



The North East Lincolnshire Gold Standard

For Information, Advice & Guidance



Produced in association with:



Introduction and Context

It is now recognised that the range and diversity of choices for young people when they leave school have never been greater. It is also acknowledged that the society in which we live has become much more complex as travel, methods of communication and instant access to information via the internet have developed rapidly in recent years, leading to the need for more help and support.

It is with this in mind, the Green Paper 'Youth Matters' (July 2005) clearly highlighted the need for robust local systems to be in place for the provision and delivery of information, advice and guidance (IAG) for all young people as they progress through their teenage years and into adulthood. Many young people do not have the support systems traditionally provided by the extended family to help them when they encounter difficulties or have to make tough decisions or choices. In addition, the nature of work has changed radically over the last twenty years and the past five have seen a major review of what is to be taught in schools and colleges in order to reflect work and societal changes. In North East Lincolnshire, planning for this is well advanced through the work of the 14-19 Learning Partnership. To underpin effective learning, it is recognised that all young people in North East Lincolnshire should have standardised access to high quality IAG that meets their diverse needs.

This is the North East Lincolnshire Gold Standard for IAG. Its intended purpose is to assess the organisation of institutions, agencies and services that provide information, advice or guidance to young people - against very detailed and exacting processes. It is not about challenging the occupational training for those 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 by the North East Lincolnshire 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?

Schools, colleges, units, training providers or services 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, unit, provider or service be awarded the Gold Standard. The expected processes, outcomes and evidence for each element are listed separately.

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, credible 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: Advice and Guidance practitioners will 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.

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, credible and impartial information which meets all needs.

Processes

Gold Standard information areas will

- 1.1a** be 'user friendly', promote equality of opportunity and cater for special physical & educational needs
- 1.1b** contain accurate, comprehensive & up-to-date information on topics of concern to learners including careers, health, relationships, drugs and alcohol
- 1.1c** carry up to date local and national LMI
- 1.1d** present materials through a variety of media including IT
- 1.1e** catalogue and/or file information in a way that is understood by learners
- 1.1f** provide access to a suite of PCs with internet facility
- 1.1g** have an area which ensures privacy for one-to-one advice and guidance with access to a direct dial telephone and internet-linked PC
- 1.1h** have a suitable place in which learners may browse information

Outcomes

Gold Standard information areas should result in learners who:

- know where to go and who to ask for help or advice
- can identify relevant information with assistance if needed
- can rely on key resources being accessible
- be aware of the range of options available and open to them to meet their particular need
- access information relevant to their needs at an appropriate level
- understand how information is classified and stored
- develop the skills to use materials in an informed and analytical way
- have confidence that available information is current and relevant to need
- access on-line information

Sources of Evidence

Gold Standard information areas should be demonstrated through:

- a budget available for maintenance & renewals
- a classification system that is understood by learners
- a catalogue of resources available to staff and learners
- materials that demonstrate appropriateness for full range of learners and are up-to-date and accurate
- systems in place for checking & re-stocking
- system for booking internet access (if required)
- date-stamped paper information
- annual procedure to check the currency of all information
- 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.

Processes

Gold Standard information personnel deployment will have in place:

- 1.2a** 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
- 1.2b** methods for ensuring information is checked and updated at least annually
- 1.2c** 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
- 1.2d** an understanding by staff of the guidance on confidentiality for some learners

Outcomes

Gold Standard information personnel deployment should result in:

- appropriate trained support staff who are familiar with the range and sources of information
- staff who are trained and/or updated in application and use of materials and information
- staff who are aware when to refer learners on to sources of advice and guidance

Sources of Evidence

Gold Standard provision of information personnel should be demonstrated through:

- CPD records and take-up of training offered
- referral protocols/procedures
- positive views of learners
- positive views of practitioners

ELEMENT 2 . ACCESSIBLE ADVICE AND GUIDANCE. Component 1 of 2:

Advice and Guidance practitioners will possess the necessary skills, knowledge, training and qualifications to identify and respond to each learner's needs.

Processes	Outcomes	Sources of Evidence
<p>Gold Standard advice and guidance practitioners will:</p> <p>2.1a be sufficiently and suitably trained to meet the support and guidance needs of learners</p> <p>2.1b be deployed appropriately to enable them to carry out their responsibilities effectively</p> <p>2.1c work to clear boundaries and referral processes</p> <p>2.1d enable collaborative practice</p> <p>2.1e ensure all IAG practitioners are aware of institutional protocols, systems and activities for the provision of guidance</p>	<p>Gold Standard advice and guidance practice should result in learners:</p> <ul style="list-style-type: none">• receiving guidance from appropriately qualified personnel• knowing when and where help and support is available and who is the most appropriate person to ask• being able to access or be offered individual guidance appropriate to their needs• assured that advice, guidance and support given is available at stated times	<p>Gold Standard advice and guidance practice should be demonstrated through:</p> <ul style="list-style-type: none">• certificates or other evidence of qualifications held by guidance practitioners• timetable of availability of practitioners• learners' action plans/progress files• annual review of the Connexions Partnership Agreement• positive views of learners• positive views of practitioners

ELEMENT 2 . ACCESSIBLE ADVICE AND GUIDANCE. Component 2 of 2:

Advice and Guidance practitioners will know about the work of other IAG providers who may be better placed to meet learners' needs.

Processes	Outcomes	Sources of Evidence
<p>Gold Standard advice and guidance practitioners will:</p> <p>2.2a recognise the work of other IAG providers and what they can offer learners to complement and support advice and guidance provision</p> <p>2.2b be aware of other external individuals and agencies that work with the organisation to provide help and support to learners</p> <p>2.2c understand referral procedures – both within the organisation and to external providers</p> <p>2.2d work as a member of a co-ordinated team so that the skills and knowledge of each member may be best utilised</p> <p>2.2e engage with key personnel within the organisation in order to ensure suitable planning for guidance takes place</p>	<p>Gold Standard advice and guidance practice should result in learners:</p> <ul style="list-style-type: none">• knowing who offers what in terms of help and support - both from internal and external personnel and agencies• recognising that all advice and guidance personnel work together to help and support them• being confidently referred to the individual, service or agency best placed to help them• able to independently access a network of support if required	<p>Gold Standard advice and guidance practice should be demonstrated through:</p> <ul style="list-style-type: none">• smooth transition of learners between IAG providers• co-ordinated presence of practitioners• positive views of learners• positive views of practitioners• regular meetings of the guidance team

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.

Processes

Gold Standard linked IAG management will have:

- 3.1a** a named manager with defined responsibility for IAG
- 3.1b** an organisational policy commitment to IAG
- 3.1c** whole organisation recognition of the importance of IAG for learners
- 3.1d** a means to ensure the needs and views of learners are taken into account
- 3.1e** regular reviews of IAG provision within the organisation's improvement plan
- 3.1f** external advisers such as Connexions PAs being involved in planning

Outcomes

Gold Standard linked IAG management should result in:

- IAG provision held in high regard within the organisation
- IAG provision made overt in organisational policies, plans and publicity materials
- clearly defined and understood IAG responsibilities at all levels
- all members of a co-ordinated team having some 'ownership' of the provision
- learners understanding how to access IAG provision

Sources of Evidence

Gold Standard linked IAG management should be demonstrated through:

- designated manager's job description
- samples of materials
- relevant sections of organisation's improvement plan
- current Connexions Partnership Agreement
- 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:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG practitioners will:</p> <p>3.2a have a working knowledge of other IAG services and agencies available outside the organisation</p> <p>3.2b know and practise internal procedures for referral of learners between IAG practitioners</p> <p>3.2c be able to access information regarding each learner from internal sources</p> <p>3.2d meet as necessary with IAG practitioners who complement the service offered internally</p> <p>3.2e know and practise external procedures for referral of learners to outside IAG practitioners</p> <p>3.2f know and understand information transfer protocols within the organisation</p> <p>3.2g be able to access information regarding each learner – including that held by other agencies where appropriate</p>	<p>Gold Standard linked IAG practice should result in learners:</p> <ul style="list-style-type: none"> • knowing who does what and when they are available • accessing IAG that is appropriate and delivered at point of need • receiving help and support from IAG team members that meet needs • understanding referral systems and why these are in place • receiving help and support that can meet diverse needs without, as far as possible, having to ‘re-tell their history’ to each practitioner • knowing where to go to follow up their referral • understanding what is provided by the service to which they have been referred • receiving IAG that is appropriate and delivered at point of need 	<p>Gold Standard linked IAG practice should be demonstrated through:</p> <ul style="list-style-type: none"> • written rationale for each external IAG provider working with the organisation • Child Protection Policy • Data Transfer protocol • minutes of meetings • appointment or sessional timetables for external providers • current Connexions Partnership Agreement • positive views of learners • positive views of practitioners • advertised opening/access times of external IAG agencies • positive views of learners • positive views of practitioners

ELEMENT 3. LINKED IAG PROVISION. Component 3 of 3:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG practitioners will:</p> <p>3.3a work as a member of a co-ordinated team of IAG practitioners either employed by, or regularly working within the organisation</p> <p>3.3b have a working knowledge of all IAG services and agencies available inside and outside the organisation</p> <p>3.3c be allowed adequate and appropriate time to liaise with IAG providers</p> <p>3.3d know and practise internal and external procedures for referral of learners between IAG practitioners</p> <p>3.3e have a common and shared system for recording information about each learner with appropriate safeguarded access</p>	<p>Gold Standard practitioners' recognition of professional boundaries should result in learners:</p> <ul style="list-style-type: none">• understanding 'who does what'• knowing who is available and when• understanding what is provided by the services, agencies and practitioners on offer to them• receiving IAG that is appropriate, delivered at point of need and given by a professional and knowledgeable practitioner	<p>Practitioners' recognition of professional boundaries should be demonstrated through:</p> <ul style="list-style-type: none">• written institutional or Local Authority protocols for inter-agency working• web-based information with appropriate hyperlinks• minutes of meetings• advertised opening/access times of external IAG agencies• current Connexions Partnership Agreement• positive views of learners• positive views of practitioners

Page intentionally left blank

ELEMENT 4. QUALITY AND DELIVERY OF IAG. Component 1 of 2:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard targeted delivery of IAG will:</p> <p>4.1a take into consideration each learner’s current socio-economic circumstances</p> <p>4.1b reflect prior individual learning experiences</p> <p>4.1c take account of documented and recorded achievements both in and out of school or college</p> <p>4.1d build upon learner information compiled from previous interventions wherever appropriate</p> <p>4.1e acknowledge progress made or ‘distance travelled’ by the learner between IAG interventions</p>	<p>Gold Standard targeted IAG should result in learners:</p> <ul style="list-style-type: none">• being able to access IAG appropriate to their needs• knowing what opportunities, locally and beyond, are likely to be available to them as they progress• being able successfully build upon information gained which is appropriate to their needs• knowing that all IAG interventions will be logical, sequential and be given in the context of their individual circumstances• being able to successfully act upon advice and guidance given	<p>Gold Standard targeted IAG should be demonstrated through:</p> <ul style="list-style-type: none">• 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

ELEMENT 4. QUALITY AND DELIVERY OF IAG. Component 2 of 2:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG underpinned by a planned personal development programme will:</p> <p>4.2a take into consideration the organisation's location and student intake</p> <p>4.2b acknowledge the content of a personal development programme</p> <p>4.2c recognise learners' knowledge and understanding of issues required for successful decision making</p> <p>4.2d use local and national publications (e.g. i4u Pack, Which Way Now? Electronic prospectus)</p>	<p>Gold Standard underpinning of IAG should result in learners:</p> <ul style="list-style-type: none">• understanding the nature of the location in which they live and the challenges and opportunities in front of them• understanding why they have a PDP and the relevance of its content• being able to successfully build upon information gained which is appropriate to their needs• being able to successfully act upon IAG received	<p>Gold Standard underpinning of IAG should be demonstrated through:</p> <ul style="list-style-type: none">• documented programmes of study with appropriate curriculum time• access to web-based information with appropriate hyperlinks• knowledgeable and experienced teachers to deliver programmes• positive views of learners• positive views of practitioners

ELEMENT 5. DIVERSITY OF IAG PROVISION: Component 1 of 2:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG that reflects the diversity of learners' needs and promotes equality of access will:</p> <p>5.1a recognise and respond to all physical, social, economic and special needs of learners</p> <p>5.1b be based upon exchange of information as appropriate within the organisation about the needs of each learner</p> <p>5.1c be given in the context of work done by all practitioners (e.g. SENCO, tutors, etc.)</p> <p>5.1d be delivered via processes and protocols that are understood by all practitioners</p> <p>5.1e allow information to be presented in appropriate formats (e.g. Braille, signing or in languages other than English – spoken and written)</p> <p>5.1f wherever necessary, being presented via a co-ordinated team of guidance professionals who are involved in helping individual learners (e.g. health, social services, Connexions)</p>	<p>Gold Standard IAG that reflects the diversity of learners' needs and promotes equality of access should result in learners:</p> <ul style="list-style-type: none">• receiving IAG that is 'holistic' i.e. addresses multiple needs when required• being able to find the right information, help and support – whatever their needs• knowing that all involved in giving IAG are aware of who does what• receiving IAG that is accessible and understood• receiving IAG that they may reasonably act upon in order to make progress	<p>Gold Standard IAG that reflects the diversity of learners' needs and promotes equality of access should be demonstrated through:</p> <ul style="list-style-type: none">• range and format of materials, information, advice and guidance available to learners• all practitioners familiar with institutional protocols, policies and practices• all practitioners trained and regularly updated in equal opportunities legislation• positive views of practitioners• positive views of learners

ELEMENT 5. DIVERSITY OF IAG PROVISION: Component 2 of 2:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG provision will offer:</p> <p>5.2a the opportunity for learners to make appointments with guidance practitioners outside normal learning hours and on external premises when deemed to be appropriate</p> <p>5.2b 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</p>	<p>IAG offered on neutral premises should result in learners:</p> <ul style="list-style-type: none">• knowing when, where, how and who to go to for further help externally• feeling secure about seeking help with issues which may be of a confidential nature• knowing key names and addresses from whom/ where they may seek further help	<p>IAG offered on neutral premises should be demonstrated through:</p> <ul style="list-style-type: none">• range and format of materials and information available to learners• all practitioners familiar with external services' protocols, policies and practices• learners knowing where to seek help• liaison between practitioners

ELEMENT 6. IMPARTIALITY OF IAG PROVISION. Component 1 of 2:

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.

Processes	Outcomes	Sources of Evidence
<p>Gold Standard impartial IAG provision will promote:</p> <p>6.1a honest and open information regarding all routes open to the learner for positive resolution of guidance need</p> <p>6.1b individual action planning for steps towards realistic resolution of guidance need</p> <p>6.1c effective referral to other agencies or services to meet learners' identified needs</p>	<p>Gold Standard impartial IAG should result in learners:</p> <ul style="list-style-type: none">• having access to current information about the full range of options• making decisions on the basis of accurate information• receiving advice and guidance free of any bias or opinion of the adviser• knowing what actions they must take themselves in order to move forward• receiving IAG where each intervention builds upon the last and that circumstances do not need to be 're-told' each time	<p>Gold Standard impartial IAG should be demonstrated through:</p> <ul style="list-style-type: none">• range, format, currency, quality and appropriateness of materials and information available to learners, parents and carers• all practitioners familiar with institutional protocols, policies and practices• adherence to observed protocols for exchange of information about learners• learners knowing where to seek help• effective liaison between practitioners

ELEMENT 6. IMPARTIALITY OF IAG PROVISION. Component 2 of 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.

Processes

Gold Standard impartial IAG provision will support learners by:

- 6.2a** ensuring that whenever appropriate, IAG given encompasses personal, vocational and educational needs – and that each need is not addressed separately
- 6.2b** treating all learners' IAG needs as equally important, regardless of academic ability, likely GCSE grades or past achievements
- 6.2c** ensuring all IAG offered is free of bias or institutional self-interest
- 6.2d** helping learners to research realistic options and the providers, services and/or agencies available to meet their individual support needs

Outcomes

Gold Standard IAG support should result in learners:

- 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)
- receiving IAG regarding all possible options in the best interests of the learner and free of bias
- being clear about what actions they must take themselves and what actions are being taken by others

Sources of Evidence

Gold Standard IAG support should be demonstrated through:

- 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 AND WORK. Component 1 of 3:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG for career option choices 14-19 will:</p> <p>7.1a be given in the context of each learner’s achievements to date – including out of school - DoE, Scouts, Guides, music, sport etc.</p> <p>7.1b present all options equally</p> <p>7.1c allow learners, when required, to discuss possible option choices with trained staff</p> <p>7.1d allow sufficient access to IT facilities in order that each learner may browse information held in the common prospectus</p> <p>7.1e be aware of the content and application of work experience and/or work related learning</p> <p>7.1f ensure that, whenever relevant and appropriate, careers and learning option information is acted upon and used to move the learner forward</p>	<p>Gold Standard IAG supporting the exploration of implications of possible career choices should result in learners:</p> <ul style="list-style-type: none">• having information about all possible and relevant options that is free of bias by the adviser• having access to detailed information regarding these options – via media which are appropriate to their needs• able to make free choice of progression route without pressure or duress• making applications to courses, training or employment can be made on the basis of accurate information• using electronic application procedures confidently to secure places in further education or training• keeping track of applications made and following up any offers from providers• having support throughout the choice and application process that meets their needs	<p>Gold Standard IAG supporting the exploration of implications of possible career choices should be demonstrated through:</p> <ul style="list-style-type: none">• availability and currency of relevant information• learners able to talk about their hopes and ambitions for the next phase of their learning• effective information sources• use of the Humber Common Application process to seek information, receive guidance and support• effective systems in place for tracking of applications made by learners• positive views of learners

ELEMENT 7. IAG FOR LEARNING AND WORK. Component 2 of 3:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard practice in careers information, advice or guidance will:</p> <p>7.2a acknowledge the socio-economic context within which IAG is given</p> <p>7.2b be aware of the work of agencies who collect and disseminate local and national Labour Market Information</p> <p>7.2c have access to a range of local employers in order to keep up-to-date with local and national employment trends</p>	<p>Gold Standard IAG offered in the context of up to date LMI should result in learners:</p> <ul style="list-style-type: none">• knowing what learning and training opportunities are available locally for learners aged 14-19• knowing what employment opportunities are available, locally, regionally and nationally from age 16• understanding how their choices made at 14, 16 and 18 influence the range of opportunities for their progression• understanding that not all occupations may be available to them locally	<p>Gold Standard IAG offered in the context of up-to-date LMI should be demonstrated through:</p> <ul style="list-style-type: none">• up-to-date information on all opportunities accessed via a range of media• a programme of careers education and guidance• activities arranged to support transitions to education, training and employment

ELEMENT 7. IAG FOR LEARNING AND WORK. Component 3 of 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.

Processes

Gold Standard IAG for option choices from 14-19 will:

- 7.3a** allow sufficient access to IT facilities in order that each learner may browse information held in the electronic common prospectus.
- 7.3b** provide instruction for all learners to access all careers information held electronically
- 7.3c** draw learners' attention to careers events, open days, taster sessions etc that may be of interest to them
- 7.3d** encourage learners' exploration of employment opportunities available beyond North East Lincolnshire
- 7.3e** have access to relevant, current local and national Labour Market Information to support the need to move away for certain types of employment

Outcomes

Gold Standard IAG supporting the exploration of option choices in KS4 should result in learners:

- having access to detailed information regarding all post-14 options choices – either electronically or via a medium which is appropriate to their needs
- experiencing interactive and interesting awareness-raising events to inform their choices
- having the opportunity to browse LMI to enable realistic choice
- 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

Gold Standard IAG supporting the exploration of option choices in KS4 should be demonstrated through:

- displays of education, training and job opportunities both locally and nationally
- learners able to talk about their hopes and ambitions for the next phase of their learning
- learners – wherever appropriate - able to understand and articulate the need for them to train or work in places other than North East Lincolnshire
- able to express what will be expected of them in the learning options they choose

Page intentionally left blank

ELEMENT 8. IAG RESPONSIVENESS TO THE NEEDS OF CLIENTS. Component 1 of 2:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG provision will:</p> <p>8.1a operate via a co-ordinated team approach to ensure that available IAG personnel are appropriately deployed</p> <p>8.1b operate within institutional procedures for the collection and collation of information about learners</p> <p>8.1c appropriately share information gained about learners from each intervention</p> <p>8.1d use existing information on learners to inform IAG provision</p> <p>8.1e work within statutory requirements for child protection, information sharing and data protection</p>	<p>Gold Standard IAG offered in liaison with other agencies should result in learners:</p> <ul style="list-style-type: none">• knowing key contacts from whom they may seek further help• being effectively referred to sources of further help• receiving IAG that is 'holistic' i.e. addresses multiple needs when required• having a record of IAG provided and actions to be taken• knowing how to access and use information held about them	<p>Gold Standard IAG offered in liaison with other agencies should be demonstrated through:</p> <ul style="list-style-type: none">• all practitioners – internal and external - are familiar with institutional protocols, policies and practices• an effective guidance team or equivalent• systems in place to ensure accurate tracking of learners• a sound institutional system for the 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 8. IAG RESPONSIVENESS TO THE NEEDS OF CLIENTS. Component 2 of 2:

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

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG practitioners will:</p> <p>8.2a be able to access information from learner reviews held elsewhere – as appropriate</p> <p>8.2b have access to existing information on learners to inform IAG provision</p> <p>8.2c ensure that, whenever relevant and appropriate, information gained from elsewhere is acted upon and used to move the learner forward</p>	<p>Gold Standard IAG which acknowledges the outcomes of learners' reviews should result in learners:</p> <ul style="list-style-type: none">• being able to build upon each IAG intervention made• being aware that information held about them may be shared with their consent to help them move forward	<p>Gold Standard IAG which acknowledges the outcomes of learners' reviews should be demonstrated through:</p> <ul style="list-style-type: none">• 'seamless' IAG provision – each provider operating a part of a guidance team• appropriate sharing of information held about learners• records of progress made by learners

ELEMENT 9. 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.

Processes	Outcomes	Sources of Evidence
<p>Gold Standard IAG evaluation will:</p> <p>9.1a 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</p> <p>9.1b allow learners and practitioners to log concerns or thoughts with chosen individuals i.e. via email</p> <p>9.1c 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</p> <p>9.1d provide easy and appropriate access to information, advice and/or guidance for all and which meets both organisational and individual need e.g. advertised 'clinic' or 'drop-in' sessions, individual appointment times or group sessions</p>	<p>Gold Standard reviews of IAG provision should result in learners:</p> <ul style="list-style-type: none">• confident that their suggestions regarding the provision of IAG will be listened to and acted upon• having access to tutors and/or advisers as necessary• knowing that, as far as possible, IAG provision is designed to meet their needs• able to access a network of support appropriate to their defined needs	<p>Gold Standard reviews of IAG provision should be demonstrated through:</p> <ul style="list-style-type: none">• a co-ordinated guidance team which best deploys the skills and knowledge of each member• smooth transition of learners between IAG providers• provision of widely advertised 'drop in' appointment or group sessions• positive views of learners• positive views of practitioners