

**Auditing the National IAG Standards – A Case Study
from Cheshire and Warrington**



July 2008

Auditing the IAG National Quality Standards

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1. INTRODUCTION

Information, Advice and Guidance (IAG) is a comparatively new name for something that has always existed and this has made life both easy and difficult for those seeking to promote and deliver IAG.

IAG is a broad term covering a range of activities and interventions, which aim to support young people in the management of their personal and career development. It includes:

- The provision of accurate, up to date and objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and how to access it
- The provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation
- The provision of impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.*

Because IAG has always existed, there are years of developed good practice and expertise both in research terms and amongst practitioners.

Because IAG is a new term for activities that have not previously been regarded as an entity, there can be a lack of clarity and coordination. IAG, by its nature is a set of activities which can only be properly delivered by a whole range of professionals from different professional backgrounds as well as many other people. This makes things quite difficult as some reconfiguration needs to be done (for example where there are established structures in place to deliver the Careers Education and Guidance elements only), and new responsibilities accepted in many places. At a time when there is so much work to be done via school for young people and the school day already alarmingly full both for students and adults employed in and around schools, these changes may not be straightforward to implement.

The publication of the National Quality Standards for young People's Information, Advice and Guidance and the Good Practice Guide in 2007 gave an invaluable focus to the question of IAG, and defined what is expected.

* Quality Standards for Young Peoples Information, Advice and Guidance (IAG) – Introduction

2. THE PROJECT

Within both Cheshire and Warrington, there is a strong will to improve the IAG delivered for young people from a range of organisations: the Local Authority; the Learning and Skills Council; Connexions and from individual learning providers.

The partnership has become increasingly aware of the impact of good IAG on learners, that is:

- Increased motivation
- Improved attainment
- Better retention
- Enhanced participation levels

and the impact on the learning community, that is:

- Lower levels of NEET
- Improved delivery of new Diploma routes
- Appropriate recruitment onto Key Stage 4 and Post 16 academic and vocational pathways
- As the basis for Individualised Learning

During the process of road testing the National Quality Standards early in 2007, the secondary schools in Warrington had completed audits on a coordinated basis to a shared timetable and the benefits of this process were extensive. The publication of the final version of the standards provided the opportunity to extend and develop this exercise across Cheshire – a much bigger area with a more diverse range of provision.

It was agreed by all parties that it would be a mistake to leave the management of the audit process to the external IAG provider (Connexions), as it is accepted fully that the provision of IAG is a whole partnership issue and a joint approach would underline this viewpoint. For this reason, the activity was firmly placed as a part of overall 14 – 19 business.

There was agreement amongst all these organisations that all learning providers should measure their own delivery of IAG against the Standards, and to maximise the impact of this exercise, all should work in a coordinated way, to a common timetable with common aims. This would establish the current position and direct development activity in the future.

The aim of the exercise:

- To improve the quality of Information, Advice and Guidance for all young people.

The objectives of the exercise were that by the end of the project, all participants will:

- Have an improved understanding of the impact of an excellent IAG system on the lives of young people and the processes and performance of learning providers
- Have completed an audit of their own organisation's IAG provision
- Have produced a development plan based on the audit
- Have contributed to a local and county wide development plan for IAG, coordinated by Connexions and delivered via the 14 - 19 Planning Groups.

The process was as follows:

- The 14 – 19 Management Group drafted what they felt to be a reasonable plan for a coordinated approach to auditing the standards (see Appendix 1)
- The plan was taken to each of the local planning areas by the Connexions manager responsible for IAG development, who made a short input to contextualise the activity and seek agreement to the plan from the relevant staff from learning providers participating – schools, special schools, colleges and work based training providers
- Progress was followed up by the local authorities 14 – 19 managers for each area at subsequent meetings
- Findings were presented back to these groups and development plans agreed.

All learning providers agreed that the exercise would be a useful one and all agreed to participate – although opinion varied as to how much time would be needed to complete the initial audit properly. Each local planning group came up with a slightly different solution.

It was generally agreed that the process should be supported by updates and discussions at scheduled meetings rather than adding in a separate cycle of dates.

A common audit tool was put together from the User Guide so that all audits would be recognisable at the end of the process, and emphasise commonality (see Appendix 2).

It was recognised that as much as possible needed to be put in place to encourage participants to work together, as the task involved a lot of work involved for many people within each institution. In order to enable

all of the individuals involved to appreciate the significance of the exercise, the support of the full partnership was needed, so that there were continual motivators and reminders of the importance of IAG and its role in contextualising the curriculum for all learners:

The 14 – 19 Learner Entitlement

Of the 14 entitlements listed, the first three are directly concerned with the provision of clear and accurate information about options and pathways, and access to impartial advice and guidance

The 14 – 19 Plan and Progress Check

The IAG section on the Progress Check document is presented in a format which reflects the Standards document, so that a clear link can be made between the delivery of IAG across the area and meeting each specific National Quality Standard

The Children’s Plan for Cheshire

The provision of high quality IAG and its audit and impact play a major part of the Children’s Plan which is concerned with Achieving Economic Well-being.

The School Improvement Planning Process

The advisers involved in this process were briefed about IAG and each school’s planned developments relating to the Standards. This helps to ensure that the position of IAG in the cycle of mainstream planning is maintained.

The Connexions Partnership Agreement Document

This document outlines the specific roles of the partners involved in the delivery of IAG in all schools, colleges and major training provision. It is updated annually and reviewed on a termly basis, so is an ideal vehicle for examining the progress made in meeting all Standards.

OFSTED

In addition to all of the above drivers, the support of OFSTED was invaluable at the initial stages of auditing which coincided with a 14 – 19 Review in Cheshire. This Review had an obvious focus on IAG and left learning providers with the understanding that the provision of IAG within each institution would have an impact on inspection outcome. Although this was not used as an argument in favour of shared audit, this understanding undoubtedly provided some additional motivation to give resource to the exercise.

3. PARTICIPATION

An initial log of the learning providers who attended the start up meetings showed that all of the key participants were not represented. Significantly for this exercise, the young people not normally represented in the 14 – 19 forums were very often those who were particularly vulnerable and so who have the most to gain from high quality IAG.

The main gaps were:

Special Schools

This group were sporadic attendees of regular 14 – 19 meetings, for several reasons. As the staff group is usually smaller in this sector, having staff leave the premises for meetings is often more problematic, and some, particularly schools for young people with more severe learning difficulties, had found that the content of meetings, which had become increasingly concerned with Diploma developments, was not relevant to their concerns. As there are over 20 special schools in Cheshire, a separate system was essential to engage this group.

The schools in question agreed that they would also prefer to work through the initial audit on a group basis, because of the support and encouragement they could derive from colleagues.

These schools attend a regular meeting with Connexions staff in order to develop the careers and personal development curriculum, and they agreed that this group would provide a suitable forum. There were established levels of trust and honesty within the group, and it was felt that there was enough shared experience to make it a valuable support.

As a starting point the group spent some time at a meeting looking broadly at the Standards to ensure that all participants were confident that the Standards were applicable to them in their particular circumstances. It was clear that there were no barriers to full compliance with the Standards and so all were able to make a confident start. It was agreed that at each of the scheduled termly meetings the group would examine four Standards and so the exercise would be complete within the year without seeming to be too arduous a task

Colleges

Although most of the eight colleges were in contact on a fairly regular basis with 14 – 19 planning, many were unsure of their need to audit IAG using the Standards.

Most hold the MATRIX award for provision of IAG in the post 16 sector, and so have a financial stake in what might be perceived as a rival set of standards.

Colleges needed to be involved as the Standards (aimed at the 11 – 19 age range) certainly do relate to them. In addition to the traditional

population of 16 – 19 learners, this sector is increasingly involved with the Key Stage 4 group, and often works with students who are very vulnerable and with the greatest need for support on an individual basis.

In order that colleges would not need to duplicate effort, a cross referenced version of the Standards was produced (see Appendix 3) and tested, highlighting the additional elements not specifically addressed by MATRIX – for example Section 7 on Parents and Carers is not an explicit part of MATRIX required evidence. This tool could be used by the college and work based training partners either on an ongoing basis or as a mechanism to draw the IAG Quality Standards into the established cycle of review previously based solely on MATRIX.

Excluded Students

In order to ensure that students who do not attend school were supported effectively, the IAG entitlement of learners not attending formal education needed to be examined.

To do this, the managers of the Excluded Students Service and the manager responsible for learners not attending school because of their health issues also agreed to audit the Standards over the same timescale.

The interests of other groups of 11 – 19 learners not attending formal education were represented by the Local Authority Travellers Education and Minorities Support team.

Young Offenders

The Young Offenders Institution had completed its own Quality Standards audit as part of its education review and were happy to share their processes and outcomes as part of the Partnership Agreement negotiation process with Connexions.

4. ALTERNATIVE PERSPECTIVES

In order to gain the broadest possible range of opinion on the provision of IAG locally, there is a need for a different method of collecting data to that offered in the User Guide which accompanies the Standards document.

It was agreed that the groups who needed to be involved were the main stakeholders, that is, families and young people.

Young People

In order to gain the views of young people about the IAG that they had been offered, a different but equally systematic audit tool needed to be developed. This tool would have to be flexible enough to be used in a wide range of settings and accessible to the widest possible user group both in terms of age and ability.

The starting point for development was the Connexions' Young People's Reference Group, who produced the initial draft and suggested other groups of young people who might help with testing. The test groups were selected from areas of the 11 – 19 cohort which would ensure the most diverse contributions. It was decided not to present this viewpoint as a questionnaire as there are so many areas addressed by this means but rather as a group activity which can be adapted to the level of participants, and which could also act as a summary/consolidation of a year's IAG delivery.

Groups used were from:

- Two secondary schools with very contrasting catchment areas (using School Councils as the starting point)
- Two special schools (one for learners with Behaviour, Emotional and Social Difficulties and one for learners with Physical Disabilities)
- A group of young people aged 16 – 17 in the NEET group
- A group of young people being supervised by the Youth Offending Team
- A group of young people attending a local youth club

See Appendix 4.

Parents/Carers

As families are generally recognised as having the greatest influence on young people's beliefs and choices, again a separate audit was needed. As with the young people's questionnaire, the parents/carers audit needed to be flexible enough to be appropriate for a wide range of users in a wide range of ways.

The groups of parents and carers who supported the developments were:

- The Parent Partnership volunteer workers
- The Local Authority Parenting Strategy Coordinator focus groups
- The Parent Teachers Association of a secondary school
- Parents attending a college Open Evening.

The enthusiasm of the parent/carers was particularly encouraging, and in particular the potential contribution of PTA groups who were keen to help and very receptive to the idea of ensuring that the full range of

parents was reached, rather than simply the ones who were members of the Association.

The format produced can be used throughout the year by learning providers or by Connexions Services (or other external IAG provider) in a range of different ways, for example:

- As an enclosure with letters sent to home
- As a handout at a Parents Evening
- As a focus group at a parents Evening
- At PTA events – such as uniform shop sessions or social events
- As an online survey on the 'Parents' area of a school website
- As a specific survey of leavers' groups

See Appendix 5.

Governors

School governing bodies were also identified as having a unique role to play in raising interest in the delivery and impact of IAG. One of the main barriers to address in schools (more than other sectors) is the overcrowding of the curriculum and the resulting capacity to accept another area of responsibility, either institutionally or for individual staff members. The views of governors are often less concerned with process than outcome and impact, and so their perspective is significantly contrasting to the main school body.

As a first step, information on IAG developments was put into governors' newsletters, (see Appendix 6) and as a result of this, more work is to be developed with this group.

5. NEXT STEPS

- There needs to be agreement about how the cycle of audit/evaluation and development will continue. Although 14-19 structures provided an excellent framework to launch the process, IAG is not exclusively a 14 – 19 issue – indeed all research and data point to the need for increased emphasis during KS3
- There needs to be much greater promotion of the concept of IAG. Although the auditing exercise did much to spread awareness, there are still many pockets within the whole partnership where there is a less than full understanding. For example, more materials describing IAG in an accessible way need to be developed (see Appendix 7)
- More work needs to be done to draw together the local quality award for Careers Education and Guidance (Investor in Careers) and the IAG National Quality Standards. Although it has been indicated that evidence from liC will provide response to ensure

that at least two of the Standards are fully met, more needs to be done to develop an award which covers the full range of IAG. This may need to be carried out on a local basis in the short term.

- [Appendix 1](#)

Information, Advice and Guidance National Quality Standards - area-wide audit

Briefing Paper – West Cheshire

Excellent Information, Advice and Guidance is a vital component of the educational experiences for all young people:

- it improves motivation and attainment
- it impacts positively on retention rates
- it will reduce the number of young people not accessing Education, Employment or Training (EET).

In addition, it is a requirement for passing through the Diploma Gateway and an area of particular interest to OFSTED.

The new Quality Standards represents the IAG that happens in schools and colleges across a wide range of activity, delivered by, for example:

- school/college staff who teach or tutor students
- other school staff such as librarians or mentors
- Connexions Personal Advisers
- Other professionals working in schools/colleges such as health workers

The positive impact of a quality audit will be increased if it is conducted simultaneously by a group of learning providers:

- To facilitate debate on IAG
- To enable the production of a joint development plan which will address issues of common concern
- To support individual school/college development/improvement plans.
- To inform 14-19 Progress Check for schools and local groups
- To enable substantiated statements about area wide IAG to be made on Gateway submissions

ACTION PLAN

WHO?

Probably the most appropriate group of people would include

- Curriculum Heads
- Heads of Pastoral Care
- 14 – 19 Coordinators
- Careers Coordinators
- Connexions workers
- Subject leaders
- Tutorial coordinators

HOW & WHEN?

Activity	Date
Schools/Colleges carry out audit exercise, using national IAG User Guide audit materials. <ul style="list-style-type: none">• Keep a copy for internal development• Send a copy to Development Manager at Connexions for joint analysis/report	Jan – April 2008
Local/Area analysis and report produced	June 2008
Local/Area Development Plans produced for 2008/9	August 08

WHERE?

14-19 cluster groups will both provide appropriately sized groups and be relevant to Diploma developments.

HELP?

Support with any aspect of the self-audit process is available from the Development Team at Connexions
Contact Gill Alderson, tel: 01606 305221
gill.alderson@connexions-cw.co.uk

The Quality Standards and User Guide can be found at:
www.iagworkforce.com >securing quality
or www.cegnet.co.uk > managing CEG

Appendix 2

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need

Evidence Indicators	1 Yes	2 Most	3 Some	4 No	Evidence	Development
1.1 Young people understand: <ul style="list-style-type: none"> • The service they can expect from local IAG providers • Their own responsibilities in relation to the usage of these services • Where they can go for help if they are not getting the service that they can reasonably expect 						
1.2 The benefits of IAG services are promoted to all young people						
1.3 Up to date information (available in a range of formats and produced in collaboration with Children's Information						

Services) about where to obtain IAG is signposted clearly through learning providers and in a wide range of other settings used by young people						
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Appendix 3

Additional evidence required for IAG compliance are highlighted in blue on the document.

IAG	Matrix
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Standard 1: Young people are informed about how information, advice and guidance services can help them and how to access the services they need

1 People are made aware of the service and how to engage with it.

Promotion ensures the accessibility of information about the service

2 People's use of the service is defined and understood

Defining and understanding the service available and clarifying key policies and practices

3 People are provided with access to information and support in using it

Providing information in accessible forms and assisting people to use it

4 People are supported in exploring options and making choices

Providing information, advice and/or guidance to assist people to review choices

5 Service delivery is planned and maintained

Defining measurable aims and objectives and setting up systems to deliver the service

1.1	<p>Young people understand:</p> <ul style="list-style-type: none"> • the service that they can expect from local information, advice and guidance providers • their own responsibilities in relation to the usage of these services • where they can go to for help if they are not getting the service that they can reasonably expect 	<p>2.a People are offered a full description of what they can expect from the service</p> <p>2.c People's requirements in relation to the stated service are established</p> <p>4.b People are aware of the purpose and limitations of the information, advice and/or guidance available</p> <p>5.a The service has clearly defined measurable aims and objectives</p>
1.2	<p>The benefits of information, advice and guidance services are promoted to all young people</p>	<p>1.a The purpose, expected users and range of services are defined</p> <p>1.b Promotional activities provide essential information about the nature of the service, and about the support available to access and use the service</p> <p>1.c Information about the service is accessible to potential users</p>

1.3	Up to date information (available in a range of formats and produced in collaboration with Children's Information Services) about where to obtain information, advice and guidance is signposted clearly through learning providers and in a wide range of other settings used by young people	<p>1.d Promotional activities take account of equality of opportunity</p> <p>3.a Information held or accessed by the organisation is sufficient for, and relevant to, the stated service</p> <p>3.b Information provided to people is accurate, current and inclusive</p> <p>3.c Information is managed and evaluated to ensure it remains relevant to the stated service</p> <p>3.d People are supported in accessing, understanding and using information through resources appropriate to their needs</p>
1.4	Young people understand the different roles and responsibilities of information, advice and guidance providers	<p>2.b People are made aware of the confidentiality and diversity policies as appropriate</p> <p>4.b People are aware of the purpose and limitations of the information, advice and/or guidance available</p>
1.5	Young people are aware of, and know how to access, appropriate local and national prospectuses, websites and helplines, including Connexions Direct	<p>3.a Information held or accessed by the organisation is sufficient for, and relevant to, the stated service</p> <p>3.d People are supported in accessing, understanding and using information through resources appropriate to their needs</p>

	<p>Standard 2: Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need</p>	<p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p> <p>3 People are provided with access to information and support in using it Providing information in accessible forms and assisting people to use it</p> <p>4 People are supported in exploring options and making choices Providing information, advice and/or guidance to assist people to review choices</p>
2.1	<p>Information about personal and economic wellbeing and financial capability issues is provided to all young people (including through parents/carers)</p>	<p>2.d People's requirements in relation to the stated service are established</p> <p>3.a Information held or accessed by the organisation is sufficient for, and relevant to, the stated service</p> <p>3.b Information provided to people is accurate, current and inclusive</p> <p>4.a People have access to impartial and objective information, advice and/or guidance</p> <p>4.b People are aware of the purpose and limitations of the information, advice and/or guidance available</p> <p>4.c People understand and agree how the support process will</p>

		be conducted
2.2	Initial advice and guidance is available at times and in places that are convenient for young people	<p>2.a People are offered a full description of what they can expect from the service</p> <p>4.a People have access to impartial and objective information, advice and/or guidance</p> <p>4.b People are aware of the purpose and limitations of the information, advice and/or guidance available</p>
2.3	Young people accessing initial advice and guidance on personal, social, health and financial issues are referred to impartial specialist services as appropriate	<p>2.e People are signposted and/or referred to other relevant services where appropriate</p> <p>4.b People are aware of the purpose and limitations of the information, advice and/or guidance available</p>

2.4	Young people at risk or who may need specialist support or help with personal development, confidence building and self-esteem are identified and given the help that they need	<p>2.e People are signposted and/or referred to other relevant services where appropriate</p> <p>4.a People have access to impartial and objective information, advice and/or guidance</p>
2.5	Information, advice and guidance is provided confidentially and in appropriate settings	<p>2.b People are made aware of the confidentiality and diversity policies as appropriate</p> <p>4.c People understand and agree how the support process will be conducted</p>

<p>Standard 2: Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need</p>		<p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p> <p>3 People are provided with access to information and support in using it Providing information in accessible forms and assisting people to use it</p> <p>4 People are supported in exploring options and making choices Providing information, advice and/or guidance to assist people to review choices</p>
<p>2.6</p>	<p>Young people's needs are assessed as appropriate: (this is likely to be through the Common Assessment Framework if they are likely to need support from a range of agencies or their needs are unclear)</p>	<p>4.a People have access to impartial and objective information, advice and/or guidance</p>
<p>2.7</p>	<p>Where assessment leads to the involvement of more than one agency providing specialist support a lead professional is identified to co-ordinate support and advise</p>	<p>2.e People are signposted and/or referred to other relevant services where appropriate</p> <p>4.b People are aware of the purpose and limitations of the information, advice and/or guidance available</p>

2.8	Referrals to specialist services and/or multi-agency teams are monitored and followed up	<p>2.e People are signposted and/or referred to other relevant services where appropriate</p> <p>4.e People have opportunities to consider and explore options and are given appropriate support and encouragement during the process</p>
2.9	Young people receive the specialist advice and guidance that they need at the time they need it	<p>2.e People are signposted and/or referred to other relevant services where appropriate</p> <p>5.g The service has established appropriate partnerships and networks</p>

<p>Standard 2: Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need</p>		<p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p> <p>3 People are provided with access to information and support in using it Providing information in accessible forms and assisting people to use it</p> <p>4 People are supported in exploring options and making choices Providing information, advice and/or guidance to assist people to review choices</p>
2.10	<p>An immediate referral for specialist assessment is undertaken as appropriate, for example where a young person is at risk of serious harm</p>	<p>2.e People are signposted and/or referred to other relevant services where appropriate 5.g The service has established appropriate partnerships and networks</p>
2.11	<p>Multi-agency action to help young people is supported by information, advice and guidance providers as appropriate</p>	<p>2.e People are signposted and/or referred to other relevant services where appropriate 5.g The service has established appropriate partnerships and networks</p>
2.12	<p>Young people reaching the upper age limit for young people's information, advice and guidance services are supported in their transition to specialist services for adults</p>	<p>2.e People are signposted and/or referred to other relevant services where appropriate 5.g The service has established appropriate partnerships and networks</p>

<p>Standard 3: Young people have the information they need to make well-informed and realistic decisions about learning and careers</p>	<p>3 People are provided with access to information and support in using it Providing information in accessible forms and assisting people to use it</p>
<p>3.1 High quality up to date and impartial information about:</p> <ul style="list-style-type: none"> • the full range of learning and career options • the progression opportunities that they lead to, including pathways to higher education • the labour market and opportunities within it (including pay rates across different sectors) • community, voluntary and other developmental activities 	<p>3.a Information held or accessed by the organisation is sufficient for, and relevant to, the stated service</p> <p>3.b Information provided to people is accurate, current and inclusive</p> <p>3.c Information is managed and evaluated to ensure it remains relevant to the stated service</p> <p>3.d People are supported in accessing, understanding and using</p>

Standard 3: Young people have the information they need to make well-informed and realistic decisions about learning and careers		3 People are provided with access to information and support in using it Providing information in accessible forms and assisting people to use it
	<ul style="list-style-type: none"> financial support, including the range of support available to higher education students <p>is provided in a range of formats reflecting the different ages, needs and abilities of young people</p>	<p>information through resources appropriate to their needs</p>
3.2	<p>All young people are aware of the guarantee of an offer of further learning on completion of Year 11</p>	
3.3	<p>All young people are aware of the scheme to guarantee a minimum level of financial help if they are EMA recipients and progress into HE</p>	

Standard 3: Young people have the information they need to make well-informed and realistic decisions about learning and careers		3 People are provided with access to information and support in using it Providing information in accessible forms and assisting people to use it
3.4	Careers information is always impartial (e.g. independent of the vested interests of the person/organisation providing the information). It is based on a young person's needs and on up to date labour market information and intelligence about opportunities available locally, nationally and internationally	3.a Information held or accessed by the organisation is sufficient for, and relevant to, the stated service 3.b Information provided to people is accurate, current and inclusive
3.5	All young people are aware of the local 14-19 on-line area prospectus and are able to access it as appropriate	3.d People are supported in accessing, understanding and using information through resources appropriate to their needs
3.6	All young people are aware of the Connexions Direct website and helpline and of local, external information, advice and guidance services and are accessing them as appropriate	2.d People are signposted and/or referred to other relevant services where appropriate 3.d People are supported in accessing, understanding and using information through resources appropriate to their needs
3.7	Young people are matched and successfully placed into training and employment opportunities	Support rather than matching

Standard 4: Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and career options		4 People are supported in exploring options and making choices Providing information, advice and/or guidance to assist people to review choices
4.1	Careers advice and guidance is available to all young people in a variety of settings and at times that suit their needs	4.a People have access to impartial and objective information, advice and/or guidance
4.2	All young people have access to advisers who are professionally qualified to provide confidential advice and guidance about careers and who are independent of local learning providers	4.a People have access to impartial and objective information, advice and/or guidance
4.3	Careers advice and guidance is always impartial (e.g. independent of the vested interests of the person/organisation providing the advice). It is based on a young person's needs and on up to date labour market information and intelligence about opportunities available locally, nationally and internationally	4.a People have access to impartial and objective information, advice and/or guidance 4.e People have opportunities to consider and explore options and are given appropriate support and encouragement during the process 4.f People are able to make their own choices
4.4	Advice and guidance is challenging and raises aspirations appropriately	4.a People have access to impartial and objective information, advice and/or guidance 4.e People have opportunities to consider and explore options

Standard 4: Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and career options		4 People are supported in exploring options and making choices Providing information, advice and/or guidance to assist people to review choices
		and are given appropriate support and encouragement during the process 4.f People are able to make their own choices
4.5	Young people receive timely advice and guidance that supports key decisions that they need to make (for example in relation to the implications of future study), leading to action planning as appropriate	4 .c Options and choices are presented to people in a manner which assists their understanding 4.d People have opportunities to consider and explore options and are given appropriate support and encouragement during the process 4.e People are able to make their own choices
4.6	All young people who have not had an offer of learning on completion of Year 11 are given the advice and guidance they need to make applications to post-16 providers	
4.7	Young people are made aware of, and helped to claim, sources of financial support for learning	4.e People have opportunities to consider and explore options and are given appropriate support and encouragement during the process

Standard 4: Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and career options		4 People are supported in exploring options and making choices Providing information, advice and/or guidance to assist people to review choices
		the process
4.8	Additional and sustained guidance and support is provided to those young people who have specific needs (e.g. those with special needs/learning difficulties and/or disabilities, Looked After Children, those with caring responsibilities)	4.a People have access to impartial and objective information, advice and/or guidance
4.9	Young people with special needs/learning difficulties and/or disabilities are provided (where required by statute or desirable) with a Transition Plan from Year 9 and a Section 140 assessment in Year 11 (or later if they need it)	
4.10	Young people reaching the upper age limit for young people's information, advice and guidance services know about careers services for adults and how to access them and support is provided to facilitate a smooth transition	4.e People have opportunities to consider and explore options and are given appropriate support and encouragement during the process 4.f People are able to make their own choices

Standard 5		1 People are aware of the service and how to engage with it Promotion ensures the accessibility of information about the service	
Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes		2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices	
5.1	Services reach all young people in the local community, including disadvantaged and marginalised groups	1.c	Information about the service is accessible to potential users
		2.b	People are made aware of the confidentiality and diversity policies as appropriate
5.2	Information, advice and guidance services are personalised to meet the needs of individual young people	1.d	Promotional activities take account of equality of opportunity
5.3	Young people facing barriers to access to learning, training and employment are given the help that they need to overcome these barriers		
5.4	Services are sensitive to the faith, cultural and family background that people come from	1.d	Promotional activities take account of equality of opportunity

Standard 5		<p>1 People are aware of the service and how to engage with it Promotion ensures the accessibility of information about the service</p> <p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p>
Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes		
5.5	Stereotypes and limited career aspirations are challenged, for example through the use of positive actions activities, taster sessions, the use of appropriate role models and work placements	
5.6	Communications with young people are adapted to reflect the different needs of recipients (e.g. in relation to basic skills needs or disabilities)	
5.7	Active efforts are made to ensure that the information, advice and guidance workforce reflects the diversity of the wider community	

Standard 6: Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision		5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service
6.1	<p>Young people from all backgrounds are engaged in:</p> <ul style="list-style-type: none"> • the design, planning, quality assurance and evaluation of information, advice and guidance services • processes for commissioning information, advice and guidance services • the delivery of information, advice and guidance services, for example, through peer mentoring and workshops 	<p>5.g The service has established appropriate partnerships and networks</p> <p>5.c The views of those delivering the service inform service planning and delivery</p>

<p>Standard 7: Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed</p>	<p>1 People are made aware of the service and how to engage with it. Promotion ensures the accessibility of information about the service</p> <p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p>	
<p>7.1</p>	<p>The benefits of impartial information, advice and guidance services for young people are promoted to parents and carers</p>	<p>1. a The purpose, expected users and range of services are defined 1. b Promotional activities provide essential information about the nature of the service, and about the support available to access and use the service 1.c Information about the service is accessible to potential users 2.d People are offered a full description of what they can expect from the service</p>
<p>7.2</p>	<p>Communications with parents and carers have regard to the needs of vulnerable/ disadvantaged parents and carers</p>	
<p>7.3</p>	<p>Parents and carers are encouraged and supported to help their children (through others as appropriate) to become more self-reliant and better able to manage their personal and</p>	

<p>Standard 7: Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed</p>	<p>1 People are made aware of the service and how to engage with it. Promotion ensures the accessibility of information about the service</p> <p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p>
	<p>career development</p>
<p>7.4</p>	<p>Parents and carers are encouraged to support career aspirations and participation in education and training</p>
<p>7.5</p>	<p>Up to date information (produced in collaboration with Children's Information Services as appropriate) about where young people can access information, advice and guidance is made available in a variety of formats to parents and carers</p> <p>2.e People are signposted and/or referred to other relevant services where appropriate</p>

<p>Standard 7: Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed</p>	<p>1 People are made aware of the service and how to engage with it. Promotion ensures the accessibility of information about the service</p> <p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p>
<p>7.6</p>	<p>Up to date information about the labour market is made available in a variety of formats to parents and carers</p>
<p>7.7</p>	<p>Communications with parents and carers are adapted to reflect the different needs of recipients (e.g. in relation to basic skills needs, disabilities, English as second language)</p> <p>1.d Promotional activities take account of equality of opportunity</p>
<p>7.8</p>	<p>Parents and carers are aware of the different roles and responsibilities of learning providers and external information, advice and guidance providers in relation to the provision of services</p> <p>2.c People are given the opportunity to explore the suitability of the service to meet their needs 2.d People's requirements in relation to the stated service are established</p>

<p>Standard 7: Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed</p>	<p>1 People are made aware of the service and how to engage with it. Promotion ensures the accessibility of information about the service</p> <p>2 People's use of the service is defined and understood Defining and understanding the service available and clarifying key policies and practices</p>
<p>7.9</p>	<p>Parents and carers are aware of the Connexions Direct website and helpline and local prospectuses</p> <p>3.b Information provided to people is accurate, current and inclusive</p> <p>3.d People are supported in accessing, understanding and using information through resources appropriate to their needs</p>
<p>7.10</p>	<p>Information, advice and guidance services for young people are signposted clearly in a variety of settings used by parents and carers</p> <p>3.a Information held or accessed by the organisation is sufficient for, and relevant to, the stated service</p> <p>3.d People are supported in accessing, understanding and using information through resources appropriate to their needs</p>
<p>7.11</p>	<p>Parents and carers are supported and enabled to provide their children with impartial information, advice and guidance</p>
<p>7.12</p>	<p>Parents and carers are aware of sources of financial support for their children's learning</p>

<p>Standard 8: Information, advice and guidance providers understand their roles and responsibilities</p>	<p>7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies</p> <p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>
<p>8.1 The Local Authority's requirements for the provision of information, advice and guidance services to young people are set out in written statements that make clear the need to meet these standards</p>	<p>5.a The service has clearly defined measurable aims and objectives</p>

<p>Standard 8: Information, advice and guidance providers understand their roles and responsibilities</p>	<p>7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies</p> <p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>	
<p>8.2</p>	<p>Local partnership agreements, between external information, advice and guidance providers and learning providers, set out clearly the respective roles and responsibilities of each partner</p>	<p>7.c Organisations proactively seek the views of service users, staff and other agencies to regularly evaluate the quality of the service</p> <p>5.c The views of those delivering the service inform service planning and delivery</p> <p>5.g The service has established appropriate partnerships and networks</p>
<p>8.3</p>	<p>The Local Authority helps learning providers and external information, advice and guidance providers work together collaboratively</p>	<p>5.b The service is given clear leadership and direction</p> <p>5.g The service has established appropriate partnerships and networks</p>

<p>Standard 8: Information, advice and guidance providers understand their roles and responsibilities</p>	<p>7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies</p> <p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>	
<p>8.4</p>	<p>External information, advice and guidance providers feed information about gaps or weaknesses in local learning provision into area planning arrangements</p>	<p>5.g The service has established appropriate partnerships and networks</p> <p>7.b People are advised of how their views on the service can be fed back</p> <p>7.c Organisations proactively seek the views of service users, staff and other agencies to regularly evaluate the quality of the service</p>
<p>8.5</p>	<p>All relevant statutory responsibilities (related to careers information, careers guidance and careers education) set out in the Education Act 1997, the Employment and Training Act</p>	<p>5.e The service identifies and responds to relevant legislation, codes of practice and ethics</p>

<p>Standard 8: Information, advice and guidance providers understand their roles and responsibilities</p>	<p>7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies</p> <p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>
	<p>1973 as amended by the Trade Union Reform and Employment Rights Act 1993 and Section 140 of the Learning and Skills Act 2000, are met</p>
<p>8.6</p>	<p>Recruitment policies and practices comply with local and national safeguarding best practice standards</p> <p>5.e The service identifies and responds to relevant legislation, codes of practice and ethics</p> <p>5 f There are defined policies and practices for service delivery, incorporating the principles established by the National IAG Board</p>

<p>Standard 8: Information, advice and guidance providers understand their roles and responsibilities</p>	<p>7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies</p> <p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>
<p>8.7</p>	<p>Policies and practices encourage the recruitment of an information, advice and guidance workforce that reflects the wider community served</p>
<p>8.8</p>	<p>Every learning provider and external information, advice and guidance provider has policies on:</p> <ul style="list-style-type: none"> • promoting equality (including age, gender, racial and disability equality) • impartiality • diagnosing and assessing the needs of individuals for information, for advice and for guidance <p>engaging parents and carers data</p> <p>5.e The service identifies and responds to relevant legislation, codes of practice and ethics</p> <p>5.f There are defined policies and practices for service delivery, incorporating the principles established by the National IAG Board</p>

<p>Standard 8: Information, advice and guidance providers understand their roles and responsibilities</p>	<p>7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies</p> <p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>	
	<p>sharing the monitoring and evaluation of information, advice and guidance provision and the impact and implementation of these policies are reviewed annually with action taken to rectify weaknesses</p>	
<p>8.9</p>	<p>Providers of information, advice and guidance services record and track young people's progress with systems that comply with, or contribute to, Client Caseload Information System requirements</p>	<p>5.e The service identifies and responds to relevant legislation, codes of practice and ethics</p>

<p>Standard 8: Information, advice and guidance providers understand their roles and responsibilities</p>	<p>7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies</p> <p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>
<p>8.10</p>	<p>Learning providers notify external providers of information, advice and guidance when a young person drops out of learning</p>
<p>8.11</p>	<p>External providers of information, advice and guidance take swift action to re-engage young people that have dropped out of learning to mitigate the risk of long term disengagement</p>

Standard 9: Programmes of career and personal development for young people are planned and provided collaboratively		5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service 6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service
9.1	Learning providers and external information, advice and guidance providers collaborate in the planning and provision of information, advice and guidance provision and in the delivery of the curriculum	5.a The service has clearly defined measurable aims and objectives 5.c The views of those delivering the service inform service planning and delivery 5.d The internal management of the service ensures resources are appropriate and effectively used 5.g The service has established appropriate partnerships and networks
9.2	Learning providers receive training and support from external information, advice and guidance providers and others (e.g. Local Authority advisers) to help them deliver effective programmes of career and personal development and of financial capability	6.b The competence of staff is maintained and developed to meet service demands 6.c Staff recognise the boundaries of their role in relation to the service and seek appropriate support 6.d Training and support in the use of equipment is provided

Standard 9: Programmes of career and personal development for young people are planned and provided collaboratively		<p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>
		6.e Supervision and support are provided to staff
9.3	Learning providers are offered advice from external information, advice and guidance providers on resources available to support programmes of career and personal development and of financial capability	6.a Staff are given an induction into the service and their role within it
9.4	Learning providers are offered support from external information, advice and guidance providers with reviewing and evaluating programmes of career and personal development and of financial capability	6.f Staff can describe how they are involved in reviewing their performance and identifying their development needs linked to objectives

<p>Standard 9: Programmes of career and personal development for young people are planned and provided collaboratively</p>		<p>5 Service delivery is planned and maintained Defining measurable aims and objectives and setting up systems to deliver the service</p> <p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>
<p>9.5</p>	<p>Learning providers are helped by external information, advice and guidance providers to gather information on opportunities in learning and work and on other issues that impact on young people's participation, achievement and progression in learning and work</p>	
<p>9.6</p>	<p>Learning providers and external information, advice and guidance providers have strong links with local employers and understand their needs</p>	

<p>Standard 10: Staff providing information, advice and guidance services are appropriately qualified, work to relevant professional standards and receive continuing professional development</p>	<p>6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service</p>	
<p>10.1</p>	<p>All staff delivering information, advice and guidance</p> <ul style="list-style-type: none"> • have the skills, knowledge and qualifications to deliver a high quality service • can deliver information, advice and guidance to diverse client groups and can challenge stereotyping and raise aspirations • know where to access impartial specialist advice • adhere to their relevant professional codes of conduct • have access to a range of continuing professional development opportunities • have structured opportunities for the evaluation of professional practice 	<p>6.a Staff are given an induction into the service and their role within it</p> <p>6.b The competence of staff is maintained and developed to meet service demands</p> <p>6.c Staff recognise the boundaries of their role in relation to the service and seek appropriate support</p> <p>6.d Training and support in the use of equipment is provided</p>

Standard 10: Staff providing information, advice and guidance services are appropriately qualified, work to relevant professional standards and receive continuing professional development		6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service
10.2	Multi-agency working and collaboration is underpinned by joint training when appropriate	
10.3	Annual audits of staff training needs are undertaken	6.e Supervision and support are provided to staff 6.f Staff can describe how they are involved in reviewing their performance and identifying their development needs linked to objectives
10.4	The performance of practitioners is reviewed regularly	6.e Supervision and support are provided to staff 6.f Staff can describe how they are involved in reviewing their performance and identifying their development needs linked to objectives
10.5	Arrangements are made to share good practice	

Standard 10: Staff providing information, advice and guidance services are appropriately qualified, work to relevant professional standards and receive continuing professional development		6 Staff competence and support they are given are sufficient to deliver the service Maintaining and developing the competence of those delivering the service
10.6	Every learning provider and external information, advice and guidance provider has a policy on the training and development of staff providing information, advice and guidance and the impact and implementation of this policy is reviewed annually with action taken to rectify weaknesses	6.b The competence of staff is maintained and developed to meet service demands 6.f Staff can describe how they are involved in reviewing their performance and identifying their development needs linked to objectives

Standard 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		7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies 8 Continuous quality improvement is ensured through monitoring, evaluation and action Evaluating the effectiveness of the service and planning improvements
11.1	The accessibility, take-up and effectiveness of provision is monitored, regularly reviewed and evaluated	7.b People are advised of how their views on the service can be fed back 7.c Organisations proactively seek the views of service users, staff and other agencies to regularly evaluate the quality of the service 7.d Formal and informal comments on the service are evaluated and acted upon as appropriate 8.a Effectiveness is regularly monitored and evaluated against the aims and objectives of the service 8.b Feedback ensures that the effectiveness of the service to individuals is being regularly monitored and evaluated to inform continuous improvement
11.2	Performance indicators are set for learning providers and for external information, advice and guidance providers that enable commissioners of services to	8.b Feedback ensures that the effectiveness of the service to individuals is being regularly monitored and evaluated to inform continuous improvement 8.c Appropriate action is taken to improve the service to individuals

Standard 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		7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies 8 Continuous quality improvement is ensured through monitoring, evaluation and action Evaluating the effectiveness of the service and planning improvements
	evaluate provision and support improvements where necessary	8.d The service is continuously developed and improved
11.3	Achievement of PSA targets and outcomes and local strategic objectives defined in Local Area Agreements and the Children and Young People’s Plan is monitored	8.a Effectiveness is regularly monitored and evaluated against the aims and objectives of the service
11.4	The effectiveness of referral systems is reviewed at least annually with providers of specialist services and action is taken to rectify weaknesses	8.a Effectiveness is regularly monitored and evaluated against the aims and objectives of the service 8.c Appropriate action is taken to improve the service to individuals

Standard 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		7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies 8 Continuous quality improvement is ensured through monitoring, evaluation and action Evaluating the effectiveness of the service and planning improvements
11.5	Information about gaps or weaknesses in the provision locally of external information, advice and guidance is collected systematically and fed into area planning arrangements	7.c Organisations proactively seek the views of service users, staff and other agencies to regularly evaluate the quality of the service 7.d Formal and informal comments on the service are evaluated and acted upon as appropriate 8.c Appropriate action is taken to improve the service to individuals 8.d The service is continuously developed and improved
11.6	The development of information, advice and guidance services is informed by feedback from <ul style="list-style-type: none"> • parents and carers • young people • learning providers 	7.c Organisations proactively seek the views of service users, staff and other agencies to regularly evaluate the quality of the service 7.d Formal and informal comments on the service are evaluated and acted upon as appropriate
11.7	Local Authorities, learning providers and external providers of information, advice and guidance services have up to date improvement plans which are	8.b Feedback ensures that the effectiveness of the service to individuals is being regularly monitored and evaluated to inform continuous improvement 8.d The service is continuously developed and improved

Standard 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		7 Feedback on the quality of the service is obtained Obtaining feedback from users of the service, those involved in delivery of the service and other agencies 8 Continuous quality improvement is ensured through monitoring, evaluation and action Evaluating the effectiveness of the service and planning improvements
	reviewed and evaluated	
11.8	Feedback is provided to young people, parents and carers and learning providers on action being taken in response to feedback	8.b Feedback ensures that the effectiveness of the service to individuals is being regularly monitored and evaluated to inform continuous improvement 8.d The service is continuously developed and improved
11.9	Employers are consulted about the effectiveness of local information, advice and guidance services in meeting their needs and action is taken to rectify weaknesses	8.b Feedback ensures that the effectiveness of the service to individuals is being regularly monitored and evaluated to inform continuous improvement 8.c Appropriate action is taken to improve the service to individuals 8.d The service is continuously developed and improved

Appendix 4

IAG Services - Young Person's Audit

Name of Group

Date

Venue

Session Aim: Introduce the concept of Information, Advice and Guidance (IAG) to young people and audit what support they currently receive that relate to IAG.

Learning Outcomes:

- To introduce IAG and the National IAG Standards
- To get the young people to become more aware of what support and information is available
- To allow the facilitator to audit/assess the group's understanding of IAG

Timing:

1-hour session

Preparation:

Scenario Answer Sheets 1 – 5 on A2/A3 paper

Scenarios

Jigsaw Poster

Post It Notes

Plan:

- 1 Introduce the topic of IAG to the group explain what it is and why it is important that all young people receive the information and support they require to make well-informed decisions. **(5 mins)**

Information- accurate, objective, up-to-date facts and data about: personal and lifestyle issues, learning and career opportunities, progression routes and choices; where to find help and advice; and how to access it

Advice - activities that help young people to gather understand and interpret information and apply it to their own situation

Guidance - impartial guidance and specialist support that help young people to understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress

Information, Advice and Guidance is an umbrella term. It covers a range of activities and interventions that help young people to become more self-reliant and better able to manage their personal and career development, including learning.

- 2 Explain that from April 2008 Cheshire and Warrington Councils will be responsible for ensuring that all young people aged 11 – 19 receive the information, advice and guidance services they require. In order to determine how much young people know about different services on offer the following activity is designed to help Connexions and other services understand what information, advice and guidance services young people are aware of and what support is needed to help young people make decisions. **(5 mins)**

- 3 Split the group in to 5 and handout the scenario answer sheet to each group. Give the students the name of the young person and ask each group to draw a picture of what that young person may look like. **(5 mins)**
- 4 Now give each group the scenario that is attached to that name and get them to answer the questions that have already been placed around the person. **(10 mins)**
- 5 Get each group to feedback their IAG they have offered to that young person. Discuss with the whole group. **(15 mins)**

Discussion points to include: -

What support should each of the services mentioned above be offering?

What responsibilities do the 5 young people have when using these services?

What would happen if the services mentioned above were not offering the service they needed?

(note down any comments)

- 6 Pose the following questions to the whole group getting them to see if there are gaps in provision locally and what they would like further support with as young people. Record their answers **(10 mins)**
 - What might prevent these young people accessing the information, advice and guidance they need? (i.e. equal opportunities)
 - What information, advice and guidance do services need to offer their parents?
 - What might prevent services offering information, advice and guidance to these young people? (i.e. access, not knowing about them)

Are all the services mentioned above available to all young people or only a select few? Why is this the case (2.2)

If you needed help from a service and didn't get it what would you do?

- 7 Introduce to subject of similarities and differences between different services e.g. partiality and impartiality and explain that some services already mentioned today are impartial or partial. **(5 mins)**

Ask the group: -

- What does impartiality mean?
- Are any of the services listed above impartial?
- What other similarities or differences are there between the different services?

- 8 Explain that the group have managed to answer a lot of questions on what is available. We now are interested in finding out what in their minds would make IAG services better in Cheshire and Warrington. To do this introduce the concept of a jigsaw, in order to gain a full picture all the parts need to fit together

What do IAG services need to offer young people in Cheshire and Warrington?

Produce JIGSAW and place it on the Wall. Hand out sticky notes and get the young people to write down any suggestions and place them on the jigsaw. When the group have put up their suggestions look through and place in to categories under each piece of the jigsaw. **(20 mins)**

- 9 Close the session by explaining that the information gathered will be used to look across Cheshire and Warrington at what support and information young people have up until now used and gained and what changes need to be made. Collect flip chart from groups at the end of the session. **(5 mins)**

Scenario 1 - Jo

What sources of information might help her?

Who Can Support Jo with these decisions?

What advice would you give Jo?

Scenario 2 - Karl

What advice would
you give Karl?

Who Can Support Karl
with these decisions?

What sources of
information might
help him?

Scenario 3 - Lucy

What sources of information might help her?

Who Can Support Lucy with this research?

What useful pieces of advice would give this young person?

Scenario 4 - Raj

What useful pieces of advice would you give this young person?

What sources of information might help him? Websites etc

What sources of support are available?

Scenario 5 - George

What sources of information might help him?

Who Can Support George with this research?

What advice would you give George?

Scenarios (1 per group)

Scenario 1

Jo is in Year 9 at school and is starting to consider what options to pick. She receives additional support from learning support due to being dyslexic

Scenario 2

Karl is 17 and on an apprenticeship. He wants to seek some advice on some sexual health issues.

Scenario 3

Lucy is in Year 7 and wants to find out more about extra curricular activities in the local area.

Scenario 4

Raj is in Year 11 and is planning his next steps. He is considering going to college but needs to know what financial support is available, as his family can't afford for him to pay any fees.

Scenario 5

George has been asked to complete a piece of coursework on drug and alcohol issues and support available for young people.



Information, Advice and Guidance – Parent/Carer Survey

We would like to hear your views on the help you have had in order to support your child or children. Your feedback will help us to improve the way we provide information for parents/carers.

1. Do you think you have been given enough up to date information about:

The options and choices available to your child after s/he leaves school?

YES NO

The sources of finance to help your child remain in education or training?

YES NO

The sources of information you can use in order to help your child eg websites, help lines, books?

YES NO

How to help your child reach his/her career goals?

YES NO

2. Do you know who your child could go and talk to about life and career planning?

YES NO

3. Is the information you get always easy to understand?

YES NO

4. How old is your child?

13 – 15 16 - 18 19 - 25

Please return this form to:

Thank you very much for your time.

Notes for those administering the IAG Parent/ Carer survey

Explain it is a survey of parents/ carers regarding the IAG that they have received?

Main aim is to get feedback on ;
TO WHAT EXTENT DO YOU KNOW HOW IAG SERVICES CAN HELP YOUR CHILD AND HOW TO ACCESS THEM?

You will need to make the following points;

1. The survey is brief & straightforward
2. Can be answered anonymously and returned in freepost envelope (to be provided)
3. Explain IAG is an umbrella term... covers Connexions / schools/ colleges & WBL providers
4. IAG is activities and interventions that help y/p manage personal and career development including learning (also could be housing, health, financial help).
 - Information is the facts bit ... could be college prospectus
 - Advice is explanation of how to use, make sense of information
 - Guidance is more in-depth 1-1 where issues for individual are examined – support
5. Why it's important –
 - Motivation
 - Attainment
 - Participation
 - EET
 - Retention

Finally ask if there are any questions and thank them for their time!

Appendix 6

Governors Newsletter text:

National Quality Standards for Information, Advice and Guidance

The term 'Information, Advice and Guidance' describes a range of activities and processes that support the choices which young people have to make throughout secondary schooling. This could include giving information on option choices, leisure activities or academic progress; advising on post 16 applications or healthy living; or specialist in-depth guidance designed to assist students to identify and overcome barriers to their progress and fulfil their aims and ambitions.

If students have access to high quality Information, Advice and Guidance they can:

- Make well informed and autonomous choices about learning and lifestyle
- Participate and achieve more in learning and work
- Improve motivation and attainment
- Have higher aspirations and expectations of themselves and others
- Challenge any stereotypes that may prevent their progress.

In addition to this, evidence of high quality Information, Advice and Guidance is a requirement for OFSTED and for success in the Diploma Gateway process.

Ensuring that young people get the Information, Advice and Guidance they need is a shared responsibility for schools, colleges, Connexions, parents/carers and other agencies who work with young people, and a partnership approach is always needed.

The Department for Children, Schools and Families have now produced National Quality Standards for students aged 11 – 18 which will enable schools to audit the partnership delivery of Information, Advice and Guidance which their students can access – most secondary schools have now started to use the audit and develop plans to improve.

For more information on the National Quality Standards see:

www.iagworkforce.com

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