

The North East Lincolnshire Gold Standard

for Information, Advice and Guidance





The North East Lincolnshire Gold Standard for Information, Advice and Guidance

Since its inception in 2006, the North East Lincolnshire Gold Standard for IAG has resulted in many of the Authority's schools, colleges and young people's services working hard to ensure that they met its demanding requirements and volunteering to be assessed against them. **By Easter 2010, the following institutions had been awarded the North East Lincolnshire IAG Gold Standard:**

- Cambridge Park Special School
- Franklin College
- Grimsby Institute of Further and Higher Education
- Havelock Academy
- Healing School
- Hereford School
- Humberston School
- Linkage College Weelsby Campus
- North East Lincolnshire Young People's Service
- Oasis Academy Wintringham
- Tollbar Business and Enterprise College

All Gold Standard reports can be accessed at www.11-19stuff.co.uk

In its 2009 publication Statutory Guidance: **Impartial Careers Education, the DCSF set out six principles for good quality, impartial careers education represented in this diagram:**



In revising the North East Lincolnshire IAG Gold Standard, we have taken these principles as being at the centre of all good information, advice and guidance provision and so they run through all 9 elements.

The North East Lincolnshire IAG Gold Standard has been updated to acknowledge national publications and changes in legislation since 2006. The principles contained within the IAG Gold Standard remain much the same as before but have been revised and re-ordered to ensure that the outcomes of assessment align with the publication Statutory Guidance: Impartial Careers Education and Quality, Choice and Aspiration A strategy for young people's information advice and guidance (both 2009) and also with Standards 1 to 11 of the national Quality Standards for Young People's Information, Advice and Guidance (2008). We have added two new elements which look at the provision of careers education, information advice and guidance and enterprise and work-related learning in response to renewed statutory requirements. Consideration must now also be given to evidencing the five 'Every Child Matters' outcomes: Be Healthy , Stay Safe , Enjoy and Achieve', Make a Positive Contribution' and Achieve Economic Well Being . These are built into the processes and outcomes of this Gold Standard.

The North East Lincolnshire Local Authority is encouraging all learning providers to measure the impact of the IAG they provide using the 11 Competencies of the Canada Career Partnership's Blueprint for Life/Work Designs and to pay regard to the 12 National Quality Standards for IAG. Learning Providers may also wish to consider their responses to the relevant sections of Ofsted's Self Evaluation Form (SEF) and where organisations have demonstrated the quality of their Advice and Guidance via other accredited awards such as Matrix, evidence for that award may also be submitted for this one.

The Blueprint Competencies are listed on page 4, the National Quality Standards for IAG on page 5 and the relevant sections of the SEF and the Matrix Standards are on page 6-7. These are all cross-referenced in each of the Elements of this Gold Standard.

Please note that any changes to statutory legislation with regard to the provision of information, advice and guidance following the change of government in May 2010 will be acted upon.

Blueprint for Life/Work Designs Competencies and Levels

Competencies	Level 1	Level 2	Level 3	Level 4
Area A: Personal management				
1. Build and maintain a positive self-image	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on one's life and work	1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self-image
2. Interact positively and effectively with others	2.1 Develop abilities for building positive relationships in one's life (I)	2.2 Develop abilities for building positive relationships in one's life (II)	2.3 Develop abilities for building positive relationships in one's life and work	2.4 Improve abilities for building positive relationships in one's life and work
3. Change and grow throughout one's life	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (I)	3.3 Learn to respond to change & growth (II)	3.4 Develop strategies for responding to life and work changes
Area B: Learning and work exploration				
4. Participate in life-long learning supportive of life/work goals	4.1 Discover lifelong learning and its contributions to one's life and work	4.2 Link lifelong learning to one's life/work scenario, both present and future	4.3 Link lifelong learning to one's career building process	4.4 Participate in continuous learning supportive of life/work goals
5. Locate and effectively use life/work information	5.1 Discover and understand life/work information	5.1 Locate, understand and use life/work information	5.3 Locate, interpret, evaluate and use life/work information (I)	5.4 Locate, interpret evaluate and use life/work information (II)
6. Understand the relationship between work and society/economy	6.1 Discover how work contributes to individuals and the community	6.2 Understand how work contributes to the community	6.3 Understand how societal and economic needs influence the nature and structure of work (I)	6.4 Understand how societal and economic needs influence the nature and structure of work (II)
Area C: Life/work building				
7. Secure/create and maintain work	7.1 Explore effective work strategies	7.2 Develop abilities to seek and obtain/create work	7.3 Develop abilities to seek, obtain create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. Make life/work enhancing decisions	8.1 Explore and improve decision making	8.2 Link decision making to life/work building	8.3 Engage in life/work decision making	8.4 Incorporate life/work reality into life/work decision making
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)	9.3 Link lifestyles and life stages to life/work building	9.4 Incorporate the balanced life/work issue in life/work building
10. Understand the changing nature of life/work roles	10.1 Discover the nature of life/work roles	10.2 Explore non-traditional life/work roles	10.3 Understand and overcome stereotypes in life/work building (I)	10.4 Understand and overcome stereotypes in life/work building (II)
11. Understand, engage in and manage one's own life/work building process	1 1.1 Explore the underlying concepts of the life/work building process	1 1.2 Understand and experience the process of life/work building	1 1.3 Recognize and take charge of one's life/work building process	11.4 Manage one's life/work building process

More on the Blueprint can be found at: <http://jobsetc.gc.ca/eng>

The National Quality Standards for Young People s Information, Advice and Guidance

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need
2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
3. Young people have the information they need to make well-informed and realistic decisions about learning and career options
4. Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
8. Information, advice and guidance providers understand their roles and responsibilities
9. Programmes of career and personal development for young people are planned and provided collaboratively
10. Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development
11. Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings
12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people.

Further Information about the national quality standards for IAG may be found at www.cegnet.co.uk





The National Quality Standards for Young People s Information, Advice and Guidance

Learning Providers may wish to use elements of the Gold Standard in completing their Ofsted Self Evaluation Form (SEF). **Of particular relevance are the following sections:**

- A2.5** The extent to which pupils feel safe
- A2.7** The extent to which pupils adopt healthy lifestyles
- A2.8** The extent to which pupils contribute to the school and wider community
- A2.10** The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being
- A2.11** The extent of pupils' spiritual, moral, social and cultural development
- A3.4** The effectiveness of care, guidance and support
- A4.5** The effectiveness of partnerships in promoting learning and well-being
- A4.6** The effectiveness with which the school promotes equal opportunity and tackles discrimination
- A4.7** The effectiveness of safeguarding procedures
- A4.8** The effectiveness with which the school promotes community cohesion

There is more information on the SEF at www.ofsted.gov.uk

The Matrix Standard Elements are:

1. People are made aware of the service and how to engage with it
2. People's use of the service is defined and understood
3. People are provided with access to information and support in using it
4. People are supported in exploring options and making choices
5. Service delivery is planned and maintained
6. Staff competence and support they are given are sufficient to deliver the service
7. Feedback on the quality of the service is obtained
8. Continuous quality improvement is ensured through monitoring, evaluation and action

Further information about the Matrix Standard can be found at www.matrixstandard.com





The National Quality Standards for Young People s Information, Advice and Guidance

This Gold Standard consists of 9 Elements (listed on page 9), each made up of 6 components. It has been written for all organisations and institutions involved in the education or training of young people aged between 11 and 19 and is therefore applicable to schools, colleges, special schools, pupil referral units and apprenticeship, training and work-based learning providers. Some words and terms used are intended to be generic, for instance the word learner is used throughout but it is applicable to pupils, students, trainees or young people and curriculum will also substitute for learning programme or course, depending on the organisation being assessed. Liaison with parents/carers features throughout but we are aware that this may be more applicable to learners in schools.

The assessment process is the same for all. You will work with a member of the North East Lincolnshire IAG Development Team who will help you to put in place the necessary processes and gather evidence to illustrate what you provide to help and support learners during their time with you. Once everything is in place, an assessment date will be agreed and you will be visited by an impartial external Gold Standard assessor who will have looked through your evidence portfolio and will want to see that what is happening in practice matches what you have submitted in your evidence.

If you meet all the requirements, you will receive a detailed report of your IAG provision and a Gold Standard certificate. Achieving the Gold Standard has proved to be a powerful piece of evidence to illustrate the quality of the IAG that institutions provide and is a quick and easy way to provide Ofsted with the evidence they need. It is also important to note that the implementation of a local standard forms part of the 14-19 Progress checks.

If you don't meet all the requirements of the Gold Standard, you will be told where the shortfall is and will be helped to put in place whatever it is that's required to meet that particular element of the standard. You will then be re-assessed on that one element and will not have to go through the whole process again. There is a full re-assessment every 3 years.

If you would like to start the assessment process, please contact:

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The North East Lincolnshire Gold Standard for Information, Advice and Guidance

The Elements of the North East Lincolnshire Gold Standard for IAG are:

Element 1: Management of IAG Provision

This element looks at the involvement of senior leaders in the planning, organisation and delivery of IAG for young people.

Element 2: Administration of IAG Provision

This element is concerned with ensuring that there are systems and people in place for recording information and ensuring that young people receive the individual IAG they require.

Element 3: Facilities to support impartial IAG

This element requires equipment, spaces and amenities to be in place to provide a suitable environment for IAG practitioners to work in.

Element 4: Access to Information

This element explores the ways in which young people may find information to meet their individual needs.

Element 5: Access to Advice and Guidance

This element defines the ways in which all IAG providers should be working together in order to provide a seamless IAG service to all.

Element 6: Careers Education, Information, Advice and Guidance

This element focuses on ensuring that all young people have tailored support to help them progress on to the next stage of their lives.

Element 7: Personalised Information, Advice and Guidance

This element is to ensure that IAG provision is responsive to and meets the individual needs of all learners.

Element 8: Enterprise and Work Related Learning

This element examines the provision that allows all learners to experience the world of work

Element 9: Evaluation of IAG

This is to ensure that all procedures and processes are regularly checked for effectiveness.

Element 1: Management of IAG Provision

National IAG Standards 7, 8, 9, 10, 11

SEF Sections A3.4, A4.5 Matrix Standards 1, 2, 5

Process	Outcomes	Sources of Evidence
Gold Standard IAG management will have:	Gold Standard IAG management will result in:	Gold Standard IAG management may be demonstrated through, for example:
1.1 At least one member of the leadership team (and a named governor in schools) with a defined role and responsibility for IAG	Managers who have an active involvement in running, developing and monitoring all IAG provision and advising parents/carers of policy and protocols	Senior managers job descriptions Interviews with manager(s) and governor Demonstration of impact upon IAG practice Communication with parents/carers
1.2 An organisational policy commitment to IAG	All working in the organisation having an understanding of the meaning of IAG within the organisation	Policy statements Interviews with practitioners
1.3 Clearly defined IAG responsibilities for those employed within the organisation and those working as external practitioners (e.g. personal tutors, keyworkers, mentors)	Internal practitioners working in partnership with external agencies to meet the IAG needs of learners in the organisation	Partnership Agreements Organisational structure diagrams Interviews with practitioners
1.4 Pastoral teams (e.g. tutors, mentors or course leaders) whose roles include identified responsibilities for IAG	Pastoral teams working together to achieve the organisation's defined IAG goals and ensuring effective communication with parents/carers	Pastoral team members job descriptions Systems for communicating with parents/ carers e.g. text, email, website Interviews with parents/carers
1.5 Members of the management team arranging and attending cross-organisation meetings	Clear in-house understanding of everyone's roles in co-ordinating IAG functions e.g. personal, vocational, academic	Minutes of meetings Delivery Plans Staff deployment Meeting with learners
1.6 Members of the management team meeting with representatives of external IAG services to plan appropriate IAG provision	Strong working relationships based on mutual trust and understanding so that external practitioners are integrated into the life of the organisation	Partnership Agreements Appropriate deployment of practitioners Minutes of meetings Impact of process upon IAG provision

Element 2: Administration of IAG Provision

National IAG Standards 2, 3, 4

SEF Sections A4.7, A4.8 Matrix Standards 1, 5, 8

Process	Outcomes	Sources of Evidence
Gold Standard IAG administration will have:	Gold Standard IAG administration will result in:	Gold Standard IAG administration may be demonstrated through, for example:
2.1 A management information system (MIS) that stores information securely on IAG interventions with learners	IAG practitioners understanding referral systems, why these are in place, what access they have to information held and how this is communicated to parents/carers	MI system in operation Practitioners clear about access to learner information Clear systems for transmission of learner information to parents/ carers
2.2 A named administrator who maintains and updates the organisation's MIS and oversees access by authorised practitioners within the organisation	Learners receiving IAG where each intervention builds upon the last and that circumstances do not need to be repeated each time	Protocols for inter agency working Administrator s job description Interviews with practitioners
2.3 A named administrator who ensures learners are appropriately placed on work experience placements and informed of H&S requirements etc	Learners undertaking work experience placements that meet their needs and contribute to their learning	Administrator s job description Work experience schedules Reports produced by the local authority s work experience database
2.4 Identified managers who are able to ensure that external practitioners are provided with the right information to enable them to do their job to best effect	External IAG practitioners e.g. Connexions Careers and Personal Advisers, NHS nurse, EWO have appropriate information about learners	Protocols for inter-agency working Interviews with external practitioners
2.5 A named administrator for the Lincs2 Prospectus who ensures that information about the organisation s post-14 and/or post-16 courses is regularly updated	Learners and practitioners knowing that all Prospectus course information is current and using the Lincs2 E CAP as the principal means of making applications (schools only)	Use of Lincs2 Prospectus and E CAP Impact of administration upon IAG provision
2.6 A named lead for the Lincs2 E CAP with access to learner information held on the site - who ensures that all learners in Year 11 apply online through the Lincs2 E CAP system (schools only)	Learners able to easily recover lost or forgotten usernames and passwords and comfortable in using the Lincs2 E CAP system	Numbers of applications made using the Lincs2 E CAP Learners views of the system Reports compiled by the system

Element 3: Facilities to support IAG

National IAG Standards 1, 2, 10

SEF Sections A2.5, A2.7, A2.8, A4.7 Matrix Standard 6

Process	Outcomes	Sources of Evidence
Gold Standard IAG facilities will include:	Gold Standard IAG facilities will result in:	Gold Standard IAG facilities may be demonstrated through, for example:
3.1 A centrally-located access point where learners can get initial help with everyday matters such as attendance, appointments etc	Learners knowing where the 'first port of call' IAG facility is located.	Visual inspection Interviews with practitioners Interviews with learners
3.2 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	Learners knowing where they can access information that meets their needs	Visual inspection Samples of information available
3.3 At least one area that ensures privacy and an appropriate environment for confidential one-to-one advice and guidance, has a direct dial telephone internet linked PC and easy access to other necessary resources	IAG practitioners who need to work on a one-to-one basis with learners having an appropriate environment in which to work.	Visual inspection Interviews with practitioners Views of learners Impact of facilities in supporting learners access to IAG
3.4 Sufficient numbers of IT workstations so that learners may receive tuition in use of electronic facilities such as the AWP and E CAP, 11-19 Stuff etc	Learners understanding and using electronic and online facilities	Interviews with practitioners Interviews with learners Online reports of usage of sites
3.5 A private space that allows learners who need to access one-to-one advice or guidance to discuss their circumstances confidentially	Learners having continuing access to information, advice and guidance that will ensure continuous progress is made	Observation of facility in progress Interviews with learners and practitioners Systems of communication with parents/carers
3.6 Access to specialist external IAG agencies e.g. counselling, health, drugs, young carers support	Learners being referred as appropriate to specialist help and support	Policy statement Referral system in operation Interviews with practitioners and learners Systems of communication with parents/carers

Element 4: Access to Information

National IAG Standards 1,2,3

SEF Sections A2.7, A3.4, A4.5, A4.6 Blueprint Competencies 5, 6 Matrix Standards 1, 2, 3, 4

Process	Outcomes	Sources of Evidence
Gold Standard information will:	Gold Standard access to information will result in:	Gold Standard access to information may be demonstrated through, for example:
4.1 Be contained in a user friendly , information area and providing accurate, comprehensive & current information on topics including labour market information (LMI) careers, health, relationships, drugs and alcohol	Learners knowing know where to go and who to ask for help in seeking information	Positive learning environment maintained in information area Systems in place for checking & re-stocking, date-stamping of paper information An annual procedure to check the currency of all information
4.2 Be catalogued and presented in appropriate formats (e.g. Braille, signing or in languages other than English spoken and written),	A classification system that is understood and by learners so that they can identify relevant information with assistance if needed and access that information in an appropriate format	Observation of system in operation Interviews with learners Interview with librarian or learning centre manager to assess differentiation of materials
4.3 Present materials and resources to learners and, whenever appropriate, parents and carers through a variety of media including online.	Materials that are up to date and demonstrate appropriateness for the full range of learners catered for by the organisation	Samples of information made available and means of communication Provision of internet linked PCs and printers Budget available for maintenance & renewals
4.4 Have a suitable place in which learners may browse information with or without help	Learners developing independent research skills to use materials in an informed and analytical way	Observation of facility Interviews with learners Impact of information provision upon learners
4.5 Provide 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	Staff who are trained and/or updated in application and use of materials and information, including the Lincs 2 Prospectus and E CAP and an understanding by identified staff of the requirements regarding confidentiality	Organisation's CPD schedule Interviews with practitioners Use of Lincs 2 Prospectus and E CAP Quality of post-14 and post-16 providers information contained in Lincs2.
4.6 Have sufficient numbers of trained staff to ensure all materials and information are kept up-to-date	Trained support staff who are familiar with therange and sources of information and able to refer learners on to sources of advice and guidance whenever appropriate	Practitioners' qualification certificates

Element 5: Access to Advice and Guidance

National IAG Standards 1, 2, 3, 8,10 SEF Sections A3.4, A4.5, A4.6, A4.7, A4.8

Blueprint Competencies 1,2,3,4 Matrix Standards 4, 6

Process	Outcomes	Sources of Evidence
Gold Standard access to advice and guidance information will:	Gold Standard access to advice and guidance will result in:	Gold Standard access advice and guidance may be demonstrated through, for example:
5.1 Provide internal and external practitioners who collectively possess the necessary skills, knowledge, training and qualifications to identify and respond to each learner s needs	Learners receiving guidance from personnel trained and qualified in their IAG role e.g. personal tutor, keyworker, careers adviser, counsellor	Qualification certificates CPD records
5.2 Recognise and respond to all physical, social, economic and special needs of learners and allow exchange of information as appropriate within the organisation about the needs of each learner	Learners receiving advice and guidance from the most appropriate person and allowing all IAG practitioners to recognise the work of each other to ensure that the organisation s advice and guidance provision is diverse yet seamless	Information about the work of each external IAG provider working with the organisation Advertised opening/access times of external IAG agencies
5.3 Provide time for all practitioners to meet and work collaboratively to clear boundaries and referral procedures, ensuring that learners have access to the most appropriate sources IAG	All IAG practitioners understanding who offers what in terms of help, who is available and when	Minutes of meetings Impact of advice and guidance provision upon upon learners
5.4 Ensure all IAG practitioners are aware of institutional protocols, systems and activities and understand referral procedures both within the organisation and to other external providers	Referrals being made as appropriate and all practitioners working effectively together	Child Protection Policy Safeguarding policy Written protocols for information-sharing Examples of information transfer and safeguards in place
5.5 Allow internal and external practitioners to engage with IAG managers within the organisation in order to ensure suitable planning for guidance takes place	IAG provision being made overt in organisational policies, plans and publicity materials including institutional website	Service Level Agreements
5.6 Allow all IAG practitioners access to appropriate learner information to ensure accurate advice or guidance is given	All IAG practitioners understanding information transfer protocols within the organisation in accordance with the Data Protection Act and current legislation	Data transfer protocol CAF trained personnel

Element 6: Careers Education, Information, Advice and Guidance

National IAG Standards 1, 2, 3, 4, 7, 9, 10 SEF Sections A2.10, A4.6

Blueprint Competencies 6, 7, 8, 10 Matrix Standards 3, 4

Process	Outcomes	Sources of Evidence
Gold Standard CEIAG will:	Gold Standard CEIAG will result in:	Gold Standard CEIAG may be demonstrated through, for example:
6.1 Be part of a planned personal development programme which includes careers, citizenship, enterprise, work-related learning and health components	Learners being aware of all issues relating to becoming active citizens and achieving personal and economic well-being	Documented programmes of study with appropriate curriculum time Impact of CEG upon learner outcomes
6.2 Present all options equally and recognise progression pathways to qualifications required for chosen occupations and draw learners attention to careers events, open days, taster sessions	Learners having access to detailed information regarding all options via media which are appropriate to their needs and promote equally all post 16 routes	Use of appropriate materials and resources Learners aware of career-related events High aspirations of learners
6.3 Allow sufficient access to IT facilities in order that each learner may browse information held in the local 14-19 Area Prospectus and applying online via the Lincs 2 E CAP	Learners making applications to courses, training or employment with training on the basis of accurate information and appropriate guidance	Access to web-based careers information with appropriate hyperlinks Post-14 and post-16 providers receiving applications via Lincs2 E CAP
6.4 Support learners in exploring the implications of possible career choices when planning their futures and given in the context of each learner's achievements to date	Learners having support throughout the choice and application process that meets their needs	Learner access to Connexions PAs and Careers Advisers Use of appropriate materials and resources Interviews with Connexions PAs
6.5 Allow all learners to discuss possible option choices with a trained careers guidance practitioner	Learners having support throughout the choice and application process that meets their needs	Timetabled careers guidance interviews Knowledgeable and experienced practitioners delivering PSHE and Careers Education programmes
6.6 Take into account the content and application of work experience and/or enterprise and work-related learning	Learners recognising the link between work experience, enterprise activities and making choices for progression	Interviews with learners Content of work-related learning curriculum

Element 7: Personalised Information, Advice and Guidance

National IAG Standards 1, 2, 3, 4, 5, 6, 7, 8, 10

SEF Sections A2.5, A2.7, A2.10, A2.11, A3.4, A4.6, A4.7, A4.8 Blueprint Competencies 1, 2, 3, 8, 9, 11 Matrix Standards 3, 4

Process	Outcomes	Sources of Evidence
Gold Standard personalised information, advice and guidance will:	Gold Standard personalised information, advice and guidance will result in:	Gold Standard personalised information, advice and guidance may be demonstrated through, for example:
7.1 Ensure there is a named organisational contact for every learner, who knows them well and is able to recognise and respond to individual cultural, economic and special needs and challenge perceived stereotypes or behaviours restricting positive progression	All learners knowing who is their first port of call in seeking help with personal, vocational or educational matters	Clear and defined roles of tutors, keyworkers teachers, mentors, learning assistants Positive views of learners Impact of personalised IAG upon learners
7.2 Operate via a co-ordinated team approach to ensure that available IAG personnel are appropriately deployed	Learners being effectively referred to sources of further help or knowing key contacts from whom they may seek further help	Team-working arrangements Team meeting frequency Minutes of meetings
7.3 Take into consideration the organisation's location and learner intake and understand consequent potential challenges and opportunities for learners	Learners understanding that they may need to look outside their immediate environment in fulfilling ambitions for the next phase of their lives.	Views and ambitions of learners Visual displays around campus or site High aspirations of learners
7.4 Provide information as appropriate for learners and parents/carers about specialist IAG agencies	Learners and parents/carers knowing details of useful external contacts (e.g. Connexions Centres or access points) and arrangements for making appointments outside normal learning hours and on external premises	All practitioners familiar with external services' protocols, policies and practices Range and format of materials and information available to learners and their parents/carers
7.5 Build on information on each individual learner compiled from previous interventions and ensure information accessed from elsewhere is acted upon and used to move the learner forward	Learners knowing that all IAG interventions will be logical, sequential and be given in the context of their individual circumstances	Systems for appropriate exchange of learner information Learner Action Plans or Individual Learning Plans
7.6 Comply with statutory requirements for data protection and sharing, safeguarding and child protection,	Learners and parents/carers knowing that all IAG is given with a right to confidentiality within current legislation	All practitioners familiar with and regularly updated on all relevant legislation Confidentiality statement in prospectus

Element 8: Enterprise and Work-Related Learning

National IAG Standards 2, 4, 8, 9, 11 SEF Sections A2.10, A4.5, A4.6, A4.8

Blueprint Competencies 2, 6, 7, 8, 10, 11 Matrix Standard 4

Process	Outcomes	Sources of Evidence
Gold Standard Enterprise and WRL will:	Gold Standard Enterprise and WRL will result in:	Gold Standard Enterprise and WRL may be demonstrated through, for example:
8.1 Provide enterprise activities as an element of the curriculum with opportunities for learners to generate, explore, and develop business ideas and proposals	Learners developing a range of entrepreneurial skills such as market research, designing and producing a product or service, costing and pricing, advertising and practicalities of running a business	WRL/Enterprise policy Documented activities with appropriate curriculum time Learner log of WRL and enterprise activities Business records and accounts Products/services for purchase
8.2 Provide sufficient challenge for learners to identify opportunities and pitfalls, to make mistakes and rectify the consequences	Learners being given opportunities to develop decision-making, team-working, problem-solving and risk-taking skills	Observation of learners engaging in enterprise or WRL activities Learners able to describe how they overcame problems
8.3 Allow all learners to undertake a period of work experience on employers' premises for which they are prepared beforehand and debriefed afterwards	Learners understanding the demands of a workplace and engaging in meaningful tasks that allow them to develop the skills and attributes demanded by employers.	Learners' work experience log books or records. Interviews with learners
8.4 Engage business personnel and employers in planning and delivering work-related learning and enterprise activities	Learners able to experience the requirements for securing employment through mock interviews, aptitude tests and skill assessment	Records of employer and business engagement and involvement Press reports of activities
8.5 Make explicit to learners, parents/carers and personnel from partner organisations and businesses the benefits resulting from enterprise and WRL projects and activities	Parents/carers and community organisations aware of the positive impact of work-related and enterprise elements of the curriculum and learners confident when presented with a task or a problem to solve	Learners aware of skills, knowledge and understanding gained from enterprise and WRL activities
8.6 Encourage learners to evaluate activities and to apply acquired knowledge and skills to other aspects of their lives	Systems or documents in place for learners to record their enterprise experience and learning with opportunities to review these records with each other and with staff so that progress can be identified.	Evaluation and review of activities Impact of activities upon learners Interviews with learners Interviews with staff

Element 9: Evaluation of IAG

National IAG Standards 1, 2, 3, 4, 5, 6, 7, 8, 10 SEF Sections A2.5, A2.7, A2.10, A2.11, A3.4, A4.6, A4.7, A4.8

Blueprint Competencies 1, 2, 3, 8, 9, 11 Matrix Standards 3, 4

Process	Outcomes	Sources of Evidence
Gold Standard evaluation of information, advice and guidance will:	Gold Standard personalised information, advice and guidance will result in:	Gold Standard evaluation of information, advice and guidance may be demonstrated through, for example:
9.1 Have recognised systems for IAG practitioners, learners and parents/carers to give their views on the information, advice and guidance provided	All being confident that their suggestions regarding the provision of IAG will be listened to and taken into account	Definition of evaluation system that allows all stakeholders to log views and concerns Examples of questionnaires Clear plan to address any weaknesses
9.2 Be embedded into whole curriculum delivery and organisational planning and review cycles	Relevant facets of information, advice and guidance being recognised and delivered through all learning processes rather than as a discrete lesson .	Planning and evaluation processes in place Evaluation that informs practice and is acted upon Impact of overall IAG provision upon learner progression
9.3 Consider the extent to which learners develop workplace and other skills that will contribute to their future well being	Robust working relationships with employers and local agencies such as EBP, AimHigher and Connexions to assist in the development of skills	Learners able to describe activities that have helped them to develop skills Confident learners
9.4 Take into account compliance with all statutory requirements regarding the provision of careers education and associated IAG	Organisations meeting all requirements of the Education and Skills Act 2008 and Ofsted Inspection Framework revised September 2009	A co-ordinated guidance team which best deploys the skills and knowledge of each member
9.5 Consider the effectiveness of links with the local Connexions Service and other IAG agencies.	Connexions Careers Advisers, Personal Advisers and other external agency personnel are deployed effectively	Smooth transition of learners between IAG providers
9.6 Consistently monitor learners use of the local Area Wide Prospectus and uptake of the Common Application Process (schools only)	Learners knowing how to access and browse opportunity information and make supported applications to providers of their choice (including into their own school's 6th form)	Learners using the systems as first choice when considering options Publicity material Sufficient IT workstations

The North East Lincolnshire Gold Standard

**for Information,
Advice and
Guidance**

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