Up to Standard? IAG in the Humber Sub Region

Vince Barrett
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FE and IAG

Increased numbers of pre-16 learners

Increased numbers of ‘vocationally undecided’ learners at age 16

Increased numbers of learners taking routes into Higher Education

Increased numbers of learners with additional responsibilities

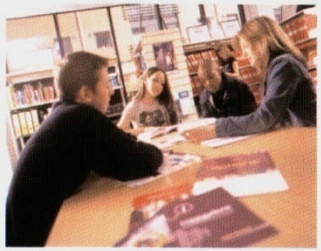
National Standard for IAG

“I want all Local Authorities, Connexions providers, schools and other IAG providers to look very carefully at these standards and to measure themselves against them. If everyone pulls together to achieve the standards then I am confident that the impact on young people’s participation in learning, and on their achievements, will be dramatic.”

Beverley Hughes, Minister for Children, Young People and Families April 2008

Kingston upon Hull
14-19 Strategy for Learning
Information, Advice and Guidance

Gold Standard



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connexions Humber

>lsc Leading learning and skills

Hull City Council

The Gold Standard

1. Accessible and Visible Information
2. Accessible Advice and Guidance
3. Linked IAG Provision
4. Responsiveness to the Needs of Clients
5. Quality and Delivery of IAG
6. Impartiality of IAG Provision
7. IAG for Learning, Work and Progression
8. Evaluation of IAG

The Gold Standard

1. Accessible and Visible Information

National Standards: 2, 3, 5, 7

2. Accessible Advice and Guidance

National Standards: 1, 4, 7, 8, 10

3. Linked IAG Provision

National Standards: 1, 2, 4, 10

4. Responsiveness to the Needs of Clients

National Standards: 2, 3, 4, 5, 6, 7, 10

The Gold Standard

5. Quality and Delivery of IAG

National Standards: 2, 3, 4, 5, 9

6. Impartiality of IAG Provision

National Standards: 1, 2, 3, 4, 5, 8, 10

7. IAG for Learning, Work and Progression

National Standards: 3, 4, 5

8. Evaluation of IAG

National Standard: 11

Element 1: Accessible and Visible Information

Component 1 of 2

There will be one or more information areas, open at clearly displayed times, accessible to all learners and providing a range of appropriate, current and impartial information which meets all needs.

Process	Outcomes
Gold Standard information areas will:	Gold Standard information areas should result in learners who:
1.1a be 'user friendly', promote equality of opportunity and cater for special needs	• know where to go and who to ask for help or advice • can identify relevant information with assistance if needed
1.1b contain accurate, comprehensive & up-to-date information on topics of concern to learners including careers, health, relationships, drugs and alcohol	• can rely on key resources being accessible • be aware of the range of options available and open to them to meet their particular need
1.1c carry up-to-date local and national LMI 1.1d present materials through a variety of media including IT	• access information relevant to their needs at an appropriate level
1.1e catalogue and/or file information in a way that is understood by learners	• understand how information is classified and stored
1.1f provide access to online information including the Common Prospectus and CAP	• develop the skills to use materials in an informed and analytical way • access on-line information
1.1g have a suitable place in which learners may browse information	• have confidence that information issued by providers is current and relevant to need

Sources of Evidence

Gold Standard information areas should be demonstrated through:

a budget available for maintenance & renewals

a classification system that is understood and easily accessed by learners

systems in place for cataloguing resources and materials

materials that demonstrate appropriateness for full range of learners and are up-to-date

systems in place for checking & re-stocking

system for booking internet access (if required)

date-stamped paper information

annual procedure to check the currency of all information

provision of internet linked PC and printer together with renewal of consumables such as paper and ink cartridges

positive views of learners

The Gold Standard

What it is:

- An externally-assessed prescription for sustainable institutional facilities, protocols and structures necessary to allow IAG practitioners to operate to maximum effect
- A means of ensuring that education and training providers maintain a high standard of IAG

The Gold Standard

What it is NOT:

- Another inspection regime designed to highlight weaknesses
- A judgement of the professional competence of information, advice or guidance practitioners

The Gold Standard Assessment

Stage 1: Self-assessment against the standards with Curriculum Adviser support

Stage 2: External assessment by appointed assessor; full report for each component

Stage 3: Recommendation to 14-19 IAG sub group

Stage 4: Presentation of certificate and report

Hull
IAG
Gold Standard

Kingston upon Hull

Gold Standard for Information, Advice and Guidance

Awarded to **Newland School for Girls**

for high quality IAG sevices demonstrated through:

- Accessibility and Visibility of Information
- Accessibility of Advice and Guidance
- Linking of IAG Provision
- Responsiveness to the needs of Clients
- Quality and Delivery of IAG
- Impartiality of IAG process
- IAG for Learning, Work and Progression
- Evaluation of IAG

Signed ....

Date ....

On belhalf of,
Hull 14 - 19 Partnership