

Standard M

Management: Planning, development and provision of career education, information, advice and guidance is systematic and well-managed

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
<p>M.1 There is a system within the learning organisation, which makes sure of a coherent approach to planning, provision and development of career education, information advice and guidance (CEIAG), which meets the needs of all its young people.</p>	<p>The assessor will look for evidence of a system which:</p> <ul style="list-style-type: none"> identifies relevant people such as co-ordinators for ILPs, recording of achievement processes (ROA), citizenship, PSHE, careers, WRL, SEN co-ordinator, the person responsible for information provision, Connexions manager, guidance manager, and assessment manager, link governor, Connexions staff and their roles and responsibilities enables planning and development between these people which results in coherent provision takes account of current developments provides enough resources (staff, accommodation and time), and involves young people in the planning. 	<p>1.b 1.c 2.a 2.b 3.c 4.g 5.e 6.a 6.b 6.c 7.a 7.c 7.e 7.f</p>	<p>5b 5d</p>	<p>2.2 4.1 5.1 6.1 9.1 11.6 11.7</p>
<p>M.2 The system is underpinned by a policy, which has aims for CEIAG. The policy has been developed in consultation with the delivery team, and is endorsed by the senior management team and the governing body.</p>	<p>The assessor will look for evidence of a policy which:</p> <ul style="list-style-type: none"> is a working document which has been developed and reviewed in consultation with those involved in its delivery (M.1); is linked to other relevant policies such as learning support, equal opportunities, ROA, PSHE, citizenship, WRL, student progression, information provision and support and guidance 	<p>1.b 1.d 1.e 2.a 2.c 3.c 4.g 5.e 6.a</p>	<p>5a 5b 5d 5e 5f</p>	<p>5.1 5.4 5.6 8.5 8.8 9.1 10.6 11.1 11.7</p>

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
	<ul style="list-style-type: none"> is endorsed by senior managers and governors links to the development plan and schemes of work responds to current national developments, and describes student entitlement to CEIAG. 	6.b 6.c 7.a 7.c 7.e 7.f		
M.3 The provision of activities conform to statutory and legal requirements which apply to the organisation.	<p>Examples would include:</p> <ul style="list-style-type: none"> details of risk assessments for WRL details from the health and safety briefing given as part of work experience preparation indemnity insurance for young people taking part in activities child protection, and data protection. equal opportunities 			5.1 8.5
M.4 There is a written statement of arrangements for working together between the organisation and providers of CEIAG (such as Connexions and ISCO) identifying delivery, development and responsibility for provision.	<p>The assessor will look for evidence of a document which:</p> <ul style="list-style-type: none"> provides for a review at least once a year and identifies agreed areas for development describes the relationships between the organisation and all members of external organisations which contribute to the provision of CEIAG, and refers to or describes contributions to the CEIAG programme by external providers. 	1.b 2.a 2.c 3.c 4.g 5.c 5.e 6.a 6.b 6.c 7.a 7.d 7.e 7.f	5g	2.8 2.11 4.9 8.2 9.1 9.3 9.4 9.5 10.2 11.4
M.5	The assessor will look for evidence of a system	1.a	2d	2.4

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
There is a system which identifies young peoples' needs and informs differentiated provision.	which: <ul style="list-style-type: none"> identifies young peoples' needs, such as. career, educational, social, personal and health enables a coherent approach to planning a differentiated learning programme for young people with learning difficulties and disabilities, or gifted and talented young people links to the policy statement on information provision uses information about young peoples' individual needs to inform differentiated curriculum and guidance provision, and shows how the results of analysis are used to inform curriculum, information and guidance provision. 	2.a 5.a 5.b 5.c 5.d 6.a 6.b 7.a 7.f		2.6 2.7 3.4 4.9 5.1 5.2
M.6 The organisation has a young person's entitlement statement for CEIAG.	The assessor will look for evidence of: <ul style="list-style-type: none"> a clear description of the amount and type of CEIAG a young person will receive at each key stage; how this is shared with young people and their parents/carers. 		1a-d 2a	1.1 1.4 1.5 2.2 4.1 4.5 7.1 – 7.12

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
M.7 The training and support needs of staff involved in co-ordinating, delivering and supporting CEIAG are identified and met through a continued professional development programme.	The assessor will look for evidence of a system which: <ul style="list-style-type: none"> • gives the same status for careers-related training as other parts of the curriculum • identifies and records the training needs of staff • makes sure that these training needs are being met and that the impact of the training is being monitored • makes sure that the programme co-ordinator has sound knowledge and understanding of the theories and concepts underpinning CEIAG and has been trained to deliver CEIAG • makes sure that all staff can explain the purpose of careers education and guidance and their contribution to student career planning, and • makes sure that all staff can explain the purpose and value of work related learning and how curriculum links with industry and the community can benefit their young people. 	1.c 5.a 5.c 5.d 6.a 7.a	6a-f	9.2 9.6 10.1 10.2 10.3 10.4 10.6

Career Mark indicator	Career Mark component	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
M.8 The effectiveness of CEIAG provision is managed through a monitoring, review and evaluation cycle.	The assessor will look for evidence of a system which: <ul style="list-style-type: none"> evaluates the quality of teaching evaluates the quality of one to one support makes sure that the young person's entitlement as described in the CEIAG policy is delivered makes sure that the desired learning outcomes are met consistently uses feedback from young people, deliverers, partner organisations and parents, and evaluates the quality of information. 	1.c 2.a 2.b 4.c 4.d 5.a 5.b 5.c 5.d 6.a 7.a 7.f 6.b	5c 7a-c 8a	6.1 8.8 8.9 10.1 10.4 10.6 11.1 11.4 11.6
M.9 The results of evaluation are used to identify areas for further development and lead to continuous improvement.	The assessor will look for evidence of: <ul style="list-style-type: none"> a system that identifies and shares good practice examples of where evaluation has effected development and change, and a system that informs managers and governing bodies of outcomes of evaluation and areas for development. 	1.7 2.a 2.b 2.d 3.c 5.d 6.a 6.b 7.a 7.b 7.f	7d 8b 8c 8d	6.1 8.8 8.9 10.5 10.6 11.1 11.4 11.8
M.10 For learning organisations who have already achieved Career Mark the recommendations made in the assessment report will have been carried out.	The assessor will look for evidence of: <ul style="list-style-type: none"> the integration of the recommendations into the organisation's development plan, and the integration of the through the organisation's cycle of monitoring and review. 			

Standard C

Curriculum

***no links to Matrix as the award does not cover programme delivery**

Career Mark indicator	Career Mark example	Links to OfSTED Self evaluation form (SEF)	Links to IAG standards
<p>C.1 There is a written scheme of work and supporting documents for CEIAG:</p> <ul style="list-style-type: none"> • with measurable learning outcomes • giving coherence and progression across all the key stages, and • which matches up with other personal development curriculum areas. 	<p>The assessor will look for evidence of a scheme of work that:</p> <ul style="list-style-type: none"> • shows there is a balance in the programme which is derived from nationally recognised outcomes and learning frameworks such as the National Framework for CEG, the QCA WRL Framework for Key Stage 4, Key Skills, Personal Employability Learning and Thinking Skills (QCA) (PLTs), and Every Child Matters • deals with motivation and engagement in the career planning process • shows that students understand the learning outcomes of the programme • shows that students can link activities within the programme to their own career planning • shows that students can explain how guidance contributes to their career planning, and • shows that students can explain how self-assessment, reviewing progress and recording achievement supports career planning. 	<p>4.a 4.b 5.b 6.a 6.b 7.a 7.f</p>	<p>1.1 1.2 1.4 3.1 3.2 3.5 3.6 4.7 5.5 8.5</p>

Career Mark indicator	Career Mark example	Links to OfSTED Self evaluation form (SEF)	Links to IAG standards
C.2 Methods of teaching and learning and the resources used are differentiated to meet the needs of young people.	The assessor will look for evidence of: <ul style="list-style-type: none"> the programme is differentiated for students according to age, ability, aptitude, outcomes to be achieved, resources to be used, place of learning, student motivation and the range of activities to be included, and the results of the evidence from M.5 informing the methods and resources used. 	4.c 5.a 5.b 5.c 6.a 7.a	5.6
C.3 The organisation provides an opportunity to learn about the world of work.	The work experience and work-related activities programmes should: <ul style="list-style-type: none"> make sure that development across the key stages is coherent and progressive clearly identified learning outcomes, which parents, students, teachers and others involved in the process are told about make effective use of briefing and debriefing sessions to support student learning, and make sure that students' achievements are recorded. 	3.a 3.b 4.a 4.b 4.d 4.e 5.b 6.a 6.b 7.a 7.d 7.f	3.1 5.5 7.1 – 7.12
C.4 The organisation makes it easy to work together with external partners to improve the provision.	The assessor will look for evidence of: <ul style="list-style-type: none"> the organisation working pro-actively with partners in the delivery of CEIAG the programme containing a variety of contributions from external partners, and the variety of partners reflecting impartiality. 	1.b 6.c 5.b 7.a 5.c 7.d 5.d 5.e 6.a 6.b	9.1 9.6

CAREER MARK/LIBRARY AND INFORMATION STANDARDS



Audit Sheet 2009-2010

Name of School/College: _____

Connexions PA: _____ Careers Coordinator: _____

Please tick one of the following. We are using these standards as part of:

1. **The Effective Connexions Library audit**

These standards should be completed and returned to Dianne Purdy by Thursday, 31 December 2009.

2. **The Career Mark – Standard I assessment**

These standards should be completed and returned to your Career Mark adviser. For further information visit www.cnxnotts.co.uk.

This audit needs to be signed by:

- The Careers Coordinator or appropriate member of staff.
- The Connexions Personal Adviser.

Please remember to also complete the appropriate resource list (see appendix 1, 2 or 3).

Appendix 1: For schools/colleges developing a Virtual Connexions Library (Mainstream)

Appendix 2: For schools/colleges maintaining a paper based library supported by electronic resources (Mainstream)

Appendix 3: For schools/colleges with specific requirements e.g. PRU, Special School, etc

For specific support and advice on Connexions libraries contact:

Dianne Purdy, Curriculum and Information Development Manager

Email: dianne.purdy@cnxnotts.co.uk or phone: 0115 983 8955

Ingrid Green, Information Adviser

Email: ingrid.green@cnxnotts.co.uk or phone: 0115 983 8974

Sarah Lindsey, Information Adviser

Email: sarah.lindsey@cnxnotts.co.uk or phone: 0115 983 8973

Career Mark, Library and Information Standards

The provision of an effective information service

This audit form can be used in 2 processes:

1) **Effective Connexions Library Certificate Audit**

This needs to be completed by all schools and colleges as part of our annual library/information service audit. Completed forms need to be returned to Dianne Purdy, Curriculum and Information Development Team Manager by **18th December 2009**.

2) **Career Mark Standard I Audit and Action Plan**

As part of the Career Mark process you will be asked to complete an audit sheet; use the same sheet to do this. If you have recently completed the Effective Connexions Library Certificate Audit you can resubmit this as part of the Career Mark audit. The Career Mark Audit will need to be conducted with the support of a Career Mark Adviser from Connexions Nottinghamshire. Please contact Dianne Purdy who can explain the Career Mark process further.

Please note, it is important that these forms are an accurate representation of information provision at the school or college. We use these forms not only to assess how well you are doing and award certificates, but also to identify whether we can help you with any developments and improvements. This is essential if you are intending to complete the Career Mark process.

You need to:

1) Tick one of the four columns according to the following rating:

- 1 = Good range of evidence that exceeds the requirements of the indicator
- 2 = Enough evidence to meet the assessment indicator
- 3 = Some evidence – working towards the indicator
- 3 = Not enough or irrelevant evidence to meet the indicator

2) Add any further comments and action that is needed to the right hand column. Please give as much detail as you can to help us support you.

Use of italics

The italics highlight the areas that were originally covered by the Virtual Connexions Library standards.

Assessment indicator	Components	1	2	3	4	Comments and action needed
<p>I.1 There is a policy statement for providing an effective information service. This document should be signed by key staff.</p>	<p>The policy statement should:</p> <ul style="list-style-type: none"> • include rationale, management, organisation and content, young person and staff training, evaluation and development • <i>in the case of a virtual Connexions Library this should include the role of the ICT team and how software /e-based information is maintained</i> • clearly identify a budget for careers and personal development information: <ul style="list-style-type: none"> -£400 for mainstream schools -£300 for special schools, hospital schools, PRUs and schools with less than 100 students - £450 for schools with post 16 education and colleges • include specific reference to the sixth form, and • outline the use of IT within CEIAG including getting information from the Internet. This needs to be cross referenced with related policies where appropriate. 					

Assessment Indicator	Components	1	2	3	4	Comments and action needed
<p>I.2 There is a system for managing the information service.</p> <p>Please note If doing a Career Mark audit this cross references to standard M2</p>	<p>System should:</p> <ul style="list-style-type: none"> • identify relevant people — with a clear description of roles and responsibilities — including a named person with overall responsibility for providing careers and personal development information • identify and record the training needs of staff and make sure that these training needs are being met and the impact of the training monitored • have an annual development plan in consultation with key people, and • contribute to a report for governors and senior managers. 					

Assessment indicator	Components	1	2	3	4	Comments and action needed
<p>I.3 There is a network of information points with accurate and up-to-date resources to support personal development and progression.</p>	<p>The network provides:</p> <ul style="list-style-type: none"> • a careers and personal development information point which has its own identity and is well sign-posted and publicised throughout the organisation • signposts and notices detailing location, opening times and the resources available in or near the area and throughout the organisation • online resources should also be signposted from the paper based collection and vice-a-versa • references between the information points in the network, and • anonymous access to sensitive information. 					
Assessment indicator	Components	1	2	3	4	Comments and action needed
<p>I.4 The main information point is equipped for individual study and browsing and small group work activities.</p> <p>Access to computers should be available for individual use outside of lessons.</p>	<p>There should be evidence of:</p> <ul style="list-style-type: none"> • the facilities for individual and small group work activities, and • evidence of alternative arrangements where the information point is not properly equipped. 					

Assessment indicator	Components	1	2	3	4	Comments and action needed
<p>I.5 All young people can access information freely and easily.</p>	<p>This requires:</p> <ul style="list-style-type: none"> • alternative arrangements for access for disabled young people where necessary • <i>Online resources are also made accessible via necessary adjustments for young people with specific disabilities</i> • the opening hours being displayed • access times being referenced in the policy (see standard I.1) • information in all categories of CRCI being available for students <p><i>See Appendices 1+ 2 for list of appropriate resources</i></p> <ul style="list-style-type: none"> • information being available in a range of formats, and at appropriate levels • a good quality printer • <i>electronic resources to be available throughout the school/college via a school network/Virtual Learning Environment (I.4)</i> • <i>a system where staff can request relevant websites are unblocked by firewalls</i> • <i>in the case of a Virtual Connexions Library, paper based back up resources should the system go down</i> • access to a photocopier (which is made clear to young people) or signposting to information that can be taken away. 					

Assessment indicator	Components	1	2	3	4	Comments and action needed
<p>I.6 The information is relevant, accurate, up-to-date, free from bias and maintained on a regular basis.</p>	<p>There should be:</p> <ul style="list-style-type: none"> • a named person with overall responsibility for the maintenance and development of the careers and personal development information points • a clearly described system for maintenance including a review of the content, and equal opportunities monitoring • good presentation of resources, and • current information (not more than two years old, or if it is the latest edition of a book not more than five years old) • <i>a software installation policy and schedule to ensure the careers related software is installed within 2 weeks of receipt</i> • <i>a well maintained and up to date Virtual Connexions Library with working weblinks</i> • <i>a system of promoting the Connexions library e.g. posters, bulletins, promotion via the Virtual Learning Environment.</i> 					

Assessment indicator	Components	1	2	3	4	Comments and action needed
<p>I.7 The content is wide ranging and meets the needs and abilities of students from Year 7 onwards. The service uses a recognised classification system.</p>	<p>This should include:</p> <ul style="list-style-type: none"> • a content that meets local standards • a recognized classification system such as CRCI, or a systematically organised/easily accessible Virtual Connexions Library. (see VCL notes on www.cnxnotts.co.uk) • ways of guiding young people to the information • locally produced information i.e. What Next series, local publications and online information e.g. Sortitonline etc (See minimum contents list, Appendices 1 + 2) • An explanation of what software packages/main websites do. (paper based or as part of a Virtual Connexions Library) 					
<p>I.8 Young people are given support to use information effectively.</p>	<p>There should be:</p> <ul style="list-style-type: none"> • a skilled member of staff who is available to support student enquiries at publicised times, ie. breaks, lunches and after school • support for autonomous student enquiries, and • guidance activities which include opportunities to discuss information needs. This should cover paper based and electronic resources • students should also be made aware of who can support them when accessing information and advice. 					

Assessment indicator	Components	1	2	3	4	Comments and action needed
I .9 All young people receive training on information handling skills.	Students should: <ul style="list-style-type: none"> • receive an induction and regular updates, at key transition points such as Years 7, 9, 11 and 12, on information provision as part of a careers and personal development programme • be given the opportunity to develop research and resource evaluation skills, and • know about other organisations giving information • receive information sessions regarding the electronic resources at key stages i.e. Year 7, Year 8/9 and Year 10/11. 					

Assessment indicator	Components	1	2	3	4	Comments and action needed
<p>I.10 All staff receive an induction and regular updates on providing information as part of a continuing professional development programme.</p>	<p>There is:</p> <ul style="list-style-type: none"> • a planned programme of staff training, and • links to the organisation's policy for professional development • staff awareness raising relating to new resources and developments. 					
<p>I.11 There is a system in place to monitor and evaluate the use of the information service which informs developments.</p>	<p>There is:</p> <ul style="list-style-type: none"> • a way of gathering feedback from young people and staff • evidence that the feedback is used to inform the development plan. 					

ACTION POINTS

List any action points and improvements

	Staff name	Staff signature	Date
Librarian:			
Careers coordinator:			
Connexions PA:			

This form should be returned to: Dianne Purdy, Curriculum and information Development Manager, Connexions Nottinghamshire, Heathcote Buildings, Heathcoat Street, Nottingham, NG1 3AA by Thursday, 31st December 2009.

Appendix 1: Virtual Connexions Library (VCL) Minimum Contents List 2009/10

Software	Tick if in stock
> Essential Roo - Kangaroo's Best Bits	
> Kudos (or similar careers matching programme - please state)	
> E-CLIPS (or jobs4u website)	

Websites	
> Fetch! www.fetchinfo.net (Connexions Nottinghamshire's weblinks gateway)	
<i>Use of Fetch! is strongly recommended. If not used, information must be provided and organised for the following categories:</i>	
<i>Choices</i>	
<i>Education</i>	
<i>Free time</i>	
<i>Health</i>	
<i>Housing</i>	
<i>Law, your rights & citizenship</i>	
<i>Money</i>	
<i>Relationships</i>	
<i>Work and training</i>	
<i>Help and advice</i>	
> Connexions Direct www.connexions-direct.com	
> ema www.direct.gov.uk/ema	
> jobs4u www.connexions-direct.com/jobs4u/	
> MyChoiceNotts.com www.MyChoiceNotts.com	
> Sortitonline www.sortitonline.com	
> Vacancies Online from www.sortitonline.com	

Paper-based resources	Tick if in stock
> Able to Succeed (Cascaid, £20)	
> Apprenticeship information (National Apprenticeship Service - NAS, free)	
> Connexions Direct information (Connexions Direct, free)	
> Connexions Nottinghamshire information (free)	
> Decisions at 13/14+ (Lifetime Careers Wilts, £12.99)	
> Choosing your A levels and other post-16 options (2008) (£14.99)	
> Degree Course Offers (Trotman, £29.99) or UCAS Big Guide (Ucas, £31.50)	
> How to Complete Your Ucas Application (Ucas, £13.99) (for colleges and schools with 6th Form)	
> It's Your Choice (Connexions, free)	
> Jobfile (VT Lifeskills £40) OR Careers 2010 (Trotman, £45)	
> What Next 17/18 (Connexions Nottinghamshire, free)	
> What Next @ 16 (Connexions Nottinghamshire, free)	
> What Next 11-13 (Connexions Nottinghamshire, free)	
> What Work in Notts (Connexions Nottinghamshire, free)	
> Which Way Now? (Connexions, free)	
> Working In series (VT Lifeskills, £8.50)	
> Young Citizen's Passport (Citizenship Foundation, £5.99)	

Further suggestions	
Software	
> JED	
> Launchpad (replaces Streets Ahead) suitable for KS 3	
> Pathfinder + HE	
> Animods	
> Careerscape	

Appendix 2: Connexions Library Recommended Minimum Contents List 2009/10

The following list is based on the 'Better Choices' requirements produced by Connexions.

It gives guidance to those working with Connexions resources on the range of resources expected to be seen in a Connexions library within schools and colleges. **It is not a prescriptive list - schools are expected to stock some items from each section listing alternatives where applicable, colleges are expected to stock resources appropriate to their intake.** An acceptable standard in terms of content will fulfill one of the criteria for a school or college being awarded an Effective Connexions Library certificate.

N.B. All prices, dates and resource details should be checked in the Prospects catalogue as they may change or you may duplicate existing stock.

Choices C

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		Careers 2010	C01	Trotman	10/09	£45.00	√	All
		<i>or</i>						
		Jobfile 2009/10	C01	VT Lifeskills	04/09	£40.00	√	All
		What can I do with no degree?	C01	Trotman	10/08	£12.99		KS4/16+
		Working In Series	C01	Trotman	Various	£8.50		All
		On the Spot Job Cards	C01	Highflyers	10/05	£80.00		SN
		Which Way Now?	C03	Connexions	09/09	Free	√	KS3
		What Next 11-13	C03	CnxNotts	09/09	Free	√	KS3
		It's Your Choice	C04	Connexions	09/09	Free	√	KS4
		What next @ 16?	C04	CnxNotts	09/09	Free	√	KS4
		Choices @16 DVD	C04	Lifetime Careers	01/07	£59.95		KS4
		Choices @ 16 Support Pack	C04	Lifetime Careers	01/07	£19.95		KS4
		What Next After school?	C05	Kogan Page	11/08	£7.99		KS4 / 16+
		Jobs and Careers after A Levels	C05	Lifetime Careers	10/07	£11.99		16+
		What Next 17 / 18?	C05	CnxNotts	09/09	Free	√	16+

Alternative titles:

Education E (Qualifications)

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		A-Z of Exam Survival	E02	Trotman	09/07	£9.99		KS3/4
		Choosing Your GCSEs and other Post-14 options	E04.1	Trotman	06/09	£12.99		KS3
		Choosing Your A Levels and other Post-16 Options	E04.2	Trotman	09/08	£14.99		KS4/16+
		<i>Or</i>						
		Which A Levels	E04.2	LCW	07/08	£13.99		KS4/16+
		Choosing your 14-19 Diplomas	E04.1	Trotman	03/10	£12.99		KS3/4
		BTEC Leaflets (Various)	E04.3	Edexcel		Free		KS4/16+
		NVQ Code of Practice	E04.3	QCA	-	Free	-	KS4/16+
		City & Guilds Information	E04.3	City&Guilds		Free		KS4/16+

*Alternative titles:***Education E (Further education)**

		FE Prospectuses-local colleges & 6th Forms	E08.2	Various		Free	√	KS4/16+
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*Alternative titles:***Education E (Taking a gap year)**

		The Gap Year Guidebook 2009	E09	Peridot	11/08	£12.95	√	16+
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Alternative titles:

Education E (Higher education)

* essential items for schools without sixth forms

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		Heap Degree Course Offers 2010 Entry*	E10.1	Trotman	05/09	£29.99	√	KS4/16+
		<i>or</i>						
		UCAS Big Guide 2010	E10.1	UCAS	05/09	£36.50	√	KS4/16+
		Choosing your Degree Course and University	E10.1	Trotman	04/08	£22.99		16+
		Into Higher Education 2009	E10.1	Skill	09/08	£15.00	√	SN
		Use Your Head Teach *	E10.1	TDA	2006	Free		KS4/16+
		Getting Into Art & Design Courses 2010 Entry	E10.1	Trotman	06/09	£12.99	√	16+
		Sixth Former's Guide 2009	E10.1	ISCO	01/09	£12.99	√	16+
		University websites	E10.1					16+
		UCAS www.ucas.org.uk	E10.1					16+
		<i>Other suggestions:</i>				£533.59		
		Teaching and Education progression series 2010 entry	E10.1	UCAS	05/09	£15.99	√	16+
		Guardian University Guide 2010	E10.1	Guardian Newspaper	07/09	£16.99	√	16+
		The Virgin 2010 Alternative Guide to British Universities	E10.1	Virgin	2009	£15.99	√	16+
		How to Complete Your UCAS Application 2010 Entry	E10.3	Trotman	05/09	£12.99	√	16+
		What do Graduates Do? 2009 *	E10.4	UCAS	11/08	£14.95	√	KS4/16+
		A Guide to Uni Life	E10.5	Trotman	08/09	£9.99		16+
<i>Alternative titles:</i>								

Education E (Money for learning)

* essential items for schools without sixth forms

		How to Get Financial Help as a Student*	E12	DIUS	02/09	Free	√	KS4/16+
		Student Money 2010	E12	Trotman	07/09	£17.99	√	16+
		Student Support and Benefits Handbook 09/10	E12	CPAG	10/09	£12.50	√	16+
		University Scholarships, Awards & Bursaries	E12	Trotman	10/09	£23.99	√	16+
<i>Alternative titles:</i>								

Education E (Studying abroad)

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		Erasmus information www.britishcouncil.org/erasmus	E13	British Council / Erasmus				16+
<i>Alternative titles:</i>								

Free Time FT

		Duke of Edinburgh's Award leaflet	FT01	Duke of Edinburgh		Free		KS4/16+
		Local leisure centre leaflets	FT02	Local Authority		Free	√	All
		Community Service Volunteers www.csv.org.uk	FT03	CSV				KS4/16+
		Voluntary Service Overseas www.vso.org.uk	FT03	VSO				16+
		Vinvolved (prev. Mill. Volunteers) www.mvonline.gov.uk	FT03	vinvolved				KS4/16+
		Prince's Trust information	FT03	Prince's Trust		Free		KS4/16+
<i>Alternative titles:</i>								

Health HE

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		Real Life Issues: Eating Disorders	HE01.1	Trotman	10/04	£7.99		All
		Body Image (Health Issues series)	HE01.1	Hodder Wayland	12/08	£8.99		All
		Do you ever feel depressed?	HE02	Young Minds		£0.70		All
		Feeling Angry?	HE02	Young Minds		£0.70		All
		Samaritans Leaflets / bookmarks / cards	HE02	Samaritans		Various		All
		Worried About Self-injury	HE02	Young Minds		£0.70		All
		Self-harm information sheet www.nspcc.org.uk	HE02	Childline / NSPCC		Free		All
		Real Life Issues: Sex & Relationships	HE04	Trotman	11/04	£7.99		All
		Nothing but the facts: Emergency contraception	HE04	Brook	10/05	£0.40		All
		FRANK www.talktofrank.com	HE07	FRANK				
		Wise Guides series: Personal Safety	HE12	Hodder	01/05	£5.99		All

Alternative titles:

Housing HO

		Finding a place to live	HO02	Shelter	2008	£0.55		16+
		<i>These and other Shelter leaflets also downloadable from www.shelternet.co.uk</i>						
		Housing Benefit information	HO03	Local Authority		Free		16+

Alternative titles:

Law, Your Rights and Citizenship L

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		You and the Police: Basic Facts	L02	Children's Legal Centre	2007	£0.50		All
		At what age can I?	L02	Children's Legal Centre	09/08	£8.50		All
<i>Alternative titles:</i>								

Money M

		The Teenager's Guide to Money	M01	Quercus	2008	£8.99		All
<i>Alternative titles:</i>								

Relationships R

		When Someone Dies www.childline.org.uk	R01	Childline	2002	Free		All
		Bullies, Bigmouths and So-called Friends	R02	Hodder		£4.99		KS3
		You Can Beat Bullying	R02	Kidscape		£0.50		All
		Family Changes www.parentlineplus.org.uk	R03.2	Parentline Plus				KS3/4
		How to Cope with Doubts About Your Sexual Identity	R05	Mind	2007	£1.00		KS3/4
		Care to Learn? Childcare for Young learners	R07.1	DCSF		Free		KS4
<i>Alternative titles:</i>								

Travel and Transport T

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		Highway Code	T01	Driving Standards Agency	09/07	£2.50		16+
		Theory Test for Car Drivers Book	T01	BSM	2008	£10.99		16+
		Practical Test Book	T01	BSM		£5.99		16+
		Wheels to Work information	T02	Wheels to Work		Free		16+
		Local transport information	T02	Various		Free		All
<i>Alternative titles:</i>								

Help & Advice WH

		Childline Wallet Cards	WH01	Childline		Free		All
		Info Nation 2009	WH02	What Now?	10/08	£4.50	√	All
		Connexions Nottinghamshire information	WH02.2	CnxNotts		Free		All
		Other local leaflets	WH02.2	Various		Free		All
<i>Alternative titles:</i>								

Work and Training WT

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		What Work in Notts (What Next series)	WT	CnxNotts	2008/09	Free	√	KS3/4
		Summer Jobs Worldwide 2010	WT04	Crimson Publishing	10/09	£12.99	√	16+
		Telephone Directories / Yellow Pages	WT07			Free	√	All
		CVs and Applications	WT07.2	Lifetime Careers	05/07	£11.99		KS4/16+
		<i>Or</i>						
		Winning CVs for First-Time Job Hunters	WT07.2	Trotman	10/08	£12.99		KS4/16+
		Excel at interviews	WT07.3	LCW	05/07	£11.99		KS4/16+
		<i>Or</i>						
		Winning Interviews for First-Time Job Hunters	WT07.3	Trotman	10/08	£12.99		KS4/16+
		Succeed @ Interviews DVD	WT07.3	Lifetime Publishing	08/08	£59.95		KS4/16+
		Succeed @ Interviews Support Pack	WT07.3	Lifetime Publishing	09/08	£19.95		
		How to Master Psychometric Tests	WT07.4	Kogan Page	05/08	£8.99		16+
		Apprenticeship information	WT09.1	National Apprenticeship Service (NAS)		Free		KS4/16+
		Working for Yourself Uncovered	WT10	Trotman	07/07	£12.99		16+
		Starting a Business www.princes-trust.org.uk	WT10	Prince's Trust				KS4/16+
		Able to Succeed	WT11	Cascaid	07/07	£20.00		All
		Work Your Way Around the World	WT15	Crimson Publishing	06/07	£12.99		16+

Alternative titles:

Software*

Tick if in stock	Date of item	Title	Code	Publisher	Publication Date	Price	Annual	Suitable for
		Kangaroo's Best Bits		CnxNotts		Free	√	All
		Kudos #		Cascaid		£260.00	√	KS3/4
		Adult Directions #		Cascaid		£260.00	√	16+
		Careerscape #		Cascaid		£100.00	√	All
		E-Clips		Nord Anglia Lifetime Development		£135.00	√	All
		Exodus		Careers Europe		£150.00	√	All
		Europe in the Round		Vocational Technologies		£120.00	√	All
		JED		Careerssoft		£170.00		
		Launchpad #		Cascaid		£140.00	√	KS3
		Pathfinder HE		VT Career Progressions		£255.00	√	16+
		Animods (annual licence)		Careerssoft		£80.00	√	All
		Animods (separate modules: 1-16)		Careerssoft		£35 each		All
		Higher Ideas (site licence)		Careerssoft		£140.00	√	KS4/16+
		Profile Builder (one off payment)		VT Career Progressions		£120.00	√	SN

**Please check these prices before ordering as there are some variations depending on requirements.*

discounted prices applicable only if purchased through Connexions Nottinghamshire.

Internet

		Career Companion online licence (see www.careercompanion.co.uk for more details)				£40 (office)		All
						£175 (network)		
		Recommended websites						
		Sortitonline www.sortitonline.com						All
		Fetch! (from www.sortitonline.com or www.cnxnotts.co.uk)						All
		Connexions Direct www.connexions-direct.com						All
		MyChoiceNotts.com						All
		Vacancies Online (from www.sortitonline.com or www.cnxnotts.co.uk)						All

Appendix 3: Minimum Contents List for small schools, hospital schools and PRUs 2009/10

	Information area	Yes	No	Suggestions
>	Connexions Service information/other sources of help			
>	General reference materials			
>	Choices and decision making			
>	Options at key transition stages			
>	Work and training			
>	Continuing education			
>	Transition from education to work			
>	Free time and voluntary work			
>	Travel and transport			
>	Occupational information			
>	Health			
>	Money			
>	Law, your rights and citizenship			
>	Relationships			
>	Help and advice			

For examples of useful resources for Special Schools see the Effective Connexions Library Toolkit - extra support pack 2009 on www.cnxnotts.co.uk. (Copies available from David Cockayne. Email: distribution@cnxnotts.co.uk or ring 0115 992 6025.)

Standard A & G

Advice, Guidance and support activities

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
G.1 There is a planned programme of impartial guidance, which all young people can use to help them make decisions.	<p>The assessor will look for evidence of:</p> <ul style="list-style-type: none"> a policy statement for guidance and support activity outlining what is provided for young people, how this is carried out and so on the guidance and support provision being informed by the needs of young peoples (M.5) and being linked to the entitlement statement for CEIAG guidance and support being available at relevant times, such as transition points the guidance and support being flexible enough to respond to young people with personal issues or barriers that may affect their learning and progression, and an introduction to guidance and support provision being included in the curriculum programme to make sure young people know about and can use what is provided. 	5.a 5.c 5.d 6.a 6.b 7.a 7.d 7.e 7.f	1a-d 2a 2c 2d 4a-f	1.2 2.2 2.9 4.1 4.3 4.4 4.5 4.8 4.9 5.1 5.2 9.1

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
G.2 There is a referral system in place that enables young people to get advice and guidance from both internal and external providers relevant to their needs.	The assessor will look for a referral system that: <ul style="list-style-type: none"> • caters for self (young person) and organisation referral • young people, tutors and others involved in referral or delivery related to guidance and support can understand, and • has an information sharing and confidentiality protocol which young people are told about. 	5.a 5.c 5.d 6.a 6.b 7.a 7.d 7.e	1a-d 2a 2b 4a 4b 4c	1.4 4.5 2.3 4.8 2.4 8.10 2.5 10.1 2.7 2.8 2.9 2.10 4.2 4.3
G.3 Young people receive guidance from a range of properly trained staff.	The assessor will look for evidence of: <ul style="list-style-type: none"> • all staff involved in guidance and support being properly trained for their level of intervention, and • staff being supported in their role and having opportunities to continue their professional development. 	5.c 5.d 6.a 6.b 7.a 7.d 7.e	6a-e	4.2 4.3 5.4 5.6 9.2 10.1
G.4 The organisation has a system in place, which makes sure there are links between all action planning activities.	The assessor will look for evidence of a system that: <ul style="list-style-type: none"> • links all action planning activities to make sure young people understand the relationship between them. 	4.e 4.f 4.g 5.b 5.c 5.d 6.a 6.b 7.d		4.5 4.9

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
G.5 Young people are supported to carry out action agreed through planning processes.	The assessor will look for evidence of: <ul style="list-style-type: none"> young people being given regular opportunities to review and update their plans with a named person. 	5.c 5.d 7.d		2.12 4.10 3.7 5.3 4.5 4.6 4.7 4.8 4.9
G.6 From Year 7 onwards career planning is an integral part of the organisation's whole approach to assessment and recording of achievement for all young people, helping them to develop career management skills.	The assessor will look for evidence of: <ul style="list-style-type: none"> career management skills being developed through ROA, ILP, transition planning, tutor reviews or Connexions and career action plans, and young people having the chance to reflect on their progress and performance to see how this affects their career plans and to take any action needed. 	3.a 3.b 5.b 5.c 5.d 7.a		2.12 4.10
G.7 The organisation provides appropriate facilities and accommodation for individual guidance with access to accurate and up-to-date information resources.	The assessor will check that the facilities and accommodation: <ul style="list-style-type: none"> give enough space and privacy for the level of guidance and support, and contain relevant, accurate and up-to-date resources to support guidance activity and that they are easy for young people and the guidance and support staff to access and use. 	5.c 5.d 6.a 6.b 7.d		1.3 2.2 2.5 4.1

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to Matrix	Links to IAG standards
G.8 There are opportunities for parents to support their child's career, academic or personal planning.	The assessor will look for evidence of the organisation: <ul style="list-style-type: none"> involving parents and carers in the guidance and support processes relevant to the needs and preferences of the young person. 	5.c 5.d 6.a 6.b		2.1 7.1 – 7.12

Standard O
Students have the skills, knowledge and attitudes to be effective career planners

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to the outcomes for children framework (ECM)	Links to IAG standards
<p>O.1 Students understand themselves and the influences on them. (Self Development)</p>	<p>Knowledge: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • understand the difference between the terms skill, and personal attribute • can recognise stereotyping of people, careers and work • understand the range of people and images which might influence their decisions • have an understanding of equal opportunities legislation and issues in relation to themselves, and • are aware of how gender, disability, race, class, family background and so on can influence choice. <p>Skills: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • can describe their skills, qualities, strengths and weaknesses, potential, and personal circumstances, and relate these to a range of choices including subjects, course programmes, employment opportunities and 	<p>4.e 4.f 4.g 5.b 5.c 5.d 5.e 6.a 6.b 6.c</p>	<p>Outcome- Be healthy Aim – Children and young people are mentally and emotionally healthy</p> <p>Outcome - Make a positive contribution Aim – Children and young people develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Outcome - Achieve economic well-being Aims – Children and young people engage in further education, employment or training on leaving school. Children and young people are ready for employment</p>	<p>1.1</p>



	<p>personal development opportunities</p> <ul style="list-style-type: none"> • can use the outcomes of self assessment to identify areas for development, and • can question stereotypical ideas in relation to career choices. <p>Attitudes: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • know how their own values and views can affect choice, and • can show a positive attitude to personal career reflection and development. 			
<p>O.2 Students can research opportunities for learning, work and personal development. (Career Exploration)</p>	<p>Knowledge: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • can describe the role of information in making decisions • can describe the strengths and weaknesses of a variety of sources of information • know where and how opportunities are publicised • know of and understand opportunities in learning, work and personal development including KS4, post-16, post-17 and 18 including higher education, and • have knowledge of progression routes through 14-19 learning. <p>Skills: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • can identify a range of options to 	<p>4.e 4.f 5.c 5.d 6.a 6.b</p>	<p>Outcome - Make a positive contribution Aim – Children and young people develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Outcome - Achieve economic well-being Aims – Children and young people engage in further education, employment or training on leaving school. Children and young</p>	<p>1.1 3.2 3.3 3.5 3.6 4.7</p>



	<p>research in relation to their own needs, priorities and aspirations, and</p> <ul style="list-style-type: none"> • can find, evaluate and act upon information. <p>Attitudes: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • take positive action to use a range of resources independently and at a time of their choosing. 		people are ready for employment	
<p>O3 Students can make and adjust plans to manage change and transition. (Career Management)</p>	<p>Knowledge: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • understand a range of ways of making decisions • understand the skills and qualities needed by opportunity providers in the career areas they are considering • know about the changing trends in the labour market • understand the processes of action planning and target setting • know of a range of people who can give them support when making decisions and managing transitions • understand how to get support from a range of professionals; • understand the importance of compromise, and • understand the need to make a back up plan. <p>Skills: The assessor will look for</p>	<p>4.e 4.f 5.c 5.d 6.a 6.b</p>	<p>Outcome- Be healthy Aim – Children and young people are mentally and emotionally healthy</p> <p>Outcome - Make a positive contribution Aim – Children and young people develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Outcome - Achieve economic well-being Aims – Children and young people engage in further education, employment or training on leaving school.</p>	<p>1.1 1.4 1.5 3.7 4.2 4.6 4.7</p>



	<p>evidence that students:</p> <ul style="list-style-type: none"> • can choose appropriate ways of making decisions • can review previous decisions critically • can adapt plans in the light of changing circumstances • can explain how changing trends in the labour market might affect their career planning • can select resources to support decisions • can show that they can prioritise their needs • have a range of skills to apply for jobs, courses, and personal development opportunities, such as letter writing, CVs, form filling, online applications and telephone skills, and • can present information about themselves clearly including the skills needed for selection interviews. <p>Attitudes: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • have a positive attitude to on-going learning and development, • are developing a sense of personal responsibility for their career planning which includes current and future economic and personal well being. 		<p>Children and young people are ready for employment</p>	
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