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The Education and Training Inspectorate -
Promoting Improvement

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Education and Training Inspectorate

Evaluating the Quality of Careers Information,

Advice and Guidance provided by

Career Information, Advice and Guidance Providers

2009

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INTRODUCTION

1.1   Introduction

Rapid changes are taking place in the labour market, driven by technological change and global economic activity. The pace of change is great, and its direction sometimes unpredictable. In a complex and changing world, all citizens need access to high quality, comprehensive and impartial information, advice and guidance.

The overall aim of effective careers information, advice and guidance (CIAG) provision is to enable clients become effective career decision makers, leading to increased participation in education, training and employment. Careers information and careers advice and guidance are defined as:

Careers Information provides access to up-to-date impartial labour market information and information relating to educational and training opportunities, to inform career planning and management; and

Careers Advice and Guidance is the provision of impartial client-centered advice and guidance, to assist in making appropriate career decisions and choices, which are informed and well thought through. It enables clients to apply their knowledge, understanding. Skills and experiences to manage their career and make informed decisions about their education, training or employment.

1.2   Purpose of the Document

This publication provides a structured and coherent framework of quality indicators for CIAG. The document is divided into three main sections; leadership and management, client impact and outcomes and the quality of CIAG provision. The key questions, quality indicators and key features within each section will enable CIAG providers to implement a rigorous and effective self-evaluation process as part of their quality assurance arrangements.

OVERVIEW: KEY QUESTIONS AND QUALITY INDICATORS

Section A	**Leadership and Management**

Key Question 1   How effective are the leadership and management in providing high quality CIAG and in supporting clients?

Quality Indicators

1.1   Strategic Leadership

1.2   Action to Promote Improvement

1.3   Staffing
1.4   Physical Resources
1.5   Links and External Partnerships
1.6   Equal Opportunity
1.7   Value for Money
1.8   Marketing

Section B   **Client Impact and Outcomes**

Key Question 2   How effective are clients in making appropriate career decisions?

Quality Indicators

2.1   Self-Awareness and Development
2.2   Career Exploration
2.3   Career Management

Section C   **Quality of Provision for CIAG**

Key Question 3   How effective is the quality of the delivery of the CIAG provision?

Quality Indicators

3.1   Careers Information
3.2   Careers Advice and Guidance
3.3   Diversity and Inclusion
3.4   Child Protection and Vulnerable Adults

SECTION A: LEADERSHIP AND MANAGEMENT

SECTION Ai: Introduction

This section is concerned with the effectiveness of leadership and management in ensuring clients receive high quality CIAG services, regardless of their ability or background. This section also covers the effectiveness of strategic leadership, quality improvement arrangements, staffing, the management of resources, links with key stakeholders and equality of opportunity. Central to effective leadership and management is the capacity of managers to bring about improvement through effective monitoring and evaluation of all aspects of CIAG provision. The main performance indicators in this section can be applied to leadership and management at any level within the organisation.

The quality indicators are not evenly weighted and should not be used as a checklist; rather they should be seen as integral elements affecting the quality of the leadership and management, but are set out to help the process of critical analysis and evaluation.

SECTION Aii: Leadership & Management: Overview of Key Question and Quality Indicators

> **Key Question 1: To evaluate how effective the leadership and management is in providing high quality IAG and in supporting clients, the following eight questions (quality indicators) need to be answered.**

1.1 **Strategic Leadership**: How effective are the senior management team in providing strategic leadership and clear direction in achieving high quality CIAG?

1.2 **Action to Promote Improvement**: How effective are the leaders and managers, at all levels, in improving the quality of CIAG provision, and raising the standards of the clients' experiences?

1.3 **Staffing:** How effective are the leaders and managers in recruiting, deploying, appraising and developing staff, at all levels, to provide high quality CIAG?

1.4 **Physical Resources:** How effective are leaders and managers in the deployment of all resources to provide high quality CIAG?

1.5 **Links and External Partnerships:** How effective are the links and partnerships with other providers, services, employers and other agencies in contributing to the provision of high quality CIAG which meets the current and future needs of clients?

1.6 **Equal Opportunity:** How effectively do leaders and managers plan CIAG services to promote equality of opportunity for clients and staff?

1.7 **Value for Money:** Does the organisation provide value for money in meeting individual, social and economic needs?

1.8 **Marketing:** How well does the organisation market its CIAG services?

SECTION Aiii: Key Question, Quality Indicators, Key Features and Evidence

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Key Question 1: How effective are the leadership and management in providing high quality CIAG and in supporting clients?

To evaluate how effective the leadership and management is in providing high quality CIAG and in supporting clients, the following seven questions (quality indicators) need to be answered:

1.1   Strategic Leadership: How effective are the senior management team in providing strategic leadership and clear direction in achieving high quality CIAG?

Key Features	Evidence
To evaluate this, consider the extent to which the senior management:	Sources of evidence include: • development and operational plans;
1.1.1 provide effective leadership and management to ensure high quality CIAG provision, to meet the needs of staff, clients and stakeholders;	• CIAG policy and strategy; • performance data;
1.1.2 set, share and review realistic objectives and targets that meet local and regional education and training needs;	• minutes of meetings; • improvement plans;
1.1.3 engage fully in effective development and improvement planning that is informed by an evaluation of the external and internal environments;	• presentation of annual report; • leaver destination surveys;
1.1.4 involve clients in developing and reviewing the CIAG provision in their area;	• labour market information; and • arrangements for communicating with staff.
1.1.5 establish clear and open channels of communication between all staff, clients, and stakeholders;	
1.1.6 define clear roles, responsibilities and functions, to support the achievement of key strategic objectives; and	
1.1.7 use effective change management strategies that are sensitive to the needs of staff, clients and stakeholders.	

1.2   Action to Promote Improvement: How effective are the leaders and managers, at all levels, in improving the quality of CIAG provision, and raising the standards of the clients' experiences?

Key Feature	Evidence
To evaluate this, consider the extent to which leaders and managers:	Sources of evidence include:
1.2.1 collect, interpret and use effectively an appropriate range of accurate and up-to date participation and tracking data, to ascertain which client groups are being reached, monitor the effectiveness of the organisation and identify areas of improvement;	• evaluation of clients experience of services received; • annual review of programmes, provision and action plans; • audit of CIAG provision; • analysis of data on progress and outcomes;
1.2.2 use self-evaluation and improvement planning processes appropriately;	• feedback mechanisms; • minutes of meetings;
1.2.3 demonstrate the capacity to sustain continuous improvement, including effective and innovative strategies to improve the quality of CIAG; and	• the self-assessment documentation; and quality improvement plans; and • key performance indicators.
1.2.4 encourage and support staff to contribute to the sharing of professional expertise and evidence-based good practice within the organisation and with stakeholders.	

1.3   Staffing: How effective are the leaders and managers in recruiting, deploying, appraising and developing staff, at all levels, to provide high quality CIAG?

Key Features	Evidence
To evaluate this, consider the extent to which leaders and managers: 1.3.1 ensure that there are sufficient numbers of staff, with the appropriate qualifications and experience, to match the requirements of the organisation and the needs of clients; 1.3.2 deploy staff appropriately to manage and deliver high quality CIAG to meet the needs of different communities; 1.3.3 provide staff with a broad range of opportunities to undertake relevant continuous professional development; 1.3.4 use performance reviews effectively to identify and meet individual staff development needs; and 1.3.5 provide a range of opportunities for staff to develop leadership and management skills and capabilities.	Sources of evidence include: • management organisation chart; • job descriptions; • staff development opportunities and records; • performance appraisal records and agreements; • staff caseloads; • staff training needs audits; and • deployment analysis of staff.

1.4   **Physical Resources**: How effective are leaders and managers in the deployment of all resources to provide high quality CIAG?

Key Features	Evidence
To evaluate this, consider the extent to which leaders and managers:	Sources of evidence include:
1.4.1 have appropriate polices and procedures in place to ensure that all accommodation and equipment are maintained, updated, and comply with relevant legislation, including health and safety;	• evaluation of perceptions of accommodation and environment by client group; • budget allocations;
1.4.2 ensure that all clients have access to good quality accommodation, that complies with current legislation and promotes inclusion; and	• resource usage records, including both paper and electronic resources; and
1.4.3 ensure that clients have access to a wide range of good quality up-to-date CIAG resources, (paper and electronic), that support their education, training and employment needs.	• the range of materials in different formats to meet client need.

1.5   Links and Partnerships: How effective are the links and partnerships with other providers, services, employers and other agencies in contributing to the provision of high quality CIAG which meets the current and future needs of clients?

Key Features	Evidence
To evaluate this, consider the extent to which leaders and managers: 1.5.1 have developed effective partnerships with key external stakeholders to meet the needs of clients; 1.5.2 work effectively with learning providers, (schools, colleges and training organisations), to ensure that clients have access to CIAG services; 1.5.3 ensure partnership agreements are in place, which clearly state roles and responsibilities and measurable outcomes; and 1.5.4 have effective links with employers and sectoral bodies, (locally and regionally), to ensure clients have access to relevant labour market information; and 1.5.5 have productive partnerships with voluntary and community organisations to ensure the CIAG services meet the needs of those clients vulnerable to social exclusion.	Sources of evidence include: • partnership agreements; • client feedback; and • analysis of contacts with learning providers, employers, sectoral bodies and community and voluntary sectors.

1.6   Equal Opportunity: How effectively do leaders and managers plan and deliver CIAG services to ensure equality of opportunity for clients and staff?

Key Features	Evidence
To evaluate this, consider the extent to which leaders and managers: 1.6.1 have in place appropriate policies and procedures that meet legislative requirements and promote equality for all the organisation's clients and staff; 1.6.2 ensure that the provision is open and accessible to all clients, regardless of location, background and abilities; and 1.6.3 ensure the promotion of equal opportunities through the delivery of impartial CIAG.	Sources of evidence include: • customer charter; • analysis of client data; • equal opportunities policy; • client feedback; and • staff development records.

1.7   Value for Money: Does the organisation provide value for money in meeting individual,   social   and economic needs?

Key Features	Evidence
To evaluate this, consider the extent to which leaders and managers: 1.7.1 make effective and efficient use of resources, both locally and regionally, to deliver services and meet clients needs; 1.7.2 monitor and review provision, to ensure it benefits individual, social nd economic need; and 1.7.3 have appropriate plans to benchmark the quality of service delivery against comparable service providers.	Sources of evidence include: • budget allocations; • action plans; • business and delivery plans; • allocation of funds and staffing; • monitoring and evaluation records; • key performance indicators; • annual audits; and • impact analysis.

1.8   Marketing: How well does the organisation market its CIAG service?

Key Features	Evidence
To evaluate this, consider the extent to which the organisation:	Sources of evidence include:
1.8.1 collects relevant information about its client base in order to inform its marketing strategy;	• marketing plan;
	• promotional materials and activities;
1.8.2 use effective marketing strategies to inform all clients about the services available;	
	• marketing intelligence;
1.8.3 ensure all clients and key stakeholders know how to gain access to the service and participate regularly in the services provided; and	• records of action taken to target clients not using service; and
1.8.4 identify and make contact with those who are not using the CIAG services.	• feedback from users;
	• record of media coverage; and
	• attendance at events.

SECTION B: CLIENT IMPACT AND OUTCOMES

SECTION Bi: Introduction

The client impact and outcomes are central when evaluating the quality of the overall CIAG service delivery. In making an evaluation due consideration should be given to the extent to which clients are self-aware, can identify and explore a range of appropriate career path ways and can implement and review a suitable career action plan.

The quality indicators are not evenly weighted and should not be used as a checklist; rather they should be seen as integral elements affecting the client impact and outcomes, but are set out to help the process of critical analysis and evaluation.

SECTION Bii: Client Impact and Outcomes: Overview of Key Question and Quality Indicators

Key Question 2: To evaluate clients' progress in making effective career decisions, the following three questions (quality indicators) need to be answered.

2.1 Self-Awareness and Development: How effective are the CIAG services in enabling clients identify, assess and develop the skills and qualities necessary to choose an appropriate career pathway?

2.2 Career Exploration: How effective are the CIAG services in enabling clients to identify, explore and review appropriate career pathways?

2.3 Career Management: How effective are the CIAG services in enabling clients employ effective career decision-making strategies to manage transition and implement an appropriate career plan?

SECTION Biii: Key Question, Quality Indicators, Key Features and Evidence

2.1   Self-Awareness and Development: How effective are the CIAG services in enabling clients to identify, assess and develop the skills and qualities necessary to choose an appropriate career pathway?

Key Features	Evidence
To evaluate this, consider the extent to which client's:	Sources of evidence include:
2.1.1 recognise the need to make a choice, at key transitional stages, in relation to their education, training and employment;	• analysis of data on achievements; • direct observation of group sessions and individual s staff;
2.1.2 have an understanding of self;	• progress files and individual action plans;
2.1.3 are aware of the requirements of specific occupations, and education and training courses that are of interest to them; and	• individual records, including assessment information; • discussions with clients and staff; • psychometric testing records; and
2.1.4 engage effectively in the decision-making process.	• self-assessment records.

2.2   Career Exploration: How effective are the CIAG services in enabling clients to identify, explore and review appropriate career pathways?

Key Features	Evidence
To evaluate this, consider the extent to which client's:	Sources of evidence include:
2.2.1 can identify specific occupations, courses of study and training opportunities of interest;	• records of level of guidance interventions;
2.2.2 can apply their work-related learning and other experiences to consider the best careers options that best match their interests, skills and abilities;	• direct observation of group and individual sessions; • progress files and individual action plans;
2.2.3 are enabled to develop further their information handling skills to identify and explore appropriate career pathways;	• individual client records; and • discussions with clients and staff.
2.2.4 have a broad and accurate knowledge of the education, training and employment opportunities that are available locally, regionally and nationally;	
2.2.5 can effectively review and rank each career option; and	
2.2.6 can identify and prioritise a range of career pathways.	

2.3   Career Management: How effective are the CIAG services in enabling clients employ effective career decision-making strategies to manage transition and implement an appropriate career plan?

Key Features	Evidence
To evaluate this, consider the extent to which client's:	Sources of evidence include:
2.3.1 can set themselves realistic and challenging career goals and develop an action plan;	• career development plans; • action plans;
2.3.2 make good use of the range of careers information, including relevant ICT software and labour market information, to inform their action plan;	• review records; • work-related learning records; and • record of applications.
2.3.3 have in place an action plan with clearly identified specific, measurable, achievable, realistic and time-bound targets; and	
2.3.4 implement, monitor and review their action plan.	

SECTION C: QUALITY OF PROVISION FOR CIAG

SECTION Ci: Introduction

This section focuses on the quality of provision for CIAG. It is concerned with the effectiveness of the careers information and the careers advice and guidance provided in enabling clients make effective career decisions. It is also concerned about the extent to which the CIAG provision meets individual, social and economic need and promotes inclusion. In addition it considers the extent to which client's welfare is safeguarded.

The quality indicators are not evenly weighted and should not be used as a checklist; rather they should be seen as integral elements affecting the quality of provision for CIAG, but are set out to help the process of critical analysis and evaluation.

SECTION Cii: Quality of Provision for CIAG: Overview of Key Questions and Quality Indicators

Key Question 3: To evaluate the quality of delivery of the CIAG provision, the following four questions (quality indicators) need to be answered.

3.1   Careers Information: How effective is the careers information provided in enabling clients to make well informed and realistic career decisions?

3.2   Advice and Guidance: How effective is the advice and guidance provided in enabling clients to make well informed and realistic career decisions?

3.3   Diversity and Inclusion: How effective is the organisation in promoting inclusion, to increase participation in education, training and employment and meet the diverse needs of clients?

3.4   Child Protection and Vulnerable Adults: How effective is the organisation in making arrangements to safeguard and promote the welfare and protection of children and vulnerable adults receiving CIAG?

SECTION Ciii: Key Question, Quality Indicators, Key Features and Evidence

Key Question 3: How effective is the quality of the delivery of the CIAG provision?

To evaluate the quality of CIAG services delivered, the following four questions (quality indicators) need to be answered:

3.1 **Careers Information**: How effective is the careers information provided in enabling clients to make well informed and realistic career decisions?

Key Features	Evidence
To evaluate this, consider the extent to which the organisation provides the client with:	Sources of evidence include:
3.1.1　an appropriate initial assessment to identify career information need;	• 　range of information resources;
3.1.2　good quality careers information to support their career decision making;	• 　format of information sources;
3.1.3　details of all relevant opportunities and pathways available locally and nationally in education, training and employment,;	• 　direct observation; and
3.1.4　access to careers information resources, (paper and electronic), in a range of formats, suitable for their levels of ability and need; and	• 　clients and staff evaluations.
3.1.5　up-to-date information about a range of support structures, specialist services and other relevant opportunities.	

3.2   Advice and Guidance: How effective is the advice and guidance provided in enabling clients to make well informed and realistic career decisions?

Key Features	Evidence
To evaluate this, consider the extent to which the organisation provides the client with:	Sources of evidence include:
3.2.1 an appropriate initial assessment to identify the career advice and guidance needs of the client;	• advice and guidance records; • initial assessment tools; • direct observation;
3.2.2 access to impartial advice and guidance in a variety of settings and at times which match their needs;	• feedback from clients; • records of formal and informal partnerships with external agencies, including specialist support providers;
3.2.3 good quality advice and guidance to enable them make well-informed decisions about their future plans and pathways;	
3.2.4 additional and sustained advice and guidance if they have a specific need;	• referral records;
3.2.5 referral to specialist support providers, where appropriate;	• action plans; and • progress reviews.
3.2.6 appropriate support to take responsibility for their action plans; and	
3.2.7 a record of the outcomes of the advice and guidance intervention.	

3.3   Diversity and Inclusion: How effective is the organisation in promoting inclusion, to increase participation in education, training and employment and meet the diverse needs of clients?

Key Features	Evidence
To evaluate this, consider the extent to which the organisation: 3.3.1 can clearly identify priority client groups; 3.3.2 can identify the diverse CIAG needs of their client groups; 3.3.3 ensure that the CIAG services are sufficiently tailored to meet client needs and maximise participation in education, training and employment; and 3.3.4 make effective use of partnerships with voluntary and community organisations to ensure the CIAG provision meets the diverse needs of clients vulnerable to exclusion and to promote inclusion.	Sources of evidence include: • management information; • evidence of monitoring and evaluation of service to key client groups; • discussions with clients and staff; • discussions with minority and ethnic groups; • tracking information; • uptake of services by client group; • publicity materials; • records of links with community and voluntary organisations; and • referral arrangements to CIAG services.

3.4   Child Protection and Vulnerable Adults: How effective is the organisation in making arrangements to safeguard and promote the welfare and protection of children and vulnerable adults receiving CIAG?

Key Features	Evidence
To evaluate this, consider the extent to which the organisation:	Sources of evidence include:
3.4.1 meets legislative requirements;	• child protection and vulnerable adults policy and procedures;
3.4.2 has established a code of conduct to guide staff in their contact with all clients, and has provided appropriate training;	• vetting arrangements; • code of conduct for staff;
3.4.3 has clear and effective policies and procedures in place for the protection of children, clients and vulnerable adults, including provision for recruitment and selection of staff and volunteers, (where appropriate);	• information to clients and organisations; • complaints procedure and records; and
3.4.4 informs clients and all relevant parties of policies and procedures relating to the protection of children, clients and vulnerable adults; and	staff development records.
3.4.5 has appropriate procedures to deal with complaints of abuse by clients, which identify designated members of staff responsible for issues relating to child protection and the personal safety of vulnerable adults.	