

# East Riding 14-19 Strategy for Learning Information, Advice and Guidance



## Gold Standard



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 the East Riding, planning for this is already well advanced through the network of established Local Area Partnerships (LAPs).

This is the East Riding 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 East Riding 14-19 Strategy for Learning. It is also complementary to 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?** It is also important to note that the implementation of a local standard forms part of the DfES 14-19 Progress checks.

Schools, colleges and training providers that demonstrate the principles contained within the Gold Standard will have a powerful piece of evidence to illustrate the quality of the IAG that they provide for their young people.

The standard has been expressed as nine **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.

The detailed IAG Processes, Outcomes and Sources of Evidence listed here can be linked to the broader Delivery and Provision standards defined in the DfES national standards for IAG and the national IAG entitlement framework 'Supporting Choices 11-19+'. Production of evidence to meet the East Riding Standard equates to or exceeds Level 2: Higher Level Practice in the national standard.

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.

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

Connexions Humber will carry out the external assessment procedure for award of the Gold Standard. The first stage of this will involve the local Connexions Curriculum Consultant working with the institution to collect and collate the necessary evidence in order to demonstrate each of the Standard's components. There is no defined period of time for this to take place. Once the evidence is agreed, a Connexions Curriculum Consultant from another Local Authority area will carry out a second assessment in order for the award of the standard to take place.

The Gold Standard award is valid for three years unless the local CCC deems that circumstances within the institution have changed, resulting in the prescribed standards no longer being met. Any necessary remedial action will be undertaken in liaison with the local CCC and the award will remain valid. If, despite the intervention of the CCC, the prescribed standards are still not being demonstrated, Connexions Humber reserves the right to withdraw the award of the Gold Standard.

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## 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:** 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:** Practitioners will make clear to learners the links between IAG services and, where necessary, support learners in their transition between these services

**Component 3:** 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: Quality and Delivery of IAG

**Component 1:** IAG will be targeted at the needs of learners, and informed by social and economic priorities at local, regional and national levels.

**Component 2:** IAG will be underpinned by a planned personal development programme based upon DfES national recommendations

## Element 5: Diversity of IAG Provision

**Component 1:** IAG provision will recognise and reflect the diversity of learners' needs and promote equality of opportunity and access

**Component 2:** IAG will be available in other more 'neutral' premises whenever appropriate

## Element 6: Impartiality of IAG Provision

**Component 1:** IAG will promote equally all options available and open to learners based on the defined needs and circumstances of each individual to ensure, as far as possible, accurate matching of stated need to help and support

**Component 2:** IAG will support learners in making informed decisions and will not favour any particular learner or groups of learners in order to address institutional targets or goals

## Element 7: IAG for Learning and Work

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

**Component 2:** IAG practitioners with a careers focus will work closely with local employers to ascertain up-to-date LMI.

**Component 3:** IAG provision will ensure that all learners have access to a common 14-19 prospectus from the end of Key Stage 3 in order that they are made aware of opportunities and qualification requirements for study and training from the age of 14 and for further study, training or employment from the age of 16

## Element 8: IAG Responsiveness to the Needs of Clients

**Component 1:** IAG practitioners will liaise with each other and all external agencies and services that provide support for learners

**Component 2:** IAG provision will ensure that outcomes of learners' reviews are acknowledged and incorporated into advice and guidance sessions.

## Element 9: Evaluation of IAG

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

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 physical and educational 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 and 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>● be aware of the range of options available and open to them to meet their particular need</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 where appropriate	<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>
<ul style="list-style-type: none"> <li>❖ a budget available for maintenance and renewals</li> <li>❖ a classification system that is understood by learners</li> <li>❖ a catalogue of resources available to staff and learners</li> <li>❖ materials that demonstrate appropriateness for full range of learners and are up-to-date</li> <li>❖ systems in place for checking and re-stocking</li> <li>❖ system for booking internet access (if required)</li> <li>❖ date-stamped paper information</li> <li>❖ annual procedure to check the currency of all information</li> <li>❖ provision of internet-linked PC and printer together with renewal of consumables such as paper and ink cartridges</li> <li>❖ positive views of learners</li> </ul>

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> 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	<ul style="list-style-type: none"> <li>● appropriate trained support staff who are familiar with the range and sources of information</li> </ul>
<b>1.2b</b> methods for ensuring information is checked and updated at least annually	
<b>1.2c</b> adequate facilities for the safe storage of all information which is not in the public domain – e.g. information on STIs, abuse or medical conditions – and a knowledge by all staff as to how this may be accessed and used by learners	<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> an understanding by staff of the guidance on confidentiality for some learners	<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
<p><b>Gold Standard provision of information personnel should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>❖ CPD records and take-up of training offered</li> <li>❖ referral protocols/procedures</li> <li>❖ positive views of learners</li> <li>❖ positive views of practitioners</li> </ul>

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	● receiving guidance from appropriately qualified personnel
<b>2.1b</b> be deployed appropriately to enable them to carry out their responsibilities effectively	● knowing when and where help and support is available and who is the most appropriate person to ask
<b>2.1c</b> work to clear boundaries and referral processes	● being able to access or be offered individual guidance appropriate to their needs
<b>2.1d</b> enable collaborative practice	
<b>2.1e</b> ensure all IAG practitioners are aware of institutional protocols, systems and activities for the provision of guidance	● assured that advice, guidance and support given is available at stated times
<b>2.1f</b> provide an area which ensures privacy for one-to-one advice and guidance with access	● knowing that, where appropriate, privacy and confidentiality will be maintained

Sources of Evidence
<b>Gold Standard advice and guidance practice should be demonstrated through:</b>
❖ quality assurance procedures
❖ evidence of access procedures to practitioners
❖ learners' individual learning plans
❖ annual review of the Connexions Agreement
❖ contracts with outside agencies and referral records
❖ positive views of learners
❖ positive views of practitioners

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> <ul style="list-style-type: none"> <li>❖ smooth transition of learners between IAG providers</li> <li>❖ co-ordinated presence of practitioners</li> <li>❖ positive views of learners</li> <li>❖ positive views of practitioners</li> <li>❖ regular meetings of the guidance team</li> </ul>

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	● IAG provision held in high regard within the organisation
<b>3.1b</b> an organisational policy commitment to IAG	● IAG provision made overt in organisational policies, plans and publicity materials
<b>3.1c</b> whole organisation recognition of the importance of IAG for learners	● clearly defined and understood IAG responsibilities at all levels
<b>3.1d</b> a means to ensure the needs and views of learners are taken into account	
<b>3.1e</b> regular reviews of IAG provision within the organisation's improvement plan	● all members of a co-ordinated team having some 'ownership' of the provision
<b>3.1f</b> internal and external advisers and practitioners involved in planning	● learners understanding how to access IAG provision

Sources of Evidence
<b>Gold Standard linked IAG management should be demonstrated through:</b>
❖ managers' job descriptions
❖ samples of materials
❖ relevant sections of organisation's improvement plan
❖ quality manual or QA process where appropriate
❖ current Connexions Agreement and Development Plan
❖ school council minutes and surveys
❖ planned activities and experiences that build upon one another
❖ positive views of learners
❖ positive views of practitioners

Practitioners will make clear to learners the links between IAG services and, where necessary, 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 source, as a basis academic progress*	<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 help and support that can meet diverse needs without, as far as possible, having to 're-tell their history' to each practitioner</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> <li>● understanding what is provided by the service to which they have been referred</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> </ul>
<b>3.2g</b> be able to access information regarding each learner – including that held by other agencies where appropriate*	<ul style="list-style-type: none"> <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
<p><b>Gold Standard linked IAG practice should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>❖ written information about the work of each external IAG provider working with the organisation</li> <li>❖ Child Protection Policy</li> <li>❖ Data Transfer protocol</li> <li>❖ minutes of meetings</li> <li>❖ appointment or sessional timetables for external providers</li> <li>❖ current Connexions Agreement and Development Plan</li> <li>❖ positive views of learners</li> <li>❖ positive views of practitioners</li> <li>❖ advertised opening/access times of external IAG agencies</li> </ul>

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 does what’</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 the services, agencies and practitioners on offer to them</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 that is appropriate, delivered at point of need</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 given by a professional and knowledgeable practitioner</li> </ul>

Sources of Evidence
<p><b>Practitioners’ recognition of professional boundaries should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>❖ written institutional or Local Authority protocols for inter-agency working</li> <li>❖ web-based information with appropriate hyperlinks</li> <li>❖ minutes of meetings</li> <li>❖ advertised opening/access times of external IAG agencies</li> <li>❖ current Connexions Agreement and Development Plan</li> <li>❖ positive views of learners</li> <li>❖ positive views of practitioners</li> </ul>

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>4.1a</b> take into consideration each learner's current socioeconomic circumstances	● being able to access IAG appropriate to their needs
<b>4.1b</b> reflect prior individual learning experiences	● knowing what opportunities, locally and beyond, are likely to be available to them as they progress
<b>4.1c</b> take account of documented and recorded achievements both in and out of school or college	● being able successfully build upon information gained which is appropriate to their needs
<b>4.1d</b> build upon learner information compiled from previous interventions wherever appropriate	● knowing that all IAG interventions will be logical, sequential and be given in the context of their individual circumstances
<b>4.1e</b> acknowledge progress made or 'distance travelled' by the learner between IAG interventions	● being able to successfully act upon advice and guidance given

Sources of Evidence
<b>Gold Standard targeted IAG should be demonstrated through:</b>
❖ information presented, as appropriate, through a range of formats, languages and media
❖ records of achievement
❖ documented previous interventions
❖ positive views of learners
❖ positive views of practitioners
❖ learners progressing on to appropriate next step or destination

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

Process	Outcomes
<b>Gold Standard IAG underpinned by a planned personal development programme will:</b>	<b>Gold Standard underpinning of IAG should result in learners:</b>
<b>4.2a</b> take into consideration the organisation's location and student intake	<ul style="list-style-type: none"> <li>● understanding the nature of the location in which they live and the challenges and opportunities in front of them</li> </ul>
<b>4.2b</b> acknowledge the content of a personal development programme	<ul style="list-style-type: none"> <li>● understanding why they have a personal development programme and the relevance of its content</li> </ul>
<b>4.2c</b> recognise learners' 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>4.2d</b> use local and national publications (e.g. i4u Pack, Which Way Now? Electronic prospectus)	<ul style="list-style-type: none"> <li>● being able to successfully act upon IAG received</li> </ul>

Sources of Evidence
<p><b>Gold Standard underpinning of IAG should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>❖ documented programmes of study with appropriate curriculum time</li> <li>❖ access to web-based information with appropriate hyperlinks</li> <li>❖ knowledgeable and experienced teachers to deliver programmes</li> <li>❖ positive views of learners</li> <li>❖ positive views of practitioners</li> </ul>

IAG provision will recognise and reflect the diversity of learners' needs and promote equality of opportunity and access

Process	Outcomes
<b>Gold Standard IAG that reflects the diversity of learners' needs and promotes equality of access will:</b>	<b>Gold Standard IAG that reflects the diversity of learners' needs and promotes equality of access should result in learners:</b>
5.1 a recognise and respond to all physical, social, economic and special needs of learners	● receiving IAG that is 'holistic' i.e. addresses multiple needs when required
5.1b be based upon exchange of information as appropriate within the organisation about the needs of each learner	● being able to find the right information, help and support – whatever their needs
5.1c be given in the context of work done by all practitioners (e.g. SENCO, tutors, etc.)	● knowing that all involved in giving IAG are aware of who does what
5.1d be delivered via processes and protocols that are understood by all practitioners	
5.1e allow information to be presented in appropriate formats (e.g. Braille, signing or in languages other than English – spoken and written)	● receiving IAG that is accessible and understood
5.1f wherever necessary, being presented via a coordinated team of guidance professionals who are involved in helping individual learners (e.g. health, social services, Connexions)	● receiving IAG that they may reasonably act upon in order to make progress

Sources of Evidence
<b>Gold Standard IAG that reflects the diversity of learners' needs and promotes equality of access should be demonstrated through:</b>
<ul style="list-style-type: none"> <li>❖ range and format of materials, information, advice and guidance available to learners</li> <li>❖ all practitioners familiar with institutional protocols, policies and practices</li> <li>❖ all practitioners trained and regularly updated in equal opportunities legislation</li> <li>❖ positive views of practitioners</li> <li>❖ positive views of learners</li> </ul>

IAG will be available in other more 'neutral' premises whenever appropriate

Process	Outcomes
<b>Gold Standard IAG provision will offer:</b>	<b>IAG offered on neutral premises should result in learners:</b>
<b>5.2a</b> the opportunity to for learners to make appointments with guidance practitioners outside normal learning hours and on external premises when deemed to be appropriate	<ul style="list-style-type: none"> <li>● knowing when, where, how and who to go to for further help externally</li> <li>● feeling secure about seeking help with issues which may be of a confidential nature</li> </ul>
<b>5.2b</b> addresses, telephone numbers and websites of useful and relevant external contacts (e.g. Connexions Centres or access points) and arrange appointments for learners whenever appropriate	<ul style="list-style-type: none"> <li>● knowing key names and addresses from whom/where they may seek further help</li> </ul>

Sources of Evidence
<b>IAG offered on neutral premises should be demonstrated through:</b> <ul style="list-style-type: none"> <li>❖ range and format of materials and information available to learners</li> <li>❖ all practitioners familiar with external services' / protocols, policies and practices</li> <li>❖ learners knowing where to seek help</li> <li>❖ liaison between practitioners</li> </ul>

IAG will promote equally all options available and open to learners based on the defined needs and circumstances of each individual to ensure, as far as possible, accurate matching of stated need to help and support

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 for positive resolution of guidance need	<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> </ul>
<b>6.1b</b> individual action planning for steps towards realistic resolution of guidance need	<ul style="list-style-type: none"> <li>● receiving advice and guidance free of any bias or opinion of the adviser</li> <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>● knowing what actions they must take themselves in order to move forward</li> <li>● receiving IAG where each intervention builds upon the last and that circumstances do not need to be 'retold' each time</li> </ul>

Sources of Evidence
<b>Gold Standard impartial IAG should be demonstrated through:</b>
<ul style="list-style-type: none"> <li>❖ range, format, currency, quality and appropriateness of materials and information available to learners, parents and carers</li> <li>❖ all practitioners familiar with institutional protocols, policies and practices</li> <li>❖ adherence to observed protocols for exchange of information about learners</li> <li>❖ learners knowing where to seek help</li> <li>❖ effective liaison between practitioners</li> </ul>

IAG will support learners in making informed decisions and will not favour any particular learner or groups of learners in order to address 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 initially – whatever their needs - 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	<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> <li>● receiving IAG that is impartial</li> </ul>
<b>6.2c</b> ensuring IAG offered is free of bias	
<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>
<ul style="list-style-type: none"> <li>❖ access to relevant people, materials and information</li> <li>❖ clear learner review procedures, policies or practices</li> <li>❖ positive views of practitioners</li> <li>❖ positive views of learners</li> </ul>

IAG for learning and work 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 - DoE, Scouts, Guides, music, sport etc.	<ul style="list-style-type: none"> <li>● having access to detailed information regarding these options – via media which are appropriate to their needs</li> </ul>
<b>7.1b</b> present all options equally	<ul style="list-style-type: none"> <li>● having information about all possible and relevant options that is free of bias by the adviser</li> </ul>
<b>7.1c</b> allow learners, when required, to discuss possible option choices with trained staff	<ul style="list-style-type: none"> <li>● able to make free choice of progression route without pressure or duress</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>● making applications to courses, training or employment can be made on the basis of accurate information</li> <li>● using electronic application procedures confidently to secure places in further education or training</li> </ul>
<b>7.1e</b> be aware of 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, whenever relevant and appropriate, careers and learning option information is acted upon and used to move the learner forward	<ul style="list-style-type: none"> <li>● having support throughout the choice and application process that meets their needs</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> <ul style="list-style-type: none"> <li>❖ availability and currency of relevant information</li> <li>❖ learners able to talk about their hopes and ambitions for the next phase of their learning</li> <li>❖ effective information sources</li> <li>❖ use of the Common Prospectus to seek information, receive guidance and support</li> <li>❖ effective systems in place for tracking of applications made by learners</li> <li>❖ positive views of learners</li> </ul>

IAG practitioners with a careers focus will work closely with local employers to ascertain up-to-date 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 they are given	<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 Labour Market Information	<ul style="list-style-type: none"> <li>● knowing what employment opportunities are available, locally, regionally and nationally from age16</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 14, 16 and 18 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> <ul style="list-style-type: none"> <li>❖ up-to-date information on all opportunities accessed via a range of media</li> <li>❖ a programme of careers education and guidance</li> <li>❖ activities arranged to support transitions to education, training and employment</li> <li>❖ clear access to help and support for learners when making career decisions</li> </ul>

IAG provision will ensure that all learners have access to a common 14-19 prospectus from the end of Key Stage 3 in order that they are made aware of opportunities and qualification requirements for study and training from the age of 14 and for further study, training or employment from the age of 16

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> allow sufficient access to IT facilities in order that each learner may browse information held in the electronic common prospectus.	● having access to detailed information regarding all post-14 options choices – either electronically or via a medium which is appropriate to their needs
<b>7.3b</b> provide instruction for all learners to access all careers information held electronically	● experiencing interactive and interesting awareness raising events to inform their choices
<b>7.3c</b> draw learners' attention to careers events, open days, taster sessions etc that may be of interest to them	● attending event of interest to them
<b>7.3d</b> encourage learners' exploration of employment opportunities available beyond local authority boundaries	● having the opportunity to browse LMI to enable realistic choice
<b>7.3e</b> have access to relevant, current local and national Labour Market Information to support the need to move away for certain types of employment	● understanding the implications of possible choices – including risks, costs, benefits, e.g. travel to other sites, course work requirements, expectations and success rates

Sources of Evidence
<b>Gold Standard IAG supporting the exploration of option choices in KS4 should be demonstrated through:</b>
<ul style="list-style-type: none"> <li>❖ displays of education, training and job opportunities both locally and nationally</li> <li>❖ learners able to talk about their hopes and ambitions for the next phase of their learning</li> <li>❖ learners – wherever appropriate - able to understand and articulate the need for them to train or work in places other than their own locality</li> <li>❖ able to express what will be expected of them in the learning options they choose</li> </ul>

IAG practitioners will liaise with each other and all external agencies and services that provide support for learners

Process	Outcomes
<b>Gold Standard IAG provision will:</b>	<b>Gold Standard IAG offered in liaison with other agencies should result in learners:</b>
<b>8.1a</b> operate via a co-ordinated team approach to ensure that available IAG personnel are appropriately deployed	<ul style="list-style-type: none"> <li>● knowing key contacts from whom they may seek further help</li> </ul>
<b>8.1b</b> operate within institutional procedures for the collection and collation of information about learners	<ul style="list-style-type: none"> <li>● being effectively referred to sources of further help</li> </ul>
<b>8.1c</b> appropriately share information gained about learners from each intervention	<ul style="list-style-type: none"> <li>● receiving IAG that is 'holistic' i.e. addresses multiple needs when required</li> </ul>
<b>8.1d</b> use existing information on learners to inform IAG provision	<ul style="list-style-type: none"> <li>● having a record of IAG provided and actions to be taken</li> </ul>
<b>8.1e</b> work within statutory requirements for child protection, information sharing and data protection	<ul style="list-style-type: none"> <li>● knowing how to access and use information held about them</li> </ul>

Sources of Evidence
<p><b>Gold Standard IAG offered in liaison with other agencies should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>❖ all practitioners – internal and external - are familiar with institutional protocols, policies and practices</li> <li>❖ an effective guidance team or equivalent</li> <li>❖ systems in place to ensure accurate tracking and review of learners' progress</li> <li>❖ learners knowing how information about them is collated and held</li> <li>❖ regular reports to the learner and/or their parents/carers on progress made</li> <li>❖ positive views of learners</li> </ul>

IAG provision will ensure that available learner information is acknowledged and incorporated into advice and guidance sessions

Process	Outcomes
<p><b>Gold Standard IAG practitioners will:</b></p>	<p><b>Gold Standard IAG which acknowledges the outcomes of learners' reviews should result in learners:</b></p>
<p><b>8.2a</b> a have access to existing information on learners to inform IAG provision</p>	<ul style="list-style-type: none"> <li>● being able to build upon each IAG intervention made</li> </ul>
<p><b>8.2b</b> ensure that, whenever relevant and appropriate, information accessed from elsewhere is acted upon and used to move the learner forward</p>	<ul style="list-style-type: none"> <li>● being aware that information held about them may be shared with their consent to help them move forward</li> </ul>

Sources of Evidence
<p><b>Gold Standard IAG which acknowledges the outcomes of learners' reviews should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>❖ each IAG provider operating as part of a guidance team</li> <li>❖ appropriate sharing of information held about learners</li> <li>❖ records of progress made by learners</li> </ul>

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

Process	Outcomes
<b>Gold Standard IAG evaluation will:</b>	<b>Gold Standard reviews of IAG provision should result in learners:</b>
<b>9.1a</b> have recognised systems for learners and practitioners to formally feed back their thoughts, views and suggestions regarding IAG provision i.e. suggestion box or similar	<ul style="list-style-type: none"> <li>● confident that their suggestions regarding the provision of IAG will be listened to and acted upon</li> </ul>
<b>9.1b</b> allow learners and practitioners to log concerns or thoughts with chosen individuals i.e. via email	<ul style="list-style-type: none"> <li>● having access to tutors and/or advisers as necessary</li> </ul>
<b>9.1c</b> enable IAG managers within the organisation to regularly discuss IAG provision with both learners and practitioners e.g. via staff and/or student council meetings	<ul style="list-style-type: none"> <li>● knowing that, as far as possible, IAG provision is designed to meet their needs</li> </ul>
<b>9.1d</b> be embedded into existing school/college planning and review cycles	<ul style="list-style-type: none"> <li>● knowing what IAG events and activities are planned throughout the year</li> </ul>

Sources of Evidence
<p><b>Gold Standard reviews of IAG provision should be demonstrated through:</b></p> <ul style="list-style-type: none"> <li>❖ a co-ordinated guidance team which best deploys the skills and knowledge of each member</li> <li>❖ smooth transition of learners between IAG providers</li> <li>❖ evidence of planning and evaluation processes</li> <li>❖ evidence of other evaluative processes – e.g Matrix standard</li> <li>❖ positive views of learners</li> <li>❖ positive views of practitioners</li> </ul>







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