

# Mapping the IAG Standards to S-cool Products



	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?	
		Fully	Partially	Not at all		
<b>1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need</b>	1.1 Young people understand: <ul style="list-style-type: none"> <li>the service that they can expect from local information, advice and guidance providers</li> <li>their own responsibilities in relation to the usage of these services</li> <li>where they can go to for help if they are not getting the service that they can reasonably expect.</li> </ul>		✓		<ul style="list-style-type: none"> <li>Plan-it is available to all pre 16 young people and enables them to identify their support issues and need for IAG services.</li> <li>Connexions PAs can have access to the Plan-it reports from schools and can identify gaps in information provision.</li> </ul>	
	1.2 The benefits of information, advice and guidance services are promoted to all young people		✓		<ul style="list-style-type: none"> <li>The 'My School Life' results page within Plan-it flags up to young people where they can go for IAG</li> <li>Plan-it reports can be used by IAG staff to target young people who might need additional IAG support</li> </ul>	
	1.3 Up to date information (available in a range of formats and produced in collaboration with Children's Information Services) about where to obtain information, advice and guidance is signposted clearly through learning providers and in a wide range of other settings used by young people		✓		<ul style="list-style-type: none"> <li>Plan-it provides a universal tool that enables young people to assess themselves - this information can then be used by IAG providers to target support at those that need additional IAG</li> <li>Plan-it links directly to the AWP which contains a portal area that can be used to display information and links to external sites</li> </ul>	
	1.4 Young people understand the different roles and responsibilities of information, advice and guidance providers				x	
	1.5 Young people are aware of, and know how to access, appropriate local and national prospectuses, websites and helplines, including Connexions Direct	✓				<ul style="list-style-type: none"> <li>Young people using Plan-it in Y10 and 11 are directed to F4Me when they click on 'Your future courses'. The AWP contains a portal area that can be used to display information and links to external sites</li> </ul>

Quality Standard 2	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
<b>2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need</b>	2.1 information about personal and economic wellbeing and financial capability issues is provided to all young people (including through parents/carers)		✓		<ul style="list-style-type: none"> <li>Plan-it offers a Careers Library (linked to Jobs4U) that shows qualification levels needed for jobs</li> <li>The Ambitions quiz feedback alerts young people to the issues of not choosing not to stay on in learning after 16</li> <li>'My School Life' quiz asks a question about economic well-being. Results support curriculum planning.</li> <li>S-cool systems are web based</li> </ul>
	2.2 initial advice and guidance is available at times and in places that are convenient for young people	✓			
	2.3 young people accessing initial advice and guidance on personal, social, health and financial issues are referred to impartial specialist services as appropriate		✓		<ul style="list-style-type: none"> <li>Plan-it reports indicate to school staff and CXS PAs which young people might need more targeted support</li> <li>The Post-16 review tool which will be available in Pre-16 from September contains an option for learners to request additional support</li> </ul>
	2.4 young people at risk or who may need specialist support or help with personal development, confidence building and self-esteem are identified and given the help that they need			✓	<ul style="list-style-type: none"> <li>Use of 'My school life' quiz report informs school and support services planning processes.</li> </ul>
	2.5 information, advice and guidance is provided confidentially and in appropriate settings			✓	<ul style="list-style-type: none"> <li>Plan-it is a secure web system. Young people's data can only be accessed by approved professionals</li> </ul>
	2.6 young people's needs are assessed as appropriate: (this is likely to be through the Common Assessment Framework if they are likely to need support from a range of agencies or their needs are unclear)			✓	<ul style="list-style-type: none"> <li>Plan-it enables young people to self-assess their skills, qualities, support issues, learning styles, ambitions, career interests, etc.</li> </ul>

Quality Standard 2	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
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	2.7 where assessment leads to the involvement of more than one agency providing specialist support a lead professional is identified to co-ordinate support and advise			X	
	2.8 referrals to specialist services and/or multi-agency teams are monitored and followed up			X	
	2.9 young people receive the specialist advice and guidance that they need at the time they need it		✓		<ul style="list-style-type: none"> <li>Plan-it reports indicate to school staff and CXS PAs which young people might need more targeted support</li> </ul>
	2.10 an immediate referral for specialist assessment is undertaken as appropriate, for example where a young person is at risk of serious harm		✓		<ul style="list-style-type: none"> <li>Plan-it reports indicate to school staff and CXS PAs which young people have indicated a barrier to learning</li> </ul>
	2.11 multi-agency action to help young people is supported by information, advice and guidance providers as appropriate.		✓		<ul style="list-style-type: none"> <li>The young person's Plan-it record can be used to inform IAG discussions across agencies</li> <li>Plan-it can be used at multiple providers so one learning plan is accessed by a number of support teams. This is also true of the review tool</li> </ul>
	2.12 young people reaching the upper age limit for young people's information, advice and guidance services are supported in their transition to specialist services for adults		✓		<ul style="list-style-type: none"> <li>Post-16 Plan-it is now available to some post 16 young people and an adult version of Plan-it is being considered</li> <li>The Post-16 Plan-it 'My ambitions' area has links to a number of agencies who can support post 16 learners. These links can be added to if required.</li> </ul>

Quality Standard 3	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?	
		Fully	Partially	Not at all		
<b>3. Young people have the information they need to make well-informed and realistic decisions about learning and careers</b>	3.1 high quality up to date and impartial information about: <ul style="list-style-type: none"> <li>the full range of learning and career options</li> <li>the progression opportunities that they lead to, including pathways to higher education</li> <li>the labour market and opportunities within it (including pay rates across different sectors)</li> <li>community, voluntary and other developmental activities</li> <li>financial support, including the range of support available to higher education students is provided in a range of formats reflecting the different ages, needs and abilities of young people</li> </ul>	✓			<ul style="list-style-type: none"> <li>The Plan-it Ambitions Quiz enables young people to choose the full range of learning options, including higher education</li> <li>The Plan-it Careers Library provides young people with access to information on 800 jobs</li> <li>The prospectus, when linked, shows all course and training opportunities in the local area and offers financial and other support information</li> </ul>	
	3.2 all young people are aware of the guarantee of an offer of further learning on completion of Year 11		✓		<ul style="list-style-type: none"> <li>This is delivered through Common application, linked to the Prospectus, supported by the ILP</li> <li>The Prospectus shows all course and training opportunities in the area and offers financial and other support information</li> </ul>	
	3.3 all young people are aware of the scheme to guarantee a minimum level of financial help if they are EMA recipients and progress into HE			✓		<ul style="list-style-type: none"> <li>All products are web based, student led and provide the full range of information and options available</li> </ul>
	3.4 careers information is always impartial (e.g. independent of the vested interests of the person/organisation providing the information). It is based on a young person's needs and on up to date labour market information and intelligence about opportunities available locally, nationally and internationally			✓		<ul style="list-style-type: none"> <li>S-cool application process has been marketed extensively with young people,</li> <li>There is a direct link to prospectus as part of young person's journey through Plan-it</li> </ul>
	3.5 all young people are aware of the local 14-19 on-line area prospectus and are able to access it as appropriate		✓			

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	3.6 all young people are aware of the Connexions Direct website and helpline and of local, external information, advice and guidance services and are accessing them as appropriate	✓			<ul style="list-style-type: none"> <li>• Connexions-direct flagged up through 'My school life' results page in Plan-it</li> </ul>
	3.7 young people are matched and successfully placed into training and employment opportunities		✓		<ul style="list-style-type: none"> <li>• NAVMS will provide a matching service for young people wanting apprenticeships</li> <li>• Combination of Plan-it, AWP, WEX, CAP.</li> </ul>

Quality Standard 4	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
<b>4. Young people have the advice and guidance that they need to make well informed and realistic decisions about learning and career options</b>	4.1 careers advice and guidance is available to all young people in a variety of settings and at times that suit their needs	✓			<ul style="list-style-type: none"> <li>S-cool systems are web based</li> </ul>
	4.2 all young people have access to advisers who are professionally qualified to provide confidential advice and guidance about careers and who are independent of local learning providers		✓		<ul style="list-style-type: none"> <li>Plan-it provides information that will support career conversations between professionals and the young person</li> <li>CXS advisors can use the reports to target and then prepare for meetings with learners</li> </ul>
	4.3 careers advice and guidance is always impartial (e.g. independent of the vested interests of the person/organisation providing the advice). It is based on a young person's needs and on up to date labour market information and intelligence about opportunities available locally, nationally and internationally		✓		<ul style="list-style-type: none"> <li>Plan-it offers impartial information on the range of available choices</li> <li>Area Prospectus shows the full range of course and training opportunities available in area</li> </ul>
	4.4 advice and guidance is challenging and raises aspirations appropriately		✓		<ul style="list-style-type: none"> <li>Plan-it provides information that will support career conversations between professionals and the young person</li> </ul>
	4.5 young people receive timely advice and guidance that supports key decisions that they need to make (for example in relation to the implications of future study), leading to action planning as appropriate		✓		<ul style="list-style-type: none"> <li>Plan-it is designed for engagement at key stages through years 9, 10 and 11 in preparation for progression, work experience and post 16 choices.</li> </ul>
	4.6 all young people who have not had an offer of learning on completion of Year 11 are given the advice and guidance they need to make applications to post-16 providers		✓		<ul style="list-style-type: none"> <li>S-cool Application Process and the Prospectus deliver this functionality</li> </ul>
	4.7 young people are made aware of, and helped to claim from sources of financial support for learning		✓		<ul style="list-style-type: none"> <li>The S-cool Portal can offer young people advice on financial support</li> </ul>

Quality Standard 4	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
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	4.8 additional and sustained guidance and support is provided to those young people who have specific needs (e.g. those with special needs/learning difficulties and/or disabilities, Looked After Children, those with caring responsibilities)		✓		<ul style="list-style-type: none"> <li>Plan-it can contribute to additional and sustained guidance</li> <li>Plan-it is accessibility tested and there is an MLD version</li> </ul>
	4.9 young people with special needs/learning difficulties and/or disabilities are provided (where required by statute or desirable) with a Transition Plan from Year 9 and a section 140 assessment in Year 11 (or later if they need it)		✓		<ul style="list-style-type: none"> <li>The MLD or, where appropriate, the standard version of Plan-it will help a young person and CXS PA complete their contribution to a Transition Plan and a section 140 assessment</li> </ul>
	4.10 young people reaching the upper age limit for young people's information, advice and guidance services know about careers services for adults and how to access them and support is provided to facilitate a smooth transition		✓		<ul style="list-style-type: none"> <li>Plan-it users retain access to quizzes, CV builder and career planning beyond the upper age limit</li> </ul>





Quality Standard 7	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed	7.1 the benefits of impartial information, advice and guidance services for young people are promoted to parents and carers		✓		<ul style="list-style-type: none"> <li>Parents' Leaflet available on the Plan-it Online Handbook <a href="http://www.s-cool.co.uk/planithandbook">www.s-cool.co.uk/planithandbook</a></li> <li>A school can adapt the Plan-it Parents' Leaflet to suit the needs of vulnerable/disadvantaged parents and carers</li> <li>Some schools are introducing parents to Plan-it through Parents' Evenings as a resource to support personal and career development</li> <li>Some schools are introducing parents to Plan-it through Parents' Evenings as a resource to support personal and career development</li> </ul>
	7.2 communications with parents and carers have regard to the needs of vulnerable/ disadvantaged parents and carers		✓		
	7.3 parents and carers are encouraged and supported to help their children (through others as appropriate) to become more self-reliant and better able to manage their personal and career development		✓		
	7.4 parents and carers are encouraged to support career aspirations and participation in education and training		✓		
	7.5 up to date information (produced in collaboration with Children's Information Services as appropriate) about where young people can access information, advice and guidance is made available in a variety of formats to parents and carers			X	
	7.6 up to date information about the labour market is made available in a variety of formats to parents and carers			X	
	7.7 communications with parents and carers are adapted to reflect the different needs of recipients (e.g. in relation to basic skills needs, disabilities, English as second language)			X	
	7.8 parents and carers are aware of the different roles and responsibilities of learning providers and external information, advice and guidance providers in relation to the provision of services			X	
	7.9 parents and carers are aware of the Connexions Direct website and helpline and local prospectuses			X	

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		Fully	Partially	Not at all	
	7.10 information, advice and guidance services for young people are signposted clearly in a variety of settings used by parents and carers			X	
	7.11 parents and carers are supported and enabled to provide their children with impartial information, advice and guidance		✓		<ul style="list-style-type: none"> <li>Parents' Leaflet available on the Plan-it Online Handbook <a href="http://www.s-cool.co.uk/planithandbook">www.s-cool.co.uk/planithandbook</a></li> <li>Some schools are introducing parents to Plan-it through Parents' Evenings as a resource to support personal and career development</li> </ul>
	7.12 parents and carers are aware of sources of financial support for their children's learning		✓		<ul style="list-style-type: none"> <li>The Area-wide prospectus portal can offer users information on financial support and can be accessed without a password, therefore, parents can also use this resource</li> </ul>

Quality Standard 8	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
<b>8. Information, advice and guidance providers understand their roles and responsibilities</b>	8.1 the Local Authority's requirements for the provision of information, advice and guidance services to young people are set out in written statements that make clear the need to meet these standards			X	
	8.2 local partnership agreements, between external information, advice and guidance providers and learning providers, set out clearly the respective roles and responsibilities of each partner			X	
	8.3 the Local Authority helps learning providers and external information, advice and guidance providers work together collaboratively			X	
	8.4 external information, advice and guidance providers feed information about gaps or weaknesses in local learning provision into area planning arrangements		✓		<ul style="list-style-type: none"> <li>The Plan-it Reporting Tool can be used by the Connexions Service to identify gaps in learning provision</li> <li>AWP reports provide a pathways mapping tool for the Local Authority</li> </ul>
	8.5 all relevant statutory responsibilities (related to careers information, careers guidance and careers education) set out in the Education Act 1997, the Employment and Training Act 1973 as amended by the Trade Union Reform and Employment Rights Act 1993 and Section 140 of the Learning and Skills Act 2000, are met			X	
	8.6 recruitment policies and practices comply with local and national safeguarding best practice standards			X	
	8.7 policies and practices encourage the recruitment of an information, advice and guidance workforce that reflects the wider community served			X	

Quality Standard 8	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
	<p>8.8 every learning provider and external information, advice and guidance provider has policies on:</p> <ul style="list-style-type: none"> <li>• promoting equality (including age, gender, racial and disability equality)</li> <li>• impartiality</li> <li>• diagnosing and assessing the needs of individuals for information, for advice, and for guidance</li> <li>• engaging parents and carers</li> <li>• data sharing</li> <li>• the monitoring and evaluation of information, advice and guidance provision and the impact and implementation of these policies are reviewed annually with action taken to rectify weaknesses</li> </ul>			X	
	<p>8.9 providers of information, advice and guidance services record and track young people's progress with systems that comply with, or contribute to, Client Caseload Information System requirements</p>			X	
	<p>8.10 learning providers notify external providers of information, advice and guidance when a young person drops out of learning</p>			X	
	<p>8.11 external providers of information, advice and guidance take swift action to re-engage young people that have dropped out of learning to mitigate the risk of long term disengagement</p>			X	

Quality Standard 9	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
<b>9. Programmes of career and personal development for young people are planned and provided collaboratively</b>	9.1 learning providers and external information, advice and guidance providers collaborate in the planning and provision of information, advice and guidance provision and in the delivery of the curriculum		✓		<ul style="list-style-type: none"> <li>Schools and the Connexions Service jointly plan how Plan-it will be used with young people</li> <li>The school and Connexions staff plan how Plan-it reports will be used, when, by whom and for what purpose</li> <li>Plan-it can be used at multiple providers. The review tool allows reviews from one provider to be viewed at another if desired</li> </ul>
	9.2 learning providers receive training and support from external information, advice and guidance providers and others (e.g. Local Authority advisers) to help them to deliver effective programmes of career and personal development and of financial capability			X	
	9.3 learning providers are offered advice from external information, advice and guidance providers on resources available to support programmes of career and personal development and of financial capability		✓		<ul style="list-style-type: none"> <li>Connexions managers and PAs offer advice on Plan-it and other resources</li> </ul>
	9.4 learning providers are offered support from external information, advice and guidance providers with reviewing and evaluating programmes of career and personal development and of financial capability			X	
	9.5 learning providers are helped by external information, advice and guidance providers to gather information on opportunities in learning and work and on other issues that impact on young people's participation, achievement and progression in learning and work			X	
	9.6 learning providers and external information, advice and guidance providers have strong links with local employers and understand their needs			X	

Quality Standard 10	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?	
		Fully	Partially	Not at all		
<b>10. Staff providing information, advice and guidance services are appropriately qualified, work to relevant professional standards and receive continuing professional development</b>	10.1 all staff delivering information advice and guidance: <ul style="list-style-type: none"> <li>• have the skills, knowledge and qualifications to deliver a high quality service</li> <li>• can deliver information, advice and guidance to diverse client groups and can challenge stereotyping and raise aspirations</li> <li>• know where to access impartial specialist advice</li> <li>• adhere to their relevant professional codes of conduct</li> <li>• have access to a range of continuing professional development opportunities</li> <li>• have structured opportunities for the evaluation of professional practice</li> </ul>		✓		<ul style="list-style-type: none"> <li>• S-cool products are supplied with training to enable advice and guidance staff to maximise use and development of the product range. Training is provided to local school support teams who cascade.</li> </ul>	
	10.2 multi-agency working and collaboration is underpinned by joint training when appropriate		✓		<ul style="list-style-type: none"> <li>• School Support Team provides support and training on S-cool products</li> </ul>	
	10.3 annual audits of staff training needs are undertaken		✓		<ul style="list-style-type: none"> <li>• School Support Team provides support and training on S-cool products</li> </ul>	
	10.4 the performance of practitioners is reviewed regularly				X	
	10.5 arrangements are made to share good practice					X
	10.6 every learning provider and external information, advice and guidance provider has a policy on the training and development of staff providing information, advice and guidance and the impact and implementation of this policy is reviewed annually with action taken to rectify weaknesses					X

Quality Standard 11	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
<b>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</b>	11.1 the accessibility, take-up and effectiveness of provision is monitored, regularly reviewed and evaluated			X	
	11.2 performance indicators are set for learning providers and for external information, advice and guidance providers that enable commissioners of services to evaluate provision and support improvements where necessary			X	
	11.3 achievement of PSA targets and outcomes and local strategic objectives defined in Local Area Agreements and the Children and Young People's Plan is monitored			X	
	11.4 the effectiveness of referral systems is reviewed at least annually with providers of specialist services and action is taken to rectify weaknesses			X	
	11.5 information about gaps or weaknesses in the provision locally of external information, advice and guidance is collected systematically and fed into area planning arrangements			X	
	11.6 the development of information, advice and guidance services is informed by feedback from <ul style="list-style-type: none"> <li>• parents and carers</li> <li>• young people</li> <li>• learning providers</li> </ul>			X	
	11.7 Local Authorities, learning providers and external providers of information, advice and guidance services have up to date improvement plans which are reviewed and evaluated			X	
	11.8 feedback is provided to young, people, parents and carers and learning providers on action being taken in response to feedback			X	

Quality Standard 11	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
	11.9 employers are consulted about the effectiveness of local information advice and guidance services in meeting their needs and action is taken to rectify weaknesses			X	

Quality Standard 12	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
<b>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</b>	12.1 the Secretary of State's statutory duty to secure careers services for young people is met (ref. Education Act 1997 and Employment and Training Act 1973, as amended by the Trade Union Reform and Employment Rights Act 1993), is met			X	
	12.2 PSA targets and outcomes and local strategic objectives defined in Local Area Agreements and the Children and Young People's Plan are met			X	
	12.3 the commissioning of information advice and guidance services is informed by detailed assessment of the numbers, profile and needs of young people locally			X	
	12.4 the information advice and guidance services commissioned locally are determined following consultations with learning providers, external information advice and guidance providers, young people, parents and carers, employers and others			X	
	12.5 the commissioning of information advice and guidance services is informed by systematic arrangements for identifying gaps and shortcomings in existing information advice and guidance provision			X	
	12.6 information advice and guidance services are planned to meet the full range of the needs of young people's identified locally			X	
	12.7 young people, parents/carers and learning providers are involved in the commissioning of information, advice and guidance services			X	

Quality Standard 12	Evidence Indicator	Maps to Plan-it or other S-cool product			How does it map?
		Fully	Partially	Not at all	
	12.8 the procurement and contracting of information advice and guidance services is open and transparent and is conducted in line with good practice			X	
	12.9 the commissioning of information advice and guidance services takes into account performance against these quality standards			X	