

Careers Education, Information, Advice and Guidance (CEIAG) Service Standards



Provision of service

1. Referrals for Careers and IAG 1:1 appointments can be made in person, by telephone, email and eILP by:
 - a. Tutor, Welfare Officer or CollegePlus
 - b. Learner
 - c. Parent/carer
 - d. Destination tutorial (intended and/or end of year)
 - e. On 'exit' from course
 - f. Mid-year destination tutorial
2. Referrals for appointments will lead to an offer of a 1:1 meeting within 5 working days:
 - a. Parents/carers/tutors may accompany the learner at the learners request
 - b. Appointments are made at the convenience of the learner (campus/day/time)
3. Learners requesting IAG over email can expect a response within 4 working days:
 - a. For example feedback on UCAS personal statements or CVs.
4. Records are kept for follow up and quality assurance purposes:
 - a. Paper action plans are written for the learners to take away with them. A copy is stored in G16
 - b. Electronic records are made on e-ILP to ensure a joined up approach to learners' experience and on a central spreadsheet for auditing purposes
5. Evaluation is to be completed by the client:
 - a. Client to be sent SMS evaluation link after appointment
 - b. Evaluations are reviewed termly and any points arising actioned
 - c. Within the collegiate student surveys ASPECT is also evaluated in terms of ease of access and provision of service

For the purposes of these service standards, what is encompassed in the term IAG?

It includes:

- The provision of accurate, up-to-date and objective information about learning and career opportunities, and progression routes
- The provision of advice through activities and opportunities that help learners to gather, understand and interpret information and apply it to their own situation
- The provision of impartial guidance to help learners understand themselves and their aspirational goals, confront barriers, develop new perspectives and make progress
- Support for curriculum development

The quality standards

1. Learners are informed about how information, advice and guidance services can help them and how to access the services they need (CIF 28.5, 31.3, 31.4)
 - a. Visibility and promotion of ASPECT (IAG) across all sites
 - b. Impartiality of access (available to all levels, courses and subjects)
 - c. Learners 19+ are signposted to CIS for course advice or referred to the National Careers Service or Team North Somerset for careers advice and guidance
2. Learners receive information, advice and guidance on managing their career goals and developing financial capability (CIF 31.3, 31.4, 31.9)
 - a. 1:1 appointments
 - b. Tutorial programmes
 - c. Brighter Futures Fair
3. Learners have the information they need to make well-informed and realistic decisions about learning and career options, including higher education, apprenticeships, gap years, volunteering and job hunting (CIF 28.5, 31.3, 31.4, 31.9, 32.2)
 - a. 1:1 appointments
 - b. Tutorial programmes and theme weeks
 - c. Moodle and Library+ resources
 - d. IAG is aspirational, impartial and realistic
4. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes (CIF 30.7, 31.9)
 - a. Tutorial programmes
 - b. IAG is impartial
5. Learners are active participants of the information, advice and guidance provision (CIF 31.1)
 - a. On receipt of a referral from a third party, learners will be offered an IAG 1:1 by telephone. If the learner does not respond they are offered it in writing
 - b. IAG is learner led
6. Parents and carers know how information, advice and guidance services can help learners and know how these services are accessed (CIF 30.6)
 - a. Parents Information Evening and related events promote the service
 - b. The College website details the services available through ASPECT
7. Information, advice and guidance practitioners understand their roles and responsibilities (CIF 28.2)
 - a. Team training/meetings/appraisals
 - b. Regular supervision
8. Programmes of career and personal development for learners are planned and provided collaboratively through PDBW (CIF 28.4)
 - a. In partnership with Quality, CollegePlus and Library+, Student Services and curriculum

9. Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development (CIF 28.2)
 - a. ASPECT team qualified or working towards IAG level 3 qualification as a minimum
 - b. A termly audit of records is carried out by the ASPECT Manager
 - c. Observations of IAG staff occur twice per academic year
 - d. The matrix accreditation standard is maintained
10. Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings (CIF 28.3)
 - a. Printed and electronic resources are updated annually
 - b. Learners are sent SMS evaluation link after appointments
 - c. Learners are questioned about the service in the collegiate surveys

Relationship to CIF: Key

28 Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

28.2 Improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development

28.3 Evaluate the quality of the provision and outcomes through robust selfassessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement

28.4 Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community

28.5 Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment

30 Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

30.6 Engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

30.7 Equality of opportunity and recognition of diversity are promoted through teaching and learning

31. Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners':

31.1 Pride in achievement and commitment to learning, supported by a positive culture across the whole provider

31.3 Choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance

31.4 Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

31.9 Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain

32 Inspectors will take account of current standards and progress, including the provider's own data, and make a relevant judgement on academic and other learning outcomes for children and learners by evaluating the extent to which they:

32.2 Attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.

For compliment, comment, complaint or feedback, please contact Jodie Silmon (ASPECT Manager)