

National IAG Quality Standards Resource Guide

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to support the National IAG Audits for Igen Ltd

*igen working on behalf of the
Department for Children, Schools and Families*

Introduction

This Guide – a work in progress

The Resource Guide consists of a directory of information tools, government documents and websites linked to each of the 12 Quality Standards for IAG.

This Guide – a constructive objective

For each Quality Standard we have tried to identify key resources currently available which can effectively support both IAG practitioners and Local Authority teams in implementing the Standards.

The way forward – a collaborative approach

It is not practicable to write an exhaustive list of all the most important documents and tools as the grids used would become unwieldy and the resource counterproductive. Instead, a relatively brief list is provided for each Quality Standard. Although at first glance there appears to be some repetition, we have done our best to identify components of these resources that are specifically relevant to each Standard. We are mindful of the fact that choices made are necessarily subjective: you may well use, or know of, even better ones. We would, therefore, very much like to ask our colleagues to send us comments, ideas and further examples so that this becomes a truly rich, “live” and current resource.

Over to you: how to contact us

We very much look forward to hearing from you and receiving your suggestions – with many thanks,

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

Introduction and Overview

Effective delivery ensures that young people know how to access Information, Advice and Guidance; that they understand the different roles and responsibilities of those involved in the provision of IAG; that they are aware of how Information, Advice and Guidance services can benefit them. Ideally, the following should be in place.

1. Existing arrangements (including Careers Education) tell all young people, parents and carers what help is available and how, when and where they can access this.
2. Young people understand when and how to use self-referral procedures.
3. Staff, mentors and other relevant adults know what might trigger a referral and how subsequent support will be managed. They are comfortable and confident in the use of any related systems.

Resources

Title	Description
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from VT Lifeskills, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001. It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>While a number of excellent introductory resources exist (for example, Connexions Berkshire's <i>A Starter Guide: Managing Careers Education, Information, Advice and Guidance in Schools</i>), this is a truly comprehensive guide to the practical development of Personal Career Learning. It appears listed against this Standard because of the imaginative ideas it offers to those seeking to equip young people to become informed and thinking service users. It is equally relevant to at least half of the other Standards. In fact, if you could only chose one resource, this should be on your shortlist.</p>
<p>CEGNET</p> <p><i>The website of the Careers Education and IAG Support Programme, this can be accessed at www.cegnet.co.uk The introductory information referred to (please see right) can be reached at http://www.cegnet.co.uk/content/default.asp?PagelD=2480</i></p>	<p><i>CEGNET</i> is possibly the most comprehensive freely available Careers Education, Information, Advice and Guidance resource. Its complexity can put off those colleagues who are at the outset of developing services and informing young people and their parents about these. However, it also contains some very useful basic introductory information as well as access to all current legislation and guidance.</p>
<p>Developing the IAG Workforce</p> <p>This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk. The section on <i>Learner Needs</i> (please see right) can be reached at http://www.iagworkforce.co.uk/site/iag/content/strategic-planning/learner-needs</p>	<p>A comprehensive, complementary resource to that of <i>CEGNET</i>, www.iagworkforce.co.uk has a range of free tools, quizzes, etc. It is particularly helpful to the Careers Education and/or IAG lead seeking to review a programme and root it within a context of legislation/entitlement. For example, the section on <i>Learner Needs</i> is useful in providing a client centred starting point for this process.</p>

<p>National Framework for Careers Education and Guidance in England 11-19</p> <p>Published by the DfES March 2003 (ref: DfES/0163/2003) this can be downloaded from the <i>Qualifications and Curriculum Development Agency Website</i> at http://www.qcda.gov.uk/19866.aspx or accessed through www.cegnet.co.uk</p>	<p>Right up to the time the DCSF produces an announced update to go with the statutory guidance, this remains an important resource when designing planned, progressive and comprehensive career learning programmes for 11-19 students. The framework can be used in a number of ways, including as:</p> <ul style="list-style-type: none"> ✓ <i>a guide for planning a new programme, devising schemes of work and support arrangements</i> ✓ <i>a checklist and standard for reviewing and developing existing provision and practice</i> ✓ <i>the basis for producing a statement of entitlement for young people</i> ✓ <i>a means to help identify staff training needs</i> ✓ <i>a quality reference point for the self evaluation approaches recommended by Ofsted</i> ✓ <i>a checklist for reviewing and developing IAG quality standards and awards.</i> <p>The learning outcomes proposed in this document have now been used as the basis for Careers Education programmes in many institutions throughout the country. However, significant modification is needed for their successful use in special schools.</p>	
<p>Qualifications and Curriculum Development Agency (QCDA)</p> <p>Located at http://www.qcda.gov.uk</p> <p>Guidance on learner entitlements (please see right) is available at http://www.qcda.gov.uk/20903.aspx</p>	<p><i>The QCDA website contains a number of helpful case studies. Perhaps most useful here, however, is the section, Local Authority Entitlement Statements for 14–19 Learning. Here, QCDA has undertaken an analysis of a number of Local Authorities' entitlement statements for 14–19 learners. From this it has extracted common features, which provide a helpful framework if creating/revising a statement of learner entitlement.</i></p>	
<h2 style="margin: 0;">Strategies</h2>		
<p>Examples of how to ensure that young people know about your service and know how to access it include:</p> <ul style="list-style-type: none"> ✓ Involve them in the development and delivery of the service, so that they understand it. ✓ Use a variety of means to promote it. In one Consortium there was a week long local radio campaign targeting parents, who then asked their children all about the Diploma and the local Connexions Service! ✓ Ensure teachers/tutors/heads of year know about it so they can inform their classes and tutor groups – inputs to NQT induction programmes have been used successfully in a number of Consortia. ✓ Create a display about the service in areas that students frequent – in one high school, the location used was adjacent to where young people queue for lunch. ✓ Hold a competition that is related in some way to the introduction of the service. 	<p>Some services have developed a leaflet for young people which sets out:</p> <ul style="list-style-type: none"> ✓ What the service does. ✓ Who the different practitioners are. ✓ What young people can expect from the service. ✓ How and when they can access the service. ✓ How they can get involved in developing and delivering it. ✓ Who to contact for more information. <p>In a number of schools, this approach has been taken to good effect at an institutional level.</p>	<p>Where a page on the school's website explains the importance of IAG and describes the services provided by the Connexions Personal Adviser, this has proved helpful – both to young people and their parents.</p> <p>4</p> <p>For an example of good practice please see http://www.forestgate.newham.sch.uk/?on=career-education-guidance</p> <p>Harrow Way Community School takes a similar approach http://www.harrowway.hants.sch.uk/category/careers</p>

National IAG Quality Standard 2 - Young people receive the information, advice and guidance on personal wellbeing & financial capability issues that they need

Introduction and Overview

Effective delivery ensures that young people's needs are properly assessed (using the Common Assessment Framework [CAF] if they are likely to need multi-agency support or if their needs are unclear); that their needs for Information, Advice and Guidance on personal, social, health and financial issues are met by an appropriately differentiated approach; that referrals to specialist services and/or multi-agency teams are made in a co-ordinated, client centred manner.

A wider range of resources/networks is relevant to this Standard and, in some institutions, there may already be relevant work being undertaken in subjects like Business Studies, English, History, Maths, Media Studies, PE, Religious Studies and Science. However, it would be a mistake to place too much emphasis on the presence of effective school programmes. As pertinent to this Standard is proactive, client centred delivery from those Connexions Personal Advisers offering support with personal development. Similarly, multi-agency working should be developed to meet the needs of young people at risk. How easy is it to refer young people to specialist services; how easy is it for them to self refer? How responsive are these services to both partner organizations and young people.

Resources

Title	Description
<p><i>The Common Assessment Framework for children and young people: A guide for managers (July 2009)</i> and <i>The Common Assessment Framework for children and young people: A guide for practitioners (July 2009)</i></p> <p>Two separate, updated guides to the CAF process, published by Children's Workforce Development Council, these are available at www.dcsf.gov.uk/everychildmatters/download/?id=1289 and www.dcsf.gov.uk/everychildmatters/download/?id=1290 respectively.</p>	<p>A shared assessment and planning framework for use across all children's services and all local areas in England, the CAF process aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs that are not being met by their current service provision.</p> <p>To the practitioner this can be a little daunting, while managers can find the apparent complexity challenging. The themes are relatively straightforward, however, and although neither of these documents is an easy read they contain significant relevant information. Where they fall short, helpful additional links are offered – for example, to support sound information sharing practice www.dcsf.gov.uk/ecm/Informationsharing. The brief common sense guide to information sharing that is available as a PDF download from this link is worth looking at whether engaged in the CAF process or not (www.dcsf.gov.uk/everychildmatters/download/?id=104).</p>
<p><i>The Enterprise Village</i></p> <p><i>Enterprise Village</i> is the online component of the DCSF funded <i>Enterprise Network</i> and can be located at www.enterpriseinschools.org.uk</p>	<p>Funded until 31st March 2010 in the first instance, with a possible extension to 31st March 2011, the <i>Enterprise Network</i> aims "...to add value to existing enterprise education initiatives, to support all sectors of education 5-19 to improve both the quality and quantity of enterprise education in England and to have a positive impact on learners." The <i>Resources</i> component of its website merits further investigation – especially if seeking ideas for addressing personal finance education across the curriculum.</p>
<p><i>Healthy Schools</i></p> <p>This DCSF/NHS initiative is now ten years old and has an established website that can provide a gateway to numerous resources http://www.healthyschools.gov.uk/Resources</p>	<p>This site contains a simple but attractive mapping tool and some helpful case studies (for example, the <i>Peer listening initiative</i> set up by John Hanson Community School in Andover). However, perhaps the most helpful component, especially for anyone seeking to establish or reinvigorate a PSHE programme, is the theme, <i>PSHE Education</i>, which can be located at http://www.healthyschools.gov.uk/Themes/Themes.aspx?theme=1</p>

<p>MoneySense for Schools</p> <p>Located at http://www.natwest2f.com/natwest/schools.asp</p>	<p><i>MoneySense for Schools</i> is a programme from NatWest (RBS) that aims to support young people aged 11–18 in learning how to manage their personal finances. “Delivered in four modules, the <i>MoneySense</i> programme covers such basics as how to open a bank account, how to manage money on a day to day basis, budgeting and how to run a business. Using the web and the classroom, the programme provides teachers with stimulating, easy to use lesson plans, activities and resources which all fit in with the National Curriculum.”</p>
<p>My Money Week Secondary Toolkit</p> <p><i>My Money</i> and <i>My Money Week</i> are DCSF initiatives, the <i>My Money Week Secondary Toolkit</i> being part of a larger suite of free materials designed to support the teaching of personal finance education available at www.mymoneyonline.org</p>	<p>The <i>My Money</i> resources are designed to, “meet the objectives of the Economic wellbeing and financial capability programme of study in the secondary curriculum: key stages 3 and 4 in PSHE education.”</p> <p>Essentially, the <i>My Money Week Secondary Toolkit</i> offers activities for schools wishing to integrate teaching of personal finance education across the curriculum. In addition, more detailed “celebrity challenge” lesson plans are included, one for each of key stage 3 and key stage 4.</p>
<p>Personal Finance Education Group (pfeg)</p> <p>This independent charity, which gets its funding from a variety of supporters in government, the statutory sector and in business, has a website at www.pfeg.org</p>	<p>The <i>pfeg</i> initiative, <i>Learning Money Matters</i>, offers free consultancy, support and teaching resources to secondary schools in England to help teachers plan and teach personal finance. Their website is also the source of numerous resources including the frustrating online game, <i>Fortunity!</i></p>
<p>PSHE Association</p> <p>This professional association can be reached at http://www.pshe-association.org.uk</p>	<p>Although the <i>PSHE Association</i> itself charges membership fees, its website contains much openly accessible information – the sections on <i>News and events</i> and <i>Resources</i> being particularly helpful. For those wishing to join, individual membership is £35.00 (concessionary individual rate is £15.00 for NQTs, PGCE students, teaching assistants, current participants of the PSHE CPD programme) and school/organization membership is £100.00</p>
<p>Qualifications and Curriculum Development Agency (QCDA)</p> <p>Located at http://www.qcda.gov.uk</p> <p>The framework referred to (please see right) is available at http://www.qcda.gov.uk/20338.aspx</p>	<p>The <i>QCDA</i> website contains a number of helpful case studies. Perhaps most useful here, however, is the document <i>Career, work-related learning and enterprise 11–19: A framework to support economic wellbeing</i> (2008). This new framework replaces the nine-element framework for work-related learning developed in 2003. It “...takes account of the government’s 14–19 reform programme, the strategy for enterprise, and developments in careers education, information, advice and guidance.”</p>
<p>SEAL</p> <p>A major part of the DCSF’s <i>Behaviour and Attendance programme</i>, information on <i>SEAL</i> can be located at http://nationalstrategies.standards.dcsf.gov.uk by selecting the tab, <i>Inclusion</i>.</p>	<p>Interest in social and emotional aspects of learning (<i>SEAL</i>), which is based upon the work of theorists like Gardner (1983) and Goleman (1996), who popularized the term <i>Emotional Intelligence</i>, has expanded rapidly in recent years. This website offers comprehensive background information, outlines how <i>SEAL</i> fits with the concept of whole school improvement and provides everything needed to investigate introducing/developing this approach – including some excellent curriculum resources.</p>

National IAG Quality Standard 3 - Young people have the information they need to make well-informed and realistic decisions about learning and careers

Introduction and Overview

In order to make choices that suit their needs and interests, young people should have access to high quality, up-to-date, impartial but user-friendly information about the options available and the progression opportunities they lead to. Those supporting young people, including parents and carers, need similar information so that they can help them to explore all their options and make the best possible choices.

The *Quality Standards for Young People's Information, Advice and Guidance (IAG)* highlight LMI as one of the key ingredients in helping young people to make informed choices about work and learning. Information on community and voluntary activities, on financial support (both HE related and the EMA) and on the guarantee of an offer of further learning upon completing Year 11 are also listed as relevant.

Best practice, however, will not only provide this information in a variety of formats to suit individual need, it will equip young people as discriminating users of information.

Resources: General – Careers, Opportunities and Finance

Title	Description
<p>Careersbox Located at www.careersbox.co.uk</p>	<p><i>Careersbox</i> has a video library of over 300 job profiles, a film club and a news delivery service all of which are free to use. Described by one professional as, "A fantastic collection of five-minute films about various careers, they are perfect for a starter or at the end of a lesson."</p>
<p>CEGNET <i>The website of the Careers Education and IAG Support Programme, this can be accessed at www.cegnet.co.uk</i></p>	<p>A source of so many useful materials, including <i>Which way now?</i>, <i>It's your choice</i> and the <i>Parents & Carers: guide to options 14-19</i>, CEGNET offers an excellent starting point for anyone wishing to set up or revitalise a Connexions/careers library or resource centre.</p>
<p>Connexions Resource Centre Index User Guide: Spring 2008 ISBN: 0-86110-925-2 This established indexing system for Connexions/careers libraries and resource centres can be found at http://www.teachernet.gov.uk/</p>	<p>"The <i>Connexions Resource Centre Index</i> was designed with young people and practitioners to help file, store and easily retrieve information on a variety of subjects." It is separated into two sections: <i>General Information</i>, which is broken down into 11 headings, and <i>Work and Training</i>, which contains occupational information and is broken down into 23 main job families.</p>
<p>Developing the IAG Workforce This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk.</p>	<p>Under <i>Effective Delivery – Careers Information</i> there is a simple, helpful framework against which to measure and/or develop practice against this Standard. This can be accessed at www.iagworkforce.co.uk/site/iag/content/effective-delivery/careers-information Also available as free downloads from this site are LMI summaries relating to each of the first 10 Diploma learning lines.</p>
<p>Directgov Located at www.direct.gov.uk, the component on the EMA can be found at http://ema.direct.gov.uk/. That covering HE finance is at http://www.studentfinance.direct.gov.uk/goodbye.html</p>	<p>This website provides a wide range of basic information but it is particularly useful as an introduction to the EMA. It is also the route to <i>Student Finance England</i>, which used to be called <i>Student Finance Direct</i>.</p>

<p>icould Located at www.icould.com</p>	<p>Created to help and inspire young people, at the heart of this resource is a talking library containing around a thousand personal stories. These are told in their own words by people of all ages in all sorts of occupations – from fire fighters to footballers and accountants to zookeepers. It is especially helpful for less easily accessible careers like DJ or actor, where those giving their personal accounts are familiar names with some excellent insights to offer.</p>
<p>Jobs4U Careers Database Located at www.connexions-direct.com/jobs4u</p>	<p>A truly comprehensive resource, this database can be searched by job family (e.g. <i>Transport and Logistics</i>) or specific job (e.g. <i>Lock Keeper</i>). Case studies are provided (there are two for <i>Lock Keeper</i>), related job opportunities are generated and useful external links provided.</p>
<p>MSN Careers Of special interest for the feature described (please see right) at msn.careerbuilder.co.uk/Article/MSN-212-Job-Search-Top-10-Jobs-of-2009 –</p>	<p><i>MSN Careers</i> offers an analysis of the 10 jobs predicted to experience the most growth and demand throughout the current year and beyond.</p>
<p>National Guidance Research Forum Located at www.guidance-research.org, the part of this resource that focuses upon LMI can be found at www.guidance-research.org/future-trends</p>	<p>“The NGRF offers a large body of content on making guidance more effective.” You can find information and resources on <i>Guidance Practice</i>, <i>Effective Guidance</i> and <i>Building Capacity</i>. The component of this website dedicated to labour market information and trends in employment takes a little bit of navigation but is an excellent source of up-to-date information. As well as <i>LMI trends by sector</i> it contains a comprehensive <i>LMI-learning module</i> for professionals (http://www.guidance-research.org/lmi-learning)</p>
<p>Surf In2 Careers Email hilary@surfin2careers.com for more information</p>	<p><i>Surf In2 Careers</i> is the organization behind <i>careercomp@nion online</i>. At £175 for a single site license it is not cheap but it is possibly the most comprehensive website review resource in the U.K. for anyone seeking to offer a careers/personal development related service. What is more, the reviews are written in just the sort of user friendly style that would encourage use by young people as well as IAG professionals.</p>
<p>vinspired Located at www.vinspired.com</p>	<p>At the heart of <i>vinspired</i> is a matching service for 16 – 25 year olds seeking to undertake voluntary work – even if they only have an hour or two to spare. It offers more than this, however, in that two awards are available, the <i>vfifty</i> award and the <i>vImpact</i> award. The latter is open to volunteers who have already completed the <i>vfifty</i> award and who are keen to take on a new challenge.</p>
<p>University of Warwick Careers Located at www2.warwick.ac.uk/services/careers/</p>	<p>An easily navigated example of a University Careers Department website, of particular interest is the interview with the CEO of the <i>Association of Graduate Recruiters</i>, which focuses on the effects of recession on graduate employment (www2.warwick.ac.uk/services/careers/hub/films/recessionproofing)</p>

Resources: 14-19 Diploma Specific

Title	Description
<p>DCSF 14-19 Reform Located at www.dcsf.gov.uk/14-19</p>	<p>This website places the 14-19 Diploma in its educational context. As well as providing basic Diploma information, it is a source of case studies, newsletters, press notices and marketing resources. It also contains information on the <i>14-19 Reform Toolkit</i>, which can be ordered from <i>Prolog</i> on 0845 6022260. The memory stick version (order reference number 00325-2009MKO-EN) offers a portable and useful option. The site also contains the Diploma wall chart, conceived and designed by Nadine Cartner at the <i>Association for Managers in Education</i>. This, too, can be ordered from <i>Prolog</i> by quoting reference 00371-2009POS-EN.</p>
<p>Developing the IAG Workforce This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk.</p>	<p>In addition to the LMI summaries described above, this website offers a range of free downloads – Diploma quizzes, audits, checklists, templates and the <i>Connexions Northumberland Progression Map</i> and accompanying <i>Sources of Information sheet</i> for each of the first 5 lines of learning,</p>
<p>Diploma support programme Located at http://www.diploma-support.org/</p>	<p>The <i>Diploma support programme</i> offers a gateway to a vast range of help and support. Videos on <i>Emerging Practice</i>, news items and a comprehensive guide to <i>Consortium Support</i> are features of this site.</p>
<p>Directgov Located at www.direct.gov.uk, the component on the 14 – 19 Diploma can be found at http://yp.direct.gov.uk/diplomas/</p>	<p>As described above, this website provides a wide range of basic information. It is also the location <i>The Diploma: Bringing Learning to Life</i>. Known for its informative (if cheesy!) videos, this site is also a source of national information leaflets, quizzes and a detailed analysis of the 15 lines of learning.</p>
<p>Qualifications and Curriculum Development Agency (QCDA) Located at http://www.qcda.gov.uk/ www.qca.org.uk/qca_18082.aspx - Phase 1 http://www.qcda.gov.uk/20584.aspx - Phase 2</p>	<p>This established website is packed with relevant information – probably the most valuable being the <i>Progression Illustrations</i> it offers. These are examples of possible progression routes from Phase 1 and Phase 2 lines of learning into higher education, apprenticeships and employment. The specific addresses for these can be found in the column to the left.</p>
<p>Surf In2 Careers Email hilary@surfin2careers.com for more information</p>	<p><i>Surf In2 Careers</i> has produced a new Diploma Poster promoting 90 key websites, covering all 17 lines of learning. Each Diploma area includes its related Sector Skills Council(s) as well as links to organizations offering additional careers information, enabling individuals to explore opportunities in each subject area in some detail. This resource aims to support school and college students as well as Diploma Champions and Consortium Groups.</p>

National IAG Quality Standard 4 - Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and career options

Introduction and Overview

Young people should have access to impartial advice and guidance, which is differentiated according to their needs, available to them in a variety of times and settings to meet these needs and delivered by advisers who are “professionally qualified to provide confidential advice and guidance about careers.”

The *Quality Standards for Young People’s Information, Advice and Guidance (IAG)* stress that it is not only important that advice and guidance is timely and supportive but that it should be challenging and “raise aspirations appropriately.” The needs of young people with learning difficulties and/or disabilities are highlighted. The Standards also refer to the need to make young people aware of the financial support available to them for learning, empowering them to access this as appropriate.

Consortia have taken a variety of different approaches. For example, at the time of writing, in one County there is an excellent Connexions website and exemplary support for *Investor in Careers*. However, the Connexions service is highly targeted with penetration rates for Year 11 individual interviews being reported as low as 1 in 3 in one institution at the time of audit. In a neighbouring County, meanwhile, the website is not so well developed and central support for Careers Education is still at the early stages of re-development. Penetration rates for differentiated one-to-one interventions near 100% in some institutions, however. The picture is further complicated as individual Consortia in the same Local Authority areas, served by the same Connexions Service, can apply quite different interpretations of their role. The following resources address both the strategic and the practical but the list is not exhaustive.

Resources

Title	Description
<p>Association for Careers Education and Guidance</p> <p>Located at www.aceg.org.uk/index.htm</p>	<p>“Our key purpose is to promote excellence and innovation in careers education and IAG for all young people,” states the ACEG website. The fee based organization achieves this through a combination of journals, newsletters, an annual conference and the website itself. Topics covered are:</p> <ul style="list-style-type: none"> • <i>ideas for learning and teaching</i> • <i>the latest thinking in careers education and guidance and IAG</i> • <i>examples of good practice</i> • <i>research findings</i> • <i>reviews of careers resources</i> • <i>how to maintain links with other areas of the curriculum</i> • <i>the statutory requirements for careers education and guidance</i> • <i>occupational information</i>
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150.</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001. It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>While a number of excellent introductory resources exist (for example, Connexions Berkshire’s <i>A Starter Guide: Managing Careers Education, Information, Advice and Guidance in Schools</i>), this is a truly comprehensive guide to the practical development of Personal Career Learning. It appears listed against this Standard because of the value of Chapter 11, <i>Make the links with IAG</i>. This focuses upon the</p>

<p>Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p>relationship between IAG and Careers Education. It offers a thought provoking and rightly challenging read.</p>
<p>CEGNET <i>The website of the Careers Education and IAG Support Programme, this can be accessed at www.cegnet.co.uk</i></p>	<p><i>CEGNET</i> is possibly the most comprehensive freely available Careers Education, Information, Advice and Guidance resource. It contains everything one might hope, including links to legislation and related guidance, information on past initiatives and innovative case studies focusing on IAG.</p>
<p>Developing the IAG Workforce This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk. The component on <i>Careers Advice and Guidance</i> (please see right) can be reached at http://www.iagworkforce.co.uk/site/iag/content/effective-delivery/careers-advice-and-guidance</p>	<p>A comprehensive, complementary resource to that of <i>CEGNET</i>, www.iagworkforce.co.uk has a range of free downloads. It is particularly helpful to the IAG lead seeking to review aspects of their programme or to root it within a context of legislation/entitlement. For example, the component covering <i>Careers Advice and Guidance</i>, located in the section on <i>Effective Delivery</i> provides a useful introduction to the differentiation of services.</p> <p>This website can be equally useful to the generalist and the individual at the outset of their career in CEIAG. For example, for basic information on IAG, one can visit the Starting Points section. This explains what IAG is, why it matters, the principles governing its delivery, who does what, and why up-to-date labour market information is an essential ingredient in effective provision.</p>
<p>Directgov Located at www.direct.gov.uk, the component on the EMA can be found at http://ema.direct.gov.uk/. That covering HE finance is at http://www.studentfinance.direct.gov.uk/goodbye.html</p>	<p>This website provides a wide range of basic information but it is particularly useful as an introduction to the EMA. It is also the route to <i>Student Finance England</i>, which used to be called <i>Student Finance Direct</i>.</p>
<p>Institute of Career Guidance Located at www.icg-uk.org/</p>	<p>The <i>Institute of Career Guidance</i> is, "...the oldest and largest association for career guidance practitioners, managers, researchers, trainers and students, and anyone interested in or working in career guidance can become a full member of the Institute." Their website provides a useful introduction to the work of the careers guidance practitioner, some helpful definitions and the services one might expect of an effective professional association.</p>
<p>National Guidance Research Forum Located at www.guidance-research.org, the part of this resource that focuses upon LMI can be found at www.guidance-research.org/future-trends</p>	<p>"The <i>NGRF</i> offers a large body of content on making guidance more effective." You can find information and resources on <i>Guidance Practice</i>, <i>Effective Guidance</i> and <i>Building Capacity</i>. The component of this website dedicated to labour market information and trends in employment takes a little bit of navigation but is an excellent source of up-to-date information. As well as <i>LMI trends by sector</i> it contains a comprehensive <i>LMI-learning module</i> for professionals (http://www.guidance-research.org/lmi-learning)</p>
<p>Teachernet Located at http://www.teachernet.gov.uk/</p>	<p><i>Teachernet</i> can be used to access a wide range of information but it is especially helpful as a gateway to documentation relating to young people with special needs. It even contains the 2001 <i>Special Educational Needs Code of Practice</i> and the <i>SEN Toolkit</i>.</p>

National IAG Quality Standard 5 - Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes

Introduction and Overview

This Quality Standard refers to how effectively learners are supported and how well the institution/Partnership/Consortium challenges limited aspirations and stereotypes and promotes inclusion. This involves considering the extent to which services:

- identify priority learner groups and proactively endeavour to meet the needs of disadvantaged and marginalised groups
- personalise IAG to meet the needs of individual young people
- empower young people to overcome barriers in accessing learning, training and employment
- ensure that the IAG provision is sensitive to the faith, cultural and family background that young people come from
- use positive actions (e.g. taster sessions, use of role models and work placements) to challenge stereotypical patterns of occupational choice
- pitch/adapt communications to meet the needs of different groups of young people
- endeavour to ensure their workforce reflects the diversity of the wider community.

Resources

Title	Description
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001. It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>It is included here for its Chapters 8 and 9. Chapter 8, <i>Focus on ability</i> supports practitioners in developing provision and practice that meet the needs of young people with LDD. Chapter 9, <i>Promote equal opportunities</i> aims to help practitioners to promote equality of opportunity as an integral part of careers work.</p>
<p>CEGNET</p> <p><i>The website of the Careers Education and IAG Support Programme, this can be accessed at www.cegnet.co.uk</i> <i>To locate the lesson plans, Ways & Choices Set 1, (please see right) the following link should be taken</i> http://www.cegnet.co.uk/files/CEGNET0001/resources/Lesson%20Guide_4_VT.pdf</p>	<p>Absolutely packed with relevant links, resources and materials, a relatively recent addition to <i>CEGNET</i> is the set of lesson plans <i>Ways & Choices Set 1</i>. Although not explicitly focused on equality or diversity, these are appropriately thematic and the ten lessons in <i>Ways & Choices Set 1</i> are designed to support the delivery of impartial careers education in schools. They are also mapped against relevant frameworks. A CD-ROM with interactive versions of the lessons will be posted to schools in July 2009 and a further set of ten lessons will be published in the Autumn Term, linked to the forthcoming supplementary statutory guidance on the principles of impartial careers education.</p>
<p>DCSF 14-19 Reform</p> <p>Located at www.dcsf.gov.uk/14-19 this site contains the newly published (June 2009) draft <i>Nuts and Bolts Guide on Gender Equality: Challenging Stereotypes</i>. This can be found at http://www.dcsf.gov.uk/14-19/documents/gender_equality_challenging_stereotypes_draft.pdf</p>	<p>In its own words, “The Guide is largely made up of case studies reflecting good practice accompanied by some preliminary information about gender equality and its significance for 14–19 Partnerships.”</p> <p>Towards the end of the Guide there is an opportunity for Consortia to apply what they have learned. An action planning template is provided to assist them in deciding what activities are required to implement a gender equality strategy. A list of resources, which Consortia may wish to use to further their gender equality activities, is also provided.</p>

<p>Developing the IAG Workforce</p> <p>This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk. The component providing a legislative context (please see right) can be reached at www.iagworkforce.co.uk/site/iag/content/national-requirements-guidance/national-requirements-and-guidance---home</p>	<p>A comprehensive, complementary resource to that of <i>CEGNET</i>, www.iagworkforce.co.uk has a range of free downloads. It is particularly helpful in providing the legislative context for IAG in a clear and accessible way. For example, the site lists the following:</p> <p>“policies that promote inclusion and raise achievement, attainment, participation and retention e.g. Every Child Matters: Change for Children (2004); 14-19 Education and Skills (2005) and the associated Implementation Plan; Higher Standards, Better Schools for All (2005); Further Education – Raising Skills, Improving Life Chances (2006); Youth Matters: Next Steps (2006); Raising Expectations: staying in education and training post-16 (2007); Delivering World-class Skills in a Demand-led System (2007).”</p>
<p>Geri Project Ltd</p> <p>Located at www.geriproject.org</p>	<p><i>The Geri Project Ltd</i> works to promote all aspects of Equality and Diversity. It produces careers resources to challenge gender and ethnic stereotyping, focusing particularly on those areas where there can be a gender or ethnic bias – for example, hair and beauty, care, construction and engineering. Although recommended in the draft DCSF publication <i>Nuts and Bolts Guide – Gender Equality: Challenging Stereotypes</i>, these resources (which include CDs, printed guides and web-based learning materials) are mainly priced.</p>
<p>Learning Skills Network</p> <p>Located at www.lsneducation.org.uk/</p>	<p>Professional guidance like <i>Beyond prejudice: inclusive learning in practice</i> (Vikki Smith and Anne Armstrong) and more practical guides such as, <i>We all came here from somewhere: Diversity, identities and citizenship</i> are freely downloadable from the <i>LSN</i> website. It also has news and events updates, which may be of interest.</p>
<p>Specialist Schools and Academies Trust</p> <p>Information on the <i>Equal Opportunities Interactive Resource</i> referred to (please see right hand column) can be found at www.specialistschools.org.uk/vocationallearning/resourcedirectory/equalopps.aspa</p>	<p>The <i>Specialist Schools and Academies Trust</i> has already sent copies of their interactive resource to schools. Designed to be used by individual learners on PSHE and Citizenship courses at KS4, it addresses some of the fears and aspirations of students “...pursuing a different career path to the norm.” It focuses particularly on the opportunities in construction, early years, engineering, health, manufacturing and social care. Essentially, six students from a variety of specialist schools interview young people from non-stereotypical professions and their line managers “...to explore the benefits and challenges of following a non-traditional career path.”</p> <p>To get the most from this resource, download the overview and teaching materials document.</p>
<p>STEM Careers Action Programme</p> <p>The following website is recommended as a starting point http://www.shu.ac.uk/research/cse/stem-careers.html</p> <p>The <i>futuremorph</i> website can be found at www.futuremorph.org/ and the guide, <i>STEM Choices 4: Equality and Diversity</i> at http://www.futuremorph.org/db/documents/STEM-section4.pdf</p>	<p><i>Action Programme 8</i> has been established to improve the quality of advice and guidance about STEM (Science, Technology, Engineering, Maths) careers to better inform subject choice. Managed by the Centre for Science Education and VT Enterprise, on behalf of the DCSF, this project has generated the excellent <i>futuremorph</i> website. This site is not only attractive and user friendly for young people but contains materials and resources for CEIAG professionals, including the new guide, <i>STEM Choices 4: Equality and Diversity</i>.</p>
<p>WISE</p> <p>Located at www.wisecampaign.org.uk</p>	<p>“The <i>WISE</i> campaign collaborates with industry and education to encourage UK girls of school age to value and pursue STEM or construction related courses in school or college, and to move on into related careers,” states their website. A range of research and resources are available including models, tools and recommended strategies that complement the <i>STEM Programmes</i> to challenge traditional approaches to Science, Technology, Engineering and Maths.</p>

National IAG Quality Standard 6 - Young people (reflecting the makeup of their communities), are engaged in the design, delivery and evaluation of information advice and guidance provision

Introduction and Overview

The *Quality Standards for Young People's Information, Advice and Guidance (IAG)* require that young people from all backgrounds should be engaged in:

- *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.*

A founding principle of the Connexions service, this agenda has been expanded through *Every Child Matters* and is increasingly reflected in the inspection frameworks that guide managers and practitioners. 14-19 Reform builds upon this, commitment to involving young people being an integral part of the Government's 14-19 strategy. Still, this is the Standard against which many Consortia throughout the country appear to have made least real progress.

Resources

Title	Description
<p><i>Better Practice: a guide to delivering effective career learning 11-19</i></p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001. It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>It is included here for Chapter 13, <i>Involve young people</i>, which aims to help practitioners to involve young people in "...the development, planning, delivery, monitoring, review, evaluation and improvement of careers programmes."</p>
<p><i>Creative Partnerships</i></p> <p>Located at http://www.creative-partnerships.com/</p>	<p><i>Creative Partnerships</i> is one of a number of programmes generated by the national organization <i>Creativity, Culture and Education (CCE)</i>. The <i>Creative Partnerships</i> programme fosters innovative, long-term partnerships between schools and creative professionals, including artists, performers, architects, multimedia developers and scientists. Perhaps of most interest here is the literature review that the organization published in October 2008, <i>Consulting young people: a review of the literature</i>. Although not a comprehensive review of all published literature, this document introduces readers to the field of consultation with young people. It indicates a number of relevant references and describes both major conceptual issues and practical approaches.</p>
<p><i>Family Friendly Initiative</i></p> <p>Located at http://www.family-friendly.net/</p>	<p><i>Imagine</i> received funding from the Scottish Arts Council to run the <i>Family Friendly Initiative</i> over two years. The aim of the initiative was to improve children's and families' access to and participation in arts activities by encouraging and supporting Scottish art venues to become more child and family friendly. Although now a little dated, their document, <i>Consulting with Children and Young People</i>, offers a helpful introduction to some of the issues one should consider when seeking to involve young people in a meaningful way.</p>

<p>Healthy Schools</p> <p>This DCSF/NHS initiative is now ten years old and has an established website that can provide a gateway to numerous resources http://www.healthyschools.gov.uk/Resources</p>	<p>This site contains a simple but attractive mapping tool and some helpful case studies (for example, the <i>Peer listening initiative</i> set up by John Hanson Community School in Andover). However, we could not locate one of the most relevant (if now dated) resources on the main <i>Healthy Schools</i> website. Instead this document, <i>Promoting children and young people's participation through the National Healthy School Standard</i> can be found at http://www.nice.org.uk/niceMedia/documents/promoting_participation_nhss.pdf</p>
<p>Hear by Right</p> <p>Located at http://hbr.nya.org.uk/</p>	<p><i>Hear by Right</i> is both a kite mark and a comprehensive support system for working towards achieving that kite mark. It is based upon the <i>Seven S model</i> for organizational change: <i>Shared values; Strategy; Structure; Systems; Staff, Skills and knowledge</i> and <i>Style of leadership</i>. For each of these seven standards, there are seven indicators. The standards are split into three levels of performance: <i>emerging, established</i> and <i>advanced</i> with each building upon the previous one. The idea is to "...ensure that young people's involvement is built in and not just bolted on."</p> <p>Some sections and indicators will be more relevant than others, depending on the context. The <i>National Youth Agency</i> takes a helpfully commonsense based approach, stating, "They are there to be adapted, applied and used to improve the quality and impact of children and young people's participation. They can be summarized by the question: is there evidence of dialogue with children and young people and is there evidence of change as a result?"</p>
<p>Learning Skills Network</p> <p>Located at www.lseducation.org.uk/</p>	<p><i>LSN</i> provides a number of relevant, free downloads including, <i>Listening to learners? Citizenship and learner voice</i>. Produced in 2009 by the <i>Post-16 Citizenship Support Programme</i>, this pack can be used with staff to help enrich learner voice. It promotes the link between Citizenship education and improved learner involvement strategies and "...enables providers to raise the quality of their learner involvement strategies by reflecting on examples of practice and views of other staff." The pack includes training and development activities designed to accompany the video clips available online or on DVD-ROM which aim to stimulate discussion during staff training.</p>
<p>Teachernet</p> <p>Located at http://www.teachernet.gov.uk/</p>	<p><i>Teachernet</i> can be used to access a wide range of information. It is particularly useful here as a gateway to documents like <i>Working Together: Listening to the voices of children and young people</i>, which is the updated version of the <i>Working Together guidance</i>, published in 2008. This guidance promotes the participation of children and young people in decision-making in school, local authority and related settings and provides advice on the principles and practice that support such involvement.</p>

Strategies

A number of Consortia have discovered that the planning and development phase offers a good opportunity to involve young people. This has often been achieved by incorporating participation of young people into the terms of reference of steering groups and management committees.

Other Consortia have revitalised a traditional approach, morphing school councils into junior leadership groups that have a real input into decisions about teaching styles, staff appointments, timetabling and other weighty issues.

Feedback from young people suggests that they value other means of accessing their input above the use of the ubiquitous questionnaire...

National IAG Quality Standard 7- Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed

Introduction and Overview

Many different people influence the choices that young people make but research shows no one plays a greater role in determining the courses they apply for and the jobs they choose than their parents and carers (e.g. Mortimer, Zimmer-Gembeck, Holmes and Shanahan 2002). The *Quality Standards for Young People's Information, Advice and Guidance (IAG)* recognize that, if parents and carers are to be properly involved in transition, and the accompanying decision making processes, they need to be supported with the same care and differentiation to meet individual needs as their children.

Resources

Title	Description
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001.</p> <p>It was completely re-written in 2008 published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>It is included here for its Chapter 12, <i>Access the community</i>. Ostensibly to "...help practitioners make effective use of partnership opportunities locally and elsewhere", it contains a brief but helpful section on <i>Involving parents and carers</i>.</p>
<p>Connexions Direct</p> <p>Located at http://www.connexionsdirect.co.uk/</p> <p>A section specifically for parents can be found at http://www.connexionsdirect.co.uk/parentcarer/</p>	<p>Ranging from the well known publication, <i>Which Way Now?</i> to guidance on learning styles, this website is a major source of information and advice for parents as well as young people.</p>
<p>Directgov</p> <p>Located at www.direct.gov.uk</p>	<p>This website is a mine of information for parents – and especially helpful on matters like benefits, disability and student finance.</p>
<p>National Confederation of Parent Teacher Associations (NCPTA)</p> <p>Located at http://www.ncpta.org.uk/</p>	<p>For any school starting from scratch, the <i>NCPTA</i> is a national charity representing over 13,000 PTAs across England, Wales and Northern Ireland. It exists "...to advance education by encouraging the fullest co-operation between home and school, education authorities, central government and all other interested parties and bodies." While there is an annual membership fee, the <i>NCPTA</i> does provide a free <i>Starter Pack</i>, which can be accessed from its website.</p>

<p>Qualifications and Curriculum Development Agency</p> <p>Located at http://www.qcda.gov.uk/</p>	<p>This established website is packed with relevant information relating to work with parents. Simply using the word <i>parents</i> to search the site will generate an eclectic mix of over 2,000 matches. While many of these are primary related or describe such matters as supporting your child in learning to swim for example, it is worth persisting. Doing so will turn up items like the parent targeted <i>Handy Guide to the Secondary Curriculum</i> and the similarly interesting document, <i>Best practice in schools' engagement with parents</i>.</p>
<p>ParentsCentre</p> <p>Located at http://www.parentscentre.gov.uk/</p>	<p>Developed by the DCSF to support parents, <i>ParentsCentre</i> provides a range of interesting resources, including <i>The Learning Journey</i> curriculum guides. However, it does not yet (as at August 2009) appear to have been updated to take full account of 14-19 Reforms.</p>
<p>Parent Partnership Services</p> <p>Located at http://www.parentpartnership.org.uk/</p>	<p><i>Parent Partnership Services (PPS)</i> are statutory services offering information, advice and support to parents and carers of children and young people with special educational needs (SEN). PPS are also able to put parents in touch with other local and national organisations. Although sometimes challenging to a local authority or institution, <i>Parent Partnerships</i> can prove an important resource in helping to empower parents of young people with LDD.</p>
<p>Teachernet</p> <p>Located at http://www.teachernet.gov.uk/</p> <p><i>Every Parent Matters</i> (please see right) can be found at www.teachernet.gov.uk/wholeschool/familyandcommunity/workin_gwithparents/everyparentmatters</p> <p><i>Materials for Schools – Involving Parents Raising Achievement</i> (please see right) can be found at http://www.teachernet.gov.uk/_doc/5477/IPRA_booklet.pdf</p>	<p><i>Teachernet</i> can be used to access a wide range of information. It is particularly useful here as a gateway to documents like the DCSF publication of 2007, <i>Every Parent Matters</i>. It is also a source of the comprehensive resource, <i>Materials for Schools – Involving Parents Raising Achievement</i>. With its checklists, rating scales, and evidentially rooted commonsense advice, this booklet is to be recommended. An accompanying training pack is also available.</p>

Strategies

The issue of involving parents has been addressed at a Local Authority level, that of individual Consortia and, of course, by specific schools and colleges. Approaches that have been tried successfully include the following.

- ✓ Creating a Statement of Entitlement for parents based on the information supplied in the DCSF 2007 publication *Every Parent Matters*. An example can be accessed at <http://www.wakefield.gov.uk/Education/YoungPeoplesService/AboutUs/soeparents.htm>
- ✓ Having an interactive parents/carers section on the school/college website. The *Parent Zone* on the Mill Chase Community Technology College website (<http://www.millchase.hants.sch.uk/>) offers an example. Even better, ensuring that information and advice on how parents can help their children with their career thinking and planning is prominent on this component of the website. Links from the school/college website to key sites such as the local 14-19 Prospectus, *Aimhigher*, *Connexions Direct* and *Directgov* can help further.
- ✓ Staging Parent Partnership meetings outside of school – places like well known local cafes have been used successfully.
- ✓ Providing additional support for the parents/carers of particular groups of learners.
- ✓ Holding orientation events for parents of students commencing Diploma courses.

National IAG Quality Standard 8 - Information, advice and guidance providers understand their roles and responsibilities

Introduction and Overview

The *Quality Standards for Young People's Information, Advice and Guidance (IAG)* offer considerable detail in the evidence indicators listed under Standard 8. Largely about strategy and structure, this Standard requires clearly communicated expectations from the Local Authority. Partnership agreements between those commissioned to deliver IAG and learning providers should be similarly lucid in their description of respective roles and responsibilities. The Local Authority is expected to facilitate collaboration. Statutory responsibilities, particularly in relation to those with special needs, are emphasized. Responsibilities are also highlighted in relation to the recruitment of staff (to ensure safeguarding and encourage diversity). In fact, the Standard specifies a number of key policies that every learning provider and external provider of IAG should have in place – to address promotion of equality, impartiality, diagnosis and assessment of need, engaging of parents/carers, data sharing, monitoring and evaluation. The final three indicators cover proactive tracking and a requirement to take swift action to re-engage young people that have dropped out.

There is an important sense in which achievement against this Standard may be dependent upon satisfactory performance against Standard 12.

Resources

Resource	Description
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001.</p> <p>It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>It is included here for its first chapter. Chapter 1, <i>Check out the essentials</i>, offers a helpfully succinct introduction to the legislative and strategic context within which CEIAG services are provided for young people today.</p>
<p>Cabinet Office</p> <p>Located at http://www.cabinetoffice.gov.uk/ The report referred to (please see right) can be found at http://www.cabinetoffice.gov.uk/media/227102/fair-access.pdf</p>	<p>The <i>Cabinet Office</i> website is a source of much relevant information – not least <i>Aspiration: The Final Report of the Panel on Fair Access to the Professions</i>, which proposes, “The Government should remove careers responsibility from the Connexions service. It should reallocate an estimated £200 million to schools and colleges in order to give them the freedom to tender for careers services from a range of providers.” Critical of “the careers work” of the current Connexions service, it recommends splitting away this function.</p>
<p>CEGNET</p> <p>The website of the Careers Education and IAG Support Programme, this can be accessed at www.cegnet.co.uk</p>	<p><i>CEGNET</i> is possibly the most comprehensive freely available Careers Education, Information, Advice and Guidance resource. It contains some items of particular value in relation to Standard 8. Even today, perhaps the most useful is the framework, <i>Supporting Choices 11-19+</i>. This publication was designed to inform Local Authority Children's Services policy teams “...commissioning Information, Advice and Guidance through Children's Trusts, 14-19 Strategy Groups, 14-19 Planning Groups and individual institutions about those activities, programmes and processes that support the choices made by young people.” It provides amplification on the 14-19 entitlement to Information, Advice and Guidance. It also offers a comprehensive delivery model, describing the range of inputs, activities and experiences that young people should be entitled to access from ages 11-19+. Finally, it offers a framework for self-audit.</p>

<p>CfBT Education Trust</p> <p>Located at http://www.cfbt.com/</p>	<p><i>CfBT Education Trust</i> describes itself as "...a leading charity providing education services for public benefit in the UK and internationally." This is a major organization, employing over 2,000 staff worldwide. Most important to us may be some of the recent research it has commissioned or funded. Possibly the most relevant example of this is <i>Local Variations: A Follow-Up Study of New Arrangements for Connexions/Careers /IAG Services for Young People in England</i>. Published in January 2009, and based upon an impressive 94% response rate from Local Authorities, it offers an excellent overview of Connexions/Careers/IAG throughout the country since the major transition point of 1st April 2008.</p>
<p>DCSF Every Child Matters Website</p> <p>Located at http://www.dcsf.gov.uk/everychildmatters/Youth/youthmatters</p>	<p><i>Youth Matters</i> and the whole recent history of Connexions provision (even Ed Balls' letter to Directors of Children's Services of 25th March 2008, describing the handover of funding and responsibility for Connexions to Local Authorities) can be found here by choosing the option <i>Connexions</i>.</p>
<p>DCSF 14-19 Reform</p> <p>Located at www.dcsf.gov.uk/14-19</p>	<p>This website provides a succinct introduction to roles and responsibilities, including those of Local Authorities and Partnerships, setting these in the context of 14 – 19 Reform.</p>
<p>Developing the IAG Workforce</p> <p>This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk. The component on <i>Strategic Planning</i> (please see right) can be reached at http://www.iagworkforce.co.uk/site/iag/content/strategic-planning/strategic-planning---home</p>	<p>A comprehensive, complementary resource to that of <i>CEGNET</i>, www.iagworkforce.co.uk has a range of free downloads. It is referenced here for the section on <i>Strategic Planning</i>.</p> <p>Full of links to snippets of further explanatory information, this part of the <i>Developing the IAG Workforce</i> website focuses on the joint strategic planning that "...is a prerequisite for the development of sustainable working arrangements and effective support mechanisms for young people." Consortia and their partner organisations are urged to consider how best to develop an area-wide approach to the delivery of Information, Advice and Guidance, and a range of strategic considerations are put forward.</p>
<p>Diploma support programme</p> <p>Located at http://www.diploma-support.org/</p> <p>When published the <i>Nuts and Bolts Guides</i> will be available at www.diploma-support.org/nutsandboltsguides</p>	<p>The <i>Diploma support programme</i> offers a gateway to a vast range of help and support. Videos on <i>Emerging Practice</i>, news items and a comprehensive guide to <i>Consortium Support</i> are features of this site. New <i>Nuts and Bolts Guides</i> are imminent at the time of writing (August 2009) – it is anticipated that those on <i>Collaboration</i>, <i>Communications</i> and <i>Workforce Planning</i> may have particular relevance to this Standard.</p>
<p>Institute of Career Guidance</p> <p>Located at www.icg-uk.org/</p>	<p>The <i>Institute of Career Guidance</i> is, "...the oldest and largest association for career guidance practitioners, managers, researchers, trainers and students, and anyone interested in or working in career guidance can become a full member of the Institute." Their website provides access to the <i>Portico</i> recruitment service and also links to DCSF and Connexions papers of interest.</p>
<p>Qualifications and Curriculum Development Agency (QCDA)</p> <p>Located at http://www.qcda.gov.uk</p> <p>Guidance on learner entitlements (please see right) is available at http://www.qcda.gov.uk/20903.aspx</p>	<p>The QCDA website contains a number of helpful case studies. Perhaps most useful here, however, is the section, Local Authority Entitlement Statements for 14–19 Learning. Here, QCDA has undertaken an analysis of a number of Local Authorities' entitlement statements for 14–19 learners. From this it has extracted common features, which provide a helpful framework if creating/revising a statement of learner entitlement.</p>

National IAG Quality Standard 9 - Programmes of career and personal development for young people are planned and provided collaboratively

Introduction and Overview

The evidence indicators to be found in the *Quality Standards for Young People's Information, Advice and Guidance (IAG)* take a perspective that is both interesting and repetitive in relation to Standard 9. Essentially, while it is anticipated that learning providers and external providers of IAG will collaborate in both planning and provision, it is the external providers that are expected to advise on resources and to train and support learning providers. Both parties are expected to have strong links with employers, however, and to understand their needs.

Resources that provide a benchmark are plentiful, as are those that would support training activity. This Consultant Resource lists many of these against other Standards. While a number of the generic ones are repeated here for ease of reference, and others specific to this Standard have been added, it is also worth referring to Standard 2 for resources relating specifically to *Personal Development* and *Financial Capability*.

Resources

Title	Description
<p>Association for Careers Education and Guidance</p> <p>Located at www.aceg.org.uk/index.htm</p>	<p>Formerly known as the <i>National Association of Careers and Guidance Teachers</i>, ACEG has always provided a forum for the exchange of ideas and practice. The ACEG website states, "Our key purpose is to promote excellence and innovation in careers education and IAG for all young people." The fee based organization achieves this through a combination of journals, newsletters, an annual conference and the website itself. Topics covered are:</p> <ul style="list-style-type: none"> • <i>ideas for learning and teaching</i> • <i>the latest thinking in careers education and guidance and IAG</i> • <i>examples of good practice</i> • <i>research findings</i> • <i>reviews of careers resources</i> • <i>how to maintain links with other areas of the curriculum</i> • <i>the statutory requirements for careers education and guidance</i> • <i>occupational information</i>
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001. It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>While a number of excellent introductory resources exist (for example, Connexions Berkshire's <i>A Starter Guide: Managing Careers Education, Information, Advice and Guidance in Schools</i>), this is a truly comprehensive guide to the practical development of Personal Career Learning. It appears listed against this Standard for Chapter 12, <i>Access the community</i>, which aims to help practitioners to "...make effective use of partnership opportunities locally and elsewhere."</p>

<p>CEGNET</p> <p>The website of the <i>Careers Education and IAG Support Programme</i>, this can be accessed at www.cegnet.co.uk The introduction referred to (please see right) can be reached at http://www.cegnet.co.uk/content/default.asp?PagelD=2480</p>	<p><i>CEGNET</i> is possibly the most comprehensive freely available Careers Education, Information, Advice and Guidance resource. Its complexity can put off those colleagues who are at the outset of developing services and informing young people and their parents about these. However, it also contains some very useful basic introductory information as well as access to all relevant current legislation and guidance.</p>
<p>Developing the IAG Workforce</p> <p>This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk.</p>	<p>A comprehensive, complementary resource to that of <i>CEGNET</i>, www.iagworkforce.co.uk has a range of free downloads. It is particularly helpful to the IAG lead seeking to review aspects of their programme or to root it within a context of legislation/entitlement. This website can be equally useful to the generalist and the individual at the outset of their career in CEIAG. For example, for basic information on IAG, one can visit the Starting Points section. This explains what IAG is, why it matters, the principles governing its delivery, who does what, and why up-to-date labour market information is an essential ingredient in effective provision.</p>
<p>Diploma support programme</p> <p>Located at http://www.diploma-support.org/</p> <p>When published the <i>Nuts and Bolts Guides</i> will be available at www.diploma-support.org/nutsandboltsguides</p>	<p>The <i>Diploma support programme</i> offers a gateway to a vast range of help and support. Videos on <i>Emerging Practice</i>, news items and a comprehensive guide to <i>Consortium Support</i> are features of this site. New <i>Nuts and Bolts Guides</i> are imminent at the time of writing (August 2009) – it is anticipated that those on <i>Collaboration, Communications</i> and <i>Workforce Planning</i> may have particular relevance to this Standard. Also available is <i>Inside the Workplace</i> training, the accompanying videos and the offer of “bespoke training.”</p>
<p>Investor in Careers</p> <p>Located at http://www.investorincareers.org.uk/</p> <p>The <i>Connexions Surrey IAG Tool Kit</i> can be found at http://www.connexionssurrey.co.uk/iag_toolkit/MENU.PDF</p>	<p>Developed by Cornwall and Devon Careers in 1994, the <i>Investor in Careers Award</i> is a quality standard for the management of Careers Education and Guidance (CEG) in schools and FE colleges. In a few Consortia, it has been used particularly effectively as a vehicle for collaboration between schools and colleges and also between these institutions and the external provider of Information, Advice and Guidance. One example of this is Connexions Surrey, which commissioned a comprehensive <i>IAG Tool Kit</i>. This tool kit is intended to support “ongoing improvement in provision” and is built around the three stages of the national <i>Investor in Careers (IiC)</i> standard: Stage One – <i>Certificate of Commitment</i>; Stage Two – <i>Investor in Careers Intermediate Certificate</i>; Stage Three – <i>Investors in Careers Full Award</i>.</p>
<p>National Framework for Careers Education and Guidance in England 11-19</p> <p>Published by the DfES March 2003 (ref: DfES/0163/2003) this can be downloaded from the <i>Qualifications and Curriculum Development Agency Website</i> at http://www.qcda.gov.uk/19866.aspx or accessed through www.cegnet.co.uk</p>	<p>Right up to the time the DCSF produces an announced update to go with the statutory guidance, this remains an important resource when designing planned, progressive and comprehensive career learning programmes for 11-19 students. The framework can be used in a number of ways, including as:</p> <ul style="list-style-type: none"> <i>a guide for planning a new programme, devising schemes of work and support arrangements</i> <i>a checklist and standard for reviewing and developing existing provision and practice</i> <i>the basis for producing a statement of entitlement for young people</i> <i>a means to help identify staff training needs</i> <i>a quality reference point for the self evaluation approaches recommended by Ofsted</i> <i>a checklist for reviewing and developing IAG quality standards and awards.</i> <p>The learning outcomes proposed in this document have now been used as the basis for Careers Education programmes in many institutions throughout the country. However, significant modification is needed for their successful use in special schools.</p>

<p>Scheme of Work for Careers Education and Guidance</p> <p>The <i>Scheme of Work</i> is available as a free download from: http://www.cegnet.co.uk/content/default.asp?PageId=1048</p> <p>Printed copies of the <i>Scheme of Work</i> and the <i>Teacher's Guide</i> may be ordered Price: £25 (£2.95 p&p) from <i>VT Lifeskills</i> Telephone: 01329 229150 Email: sales@vtlifeskills.co.uk</p>	<p>This suggested <i>Scheme of Work</i> was prepared by the <i>VT Careers Management training and curriculum development team</i> in 2003. It shows how the <i>National Framework for Careers Education and Guidance in England 11-19</i> (DfES, 2003) can be interpreted to provide a comprehensive, planned and progressive careers programme.</p> <p>Although some references are now out of date, this is a major piece of work that remains useful today. Schools and colleges are encouraged to use it flexibly as a source of ideas that can be adapted to meet the needs of their students and as a practical approach to their own programme planning.</p> <p>The <i>Scheme of Work</i>, which contains 17 units, is available from the <i>CEGNET</i> website as a free download. An accompanying <i>Teacher's Guide</i> is also freely available.</p>
<p>National Guidance Research Forum</p> <p>Located at www.guidance-research.org, the part of this resource that focuses upon LMI (please see right) can be found at www.guidance-research.org/future-trends</p>	<p>Although primarily focused on Guidance, the <i>NGRF</i> has more to offer than this being both an active forum for the exchange of ideas and a source of information on a number of related topics – for example, <i>Equal Opportunities</i> and <i>LMI</i>, particularly <i>Future Trends</i>. As well as <i>LMI trends by sector</i> the website also contains a comprehensive <i>LMI-learning module</i> for professionals (http://www.guidance-research.org/lmi-learning)</p>
<p>National Education Business Partnership Network</p> <p>Located at http://www.nebpn.org/folders/home/</p>	<p><i>National EBP Network</i> is reforming to become the <i>Institute for Education Business Excellence</i>. The <i>IEBE</i> inaugural Conference will take place on 11th March 2010 at the Birmingham Hilton Metropole. The organization remains the reference body for local Education Business Partnerships, with a remit to offer "...professional support, information and access for business and education to build partnerships that provide young people with a rewarding and realistic introduction to the world of work."</p>
<p>PSHE Association</p> <p>This professional association can be reached at http://www.pshe-association.org.uk</p>	<p>Although the <i>PSHE Association</i> itself charges membership fees, its website contains much openly accessible information – the sections on <i>News and events</i> and <i>Resources</i> being particularly helpful. For those wishing to join, individual membership is £35.00 (concessionary individual rate is £15.00 for NQTs, PGCE students, teaching assistants, current participants of the PSHE CPD programme) and school/organization membership is £100.00</p>

Strategies

A significant number of Consortia have discovered that joint training helps overcome the barriers created by different professional philosophies and, equally important, helps to encourage trust. High profile projects, while demanding of both time and energy, have also helped build professional and organizational relationships in some Consortia.

Given the value that the evidence indicators relating to this Standard place upon a strong and supportive lead from a local Connexions service, one might expect commonplace examples of good practice in resourcing/providing training and expertise to equip and empower those in schools and colleges who are charged with leading CEIAG. This is not the case in reality but some do exist. For example, the Careers Education Development Team at Connexions Berkshire has produced an excellent *Starter Guide* and still offers a full range of *ACT* Courses (www.connexions-berkshire.org.uk/download.php?id=300).

Of course, collaboration can be achieved at any level. It may be achieved by the strategies of Local Authorities, Consortia or institutions. It can also be driven by appropriately empowered young people, as has happened in two Hampshire schools, where the *Junior Leadership Group* at The Petersfield School has met up with its equivalent at Eggar's School. Of all the Standards, this may be the one that most rewards auditors/self-auditors taking a broad perspective in their search for good practice upon which to build.

National IAG Quality Standard 10 - Staff providing information, advice and guidance services are appropriately qualified, work to relevant professional standards and receive continuing professional development

Introduction and Overview

Of all the Standards described in the *Quality Standards for Young People's Information, Advice and Guidance (IAG)*, it could be argued that Standard 10 has most intuitive appeal. It does more than point out that staff must have appropriate skills, knowledge and qualifications to deliver a high quality service to a diverse client group. It depicts an approach underpinned by relevant professional codes of conduct and enhanced by ongoing access to CPD opportunities. Joint training is, in fact, explicitly encouraged and the review and audit of professional practice considered the norm. Arrangements should be made to facilitate the sharing of good practice.

With so diverse a workforce holding a stake in IAG, translating the evidence indicators that describe this Standard into practical action will not be straightforward but resources are copious and significant good practice is already emerging.

Resources

Title	Description
<p>Association for Careers Education and Guidance</p> <p>Located at www.aceg.org.uk/index.htm</p>	<p>"Our key purpose is to promote excellence and innovation in careers education and IAG for all young people," states the ACEG website. The fee based organization achieves this through a combination of journals, newsletters, an annual conference and the website itself. Topics covered are:</p> <ul style="list-style-type: none"> • <i>ideas for learning and teaching</i> • <i>the latest thinking in careers education and guidance and IAG</i> • <i>examples of good practice</i> • <i>research findings</i> • <i>reviews of careers resources</i> • <i>how to maintain links with other areas of the curriculum</i> • <i>the statutory requirements for careers education and guidance</i> • <i>occupational information</i>
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001. It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>It is included here for its reference value as a comprehensive aid to support development and training.</p>
<p>CEGNET</p> <p><i>The website of the Careers Education and IAG Support Programme, this can be accessed at www.cegnet.co.uk</i></p>	<p><i>CEGNET</i> is possibly the most comprehensive freely available Careers Education, Information, Advice and Guidance resource. While the whole resource provides an important reference for training and professional development activity, it also contains some items of particular value in relation to Standard 10. One example is the document, <i>Workforce Development for the provision of Information, Advice and Guidance</i> produced by the <i>North West 14-19 Strategy Group Information, Advice and Guidance Project</i>.</p>

	This resource, generated around the <i>National Standards</i> , is intended for use by "...designated trainers within Children and Young People's Services, schools and colleges, work-based learning providers, Connexions and the voluntary and community sector." It offers a straightforward modular approach, which should "...build the capacity of and support those services to fulfill their respective responsibilities in relation to the delivery of quality IAG within the 14 to 19 curriculum."
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<p>Developing the IAG Workforce</p> <p>This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk. The component on <i>Professional development</i> (please see right) can be reached at http://www.iagworkforce.co.uk/site/iag/content/strategic-planning/professional-development</p>	A comprehensive, complementary resource to that of <i>CEGNET</i> , www.iagworkforce.co.uk has a range of free downloads. It is referenced here for the section on <i>Professional Development</i> . Offering some excellent links to useful resources, this clearly explains the rationale for ongoing professional development. It also offers a range of training materials; links to some of these are provided below.
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Developing the IAG Workforce Recommended Training Materials

Training materials can be downloaded from the DCSF funded website www.iagworkforce.co.uk These include:

<p>LSN – progression opportunities at 14+ word document LSN – progression opportunities at 14+ power point document LSN – progression opportunities at 16+ word document LSN – progression opportunities at 16+ power point document LSN – basic guidance skills word document LSN – basic guidance skills power point document</p>	<p>LSN – managing CEG/IAG LSN – managing CEG/IAG power point document Tutoring for Transition Eastern Region Tutor Pack Cegnet – One to One Guidance</p>
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Title	Description
<p><i>Diploma support programme</i></p> <p>Located at http://www.diploma-support.org/</p>	<p>The <i>Diploma support programme</i> offers a gateway to a vast range of help and support. Videos on <i>Emerging Practice</i>, news items and a comprehensive guide to <i>Consortium Support</i> are features of this site. Especially relevant to this Standard is the document, <i>Information, advice and guidance: frameworks for bespoke training</i>. In this, six sections address the needs of <i>Diploma practitioners, personal tutors, IAG advisers, Careers Education managers and teachers, 14-19 online prospectus teams and Higher Education (HE) admissions tutors, employers and training providers</i>.</p> <p>The <i>Diploma support programme</i> e-bulletin is a further source of assistance relevant to this Standard. That for July 2009 highlights the growing face-to-face and consultancy support available, stating "...Diploma consortia delivering from 2010 will soon be able to access free face-to-face support and consultancy across all 14 lines of learning. The offer will provide a range of options that will meet your consortium's requirements. The support is flexible but could cover Diploma teaching and learning, coaching and support for line leads and network leads, and 'inside industry' days as well as looking at areas such as Diploma assessment, curriculum planning and information, advice and guidance." Colleagues are encouraged to register with the programme and sign up for updates at www.diploma-support.org/user/register.</p>

<p>Institute of Career Guidance</p> <p>Located at www.icg-uk.org/</p>	<p>The Institute of Career Guidance is, "...the oldest and largest association for career guidance practitioners, managers, researchers, trainers and students, and anyone interested in or working in career guidance can become a full member of the Institute." Their website provides access to information on the range of qualifications that equip one as a guidance practitioner, together with relevant frameworks and links to further sources of information. A <i>CPD Framework</i> is also provided for members. However, the <i>News</i> component of this section of the <i>ICG</i> website appears a little dated.</p>
<p>Investor in Careers</p> <p>Located at http://www.investorincareers.org.uk/</p> <p>The <i>Connexions Surrey IAG Tool Kit</i> can be found at http://www.connexionssurrey.co.uk/iag_toolkit/MENU.PDF</p>	<p>Developed by Cornwall and Devon Careers in 1994, the <i>Investor in Careers Award</i> is a quality standard for the management of Careers Education and Guidance (CEG) in schools and FE colleges. In a few Consortia, it has been used particularly effectively as a vehicle for collaboration and joint professional development. This has happened in Surrey where the local Connexions service has commissioned a comprehensive <i>IAG Tool Kit</i>. This tool kit is intended to support "ongoing improvement in provision" and is built around the three stages of the national <i>Investor in Careers (IiC)</i> standard: Stage One – <i>Certificate of Commitment</i>; Stage Two – <i>Investor in Careers Intermediate Certificate</i>; Stage Three – <i>Investor in Careers Full Award</i>.</p>
<p>National Guidance Research Forum</p> <p>Located at www.guidance-research.org, the part of this resource that focuses upon LMI (please see right) can be found at www.guidance-research.org/future-trends</p>	<p>"The NGRF offers a large body of content on making guidance more effective." You can find information and resources on <i>Guidance Practice</i>, <i>Effective Guidance</i> and <i>Building Capacity</i>. The component of this website dedicated to labour market information and trends in employment takes a little bit of navigation but is an excellent source of up-to-date information. As well as <i>LMI trends by sector</i> it contains a comprehensive <i>LMI-learning module</i> for professionals (http://www.guidance-research.org/lmi-learning)</p>
<p>PSHE Association</p> <p>This professional association can be reached at http://www.pshe-association.org.uk</p>	<p>Although the <i>PSHE Association</i> itself charges membership fees, its website contains much openly accessible information. In relation to <i>Standard 10</i>, the section on <i>Professional Development</i> is particularly helpful. Time and effort has clearly gone into the content of this website and the links contained are relevant and accompanied with helpful explanations. For those wishing to join, individual membership is £35.00 (concessionary individual rate is £15.00 for NQTs, PGCE students, teaching assistants, current participants of the PSHE CPD programme) and school/organization membership is £100.00. This looks like an excellent resource that could helpfully underpin key elements of professional development.</p>
<p>Strategies</p>	
<p>In fact, just one! Perhaps the single most successful initiative we have encountered to date is that of well targeted inputs to NQT induction programmes.</p>	

National IAG Quality 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

Introduction and Overview

The evidence indicators that relate to Standard 11, to be found in the *Quality Standards for Young People's Information, Advice and Guidance (IAG)*, are both clear and comprehensive. They stretch beyond straightforward monitoring, review and evaluation of service accessibility, take-up and effectiveness. They go further than suggesting that developments are informed by feedback from parents and carers, young people and learning providers. The link to commissioning is made clear; the importance of performance indicators stipulated and the relationship with other key targets and strategic aims for Local Authorities highlighted. Employers should also be consulted and their views obtained about "...the effectiveness of local information, advice and guidance services in meeting their needs..."

Of all of the twelve Standards it is, perhaps, Standard 11 that goes beyond one's expectations.

Resources

Title	Description
<p>AQYP Accessible through http://www.youth-options.org/</p>	<p>AQYP (<i>Assured Quality for Youth Projects</i>) is one of a number of quality awards influenced by national quality marks such as <i>Hear by Right</i> and the <i>Business Excellence Model</i>. Designed by <i>Hampshire and Isle of Wight Youth Options</i> and <i>South Central Connexions</i>, it could be of particular relevance where work with young people is project based.</p>
<p>Better Practice: a guide to delivering effective career learning 11-19 Jointly published by <i>Advisers and Inspectors for Careers Education (AICE)</i>, the <i>Association for Careers Education and Guidance (ACEG)</i> and the <i>Careers Education Support Programme (CESP)</i>, printed copies are available from <i>VT Lifeskills</i>, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001. It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>. It is included here for Chapter 14, <i>Evaluate your impact</i>, which aims to help practitioners "...develop workable evaluation systems and use the outcomes to enhance provision and practice."</p>
<p>CEGNET The website of the <i>Careers Education and IAG Support Programme</i>, this can be accessed at www.cegnet.co.uk The evaluation toolkit referred to (please see right) can be reached at http://www.cegnet.co.uk/files/CEGNET0001/ManagingCEG/dare_to_ask_july_06.pdf</p>	<p>CEGNET is possibly the most comprehensive freely available Careers Education, Information, Advice and Guidance resource. One of the useful resources it contains is <i>Dare to Ask? A toolkit for the evaluation of career learning</i>.</p>

<p>Developing the IAG Workforce</p> <p>This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk. The component on <i>Strategic Planning</i> (please see right) can be reached at http://www.iagworkforce.co.uk/site/iag/content/strategic-planning/strategic-planning---home</p>	<p>A comprehensive, complementary resource to that of CEGNET, www.iagworkforce.co.uk has a range of free downloads. It is referenced here for the section on <i>Securing Quality</i>.</p> <p>With some useful links, this part of the <i>Developing the IAG Workforce</i> website focuses on the joint strategic planning that "...is a prerequisite for the development of sustainable working arrangements and effective support mechanisms for young people." Consortia and their partner organisations are urged to consider how best to develop an area-wide approach to the delivery of Information, Advice and Guidance, and a range of strategic considerations are put forward.</p>
<p>Diploma support programme</p> <p>Located at http://www.diploma-support.org/</p> <p>When published the <i>Nuts and Bolts Guides</i> will be available at www.diploma-support.org/nutsandboltsguides</p>	<p>The <i>Diploma support programme</i> offers a gateway to a vast range of help and support. An extremely important resource, of course, is the SSAT IAG Champions, who are regionally based and provide IAG expertise to local partnerships to ensure the provision of high quality IAG for the Diploma. Their work involves "...development of the IAG workforce, sharing good practice and supporting actions to implement the IAG Quality Standards."</p> <p>The new <i>Nuts and Bolts Guides</i> are imminent at the time of writing (August 2009) – it is anticipated that the one on <i>Quality Assurance</i> may have particular relevance to this Standard.</p>
<p>Education and Training Inspectorate</p> <p>Located at www.etini.gov.uk/</p> <p>The evaluation framework (please see right) can be found at www.etini.gov.uk/evaluating_the_quality_of_careers_ed_info_advce.pdf</p>	<p>The <i>Education and Training Inspectorate's</i> document, <i>Evaluating the Quality of Careers Education, Information, Advice and Guidance provided by Schools, Colleges and Training organizations</i> (2009) provides a structured and coherent framework against which individual institutions can evaluate their CEIAG provision. Helpfully, this incorporates key features against which the contribution of those charged with strategic leadership can be assessed.</p>
<p>Hear by Right</p> <p>Located at http://hbr.nya.org.uk/</p>	<p><i>Hear by Right</i> is both a kite mark and a comprehensive support system for working towards achieving that kite mark. It is based upon the <i>Seven S model</i> for organizational change: <i>Shared values; Strategy; Structure; Systems; Staff, Skills and knowledge and Style of leadership</i>. For each of these seven standards, there are seven indicators. The standards are split into three levels of performance: emerging, established and advanced with each building upon the previous one. The idea is to "...ensure that young people's involvement is built in and not just bolted on."</p> <p>Some sections and indicators will be more relevant than others, depending on the context. The <i>National Youth Agency</i> takes a helpfully commonsense based approach, stating, "They are there to be adapted, applied and used to improve the quality and impact of children and young people's participation. They can be summarized by the question: is there evidence of dialogue with children and young people and is there evidence of change as a result?"</p>
<p>igen</p> <p>Located at http://www.igengroup.co.uk/IAG_Consultancy</p>	<p><i>igen</i> is included here specifically for the document <i>Focus Groups – Background</i>, which was taken from the <i>igen</i> training course of 2008, <i>Focus Groups - Myths and Reality</i>. It offers a succinct and helpful refresher on this method of gathering evidence to inform review and evaluation.</p>

<p>Investor in Careers</p> <p>Located at http://www.investorincareers.org.uk/</p> <p>The <i>Connexions Surrey IAG Tool Kit</i> can be found at http://www.connexionssurrey.co.uk/iag_toolkit/MENU.PDF</p>	<p>Developed by Cornwall and Devon Careers in 1994, the <i>Investor in Careers Award</i> is a quality standard for the management of Careers Education and Guidance (CEG) in schools and FE colleges. In a few Consortia, it has been used particularly effectively. One example of this is Connexions Surrey, which commissioned a comprehensive <i>IAG Tool Kit</i>. This tool kit is intended to support “ongoing improvement in provision” and is built around the three stages of the national <i>Investor in Careers (IIC)</i> standard: Stage One – <i>Certificate of Commitment</i>; Stage Two – <i>Investor in Careers Intermediate Certificate</i>; Stage Three – <i>Investor in Careers Full Award</i>.</p>
<p>Learning and Skills Council (LSC)</p> <p>Located at www.lsc.gov.uk/</p> <p><i>From Here to Entitlement</i> (please see right) can be found at http://www.lsc.gov.uk/LSCGOVUK/Scripts/PublicationDownload.aspx?id=582b3a90-bd98-4770-8d5e-9bd7f9cc8e34</p>	<p>Possibly most useful of LSC resources is version 2 (August 2009) of the wonderfully titled, <i>From Here to Entitlement: a self-assessment toolkit for 14-19 Partnerships</i>. This describes what an effective 14-19 Partnership looks like, signposts good resources and demonstrates how collaborative activity across a range of key themes can bring benefits to learners. The RAG rating framework for use against key IAG themes looks very helpful.</p>
<p>The matrix Standard</p> <p>Located at http://www.matrixstandard.com/</p>	<p>The <i>matrix Standard</i> is a national quality standard “...for any organization that delivers information, advice and/or guidance on learning and work.”</p> <p>More broadly applicable than other similar standards, <i>matrix</i> accreditation has been sought and obtained by adult and community learning providers, careers services, FE colleges, learning centres, recruitment agencies, even prisons.</p>
<p>National Framework for Careers Education and Guidance in England 11-19</p> <p>Published by the DfES March 2003 (ref: DfES/0163/2003) this can be downloaded from the <i>Qualifications and Curriculum Development Agency Website</i> at http://www.qcda.gov.uk/19866.aspx or accessed through www.cegnet.co.uk</p>	<p>Referred to in relation to other Standards, here this resource has relevance because of the section it includes on <i>Improving Quality</i>. Although now dated, it poses a number of relevant questions and includes a framework for developing local quality standards and awards.</p>

National IAG Quality Standard - 12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that will meet the needs of young people and their parents/carers

Introduction and Overview

The *Quality Standards for Young People's Information, Advice and Guidance (IAG)* attribute responsibility for their delivery to "...Local Authorities, learning providers and external information, advice and guidance providers working together collaboratively under the leadership of the Local Authority." Essentially, they provide the benchmark for the IAG services for young people that Local Authorities commission. As such, they are an important aid to contract management and compliance.

In essence, arrangements must be in place to ensure that the Secretary of State's statutory duty to secure careers services for young people is met. Commissioning should be informed by accurate and relevant needs analyses and related management information. Stakeholder consultation must be built into the commissioning process – and this should involve young people, parents/carers and learning providers (in relation to these groups, attention is drawn to the sections of this resource relating to Standards 6 and 7). Furthermore, procurement and contracting of IAG services must be open, transparent and "...conducted in line with good practice."

Of course, a key factor in the successful implementation of 14-19 Diplomas is high quality and impartial IAG. In fact, much ultimately depends upon successful performance against Standard 12. Considerable information is available to support this process – practical, academic and also that providing a historical context. However, it is essential to recognise that the situation has been far from static over the last five years and it is likely to remain dynamic, too.

Resources

Title	Description
<p>Better Practice: a guide to delivering effective career learning 11-19</p> <p>Jointly published by Advisers and Inspectors for Careers Education (AICE), the Association for Careers Education and Guidance (ACEG) and the Careers Education Support Programme (CESP), printed copies are available from VT Lifeskills, First Floor, 24 West Street, Fareham, Hampshire PO16 0LF. Tel: 01329 229150. Fax: 01329 229159. Email: sales@vtlifeskills.co.uk A downloadable copy can be accessed through www.cegnet.co.uk</p>	<p><i>Better Practice – Practical Strategies for Developing Excellence in Careers Education</i> was first published in 2001.</p> <p>It was completely re-written in 2008 and published as <i>Better Practice: a guide to delivering effective career learning 11-19</i>.</p> <p>It is included here for its first chapter. Chapter 1, <i>Check out the essentials</i>, offers a helpfully succinct introduction to the legislative and strategic context within which CEIAG services are provided for young people today.</p>
<p>Cabinet Office</p> <p>Located at http://www.cabinetoffice.gov.uk/</p> <p>The report referred to (please see right) can be found at http://www.cabinetoffice.gov.uk/media/227102/fair-access.pdf</p>	<p>The <i>Cabinet Office</i> website is a source of much relevant information – not least <i>Aspiration: The Final Report of the Panel on Fair Access to the Professions</i>, which proposes, "The Government should remove careers responsibility from the Connexions service. It should reallocate an estimated £200 million to schools and colleges in order to give them the freedom to tender for careers services from a range of providers." Critical of "the careers work" of the current Connexions service, it recommends splitting away this function.</p>
<p>CEGNET</p> <p>The website of the Careers Education and IAG Support Programme, this can be accessed at www.cegnet.co.uk</p>	<p><i>CEGNET</i> is possibly the most comprehensive freely available Careers Education, Information, Advice and Guidance resource. Here it is referenced particularly as a means of accessing the key document, <i>Quality Standards for Young People's Information, Advice and Guidance (IAG)</i> (DCSF 2007), which was written to "...support the development of consistently high quality and impartial information, advice and guidance</p>

<p>The <i>Quality Standards for Young People's Information, Advice and Guidance (IAG)</i> is located at http://www.cegnet.co.uk/content/default.asp?Pageld=2422</p> <p>The <i>User Guide</i> (please see right) can be found at http://www.cegnet.co.uk/files/CEGNET0001/ManagingCEG/QualityStandardsforIAG/IAG%20User%20Guide.doc</p>	<p>services across the country.” Essentially, it offers a framework for the co-ordinated planning, managing and review of IAG services in a locality. The Standards define Government expectations of “...the services that local authorities, through Children's Trusts, will commission and manage.”</p> <p><i>CEGNET</i> also provides access to the document simply referred to as <i>The User Guide</i>. This offers suggestions on how Local Authorities, external IAG providers and learning providers should use the <i>Quality Standards</i>. The section called <i>How should Local Authorities use the Standards when commissioning IAG services for young people?</i> is as clear as the simplicity of its heading might suggest.</p> <p>Templates are provided to help audit provision. Possibly even more useful is the section on <i>Evidence Indicators</i>, which not only expands upon these but offers examples of evidence relevant to each.</p>
<p>CfBT Education Trust</p> <p>Located at http://www.cfbt.com/</p>	<p><i>CfBT Education Trust</i> describes itself as “...a leading charity providing education services for public benefit in the UK and internationally.” This is a major organization, employing over 2,000 staff worldwide. Most important to us may be some of the recent research it has commissioned or funded. Possibly the most relevant example of this is <i>Local Variations: A Follow-Up Study of New Arrangements for Connexions/Careers /IAG Services for Young People in England</i>. Published in January 2009, and based upon an impressive 94% response rate from Local Authorities, it offers an excellent overview of Connexions/Careers/IAG throughout the country since the major transition point of 1st April 2008.</p>
<p>DCSF Every Child Matters Website</p> <p>Located at http://www.dcsf.gov.uk/everychildmatters/Youth/youthmatters</p>	<p><i>Youth Matters</i> and the whole recent history of Connexions provision (even Ed Balls' letter to Directors of Children's Services of 25th March 2008, describing the handover of funding and responsibility for Connexions to Local Authorities) can be found here by choosing the option <i>Connexions</i>.</p>
<p>DCSF Publications</p> <p>http://publications.dcsf.gov.uk/</p>	<p>This site does just what one might expect. Of the publications available, of particular interest is, <i>Delivering 14-19 Reform: Next Steps</i> (DCSF 2008). This comprehensive and aspirational document builds upon <i>The Children's Plan</i> of the previous year. Setting out the journey that Local Authorities and their partners will need to take between 2008 and 2015, it makes real the concept of 14-19 entitlement and describes, “A clear, streamlined system with choices that all lead to progression.” A step change in the provision of IAG is seen as part of the strategy that aims to secure full participation of 16 and 17 year olds by 2015.</p>
<p>DCSF 14-19 Reform</p> <p>Located at www.dcsf.gov.uk/14-19</p>	<p>This website provides a succinct introduction to roles and responsibilities, including those of Local Authorities and Partnerships, setting these in the context of 14-19 Reform. It also provides access to a range of documents – for example, <i>Consortium Support Guide: Delivery 2010 and Beyond</i> (DCSF 2009). This guide has been divided into four sections that it defines as follows:</p> <ul style="list-style-type: none"> <i>“Supporting local capacity building</i> – funding, training and guidance to help consortia and local authorities deliver Diplomas. <i>Helping you prepare for teaching and learning</i> – support for those involved in teaching Diplomas and functional skills: Diploma practitioners, functional skills practitioners, curriculum planners, exams officers and domain and lead assessors. <i>Supporting stronger employer engagement</i> – support and guidance to help you engage employers in Diploma delivery. <i>Helping consortia communicate</i> – support and guidance for your local communications activities, and help with your Information, Advice and Guidance (IAG) activity.” <p><i>Delivering the 2013 Diploma Entitlement: guidance to local authorities and providers</i> is another useful publication that is available from this website.</p>

<p>Developing the IAG Workforce</p> <p>This web based resource was commissioned by the DCSF to support the IAG workforce in the context of the roll-out of the 14-19 reforms. It can be accessed via www.cegnet.co.uk or the dedicated URL www.iagworkforce.co.uk. The component on <i>Strategic Planning</i> (please see right) can be reached at http://www.iagworkforce.co.uk/site/iag/content/strategic-planning/strategic-planning---home</p>	<p>A comprehensive, complementary resource to that of <i>CEGNET</i>, www.iagworkforce.co.uk has a range of free downloads. It is referenced here for the section on <i>Strategic Planning</i>.</p> <p>Full of links to snippets of further explanatory information, this part of the <i>Developing the IAG Workforce</i> website focuses on the joint strategic planning that "...is a prerequisite for the development of sustainable working arrangements and effective support mechanisms for young people." Consortia and their partner organisations are urged to consider how best to develop an area-wide approach to the delivery of Information, Advice and Guidance, and a range of strategic considerations are put forward.</p>
<p>Diploma support programme</p> <p>Located at http://www.diploma-support.org/</p> <p>When published the <i>Nuts and Bolts Guides</i> will be available at www.diploma-support.org/nutsandboltsguides</p>	<p>The <i>Diploma support programme</i> offers a gateway to a vast range of help and support. Videos on <i>Emerging Practice</i>, news items and a comprehensive guide to <i>Consortium Support</i> are features of this site. New <i>Nuts and Bolts Guides</i> are imminent at the time of writing (August 2009) – it is anticipated that those on <i>Collaboration</i>, <i>Communications</i> and <i>Workforce Planning</i> may have particular relevance to this Standard.</p>
<p>Learning and Skills Council (LSC)</p> <p>Located at www.lsc.gov.uk/</p> <p><i>From Here to Entitlement</i> (please see right) can be found at http://www.lsc.gov.uk/LSCGOVUK/Scripts/PublicationDownload.aspx?id=582b3a90-bd98-4770-8d5e-9bd7f9cc8e34</p>	<p>Possibly most useful of LSC resources is version 2 (August 2009) of the wonderfully titled, <i>From Here to Entitlement: a self-assessment toolkit for 14-19 Partnerships</i>. This describes what an effective 14-19 Partnership looks like, signposts good resources and demonstrates how collaborative activity across a range of key themes can bring benefits to learners. The RAG rating framework for use against key IAG themes looks very helpful.</p>
<p>Institute of Career Guidance</p> <p>Located at www.icg-uk.org/</p>	<p>The Institute of Career Guidance is, "...the oldest and largest association for career guidance practitioners, managers, researchers, trainers and students, and anyone interested in or working in career guidance can become a full member of the Institute." Their website provides access to the <i>Portico</i> recruitment service and also links to DCSF and Connexions papers of interest.</p>
<p>Qualifications and Curriculum Development Agency (QCDA)</p> <p>Located at http://www.qcda.gov.uk</p> <p>Guidance on learner entitlements (please see right) is available at http://www.qcda.gov.uk/20903.aspx</p>	<p>The QCDA website contains a number of helpful case studies. Perhaps most useful here, however, is the section, <i>Local Authority Entitlement Statements for 14–19 Learning</i>. Essentially, QCDA has undertaken an analysis of a number of Local Authorities' entitlement statements for 14–19 learners. From this it has extracted common features, which provide a helpful framework if creating/revising a statement of learner entitlement.</p>
<p>Teachernet</p> <p>Located at http://www.teachernet.gov.uk/</p>	<p><i>Teachernet</i> can be used to access a wide range of information – for example, the highly relevant <i>14-19 Partnership and planning</i> (DCSF 2009). Building upon the earlier document, <i>14-19 Partnerships and Plans</i> (DCSF 2008), this publication relates in more detail the Partnership's strategic role. Set in the context of the new responsibilities that Local Authorities are acquiring (including "...Connexions, commissioning 16-19 education provision, the Diploma entitlement and Raising the Participation Age"), it is another useful resource.</p>