

# Career learning for the 21st century

CPD series

Career Development Service



**LSIS** LEARNING  
AND SKILLS  
IMPROVEMENT  
SERVICE

Module 1:

**Introduction to CLIAG**

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## Download

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

LSIS: [www.lsis.org.uk](http://www.lsis.org.uk) CEGNET: [www.cegnet.co.uk](http://www.cegnet.co.uk)

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# Introduction to CLIAG

## Tutor notes

### Workshop outline

This workshop has been designed for those working in the learning and skills sector and who are new to Career Learning, Information, Advice and Guidance. It introduces participants to the importance of this and explores effective practice, the principles which underpin this – and how practitioners can improve the quality of their services. This workshop is one of a series available for LSIS. The others are: Introduction to interviewing skills; Introduction to values and ethics; Introduction to delivering CLIAG through group work; Introduction to evaluating and measuring impact.; and Introduction to raising aspirations and progression.

### Workshop aim and objectives

The **aim** of the workshop is to introduce career learning information, advice and guidance (CLIAG) and the principles that underpin it.

The **objectives** of the workshop are to enable participants to:

- To define Career Learning Information, Advice and Guidance in your own setting
- To develop an understanding of the principles which underpin good practice in CLIAG
- To identify the benefits of effective CLIAG for the individual and the organisation.

Time	Session/s
09.30	Welcome, domestics, introduction of presenter and session Group introductions Aims and objectives
09.45	Career learning timeline
10.05	CLIAG in your organisation
10.20	Activities of CLIAG
10.35	Principles underpinning CLIAG
11.00	Break
11.10	Why is CLIAG important?
11.30	Developing your approach to CLIAG <ul style="list-style-type: none"> <li>● Career theories and models</li> <li>● The Blueprint</li> </ul>
11.45	CLIAG – internal and external networks
12.00	Effective practice and CQI in CLIAG
12.25	Evaluation and close

## Checklist of resources required

- Fire evacuation procedures.
- PowerPoint™ slides 1 to 19.
- Flip chart and marker pens, or whiteboard.
- Screen.
- LCD projector.
- Laptop.
- Handout 1 – The career learning timeline (see page 23).
- Handout 2 – The seven activities of guidance, (see page 25).
- Handout 3 – Why is CLIAG important? (see page 26).
- Handout 4 – Career theories and models (see page 27).
- Handout 5 – Blueprint for Life and Work (see page 28).
- Handout 6 – Definition of Effective Practice (see page 30).
- Handout 7 – Websites and other resources (see page 31).
- Post-it™ notes.
- Reusable adhesive such as Blu-Tack®.
- Evaluation form: LSIS workshop – trainer’s feedback (see page 32).
- Evaluation form: LSIS workshop – attendee’s feedback (see page 33).

**Room set up:** It is recommended that the room layout is in ‘cabaret’ style so as to encourage discussion and sharing of practice.



# An Introduction to Career Learning Information Advice and Guidance (CLIAG)

Presented by

Date

## Slide 1

Customise the slide to include your own details and date of the workshop

1. Present the domestic arrangements and fire safety for the venue
2. Introduce yourself and the session
3. Group introductions (depending on the size of the group)
  - Get the group to introduce themselves including:
  - Name
  - Role within the organisation
  - What they want to get out of the session.

**Resources:** Fire evacuation procedures. Handout of the PowerPoint™ presentation. Flipchart if the tutor wishes to record what participants want from the session.

**Timing:** 10 minutes.

**Transition statement:** Let's look at the aim and objectives of this workshop.

**Your notes:**

## Workshop aims and objectives



### Aim [slide 2]

To introduce career learning information, advice and guidance (CLIAG) and the principles that underpin it.

### Objectives [slide 3]

By the end of the session, participants will be able to:

- To define CLIAG in your own setting
- To develop an understanding of the principles that underpin good practice in CLIAG
- To identify the benefits of effective CLIAG for the individual and the organisation.

## Slides 2 and 3

Introduce the overall aim of the workshop.

### Resources:

**Timing:** 5 minutes for slides 2 and 3.

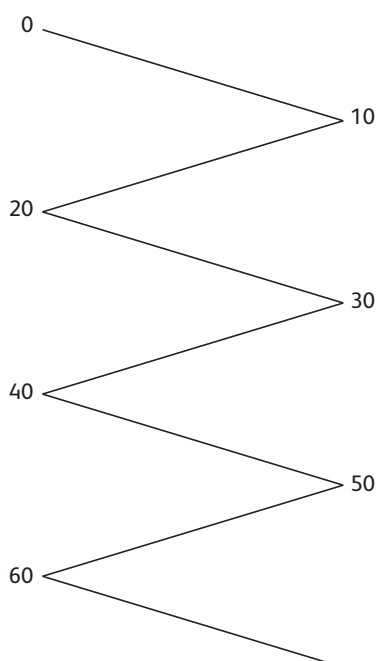
**Transition statement:** The objectives of the workshop include ...

Go through the objectives and ask if there are any questions.

**Transition statement:** We're now going to do an activity to think about how effective the CLIAG has been that you received.

### Your notes:

## Icebreaker: career learning timeline



Using the career learning timeline sheet, think about your own career and record key transitions e.g. age 18 – started degree course, or age 25 – left my job and took a year out to go travelling.

When you have recorded your transitions, consider:

1. What Career Learning Information Advice and Guidance did you receive at the time, and from whom?
2. How helpful was this?
3. What CLIAG would have been useful?

### Slide 4

Activity: Divide the group into pairs and following the instruction on the slide ask each individual to mark their career transitions on the handout. Then work with their partner following the instructions on the slide.

Ask for feedback from the group as a whole using the following prompt questions:

- Who had a good experience? Why was it good?
- Who had a bad experience? Why was it bad?
- Who had no interventions at all and how did you cope?

**Resources:** Handout 1 – Timeline activity.

<b>Timing:</b>	Marking timeline	3 minutes
	Working with partner	7 minutes
	Feedback and discussion	10 minutes

**Transition statement:** Hopefully our organisations are making useful CLIAG interventions, and this is what we are going to focus on now...

**Your notes:**

## Activity



- Thinking about CLIAG in your own organisation, what activities does this involve?
- Write your ideas on Post-it™ notes and stick them on the wall.

### Slide 5

Each participant to write each activity on a separate post-it note and stick to the flipchart on the wall.

Everybody to gather around with the tutor and the tutor to comment on the range of activities.

**Resources:** Flip chart paper on walls, pens and Post-it™ notes, reusable adhesive such as Blu-Tack®.

**Timings:** 15 minutes.

**Transition statement:** We have come up with lots of ideas about the kinds of activities being undertaken in the organisation and now we are going to look at the range of activities a practitioner might be engaged in.

**Your notes:**



## Activities included in guidance



Informing  
Advising  
Counselling  
Assessing  
Enabling  
Advocating  
Feeding Back

The Challenge of Change, UDACE, 1986

### Slide 6

Show the slide of UDACE activities and link to the previous activity.

**Resources:** Handout 2 – The seven activities of guidance.

**Timing:** 5 minutes.

**Transition statement:** Now we are going to think about how appropriate this range is to CLIAG today.

**Your notes:**

## CLIAG activities



- Are these activities still relevant for the 21st century?
- Are they being undertaken in your context including your network?
- Are there any missing?

### Slide7

Group discussion around the questions on the slide.

Activities such as referral, networking and coaching might be highlighted by the group as missing.

**Resources:** Flipchart if the tutor wishes to record missing activities.  
Handout 2 – The seven activities of guidance.

**Timing:** 10 minutes.

**Transition statement:** Now we are going to think about the principles which underpin these activities.

**Your notes:**

## CLIAG principles



- Do you have an organisational Code of Principles for CLIAG to which staff work? If so, what does it cover?
- As a practitioner which other principles underpin your work?

### Slide 8

Divide into small groups. Participants to discuss the questions on the slide

Feedback from groups and record on the flipchart.

**Resources:** Flip chart paper, pens.

**Timing:** 15 minutes.

**Transition statement:** Now we are going to look at a couple of the Codes of Principles used in CLIAG.

**Your notes:**

## CLIAG principals



### **ICG Code of Ethical Principles:**

- Impartiality
- Confidentiality
- Duty of care
- Equality
- Accessibility
- Accountability
- CPD

### **Guidance Council Code of Principles:**

- Impartiality
- Confidentiality
- Individual ownership
- Equality of opportunity
- Transparency
- Accessibility

## Slide 9

Ask for reactions to these listings from the group. Did they have these? Was there anything unexpected or difficult to work to? What are the implications of this? Are there any differences? Are there any principles that they think are important and not mentioned?

Tutor to ensure principles of impartiality and confidentiality have been adequately explored and give prompts where necessary to help participants achieve this.

NB Values and ethics are covered in a separate LSIS CPD module and activities can be incorporated from this module. If the participants want more details about the codes of practice, some references are included in handout 7.

### **Resources:**

**Timing:** 10 minutes.

**Transition statement:** Now time for coffee!

**Your notes:**

## So why is CLIAG important for organisations?



CLIAG is important to:

- Achieve government and learning and skills sector agendas and targets
- Motivate young people to benefit fully when the participation age is raised
- Challenge cultural and gender stereotypes
- Raise aspirations and motivate learners
- Reduce the number of learners who switch courses or drop out
- Improve success, attendance, retention and progression rates.

### Slide 10

You might want to take the opportunity to ask participants to change tables so that they are able to work with others in the group.

Divide the group into pairs and ask each pair to look at handout 3 – Why is CLIAG important? Ask them to identify examples of where CLIAG has had an impact on any of the benefits listed and any evidence of this, and record this on the handout. Alternatively some pairs could look at benefits for learners and others look at benefits for the organisation.

Go through the slides 10, 11 and 12. (Ask for feedback giving examples of the benefits to organisations and learners, including anything not on the slides).

**Resources:** Handout 3 – Why is CLIAG important?

**Timing:** 20 minutes.

**Transition statement:** None: slides 10, 11 and 12 form part of the same activity.

**Your notes:**

## So why is CLIAG important for organisations?



CLIAG is important to:

- Achieve the *Every Child Matters* learner outcomes in the new Ofsted framework
- Provide intelligence for planning purposes
- Provide feedback on the learner experience
- Support the development of 'the learner voice'
- Help young people navigate their options through the 14–19 learner pathways and help adults select appropriate progression pathways.

### Slide 11

See slide 10 above.

**Resources:** See slide 10 above.

**Timing:** See slide 10 above.

**Transition statement:** See slide 10 above.

**Your notes:**

## CLIAG is important for learners because it helps them:



- Understand themselves and what they want from their career
- Expand their understanding and experience of learning and work and ways of entering these
- Present themselves and talk about their aims and ambitions in life
- Make wise decisions and select options which are right for them
- Develop career planning and management skills
- Succeed in learning and work and reach their potential

### Slide 12

See slide 10 above.

**Resources:** See slide 10 above.

**Timing:** See slide 10 above.

**Transition statement:** Given the potential impact of effective CLIAG, it is important that CLIAG practitioners are well trained and able to update and adapt their practice – so we are now going to think about how you develop your approach.

**Your notes:**

## How do I develop my approach?



Some of the most influential career theories and models in the 20th century have been:

- DOTS
- The Egan model
- Tol Bedford's FIRST
- Super's rainbow – Life Span Life Space Theory
- Holland's Career Types
- Carl Roger's person-centred counselling approach.

### Slide 13

The idea of this part of the workshop is just to introduce participants to some of the most influential models or theories of, and approaches to, career. Take the participants through the slide asking if they are aware of these – or using them. This could be by asking for a show of hands. Ask if there are any theories or models which they use – or have influenced them. Encourage them to research further and use the suggested reading in the resource list or handout.

**Resources:** Handout 4 – Career theories and models.

**Timing:** 10 minutes.

**Transition statement:** Now we are going to introduce you to a new, exciting approach from Canada.

**Your notes:**



## What approach do we need for the 21st century?



- An approach that enables individuals to develop their own career competencies throughout their lifetime
- *The Blueprint for Life / Work Designs* covers: personal management, learning and work exploration and life / work building
- Derived from a set of guidelines produced in the USA and modernised by Phil Jarvis in Canada
- Versions being used in Canada and Australia and being trailed in England and Scotland.

### Slide 14

Take the group through the slide and the handout to introduce the Blueprint framework.

**Resources:** Handout 5 – Blueprint: the big picture.

**Timing:** 5 minutes.

**Transition statement:** There is not time in this short session to explore in any detail how this could be used in your work, but there are publications and websites you can look at if you want to find out more. Whatever approach you take to your work, you are unlikely to be the sole influence on any learner when it comes to deciding on learning and work options. CLIAG practitioners have always worked collaboratively to help learners.

**Your notes:**

## CLIAG internal and external networks



A single practitioner cannot address all the needs of an individual learner

Thinking about your role and the boundaries of your own knowledge, who else can support your learner?

- Internally?
- Externally?

Write these on Post-it™ notes and place them on the correct circles in the diagram on the flip chart.

### Slide 15

Prepare the flipcharts before the session (see resources below). Follow the instructions on the slide. Once participants have placed their post-it notes on the flipchart paper, discuss these briefly with the group, bringing to their attention organisations of which they are unaware. Also it might be useful to share ideas on sources of information about agencies, to which they may wish to refer, including web sites and local and national agencies.

**Resources:** Pre-prepared flipchart paper stuck on the wall if possible (or otherwise on each table) with a diagram in the form of a central circle with two surrounding circles – with ‘the learner’ written in the centre of the central circle – and an inner circle to place Post-it™ notes with the names of people / sections / organisations to whom participants refer internally; and an outer circle to place Post-it™ notes with the names of people / sections / organisations to whom participants refer externally.

**Timing:** 15 minutes.

**Transition statement:** When referring to other organisations, you will want to ensure that your learners receive a good service. So we are going to think about how we can recognise effective practice.

**Your notes:**

## What do we mean by effective practice?



- What works in your own practice
- What the learners say
- What practitioners say about each other's practice
- Approaches and activities which are judged excellent against external benchmarks and quality standards
- Practice which is recognised through external awards.

### Slide 16

Ask the group to identify the features they would expect to find in CLIAG provision that is of high quality and effective, and list these on a flip chart. Give out handout 6 and take them through the slide that lists where they might find good practice.

N.B. A *Definition of Effective Practice* was prepared by the LSIS team for their project work in 2009/10, and can be found in the *Guide to Effective Practice*, published in 2010 on the LSIS website: [www.lsis.org.uk](http://www.lsis.org.uk)

**Resources:** Flipchart and markers. Handout 6 – Definition of Effective Practice.

**Timing:** 10 minutes.

**Transition statement:** Now we are going to ensure that you are all aware of the external awards against which CLIAG is judged.

**Your notes:**

## External assessment of CLIAG



- IAG quality standards for young people
- Common Inspection Framework
- Matrix
- Local quality awards (e.g. Career Mark).

### Slide 17

Take the group through the slide, checking on their knowledge of these awards and give details of where they can find out further information (e.g. website addresses).

**Resources:** Tutor to compile list of useful websites, including details of any local awards used. Web references are included in handout 7 – Websites and other resources.

**Timing:** 5 minutes.

**Transition statement:** Finally we want to think about what you are doing to ensure the service you provide is effective – and how you are contributing to ensuring it is improving all the time.

**Your notes:**

## Continuous quality improvement



How does the your organisation review and improve the quality of the CLIAG?

What is your contribution to this process?

What improvements have been made as a result?

### Slide 18

Discuss the questions on the slide in twos or threes. Tutor to ask for comments from participants about any improvements made.

If time is short, the group can take these questions away to follow up back at the workplace – and report back at a future session if a number are being run.

**Resources:**

**Timing:** 10 minutes.

**Transition statement:**

**Your notes:**



Thank you for your participation

Please complete an evaluation form.

## Slide 19

Give out the evaluation forms and ask for these to be completed.

Whilst there is no information about CPD in this programme, you might wish to make participants aware of other opportunities available to them. Please also note the other workshops in this series listed under the introduction above.

**You may wish to summarise the session by highlighting the main points covered, in which case a few minutes will need to be allowed for this. Learning points from the session could be checked against the objectives for the session.**

Thank the group and close the session.

**Resources:** Evaluation forms.

**Timing:** 5 minutes.

**Transition statement:**

**Your notes:**

## Handout 1 – The career learning timeline

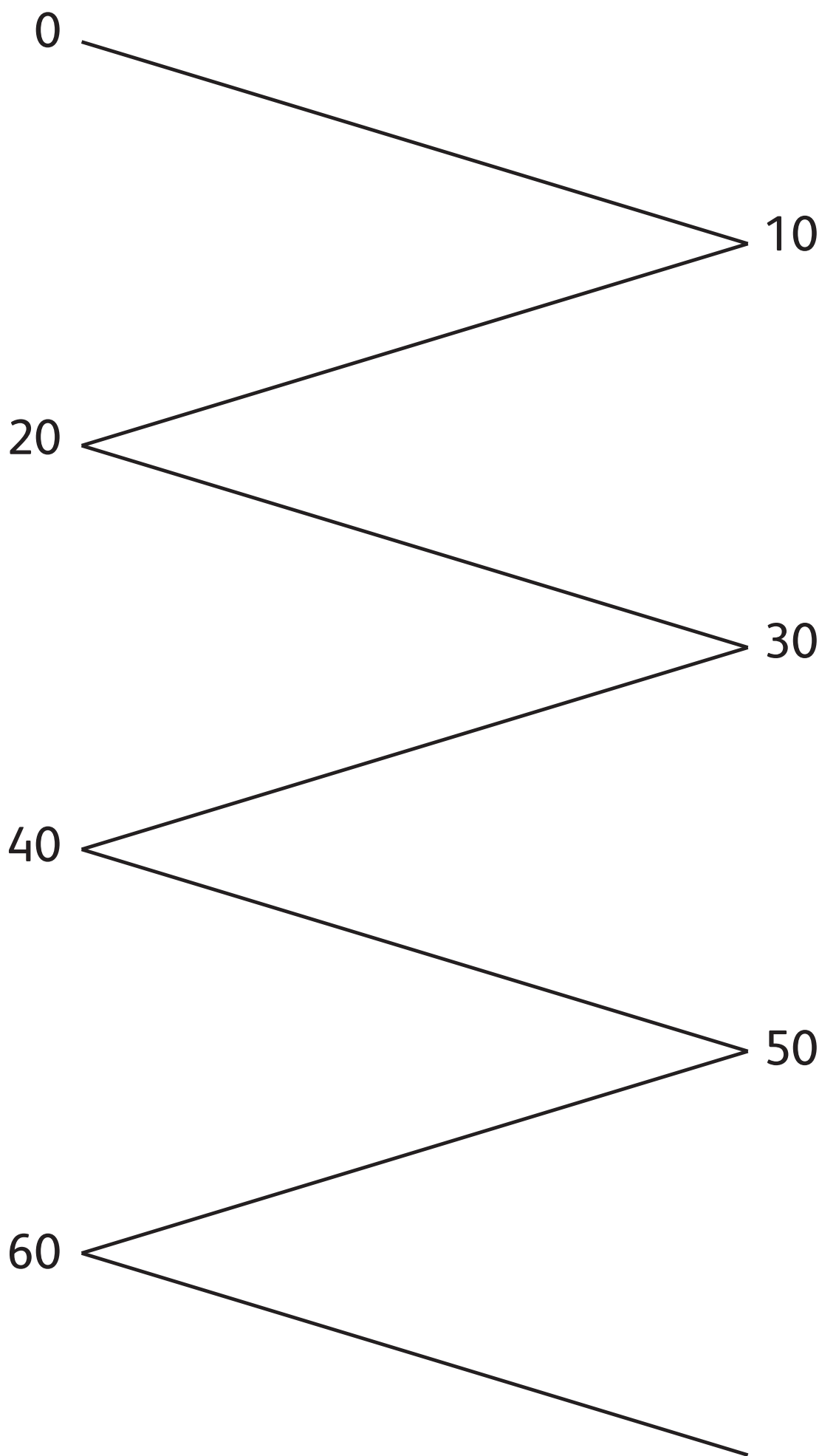


### Activity

Using the career learning timeline sheet (overleaf), think about your own career and record key transitions e.g. age 18 – started degree course, or age 25 – left my job and took a year out to go travelling.

When you have recorded your transitions, consider:

1. What Information Advice and Guidance did you receive at the time?
2. From whom?
3. How helpful was this?
4. What support would have been useful?





## Handout 2 – The seven activities of guidance



These were identified in the report, *The Challenge of Change* (UDACE 1986). There have been many attempts since to define the guidance process but these are still influential.

**Informing** – Providing information about learning opportunities and related support facilities available, without any discussion of the relative merits of options for particular clients. Since most published educational information is produced for promotional purposes ‘pure’ information is rare.

**Advising** – Helping clients to interpret information and choosing the most appropriate option. To benefit from advice, clients must have a fairly good idea of what their needs are.

**Counselling** – Working with clients to help them discover, clarify, assess and understand their learning needs and the various ways of meeting them. Clients requiring counselling are likely to be unclear about their needs and require time to explore their feelings about the options. Counselling is therefore more likely to involve a series of contacts with a single client.

**Assessing** – Helping clients by formal and informal means, to obtain an adequate understanding of their personal, educational, and vocational development in order to enable them to make sound judgements about the appropriateness of particular learning opportunities.

**Enabling** – Supporting the client in dealing with the agencies providing education and training, or in meeting the demands of particular courses. This may involve simple advice on completing application forms, ways of negotiating change in course, content or arrangements, or group guidance and the teaching of study skills.

**Advocating** – Negotiating directly with institutions or agencies on behalf of individuals or groups for whom there may be additional barriers to learning.

**Feeding back** – Gathering and collating information on unmet, or inappropriately met, needs and encouraging providers of learning opportunities to respond by developing their own provision. This may involve practical changes (e.g. changing the presentation of course information or changing timetables) or curricular ones (e.g. designing new courses for new client groups or changing the way in which existing courses are taught to make them more appropriate for adult learners).

## Handout 3 – Why is CLIAG important?



For the learner	Your examples of impact
Understand themselves and what they want from a career	
Expand their understanding and experience of learning and work and ways of entering these	
Present themselves and talk about their aims and ambitions in life	
Make wise decisions and select options which are right for them	
Develop career planning and management skills	
Succeed in learning and work and reach their potential	
<b>For the organisation</b>	
Achieve government and sector agendas and targets	
Motivate young people to benefit fully when the participation age is raised	
Challenge cultural and gender stereotypes	
Raise aspirations and motivate learners	
Reduce the number of learners who switch courses or drop out	
Improve success, attendance, retention and progression rates	
Achieve ECM learner outcomes in the new Ofsted framework	
Provide intelligence for planning purposes	
Provide feedback on the learner experience	
Support the development of “the learner voice”	
Help young people navigate the 14-19 learner pathways	
Help adults to select appropriate progression pathways	
<b>Any other benefits?</b>	

## Handout 4 – Career theories and models



A simple summary of these and other career and learning theories appears in:  
*The One-to-One Toolkit*, Julie Cooper and Ann Reynolds, (CareerTrain 2008).

A more detailed analysis can be found in:  
*Rethinking Careers Education and Guidance: Theory, Policy and Practice*, A G Watts, Bill Law, John Killeen, Jennifer M Kidd, Ruth Hawthorn (Routledge 1996).

The following summary is a brief taste of some of the most influential theories which may underpin the approaches taken by practitioners even if they do not realise it!

### **DOTS (Law and Watts 1977)**

Opportunity Analysis  
Self Awareness  
Decision Learning  
Transition Learning

### **Three Stage Model of Helping (Gerard Egan 1990)**

Identifying and clarifying problem situations and unused opportunities  
Developing a preferred scenario  
Formulating strategies and plans

### **FIRST (Tol Bedford 1982)**

Focus  
Information  
Realism  
Scope  
Tactics

### **Life Span Life Space Theory (Donald Super 1985)**

An analysis of the roles we play and the arenas in which we play them:

Child  
Student  
Citizen  
Spouse  
Home-maker  
Worker  
Parent  
Leisurite  
Pensioner

### **Holland's Career Types (J R Holland 1973)**

Personality types matched to career types:

Realistic  
Investigative  
Artistic  
Social  
Enterprising  
Conventional

### **Person-centred counselling (Carl Rogers 1942)**

Genuineness  
Unconditional positive regard  
Empathic understanding

## Handout 5 – Blueprint: the big picture



### Competencies by area and level and learning stage

Competencies	Level I	Level II	Level III	Level IV
<b>Area A: Personal management</b>				
1. Build and maintain a positive self-image	1.1 Build a positive self-image while discovering its influence on self and others.	1.2 Build a positive self-image and understand its influence on one's life and work.	1.3 Develop abilities to maintain a positive self-image.	1.4 Improve on abilities to maintain a positive self-image.
2. Interact positively and effectively with others	2.1 Develop abilities for building positive relationships in one's life (I).	2.2 Develop abilities for building positive relationships in one's life (II).	2.3 Develop abilities for building positive relationships in one's life and work.	2.4 Improve abilities for building positive relationships in one's life and work.
3. Change and grow throughout one's life	3.1 Discover that change and growth are part of life.	3.2 Learn to respond to change and growth (I).	3.3 Learn to respond to change and growth.	3.4 Develop strategies for responding to life and work changes.
<b>Area B: Learning and work exploration</b>				
4. Participate in life-long learning supportive of life/work goals	4.1 Discover "lifelong learning" and its contributions to one's life and work.	4.2 Link lifelong learning to one's life/work scenarios, both present and future.	4.3 Link lifelong learning to one's career building process.	4.4 Participate in continuous learning supportive of life/work goals.
5. Locate and effectively use life/work information	5.1 Discover and understand life/work information.	5.2 Locate, understand and use life/work information.	5.3 Locate, interpret, evaluate and use life/work information (I).	5.4 Locate, interpret, evaluate and use life/work information (II).



Competencies	Level I	Level II	Level III	Level IV
6. Understand the relationship between work and society/ economy	6.1 Discover how work contributes to individuals and the community.	6.2 Understand how work contributes to the community.	6.3 Understand how societal and economic needs influence the nature and structure of work (I).	6.4 Understand how societal and economic needs influence the nature and structure of work (II).
<b>Area C: Life/work building</b>				
7. Secure/create and maintain work	7.1 Explore effective work strategies.	7.2 Develop abilities to seek and obtain/create work.	7.3 Develop abilities to seek, obtain/create and maintain work.	7.4 Improve on abilities to seek, obtain/create and maintain work.
8. Make life/work enhancing decisions	8.1 Explore and improve decision-making.	8.2 Link decision making to life/work building.	8.3 Engage in life/work decision making.	8.4 Incorporate adult life reality into life/work decision making.
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles (I).	9.2 Explore and understand the interrelationship of life roles (II).	9.3 Link lifestyles and life stages to life/work building.	9.4 Incorporate the “balanced life/work” issue in life/work building.
10. Understand the changing nature of life/work roles	10.1 Discover the nature of life/work roles.	10.2 Explore non-traditional life/work scenarios.	10.3 Understand and learn to overcome stereotypes in life/work building (I).	10.4 Understand and learn to overcome stereotypes in life/work building (II).
11. Understand, engage in and manage one’s own life/work building process	11.1 Explore the underlying concepts of the life/work process.	11.2 Understand and experience the process of life/work building.	11.3 Recognize and take charge of one’s life/work building process.	11.4 Manage one’s life/work building process.

## Handout 6 – Definition of effective practice



Effective practice in CLIAG in the FE sector helps learners to reach their potential by ensuring placement on correct programmes, addressing barriers; supporting them on programme to reach their learning goals and increase their employability, and facilitating next steps and progression. It also improves their ability to manage their career and pathway throughout life.

Features of effective practice are likely to include:

- provision that:
  - motivates and raises aspirations and confidence;
  - expands young people’s understanding of the world of work and / or learning, and / or ways of entering these such as through work related experiences and tasters;
  - helps young people to make wise decisions about learning and work options;
- provision that is regularly modernised / refreshed through CQI (Continuous Quality Improvement), informed by a systematic approach to the evaluation of the services and analysis of a range of relevant data, including destination data, and good practice / resources from elsewhere;
- provision that is culturally sensitive and inclusive – and embraces and actively promotes equality and diversity;
- provision that is personalised and differentiated as appropriate to meet the needs of all learners;
- provision that is informed by LMI and supported through strong links with employers;
- learners’ involvement in the design and development of services;
- harnessing new technologies creatively to innovate; and
- delivery in ways which are cost-effective and sustainable.

There is evidence that the above are in place.

This is likely to be found in organisations that have embedded CLIAG in their culture and demonstrated by:

- an agreed understanding about what CLIAG is, what it can and cannot deliver – based on shared underpinning principles;
- a committed leadership, which recognises the benefits and added value that effective IAG brings – and secures adequate resourcing;
- a ‘joined up’ approach with clear management and allocation of responsibilities, which ensures excellent co-ordination and coherence of CLIAG within the organisation, thus providing appropriate and timely CLIAG for learners – and ensuring that good practice can be identified and spread;
- a systematic approach to the review of staff performance, identification of development needs and meeting of these; and
- an effective partnership working.

## Handout 7 – Websites and other resources



Learning and Skills Improvement Service (LSIS)

[www.lsis.org.uk](http://www.lsis.org.uk)

Institute of Career Guidance (ICG)

[www.icg-uk.org](http://www.icg-uk.org)

Direct.Gov for careers advice services, learning provision and student finance

[www.direct.gov.uk](http://www.direct.gov.uk)

National Association for Educational Guidance for Adults (NAEGA)

[www.naega.org.uk](http://www.naega.org.uk)

National Institute for Career Education and Counselling (NICEC)

[www.crac.org.uk/nicec](http://www.crac.org.uk/nicec)

Advice Resources

[www.advice-resources.co.uk](http://www.advice-resources.co.uk)

Cegnet

[www.cegnet.co.uk](http://www.cegnet.co.uk)

IAG Workforce (for the IAG Quality Standards and other resources)

[www.iagworkforce.co.uk](http://www.iagworkforce.co.uk)

Department for Children, Schools and Families (DCSF)

[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

Department for Business, Innovation and Skills

[www.bis.gov.uk](http://www.bis.gov.uk)

Blueprint for Life and Work (Canada)

[www.blueprint4life.ca](http://www.blueprint4life.ca)

Australian Blueprint

[www.blueprint.edu.au](http://www.blueprint.edu.au)

Matrix Standard

[www.matrixstandard.com](http://www.matrixstandard.com)

Career Train (for The One-to-One Toolkit and The Adviser's Groupwork Toolkit)

[www.careertrain.net](http://www.careertrain.net)

Ofsted (for the Common Inspection Framework)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## LSIS workshop – trainer’s feedback



Please use this form to feedback how useful you found the training materials provided. This is not to measure the success or otherwise of your workshop, but to help us improve the quality of the materials provided.

Name of workshop: Introduction to CLIAG	Date of workshop:
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Using a rating of 1 = very good to 7 = very poor, please answer the following questions:

	Rating
Overall how happy were you with the materials?	
How well did you think the course met its aim and objectives?	
How well did the course meets its aim and objectives?	
How would you rate the handouts?	
How would you rate the PowerPoint™ presentation?	
How would you rate the exercises?	
How would you rate the trainer’s background information?	

Which parts did you find most useful?
Which parts did you find the least useful?
What do you think could be done to improve the materials?
Please comment on the suitability of the timings provided.
Any other comments?





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## Learning and Skills Improvement Service

The Learning and Skills Improvement Service (LSIS) aims to accelerate the drive for excellence in the learning and skills sector, building the sector's own capacity to design, commission and deliver improvement and strategic change. LSIS's vision is that every learner acquires the skills, knowledge and appetite for learning, living and working and every provider is valued by their community and employers for their contribution to sustainable social and economic priorities.

LSIS's *Strategic Ambitions* demonstrates how we will contribute to delivering core improvement principles and sets out our new ways of working to engage the sector in everything we do to make LSIS a truly sector-led organisation. You can find this document and other information about LSIS activities and services at [www.lsis.org.uk](http://www.lsis.org.uk)

## Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that our communication and learning materials can be made available in accessible formats. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.