

# Kingston upon Hull 14-19 Strategy for Learning Information, Advice and Guidance Gold Standard



## Introduction and Context

Never before has the need for good information, advice and guidance (IAG) been more essential. The society in which we live has rapidly become more complex as instant access to global information, travel, communication and entertainment via the internet has developed in recent years. Partly due to this, and partly due to wider societal changes, it is now evident that young people are having to make many more decisions and choices about their lifestyle, education and future career than any previous generation. There is, therefore, a need for robust local systems to be in place for the provision and delivery of IAG for all young people as they progress through their teenage years and into adulthood. In Hull, planning for this is already well advanced through the network of established Kingston upon Hull consortia.

This is the Kingston upon Hull Gold Standard for IAG. Its intended purpose is to provide a tool for partners (schools, colleges and training providers) to assess their IAG provision, with the support of Connexions Humber, against very detailed and exacting processes. It is not about questioning the occupational training or professional competence of individuals involved in providing information, advice or guidance but it is about challenging the way those professionals operate together. This Gold Standard has been produced by experienced practitioners and is aligned to principles and values established in the Kingston upon Hull 14-19 Strategy. It also complementary to the DCSF National Quality Standards for commissioners of information advice and guidance services for young people. A copy of these can be found at:

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00253>

The detailed IAG Processes, Outcomes and Sources of Evidence listed in this Gold Standard can be linked to the 12 broad requirements of the DCSF standards for IAG and the national IAG entitlement framework 'Supporting Choices 11-19+'.

Demonstrating the principles contained within the Gold Standard will help schools and colleges to complete two sections of Ofsted's School Evaluation Form (SEF). These are: **4e How well do learners prepare for their future economic well-being?**; **5c How well are learners guided and supported?** This will provide a powerful piece of evidence to illustrate the quality of the IAG that they provide for their young people. It is also important to note that the implementation of a local standard forms part of the DCSF 14-19 Progress checks.

The Gold Standard has been expressed as eight **elements**, each comprising a number of **components** which all IAG providers must collectively demonstrate and evidence in order that their school, college or training provider be awarded the Gold Standard. The expected processes, outcomes and evidence for each element are listed separately.

## IAG and Diplomas

It is becoming clear that, as preparation for delivery of Diplomas from 2008 gets underway, the provision of high quality IAG will need to be a central feature. This will need to be demonstrated not only by individual institutions but also by groups of institutions working in Diploma consortia. This Standard will help to ensure that, wherever a young person is undertaking their Diploma learning, the information, advice and guidance available to them is of a standard high quality. It is also important to note that, from September 2007, all young people aged between 14 and 19 have access to a local online Prospectus containing information about all learning opportunities available to them. Achievement of the Gold Standard should ensure that schools and colleges are ready to meet the inevitable increase in demand for advice and guidance as young people explore opportunities they previously may not have known existed. The East Riding and Hull Prospectus can be found at [www.learnhull.co.uk](http://www.learnhull.co.uk)

Consortia will be encouraged to support the implementation of this Standard across their constituent organisations.

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## Elements of the Standard

### Element 1: Accessible and Visible Information

- Component 1:** There will be one or more information areas, open at clearly displayed times, accessible to all learners and providing a range of appropriate, current and impartial information which meets all needs
- Component 2:** All staff involved in providing information will be familiar with its content and purpose

### Element 2: Accessible Advice and Guidance

- Component 1:** Internal and external advice and guidance practitioners will collectively possess the necessary skills, knowledge, training and qualifications to identify and respond to each learner's needs
- Component 2:** All advice and guidance practitioners will know about the work of other IAG providers who may be better placed to meet learners' needs

### Element 3: Linked IAG Provision

- Component 1:** The provision of linked Information, advice and guidance will be a part of the remit and role of a senior manager within the organisation or service
- Component 2:** All IAG practitioners will make clear to learners the links between IAG services and support learners in their transition between these services
- Component 3:** All IAG practitioners will recognise professional boundaries and know which alternative provision is appropriate for signposting or referral to meet each learner's guidance needs

### Element 4: IAG Responsiveness to the Needs of Clients

- Component 1:** IAG Provision will promote equality of opportunity and access
- Component 2:** IAG will be accessible to all, with specific resources directed to learners identified as having additional needs

## Elements of the Standard

### Element 5: Quality and Delivery of IAG

**Component 1:** IAG will be underpinned by a development programme of planned personal learning based upon national recommendations

**Component 2:** IAG will be targeted at the needs of learners, and informed by social and economic priorities at local, regional and national levels

### Element 6: Impartiality of IAG Provision

**Component 1:** IAG will promote all available options based on the needs and circumstances of each individual

**Component 2:** IAG will support learners in making informed decisions not led by institutional targets or goals

### Element 7: IAG for Learning, Work and Progression

**Component 1:** IAG for learning, work and progression will support learners in exploring the implications of possible career choices when planning their futures

**Component 2:** The work of IAG practitioners will be informed by up-to-date and accurate Labour Market Information (LMI)

**Component 3:** IAG provision will ensure that all learners have access to the information they need to make informed choices

### Element 8: Evaluation of IAG

**Component 1:** All IAG practitioners and learners are able to feed back their views on the provision within the organisation

# Element 1: Accessible and Visible Information

## Component 1 of 2

There will be one or more information areas, open at clearly displayed times, accessible to all learners and providing a range of appropriate, current and impartial information which meets all needs

Process	Outcomes
<b>Gold Standard information areas will:</b>	<b>Gold Standard information areas should result in learners who:</b>
<b>1.1a</b> be 'user friendly', promote equality of opportunity and cater for special needs	<ul style="list-style-type: none"> <li>● know where to go and who to ask for help or advice</li> <li>● can identify relevant information with assistance if needed</li> </ul>
<b>1.1b</b> contain accurate, comprehensive & up-to-date information on topics of concern to learners including careers, health, relationships, drugs and alcohol	<ul style="list-style-type: none"> <li>● can rely on key resources being accessible</li> <li>● are aware of the range of options available and open to them to meet their particular needs</li> </ul>
<b>1.1c</b> carry up-to-date local and national LMI	<ul style="list-style-type: none"> <li>● access information relevant to their needs at an appropriate level</li> </ul>
<b>1.1d</b> present materials through a variety of media including IT	
<b>1.1e</b> catalogue and/or file information in a way that is understood by learners	<ul style="list-style-type: none"> <li>● understand how information is classified and stored</li> </ul>
<b>1.1f</b> provide access to online information including the Common Prospectus and CAP	<ul style="list-style-type: none"> <li>● develop the skills to use materials in an informed and analytical way</li> <li>● access on-line information</li> </ul>
<b>1.1g</b> have a suitable place in which learners may browse information	<ul style="list-style-type: none"> <li>● have confidence that information issued by providers is current and relevant to need</li> </ul>

Sources of Evidence
<b>Gold Standard information areas should be demonstrated through:</b>
a budget available for maintenance & renewals
a classification system that is understood and easily accessed by learners
systems in place for cataloguing resources and materials
materials that demonstrate appropriateness for a full range of learners and are up-to-date
systems in place for checking & re-stocking
system for booking internet access (if required)
date-stamped paper information
an annual procedure to check the currency of all information
provision of an internet linked PC and printer together with renewal of consumables such as paper and ink cartridges
positive views of learners

# Element 1: Accessible and Visible Information

## Component 2 of 2

All staff involved in providing information will be familiar with its content and purpose

Process	Outcomes
<b>Gold Standard information personnel deployment will have in place:</b>	<b>Gold Standard information personnel deployment should result in:</b>
<b>1.2a</b> sufficient numbers of trained staff to ensure all materials and information are kept up-to-date	<ul style="list-style-type: none"> <li>● trained support staff who are familiar with the range and sources of information</li> </ul>
<b>1.2b</b> regular professional development for all personnel deployed in information giving to ensure knowledge and understanding are current, impartiality is maintained and application of software is understood	
<b>1.2c</b> methods for ensuring information is checked and updated at least annually	<ul style="list-style-type: none"> <li>● staff who are trained and/or updated in application and use of materials and information, including the Common Prospectus and CAP</li> </ul>
<b>1.2d</b> adequate facilities for the safe storage of all information which is not in the public domain, eg information on STIs, abuse or medical conditions and knowledge by all staff as to how this may be accessed and used	
<b>1.2e</b> an understanding by identified staff of the requirements regarding confidentiality	<ul style="list-style-type: none"> <li>● staff who are aware when to refer learners on to sources of advice and guidance</li> </ul>

Sources of Evidence
<b>Gold Standard provision of information personnel should be demonstrated through:</b>
<p>CPD records and take up of training offered</p> <p>referral protocols/procedures</p> <p>positive views of learners</p> <p>positive views of practitioners</p>

## Element 2: Accessible Advice and Guidance

### Component 1 of 2

Internal and external advice and guidance practitioners will collectively possess the necessary skills, knowledge, training and qualifications to identify and respond to each learner's needs

Process	Outcomes
<b>Gold Standard advice and guidance practitioners will:</b>	<b>Gold Standard advice and guidance practice should result in learners:</b>
<b>2.1a</b> be sufficiently and suitably trained to meet the support and guidance needs of learners	<ul style="list-style-type: none"> <li>receiving guidance from appropriately qualified personnel</li> </ul>
<b>2.1b</b> be deployed appropriately and supported to enable them to carry out their responsibilities effectively	<ul style="list-style-type: none"> <li>knowing when and where help and support is available and who is the most appropriate person to ask</li> </ul>
<b>2.1c</b> have access to internal learner information to ensure appropriate guidance is given <b>2.1d</b> work to clear boundaries and referral processes <b>2.1e</b> enable collaborative practice	<ul style="list-style-type: none"> <li>being offered individual guidance appropriate to their needs</li> </ul>
<b>2.1f</b> ensure all IAG practitioners are aware of institutional protocols, systems and activities for the provision of guidance	<ul style="list-style-type: none"> <li>being assured that advice, guidance and other necessary support is available at stated times</li> </ul>
<b>2.1g</b> provide an area that ensures privacy and an appropriate environment for one-to-one advice and guidance. This should include a direct dial telephone, internet linked PC and access to all other necessary resources	<ul style="list-style-type: none"> <li>knowing that, where appropriate, privacy and confidentiality will be maintained</li> </ul>

Sources of Evidence
<p><b>Gold Standard advice and guidance practice should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>quality assurance procedures</li> <li>evidence of access procedures to practitioners</li> <li>learners' individual learning plans</li> <li>an annual review of the Connexions Agreement</li> <li>contracts with outside agencies and referral records</li> <li>access to appropriate internal information systems</li> <li>appropriate accommodation available at stated times</li> <li>positive views of learners</li> <li>positive views of practitioners</li> </ul>

## Element 2: Accessible Advice and Guidance

### Component 2 of 2

All advice and guidance practitioners will know about the work of other IAG providers who may be better placed to meet learners' needs

Process	Outcomes
<b>Gold Standard advice and guidance practitioners will:</b>	<b>Gold Standard advice and guidance practice should result in learners:</b>
<b>2.2a</b> recognise the work of other IAG providers and what they can offer learners to complement and support advice and guidance provision	<ul style="list-style-type: none"> <li>knowing who offers what in terms of help and support both from internal and external personnel and agencies</li> </ul>
<b>2.2b</b> be aware of other external individuals and agencies that work with the organisation to provide help and support to learners	<ul style="list-style-type: none"> <li>recognising that all advice and guidance personnel work together to help and support them</li> </ul>
<b>2.2c</b> understand referral procedures – both within the organisation and to external providers	<ul style="list-style-type: none"> <li>being confidently referred to the individual, service or agency best placed to help them</li> </ul>
<b>2.2d</b> work collaboratively to ensure that learners have access to the most appropriate sources of IAG	
<b>2.2e</b> engage with key personnel within the organisation in order to ensure suitable planning for guidance takes place	<ul style="list-style-type: none"> <li>able to independently access a network of support if required</li> </ul>

Sources of Evidence
<p><b>Gold Standard advice and guidance practice should be demonstrated through:</b></p> <p>the smooth transition of learners between IAG providers</p> <p>a co-ordinated presence of practitioners</p> <p>positive views of learners</p> <p>positive views of practitioners</p> <p>regular meetings of the guidance team</p>

## Element 3: Linked IAG Provision

### Component 1 of 3

The provision of linked Information, advice and guidance will be a part of the remit and role of a senior manager within the organisation or service

Process	Outcomes
<b>Gold Standard linked IAG management will have:</b>	<b>Gold Standard linked IAG management should result in:</b>
<b>3.1a</b> defined roles and responsibilities for IAG	<ul style="list-style-type: none"> <li>● a senior manager who has an active involvement in running, developing and monitoring the IAG programme and provision</li> <li>● a nominated governor or equivalent with responsibility for IAG provision</li> </ul>
<b>3.1b</b> an organisational policy commitment to IAG	<ul style="list-style-type: none"> <li>● IAG provision being held in high regard within the organisation</li> </ul>
<b>3.1c</b> whole organisation recognition of the importance of IAG for learners	<ul style="list-style-type: none"> <li>● IAG provision being made overt in organisational policies, plans and publicity materials including institutional website</li> </ul>
<b>3.1d</b> a means to ensure the needs and views of learners are taken into account	<ul style="list-style-type: none"> <li>● clearly defined and understood IAG responsibilities at all levels</li> </ul>
<b>3.1e</b> regular reviews of IAG provision within the organisation's improvement plan	<ul style="list-style-type: none"> <li>● all members of a co-ordinated team having some 'ownership' of the provision</li> </ul>
<b>3.1f</b> internal and external advisers and practitioners involved in planning	<ul style="list-style-type: none"> <li>● learners understanding how to access IAG provision</li> </ul>

Sources of Evidence
<b>Gold Standard linked IAG management should be demonstrated through:</b>
managers' job descriptions
samples of materials and up-to-date website
relevant sections of organisation's improvement plan
an effective QA process
current Connexions Agreement
appropriate minutes and surveys
planned activities and experiences that build upon one another
positive views of learners
positive views of practitioners

## Element 3: Linked IAG Provision

### Component 2 of 3

All IAG practitioners will make clear to learners the links between IAG services and support learners in their transition between these services

Process	Outcomes
<b>Gold Standard IAG practitioners will:</b>	<b>Gold Standard linked IAG practice should result in learners:</b>
<b>3.2a</b> have a working knowledge of other IAG services and agencies available outside the organisation	<ul style="list-style-type: none"> <li>● knowing who does what and when they are available</li> </ul>
<b>3.2b</b> know and practise internal procedures for referral of learners between IAG practitioners	<ul style="list-style-type: none"> <li>● accessing IAG that is appropriate and delivered at point of need</li> </ul>
<b>3.2c</b> be able to access information regarding each learner from internal or external sources*	<ul style="list-style-type: none"> <li>● receiving help and support from IAG team members that meet needs</li> </ul>
<b>3.2d</b> meet as necessary with IAG practitioners who complement the service offered internally	<ul style="list-style-type: none"> <li>● understanding referral systems and why these are in place</li> <li>● receiving IAG where each intervention builds upon the last and that circumstances do not need to be repeated each time</li> </ul>
<b>3.2e</b> know and practise external procedures for referral of learners to outside IAG practitioners	<ul style="list-style-type: none"> <li>● knowing where to go to follow up their referral</li> </ul>
<b>3.2f</b> know and understand information transfer protocols within the organisation	<ul style="list-style-type: none"> <li>● understanding what is provided by the service to which they have been referred</li> <li>● receiving IAG that is appropriate and delivered at point of need</li> </ul>
* In accordance with the Data Protection Act and current legislation	

Sources of Evidence
<b>Gold Standard linked IAG practice should be demonstrated through:</b>
written information about the work of each external IAG provider working with the organisation
a Child Protection Policy
a data transfer protocol
minutes of meetings
a current Connexions Agreement
positive views of learners
positive views of practitioners
advertised opening/access times of external IAG agencies

## Element 3: Linked IAG Provision

### Component 3 of 3

All IAG practitioners will recognise professional boundaries and know which alternative provision is appropriate for signposting or referral to meet each learner's guidance needs

Process	Outcomes
<b>Gold Standard IAG practitioners will:</b>	<b>Gold Standard practitioners' recognition of professional boundaries should result in learners:</b>
<b>3.3a</b> work as a member of a co-ordinated team of IAG practitioners either employed by, or regularly working within the organisation	<ul style="list-style-type: none"> <li>● understanding who offers what in terms of help and support, from both internal and external personnel and agencies</li> </ul>
<b>3.3b</b> have a working knowledge of all IAG services and agencies available inside and outside the organisation	<ul style="list-style-type: none"> <li>● knowing who is available and when</li> </ul>
<b>3.3c</b> be allowed adequate and appropriate time to liaise with IAG providers	<ul style="list-style-type: none"> <li>● understanding what is provided by services, agencies and practitioners</li> </ul>
<b>3.3d</b> know and practise internal and external procedures for referral of learners between IAG practitioners	<ul style="list-style-type: none"> <li>● receiving IAG given by a professional and knowledgeable practitioner</li> </ul>
<b>3.3e</b> have a common and shared system for recording information about each learner with appropriate safeguarded access	<ul style="list-style-type: none"> <li>● receiving IAG that is appropriate, delivered at point of need</li> </ul>

Sources of Evidence
<p><b>Practitioners' recognition of professional boundaries should be demonstrated through:</b></p> <p>written institutional or Local Authority protocols for inter-agency working</p> <p>web-based information with appropriate hyperlinks</p> <p>minutes of meetings</p> <p>advertised opening/access times of external IAG agencies</p> <p>a current Connexions Agreement and Development Plan</p> <p>positive views of learners</p> <p>positive views of practitioners</p>

## Element 4: IAG Responsiveness to the Needs of Clients

### Component 1 of 2

#### IAG Provision will promote equality of opportunity and access

Process	Outcomes
<b>Gold Standard IAG provision will:</b>	<b>Gold Standard IAG which recognises and reflects learners' needs should result in learners:</b>
<b>4.1a</b> recognise and respond to all social, cultural, economic and special needs of learners	<ul style="list-style-type: none"> <li>● receiving IAG that addresses multiple needs when required</li> </ul>
<b>4.1b</b> recognise and respond to barriers to learning	
<b>4.1c</b> challenge stereotypes restricting access to opportunities	<ul style="list-style-type: none"> <li>● being aware that generally occupations are not specific to personal, cultural or social context</li> </ul>
<b>4.1d</b> be given in the context of work done by all practitioners	<ul style="list-style-type: none"> <li>● knowing that all involved in giving IAG are aware of other professional roles and responsibilities</li> </ul>
<b>4.1e</b> allow information to be presented in appropriate formats	<ul style="list-style-type: none"> <li>● receiving IAG that is accessible and understood</li> </ul>
<b>4.1f</b> operate via a co-ordinated team approach to ensure that available IAG personnel are appropriately deployed	<ul style="list-style-type: none"> <li>● being effectively referred to sources of further help or knowing key contacts from whom they may seek further help</li> </ul>

Sources of Evidence
<p><b>Gold Standard IAG which recognises and reflects learners' needs should be demonstrated through:</b></p> <p>all practitioners being familiar with and regularly updated on equal opportunities legislation</p> <p>all practitioners being familiar with external services' protocols, policies and practices</p> <p>the range and format of materials and information available to learners</p> <p>positive views of practitioners</p> <p>positive views of learners</p>

## Element 4: IAG Responsiveness to the Needs of Clients

### Component 2 of 2

IAG will be accessible to all, with specific resources directed to learners identified as having additional needs

Process	Outcomes
<b>Gold Standard IAG provision will:</b>	<b>Responsive Gold Standard IAG should result in learners:</b>
<b>4.2a</b> reflect prior individual learning experiences	<ul style="list-style-type: none"> <li>knowing what opportunities, locally and beyond, are likely to be available to them as they progress</li> </ul>
<b>4.2b</b> take account of documented and recorded achievements both in and out of school or college	<ul style="list-style-type: none"> <li>knowing that all IAG interventions will be logical, sequential and be given in the context of their individual circumstance</li> <li>having a record of IAG provided and actions to be taken</li> </ul>
<b>4.2c</b> build upon learner information compiled from previous interventions	
<b>4.2d</b> ensure information accessed from elsewhere is acted upon and used to move the learner forward	
<b>4.2e</b> provide the opportunity for learners to make appointments with guidance practitioners outside normal learning hours and on external premises	<ul style="list-style-type: none"> <li>knowing addresses, telephone numbers and websites of useful and relevant external contacts (eg Connexions Centres or access points) and arrangements for external appointments</li> </ul>
<b>4.2f</b> acknowledge 'distance travelled' by the learner between IAG interventions	<ul style="list-style-type: none"> <li>being aware of goals and progress achieved</li> </ul>
<b>4.2g</b> operate within institutional procedures for the collection and collation of information about learners	<ul style="list-style-type: none"> <li>having a record of IAG provided and actions to be taken</li> </ul>
<b>4.2h</b> work within statutory requirements for child protection, information sharing and data protection	<ul style="list-style-type: none"> <li>receiving IAG that addresses multiple needs when required</li> <li>knowing how to access and use information held about them</li> </ul>

Sources of Evidence
<b>Responsive Gold Standard IAG should be demonstrated through:</b>
learners knowing where to seek help
liaison between practitioners following institutional protocols, policies and practices
systems being in place to ensure accurate tracking and review of learners' progress
learners knowing how information about them is collated and held
regular reports to the learner and/or their parents/carers on progress made
positive views of learners

## Element 5: Quality and Delivery of IAG

### Component 1 of 2

IAG will be underpinned by a development programme of planned personal learning based upon national recommendations

Process	Outcomes
<b>Gold Standard IAG provision will:</b>	<b>Gold Standard underpinning of IAG should result in learners:</b>
<b>5.1a</b> complement a planned development programme which includes careers, citizenship, enterprise, work-related learning and health components	<ul style="list-style-type: none"> <li>● understanding why they have a personal development programme and the relevance of its content</li> </ul>
<b>5.1b</b> recognise the knowledge and understanding of issues required for successful decision making	<ul style="list-style-type: none"> <li>● being able to successfully build upon information gained which is appropriate to their needs</li> </ul>
<b>5.1c</b> make effective use of local and national publications	<ul style="list-style-type: none"> <li>● being able to successfully act upon IAG received</li> </ul>

Sources of Evidence
<b>Gold Standard underpinning of IAG should be demonstrated through:</b>
documented programmes of study with appropriate curriculum time
access to web based information with appropriate hyperlinks
knowledgeable and experienced teachers deliver programmes
the use of appropriate materials and resources
positive views of learners
positive views of practitioners

## Element 5: Quality and Delivery of IAG

### Component 2 of 2

IAG will be targeted at the needs of learners, and informed by social and economic priorities at local, regional and national levels

Process	Outcomes
<b>Gold Standard targeted delivery of IAG will:</b>	<b>Gold Standard targeted IAG should result in learners:</b>
<b>5.2a</b> take into consideration the organisation's location and learner intake	<ul style="list-style-type: none"> <li>● understanding the nature of the location in which they live and consequent potential challenges and opportunities</li> <li>● being able to access IAG appropriate to their needs</li> </ul>
<b>5.2b</b> recognise the knowledge and understanding of issues required for successful decision making	<ul style="list-style-type: none"> <li>● knowing what opportunities, locally and beyond, are likely to be available to them as they progress</li> </ul>
<b>5.2c</b> promote equally all post 16 routes	<ul style="list-style-type: none"> <li>● being able to successfully build upon information gained which is appropriate to their needs</li> </ul>
<b>5.2d</b> ensure that guidance interventions are timely and meet each individual's needs	<ul style="list-style-type: none"> <li>● knowing that all IAG interventions will be logical, sequential and be given in the context of their individual circumstances</li> </ul>

Sources of Evidence
<b>Gold Standard targeted IAG should be demonstrated through:</b>
information being presented, through a range of formats, languages and media, as appropriate
structured individual records of skills, experience and achievements eg through use of an ILP
documented previous interventions
positive views of learners
positive views of practitioners
learners progressing on to appropriate next steps or destinations

## Element 6: Impartiality of IAG Provision

### Component 1 of 2

IAG will promote all available options based on the needs and circumstances of each individual

Process	Outcomes
<b>Gold Standard impartial IAG provision will promote:</b>	<b>Gold Standard impartial IAG should result in learners:</b>
<b>6.1a</b> honest and open information regarding all routes open to the learner	<ul style="list-style-type: none"> <li>● having access to current information about the full range of options</li> <li>● making decisions on the basis of accurate information</li> <li>● receiving advice and guidance free of any bias or opinion of the adviser</li> </ul>
<b>6.1b</b> individual action planning	<ul style="list-style-type: none"> <li>● knowing what actions they must take themselves in order to move forward</li> </ul>
<b>6.1c</b> effective referral to other agencies or services to meet learners' identified needs	<ul style="list-style-type: none"> <li>● receiving IAG where each intervention builds upon the last and that circumstances do not need to be repeated each time</li> </ul>

Sources of Evidence
<b>Gold Standard impartial IAG should be demonstrated through:</b>
<p>the range, format, currency, quality and appropriateness of materials and information available to learners, parents and carers</p> <p>all practitioners being familiar with institutional protocols, policies and practices</p> <p>adherence to observed protocols for exchange of information about learners</p> <p>learners knowing where to seek help</p> <p>effective liaison between practitioners</p>

## Element 6: Impartiality of IAG Provision

### Component 2 of 2

IAG will support learners in making informed decisions not led by institutional targets or goals

Process	Outcomes
<b>Gold Standard impartial IAG provision will support learners by:</b>	<b>Gold Standard IAG support should result in learners:</b>
<b>6.2a</b> ensuring that whenever appropriate, IAG given encompasses personal, vocational and educational needs, and that each need is not addressed separately	<ul style="list-style-type: none"> <li>● knowing who to approach for help and feeling secure about seeking IAG on issues which may be of a confidential nature (subject to local policies and procedures)</li> </ul>
<b>6.2b</b> treating all learners' IAG needs as equally important, regardless of academic ability, likely GCSE grades or past achievements  <b>6.2c</b> ensuring IAG offered is free of bias	<ul style="list-style-type: none"> <li>● receiving IAG regarding all possible options in the best interests of the learner and free of bias</li> </ul>
<b>6.2d</b> helping learners to research realistic options and the providers, services and/or agencies available to meet their individual support needs	<ul style="list-style-type: none"> <li>● being clear about what actions they must take themselves and what actions are being taken by others</li> </ul>

Sources of Evidence
<b>Gold Standard IAG support should be demonstrated through:</b>
access to relevant people, materials and information  clear learner review procedures, policies or practices  positive views of practitioners  positive views of learners

## Element 7: IAG For Learning, Work and Progression

### Component 1 of 3

IAG for learning, work and progression will support learners in exploring the implications of possible career choices when planning their futures

Process	Outcomes
<b>Gold Standard IAG for career option choices 14-19 will:</b>	<b>Gold Standard IAG supporting the exploration of implications of possible careers choices should result in learners:</b>
<b>7.1a</b> be given in the context of each learner's achievements to date including out of school activities	<ul style="list-style-type: none"> <li>● making decisions based on a realistic and aspirational view of their own skills, experience and achievements</li> </ul>
<b>7.1b</b> present all individual options equally	<ul style="list-style-type: none"> <li>● having information about options that is free of bias</li> <li>● having access to detailed information regarding these options via media which are appropriate to their needs</li> <li>● being able to choose progression route without pressure</li> <li>● making applications to courses, training or employment on the basis of accurate information</li> </ul>
<b>7.1c</b> discuss possible option choices with trained staff	<ul style="list-style-type: none"> <li>● having support throughout the choice and application process that meets their needs</li> </ul>
<b>7.1d</b> allow sufficient access to IT facilities in order that each learner may browse information held in the common prospectus	<ul style="list-style-type: none"> <li>● using application procedures confidently to secure places in education or training</li> </ul>
<b>7.1e</b> take into account the content and application of work experience and/or work related learning	<ul style="list-style-type: none"> <li>● keeping track of applications made and following up any offers from providers</li> </ul>
<b>7.1f</b> ensure that careers and learning option information is acted upon and used to move the learner forward	<ul style="list-style-type: none"> <li>● having access to the Common Prospectus and CAP</li> </ul>

Sources of Evidence
<p><b>Gold Standard IAG supporting the exploration of implications of possible careers choices should be demonstrated through:</b></p> <p>the availability and currency of relevant information</p> <p>learners being able to talk about their hopes and ambitions for the next phase of their learning</p> <p>effective information sources</p> <p>the use of the common prospectus to seek information and access guidance and support</p> <p>effective systems being in place for tracking of applications made by learners</p> <p>positive views of learners</p>

## Element 7: IAG For Learning, Work and Progression

### Component 2 of 3

The work of IAG practitioners will be informed by up-to-date and accurate Labour Market Information (LMI)

Process	Outcomes
<b>Gold Standard practice in careers information, advice or guidance will:</b>	<b>Gold Standard IAG offered in the context of up-to-date LMI should result in learners:</b>
<b>7.2a</b> acknowledge the socio-economic context within which IAG is delivered	<ul style="list-style-type: none"> <li>knowing what learning and training opportunities are available locally for learners aged 14-19</li> </ul>
<b>7.2b</b> be aware of the work of agencies who collect and disseminate local and national LMI	<ul style="list-style-type: none"> <li>knowing what employment opportunities are available, locally, regionally and nationally from age 16</li> </ul>
<b>7.2c</b> recognise progression pathways to qualifications required for chosen occupations or careers	<ul style="list-style-type: none"> <li>understanding how their choices made at key transition points influence the range of opportunities for their progression</li> </ul>
<b>7.2d</b> have access to a range of local employers in order to keep up-to-date with local and national employment trends	<ul style="list-style-type: none"> <li>understanding that not all occupations may be available to them locally</li> </ul>

Sources of Evidence
<p><b>Gold Standard IAG offered in the context of up-to-date LMI should be demonstrated through:</b></p> <p>up-to-date information on all opportunities accessed via a range of media</p> <p>the use of LMI within a programme of careers education and guidance activities arranged to support transitions to education, training and employment</p> <p>clear access to help and support for learners when making career decisions</p> <p>established links with local employers</p>

## Element 7: IAG For Learning, Work and Progression

### Component 3 of 3

IAG provision will ensure that all learners have access to the information they need to make informed choices

Process	Outcomes
<b>Gold Standard IAG for option choices from 14-19 will:</b>	<b>Gold Standard IAG supporting the exploration of option choices in KS4 should result in learners:</b>
<b>7.3a</b> ensure that all learners have access to an online 14-19 prospectus	<ul style="list-style-type: none"> <li>● having access to detailed information regarding all post-14 options choices either electronically or via a medium which is appropriate to their needs</li> </ul>
<b>7.3b</b> allow sufficient access to IT facilities in order that each learner may browse information held in the common prospectus	
<b>7.3c</b> provide instruction for all learners to access all careers information held electronically	
<b>7.3d</b> draw learners' attention to careers events, open days, taster sessions etc that may be of interest to them	<ul style="list-style-type: none"> <li>● experiencing interactive awareness-raising events to inform their choices</li> </ul>
<b>7.3e</b> encourage learners' exploration of employment opportunities available beyond local authority boundaries	<ul style="list-style-type: none"> <li>● having the opportunity to browse LMI to enable realistic choice</li> </ul>
<b>7.3f</b> have access to relevant, current local and national LMI to support choices	<ul style="list-style-type: none"> <li>● understanding the implications of possible choices including risks, costs, benefits, eg travel to other sites, course work requirements, expectations and success rates</li> </ul>

Sources of Evidence
<p><b>Gold Standard IAG supporting the exploration of option choices in KS4 should be demonstrated through:</b></p> <p>displays of education, training and job opportunities both locally and nationally</p> <p>learners being able to talk about their hopes and ambitions for the next phase of their learning</p> <p>learners being able to understand and articulate the need for them to train or work in places other than their own locality in certain circumstances</p> <p>learners understanding what will be expected of them in the learning options they choose</p>

## Element 8: Evaluation of IAG

### Component 1 of 1

All IAG practitioners and learners are able to feed back their views on the provision within the organisation

Process	Outcomes	Sources of Evidence
<p><b>Gold Standard IAG provision will:</b></p>	<p><b>Gold Standard reviews of IAG provision should result in learners:</b></p>	<p><b>Gold Standard reviews of IAG provision should be demonstrated through:</b></p>
<p><b>8.1a</b> have recognised systems for learners and practitioners to formally feed back their thoughts, views and suggestions regarding IAG provision</p> <p><b>8.1b</b> allow learners and practitioners to log concerns or thoughts with chosen individuals ie via email</p>	<ul style="list-style-type: none"> <li>● being confident that their suggestions regarding the provision of IAG will be listened to and taken into account</li> <li>● having access to tutors and/or advisers as necessary</li> </ul>	<p>a co-ordinated guidance team which best deploys the skills and knowledge of each member</p> <p>the smooth transition of learners between IAG providers</p> <p>evidence of planning and evaluation processes</p> <p>evidence of other evaluative processes</p> <p>positive views of learners</p> <p>positive views of practitioners</p> <p>evaluation that is acted upon and informs practice</p>
<p><b>8.1c</b> enable IAG managers within the organisation to regularly discuss IAG provision with both learners and practitioners</p> <p><b>8.1d</b> be embedded into existing school/college planning and review cycles</p>	<ul style="list-style-type: none"> <li>● knowing that, as far as possible, IAG provision is designed to meet their needs</li> </ul>	











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