

## YOUNG PEOPLE'S INFORMATION POINT (YPIP) SELF ASSESSMENT FORM

This self assessment form adheres to the Quality Standards for Young People's Information, Advice and Guidance (DCSF - 2007) plus additional YPIP quality standards (Connexions West of England – 2008)

Host organisation	
Name of self assessor	
Connexions West of England link	
Date	

## Evidence Indicators

<b>Department for Children, Schools and Families Quality Standards for Young People's Information, Advice and Guidance</b>	<b>All</b>	<b>Some</b>	<b>None</b>
1 - Young people are informed about how information, advice and guidance services can help them and how to access the services they need.	•		
2 - Young people receive the information, advice and guidance on personal well-being and financial capability issues that they need.		•	
3 - Young people have the information they need to make well-informed and realistic decisions about learning and careers.		•	
4 – Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and career options.			•
5 - Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes.		•	
6 - Young People (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision.	•		
7 - Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed.		•	
8 - Information, advice and guidance providers understand their roles and responsibilities.		•	
9 - Programmes of careers and personal development for young people are planned and provided collaborately.		•	
10 - Staff providing information, advice and guidance services are appropriately qualified, work to relevant professional standards and receive continuing professional development.			•
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.		•	
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.	•		

## Evidence Indicators

<b>Connexions West of England Quality Standards for Young People's Information Points</b>	<b>All</b>
A - Access	•
B – Accommodation and facilities	•
C - Display	•
D - Resources	•
E – Maintenance	•
F – Monitoring and evaluation	•

**Department for Children, Schools and Families  
Quality Standards for Young People's  
Information, Advice and Guidance**

**Standard 1: Young people are informed about how information, advice and guidance services can help them and how to access the services they need.**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>1.1</b>	<p>Young people understand:</p> <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 for help if they are not getting the service that they can reasonably expect.</li> </ul>					
<b>1.2</b>	The benefits of information, advice and guidance services are					

	promoted to all young people.					
<b>1.3</b>	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.					
<b>1.4</b>	Young people understand the different roles and responsibilities of information, advice and guidance providers.					
<b>1.5</b>	Young people are aware of, and know how to access appropriate local and national prospectuses, websites and helplines, including Connexions Direct.					

**Standard 2: Young people receive the information, advice and guidance on personal well-being and financial capability issues that they need.**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>2.1</b>	Information about personal and economic well-being and financial capability issues is provided to all young people (including through parents/carers).					
<b>2.11</b>	Multi-agency action to help young people is supported by information, advice and guidance providers as appropriate.					
<b>2.12</b>	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.					

**Standard 3: Young people have the information they need to make well-informed and realistic decisions about learning and careers.**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>3.1</b>	<p>High quality, up to date and impartial information about:</p> <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</li> </ul>					

	<p>support available to higher education students</p> <p>is provided in a range of formats reflecting the different ages, needs and abilities of young people.</p>					
<b>3.2</b>	All young people are aware of the guarantee of an offer of further learning on completion of Year 11.					
<b>3.3</b>	All young people are aware of the scheme to guarantee a minimum level of financial help if they are EMA (Education Maintenance Allowance) recipients and progress into higher education.					
<b>3.4</b>	Careers information is always impartial (for example 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.					
<b>3.5</b>	All young people are aware of the local 14-19 online area prospectus and are able to access it as appropriate. Futures4me – <a href="http://www.futures4me.co.uk/woe">www.futures4me.co.uk/woe</a>					
<b>3.6</b>	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.					

**Standard 5: Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes.**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>5.1</b>	Services reach all young people in the local community, including disadvantaged and marginalised groups.					
<b>5.2</b>	Information, advice and guidance services are personalised to meet the needs of individual young people.					
<b>5.3</b>	Young people facing barriers to access to learning, training and employment are given the help that they need to overcome these barriers.					
<b>5.4</b>	Services are sensitive to the faith, cultural and family background that people come from.					
<b>5.5</b>	Stereotypes and limited career aspirations are challenged.					
<b>5.6</b>	Communications with young people are adapted					

	to reflect the different needs of recipients (for example, in relation to basic skills needs or disabilities).					
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**Standard 6: Young People (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision.**

	<b>Evidence indicators</b>	<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>6.1</b>	Young people from all backgrounds are engaged in: <ul style="list-style-type: none"> <li>• the design, planning, quality assurance and evaluation of information, advice and guidance services</li> <li>• processes for commissioning information, advice and guidance services</li> <li>• the delivery of information, advice and guidance services, or</li> </ul>					

example, through peer mentoring and workshops.					
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**Standard 7: Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed.**

Evidence indicators		1 Yes	2 Most	3 Some	4 No	Evidence
<b>7.1</b>	The benefits of impartial information, advice and guidance services for young people are promoted to parents and carers.					
<b>7.5</b>	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.					
<b>7.6</b>	Up to date information about the labour market is made available in a					

	variety of formats to parents and carers.					
<b>7.7</b>	Communications with parents and carers are adapted to reflect the different needs of recipients (for example in relation to basic skills needs, disabilities, English as a second language).					
<b>7.9</b>	Parents and carers are aware of the Connexions Direct website and helpline and 14-19 area prospectus.					
<b>7.10</b>	Information, advice and guidance services for young people are signposted clearly in a variety of settings used by parents and carers.					
<b>7.11</b>	Parents and carers are supported and enabled to provide their children with impartial information, advice and guidance.					
<b>7.12</b>	Parents and carers are aware of sources of financial support for their children's learning.					

**Standard 8: Information, advice and guidance providers understand their roles and responsibilities.**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>8.1</b>	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 it clear the need to meet these standards.					
<b>8.2</b>	Local partnership agreements, between external information, advice and guidance providers and learning providers, set out clearly the respective roles and responsibilities of each partner.					
<b>8.3</b>	The local Authority helps learning providers and external information, advice and guidance providers work together collaborately.					
<b>8.5</b>	All relevant statutory responsibilities (related to					

	careers information, careers guidance and careers education) are met.					
<b>8.8</b>	<p>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>• the monitoring and evaluation of information, advice and guidance provision</li> </ul>					

	and the impact and implementation of these policies are reviewed annually with action taken to rectify weaknesses.					
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**Standard 9: Programmes of careers and personal development for young people are planned and provided collaborately.**

Evidence indicators		1 Yes	2 Most	3 Some	4 No	Evidence
<b>9.1</b>	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.					
<b>9.3</b>	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.					
<b>9.5</b>	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 in young people's participation, achievement and progression in learn and work.					

**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.**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>11.1</b>	The accessibility, take-up and effectiveness of provision is monitored, regularly reviewed and evaluated.					
<b>11.2</b>	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.					
<b>11.3</b>	Achievement of PSA (Public Service Agreement) targets and outcomes and local strategic objectives defined in local Area Agreements and the Children and Young People's Plan is monitored.					
<b>11.5</b>	Information about gaps or weaknesses in the provision locally of external information, advice and guidance is collected systematically and fed into area planning arrangements.					
<b>11.6</b>	The development of information, advice and guidance services is informed by feedback					

	<p>from:</p> <ul style="list-style-type: none"> <li>• parents and carers</li> <li>• young people</li> <li>• learning providers.</li> </ul>					
<b>11.7</b>	Local Authorities, learning providers and external providers of information, advice and guidance services have up to date improvement plans which are reviewed and evaluated.					
<b>11.8</b>	Feedback is provided to young people, parents and carers and learning providers on action being taken in response to feedback.					

**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.**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>12.1</b>	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).					
<b>12.2</b>	PSA (Public Service Agreement) targets and outcomes and local strategic objectives defined in Local Area Agreements and the Children and Young People's Plan are met.					
<b>12.3</b>	The commissioning of information, advice and guidance services is informed by detailed assessment of the numbers, profile and needs of young people					

	locally.					
<b>12.4</b>	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.					
<b>12.5</b>	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.					
<b>12.6</b>	Information, advice and guidance services are planned to meet the full range of the needs of young people identified locally.					
<b>12.7</b>	Young people, parents/carers and learning providers are					

	involved in the commissioning of information, advice and guidance services.					
<b>12.8</b>	The procurement and contracting of information, advice and guidance services is open and transparent and is conducted in line with good practice.					
<b>12.9</b>	The commissioning of information advice and guidance services takes into account performance against these quality standards.					

**Connexions West of England  
Quality Standards for Young People's Information Points**

**Standard A: Access**

<b>Evidence indicators</b>		<b>1 Yes</b>	<b>2 Most</b>	<b>3 Some</b>	<b>4 No</b>	<b>Evidence</b>
<b>A1</b>	Users of the YPIP (including young people, parents/carers, Connexions personal advisers, school staff) know: <ul style="list-style-type: none"> <li>• where it is located</li> <li>• the opening times.</li> </ul>					
<b>A2</b>	The YPIP is physically accessible to all users.					
<b>A3</b>	First time users are: <ul style="list-style-type: none"> <li>• introduced to the YPIP and its purpose and contents are explained</li> <li>• taught how to use the software.</li> </ul>					
<b>A4</b>	On-going support is provided to help users find resources and use					

the software.					
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**Standard B: Accommodation and Facilities**

Evidence indicators		1 Yes	2 No	Evidence	
<b>B1</b>	The YPIP is in a designated area with adequate space and furniture for users to browse.				
<b>B2</b>	At least one computer (loaded with suitable software) and printer are available in the YPIP.				

**Standard C: Display**

Evidence indicators		1 Yes	2 Most	3 Some	4 No	Evidence	
<b>C1</b>	The YPIP logo is displayed at the entrance to the YPIP.						
<b>C2</b>	YPIP posters are displayed in a number of sites.						
<b>C3</b>	Noticeboards contain information encouraging use of the YPIP.						

### Standard D: Resources

Evidence indicators		1 Yes	2 Most	3 Some	4 No	Evidence
<b>D1</b>	As a minimum the YPIP contains the resources as specified on the YPIP Resource List.					
<b>D2</b>	Additional resources are not more than two years old (unless they are the latest edition and there aren't suitable alternatives).					
<b>D3</b>	Information is date stamped.					
<b>D4</b>	Supplies of paper-based resources are available for users to take away.					
<b>D5</b>	YPIP software is routinely available for users.					

### Standard E: Maintenance

Evidence indicators		1 Yes	2 Most	3 Some	4 No	Evidence
<b>E1</b>	There is a named person with overall responsibility for the maintenance and					

	development of the YPIP.					
<b>E2</b>	All young people involved in the maintenance of the YPIP have received adequate training.					
<b>E3</b>	All adults involved in the maintenance of the YPIP have received adequate training.					

### Standard F: Monitoring and Evaluation

Evidence indicators		1 Yes	2 Most	3 Some	4 No	Evidence
<b>F1</b>	<p>The following are encouraged to give their feedback on the YPIP:</p> <ul style="list-style-type: none"> <li>• young people</li> <li>• parents/carers</li> <li>• Connexions Personal Adviser</li> <li>• other staff</li> </ul>					
<b>F2</b>	Feedback gathered is used to improve the resource and its contents.					