain confidential.

Inspection

Career and personal development activities feature in college inspections. Inspection arrangements maintain the central role of self-evaluation and strengthen the focus on the key outcomes set out in *Every Child Matters* 2004 (being healthy, staying safe, enjoying and achieving, making a productive contribution, economic well-being).

Learner entitlement statements

These must be provided for learners on programmes funded by the Learning and Skills Council (LSC).

Functional and personal learning and thinking skills

Young people need a sound foundation of basic, generic and transferable skills to get on in life and the government is committed to ensuring that young people in education and training have this sound basis.

Functional skills are core elements of English, maths and ICT and a new suite of qualifications will replace key skills.

Personal, learning and thinking skills – which encompass skills of individual enquiry, creative thinking, reflective thinking, team working, self-management and effective participation – are being taught in the new Diplomas.

National guidelines on programme content

- *Careers Education and Guidance in England: A National Framework 11-19*. DfES, March 2003 (on CD-ROM)
- A scheme of work for use alongside the national framework. Available on www.cegnet.co.uk
- Key legislation and codes of conduct on gender, race and disability from www.equalityhumanrights.com

Teaching resources

- Local authority IAG and Connexions staff can advise on appropriate teaching resources for use with post-16 learners.
- *Better Practice: A guide to delivering effective career learning 11-19* with chapters on promoting equality and focusing on ability. Available on www.cegnet.co.uk
- The Learning and Skills Network (formerly the Learning and Skills Development Agency) has a post-16 development programme for citizenship. Visit www.lseducation.org.uk to find out more.
- *Play your part: post-16 citizenship*, has guidance for schools, colleges and training providers on developing, implementing and managing post-16 citizenship. Available on the QCA website www.qca.org.uk/post16index.html

Meeting young people's needs

- *Action for Change* was published by the Equal Opportunities Commission in 2005. It offers advice on how careers advice professionals and teachers can break down gender segregation in vocational education, training and work and can be accessed from the EOC legacy site on www.equalityhumanrights.com.
- The Leading and Managing CEIAG section of www.cegnet.co.uk contains:
 - a case study on an ICT supported self-help project that gives more able learners support with informed decision making;
 - briefings on the contribution of careers work to equality and enhancing post-16 careers education for students working below level 3.

Section 1 – New to the job

S1

Section 2 – Programme content

S2



Section 3 – Planning and organisation

S3

Section 4 – Making the programme work

S4

Section 5 – Maintaining quality

S5

- R7** Essential documents
- R8** Curriculum matters
- R9** Individual learning plans
- R10** Resources and information
- H11** Monitoring, review and evaluation
- R12** Administration templates
- R13** Session plan template
- H3** Where to find more help

Essential documents

These are the documents that no programme can do without. They tell people what the programme is for and how it will be delivered, evaluated and developed. In addition to a partnership agreement with Connexions, they include:

- a policy;
- a development plan;
- an action plan;
- a statement of learner entitlement.

Curriculum matters

Programmes are organised and delivered in different ways. Whatever the arrangements, it is important that the components:

- make sense as a package;
- give all young people the opportunity to achieve the agreed learning outcomes;
- are a visible and recognisable element of the curriculum;
- are communicated to staff, young people and those supporting them.

Individual learning plans

These help staff, young people and others to monitor and review individual progress throughout the 14–19 phase (see R9).

Resources and information

Continuous change in education, training and work means that programme resources and information materials can quickly become outdated. Frequent updating and maintenance are essential. Connexions can advise on how to achieve this (see R10).

Monitoring, review and evaluation

Programmes can be good quality but off target. The easiest way to ensure that they are meeting learners' needs and having the desired impact is to build monitoring, review and evaluation activities into the programme itself. This is particularly important, given the emphasis that inspections place on self-evaluation (see Section 5).

General administration

Routine activities feature in all programmes. Maintaining a bank of templates saves time and promotes consistency when more than one member of staff is involved in programme administration. R12 offers a selection of templates as a starting point.

Essential documents

This resource sheet provides information on, and examples of:

- policies;
- development plans;
- action plans;
- learner entitlement statements.

Policies

Policies are working documents. They shape provision and practice and are subject to regular reviews. Good policies:

- are short: additional information appears in annexes so that it is easy to update;
- are written in plain English so that they are easy for everyone to understand;
- are developed in consultation with others, particularly senior managers;
- include a review date;
- cover the purpose of the programme, the organisational commitment and provision.

Example policy

Career management and personal development programme policy

Purpose

The principal aim of the programme is to enhance learners' personal development and career strategies by:

- helping them to strengthen their understanding of their potential and capabilities;
- helping them to appreciate and understand the relevance of their studies to career and other opportunities;
- promoting the development of their career management skills and helping them to develop the attributes they will need to get on in life and succeed at work;
- providing up to date, high quality information about the opportunities available, and enabling them to evaluate the match between their strengths and the demands of the opportunities that they are considering;
- enabling them to make transitions to new roles.

This policy is informed by, and should be read in conjunction with, the college mission statement and college policies on student guidance, care and support, the tutorial programme, inclusive learning, equal opportunities and work experience.

Example policy

Career management and personal development programme policy

Commitment

The college is committed to:

- promoting lifelong learning and the personal development of all learners;
- supporting all learners in achieving their potential as individuals and in maximising their contribution to the community;
- respecting learners' individual needs and circumstances, and identifying an approach in education and training to address individual needs;
- acknowledging the value of each individual's culture, experience, talents, skills and achievements and, in so doing, promote equality of opportunity;
- recognising that career management and personal development activities are an integral part of every learner's entitlement throughout their learning programme;
- ensuring that all learners have the opportunity to exercise their entitlement to independent, impartial guidance and support when making career decisions;
- committing resources to ensure the delivery of an effective programme;
- working in partnership with Connexions to ensure that no learner is disadvantaged in gaining access to education, training or work (see partnership agreement with Connexions);
- ensuring that, wherever possible, students leaving college progress to an opportunity in education, training or employment (*add your own reference to any supporting documents*);
- involving young people and their parents and carers in programme activities and further developments (*add your own reference to any supporting documents*);
- achieving the Investor in Careers and **matrix** awards.

Example policy

Career management and personal development programme policy

Provision

Management

The programme is co-ordinated by the student support co-ordinator: career management and personal development. It is managed by the curriculum manager: quality and students and, within the college executive group, comes under the remit of an assistant principal. Learning Resource Centre (LRC) staff manage and organise the Connexions Resource Centre, which is located within the LRC. The programme co-ordinator works with LRC staff to secure comprehensive coverage of learners' information needs.

Implementation

The career management and personal development programme is delivered through the tutorial programme and, when appropriate, through the curriculum area programme. Some sessions are dedicated to whole group activity, others to specifically targeted cohorts. Tutors, careers advisers, personal advisers, a careers teacher and careers assistant provide information and advice. The programme co-ordinator oversees the planning and organisation of careers events, workshops and the job vacancy service.

A range of activities and resources are provided including:

- taught sessions;
- self-study units;
- off-site visits and activities;
- one-to-one guidance sessions;
- guidance on employment and HE interviews;
- work experience and community service opportunities;
- individual access to the college LRC and other resources.

Resources

The Connexions Resource Centre has relevant, up-to-date information in a range of media, formats and languages. Learners have access to ICT facilities, including careers software and the internet. Specialist equipment and support are available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in local events and activities, and work with Connexions, employers, business and other organisations. The programme co-ordinator selects and maintains teaching resources appropriate to learners' needs.

Example policy

Career management and personal development programme policy

Provision

Guidance

Guidance is provided in partnership with the local authority IAG service or Connexions and includes individual and group activities. College careers advisers and personal advisers from the local authority IAG service or Connexions provide careers guidance. A specialist personal adviser works with students with special needs by referral. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within policy guidelines), responsive to learners' needs and based on the principle of equality.

Monitoring, review and evaluation

The programme is subject to the College's quality monitoring system to ensure that provision and practice are meeting learners' needs and to measure the extent to which learning outcomes are attained and programme aims met.

Evaluation is conducted by:

- observation of programme activities, including tutorial work;
- assessment of learning gains;
- feedback from learners through questionnaires and focus groups;
- recording learner participation in careers events;
- termly review of activities with Connexions;
- annual review of the partnership agreement with the local authority IAG service or Connexions;
- assessment against college quality standards.

Review date:

Development plans

These give an overview of how the development priorities identified through monitoring, review and evaluation activities will be met. Development objectives often link with organisational initiatives and generally fall into one of three categories:

- changing organisational arrangements;
- improving programme content and delivery;
- staff development.

Extract from a programme development plan

Development objectives	Desired outcomes (success criteria)	Timing	Responsibility
To strengthen guidance arrangements so that all learners progress to appropriate destinations.	Staff trained in one-to-one guidance skills, using the referrals systems, and 17-19 choices.	By September	Curriculum manager
To increase participation in workshops on specific aspects of career management and personal development.	New publicity and enrolment procedures in place. Increased participation in workshops.	By September	Curriculum manager, programme co-ordinator
To relocate the Connexions Resource Centre to the foyer area so that it is more accessible for staff, students and their parents and carers and leads to increased use.	Relocation complete. Monitoring indicates increased use of the centre.	By end March	Curriculum manager, programme co-ordinator, LRC and ICT staff
To improve the assessment and recording of learning gains that individuals make as a result of the programme.	Assessment guidelines and support materials in use.	By next September	Curriculum manager, programme co-ordinator

Development plan template

Development objectives	Desired outcomes (success criteria)	Timing	Responsibility

Action plans

An action plan is a ‘to do’ list that flows from the development plan. It focuses on specifics and says precisely how each development objective will be achieved.

Example action plan

Development objective Improving assessment and recording of individual learning gains		Completion date	September
Action	By whom	When	Done
Review and update principles for marking, assessing, recording and reporting learning gains	Programme co-ordinator, special needs staff, assessment co-ordinator, PA	December	
Devise and agree methods for marking, assessing, recording and reporting learning gains	Programme co-ordinator, special needs staff, assessment co-ordinator, PA, programme team	December	
Work out costs and make the case to the college executive group for more resources	Curriculum manager, programme co-ordinator	December	
Test new procedures and modify if necessary	Programme co-ordinator, volunteers	April	
Train staff and introduce new system	Programme co-ordinator	September	

Learner entitlement statements

It is good practice, and a requirement for LSC funded programmes, to let learners know what they can expect from you and what is expected of them. The recommended way to do this is to produce a learner entitlement statement. Such statements are useful because:

- there is no confusion: everyone knows where they stand;
- text can be used in other documentation (e.g. prospectuses, brochures, charters, learning plans and agreements);
- they can be used for display purposes (e.g. a wall chart, a web page);
- they can be copied to anyone who contributes to personal and career development activities or who supports learners;
- they help to ensure that the needs of particular groups of learners are taken into account;
- they encourage learners to make better use of the provision and help that is available to them.

Decide what to put in

The content of a statement might cover some or all of the following items:

What learners can expect	What is expected of learners
<ul style="list-style-type: none"> the range and nature of the career management and personal development activities to which learners will have access (e.g. a scheduled programme, impartial and objective advice and guidance, up-to-date information, experience of work, help to develop a personal portfolio and career plan) the range of additional support available to individual learners and, if appropriate, when it is accessible (e.g. learning and information resources, drop-in facilities, progress reviews, coaching, mentoring, exit interviews, support when exam results are published, community learning adviser) the range of support available to parents, carers and guardians (e.g. involvement in progression planning, information events and materials) specific arrangements to support equal opportunities and access to provision (e.g. equipment, provision of materials in languages other than English, additional guidance sessions for gifted and talented learners) general points about how learners will be treated (e.g. to be listened to and treated with respect, confidentiality) 	<p>Expected conduct in relation to :</p> <ul style="list-style-type: none"> working with others use of language social habits health and safety equal opportunities punctuality and attendance participation in activities completion of tasks providing feedback on and helping to evaluate activities.

Example statement

We will enable all learners to:	We will enable full-time learners
<ul style="list-style-type: none"> ● obtain careers guidance that is: <ul style="list-style-type: none"> – free; – impartial; – learner-centred; – up to date; – easily accessible; – made known to them – provided by people with relevant training and expertise; ● access careers and other information that is: <ul style="list-style-type: none"> – in an easily accessible location; – accessible at times when learners need it; – clearly labelled and referenced; – unbiased; – up to date; – free; – made known to them; – available in a range of formats to meet their needs; ● enhance their career management and personal development skills through open access and self-help facilities, group work and flexible learning. 	<p>Full-time learners will have the opportunity to take part in a career management and personal development programme that:</p> <ul style="list-style-type: none"> ● is delivered through the tutorial programme and, when appropriate, through the curriculum area programme; ● builds on prior learning; ● strengthens their understanding of what is happening in the worlds of education, training and work, and how this might affect their future plans; ● develops the skills they need to plan and manage their future progression in learning and work; ● provides them with access to help with information handling and learning from experience of work; ● supports the development and use of a personal development profile to support their progression and career planning; ● enables them to review their progress and plans; ● at regular intervals.

In return we expect learners to:
<ul style="list-style-type: none"> ● attend taught sessions, and events, workshops and interviews that they have agreed to attend; ● complete agreed work promptly and to the best of their ability; ● treat other people with courtesy and consideration, and respect their rights and feelings; ● give honest and accurate information about themselves and about their learning experiences, enrichment activities and the treatment that they receive from staff and others; ● behave responsibly, safely and in a way that supports equality of opportunity; in particular;; <ul style="list-style-type: none"> – to meet health and safety requirements; – to treat everyone fairly and with respect, and not engage in discrimination or harassment of others; – to refrain from using language that is offensive to others; – to refrain from smoking, drinking alcohol or using illegal substances whilst on the premises; – to refrain from bringing weapons or other dangerous materials on to the premises.

Curriculum organisation

In most colleges, career management and personal development programmes are part of the core curriculum for learners aged 16 to 19. Curriculum organisation generally includes one or more of the following:

- delivery as an integral part of an enrichment programme;
- delivery as an integral part of a tutorial programme;
- separate, free-standing events (e.g. careers conventions, job and higher education fairs, information workshops, advice and guidance sessions and surgeries);
- delivery as an integral part of a curriculum area;
- use of supported self-study and independent work.
- Is achievement of these objectives assessed against defined standards?
- Is there college-wide monitoring, review and evaluation of programme activities?
- Are staff and learners aware of the links between the programme and retention and achievement rates?
- Are equal opportunities and inclusion central to the programme?
- Is the curriculum for job hunters as good as that for potential higher education applicants?
- Is the use of time and resources appropriately balanced between job hunters and potential higher education applicants?

Building on prior learning

Although the labels used to describe career management and personal development programmes in schools vary, all learners will have participated in such programmes. The examples of typical programmes at the end of this resource sheet may help when discussing and identifying individuals' prior learning in this area.

Coherence and progression in learning

The practical challenges involved in securing coherence and progression for learners can result in uneven experiences: some receive a good service that promotes coherence and progression, others receive an inadequate one. Co-ordinators may find that the following prompts help them identify areas where improvements could be made.

- Does the programme have clear objectives that are understood by all staff and learners?
- Do some curriculum areas or tutors take a more active part in the programme than others?
- Can careers and personal advisers access tutors and curriculum staff when they need to?
- Can learners, tutors and curriculum staff access advisers, information and other resources when they need to?
- Is the college intranet used as a tool to support the programme?
- Does take-up of the programme depend too often on the relationship with particular curriculum areas?
- Is take-up by some learners low? Is there an identifiable pattern? Is lack of staff or learner interest a problem?
- Has accreditation been considered for some parts of the programme?

Checking that programmes make sense as a package

The easiest way to do this is to produce a scheme of work. This:

- provides an overview of the programme;
- helps to ensure that all young people have the opportunity to achieve the agreed learning outcomes;
- helps to ensure that career management and personal development programmes are a recognisable and visible part of the curriculum.

Most co-ordinators produce a scheme of work for each cohort or group of post-16 learners that is set out in tabular form and covers the following items:

- **Session content** – gives details of the session title or number, session length and purpose or focus;
- **Learning outcomes** – lists the session's learning outcomes;
- **Resources** – gives details of the resources and advance preparation needed to run the session;
- **Assessment and review** – highlights opportunities for assessment and review, particularly in accredited courses;
- **Links with other activities** – highlights the links between the session, other learning activities (curricular and extra-curricular) and negotiated contributions from curriculum areas. (e.g. work experience, peer mentoring, enterprise activities, special events, off-site activities, Aimhigher and Aiming High).

11 to 14-year-olds

Purpose

To help young people to:

- find out, and feel positive, about themselves so that they believe that they can do well in the future;
- learn about the challenges and opportunities of different roles in life and the relationships between them;
- find out about different opportunities in learning and work, including those that they may not have thought about for themselves;
- develop and practise the skills that will help them to investigate opportunities and choose subjects, courses and qualifications to aim for;
- learn to cope with change and transition, make decisions and plan for the future.

Themes		
Year 7	Year 8	Year 9
<ul style="list-style-type: none"> Personal development and planning How and why the world of work is changing How to cope with change 	<ul style="list-style-type: none"> Attitudes, influences and diversity The real world of work – linking living, learning and earning How to make good decisions 	<ul style="list-style-type: none"> Thinking about the future Researching opportunities and making decisions Making plans and preparing for change
Activities		
<div> <ul style="list-style-type: none"> Assessing and recording skills, qualities, performance and achievements (e.g. creating a personal profile, using <i>Progress File</i>) Setting goals and targets to improve chances of success (e.g. personal, social, learning, career) Developing self-help skills (e.g. completing the <i>Progress File</i> challenges, negotiating ground rules for group work, negotiating and fulfilling roles in a group activity, reviewing and learning from transitions, making individual learning plans) Finding out about the world of work (e.g. jobs then and now, family experiences, speculating on the future, <i>Real Game</i> materials, exploring the concepts of careers and career patterns) Finding and using information and other resources (e.g. using the Connexions Resource Centre, the internet, computer software, personal networks and the media; linking information to career ideas and goals; identifying the benefits and drawbacks of different post-14 opportunities; producing a timeline for making post-14 choices) </div> <div> <ul style="list-style-type: none"> Using computer software to identify interests and possible pathways (e.g. <i>Fast Tomato</i>, <i>CID</i>, <i>Kudos</i>, <i>Pathfinder</i>, <i>Careerscape</i>, <i>Paws in Jobland</i>, <i>Animods</i>) Practising decision making (e.g. working out the steps, fact finding, identifying important personal factors such as learning styles and values, recording the outcomes in <i>Progress File</i> and other personal portfolios) Participating in, and using, individual and group guidance Exploring different images of learning and work and the people involved (e.g. gathering and analysing images, debating views on ‘men’s jobs’ and ‘women’s jobs’, interviewing people, and taking part in industry days, business simulations, work shadowing, Aiming High, Aimhigher) Preparing for change (e.g. making and justifying post-14 choices, reviewing previous transitions and using the outcomes to plan how to ease the transition to key stage 4). </div>		

14 to 16-year-olds

Purpose

To help young people to:

- assess, develop and practise the skills they need to investigate opportunities, plan ahead, make and evaluate decisions and transitions;
- identify and build on their personal and career interests, employability skills, work values and learning styles;
- clarify their ideas about the future, find out about opportunities in learning and work, and test their ideas;
- explore the problems and situations that arise in learning and work and how to deal with them;
- develop and practise their self-presentation skills;
- make decisions, plan for the future and prepare for transition.

Themes

Year 10

- Personal development, decision-making and planning skills
- Experiencing, investigating and assessing opportunities in learning and work
- Self-presentation skills

Year 11

- Researching 16+ opportunities and making decisions
- Making applications
- Thinking about financial issues and preparing for change

Activities

- Reviewing and updating self assessments (e.g. personal profiles, *Progress File*)
- Using computer software to explore career interests and potential (e.g. *Fast Tomato*, *CID*, *Pathfinder*, *Kudos*)
- Reviewing and updating goals, targets, action plans and Individual learning plans (e.g. using *Progress File* and completing the learning challenges within it)
- Exploring how changes in learning and work might affect future prospects (e.g. using current trends to predict the future, using work experience to find out how jobs have already changed and how they might change again in the future)
- Exploring problems and situations that arise in learning and work and possible solutions to them (e.g. discussing acceptable/unacceptable interview questions, discussing people's rights and responsibilities, analysing equal opportunities policies and practice)
- Finding and using information, guidance and other resources to support forward planning (e.g. making independent and supported use of the Connexions Resource Centre, prospectuses, the internet, visits, visitors, open days, careers fairs and conventions; completing the work and career challenges in *Progress File*)
- Gaining experience (e.g. work experience, work shadowing, industry days, *Real Game* materials, visits, visitors, voluntary work)
- Finding opportunities and identifying alternative progression routes
- Using personal criteria to identify and select appropriate opportunities (e.g. creating a checklist based on the outcomes of self-assessment exercises)
- Producing CVs and other application documents on paper and electronically
- Making applications (e.g. for further education, training or work)
- Practising interview techniques (e.g. peer interviews, mock interviews, telephone interviews)
- Practising and using job search skills (e.g. finding full and part-time jobs)
- Exploring financial issues (e.g. funding applications, pay, saving, budgeting)
- Preparing for change (e.g. making and justifying career choices, reviewing previous transitions and using the outcomes to plan for their next transition).

Context

Schools are beginning to use individual learning plans (paper and electronic) with young people aged 14 and over to support progression planning. The aims of the plans are to:

- review learning and progress;
- raise aspirations and motivation;
- inform choices (14–19);
- establish personal, learning and career goals (14–19).

Plans are developed in different ways but all involve a supported process of individual planning and review. In most cases:

- school staff take the lead role. Subject teachers offer information on opportunities that involve their subjects. Form tutors, mentors and heads of year give guidance on courses, qualifications and the progression routes that they open up;
- personal advisers support the process by working with learners for whom they can add value. This could include learners who require on-going support, who have statements of special educational needs, or who have been referred for specialist help by school staff;
- admissions tutors and staff from further education colleges, sixth-form colleges and work-based learning providers often contribute to the information and guidance offered.

Reviewing college practice

Although colleges have well-established procedures to support progression planning, the increased use of individual learning plans in schools makes it timely to review:

- how pre-entry guidance and induction procedures make use of the plans that learners bring with them;
- how college procedures could build on learners' experience of personal development planning in school.

The example individual learning plan and completion guidelines that follow illustrate how a college plan might build on a school one.

Example individual learning plan

Name:		Group:	
College:		Date:	
1 Personal statement			
<p>What are your:</p> <p>Learning achievements?</p>			
<p>Personal achievements?</p>			
<p>Skills/qualities?</p>			
<p>Likes and dislikes?</p>			

2 Moving on – overcoming barriers to success

What do you want to change, improve and achieve?

In learning?

Personally?

In your future career?

What help have you already had to achieve this and what extra help do you need?

3 Progress targets – for personal development

My personal and social goals are:

To achieve these I need to:

My wider interests are:

4 Progress targets – for learning

My learning targets are:

To achieve these I need to:

5 Progress targets – for the future

I am interested in the following (courses, training, jobs, voluntary work etc)

To achieve my goals I need to:

6 Choices at 17 and 18+

What are your choices?

What would you like to do, where and why?

How do you want or need to develop your career capital so that you can do this?

7 Choices at 21+

What are your longer term goals?

8 Next steps

If you would like more support and guidance, please make an appointment to see a careers or personal adviser, or ask your tutor to make one for you.

Please tell your tutor if you would like any of this information to be kept confidential.

Learner's signature

Tutor's signature

Date

Advice on helping young people to complete an individual learning plan

The purpose of using this plan is to:

- review learning and progress;
- raise aspirations and motivation;
- inform choices (14–19);
- establish learning and career goals (14–19).

Discussions should encourage learners to draw on information from activities in and out of college, the results of any self-assessments and guidance interviews, and the information contained in their personal portfolios.

1 Personal statement

What are your:

Learning achievements?

Discussions might focus on:

- exam results and course grades to date;
- projected levels or grades at the end of the year or course;
- subjects or courses taken;
- assignments or projects;
- awards or certificates achieved outside college (e.g. in spare time, at work).

Personal achievements?

For example:

- sports, music, drama, technology, enterprise achievements;
- progress in personal hobbies or interests in and out of college;
- managing workload and personal commitments: jobs, caring responsibilities etc;
- anything that the learner feels good about or proud of.

Skills and qualities?

Discussion should encourage learners to think about their skills and qualities in the broadest sense.

- Skills could include: key and other employability skills, learning and academic skills, practical, sporting, creative, artistic, social, technological, enterprise, negotiation and networking skills.
- Qualities could include being: honest, reliable, loyal, a good listener, a leader, a good team player, a caring person, a good timekeeper, willing to work hard, optimistic, confident, fun to be with.

Likes and dislikes?

Guide the discussion so that it focuses on preferences rather than personalities. For example:

- subjects and learning experiences;
- teaching methods and learning styles;
- types of assessment;
- mode and location of study and work;
- working to deadlines, independent study;
- using computers and other technology.

2 Moving on – overcoming barriers to success

What do you want to change, improve and achieve?

In learning?

Focus on topics such as:

- any courses that learners wish to start, continue or drop;
- any problems that they have with particular subjects, teaching methods, learning styles, assessment and other practical issues such as meeting deadlines or working in groups.

Personally?

Talking about personal issues is a sensitive matter. Learners may want to discuss:

- problems with attendance or punctuality;
- health issues;
- home or family issues;
- relationships in and out of college;
- negative self-image;
- practical problems.

Note: Learners may disclose sensitive information (e.g. risk-taking behaviour, abuse, criminal behaviour). It is important that you are familiar with the relevant college policies and referral mechanisms.

In your future career?

Prompt learners to think about what they want out of life and what they want to do in the future. Encourage them to:

- aim realistically high: challenge any unrealistic ideas in a constructive way;
- take into account their skills and qualities;
- think about what is really important to them: their interests, values and beliefs;
- consider all their choices: challenge any stereotyped thinking;
- think about the value they place on factors such as helping others, job satisfaction, power, influence, money, travel demands, location, learning demands and the time it will take to qualify.

What help have you already had to achieve this and what extra help do you need?

Discuss with learners any additional support that they have had, how it has helped them (or not) and the kind of help that they feel would benefit them in the future. Help could include:

- access to specific equipment and resources;
- learning support;
- help with independent learning and study skills;
- example materials, study guides, past papers;
- a mentor or coach;
- a study buddy.

3 Progress targets – for personal development

My personal and social goals are:

For example:

- build self-confidence;
- join a club and get fit;
- do some voluntary work or take part in a community event;
- gain a first aid, Duke of Edinburgh, Youth Achievement or other award;
- do something creative;
- get on better with people;
- save or earn some money;
- be more organised.

To achieve these I need to:

Prompt learners to consider specific action. If appropriate, encourage them consider (or draw their attention to) opportunities in and out of college that might be of help to them.

My wider interests are:

Prompt learners to think about how their hobbies and interests might provide a starting point for future choices.

4 Progress targets – for learning

My learning targets are:

Encourage learners to think about what they hope to have achieved by the end of their course/ programme and express their ideas in terms of grades, levels or statements.

To achieve these I need to:

Targets could cover:

- projects and coursework;
- attendance and punctuality;
- meeting deadlines;
- quality of work in taught sessions;
- attention to detail;
- listening skills;
- personal organisation and planning;
- level of participation in practical activities and discussions;
- use of the learning resource centre and internet for research;
- commitment.

5 Progress targets – for the future

I am interested in the following (courses, training, jobs, voluntary work etc)

Encourage learners to mention three or four opportunities that they find attractive.

To achieve my goals I need to:

Encourage learners to think of specific action such as:

- talking to people about possible opportunities and their personal fit;
- researching opportunities to find out more about them;
- signing up for a taster activity or work placement to get more information;
- doing some voluntary work to test out ideas.

6 Choices at 17 and 18+

What are your choices?

What would you like to do, where and why?

Check whether learners have seen relevant information materials before completing this section. If they have not, refer to them during the discussion and ensure that when learners leave the planning session they have a clear idea of where to find the information. It may be appropriate to give them one of the standard information booklets or make an appointment for them to see a careers specialist.

How do you want or need to develop your career capital so that you can do this?

Prompt learners to think about the additional knowledge, understanding, skills, experiences and contacts that they might need to be accepted for a job/course and how they might obtain such experiences (e.g. through enrichment activities, additional courses, voluntary and community work, sporting activities, work shadowing and experience of work).

7 Choices at 21+

What are your longer term goals?

Check that learners are aware of, and have thought about, how their primary progression goals will support their longer term goals. Discuss the possible effects of labour market trends/changes on their plans and how they can future-proof themselves (e.g. by working out alternatives and making back-up plans, by developing their career management skills, by regularly updating their self-marketing documents so that they are ready to deal quickly with any changes). If necessary, refer learners to appropriate information resources.

8 Next steps

If you would like more support and guidance, please make an appointment to see a careers or personal adviser, or ask your tutor to make one for you.

Please tell your tutor if you would like any of this information to be kept confidential.

Learner's signature

Tutor's signature

Date

Maintaining an IAG resource centre

Top tips from experienced co-ordinators are:

- set up and keep to a regular maintenance schedule that includes checks on information resources, printer supplies, equipment and the general appearance of the area (e.g. check for graffiti, damage and how easy it is to access resources);
- do a regular health and safety check;
- regularly survey a sample of users to find out how they think that the area could be improved;
- ensure that improving the Connexions Resource Centre is mentioned in the Partnership Agreement with Connexions;
- involve the IT, special needs and learning support staff in developments to ensure that resources are accessible to all learners;
- don't keep anything that is more than three years old unless it is the current edition.

Checking quality

Everyone agrees that good resources are essential and the national standards for IAG set out minimum requirements. Personal advisers can help co-ordinators to assess their IAG resource centre. The standards cover the following areas.

- **Content** – Do the resources cover the full range of lifestyle and careers information? Are the resources appropriate for the target group, up to date and impartial?
- **Access** – Do people know when they can use the centre? Is there always someone around to help them find the information they need? Is the centre safe and accessible for everyone? Is the centre clean and tidy? Can people find their way around easily?
- **Organisation and maintenance** – Are resources classified and is the system easy to use? Are the resources up to date and have they been checked for racial, gender and other bias? Is there a suggestion box for users to submit ideas on how to improve things? Do users have access to computers, software, the internet and printers?
- **Training** – Have the people helping to run the centre had appropriate training?

Obtaining user feedback

Obtaining feedback from users is an essential part of maintaining a good quality resource centre. The sample feedback form below can also be used for monitoring purposes.

Sample user feedback form

What do you think of the Resource Centre?

We want to make sure that the Resource Centre is as useful as possible to you. Let us know how we are doing by filling in this form. We will let you know the results and use them to improve the centre. Thank you for your help.

<p>1. Is the centre open when you need it?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – when would you like it to be open?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Did you find the information you wanted?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – what were you looking for?</p> <p>_____</p> <p>_____</p> <p>_____</p>																																			
<p>2. Is the centre easy to use?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – how would you make it easier to use?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Was there someone around to help you?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – what time were you there?</p> <p>_____</p> <p>_____</p> <p>_____</p>																																			
<p>5. Which resources did you use and how useful were they?</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 33%;"></th> <th style="width: 15%;">Very useful</th> <th style="width: 15%;">Quite useful</th> <th style="width: 15%;">Not very useful</th> <th style="width: 22%;">Useless</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>			Very useful	Quite useful	Not very useful	Useless																														
	Very useful	Quite useful	Not very useful	Useless																																
<p>6. Is there anything else that you would like to see in the centre?</p> <p><input type="checkbox"/> Yes – what else would you like see?</p> <p><input type="checkbox"/> No</p>																																				

Getting the information needed to write reports

All co-ordinators have to write reports for managers, governors and others. These reports are expected to be evaluative and to emphasise judgements rather than descriptions. Writing this kind of report requires the answers to three basic questions: Did it happen? How did it go? and Was it worth it? Monitoring, review and evaluation activities provide the answers to these questions.

- Did it happen? – monitoring;
- How did it go? – review;
- Was it worth it? – evaluation.

They provide ‘hard’ information and evidence about:

- the implementation of delivery plans;
- the achievement of learning outcomes;
- the value of programme activities to learners;
- the contribution of programme activities to organisational priorities.

This information and evidence can be used:

- to guide and shape future plans;
- to influence decision makers;
- to improve management information;
- to improve accountability;
- to generate personal and professional satisfaction;
- as the basis of the programme’s contribution to the self-evaluation report produced for inspection purposes.

Monitoring activities

Most programmes have inbuilt monitoring systems. For example:

- self-monitoring checklists and other records that staff and learners use to track progress;
- record sheets covering the use of facilities (e.g. the Connexions Resources Centre, IT equipment) and take-up of activities (e.g. attendance figures for events, participation in drop-in sessions and guidance interviews);
- staff records and observations.

Review activities

Most programmes also have inbuilt review systems (e.g. meetings, written reviews, oral reviews) to gather feedback from staff, learners and other contributors such as parents or carers, Connexions staff and employers.

Evaluation activities

Evaluation is the process that often gets overlooked. People find the word off-putting; it brings to mind complex activities that involve a lot of extra work. In practice, it is a fairly straightforward process providing that:

- monitoring and review records are retained;
- evaluation is planned in advance of the activities taking place, so that people have a clear picture of the starting point and can make arrangements to gather evidence that will not arise naturally from monitoring and review activities.

The remainder of this resource sheet contains a planning template and examples of evaluation forms used with learners and staff.

Evaluation plan

Topic	For example:
Brief background information setting out the issue	<ul style="list-style-type: none"> Several parents and carers have rung with queries about higher education applications and other issues relating to the opportunities that their children have. We are including a new skill-building unit in the programme. Feedback suggests that too many learners are trying to switch courses. Learner achievements have improved significantly but learner progression routes remain unchanged.
Desired outcomes	For example:
The intended outcomes of the topic or activity	<ul style="list-style-type: none"> Parents and carers should be well informed about the opportunities their children have at key decision and transition points. At the end of the unit, learners should have better negotiation and enterprise skills. Progression reviews, guidance and programme activities should result in minimal course switching. Improved achievement should result in changes to, and improvements in, learners' progression routes, particularly in terms of level and demand.
Focus and issues	For example:
Questions that the evaluation will concentrate on	<ul style="list-style-type: none"> Is 'student post' working? Do parents and carers use the college website? Do parents and carers feel that information events help them to understand their children's options? Do parents and carers feel that they need more information? How do parents and carers want information to be presented? Did the unit help learners to improve their negotiation and enterprise skills? Which activities were most successful in skill building and which were least successful and why? How do staff and learners think that the unit could be improved? What influences learners' choice of courses? Do learners understand the nature and demands of the courses that they choose? Do some courses generate more desire to switch than others? What is the difference between courses with high and low switch rates? How do key stage 4 experiences affect learners' perceptions of post-16 courses? What influences learners' choice of progression routes? Which of these influences have greatest effect? Are progression reviews and guidance interviews sufficiently challenging in terms of raising learners' aspirations and tackling stereotyped thinking?

Evidence-gathering methods	<p>Start by working out what evidence will come from monitoring and review activities. Then consider how to fill the gaps. There are three main methods to choose from:</p> <p>Observation</p> <ul style="list-style-type: none"> ● Make an observation schedule or checklist based on the behaviours and actions about which you need evidence. Watch what happens and record observations on the schedule/checklist. <p>Interviews</p> <p>There are three types of interview:</p> <ul style="list-style-type: none"> ● Structured: using and sticking to an agreed set of questions; ● Semi-structured: using an agreed set of questions as a starting point but asking follow-up questions; ● Unstructured: no specific questions. <p>Questionnaires</p> <p>Formats include:</p> <ul style="list-style-type: none"> ● tick boxes; ● unfinished sentences; ● rating or ranking scales – use even rather than odd numbered scales so that people have to make a decision; ● free comment.
Analysis	<ul style="list-style-type: none"> ● Collate the information and evidence. ● Look for common themes and quotations to illustrate them. ● Convert figures into percentages, rounding numbers up where necessary. ● Summarise main findings, identifying possible developments and priorities for action.
Report writing	<ul style="list-style-type: none"> ● Think about the audience for the report – what will it want to know and what level of detail will it need? ● Work out a structure and sub-headings. ● Write the report. ● Circulate the report to relevant people inviting comments.
Follow up action	<ul style="list-style-type: none"> ● Review comments, discuss and firm up development priorities. ● Take action on desired developments that can be achieved in the short term. ● Incorporate longer-term developments in the next development plan.

Evaluation plan template

Topic
Desired outcomes
Focus and issues
Evidence-gathering methods
Analysis
Report writing
Follow up action

Example learner evaluation form

Career management and personal development programme

We set up this programme so that we could help you to make the most of yourself and your opportunities in life. How well have we done? Let us know by filling in this form. We will tell you what the results are and use them to improve the programme.

We want you to be honest, so you don't have to write your name on the form unless you want to. If you do write your name on the form, we may ask you some follow-up questions.

Thank you for your help.

Helping you to help yourself

This programme has helped me to:	A lot	A bit	Not much	Not at all
1. recognise my achievements, skills, qualities, strengths, weaknesses and potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. think about and plan for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. recognise the people and things that influence me and how they affect what I think, what I do and the decisions I make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. believe in myself, and make my own decisions using all the help, support and advice that I can get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helping you to find out about life's opportunities

This programme has helped me to:	A lot	A bit	Not much	Not at all
5. think about the links between living, learning and earning, and how changes in these could affect me in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. understand that I will have to keep topping up my knowledge and skills if I want to be employable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. find out about different opportunities in learning and work, including some that I hadn't thought about before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. work out what I can do to improve my chances of success in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helping you to get where you want to be

This programme has helped me to:	A lot	A bit	Not much	Not at all
9. decide what I want to do next and explain to people why I want to do it and why it will suit me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. think about the consequences of my decision, including costs and other money matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. plan how to get where I want to be, and make a back-up plan in case things go better or worse than I expect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. make a good application, present myself well and get ready for change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helping us to improve the programme

13.	What was the best bit of the programme and why?
14.	What was the worst bit of the programme and why?
15.	What was the most important thing that you learned from this programme and why?
16.	What was least important thing that you learned from this programme and why?
17.	If you were in charge of the programme, what would be the first three changes that you would make?
a.	
b.	
c.	

Example staff evaluation form

Career management and personal development programme

We set up this programme to help learners make the most of themselves and their opportunities in life. How well have we done? Let us know by filling in this form. We will tell you what the results are and use them to improve the programme. Thank you for your help.

Your experience

Please give each item a score of 1 to 4. Use the right hand margin for comments and to draw attention to any evidence that you have to support what you say.

1 – Outstanding, 2 – Good, 3 – Average, 4 – Inadequate

	Score 1 – 4	Comments/Evidence
1. Communication systems work well.		
2. The programme handbook helps staff to understand its purpose, how it supports organisational priorities, people's roles and responsibilities and standard procedures and routines.		
3. Staff delivering the programme receive sufficient support.		
4. The scheme of work clearly describes programme content, highlights links with other learning experiences and supports effective delivery.		

	Score 1 – 4	Comments/Evidence
5. Programme resources are age-appropriate, unbiased, up to date and relevant to learners' needs.		
6. Programme resources are easy to access and well-organised.		
7. Curriculum content meets learners' needs.		
8. Curriculum activities are in an appropriate sequence and delivered at the right time of year.		
9. Curriculum activities are accessible and relevant to all learners.		

	Score 1 – 4	Comments/Evidence
10. Curriculum activities support personalised learning and differentiation.		
11. Curriculum activities allow the use of varied teaching methods and support the full range of learning styles.		
12. Curriculum activities allow the vast majority of learners to achieve the desired learning outcomes.		
13. The vast majority of learners enjoy and benefit from the programme.		

14. What is the least useful part of the programme for learners and why?

15. What is the most useful part of the programme for learners and why?

16. If you could redesign the programme, what would be the first three changes you would make and why?

a.

b.

c.

General administration

This resource contains the following templates and examples as a starting point for developing your own bank of resources.

- **Resources** – budget planner
- **Letters** – invitation to parents to an information event
- **Calendars** – staff checklist, example staff calendar, staff calendar blank

Budget planner

Budget planner			Date	
Item	Income		Expenditure	
	Planned	Actual	Planned	Actual
Equipment				
Furniture				
Teaching resources and software licences				
Information resources				
Supplies and consumables				
Photocopying and printing				
Telephone and postage				
Training (course fees, supply cover)				
Travel				
Hospitality				
Other				
Totals				

Letter – invitation to an information event

Dear Parent/Carer

Name of event

I am writing to invite you to the **[name of event]** which we are holding on **[date]** at **[times]** in **[place]**. A reply slip is attached and I would be grateful if you could return it to **[name]** by **[date]**.

Like you, we want to ensure that our students have the best possible information on which to base their decisions about the direction to take in the future. The **[name of event]** is designed to make sure that both you and they have the very latest information about **[event focus]**.

People attending the **[name of event]** include **[give details of speakers, stall holders etc]**. They will be able to give you **[give details of the information, help, advice, materials etc on offer]**.

There will also be an opportunity for you to talk to **[name of organisers, Connexions representatives etc]** who can **[give details of the help they can give]**.

I look forward to seeing you there.

Yours faithfully

[Name]

[Role]

Reply slip

I will/will not be attending the **[name of event]** on **[date]**.

Signed: _____

Student name: _____

Tutor: _____

Please return this slip to **[name]** by **[date]**.

Calendars – staff checklist

Things to think about when creating a calendar for staff use:

- Accreditation – for learners (e.g. ASDAN, career-related qualifications), for the programme (e.g. Investor in Careers, the **matrix** Standard) and for staff (e.g. level 4 NVQ in Careers Education and Guidance)
- Aimhigher activities
- Annual reports for learners, senior managers, governors etc
- Budget submissions
- Connexions consultancy support
- Enrichment activities
- Enterprise activities
- Exam and assessment results
- Exams and other formal assessments
- External visitors
- Funding applications
- Guidance on, and negotiation of, individual learning plans
- Individual guidance interviews, drop-in clinics, top-up workshops etc
- Induction of new staff
- Maintaining and updating the Connexions Resource Centre
- Meetings
- Mock interviews
- Off-site visits by learners
- Opening times of, and staffing for, the Connexions Resource Centre and guidance services
- Ordering resources
- Parents' evenings and other events involving parents and carers
- Peaks in workload for staff and learners
- Progress/progression reviews
- Review dates for the partnership agreement with the Connexions
- Special events such as career fairs, HE and training taster activities, industry days
- Staff development – in-house and external
- Staff training needs analysis
- Supporting learners' progression choices and applications
- Transition reviews
- Work experience
- Work shadowing.

Calendars – example staff calendar

Month	Date	Activity
September		<ul style="list-style-type: none"> ● Year 2 Certificate students on work experience ● Induction evening for new students and their parents or carers ● Deadline for Oxbridge entry checks ● UCAS medicine, vets and dentistry entries ● Job hunters begin research and update personal marketing documents ● HE research continues and main UCAS applications begin ● Careers fair
October		<ul style="list-style-type: none"> ● All exam and registration entry forms to be with exam department ● All Oxbridge entries to have been sent ● Year 2 Diploma students on work experience ● Half-termly progress review and ILP updates ● HE research and UCAS applications continue ● Job hunters begin job search
November		<ul style="list-style-type: none"> ● Key skills – external tests ● A level students on work experience ● Parents and carers' evenings for one-year courses and second year of two-year courses ● UCAS application checks begin
December		<ul style="list-style-type: none"> ● Key skills – external tests ● Oxbridge interviews ● Mock interviews for relevant UCAS applicants ● Parents' evenings for students in first year of two-year courses
January		<ul style="list-style-type: none"> ● Key skills – external tests ● AS/A2 exams ● Diploma students on work experience ● UCAS applications finalised
February		<ul style="list-style-type: none"> ● Key skills – external tests ● Gap year students start serious planning ● AS information evening ● Intermediate students on work experience

Month	Date	Activity
March		<ul style="list-style-type: none"> ● Exam results, progression reviews and ILP updates ● Parents' evening and briefings on 18+ opportunities and Oxbridge entry for students in first year of two-year courses ● Parents' evening for students on one-year courses ● UCAS Route B applications ● Foundation students on work experience
April		<ul style="list-style-type: none"> ● HE applicants begin HE visits and decide first choice and insurance offers
May		<ul style="list-style-type: none"> ● HE applicants – funding briefings and applications begin ● Student progression routes confirmed, ILPs updated
June		<ul style="list-style-type: none"> ● Exams and progress reviews ● Student workshops and taster activities on 18+ opportunities
July		<ul style="list-style-type: none"> ● Exams and progress reviews ● Skillcity ● Staff industrial visits
August		<ul style="list-style-type: none"> ● Exam results and progression support ● Enrolment

Calendars – Staff calendar blank

Month	Date	Activity
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		

Session plan template

Summary (including links with other learning activities and events, key skills, schemes of work etc)

Preparation and materials

ICT use

Learning outcomes and session objectives

Introduction

Main activity

Plenary

Complementary activities (e.g. use of personal portfolios)

Follow-up activities and assessment

Essential documents

- The Leading and Managing CEG section of www.cegnet.co.uk contains:
 - an example of a careers education and guidance policy statement;
 - briefings on effective development planning for careers education and guidance, and planning and delivering the careers education curriculum.

Curriculum matters

- www.cegnet.co.uk contains *Better Practice: A guide to delivering effective career learning 11-19*. Includes valuable chapters on checking out the essentials and being realistic about career learning and development.
- The Teaching and Learning section of www.cegnet.co.uk contains a briefing on designing a scheme of work.

Resources and information

- The Careers IAG section of www.cegnet.co.uk contains downloadable copies of the *Connexions Resource Centre Guide* and the *Connexions Resource Centre Index*.

Monitoring, evaluation and review

- The Leading and Managing CEG section of www.cegnet.co.uk contains a briefing on monitoring, evaluating and reviewing careers education and guidance.
- www.isneducation.org.uk for good practice in school self-evaluation and college self-assessment.

Administration

- The Managing CEG section of www.cegnet.co.uk contains a briefing on making effective use of funding and resources.

[illegible]

Section 1 – New to the job

S1

Section 2 – Programme content

S2

Section 3 – Planning and organisation

S3



Section 4 – Making the programme work

S4

Section 5 – Maintaining quality

S5

- R14** Teaching and learning
- R15** Assessment, recording and reporting
- R16** Advice and guidance
- H4** Where to find more help

Teaching and learning

Helping young people to make the most of themselves and their opportunities means helping them to take control of their personal and career development. It demands approaches that:

- challenge and actively engage learners;
- support differentiation;
- give individuals the opportunity to work with different people;
- make individuals feel that what they are doing is relevant to their lives;
- allow learners to reflect on, share and use what they have learned.

Assessment, recording and reporting

Everyone enjoys, and benefits from, having their achievements recognised. Such feedback also helps people to work out what they need to learn or develop in order to improve their performance. Without some kind of feedback it is difficult to make any progress.

Assessment, recording and reporting in career management and personal development programmes give learners the feedback that they need to take increasing responsibility for their own learning and development. Various approaches are possible but it is important that they are fit for purpose, and that their use does not lead to a situation where they evoke fear of failure and drive programme content.

Advice and guidance

Learners often receive advice and guidance from subject staff and tutors. It is important that these staff feel confident that they have the knowledge and skills to do this, and that they know when it is appropriate to refer individuals for more specialist or intensive support. Local authority IAG services and Connexions provide consultancy support for co-ordinators seeking to enhance this aspect of their provision.

Engaging learners

Experts say that people remember 20 per cent of what they read, 30 per cent of what they hear, 40 per cent of what they see, 50 per cent of what they say, 60 per cent of what they do, and 90 per cent of what they read, hear, see, say and do.

The aim in career management and personal development programmes is to hit the 90 per cent target so that learners can take charge of their personal and career development – a tough challenge. Evidence suggests that this is most likely to happen when learners:

- have a problem to solve;
- have to do something practical;
- feel that what they are doing is relevant to their lives;
- feel challenged by what they are asked to do;
- have time to reflect on what has happened;
- have a chance to share their learning;
- enjoy what they are doing.

Examples of tried and tested methods for engaging learners

- research projects – identified by staff or by learners and done individually, in pairs or small groups (e.g. the pros and cons of higher education)
- targeted writing activities – activities that have clear links with learners' past, present or future lives (e.g. describing dream jobs and lifestyles)
- matching or sorting exercises – using cards, projector technology etc
- human line-ups – to check knowledge, clarify values, demonstrate understanding etc

- discussion – of provocative or controversial statements, of case studies based on real life, of discussion prompts, of visual stimuli etc (e.g. young people need to maintain personal portfolios to future-proof themselves)
- self and peer assessment (e.g. completing checklists, explaining things to others, summarising learning etc)
- presentations – using topics identified by staff or by learners and done individually, in pairs or small groups
- games and quizzes
- using interactive computer programmes
- problem-solving activities – requiring use of local resources, national resources, the internet etc (e.g. alternative progression routes, adding to personal networks)
- interviews – with people in the group, with visitors, with people in the community, via email with people in different countries etc (e.g. use of business mentors)
- learning summaries – oral, handwritten, graphic, audio-visual, musical, dramatic etc
- role plays and simulations – involving learners, staff, visitors etc
- practical tasks – hands-on workshops, work-based assignments, off-site visits with associated tasks etc.

Supporting differentiation

Differentiation is the opposite of the one-size-fits-all approach. Differentiation means adjusting teaching activities to meet learners' needs. It can be aimed at a whole group, small groups or individuals. It is a deliberate and ongoing activity that helps all learners to access and benefit from the programme. Approaches successfully used in career management and personal development programmes include the following.

Grouping learners

- Vary groupings (e.g. use random groups or group learners according to interest, task, ability, aptitude, friendship, learning goals, progression goals).
- Ask learners to work individually, in pairs or small groups and then combine into larger groups to share and compare their results.

Activities

- Use activities that have a variety of entry and/or end points (e.g. core and extension activities, open-ended activities, inviting learners to write and answer their own questions on the topic).
- Build choice into an activity (e.g. different routes through the activity, alternative ways to complete the activity, a carousel of tasks from which learners can select).
- Use materials and approaches that fit different learning styles and allow learners to demonstrate their learning in different ways (e.g. orally, in writing, in graphic form, in collage form, using technology, using study guides and workbooks, through card and other sorting exercises).

- Open sessions and introduce tasks with the 'big picture' (e.g. a handout, an oral introduction, a visual reminder on a board, flipchart or wall) so that learners know what they are trying to achieve and why.
- Give learners access to support sheets or other information resources that they can consult if they get stuck.
- Make activities relevant to learners (e.g. use real deadlines and problems, highlight links with topical issues and future plans).

Supporting learners

- Provide different kinds of support (e.g. handouts, ICT, converting written tasks into practical ones, involving adults other than teachers, peer and other mentors).
- Do regular progress checks (e.g. checklists, evaluation sheets, learning logs and portfolios, contracts, negotiation/referral and target setting sessions).
- Change the pace of sessions at irregular intervals to keep learners on task (e.g. take time out to do a quick quiz, ask learners to identify one new thing that they've already learned from the session).
- Check that resources fit learners' needs (e.g. relevance, readability, ease of use, design, format etc).

Assessment

Aims

The aims of assessment activities in career management and personal development programmes are:

- to help learners show what they know, understand and can do;
- to help learners work out what to do next.

For example, an assessment might show that while learners understand the opportunities open to them, they use gender stereotypes when evaluating their personal fit, an indication that further work on challenging stereotypical thinking may be needed.

Assessment activities should take account of the organisational policy on assessment and be based on the learning outcomes specified in schemes of work, session plans and/or award specifications (e.g. key skills, ASDAN and career-related qualifications).

Methods and techniques

The methods and techniques that people use vary according to the particular type of knowledge, understanding and skills being assessed. The following methods and techniques are in common use.

Techniques

- Staff comments and feedback that encourage, challenge and prompt individuals to reflect on their learning
- Routine but selective marking of assignments, projects or portfolios against agreed criteria or mark schemes

- True/false or multiple choice tests
- Unfinished sentences
- Question and answer sessions – oral or written
- Questionnaires
- Problems and practical tasks for learners to complete at the end of a topic, module or learning activity
- Learner presentations – individual, paired or small group.

Methods

- Self and peer assessment
- Staff observations – using a recording checklist
- Observations and assessments by adults other than teachers who contribute to the programme (e.g. feedback from simulation exercises, mock interviews, work experience etc)
- One-to-one or small group discussions with learners.

Outcomes

Some assessment activities lead to in-house or external certificates. Other outcomes are less obvious but include:

- enhanced achievement and more appropriate progression for learners;
- improved ability to respond to learner needs;
- programme content and delivery improvements;
- increased accountability for programme staff.

Recording

Aims

The aims of recording are to:

- encourage learners to think about and reflect on their development and progress;
- prompt learners to assess themselves and their lives objectively, to set goals and targets and to do something about them;
- give learners an insight into their accomplishments and personal successes, and their weaknesses and limitations;
- draw attention to possible improvements or changes;
- ensure that learners have a chronological set of documents (including guidance outcomes), ideas and work samples (or signposts to them) for use in progress reviews, appraisals, guidance interviews, applications and interviews;
- prepare learners for the profiling activities that now feature in most courses and jobs;
- provide staff and others with information about, and evidence on, individuals' learning gains and other aspects of their development.

Approaches

The approaches that people use vary according to personal preference (e.g. exercise books, ring binders, envelope folders, interactive electronic records etc).

Reporting

The approaches that people use vary according to organisational practice. Some require learners to write their own reports which are then agreed with and signed off by staff. Others include a statement about learners' progress in a related report (e.g. tutor's report).

Context

Providing good quality advice and guidance has become increasingly important in the context of:

- the development of more complex and flexible curriculum arrangements that include general and specialist options;
- the possibility of learners changing courses, programmes and/or direction more than once in the 14–19 phase;
- the possibility of learners working in more than one location;
- a renewed emphasis on personalised learning;
- variations in individual pace and progression;
- encouragement for learners to think about the medium to longer term when they are making decisions (e.g. prompting 14-year-olds to think about progression routes to age 19 rather than focusing on what will happen at the end of year 11).

The need to give young people timely advice and support has led to more staff becoming involved in the provision of advice and guidance.

Guidance forums

Learners receive advice and guidance from many different sources. This can be very confusing for them if the different strands are not pulled together in some way. It is recommended that a guidance forum is created to promote coherence. Such forums should include people from inside and outside the organisation (e.g. programme co-ordinators, special educational and additional needs co-ordinators, ICT co-ordinators, learning mentors, managers responsible for guidance and

related activities, Connexions staff, relevant staff from partner education and training providers).

Supporting staff

As more staff become involved in helping learners to think about and plan their futures, the need to support those staff increases. Experience of working in one-to-one guidance situations often prompts them to ask for more:

- information about the choices that learners have;
- information about referral systems and the additional support available to some learners;
- advice on how to help learners keep their options open whilst still moving towards their longer term goals;
- advice on how to help learners identify and tackle barriers to learning and progress.

These needs can be met in different ways but as a general rule these staff should have access to:

- www.iagworkforce.co.uk, which includes learning resources for tutor teams on the choices 14–19;
- *14–19 choices – a guide for those supporting young people* – a new mini-site accessible via www.cegnet.co.uk that introduces the reform programmes, an overview of learning programmes and pathways, and the IAG implications;
- training on one-to-one work, including how to help learners develop and use individual learning plans and personal portfolios (e.g. progress files, electronic portfolios).

Tips and hints for one-to-one work

Use an interview schedule

A flexible but structured schedule helps to make sure that discussions are productive for staff and learners.

Basic interview schedule	
Opening	<ul style="list-style-type: none"> ● Introduction ● Put learner at ease ● Agree/clarify the purpose of the interview ● Agree an initial list of things to cover
Middle	<ul style="list-style-type: none"> ● Discuss the learner's starting point – where is he or she now? ● Identify the problems/issues ● Explore the problems/issues ● Gather information ● Summarise information and take stock ● Check the list of things to cover, discuss remaining items and amend the list if necessary ● Explore possible solutions ● Identify what needs to be done ● Agree action – specific, measurable, achievable, realistic, time-bound ● Check that the learner understands what to do, how to do it and by when they should have done it
End	<ul style="list-style-type: none"> ● Summarise discussion ● Confirm outcomes ● Agree a written record (e.g. ILP, action plan, note etc) ● Arrange next meeting if appropriate

Be an enabler, not a decision-maker

Avoid the temptation to help learners take the easy way out by making decisions for them. Help them to use the information and advice that they receive to work out the pros and cons of each option, and to identify the action that will be of most benefit to them. If they continually assert that they have no choice and/or no control over what happens, call in Connexions to provide specialist support.

Sharpen your listening skills

Good listening skills are essential in one-to-one work. There are times when interviewers will do most of the talking but, as a rule, they are the ones doing the listening and challenging, whilst learners do the talking.

Indicators that it's time to review and sharpen your listening skills

You find yourself:

- listening with half an ear while thinking about what to say next – or all the other things that you have to do;
- listening for a chance to interrupt and make a point or disagree;
- concentrating on an interesting word or phrase, thinking about related things and tuning out what the learner is saying;
- thinking about how to cut the interview short so you can get away and do something else;
- pre-judging the learner and listening for things that confirm what you already think;
- being too preoccupied with personal matters to listen to anything that the learner says;
- avoiding difficulties by humouring the learner rather than challenging or disagreeing with what the learner says;
- listening and waiting for an opportunity to describe a similar personal experience.

Review your other interviewing skills

One-to-one work involves lots of other skills. The main ones are listed here. Check that you are confident in using them.

Establishing rapport	Putting learners at ease – environment and body language are important.
Non-verbal communication	Showing interest and involvement without talking – eye contact, posture, nods, smiles etc.
Open questioning	Asking questions that have open-ended answers so that learners can choose what to say in reply.
Closed questioning	Asking questions in such a way that a one-word answer is sufficient, or suggesting possible answers for learners to consider.
Challenging	Identifying anything learners say that is inconsistent or that conflicts with their words or behaviour, and helping them to explore the reasons for and implications of this.
Referring	Knowing who is the best and most appropriate person to help learners deal with a particular issue, and determining who should make contact, when and how.
Probing	Exploring something to get more information.
Summarising	Checking understanding by bringing together the main points of the discussion.
Reflecting	Repeating those parts of learners' responses that contain important statements.
Identifying strategies	Suggesting, discussing and agreeing ideas about future action.
Negotiating	Checking that learners understand and agree with the aims and purpose of the interview, and any records and follow-up action.
Concluding the interview	Setting goals and targets, summing up what has been decided, agreeing what will happen next and arranging follow-up.

Teaching and learning

The Teaching and Learning section of www.cegnet.co.uk contains a range of relevant briefings including:

- key skills and careers education;
- career planning and financial planning;
- a dynamic approach to careers education;
- e-learning and careers education and guidance;

as well as access to *Better Practice: A guide to delivering effective career learning 11-19* with chapters on *Motivate and interest learners*, *Test different delivery models* and *Be creative with ICT*.

Assessment, recording and reporting

- The Leading and Managing CEIAG section of www.cegnet.co.uk contains advice on assessing students' learning and provides access to *Better Practice* with a relevant chapter on *Tell learners how they are doing*.
- Section 14 of the OpenQuals website www.openquals.org.uk has information on approved qualifications relating to preparation for life and work.

Information, advice and guidance

- www.iagworkforce.co.uk contains advice on and examples of how to meet young people's information, advice and guidance needs in the 14–19 phase.
- *Better Practice: A guide to delivering effective career learning 11-19* contains a chapter on making the links with IAG.
- www.diploma-support.org/communities/iag – as part of the Diploma Support Programme, this site provides a professional network for IAG practitioners.

Section 1 – New to the job

S1

Section 2 – Programme content

S2

Section 3 – Planning and organisation

S3

Section 4 – Making the programme work

S4



Section 5 – Maintaining quality

S5

- R17** Preparing for inspection
- R18** National IAG standards
- R19** The **matrix** Standard
- R20** Organisational standards
- R21** Staff development checklist
- R22** Self-review sheet
- H5** Where to find more help

Staff development

The success of career management and personal development programmes relies on a number of key factors. Among the most important is the level of professional skill and knowledge of the people co-ordinating and delivering them. Connexions offers training sessions on a variety of topical practical issues and access to accredited training. R21 offers a starting point for identifying staff development needs.

Preparing for inspection

Organisations receive less notice of an inspection than has been the case in previous years, and the inspections themselves are of a shorter duration (see www.ofsted.gov.uk for details). Inspections:

- use a common inspection framework for education;
- focus on core systems and the key outcomes set out in *Every Child Matters* – subject provision is inspected by means of separate subject surveys;
- flow from an organisation's self-evaluation form (SEF);
- use 4 assessment grades – outstanding, good, satisfactory, inadequate;
- result in short, sharp reports (around six to eight pages) with recommendations for improvement; these must be included in the organisational development plan.

The central role of self-evaluation in inspection makes it essential that co-ordinators systematically evaluate their programmes (see R11, R17 and R22). Connexions can provide advice and support on how to do this.

National IAG standards

From April 2008 responsibility for commissioning information, advice and guidance services for young people rests with local authorities. Quality standards for IAG have been written to support the development of consistently high quality and impartial information, advice and guidance services across the country. They are supported by a detailed User Guide (see R18).

Other standards

Other standards of relevance to career management and personal development programmes include:

- the **matrix** Standard – a national quality standard for any organisation that delivers information, advice and/or guidance on learning and work (see R19);
- national occupational standards;
- the Investors in People standard;
- organisational quality standards and arrangements (see R20);
- quality standards and awards such as Investor in Careers (see H5).

Inspection focus

Inspection arrangements focus on assessing how well education and work-based learning providers are helping the young people in their care. This is why there is a single inspection framework that incorporates the outcomes set out in *Every Child Matters*. Inspectors want to find out how well education and work-based learning providers are helping young people to:

- achieve personal and social development;
- engage in decision-making and support the community and environment;
- develop self-confidence and successfully deal with significant life changes and challenges;
- develop enterprising behaviour;
- be ready for employment;
- be ready to engage in further education, employment or training.

Career management and personal development programmes have a central role in helping to achieve these outcomes, so inspectors will want to know what impact they are having.

The role of self-evaluation

Self-evaluation is an ongoing process and a feature of good practice. It is also at the heart of the new inspection arrangements. All organisations have to complete an on-line form. The form is a summative document and designed to assist with self-evaluation. It should:

- contain conclusions with supporting evidence;
- indicate key strengths and weaknesses;

- identify what needs to be done to improve things.

The form should be completed at least once a year but this can be done at any time so that it fits with an organisation's normal cycle of review and planning.

Surviving inspections

The key to preparing for, and surviving, inspections is to ensure that programme evaluation is part of normal practice.

Co-ordinators who already do the following will be well-placed to cope with the new inspection arrangements:

- carry out regular and systematic monitoring, review and evaluation that involve all programme contributors (e.g. staff, learners, parents and carers, Connexions staff, employers, other education and training providers);
- produce annual self-assessment reports for senior managers and governors that cover successes, failures, strengths, weaknesses and areas for development and possible action;
- use the outcomes of monitoring, review and evaluation to inform policies and development and action plans;
- keep a file or portfolio of useful documents, reports and feedback that show what people think of the programme, the impact that it is having and how it is being improved over time (e.g. inspection and assessment reports, policy, development plan, action plan, evaluative comments from learners and other programme contributors).

To do list

This list will help to double-check your readiness for an inspection visit and enable you to identify anything else that you need to do.

1. Read the current inspection documents: inspection framework and evaluation schedule, inspection handbook, subject guidance and self-evaluation form (SEF). These can all be downloaded from the Ofsted website – www.ofsted.gov.uk.
2. Check that you are familiar with current developments in areas related to the programme; www.cegnet.co.uk provides a good starting point for doing this.
3. Do a test run by filling in the SEF using the evidence that you already have from monitoring, review and evaluation activities, including those carried out by people outside the organisation (e.g. Connexions, Investor in Careers assessors). Concentrate on judgements and supporting evidence rather than descriptions of provision and practice. Identify any gaps and work out how you can fill them.
4. Create or update your portfolio; aim for a slim, ‘clever’ collection of evidence that you can use for more than one purpose.
5. Check, improve and maintain programme monitoring, review and evaluation activities.

National Quality Standards for IAG

There are 12 quality standards, each with evidence indicators against which performance can be assessed. They set out expectations that:-

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need.
2. Young people receive the information, advice and guidance on personal well-being and financial capability issues that they need.
3. Young people have the information they need to make well-informed and realistic decisions about learning and career options.
4. Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers.
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes.
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision.
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed.
8. Information, advice and guidance providers understand their roles and responsibilities.
9. Programmes of career and personal development for young people are planned and provided collaboratively.
10. Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development.
11. Information, advice and guidance services are regularly reviewed and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings.
12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents or carers and young people.

The **matrix** Standard

The Standard

The **matrix** Standard is a national quality standard for organisations delivering information, advice and guidance services for learning and work. Its purpose is to identify the essential features of successful delivery of any information, advice and guidance service, regardless of context or sector, and to provide key indicators by which organisations can measure their current activities. It is designed to support the continuous improvement of provision and practice.

The Standard covers eight elements that define best practice in helping service users, and in efficiently managing people and resources. The elements are:

Service

- People are made aware of the service and how to engage with it;
- People's use of the service is defined and understood;
- People are provided with access to information and support in using it;
- People are supported in exploring options and making choices.

Management

- Service delivery is planned and maintained;
- Staff competence and the support they are given are sufficient to deliver the service;

- Feedback on the quality of the service is obtained;
- Continuous quality improvement is ensured through monitoring, evaluation and action.

Accreditation

There are eight steps in 'The **matrix** Journey':

1. Make the decision and commitment to the Standard;
2. Review current practices and seek the help of a registered **matrix** adviser;
3. Develop an action plan and review with a registered **matrix** adviser if required;
4. Implement the plan and prepare for assessment;
5. Assessment and feedback;
6. Accreditation;
7. Identify development activities in continuous improvement plan;
8. Re-assessment at least once every three years.

Benefits

- Learners benefit from continuously improving systems.
- Resources are deployed more effectively.
- Team working improves.
- Provision gains public recognition.

Organisational standards

Self-evaluation is easier if programmes have clear objectives that can be assessed against defined organisational standards.

Example of organisational standards

Objective	Quality standard	Measurement or evidence
To operate within the college career management and personal development programme policy to deliver learning activities through the curriculum, group work and/or flexible learning and gain accreditation where appropriate.	<ul style="list-style-type: none"> Service agreements negotiated annually between the curriculum manager, programme co-ordinator, tutor managers and curriculum areas. 	<ul style="list-style-type: none"> Service agreements. Annual review of agreements. Documentation used in the career management and personal development programme. Evaluation of the programme.
To be proactive in ensuring that learners know about the programme and associated services through publicity, induction and liaison with other college staff.	<ul style="list-style-type: none"> Statement of service and learner entitlement displayed Programme leaflet available to all at induction; programme staff attend induction events Targeted leaflets for specific groups of learners Tutors introduce new learners to programme content and college facilities, including taking them round the LRC and guidance centre Opening times widely publicised Programme staff attend staff meetings and induction events for new staff 	<ul style="list-style-type: none"> Information leaflets. Noticeboards and other displays. Enrolment and induction information for staff. Information given at staff induction. Tutor information sheets.
To be a substantial link in the network of support for all learners by liaising with, for example, tutors, admissions staff, counsellors, support staff for special needs, basic skills, ESOL etc.	<ul style="list-style-type: none"> Cross-college meetings (guidance forum). Staff briefings. Regular liaison meeting between programme co-ordinator and key college personnel. 	<ul style="list-style-type: none"> Referral information folder. Notes of meetings. Records of liaison meetings and contributions to updating admissions and progression procedures.

Objective	Quality standard	Measurement or evidence
To administer higher education applications and to ensure that applicants have the opportunity for advice about procedures and guidance when making their choices.	<ul style="list-style-type: none"> Staff are well informed about entry to HE and associated issues including funding. Draft applications checked within two working days for technical accuracy and appropriateness of HE choices. Completed forms reach UCAS well before the final deadline. References reflect the views of all who teach the applicant and are monitored for depth, balance and accuracy. Late applications are afforded the same standard of care although meeting the UCAS deadline cannot be guaranteed. 	<ul style="list-style-type: none"> HE report. Database and logging systems. Specific handouts on HE applications and procedures. Group sessions on HE applications and procedures. Guidelines on writing references. Records of meetings, visits to and research about entry to HE.
To provide open access and self-help facilities for information through staffed and well-resourced careers drop-in facilities.	<ul style="list-style-type: none"> Opening hours are extensive and provide as close a match to college opening hours as possible. Targeted facilities available in the LRC. Guide to the careers facilities available. All information on paper or computer is appropriately classified, dated and clearly labelled. Information is available about which software is appropriate for which purpose Help is available on request. 	<ul style="list-style-type: none"> Facilities evaluation. Computer evaluation. Guides to information facilities. Guides to computer programs. Publicity material with opening hours.

Objective	Quality standard	Measurement or evidence
To provide a comprehensive range of information which is current, easily accessible on either paper or computer, relevant to the needs of all learners and freely available.	<ul style="list-style-type: none"> ● Connexions Resource Centre standards published by Central London Connexions. 	<ul style="list-style-type: none"> ● Attainment of the Central London Connexions standards. ● College careers information database. ● Handouts written and researched by college staff for learners. ● Facilities evaluation. ● Community information policy.
To provide easy opportunities for clients of all ages, abilities and backgrounds to obtain quick responses to short-term queries.	<ul style="list-style-type: none"> ● Reception staff/duty advisers available throughout college opening hours. ● 20-minute maximum response time or alternative offered and explanation given with response to query being provided within five working days. ● Interview offered within ten working days if the query is complex. ● Telephone queries responded to within 24 hours and three recorded attempts made to contact the caller. ● Referral made to other staff or agencies where appropriate. 	<ul style="list-style-type: none"> ● Duty rota. ● Help notices. ● Cards noting time of arrival and instructions to receptionists that if anyone has to wait longer than 15 minutes they should seek extra help, offer an appointment or give an explanation. ● Completed query cards. ● Contact information. available for referrals within the college and with outside agencies. ● Workshop evaluation forms.

Objective	Quality standard	Measurement or evidence
To provide impartial and confidential individual guidance interviews for clients of all ages, abilities and backgrounds.	<ul style="list-style-type: none"> ● Interview appointments available within five working days ● Interviews at least 30 minutes long on a one-to-one basis and held in privacy to ensure confidentiality. ● Guidance summary and negotiated action plan agreed with and given to the client immediately where possible and within a maximum of five working days if not. ● Invitation to participate in follow-up activities to be given or referral to other agencies as appropriate. 	<ul style="list-style-type: none"> ● Appointments diaries ● Questionnaires, interview records and copy of updated individual learning plans (with learners' permission) ● Client database and analysis ● Confidential interviewing facilities ● Secure record keeping facilities ● Client evaluation questionnaires

Objective	Quality standard	Measurement or evidence
To provide a programme of continuing professional development for programme staff.	<ul style="list-style-type: none"> Formal identification of training needs through appraisal and annual needs assessment. Annual programme of training in accordance with identified needs. Participation in training organised by Central London Connexions. Attendance at open days, meetings at colleges and HE institutions. Initiation of meetings about and briefings on areas of new development or special interest. Attendance at specialised training courses/meetings further afield. All training and development events reported on and reports made available to other programme staff within two working weeks. 	<ul style="list-style-type: none"> Annual inventory of training activities. Reports of training and development events attended.
To negotiate a partnership agreement with Central London Connexions.	<ul style="list-style-type: none"> The agreement conforms with college policy and the quality standards in this document. The agreement is acceptable to both parties. The agreement is reviewed termly. 	<ul style="list-style-type: none"> Annual partnership agreement with Central London Connexions.

Objective	Quality standard	Measurement or evidence
To monitor and evaluate the programme and associated services and pursue a policy of continuous improvement.	<ul style="list-style-type: none"> ● Annual programme evaluation. ● Facility evaluations twice a year. ● Interview evaluations twice a year. ● Evaluation of major programme events and initiatives. ● Annual self-evaluation report and action plan. 	<ul style="list-style-type: none"> ● Evaluation sheets and reports. ● Annual report. ● Triennial review.
To meet internal and external quality standards.	<ul style="list-style-type: none"> ● Annual review of internal quality standards and responses to them. ● Investor in Careers Award standards reviewed on an annual basis in preparation for re-accreditation. ● Matrix Standard review ongoing. 	<ul style="list-style-type: none"> ● Annual report and self-evaluation report. ● Investor in Careers award. ● Matrix Standard.

Review date: _____

Staff development checklist

Many people become involved in career management and personal development programmes during the course of their careers and have little prior experience or training.

In addition to getting to grips with the challenge of co-ordinating or teaching the programme, staff also have to stay up to date with the rapid changes taking place in learning and work.

Staff development can take many forms, including:

- attending training sessions, workshops and conferences;

- being mentored or coached in a new role;
- personal updating using the internet, distance learning materials etc;
- doing an accredited course;
- taking part in industrial or business visits and placements or work shadowing.

This checklist provides a starting point for identifying staff development needs. When completed it should also help to identify what development opportunities to use.

	Front-line staff	Careers specialists	Tutors	Managers and Co-ordinators
Knowledge and information				
Introduction to career management and personal development practice and theory				
Roles and responsibilities in career management and personal development programmes				
Updating knowledge of college developments: changes to curriculum or assessment arrangements, funding etc				
Updating knowledge about national and other requirements and guidance				
Updating knowledge about work, career patterns and labour market trends				
Updating knowledge about opportunities in learning and work, including alternative qualifications and progression routes				
Updating knowledge of resources (printed and electronic) available within the organisation and from other agencies				

	Front-line staff	Careers specialists	Tutors	Managers and Co-ordinators
Skills and techniques				
Supporting progression in learning, including the use of individual learning plans and personal portfolios				
Making the links with other learning activities and experiences, including experience of work				
Assessment, recording and reporting techniques				
Individual guidance skills, including the use of computer-assisted guidance and support materials				
Monitoring, review and evaluation				
Effective partnership working				
Using computer programs and the internet with learners				
Selecting and evaluating teaching strategies and materials				
Organisation and management				
Policy development and operation				
Planning and developing programmes				
Accrediting career management and personal development programmes				
Recognising the development of career management, key and other employability skills				
Producing a scheme of work				
Establishing a guidance forum				
Understanding referrals systems				
Managing and maintaining the Connexions Resources Centre				
Monitoring, reviewing and evaluating cross-college provision				
Inspection and self-evaluation				
Investor in Careers and other quality standards				
Supporting and developing staff				

Self-review sheet

This resource contains two review sheets based on the current inspection framework:

- one has examples of the evidence that you might use to answer inspectors' questions and signposts useful materials in the pack;
- the second is a blank for your own use .

When using the blank, remember that the emphasis should be on evidence of impact and not on describing provision and practice. You can use the blank both to prepare for inspection and to pull together evidence and information for your annual self-assessment report.

Evidence

1. How well do learners achieve?

a. What are learners' achievements and standards in their work?	<ul style="list-style-type: none"> ● Learner progress records: ILPs, personal portfolios, assessment outcomes and reports. ● Accreditation outcomes: awards, certificates, qualifications including key skills, and trends over time. ● Attendance and retention rates. ● Destination statistics: over time, including information about course switching/drop-out and the achievement of longer-term goals (e.g. completion of apprenticeships and higher education courses) and comparisons with/benchmarking against local and national patterns. ● Outcomes of specific activities aimed at raising aspirations and achievements (e.g. mentoring, life coaching, career fairs and conventions). ● Self-assessment and other reports. <p>See: R5, R9, R11, R15, R17</p>
b. To what extent do learners adopt healthy lifestyles?	<ul style="list-style-type: none"> ● Feedback from learners and others on how well programme activities boost self-esteem and help individuals to understand the concept of being fit for the future. ● Feedback from learners and others on how well programme activities (e.g. stress management, targeted workshops, referral systems) help individuals to identify and tackle barriers to future progress. <p>See: R3, R5, R11, R15</p>

Evidence	
1. How well do learners achieve?	
c. To what extent do learners feel safe and adopt safe practices?	<ul style="list-style-type: none"> ● Feedback from learners and others, including employers, on the effectiveness of programme activities in helping them to understand their rights and responsibilities, undertake risk assessments and follow health and safety requirements in a range of settings. ● Feedback from learners and others on how well programme activities tackle issues such as stereotyping, prejudice, discrimination, harassment and bullying and the effect that they have on individual and group behaviour. <p>See: R3, R5, R11, R14, R15</p>
d. How much do learners enjoy their education?	<ul style="list-style-type: none"> ● The outcomes of monitoring, review and evaluation activities (e.g. satisfaction surveys, activity completion, learner and other evaluations). ● Programme attendance, punctuality and participation rates, including take-up of special events, guidance interviews and suchlike. ● The impact of personalised learning, differentiation and targeted interventions on the individuals concerned. <p>See: R3, R5, R11, R14, R15</p>
e. How well do learners make a positive contribution to the community?	<ul style="list-style-type: none"> ● Feedback from learners and others, including employers, on the effectiveness of programme activities in helping them to assert their rights and fulfil their responsibilities in a range of settings. ● Documents (e.g. learner progress records, staff reports, self-assessment reports) demonstrating the extent to which programme activities are helping learners to build networks, support each other and take increasing responsibility for their actions. ● Learner participation rates in focus groups, evaluation and other exercises designed to involve them in programme and other developments. <p>See: R3, R5, R9, R11</p>

Evidence	
1. How well do learners achieve?	
f. How well do learners prepare for their future economic well-being?	<ul style="list-style-type: none"> ● Destination and longer-term progression statistics. ● Evidence (e.g. feedback, accreditation outcomes, learner and staff records) on how well programme activities boost learners' self-esteem, aspirations and achievement and help them to develop and apply their career management, key and other employability skills. ● Participation rates in, and data on the outcomes of, work experience, work-based learning, enterprise and financial literacy activities. ● Feedback from learners and others on how well they understand and can select from the full range of opportunities open to them so that they have a range of options in the future. ● Evidence (e.g. reports, feedback) on the extent to which information and guidance for learners is impartial and covers the full range of opportunities open to learners. <p>See: R5, R9, R11, R14, R15, R16</p>
On the basis of your evaluation, what are your key priorities for development?	
Give yourself a grade for each of these areas	1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate
2. How good is the quality of teaching and learning?	
<ul style="list-style-type: none"> ● Programme documentation (e.g. policy, development plan, action plan, learner entitlement statements, schemes of work). ● Information about staff qualifications and the provision and take-up of professional development opportunities. ● Assessment, monitoring, review and evaluation data. <p>See: R3, R5, R7, R8, R15, R19, R21</p>	
On the basis of your evaluation, what are your key priorities for development?	
Give yourself a grade for this area	1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

Evidence

3. How well do curriculum and other activities meet the needs and interests of learners?

- Programme documentation (e.g. policy, schemes of work, self-assessment reports, partnership agreements).
- Outcomes of monitoring, review and evaluation activities (e.g. on the extent to which learners can build on prior learning, on the use of LMI to inform programme content, on the contribution of programme activities to wider curriculum development to secure appropriate progression routes for all learners, on the extent to which programme activities are accessible and of benefit to all learners, on the extent to which parents or carers and other partners are involved in supporting learners).
- Individual learning plans, personal profiles, tutorial records.
- Marketing and promotional materials.

See: R3, R5, R7, R9, R10, R11, R14, R15, R16

On the basis of your evaluation, what are your key priorities for development?

Give yourself a grade for this area

1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

4. How well are learners guided and supported?

- Feedback, monitoring, review and evaluation outcomes (e.g. demonstrating that guidance is impartial; that information covers the full range of learners' opportunities; that there is minimal course switching and drop-out; that learners and their parents or carers feel fully involved in and in charge of decisions; that tutors and other staff feel able to offer good quality advice and guidance).
- Documents (e.g. policy, guidance forum membership, referral systems, partnership agreements) demonstrating that guidance and support provision are coherent.
- Accreditation (e.g. Investor in Careers, the **matrix** Standard).

See: R3, R5, R9, R10, R11, R15, R16, R18, R19

On the basis of your evaluation, what are your key priorities for development?

Give yourself a grade for this area

1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

Evidence

5. How good are leadership and management?

- Programme documents (e.g. policy, development plan, action plan, partnership agreements, schemes of work, self-assessment reports).
- Monitoring, review and evaluation outcomes .

See: R1, R3, R6, R7, R8, R10, R11

On the basis of your evaluation, what are your key priorities for development?

Give yourself a grade for this area

1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

Evidence	
1. How well do learners achieve?	
a. What are learners' achievements and standards in their work?	
b. To what extent do learners adopt healthy lifestyles?	
c. To what extent do learners feel safe and adopt safe practices?	
d. How much do learners enjoy their education?	
e. How well do learners make a positive contribution to the community?	
f. How well do learners prepare for their future economic well-being?	
On the basis of your evaluation, what are your key priorities for development?	
Give yourself a grade for each of these areas	1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

Evidence	
2. How good is the quality of teaching and learning?	
Empty space for evidence	
On the basis of your evaluation, what are your key priorities for development?	
Give yourself a grade for this area	1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate
3. How well do curriculum and other activities meet the needs and interests of learners?	
Empty space for evidence	
On the basis of your evaluation, what are your key priorities for development?	
Give yourself a grade for this area	1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

Evidence	
4. How well are learners guided and supported?	
On the basis of your evaluation, what are your key priorities for development?	
Give yourself a grade for this area	1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate
5. How good are leadership and management?	
On the basis of your evaluation, what are your key priorities for development?	
Give yourself a grade for this area	1 – Outstanding 2 – Good 3 – Satisfactory 4 – Inadequate

Staff development

- www.cegnet.co.uk contains a briefing on improving group work with tutors and a directory of professional qualifications for careers education and guidance in England.
- The Leading and Managing CEIAG section of www.cegnet.co.uk contains a briefing on training teachers for careers work.
- www.iagworkforce.co.uk has a wide range of resources to support the needs of IAG practitioners.

Preparing for inspection

- *Inspecting Careers Education and Guidance pre and post-16 with guidance on self-evaluation*, Ofsted, 2001 (downloadable from www.ofsted.gov.uk)

Standards

- The national standards for IAG can be downloaded from www.cegnet.co.uk. You can also access a comprehensive User Guide.
- Visit www.matrixstandard.com for more information about the **matrix** Standard.
- The Professional Development section of www.cegnet.co.uk contains information on national occupational standards for careers education and guidance practitioners.
- Information on the Investors in Careers standards can be found on the practitioner section of www.connexions-cd.org.uk.

Coventry office

Friars House, Manor House Drive
Coventry CV1 2TE
t 024 7662 7900
e enquiriescoventry@lsis.org.uk

London office

Fourth Floor, 47 Mark Lane
London EC3R 7QQ
t 020 7929 8700
e enquirieslondon@lsis.org.uk

www.lsis.org.uk

Learning and Skills Improvement Service

The Learning and Skills Improvement Service (LSIS) came into operation on 1 October 2008.

Combining the best aspects of two different and highly successful sector bodies – the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA) – LSIS works closely with the sector, as its key partner, to focus on learners and on supporting excellence, sustainable provision and self-regulation in the further education and skills sector. Leadership development underpins and forms an important part of the organisation's strategic role in the sector.

LSIS was established after consultations with sector leaders identified a strong desire for an organisation that would be sector-led. As a sector-owned public body, LSIS is owned, directed and governed by further education and skills colleges and providers – the first time that this vibrant sector's talent is being harnessed to participate in this way.

LSIS continues to consult with the sector about its priorities and remit. While this is taking place, the activities and services of the former CEL and QIA organisations continue under LSIS branding; more information about the range of activities is available on their websites at www.centreforexcellence.org.uk and www.qia.org.uk.

Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that all our communication and learning materials are available in various formats including large font, audio or braille. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.