

PERSONAL DEVELOPMENT AND GUIDANCE

This guidance is designed to support agreements on access, advice and guidance procedures outlined in Section 2 & 3 of this manual, the Partnership and Service Agreements

1. Requirements

The changes to 14 – 19 Education, such as those resulting from the Tomlinson Report require individualised and focussed forms of advice and guidance so that the specific needs of each student are met.

As the curriculum for each student will be tailored to meet their particular needs in the light of their abilities, aptitudes and preferences, guidance on courses of study 14-19 will need to begin at the start of secondary schooling. Similarly, advice on educational and career pathways will need to start early and continue through into adulthood. A statutory duty on schools to provide careers education in years 7 and 8 will be in place from September 2004.

The following guidance is designed to help all Learning Providers through the changes which are taking place in access, advice and guidance and to meet the needs of their students in the developing circumstances of 14 -19 education.

2. Joint responsibility

The provision needed to secure the necessary advice, guidance and access to appropriate courses will need to be a partnership between all providers in the education process and other agencies, particularly Connexions.

The impact upon schools/colleges and learning providers is likely to be significant as present arrangements are unlikely to be sufficient to meet the guidance needs of students who have varied educational experiences and qualifications.

References

See Appendix 13a for *National Framework Careers and Guidance Action Plan and Development Questionnaire*

See Appendix 13b for an example 'Entitlement' to Connexions information, advice, guidance and support

See www.qca.org.uk/14-19 and www.cegnet.co.uk

--

PERSONAL DEVELOPMENT AND GUIDANCE CHECKLIST

Name: Role: Date:

		Yes	No	Don't know	Action needed
1	Does your school development plan include up-to-date plans for access, advice and guidance?				
2	Do you have an up-to-date Guidance Policy?				
3	Have you developed an appropriate Guidance Partnership Agreement with Connexions?				
4	Are you using the National Framework for Careers Education and Guidance to develop your approach and systems?				
5	Is the Careers Education curriculum in place for years 7 & 8 in your school?				
6	Are all students and staff aware of what the Guidance Community in your school consists of?				
7	Do all year 9 students receive personal interviews and guidance on the curriculum offer and progression routes before choosing courses?				
8	What are the arrangements for including parents/carers in the guidance process?				
9	Do you take account of the whole range of Equal Opportunities issues within your guidance systems. i.e. gender, race, culture, Special Educational Needs, disability etc.....				
10	In what way are Aim Higher, CARD (Choose A Real Deal) activities, Gifted and Talented activities or other initiatives integrated into your curriculum to develop the career pathways for all of your students?				
11	Are the processes of monitoring, recording, target setting, personal action planning understood and used by staff and students?				

12	Is there a process of Continuing Professional Development for the Guidance Community in the school?				
13	Are resources for course and careers guidance available and easily accessible to all students i.e. Connexions Library, Coursefinder, Fast Tomato etc.				
14	Do you monitor and track destinations and retention rates so that you can evaluate how successful your approach and systems are?				

Using the Framework to Review and Develop Your Guidance Provision: The Questions

The questions on page 3 of the National Framework are a starting point for discussion between senior managers, curriculum managers, co-ordinators and other key staff to secure coherent guidance provision. You can use this table to explore and record the answers as part of a review of guidance provision in your school or college. The improvements you identify can be summarised in your answers to questions 7a, b and c on page 2.

Questions	Answers
1a) How do you organise tutoring, mentoring and guidance?	
1b) How do you help young people and staff to recognise the links between both the activities and their outcomes?	
2a) How do you record the outcomes of these activities?	
2b) Who has access to these records and how do they use them?	
3a) How do you use Progress File to support your careers provision?	
3b) How could you develop its role and what would be the benefit?	
4a) How do you refer individuals to the Connexions Service?	
4b) How could you strengthen these arrangements?	
5a) How could a guidance forum enhance your guidance provision?	
5b) Which staff could or should be members of a guidance forum?	
6a) How do you involve students' parents and carers in their guidance?	
6b) How could this involvement be enhanced to their mutual benefit?	

Use this table to summarise and prioritise the improvements you need to make, then transfer them to your Guidance Action Plan (see page 3 for a model)

Questions	We should:	Priority
7a) How could your guidance provision be more coherent and effective?		High Medium Low
7b) What action will achieve this?		High Medium Low
7c) How will you persuade senior managers and/or governors to support such action?		High Medium Low

A model for the Guidance Action Plan (to be fed into the school/college's improvement plan)

Organisation Connexions Co-ordinator Date

Developments	By whom	By when	Success criteria	Staff development requirements	Partnership Agreement reference	Review date
The Guidance Forum						
Recording Systems						
The Referral System						
Involving parents and carers						
Other matters						

Pupil/Student Personal Development and Guidance Entitlement Framework for Schools and Colleges

Pupils/students are entitled to participate in a Personal Development and Guidance programme throughout their secondary school/college career, which is:

- Planned, progressive and structured to meet continuing individual needs.
- Impartial.
- Differentiated.
- Comprehensive.
- Adequately and appropriately resourced.
- Delivered by staff with appropriate training and expertise.
- Actively promoting equality of opportunity.
- Accessible and structured to provide help at key decision points.
- Regularly reviewed.
- Confidential where appropriate.

The components of the pupil/student entitlement to Personal Development and Guidance should include:

1. A planned programme of Personal Development and Guidance which enables students to:

- Develop knowledge and understanding of opportunities, options and progression routes in education, training and employment, both locally and nationally from age 14-19 and beyond.
- Develop self-esteem and skills of self-assessment and self-awareness including an understanding of their preferred learning style.
- Develop skills or personal effectiveness and self-presentation.
- Develop skills and abilities to make informed choices and decisions which are reasoned and realistic.
- Understand the implications of post 14 and post 16 choices
- Enables the student to test their aspirations by engaging in activities such as C.A.R.D
- Raises their awareness of the breadth of learning opportunities available to them both within and outside of their home institution making maximum use of “Coursefinder”
- Be aware of the broad structure, trends and skill shortages in local and national labour markets.
- Address ongoing issues of equality of opportunity irrespective of gender, race, ability, and social background when considering potential future occupational areas and training and educational opportunities.
- Be aware of, and develop appropriate strategies for coping with negative stereotyping.

- Be equipped with practical skills to manage effectively the transition from KS3 to KS4 learning and from compulsory education to the next stage.
- Learn through participative and experiential approaches.
- Be supported by the work-related curriculum.
- Make maximum use of the “myi-plan” processes

2. Arrangements for progression information that:

- Give access to a comprehensive, non-stereotypical, up-to-date Connexions Resource Base,
- Are appropriate to the individual student’s needs.
- Provide accurate and impartial information in a variety of media on progression routes, employment, training, continued, further and higher education opportunities, both locally and nationally.
- Give pupils/students the opportunity to acquire and practise the skills needed to retrieve, research, compare and analyse a range of information.
- Give access to web based information products in particular “Coursefinder” and “Fast Tomato”.

3. Work Related Learning which:

- Provides personal experience of the world of work through work experience, C.A.R.D activities, visits, work simulation, mini-enterprise, role plays, careers conventions, mock interviews, work shadowing or other methods appropriate to the individual student.
- Provides all students the opportunity to be aware of work options including self-employment, community service, voluntary work and working abroad.
- Provides opportunity to develop skills for enterprise and employability

4. Opportunity for individual guidance and support for progression planning which:

- Gives specified access to informed, relevant and impartial Information, Advice, and Guidance through Connexions Personal Advisers, school/college staff, and adults other than teachers, as appropriate.
- Includes parents/carers in guidance and decision making process.
- Ensures students receive assistance with personal progression planning and implementation, building on, and integrated with the “my-iplan” processes.
- Ensures pupils/students at risk of not making successful transitions receive extra support.