

# Working Together – IAG Partnerships and Higher Education



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## Summary

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This report seeks to provide guidance to information advice and guidance (IAG) practitioners to help them strengthen and develop their joint relationships with their higher education (HE) colleagues, so helping them to increase the benefits to their customers. The 12 case studies presented show that good practice is already under way, and illustrate local consultation with national bodies and with practitioners. It is intended to help local IAG partnerships put together their plans for working with HE institutions and is part of an iterative process of continuous development.

This report is of interest to colleagues in IAG partnerships, HE institutions, HE careers services, the Learning and Skills Council and local Learning and Skills Councils, and the Department for Education and Skills.

**August 2003**

## Foreword

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The need for information advice and guidance partnerships funded in England by the Learning and Skills Council to work constructively and collaboratively with their local higher education institutions has never been more important. The significant developments in joint working between the local Learning and Skills Councils and higher education bring adult information advice and guidance services into increased and strengthened joint developments at local level. This document seeks to provide guidance to information advice and guidance practitioners to help them strengthen and develop their joint relationships with their higher education colleagues, so helping them to increase the benefits to their customers.

This document is the result of highly productive links between the Association of Graduate Careers Advisory Services, the Department of Education and Skills, the Learning and Skills Council and IAG partnerships and HE institutions. In it, you will find some practical ways in which we can develop and strengthen the relationship between IAG providers, both at the practitioner and strategic levels. We are encouraged by the wealth of existing good practice and hope that it will act both as an inspiration and a catalyst to you.

The 10 key principles described are drawn up as a result of collaborative activity and joint discussion which have taken place over the past year. The Learning and Skills Council is grateful to the many people who have helped with this work. It would not have been possible without the enthusiasm, commitment and energy of all those who have worked with us to provide, collect and analyse the supporting information. In particular, thanks are due to the Association of Graduate Careers Advisory Services, higher education institutions and higher education careers advisory services in England, Universities UK, the Standing Conference of Principals, the Higher Education Funding Council for England, the Department for Education and Skills, local information advice and guidance partnerships, local Learning and Skills Councils and all those organisations who found the time to attend joint development workshops and who provided examples of good practice in joint partnership activities.

*Working Together: IAG partnerships and Higher Education* is produced as a supporting document underpinning the development of high-quality working relationships between the two sectors.



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## Executive Summary

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**Date: August 2003**

**Subject: Information Advice and Guidance Partnerships and Higher Education Institutions**

The need for information advice and guidance (IAG) partnerships funded in England by the Learning and Skills Council (LSC) to work constructively and collaboratively with their local higher education (HE) institutions has never been more important. The significant developments in joint working between the local Learning and Skills Councils (local LSCs) and HE bring the adult IAG services into increased and strengthened joint developments at local level. This document seeks to provide guidance to IAG practitioners to help them strengthen and develop their joint relationships with their HE colleagues so helping them to increase the benefits to their customers.

This document, along with the annual LSC funding guidance for IAG for adults, is intended to support the LSC and local IAG partnerships in their planning to ensure a coherent and consistent adult IAG service for the area. Adult IAG services in England and HE institutions and their careers advisory services need to work together to maximise customer benefits.

Ten key principles are drawn up as a result of collaborative activity and joint discussion which have taken place over the past year. These are:

- membership;
- respect the difference and manage the interface;

- define success;
- clear strategic planning;
- good communication and information-sharing;
- quality development;
- referral;
- equality and diversity;
- protocols; and
- LSC national office support.

Twelve IAG partnerships and HE institutions have volunteered examples which demonstrate how they have approached joint activities. These examples are offered as additional support materials to this document.

The document relates to IAG activities carried out by the LSC, including local IAG partnerships for which the LSC provides funding. As part of its role, the LSC funds an adult IAG service through which information and advice about learning and work opportunities are available to all adults aged 20 years and over, whatever their current learning and work situation. All adults in England have free choice about using the adult service, which will at times inevitably offer information and advice to people considering taking up HE, currently studying in HE, considering leaving or who have recently left HE. It is appropriate, therefore, that the adult IAG service builds strong partnerships with HE so that all clients of each service benefit from well-informed choice.

Local LSCs, together with the IAG partnerships and local HE institutions, will wish to review the partnership systems and structures against the 10 key principles set out above. In particular, they should detail their current involvement with Partnerships for Progression and foundation degree planning. This review will provide the basis for a development action plan.

### **Intended recipients**

This report is of interest to colleagues in IAG partnerships, HE institutions, HE careers services, the Learning and Skills Council and local Learning and Skills Councils, and the Department for Education and Skills.

### **Further information**

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# Working Together: Information Advice and Guidance Partnerships and Higher Education

## Purpose

1 This document, along with the annual Learning and Skills Council (LSC) funding guidance for information advice and guidance (IAG) for adults, is intended to support the local Learning and Skills Councils (local LSCs), and local information advice and guidance partnerships (IAG partnerships) in their planning to ensure a coherent and consistent adult IAG service for their area. Adult IAG services in England and higher education (HE) institutions and their careers advisory services need to work together to maximise customer benefits. It is hoped that this document will form a useful guide for both IAG partnerships and HE institutions as they work together to offer the best services to customers and achieve these benefits. However, the document makes no assumptions about HE institutions' careers services practice or the adoption of the principles contained here.

## Scope

2 This document relates to IAG activities carried out by the LSC, including local IAG partnerships for which the LSC provides funding. As part of its role, the LSC funds an adult IAG service through which information and advice about learning and work opportunities is available to all adults aged 20 years and over, whatever their current learning and work situation. All adults in England have free choice about using the adult service, which will at times inevitably offer information and advice to people considering taking up HE, currently studying in HE, considering leaving or who have recently left HE. It is appropriate, therefore,

that the adult IAG service builds strong partnerships with HE institutions and services wherever they take place, so that all clients of each service benefit from well-informed choice.

3 The LSC's strategic planning and funding role does not include a funding role for HE. This falls within the remit of the Higher Education Funding Council for England (HEFCE). Local HE institutions will themselves provide careers services for their students. The partnership principles in this document are related to activity undertaken by HE careers advisory services, and are offered for HE institution consideration only. The document does not intend to draw any conclusions about how local HE institutions should structure and operate their student support services. Nevertheless, the review led by Sir Martin Harris entitled 'Developing Modern Higher Education Careers Services' recommended that:

*IAG Partnerships should encourage Higher Education Careers Services to become full members. This will enable Higher Education Careers Services to contribute within the Partnership and to work with the LSC to plan a coherent range of IAG services across their area...and to ensure spread of good practice and collaboration at operational levels'*

*Developing Modern Higher Education Careers Services,*  
DfES, January 2001

## Background

4 IAG services for adults were identified as a key part of the Government's strategy for increasing the participation and achievement of adult learners in the White Paper, *Learning to Succeed*, published in

1999. Following this, a network of locally based IAG partnerships was established, offering a comprehensive range of information and advice services about learning and work opportunities to adults aged 20 and over. The partnership specification included recognition of the need to meet the needs of mature (in this case, aged 20 and over) learners planning to enter or re-enter HE and encouraged HE careers advisory services to become full members of the partnership, taking the role of providing specialist IAG to potential HE applicants.

5 The LSC was set up in 2001 and took over responsibility for local IAG partnerships from the Department for Education and Skills (DfES). The broad learning remit of the LSC has led to a correspondingly broader requirement for partnership with HE than was evident in the early years of IAG partnership development; for example, the LSC now shares the Government's target of achieving 50% participation in HE of the 18 to 30 age group. The remit letter from the Secretary of State for Education and Skills (the Secretary of State) to the LSC in November 2001 confirms the crucial role of high-quality IAG in helping people to make the right choices about learning. It made specific reference to the adult IAG service and HE specifically requiring IAG partnerships to 'work with Higher Education careers services to support graduates in lifelong learning'.

6 Also in 2001, the LSC adopted Recommendations 8 and 25, which were addressed specifically to the LSC in the Harris report, *Developing Modern Higher Education Careers Services*:

#### *Recommendation 8*

*FE Colleges should be responsible for ensuring that adequate arrangements for career*

*education, information and guidance are in place for those higher education students for whom there are no HE (institution)-linked arrangements.*

#### *Recommendation 25*

*At the local level, there is a need for a single agency to have strategic responsibility for convening deliverers of information, advice and guidance related to employment, training and education, in order to ensure effective communication between agencies and, where appropriate, co-ordinated activities. The new Learning and Skills Council should be asked to play this role, at both national and local levels. Higher Education careers services should be significant contributors.*

7 The same report included a specific Recommendation 26 for HE careers services that, 'Careers Services should join Information, Advice and Guidance (IAG) Partnerships to ensure spread of good practice and collaboration at operational levels'. Universities UK (UUK) and the Standing Conference for Principals (SCOP) have since issued a response to the report in the document, *Modernising HE Careers Education – A framework for good practice* (UUK, November 2002, available on the UUK and SCOP websites, [www.universitiesUK.ac.uk](http://www.universitiesUK.ac.uk) and [www.scop.ac.uk](http://www.scop.ac.uk)). This guides HE careers advisory services through thematic area development, including a specific reference that membership of the local IAG partnership is a good practice development. The development themes are:

- strategy and policy;
- student and graduate services;
- services for employers and other opportunity providers; and
- collaboration and links.



8 The LSC is well under way with its task to strengthen IAG partnership relationships with HE. An analysis of 2002/03 IAG partnership business plans (*Analysing the 2002 to 2003 Information, Advice and Guidance Partnership Delivery Plans*, UK Research Partnership, July 2002) indicated that most of the (then 75) IAG Partnerships are involved to some degree with the HE establishments in their area. Of the 145 English HE institutions, 71 are members of local IAG partnerships (some HE institutions are members of more than one IAG partnership), but 74 English universities do not as yet have a partnership relationship with their local IAG partnership. Further analysis will be carried out in August 2003 once the 2003/04 plans have been received.

9 The analysis report noted that:

*Most IAG Partnerships are involved to some degree with the HE establishments in their area. In some areas, HE partners were associate rather than full members, and there was a sense that some HE institutions were on the periphery of the partnerships.*

Many partnerships had identified the need to build stronger strategic and operational relationships with the HE sector to provide greater support for the priority group of people entering and leaving HE. This was repeated during recent consultation at workshops and conferences where several HE members were saying that whilst they are partners in local IAG partnerships, they are unsure of the key purpose of that partnership. Aside from some small-scale IAG partnership funding to pay for some provision of IAG, local HE institutions were seeing little return for being a partnership member. Some IAG partnership co-ordinators were likewise reflecting a lack of clarity about the underlying rationale for HE membership. Balancing this are examples where HE institutions and local IAG

partnerships are working together in strategic planning. For example, Leeds IAG Partnership and its partner member, the University of Leeds, are together running a graduate advice project offering help to unemployed and underemployed graduates living or working in the local area. The 12 case study examples quoted in this document and included at Annex A provide more examples of joint activity, progressed through IAG partnerships.

10 The LSC is continuing to address these issues and recommendations.

- The LSC national office IAG team and HE teams from the DfES are working together.
- The LSC is also working with representatives from UUK and SCOP and with the Association of Graduate Careers Advisory Services.
- The LSC addressed HE careers advisory services at the Association of Graduate Careers Advisory Services Plenary Conference in January 2003.
- IAG partnerships and HE institutions have been brought together in a series of conferences held in March 2003.
- The LSC's funding guidance for IAG partnerships requires partnerships to show how they have built effective working relationships with HE institutions.
- The IAG strategic vision statement completed by all IAG partnerships in the delivery plan should show how the IAG partnership will bring HE careers advisory services in as key members. They will also need to make sure that these HE institutions

are playing an active part within the IAG partnership.

- A specific target client group of 'people aiming to enter or who will be leaving HE' is specified for IAG partnerships.
- The IAG delivery plan should include reference to achieving the above target and also demonstrate how the IAG partnership will support the LSC strategy for widening participation in HE and will contribute to the area Partnerships for Progression Strategy.

11 *Working Together: IAG Partnerships and HE* is produced as a supporting document underpinning development of high-quality working relationships between the two organisations.

## The Changing Context

12 Widening participation in HE, particularly among non-traditional groups, requires unlocking talent and potential in all sectors of society. The LSC has adopted a range of targets, including those designed to widen and increase learning amongst the adult population in England. It will share the Government's target of giving 50% of the 18-to 30-year-old population experience of HE. The LSC is working with its partners, notably the HEFCE, to develop a range of progression routes for young people and adults in order to facilitate greater progression in HE. Both organisations are jointly funding the new Partnerships for Progression (P4P) initiative which came into effect in 2003. Essential to this is a consistent, coherent and accessible supply of information and advice related to learning and work opportunities. IAG partnerships are expected to plan to ensure that relevant IAG provision supports entry to, and participation in, HE and is available where and when people need it.

## Case Study 1: The Leicester and Leicestershire Information Advice and Guidance Partnership and Loughborough University

13 The LSC Leicestershire awarded the IAG partnership funding from the LSC's Quality Development Fund to enable the latter to work with Loughborough University to develop resources for non-traditional entrants to HE and their advisers. It was felt that there was a lack of suitable information which helped mature learners to make informed choices, both pre-entry and during their course, when deciding their future.

14 Additionally, new foundation degrees have been introduced aimed at providing an alternative HE progression route.

Partnerships are developing between further education (FE) colleges, employers, work-based learning providers, HE institutions and the LSC. Foundation degrees are already proving to be very popular with more mature learners and are demonstrating their capacity for opening up routes into HE institution learning. IAG partnerships will have a critical role in informing the adult population of these new learning opportunities. This brings IAG partnerships into new discussions with foundation degree planning teams to establish how the necessary IAG input will be provided.

15 IAG partnerships will need to make people in their networks aware of how new initiatives, such as P4P and foundation degrees, are structured, including eligibility conditions for entry, support mechanisms and how they will be promoted. They need to understand how these build upon the approach being taken by the Excellence Challenge. The LSC will expect people in IAG partnership delivery networks to be fully informed about such new initiatives and



further ones that subsequently develop and to play a key role in helping to plan and develop the IAG strands of these new initiatives so that each area provides an integrated and coherent approach for the customer.

## **Case Study 2: The North West London Information Advice and Guidance Partnership Network and the University of Westminster**

16 The North West London IAG Partnership and the University of Westminster are working together to contribute to the provision of a coherent educational advice service ranging from basic skills to HE. The project will widen the network of providers and, in this way, ensure that the needs of all clients are met.

## **Key Structural Differences**

### **Client recruitment area**

17 Client recruitment patterns differ between HE institutions and IAG partnerships. HE will traditionally recruit its students across the UK and beyond. Local IAG partnerships serve the adult population that lives and works within the area of the partnership. It is in terms of the widening participation targets and developing new area-based recruitment programmes rather than traditional full-time student recruitment that the two organisations achieve their major benefits of working together. Increasingly, many mature students look to live at home and study within daily travelling distance of home or work. In this respect also, IAG partnership delivery networks need to understand recruitment and learning delivery structure differences for those universities that are not locally based but that offer distance learning. The

Open University is one such example, but this point is important for distance learning wherever it originates.

## **Case Study 3: The Oxfordshire Information Advice and Guidance Partnership and Oxford Brookes University**

18 The Oxfordshire IAG Partnership has received reports from practitioners across Oxfordshire that there are graduates requiring specialist support who are not covered by HE reciprocal arrangements. It also recognised that not all of its IAG practitioners have detailed knowledge of HE progression routes. The Oxfordshire IAG Partnership, with Oxford Brookes University and others, put on a local HE training day for IAG practitioners, gave advice to graduates and ran curriculum vitae (CV) and interview skills seminars at the Oxford Job Fair.

### **Planning**

19 The LSC is the planning and funding body for IAG partnerships, while the HEFCE is the funding body for HE institutions. Local LSC plans, including local IAG partnership plans, will be drawn up to reflect the needs of the local area and so have a specific area focus. HE institution plans are generally advised by wider geographical, economic and skill development needs. HE institutions within the local LSC area are consulted on LSC corporate plans. Most local LSCs have senior level HE provider representatives on their Council. Increasingly, however, local LSCs, HE providers and regional development agencies (RDAs) are coming together to plan across a wider area. The recently formed joint HEFCE–LSC regional planning and funding groups for P4P demonstrate regional and sub-regional collaboration across a range of different agencies. Planning for provision of IAG is expected to be an integral part of

these plans (*Partnerships for Progression. Call for strategic plans to release funding*, LSC and HEFCE, November 2002). The first tranche of P4P plans demonstrates an, as yet, under-developed role for the local adult IAG services. P4P planning is an iterative process. There will be opportunities for IAG partnerships to become more involved through the processes this document describes, as strategic plans are transformed into operational plans.

### **Information advice and guidance services**

20 HE institutions provide career education, information and guidance services in different ways. Most will do it through a dedicated careers service. Some will use other means, for example through academic departments or other student services, or will use a combination of approaches. All universities will have a careers department which relates to the configuration of careers IAG within that institution. IAG partnerships will need to understand the model in use in their local HE institution(s). The adult service funded by the LSC has a funding eligibility and operating model which applies across IAG partnerships in England so there is a similar planning basis for service entitlement and delivery in each local LSC area, although with some locally determined variation dependent upon the priorities of the local LSC.

21 There is a growing number of HE students carrying out all or part of their course of study in FE institutions. It is the responsibility of the HE institution with which the student is registered to ensure that appropriate information and guidance is provided. However, the host FE institution also has a responsibility for ensuring that student support is available (*Developing Modern Higher Education Careers Services*, Recommendation 8). There is likely to be a

planning agreement, including how IAG will be provided, in place between the FE college and the HE institution. Local LSCs and IAG partnerships should understand how the IAG element of this agreement operates in the area to support properly any learners from such HE institutions who may seek help from the IAG partnership.

### **Case Study 4: The Staffordshire Information Advice and Guidance Partnership and Staffordshire University**

22 The Staffordshire University Regional Federation (SURF) is a consortium for the delivery of HE through FE colleges in Staffordshire and Shropshire. The project creates an additional entitlement for all SURF HE students (aged 20 and over) based in FE colleges to high-quality IAG. It provides staff development for FE careers service staff working with HE students in colleges. Out of all HE students, 14% are in FE colleges.

### **Working Together – Key Principles**

23 The following 10 key principles have been drawn up as a result of existing good practice and after workshop and conference consultation with planners and practitioners:

- membership;
- respect the difference and manage the interface;
- define success;
- clear strategic planning;
- good communication and information-sharing;
- quality development;
- referral;



- equality and diversity;
- protocols; and
- LSC national office support.

Each principle is discussed below. They are not presented in any order of priority, since each forms an essential component of building collaborative working arrangements.

## **Membership**

24 The LSC will continue to work towards achieving its strategic objectives by moving to a position where all HE institutions in England are encouraged to be members of, and working with, the local IAG partnership in the area in which the HE institution is based. The LSC's funding guidance for the local adult IAG service calls for an IAG strategic vision statement which shows how the IAG partnership will bring HE careers advisory services in as key members. In line with Recommendation 26 of *Developing Modern Higher Education Careers Services*, the LSC will expect that communication takes place between the IAG partnership and the careers advisory service in the first instance, unless the HE institution requests otherwise. Where there is no HE institution based in a local LSC area, the local LSC should discuss with the IAG partnership which HE institutions would make appropriate IAG partnership members. Such discussions should be based on the HE learner travel patterns that are prevalent in the local LSC area. Different arrangements will need to be put in place for the Open University, which operates its careers service and student support services, including educational advice and guidance for prospective students, through an advice line and a network of 10 regional offices in England. The LSC national office and the Open University will work together to explore the feasibility of the Open

University's regional centres working with IAG partnerships, perhaps through the regional network of the IAG Partnership Forum, and to explore other methods of communicating, exchanging and disseminating information and initiatives. In setting this principle, the LSC recognises that the decision to work with its local IAG partnership is for the HE institution itself to take.

25 IAG partnerships or HE institutions that are experiencing difficulties in establishing a partnership relationship can consult the local LSC for additional help in developing contact. The Association of Graduate Careers Advisory Services (AGCAS) and Action on Access are willing to help in such instances where contact is difficult. The contact details for local LSC's can be found at Annex B.

## **Case Study 5: The Kent and Medway Information Advice and Guidance Partnership and the University of Kent**

26 The Kent and Medway IAG Partnership was formed out of the existing Kent Guidance Consortium, an organisation for guidance agencies in Kent and Medway. The University of Kent and Canterbury Christ Church University College were founder members of this consortium so they were in the process of bidding for the IAG contract. Close links have existed between all the major guidance agencies in Kent and Medway since the mid-1990s and agreeing to co-operate on IAG matters was considered appropriate action.

## **Respect the difference and manage the interface**

27 HE institutions will often have different priorities from those of IAG partnerships. The HE institution careers advisory service will

be focused on meeting these HE institution priorities. It may be that for some institutions, the HE institution can support planning but cannot be a delivery partner, or an HE institution may be able to become a delivery partner, but for only certain times during the year. IAG partnerships need to recognise the different working pressures and priorities and agree where, how and when joint working is a feasible approach.

### **Case Study 6: Sheffield Gateways to Learning and Sheffield Hallam University**

28 Sheffield Hallam University and the University of Sheffield careers services set up a specialist IAG service for graduates and those seeking, or thinking about entering, HE. Involvement with the Sheffield IAG Partnership has enabled both universities to widen their provision to groups other than those funded by the HEFCE. This has been particularly important in recent years when university careers services have had to target their resources and staff time carefully in order to provide as full a service as possible to undergraduates.

### **Define success**

29 Both IAG partnerships and HE institutions should be clear about the aims and outcomes for joint working. To avoid unmet expectations, it will be helpful when setting out a working agreement to define at the outset what success in working together will look like and how it will be measured. Intended improvements in the IAG infrastructure and customer benefits should be clearly identified in advance to support later evaluation. The case studies at Annex A give many examples where success criteria were clearly identified at the outset and evaluation strategies agreed.

### **Case Study 7: The West of England Information Advice and Guidance Partnership and the University of the West of England**

30 National and regional HE statistics showed that students from certain social groups, particularly those with disabilities and those from ethnic minority groups, are disadvantaged in the graduate labour market. The project targeted these groups, defining its task as 'to improve the employability of students', and set a target of placing 500 first-year students in workshops on the importance of gaining work experience while at the University of the West of England (UWE). One-to-one support was also offered by email and through interview. An evaluation report will be completed and submitted to the IAG network on completion of the project.

### **Clear strategic planning**

31 At national level, the LSC is committed to providing a coherent, consistent and integrated service for adults who are considering HE as an option or who have left HE and will work with educational organisations such as the HEFCE, UUK, SCOP, AGCAS, Ufi and **learndirect**, the Connexions Service National Unit and the DfES. The LSC will continue the practice of including in its annual funding guidance details on how IAG partnerships should seek to work with HE institutions to support people to enter, who are leaving or who have left HE.

32 The local delivery of the HE elements of the adult IAG services will be underpinned by a clear strategy and delivery plan. The LSC funding guidance for the adult IAG service requires IAG partnerships to have an IAG strategic vision statement that 'should show how the IAG partnership will bring the



HE careers advisory services in as key members'. This should be agreed by HE institution partners and will form part of the IAG partnership's delivery plan. The HE elements of the plan will be informed by HE institutions and the local LSC's strategic area review (StAR), which will help to define the actions necessary to achieve participation in HE. These are likely to include:

- 18-to 30-year-old HE participation target;
- widening participation targets;
- regional or sub-regional P4P plan;
- implementation of, recruitment to and progression from foundation degrees;
- the recommendations of *Successful Participation for All*;
- the recommendations made in HEFCE Circular April 2003/15 and HEFCE Circular April 2003/16 on supporting higher education in further education colleges;
- the LSC's Workforce Development Strategy;
- the HE institution's widening participation strategy; and
- the recommendations of *21st Century Skills: Realising our potential* (DfES, July 2003).

33 Clear joint strategic planning will have benefits for HE institutions and adult IAG partnerships. It will:

- identify and maximise the use of resources;
- illustrate where additional development activity would be beneficial;

- identify the respective roles of the HE institution and the IAG partnership in delivering area-widening participation plans;
- provide a framework for ongoing evaluation;
- help eliminate customer confusion; and
- put learners first and increase understanding of and experience in HE.

## **Case Study 8: The Bedfordshire and Luton Information Advice and Guidance Partnership and the University of Luton**

34 On becoming members of the Bedfordshire and Luton IAG Partnership and working on the business plan to meet the needs of adults in the area, the University of Luton and the Bedfordshire and Luton IAG Partnership recognised that many graduates, especially those from lower socio-economic groups, are often disadvantaged in the graduate labour market. A joint project was set up to enhance the provision of mediated information and advice services to graduates who are experiencing unemployment or underemployment by promoting the specialist services available to graduates through the county's two major universities, the University of Luton and De Montfort University. These two institutions worked in close collaboration with the key IAG partners, who referred many of the clients who would not otherwise have benefited from the service.

### **Good communication and information-sharing**

35 Currently, many HE institutions and IAG partnerships manage communication at a

strategic level through HE institution member attendance at IAG partnership management and steering group meetings. Reciprocal representation on senior management groups is a current feature in several areas. Additionally, HE institution members attend conferences and network events arranged by IAG partnerships. In many IAG partnerships there is a sound working base on which to develop. As a minimum, good practice will include:

- regular briefing sessions for HE institution careers advisory service and IAG partnership network partners;
- keep-in-touch meetings between HE institutions and IAG partnership management staff;
- clear contact points known by all staff so that each knows who to talk to about particular issues;
- the local LSC providing regular briefings to the IAG partnership about changes and developments in HE activities related to IAG, for example, the HE White Paper, HEFCE Good Practice Guide, key issues arising from StARs; and
- a named contact in each of the HE institutions and IAG partnerships who is responsible for the IAG partnership–HE institution interface in each organisation.

36 Additionally, good practice may include HE institutions and IAG partnerships sharing their labour market information and student or learner destination data.

37 To fully support clients and to make informed decisions about referral, staff in the IAG partnership and HE institution delivery network will need to have accurate

information about how the other organisation operates and when referral is appropriate. It is particularly important that all staff in the network are kept informed of new changes and developments in HE, even those organisations which are also involved in providing IAG services for young people. For that part of the delivery network which operates on an outreach basis and where IAG is not the main business of the delivery organisation, there should be a specific plan to update staff regularly. Joint staff training and development can often be a useful means of encouraging and promoting information-sharing. The IAG partnership delivery plan should clarify how this will be done.

### **Case Study 9: GAIN (the Calderdale and Kirklees Information Advice and Guidance Partnership) and the University of Huddersfield**

38 The University of Huddersfield is a joint 'owner' of the local careers service company. Staff from the university's pre-entry unit for mature students attend local IAG meetings. The head of the university careers advisory service sits on the advisory group of the Calderdale and Kirklees IAG Partnership, which is known as GAIN. He is also a director of the Calderdale and Kirklees careers service, the organisation that holds the adult IAG contract.

### **Quality development**

39 Members of the IAG service delivery network share with HE institution partners a common quality standard, the **matrix** Standard for information, advice and guidance services (the **matrix** Standard). Joint partnership delivery planning should explore the scope to share good practice in approaches to **matrix** Standard



accreditation. Additionally, partnership working will provide the opportunity to share experience and good practice across a broader quality development and assurance agenda and to share high-quality training and development activities.

40 Good-quality development includes ongoing evaluation. Working together should bring the benefit of learning from experience through systematic monitoring and evaluation of the outcomes.

### **Case Study 10: The Tyne and Wear Information Advice and Guidance Partnership and the University of Newcastle upon Tyne**

41 A member of the Tyne and Wear IAG Partnership who was involved in the careers service wanted a staff competence model to provide a robust standard, externally benchmarked, against which members of staff could be assessed by their line managers. The University of Newcastle upon Tyne agreed to develop and trial a comprehensive IAG staff competence framework and detailed procedures which have now become an established feature of the appraisal system. The competence framework and other materials which had been developed were distributed and experiences cascaded and shared amongst a wide range of IAG partners.

#### **Referral**

42 The HE element of the IAG partnership delivery plan should describe the circumstances in which general information and advice about HE opportunities will be given to individuals, by which network delivery partners, and when individuals should be referred to HE institutions for further specialist HE careers advisory service

support. Likewise, there will be times when the HE institution will need to refer an individual to IAG partnership network members for information and advice. The LSC defines referral as, 'Making an appointment for the client with the other agency, as distinct from simply signposting to that agency'. There should be clear procedures for referral which are known to all IAG network partners. Referral procedures will need to be transparent and compatible with the LSC's Equality and Diversity Strategy and that of the HE institution.

### **Case Study 11: The Essex Information Advice and Guidance Partnership and Anglia Polytechnic University Essex**

43 To meet targets for information and advice episodes and increase referral to HE, an outreach project was set up to increase awareness of HE opportunities among the local population by making direct referral to out-stationed HE careers offices based in the local Jobcentre Plus office and the Learning Shop. HE careers advisers were present for one day a week each and clients could book appointments or drop in.

#### **Equality and diversity**

44 The LSC's IAG agenda is inextricably linked to its statutory duties to promote equality of opportunity and its aim to widen adult participation in learning. In the planning and delivery of local IAG partnership and HE institution partnership activities, IAG partnerships should ensure that adequately differentiated facilities for IAG services are available that take account of:

- the needs and interests of those, for example, with parenting and caring responsibilities;

- the diversity of cultural contexts for providing IAG services;
- the needs of the growing proportion of older people in the population;
- the use of different communication systems;
- the importance of accessible premises;
- materials that are free from bias and portray positive images; and
- other strategies designed to ensure inclusion.

### **Case Study 12: The Coventry and Warwickshire Information Advice and Guidance Partnership, the University of Coventry and the University of Warwick**

45 An HE guidance worker was employed to work with the Coventry and Warwickshire IAG Partnership, the University of Coventry and the University of Warwick to investigate the need for HE guidance in the community and to discover what barriers existed to entering HE. It was an outreach project and the guidance worker was based during the summer period at a multi-cultural centre in inner-city Coventry where it was indicated that the population was under-represented in HE.

#### **Protocols**

46 IAG partnerships have developed or are developing working protocols with a range of partners including Jobcentre Plus and the Ufi and **learndirect**. These protocols are generally agreed to be useful tools in embedding and sustaining agreements to work together. A similar style protocol arrangement with the local HE institution will help the IAG partnership to formalise its

working relationship with HE in a similar style which will bring added operational consistency to the network as a whole. It is not possible to introduce a generally applicable national protocol, as with the agencies above, because each HE institution will operate to different styles and structures.

#### **Learning and Skills Council national office support**

47 The LSC national office will work nationally with its HE partners to ensure that all LSC strategies, programmes and delivery plans take full account of the need to include and define the local IAG aspects and to set out the expectation of input from local IAG partnerships. By this means, IAG will become a design element of LSC and HE joint working arrangements at national level. The LSC national office is represented on P4P and foundation degree planning groups.

#### **Working Together: Case Studies**

48 Twelve IAG partnerships and HE institutions have volunteered examples which demonstrate how they have approached joint activities. These examples are offered as additional support materials to this document. The LSC takes this opportunity to thank the providers of case studies. They are attached at Annex A.

#### **Next Steps**

49 Local LSCs, together with IAG partnerships and local HE institutions, should review their IAG partnership systems and structures against the 10 key principles set out above. In particular, they should detail their current involvement with P4P and foundation degree planning. This review will provide the basis for a development action plan.

50 Development plans, agreed by HE institutions, should identify activity that will be undertaken during 2003/04 and any support required to achieve the plan. It is



expected that development of the IAG partnership and HE institution relationship will normally fall within the scope of the 2003/04 IAG partnership delivery plan and funding.

51 The LSC national office will work with the Open University to agree national working arrangements appropriate to the structure of the Open University. Further details on this will be issued in due course.

52 The LSC national office will continue to work with Action on Access, the AGCAS, the DfES and the HEFCE to continue developing the adult IAG elements of P4P and foundation degree planning.

Edinburgh  
EH14 5HT  
Tel: 0131 466 9170  
Email: Margaret.dane@agcas.org.uk

or;

Chris Kelly  
Action on Access  
University of Bradford  
Richmond Road  
Bradford  
West Yorkshire  
BD7 1DP

Tel: 01274 233215  
Email: c.kelly@actiononaccess.org

## Conclusion

53 This guide to working together has been compiled drawing on good practice that is already under way and in consultation with national bodies and with local practitioners. It is intended to help IAG partnerships put together their plans for working with their HE colleagues, and is part of an iterative process of continuous development.

54 Further information on IAG matters related to HE can be obtained by contacting local LSCs or from:

Louise Proctor  
Programme Manager IAG  
Structural and Learner Support Division  
Learning and Skills Council  
Cheylesmore House  
Quinton Road  
Coventry CV1 3WT

Tel: 024 7682 3484  
Email: louise.proctor@lsc.gov.uk

or;

Margaret Dane  
Chief Executive  
Association of Graduate Careers Advisory Services  
25 Thomson Road

## Annex A: Case Studies

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### Introduction

1 The 12 case studies that follow have been put forward by local IAG partnerships and HE institutions as examples of joint activity. They do not presume to be examples of the best or only practice, but instead are offered as useful pointers to areas that are considering their way forward with implementing the 10 key principles contained in this document.

2 This annex contains contact and background details for each organisation involved in supplying the case studies, drawn from a questionnaire that used standard headings. For example, respondents from HE institutions were asked to describe the unique features of their institution, including, for example, the focus of the university and its priority target groups. Respondents were also asked about the level of partnership working that existed prior to the project: for example, whether the HE institution was a member of the IAG partnership steering group, what the referral arrangements were between the two parties, whether any joint training took place, and whether the HE institution had achieved the **matrix Standard**. The questionnaire also asked about the HE institution's influence on the IAG partnership business plan, and whether a protocol or service level agreement (SLA) existed between the two services.

3 For ease of reference, the standard headings used in the questionnaire are reproduced for each case study.

4 The funding sources for the activities described are various. In many instances, projects have been jointly funded by HE

institutions, the LSC, the European Social Fund (ESF) and IAG partnerships.

5 We are grateful to those institutions and IAG partnerships that have volunteered the case studies.

National Information Advice and Guidance Team  
Learning and Skills Council  
Cheylesmore House  
Quinton Road  
Cheylesmore  
Coventry  
CV1 2WT  
[www.lsc.gov.uk](http://www.lsc.gov.uk)

### Case Study 1: The Leicester and Leicestershire Information Advice and Guidance Partnership and Loughborough University

#### Contact details

6 The contact details for the partners are as follows.

#### Name and address of higher education institution

Loughborough University  
Careers Service  
Loughborough University  
Loughborough  
Leicestershire  
LE11 3TU

Tel: 01509 222051 or 222051

#### Key contact

Jenny Jones  
Careers adviser  
Email: [J.Jones2@lboro.ac.uk](mailto:J.Jones2@lboro.ac.uk)  
Fax: 01509 223990



**Name and address of information advice and guidance partnership**

Leicester and Leicestershire IAG Partnership  
81a Charles Street  
Leicester  
LE1 1FA

Tel: 0116 262 8104 ext. 28

**Key contact**

Tricia Wray  
IAG coordinator (acting)  
Email: twray@gain-iag.co.uk  
Fax: 0116 251 1233

**Background details about the higher education institution**

**Number of students**

7 There are 13,523 students in total. Of these, 11,434 are full time and 2,089 are part time.

**Unique features**

8 The university mission and ethos is:

*To increase knowledge through research, provide the highest quality of educational experience and the widest opportunities for students, advance industry and the professions and benefit society.*

9 The university ethos is characterised by:

- a physical and intellectual environment that allows academic freedom and scholarship to flourish, promotes the professional development of staff, and enables the comprehensive care and support of students in partnership with Loughborough Students Union;
- a strong involvement with industry and the professions through research and teaching, consultancy and training, the provision of direct support for wealth-creation, social

advancement and cultural development; and

- a unique contribution to the development of a wide range of sports, allowing exceptional opportunities for participation and achievement at every level.

**Case study details**

**What was the catalyst which triggered this development?**

10 An initiative from the Leicester and Leicestershire IAG Partnership through the LSC Leicestershire.

11 The Leicester and Leicestershire IAG Partnership bid for money under the LSC's Quality Development Fund to develop resources for non-traditional entrants to HE and for their advisers. It was felt there was a lack of suitable information to help mature learners to make informed choices, both pre-entry and during their course when deciding their future.

**What is the case study topic?**

12 The topic is developing a range of resources to support non-traditional, especially mature, entrants to HE and their advisers, by providing information to help them make informed choices prior to, and during, their studies.

**What was the purpose of the initiative from the higher education institution's perspective?**

13 To enhance work under the widening participation agenda, to build on well-established links with other universities and colleges in the region, and to increase knowledge of resources available to mature students and their advisers that already exist. In addition, a vital part of the work was to ascertain the needs of mature

students prior to and during their time in HE. This information will be available for student guidance and welfare departments. It was also felt important to gather together resource sources that already exist for advisers and students and to present these cohesively through published guides and a research document.

**What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

14 To provide support to a sector of the community who may be disadvantaged. Priority 2 of the IAG Operational Guidance 2002/03 requires IAG partnerships to ensure that all members of the community, from age 20 with no upper age limit, have access to appropriate information and advice services. Over recent years there has been a huge increase in mature applicants to, and mature students in HE, and their special needs have not been adequately researched and addressed. Leicester and Leicestershire have three universities, and the Leicester and Leicestershire IAG Partnership is keen to support their working collaboratively on projects supporting non-traditional students.

**What were the outcomes from the initiative?**

15 The outcomes include:

- guides for mature students;
- guides for advisers to mature students;
- a research publication;
- a dissemination event covering the work undertaken; and
- resources developed on a website for mature students and their advisers.

**Did these meet both the higher education and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

16 The outcomes were prescribed in the bid document from the LSC Leicestershire, but they also meet the university's agenda and should inform advisers and mature students in colleges and universities generally. Within the widening participation agenda, the project, because of its target market and collaborative focus, certainly enhances this important aspect of HE.

Comments from the information advice and guidance partnership

17 The outcomes relate to one of the four priority areas, namely priority 2. One of our objectives was to work more closely with the local universities, in order to support them in expanding the activities of their careers services in pursuance of the widening participation agenda. Our aim was to target non-traditional entrants to HE in collaboration with the HE sector, in order to supply them with information more appropriate to their needs.

**How did you evaluate this initiative?**

18 A project steering group was set up at the start of the project. This has met twice during the five months duration of the project. Monthly reports have been sent to the local LSC. The materials will be evaluated by users and the dissemination event will also provide an opportunity for evaluation and feedback. The Leicester and Leicestershire IAG Partnership will seek feedback on the materials produced through its quality group, which is representative of all full members of the partnership. We will also seek feedback from clients during the process of evaluating all materials produced by and for Leicester and Leicestershire IAG Partnership.



**What do you envisage as potential steps forward for the future?**

19 The website will enable the material to be more accessible to a wider range of users. This work will be undertaken in the month following the dissemination event.

20 Updating of the information will be at the instigation of the local LSC and local IAG partnership. The LSC Leicestershire has already been asked to budget for the updating and renewal of these resources, as appropriate.

**Please describe the working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

21 Loughborough University Careers Service is a member of the local IAG partnership. The Careers Service has submitted its application for assessment under the **matrix** Standard and hopes to be assessed in the spring.

22 All three local universities have attended workshops organised by the Leicester and Leicestershire IAG Partnership to support them in their path towards quality accreditation. As members of the IAG partnership, they are offered access to the IAG partnership's free training programme, and are invited to relevant local network meetings.

**Case Study 2: The North West London Information Advice and Guidance Partnership Network and the University of Westminster**

**Contact details**

23 The contact details for the partners are as follows.

**Name and address of higher education institution**

University of Westminster  
Careers and Student Employment  
Harrow Campus  
Watford Road  
Northwick Park  
Harrow  
HA1 3TP  
Tel: 0207 911 5184

**Key contact**

Jayne Bakewell  
Careers consultant  
Email: [bakeweij@wmin.ac.uk](mailto:bakeweij@wmin.ac.uk)  
Fax: 0207 911 5182

**Name and address of information advice and guidance partnership**

North West London IAG Network  
Lifetime Careers  
Congress House  
Lyon Road  
Harrow  
Middlesex  
HA1 2EN  
Tel: 0208 863 1243

**Key contact**

Anjulie Mottram  
IAG network project coordinator  
Email: [anjuliemottram@london.lifetime-careers.co.uk](mailto:anjuliemottram@london.lifetime-careers.co.uk)  
Fax: none

**Background details about the higher education institution**

**Number of students**

24 There are 22,424 students in total. Of these, 12,282 are full time and 10,142 are part time.

## Unique features

25 The majority of the University of Westminster's students are drawn from London and the Home Counties, and around 50% belong to ethnic minorities; 17% of the current intake come from outside the UK. This diverse student body reflects the University's commitment to playing a leading educational and cultural role in the regeneration of London while at the same time providing education for an international environment.

26 The Harrow Campus specialises in business, computer science and communication and creative industries.

27 Westminster has a well-established widening participation programme, with initiatives operating across all aspects of university performance, from student recruitment to transition into work. The Harrow Campus has been specially designed to give full access to those with physical disabilities.

## Case study details

### What was the catalyst which triggered this development?

28 The University of Westminster Admissions and Marketing Office at Harrow Campus was a delivery partner in the pilot pathfinder project with North West London Information Advice and Guidance Partnership in 1998/99. The University withdrew from the project when Guidance Council Quality Standard (GCQS) accreditation became obligatory.

29 The current relationship is between Careers and Student Employment (CaSE, the University's careers service) and North West London Information Advice and Guidance Partnership, and has come about as a result of the procurement of extra funding to:

- support additional agencies, who are intending to seek **matrix** Standard accreditation, in entering the partnership; and
- address the needs of one of the national target groups, namely, those seeking to enter or leave HE.

### What is the case study topic?

30 The topic is becoming a delivery partner in the IAG network and contributing to the provision of a coherent educational advice service ranging from basic skills to HE.

### What was the purpose of the initiative from the higher education institution's perspective?

31 The purpose of the initiative is:

- to contribute to the University's widening participation programme by supporting prospective 'non-traditional' entrants to HE by means of appropriate and timely educational advice;
- to comply with Recommendation 26 of the *Harris Review of Higher Education Careers Services* (2001) that careers services should join IAG partnerships to ensure spread of good practice and collaboration at operational levels; and
- to generate income to support further widening participation initiatives.

### What was the purpose of the initiative from the information advice and guidance partnership's perspective?

32 It is part of the business plan to widen the network of providers, and in this way to ensure that the needs of all clients are met. The University of Westminster is the only HE



partner in North West London Information Advice and Guidance Partnership.

### **What were the outcomes from the initiative?**

33 The outcomes include:

- CaSE at Westminster has become a delivery partner;
- North West London Information Advice and Guidance Partnership is supporting CaSE in its bid to achieve **matrix** Standard accreditation;
- receipt of funding for delivery; and
- stronger links developed with local community organisations.

### **Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

34 This is a new and still ongoing project but the outcomes listed above fulfil our pre-determined objectives.

Comments from the information advice and guidance partnership

35 The provision of appropriate educational advice to potential HE entrants is vitally important and the involvement of the University will strengthen the IAG network's delivery in this area.

### **How did you evaluate this initiative?**

36 Evaluation is still ongoing.

37 One quantifiable outcome will be whether we reach our agreed target number of clients.

### **What do you envisage as potential steps forward for the future?**

38 Next steps include:

- continuing collaboration with the IAG network and continuing delivery, if funding allows;
- involvement in new and relevant projects – possibly with other HE partners after the re-alignment of IAG areas; and
- exploration of the potential of workforce development initiatives in strengthening the University's links with local businesses.

### **Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

39 The University became a member of the IAG partnership steering group shortly before commencing the current project. The IAG business plan had been agreed before we joined the steering group; however, we have participated in various training sessions arranged by the IAG since joining the steering group.

40 There were no referral arrangements prior to the initiative; subsequently we have been included in the network directory.

41 CaSE is going for **matrix** Standard accreditation in the last quarter of 2003.

42 There is an SLA between CaSE and North West London IAG Partnership.

## **Case Study 3: The Oxfordshire Information Advice and Guidance Partnership and Oxford Brookes University**

### **Contact details**

43 The contact details for the partners are as follows.

#### **Name and address of higher education institution**

Oxford Brookes University  
Careers Centre  
Helena Kennedy Student Centre  
Oxford Brookes University  
Headington  
OX3 0BP  
Tel: 01865 484672

#### **Key contact**

Lorna Froud  
Careers centre manager  
Email: lhfroud@brookes.ac.uk  
Fax: 01865 484677

#### **Name and address of information advice and guidance partnership**

Oxfordshire IAG Partnership  
CfBT Advice and Guidance  
62 Stert Street  
Abingdon  
Oxfordshire  
OX14 3UQ  
Tel: 01235 524841

#### **Key contact**

Carol Rees  
Oxfordshire IAG manager  
Email: crees@cftb-hq.org.uk  
Fax: 01235 524814

### **Background details about the higher education institution**

#### **Number of students**

44 There are 8,849 undergraduates and 1,684 postgraduates.

### **Case study details**

#### **What was the catalyst which triggered this development?**

45 The catalyst was the recognition that mature students need more specific advice about what local HE routes there are, and how these can affect their career progression. There was also recognition that not all of the practitioners offering this advice have the detailed knowledge they require.

46 We had reports from practitioners across Oxfordshire that there are graduates requiring specialist support and who are not covered by the HE reciprocal arrangements.

47 Oxford Job Fair asked Oxfordshire IAG Partnership to run some seminars related to getting work.

#### **What is the case study topic?**

48 The topic comprises a local HE training day involving several HE institutions, not just Oxford Brookes University (Oxford Brookes). It was based at Oxford University's Department of Continuing Education, and included advice to graduates and CV and interview skills seminars at Oxford Job Fair.

#### **What was the purpose of the initiative from the higher education institution's perspective?**

49 As above.

#### **What was the purpose of the initiative from the information advice and guidance partnership's perspective?**



50 The purpose was:

- to provide local IAG practitioners with information about routes into local HE provision, funding for students and likely outcomes of studying at HE;
- to support the backlog of graduates (up to 10 years after graduation) seeking specialist careers services from the IAG partnership;
- to provide information and advice to members of the public about job-seeking; and
- a free stand at the Job Fair.

#### **What were the outcomes from the initiative?**

51 The outcomes include:

- several HE providers and UCAS made presentations to a group of IAG practitioners – excellent feedback from those taking part;
- a target of 92 graduates (up to 10 years after graduation) to be supported through individual and group sessions (ongoing). Approximately 30 have been seen so far. This has given other non-specialist IAG practitioners the support that they needed in helping these clients;
- around 30 to 40 members of the public received information and advice about applying for work;
- the IAG partnership got a free stand at the Oxford Job Fair; and
- relations between IAG and Oxford Brookes were further strengthened.

#### **Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the information advice and guidance partnership

52 We were very pleased to get support from so many local institutions (Ruskin; Oxford University Department of Continuing Education; Oxford University, Harris Manchester College; Oxford Brookes University and the Open University, as well as individuals – mature student adviser, Careers Centre Manager, student finance adviser;) as well as UCAS.

53 This provided an opportunity for IAG staff from a variety of backgrounds to really get a flavour of the variety of entry routes to HE institutions locally, and to get a feel for the barriers that adults may face. We received lots of positive feedback about the ability to refer on to the finance advice section at Oxford Brookes for advice on complex queries.

54 The project also allowed for some networking of HE institutions. It also meant that the IAG partnership was able to respond professionally to the request from a local newspaper group to offer services to clients of the Job Fair. Clients seemed really pleased.

55 The feedback or evaluation on how this initiative is working is not complete yet as it finished at the end of March 2003. However, the initiative has been set up in response to overwhelming demand from the IAG sector.

#### **How did you evaluate this initiative?**

56 Evaluation included:

- evaluation forms for the day event;
- report and management information to be collated by Oxford Brookes; and

- evaluation forms to participants and attendees.

**What do you envisage as potential steps forward for the future?**

57 Possible next steps include:

- a follow-up HE conference for practitioners;
- perhaps incorporate extended delivery of information and advice for graduates into the IAG partnership business plan; and
- Oxford Brookes have offered to run similar sessions at the next Oxford Job Fair. It may be possible to use enhanced services funding to deliver these activities more generally for IAG clients.

**Please describe the working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

58 Lorna Froud of Oxford Brookes has recently become a member of the Oxfordshire IAG Partnership management group. Oxford Brookes has been represented on the wider IAG advisory group since the inception of Oxfordshire IAG Partnership.

59 Referrals are made between Oxford Brookes and the rest of the partnership. Appointment cards are supplied for this purpose, although most referral is done on a more spontaneous basis, using the directory and the personal contacts made through IAG meetings.

60 Oxford Brookes has arranged for training about its services to be delivered at an IAG practitioner group meeting. The HE conference for practitioners was also about training staff of the partnership.

61 Oxford Brookes University has worked to achieve the Quality Standards for Learning and Work. There are some reservations about the cost implications of achieving **matrix** Standard accreditation.

62 Oxford Brookes has been represented at the IAG business planning consultation in the past.

63 The Oxfordshire IAG Partnership asks partners to sign a partnership agreement, although in practice this has not shaped the working relationship of the two organisations; rather, this has happened on a personal level, as Oxford Brookes has been very willing to be engaged in activities.

**Case Study 4: The Staffordshire Information Advice and Guidance Partnership and Staffordshire University**

**Contact details**

64 The contact details for the partners are as follows.

**Name and address of higher education institution**

Staffordshire University  
Beacon Building  
Beaconside  
Stafford  
ST18 0AD

Tel: 01785 353827

**Key contact**

David Jenkins  
Director of widening participation and access

Email: [d.jenkins@staffs.ac.uk](mailto:d.jenkins@staffs.ac.uk)  
Fax: 01785 252241



## **Name and address of information advice and guidance partnership**

Staffordshire Connexions

Foregate House

70 Foregate Street

Stafford

ST16 2PX

Tel: 01785 355707

### **Key contact**

Christina Webb

Staffordshire adult IAG partnerships coordinator

Email: christina.webb@cxstaffs.ac.uk

Fax: 01785 355747

## **Background details about the higher education institution**

### **Number of students**

65 There are 16,000 students in total. Of these, 11,000 are full time and 5,000 are part time.

### **Unique features**

66 Staffordshire University Regional Federation (SURF) formed in May 2000. It is an HEFCE-recognised consortium for the delivery of HE through FE colleges in Staffordshire and Shropshire.

## **Case study details**

### **What was the catalyst which triggered this development?**

67 SURF has about 750 full-time and 1,100 part-time HE students at colleges throughout Staffordshire and Shropshire following foundation years, higher national diplomas (HNDs), higher national certificates (HNCs), honours degrees and foundation degrees. Most students (over 80%) are over the age of 20 and many are over the age of 30. Part-time students are generally in full-time employment

and embarking on HE for the first time. There was a clear need to incorporate a stronger IAG element into HE provision in SURF colleges.

### **What is the case study topic?**

68 The topic was the development of IAG within the SURF consortium, that is, enhanced support for HE students based in FE colleges (note that 14% of all HE students are in FE colleges).

### **What was the purpose of the initiative from the higher education institution's perspective?**

69 The purpose of the initiative was to:

- create an additional entitlement for all SURF students (over 20) to high-quality IAG; and
- provide staff development for FE careers service staff working with HE students in colleges.

### **What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

70 The purpose of the initiative was to:

- support the emerging HE in FE agenda;
- build on the existing partnership arrangements already well established in Staffordshire;
- part-fund an initiative, receiving funding from two other sources; and
- collaborate with Shropshire IAG Partnership in this initiative.

### **What were the outcomes from the initiative?**

71 The outcomes include:

- appointment of 0.5 time SURF HE careers adviser;

- a dedicated personal computer in each college's careers area for HE IAG activities;
- pooled software and bulk purchase of careers resources; and
- shared use of consortium commissioned materials.

### **How did you evaluate this initiative?**

72 The PCs were funded by the LSC, Staffordshire University supported the infrastructure of the initiative through the careers service and Director of Widening Participation, and the IAG partnership funded the 0.5 time careers adviser post and materials and software. Year 1 (2002/03) was devoted to pilot and development. The model was evaluated through the IAG steering group and SURF management board. Year 2 (2003/04) has targets of 8,000 information and 740 advice sessions.

### **What do you envisage as potential steps forward for the future?**

73 Possible next steps include:

- continuation of the 0.5 time careers adviser post, funded through IAG or mainstream sources;
- online discussion groups with SURF HE students;
- additional group sessions for Access and pre-Access students; and
- training and staff development for the IAG network to inform members about the nature of HE in the twenty-first century.

### **Please describe the working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

74 Staffordshire University has been a member of the IAG partnership steering group since its inception in 1999. The group is chaired by the University's director of widening participation. Joint training has occurred between the University, SURF colleges and IAG members through a SURF Careers Group established to support the work of this initiative. Staffordshire University has the **matrix** Standard and has contributed to the 2003/04 IAG Partnership business plan from the perspective of SURF widening participation and the careers service. A protocol will be agreed between Staffordshire University and the IAG partnership later in 2003.

## **Case Study 5: The Kent and Medway Information Advice and Guidance Partnership and the University of Kent**

### **Contact details**

75 The contact details for the partners are as follows.

#### **Name and address of higher education institution**

University of Kent  
Canterbury  
Kent  
CT2 7ND

Tel: 01227 823481

#### **Key contact**

John Greer  
Director of student guidance and welfare  
Email: JWG@UKC.AC.UK  
Fax: 01227 823164



**Name and address of information advice and guidance partnership**

Kent and Medway IAG Partnership  
Kent Guidance Consortium  
22 High Street  
Ashford  
Kent  
TN24 8TD  
Tel: 01233 640214

**Key contact**

Hugh Joslin  
Manager

Email:hughjoslin@aol.com  
Fax: none

**Background details about the higher education institution**

**Number of students**

76 There are 13,000 students in total. Of these, 9,000 are full time and 4,000 are part time.

**Unique features**

77 The University is heavily involved in county-wide widening participation projects. It has good cross-Channel links, a local, regional and international agenda and is involved in setting up a new university in Medway with Greenwich University.

**Case study details**

**What was the catalyst which triggered this development?**

78 The Kent and Medway IAG Partnership was formed out of the existing Kent Guidance Consortium, an organisation for guidance agencies in Kent and Medway. The University of Kent and Canterbury Christ Church University College were founder members of this consortium, as were the FE colleges, the local careers service, and adult education and adult guidance providers, so

they were involved in the process of bidding for the IAG contract.

**What is the case study topic?**

79 Close links have existed between all the major guidance agencies in Kent and Medway since the mid-1990s, and to agree to co-operate on IAG matters was considered appropriate action.

**What was the purpose of the initiative from the higher education institution's perspective?**

80 This was a natural development as a result of the close formal links that existed already. It kept all the agencies working together and supporting other smaller guidance agencies, and was extremely useful in encouraging a return to education and awareness of FE and HE in Kent and Medway.

**Please describe working arrangements between the higher education institution and information advice and guidance partnership prior to the initiative**

81 The HE institution is a member of the management group and was able to influence the IAG partnership business plan. There is also an HE IAG committee. There is no protocol or SLA between the two services.

82 Lots of joint training takes place, and there is an annual conference for all guidance people in Kent.

83 The University of Kent has not yet achieved the **matrix** Standard, but is accredited to the GCQS and the Kent Guidance Consortium standards.

## **Case Study 6: Sheffield Gateways to Learning and Sheffield Hallam University**

### **Contact details**

84 The contact details for the partners are as follows.

#### **Name and address of higher education institution**

Sheffield Hallam University  
Careers and Employment Service  
City Campus  
Howard Street  
Sheffield  
S1 1WB

Tel: 0114 225 3813

#### **Key contact**

Chris Walton  
Team manager, initial advice and guidance  
Email: [guidance@shu.ac.uk](mailto:guidance@shu.ac.uk)  
Fax: 0114 2252161

#### **Name and address of information advice and guidance partnership**

Sheffield Gateways to Learning  
Star House  
43 Division Street  
Sheffield  
S1 4SL

Tel: 0114 201 2929

#### **Key contact**

Sarah Charlesworth  
IAG coordinator  
Email:  
[Sarah.charlesworth@sheffieldfutures.org.uk](mailto:Sarah.charlesworth@sheffieldfutures.org.uk)  
Fax: 0114 2012757

### **Background details about the higher education institution**

#### **Number of students**

85 There are 15,766 undergraduates and 1,423 postgraduates.

### **Unique features**

86 Sheffield Hallam University targets people aiming to enter HE and anyone who has graduated from HE within the last three years, for example unemployed or underemployed graduates. Sheffield Hallam University operates a mutual aid scheme with the University of Sheffield whereby graduates of 'old' universities are dealt with by the University of Sheffield under Gateways to Learning.

### **Case study details**

#### **What was the catalyst which triggered this development?**

87 Both Sheffield Hallam University and the University of Sheffield careers services have been involved in the adult guidance network in Sheffield for many years. The catalyst for their involvement in the network was the DfES-funded national guidance pilot called Gateways to Learning in the early 1990s.

88 There has always been a need to deliver specialist IAG services to graduates and to those seeking, or thinking about entering HE. As with many university cities, Sheffield has a large percentage of graduates who remain in the city once they have completed their degree at either Sheffield Hallam University or the University of Sheffield. There is also an annual influx of graduates from other universities who are returning to their home town of Sheffield to look for work. Graduate unemployment and graduate underemployment are serious problems for Sheffield, and this service was set up to cater for the specific and specialist IAG needs of this client group.

#### **What is the case study topic?**

89 The topic was widening participation in HE for adults and helping unemployed and underemployed graduates to access specialist IAG services in South Yorkshire.



### **What was the purpose of the initiative from the higher education institution's perspective?**

90 Involvement in the IAG partnership has enabled both universities to be able to widen their provision to groups other than those funded by the HEFCE. This has been particularly important in recent years when university careers services have had to target their resources and staff time carefully in order to provide as full a service as possible to undergraduates.

### **What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

91 The involvement of the two universities in the IAG partnership has enabled the IAG partnership to offer a range of specialist services targeted at key priority groups, including people on HE Access courses. Sheffield Hallam University is also involved in an LSC co-financed guidance project, offering in-depth one-to-one services and group sessions to unemployed graduates.

### **What were the outcomes from the initiative?**

92 This is a continuing service that will evolve into new areas as the education guidance unit of Sheffield Hallam University seeks **matrix** Standard accreditation. To date, the IAG partnership has been dealing solely with the university careers service, which gained accreditation in 2001. Working in partnership with the education guidance team will open up new possibilities in terms of widening participation and will hopefully tie in with the Partnerships for Progression (P4P) sub-regional action plan for South Yorkshire.

### **Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

93 As below.

Comments from the information advice and guidance partnership

94 Sheffield Hallam University has contributed considerably to the IAG partnership's overall targets, and specifically to the national priority target group. It should be mentioned that operating in a South Yorkshire arena, rather than a restricted Sheffield area, has benefited the IAG partnership and especially the clients, as many mature students attending, joining or leaving the establishment reside within South Yorkshire.

95 The prospect of contracting in 2004/05 with the education guidance team also is a welcome opportunity to meet increasing targets and provide an additional service to mature clients who are seriously exploring long-term commitment to HE.

### **How did you evaluate this initiative?**

96 The contribution was evaluated in the same manner as other contracts:

- performance against contracted target for advice sessions – both universities are on target to meet these;
- performance against national priority group target – 92% of both universities' clients;
- client follow-up showed positive outcomes in 54% of replies received at Sheffield Hallam University and this figure is improving; and
- client feedback in line with Guidance Accreditation Board (GAB) requirements was compliant.

97 It should be noted that the issue of evaluation, monitoring and quality across all contracts is in its early stages and these and further measures are to be developed and refined.

**What do you envisage as potential steps forward for the future?**

98 Possible next steps include provision of an educational guidance unit.

**Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

99 Arrangements including membership of the IAG partnership steering group, referrals, and joint training were already in place, but the recognition of the importance and needs of this client group has ensured that the flagging partnership has been revived and the universities and IAG partnership have been motivated and enabled to increase delivery.

## **Case Study 7: The West of England Information Advice and Guidance Partnership and the University of the West of England**

### **Contact details**

100 The contact details for the partners are as follows.

**Name and address of higher education institution**

University of the West of England  
Centre For Student Affairs  
Frenchay Campus  
Coldharbour Lane  
Bristol  
BS16 1QY

Tel: 0117 344 2570

**Key contact**

Maggie Westgarth  
Careers adviser

Email: Maggie.westgarth@uwe.ac.uk

**Name and address of information advice and guidance partnership**

West of England IAG Partnership  
4 Colston Ave  
Bristol  
BS1 4ST

Tel: 0117 987 3700

**Key contact**

Clare Molloy  
IAG coordinator

Email: Cmolloy@connexionswest.org.uk

**Background details about the higher education institution**

**Number of students**

101 There are 23,000 full-time students plus additional part-time students.

**Unique features**

102 The University of the West of England (UWE) is a 'new' university which attracts a wide range of students from diverse backgrounds. For example, UWE takes a larger number of Access students than any other university in the UK. UWE figures highly, when compared to other new universities, in many of the national league tables.

**Case study details**

**What was the catalyst which triggered this development?**

103 National and regional HE statistics that show that students from certain social groups are disadvantaged in the graduate labour market.



### **What is the case study topic?**

104 The topic is Employability and Diversity, a project for which we have just received IAG funding. The funding is enabling us to speak to large numbers of students about the benefits of work experience. We are additionally targeting students from certain backgrounds (for example students with disabilities, students from minority ethnic groups) and linking them to regional employers for work experience and mentoring.

### **What was the purpose of the initiative from the higher education institution's perspective?**

105 The purpose was to:

- improve the employability of students; and
- improve the understanding of those entering HE of the value of work experience to their employability, with a particular emphasis on those facing disadvantage in the labour market due to social factors such as age, ethnicity or disability.

### **What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

106 The purpose was to:

- raise awareness amongst college staff and students of the potential benefits of careers information and advice for learners;
- enable a significant number of additional HE students that might encounter disadvantage in the labour market (as stated above) to access careers information and advice;

- encourage a collaborative approach between HE and FE to work jointly in supporting students (pre- on- and post-course) with advice about learning and work opportunities; and
- establish and develop appropriate delivery mechanisms for training sessions for staff and students that would provide a model of good practice that could be replicated elsewhere.

### **What were the outcomes from the initiative?**

107 The initiative is still in its early days. Approximately 500 first-year students have been targeted for workshops on the importance of gaining work experience while at UWE. Some of these students will then be targeted for additional activities including further workshops, and one-to-one support via email and interviews.

108 A link has been established with Filton College. UWE's Career Development Unit (CDU) will provide training to FE staff who are working with students who apply to HE. Training will also be offered to staff who are working with HND students at Filton College.

### **Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

109 Yes.

Comments from the information advice and guidance partnership

110 This is a very exciting project which the IAG partnership is keen to develop and support beyond March 2003. It offers an excellent opportunity for joint working, not

only between an HE and FE institution but for the wider sector in the area. It is anticipated that it will have a dual approach in raising awareness about IAG and HE possibilities to those who may not otherwise consider this as an option.

#### **How did you evaluate this initiative?**

111 The project has not yet been evaluated as it is not yet complete. A report will be submitted to IAG network on completion of the project to look at outcomes, areas of success and areas to be developed.

#### **What do you envisage as potential steps forward for the future?**

112 Possible next steps include:

- Employability and Diversity project to continue;
- learning outcomes to inform all work of CDU with students and graduates;
- building on links with regional FE colleges; and
- similar training to be offered to City of Bristol College.

#### **Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

113 The Career Development Unit at UWE is a member of the regional IAG network. Maggie Westgarth sits on the South Gloucestershire IAG Steering Group, and is the HE representative on the West of England IAG Forum. We have GCQS and expect to be working towards the matrix Standard. There is a partnership agreement between the IAG partnership and UWE which includes code of conduct and protocol arrangements.

## **Case Study 8: The Bedfordshire and Luton Information Advice and Guidance Partnership and the University of Luton**

#### **Contact details**

114 The contact details for the partners are as follows.

#### **Name and address of higher education institution**

University of Luton  
Careers Service  
Park Square  
Luton  
LU1 3JU

Tel: 01582 489194

#### **Key contact**

Eileen Scott  
Head of careers service  
Email: Eileen.scott@luton.ac.uk  
Fax: 01582 489175

#### **Name and address of information advice and guidance partnership**

Bedfordshire and Luton IAG Partnership  
2 Railton Road  
Woburn Rd Industrial Estate  
Kempston  
Bedford  
MK42 7PN

Tel: 01234 853429

#### **Key contact**

Michael Wade  
Partnership manager  
Email: m.wadeiag@btopenworld.com  
Fax: 01234 853429



## **Background details about the higher education institution**

### **Number of students**

115 There are around 13,000 students in total.

### **Unique features**

116 The main features are:

- widening participation groups – very diverse student population;
- employability skills embedded in the curriculum; and
- high teaching quality assessments.

### **Case study details**

#### **What was the catalyst which triggered this development?**

117 Becoming a member of the IAG partnership and working on a business plan to meet local needs of adults. There was recognition that many graduates – especially those from lower socio-economic groups – are often disadvantaged in the graduate labour market.

#### **What is the case study topic?**

118 The topic was enhancing information and advice for unemployed and underemployed graduates in Bedfordshire.

#### **What was the purpose of the initiative from the higher education institution's perspective?**

119 To enhance the provision of mediated information and advice services to graduates who were experiencing unemployment or underemployment by promoting the specialist services available to graduates through the county's two major universities: the University of Luton and De Montfort University, Bedford.

120 To work in close collaboration with the key IAG partners who would refer many of these clients – especially Jobcentre Plus. The project saw the University of Luton being set up as an 'intermediate opportunity' in order to establish a mechanism for referrals by, and tracking for, the employment services in Bedfordshire.

#### **What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

121 The project was seen as meeting a local need – and although graduates were not necessarily a priority group, they were seen as having an important part to play in the economic development of the region.

#### **What were the outcomes from the initiative?**

122 The project is still ongoing and has been very successful in attracting a much wider group of graduates to these services. For example, they are not just graduates who have studied locally, but who have returned to the area having studied elsewhere.

#### **Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

123 To a great extent yes – but referrals from Jobcentre Plus have not been consistent.

Comments from the information advice and guidance partnership

124 The project will exceed its target of advice interactions, which is very gratifying. We are pleased with Luton University's involvement in the IAG partnership and believe there is a firm foundation for further development to be built into our planning for the year ahead.

### **How did you evaluate this initiative?**

125 There are monitoring visits from an independent evaluator and quarterly statistics are produced. Feedback is collected from our clients as part of our quality standards best practice. There are also meetings with Jobcentre Plus staff to promote the service and feed back into the partnership.

### **What do you envisage as potential steps forward for the future?**

126 The partnership is currently preparing its forthcoming business plan and is in discussion with the new IAG partnership manager. There are plans to explore the possibilities of extending IAG services to those who graduated more than three years ago (the current cut-off point) and also to look at offering objective, pre-entry guidance to those considering HE as an option.

### **Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

127 The University of Luton Careers Service has had good links with the Adult Guidance Network over many years, even prior to the setting up of IAG partnerships. When the latter came into being, Luton University was invited to join but knew it had to be on the basis of working towards the GCQS, which was achieved in October 2001. University of Luton Careers Service is now working towards the **matrix** Standard and is registered to be assessed in early autumn 2003. Joint training took place during work towards the earlier standards, and members of staff attended further sessions on continuous quality improvement (CQI) and the **matrix** Standard. Additionally, the professional body AGCAS is providing support for **matrix** Standard accreditation.

128 The University of Luton has been able to influence the IAG partnership business plan, although it does not receive large amounts of funding for this client group. The relationship is quite informal and open, though accountable at the same time.

## **Case Study 9: GAIN (the Calderdale and Kirklees Information Advice and Guidance Partnership) and the University of Huddersfield**

### **Contact details**

129 The contact details for the partners are as follows.

#### **Name and address of higher education institution**

University of Huddersfield  
Careers Advisory Service  
Queensgate  
Huddersfield  
HD1 3DH

Tel: 01484 47 2592

#### **Key contact**

Steve Fish  
Head of CAS  
  
Email: careers@hud.ac.uk  
Fax: 01484 472767

#### **Name and address of information advice and guidance partnership**

GAIN (Calderdale and Kirklees)  
Calderdale and Kirklees Careers  
78 John William Street  
Huddersfield  
HD1 1EH

Tel: 01484 226792

#### **Key contact**

Alison Kinder  
IAG coordinator



Email: Alison.kinder.csp@kirkleesmc.gov.uk  
Fax: 01484 226810

## **Background details about the higher education institution**

### **Number of students**

130 There are approximately 17,500 students represented on a mixture of full-time, part-time and distance learning courses.

### **Unique features**

131 The University of Huddersfield has a strong vocational element. Many courses include employment placements. It has a comprehensive and successful widening participation policy.

### **Case study details**

#### **What was the catalyst which triggered this development?**

132 The University of Huddersfield has developed strong links with the local careers service over many years. After the privatisation of careers services in 1995, the university formed a partnership with other local organisations, including the Training and Enterprise Council (TEC), to bid for the careers service contract. This bid was successful and the university has been a joint owner of the service ever since.

133 The university obtained some development funding three years ago to set up a pre-entry unit for potential mature students. Staff from this unit have since then attended the local IAG meetings. Links are also made with the Into Universities Collaborative Guidance project.

#### **What is the case study topic?**

134 The University of Huddersfield's Student Information Centre (SIC) is an active member of GAIN. The head of the

university's Careers Advisory Service (CAS) sits on the GAIN advisory group. He is also a director of Calderdale and Kirklees Careers, the organisation that holds the local IAG contract.

135 A GAIN contract has been issued for the delivery of IAG to pre-entry mature students interviewed in outreach locations. IAG funding supports this activity. This work could not have been undertaken without this IAG backing as HEFCE funding for the SIC only supports advice work on campus.

136 The contract also covers work with external graduates delivered by the university's careers advisers. IAG funding supports individual and group work activities. Graduate career planning workshops have been held.

137 Work with this client group is not covered by HEFCE funds so IAG support is welcomed.

138 The SIC coordinator has attended various training sessions delivered by GAIN. She is also working to complete the national vocational qualification (NVQ) in Advice and Guidance at Level 3, delivered through GAIN.

139 GAIN staff also supported the SIC with its successful application for GAB accreditation. Similarly GAIN staff are supporting the CAS as it applies for the **matrix** Standard in 2003.

140 Various joint bids have been submitted by GAIN and the CAS including two proposals to fund a graduate job club. These bids were not successful but the two organisations have since sought to identify other sources of funding for joint development activity.

#### **What was the purpose of the initiative from the higher education institution's perspective?**

141 The university is keen to develop links with local networks. The CAS was particularly keen to work with GAIN as it felt it would support delivery with two of its main target groups: potential mature students and external graduates.

142 The university is keen to widen participation in HE. Working with GAIN supports this key activity of the university.

**What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

143 GAIN was keen to extend its network to cover the HE sector. The SIC is a useful referral point for other GAIN deliverers. Graduates visit GAIN centres and the network felt it would be useful to include the CAS in GAIN to facilitate referrals.

**What were the outcomes from the initiative?**

144 The university set targets for the number of advice episodes it would offer to pre-entry clients and external graduates.

145 The university has forged closer links with local IAG network partners. This has helped to improve both the number and the quality of referrals to the SIC. Similarly it has helped improve the SIC staff's knowledge of appropriate network organisations which has assisted them when making client referrals.

146 University staff have benefited from GAIN-delivered training including the NVQ in Advice and Guidance at Level 3.

147 The SIC gained GAB accreditation in June 2001. This work was fully supported by GAIN staff.

**Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

148 The university has been able to extend its pre-entry services to various network locations. It has also provided a range of additional services to graduates from other institutions which it would not have been able to offer without GAIN support.

149 Contact with the network has helped to improve the quality of the IAG offered to clients using the university's services.

**What do you envisage as potential steps forward for the future?**

150 For 2003/04, the university is considering applying for a part-time GAIN adviser to work in the SIC on a secondment basis. GAIN has offered this secondment opportunity to all its partners.

151 The university will also seek to identify new sources of funding for joint bidding activity. It would still be interested in seeking support for a graduate job club. Funding for additional staffing in the SIC will also be sought through joint proposals.

152 The university has asked the West Yorkshire IAG Partnership to consider including a representative from HE on its Steering Group.

**Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

153 The university has been a member of the IAG network for a number of years. The level of its involvement in GAIN has increased over the last two years.



## **Case Study 10: The Tyne and Wear Information Advice and Guidance Partnership and the University of Newcastle upon Tyne**

### **Contact details**

154 The contact details for the partners are as follows.

#### **Name and address of higher education institution**

University of Newcastle upon Tyne  
Careers Service  
Armstrong Building  
Newcastle upon Tyne  
NE1 7RU

Tel: 0191 222 8053

#### **Key contact**

Margaret Barker  
Careers adviser (Quality)

Email: Margaret.Barker@ncl.ac.uk  
Fax: 0191 222 7780

#### **Name and address of information advice and guidance partnership**

Tyne and Wear IAG Partnership  
Connexions Tyne and Wear  
Interchange Centre  
West Street  
Gateshead  
NE1 8BH

Tel: 0191 443 4209

#### **Key contact**

Sue Reeve  
IAG network coordinator for Tyneside  
Email: s.reeve@connexions-tw.co.uk  
Fax: 0191 477 9971

### **Background details about the higher education institution**

#### **Number of students**

155 There are approximately 12,000 undergraduates and 4,000 postgraduates.

#### **Unique features**

156 Newcastle University is a typical redbrick university with a strong tradition of academic excellence. The majority of students are in the 18–25 age group, with 10% officially classed as mature. Students come from all parts of the UK and beyond, with the numbers of international students increasing significantly in recent years. The university has a high reputation for excellence in research, another factor in attracting international applicants. The university is very proud of its prominent role locally and its vital contribution to the regional agenda and debate.

157 The careers service enjoys a high reputation within the university, is well regarded nationally for its innovative practices in working with students and employers, and for its emphasis on continuous quality improvement. The service views networking and collaboration as being of vital importance, both internally across the university, and externally with a wide range of agencies and partners.

### **Case study details**

#### **What is the case study topic?**

158 The topic was the introduction of a new system of staff competence, observation and appraisal.

#### **What was the catalyst which triggered this development?**

159 The careers service became involved with the local IAG partnership at a very

early stage of the latter's development, when the service made the decision to apply for accreditation against the GCQS. The Tyneside IAG Partnership was then (and still is) providing a means of training and support for any organisation going through the accreditation process.

160 One of the original requirements for achieving accreditation was that a service should have a system of staff appraisal in place, based on observation of competence, as determined by the qualification units. Although the GAB later relaxed this requirement, and the careers service was successfully accredited in November 2000, the decision was made by the service to continue to trial and develop this model as it was viewed as an innovative means of supporting and developing staff.

**What was the purpose of the initiative from the higher education institution's perspective?**

161 The careers service has always been interested in initiatives to improve the quality of its delivery to clients. The competence model provided a robust standard, externally benchmarked, against which staff could not only be assessed by their line manager, but could also assess themselves in an objective way. The service already had a well-developed appraisal system in place but it did not have a set of staff competencies nor an established practice of observation.

**What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

162 The IAG partnership was very pleased to have a partner willing to trial the framework and to share the results. We also felt that in becoming more involved with the IAG partnership at a practical level, Newcastle University was demonstrating its

commitment to the programme, and widening participation with a range of community and voluntary organisations with which it would perhaps not normally come into much contact, for example the National Probation Service (NPS), two community-based projects run by local authority economic development departments and several adult training providers.

**What were the outcomes from the initiative?**

163 Over a 12-month period, the careers service developed a comprehensive competence framework and detailed procedures, by means of a pilot programme of observation with two volunteer members of staff. Throughout this time they met regularly to review each stage, enabling the staff members to give frank feedback on how the process was affecting them. At the end of the pilot, both staff agreed that they had benefited greatly from participating and, despite initial concerns, felt it was a positive experience to which they had become committed and that should be extended to the whole team. This was instigated following staff training in July 2002 and is now an established feature of the appraisal system.

164 Other outcomes from the pilot were that the competencies were reviewed and customised to our own requirements. The paperwork has also been simplified.

165 During the developmental and pilot stages, the careers service manager and the two staff involved in the pilot provided presentations to IAG partnership members, including one at a regional quality conference. The competence framework and other materials which had been developed were distributed and experiences cascaded and shared amongst a wide range of IAG partners.



### **Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

166 The obvious outcome for the HE institution was that it was able to introduce an improved, rigorous and transparent appraisal process, based on an externally benchmarked system. The means of introducing this process clearly matched the values of the careers service as laid out in its current business plan.

- We deliver quality and excellence.
- We welcome challenge and innovation.
- We develop and use our expertise.
- We show trust and respect for all.
- We have a clear sense of purpose.
- We work in partnership.

Comments from the information advice and guidance partnership

167 We were able to demonstrate to the DfES that we were working closely and effectively with the HE institution and that they were full partners in the network, and were very pleased to be able to share the work that they had done. This situation has continued, in that the HE institution is represented at steering group and working group level in all areas of network activity. Newcastle University has used the network to publicise pre-Access and graduate information and advice services, as well as the range of courses that are on offer through event presentations, our newsletter and website links.

168 In a geographical area which does not traditionally make as much use of HE as some other parts of the country, it is important to keep the profile high and to show that university is a realistic option for clients.

### **How did you evaluate this initiative?**

169 The pilot scheme was evaluated on an ongoing basis as described above. It was disseminated to staff and followed by training prior to being extended across the service. Staff involved in the new appraisal processes can evaluate it on an ongoing basis through the preparation for and feedback from every observation.

170 The systems and processes have been disseminated within the IAG partnership and its members.

171 The process was highly commended at the careers service's recent successful **matrix Standard assessment**.

### **What do you envisage as potential steps forward for the future?**

172 At the time of extending the observation process from the pilot team to the rest of the careers and information team, it was agreed that the customised competencies which had been developed as a result of the experiences of the pilot would be further reviewed at the end of the 12-month period since extending the scheme, that is in summer 2003. The plan is then to roll out the process to the other teams in the careers service.

173 The service may consider adopting 360 degree review – this was suggested by the **matrix Standard assessor** as a logical next step.

174 Since this project, the careers service has worked collaboratively with the local

IAG partnership on other initiatives such as staff training and disability issues.

175 The careers service is happy to take any opportunity to share good practice initiatives with the local IAG partnership.

**Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

176 There has been close collaboration between the university and the IAG partnership for a number of years. Apart from the careers service, currently a further two sections of the university have become members of the IAG network, in order to ensure that there are close links between the adult guidance community and those sections of the university involved in student recruitment and widening participation.

177 Referrals systems are in place within the IAG partnership which include the appropriate sections of the university.

178 There is an HE representative on the Tyne and Wear IAG Partnership Steering Group; this person is currently from the careers service. Accordingly, HE interests are represented in the business planning process and previous initiatives have included:

- support for training of HE institution staff;
- funding for additional resources to assist disabled clients; and
- providing invaluable support for the careers service through both the GCQS and **matrix** Standard accreditation processes.

179 The HE representative is also involved in sharing of good practice as a member of the quality sub-group of the IAG partnership.

180 There is no SLA between the two services nor any official protocol. This has not been a requirement as the working relationship is constant, mutually supportive, collaborative and productive.

**Case Study 11: The Essex Information Advice and Guidance Partnership and Anglia Polytechnic University Essex**

**Contact details**

181 The contact details for the partners are as follows.

**Name and address of higher education institution**

APU Essex  
Careers Service  
Bishop Hall Lane  
Chelmsford  
Essex  
CM1 1SQ

Tel: 01245 493131 ext. 3298

**Key contact**

Joan Newton  
Head of careers service  
Email: [j.newton@apu.ac.uk](mailto:j.newton@apu.ac.uk)  
Fax: 01245 491185

**Name and address of information advice and guidance partnership**

Essex IAG Partnership  
Essex IAG Network  
98 High Street  
Brentwood  
Essex  
CM14 4AP

**Key contact**

Anne Sabine  
IAG manager  
Email: [anne.sabine@careersessex.co.uk](mailto:anne.sabine@careersessex.co.uk)  
Fax: 01277 693345



## **Background details about the higher education institution**

### **Number of students**

182 The Anglia Regional University Partnership comprises Anglia Polytechnic University (APU) and 21 partner colleges. The total figures given here include HE students at all partner centres. There are approximately 6,000 full-time undergraduates in Anglia Polytechnic University Essex (APU Essex) (10,766 in total), 6,500 part-time undergraduates (13,130 in total), 500 full-time postgraduates (949 in total) and 1,800 part-time postgraduates (2,871 in total).

### **Unique features**

183 APU Essex has the following features:

- vocational bias – health, education, law, business, built environment, computing and multimedia, and social work;
- a high proportion of mature students; and
- a high proportion of local students.

### **Case study details**

#### **What was the catalyst which triggered this development?**

184 The possibility of contributing to APU's mission of widening participation in new ways but with no additional demand on existing resources. External funding was available from the IAG partnership to pay for additional staffing to do the extra work.

#### **What is the case study topic?**

185 The topic was a short-term outreach project until the end of March 2003. This would involve an HE careers adviser being present in the local Jobcentre Plus and the

Colchester Learning Shop for one day a week each.

186 There were three target groups:

- potential returners to (higher) education;
- discontinuers from HE; and
- recent graduates who are unemployed or underemployed.

187 The project aimed at helping 80 clients during the course of the pilot.

#### **What was the purpose of the initiative from the higher education institution's perspective?**

188 The purpose was to:

- increase awareness of HE opportunities amongst the local population;
- widen participation in HE;
- provide a service to discontinuers who currently fall through the guidance net; and
- assist the local Jobcentre Plus in meeting the needs of local graduates.

#### **What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

189 The purpose was to meet targets for information and advice episodes in the current financial year

#### **What were the outcomes from the initiative?**

190 At the time of writing, the pilot is still under way. It is currently on target for client numbers.

**Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

**How did you evaluate this initiative?**

191 It is proposed to evaluate by analysis of a feedback questionnaire to each client seen within a couple of weeks of interview. There will be a follow-up questionnaire to Jobcentre Plus clients after 13 weeks to assess success in seeking employment.

**What do you envisage as potential steps forward for the future?**

192 If the pilot is thought to be worthwhile, it is hoped that it will be made a more permanent feature of local provision.

**Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

193 APU Essex achieved the GCQS in 2001. It was a founder member of local IAG Network. For referrals, APU Essex signposts other services but does not refer (that is, it does not intervene on behalf of the client but gives them the information to do it for themselves).

194 The IAG partnership has a membership directory which allows all members to identify a more appropriate partner to meet an individual client's needs. APU Essex is happy to receive referrals in this way, but does not report back to the referee in any way.

195 APU Essex takes part in IAG partnership training and other meetings.

196 The IAG partnership provided funding for additional information resources to enable wider use of the service. APU Essex has taken part in IAG bids for funding to the local LSC for additional service provision in the county.

**Case Study 12: The Coventry and Warwickshire Information Advice and Guidance Partnership, the University of Coventry and the University of Warwick**

**Contact details**

197 The contact details for the partners are as follows.

**Name and address of higher education institution**

University of Coventry  
Priory Street  
Coventry  
CV1 5FB

University of Warwick  
Coventry  
CV4 7AL

Tel: 024 7688 8774 or 024 7652 3523

**Key contact**

Marjorie Walsh  
Widening participation officer  
Email: m.walsh@warwick.ac.uk  
Fax: none

**Name and address of information advice and guidance partnership**

Coventry and Warwickshire Adult Guidance Network  
Casselden House  
Greyfriars Lane  
Coventry  
CV1 2GZ

Tel: 024 7683 1764

**Key contact**

Lesley Jeavons  
IAG partnership manager  
Email: ljeavons@agnnw.co.uk  
Fax: 024 7663 0013



## **Background details about the higher education institution**

### **Number of students**

198 There are 16,349 undergraduate and postgraduate home students and 2,948 overseas undergraduate and postgraduate students. There are 15,934 vocational education registrations.

### **Unique features**

199 The universities have the following features:

- gifted and talented students: Warwick is the centre for the National Academy of Gifted and Talented;
- 49 research centres;
- a lifelong learning centre incorporating open studies and part-time degrees; and
- increasing numbers of postgraduate and overseas students.

### **Case study details**

#### **What was the catalyst which triggered this development?**

200 City college management approached the collaborative widening participation project for funding and support regarding an HE guidance outreach worker to assess needs locally.

#### **What is the case study topic?**

201 The topic was for the outreach guidance worker to assess widening participation needs locally.

#### **What was the purpose of the initiative from the higher education institution's perspective?**

202 The University of Warwick was involved through the collaborative widening participation project. The project officer based at Warwick University and the project manager based at Coventry University worked together in partnership with the local FE institution City College management to investigate the need for HE guidance in the community. This was undertaken during a summer period at the Osaba Centre, Hillfields, Coventry. The data gathered from this pilot formed the basis of the HE guidance worker project.

#### **What was the purpose of the initiative from the information advice and guidance partnership's perspective?**

203 The purpose was to:

- provide IAG partnership members with a named person to whom they could refer those clients they felt would benefit from a guidance interview related to possible progression into HE; and
- discover the barriers to entering HE for adults.

#### **What were the outcomes from the initiative?**

204 To date, the HE guidance worker employed by the project has delivered:

- 280 information episodes; and
- 62 advice episodes.

205 The HE guidance worker has uncovered a myriad of potential barriers facing adults considering progression into FE or HE.

206 Discussions are currently under way to extend this work with IAG partners, local LSCs, FE institutions and Connexions services. There is scope for development work in the financial aspect in partnership

with the Coventry University Union and with specific Coventry University departments.

**Did these meet both the higher education institution's and the information advice and guidance partnership's agenda?**

Comments from the higher education institution

207 This type of work was alien to the HE institutions, as their funding predominantly covered existing students at the HE institution. Slowly there has been an understanding, particularly by Coventry University, that prospective students require transitional help to move into HE.

Consequently, interest has been shown by the careers office and the student union at Coventry University to progress this work.

Comments from the information advice and guidance partnership

208 Early indications are that this project is confirming what we suspected to be the case, for example:

- lack of good-quality information relating to progression into HE;
- less than positive attitudes of organisations towards HE;
- needs of asylum seekers and refugees including English for Speakers of other Languages; and
- problems linked to the benefits system.

209 With regard to outcomes, the target for this project is 20 guidance interviews.

**How did you evaluate this initiative?**

210 We are currently in consultation with the UK Research Partnership. It is envisaged that evaluation will take place between March 2003 and June 2003, with a

dissemination event planned for early July 2003.

**What do you envisage as potential steps forward for the future?**

211 We hope to see increased outreach provision incorporating other partners, such as Coventry University Student Union and Careers Centre. Further funding will be sought from the LSC and through P4P.

212 The HE Widening Participation Project Steering Group intends to await the interim findings of the evaluation in June 2003 before deciding on potential steps forward for the future.

**Please describe working arrangements between the higher education institution and the information advice and guidance partnership prior to the initiative**

213 Coventry University was represented on the Coventry and Warwickshire Adult Guidance Network Steering Group and contributed to the initial three-year business plan and subsequent annual delivery plans.

214 There are no formal referral arrangements between the IAG partnership and the HE institution. The services of the HE guidance worker are regularly promoted to the IAG partnership members with a view to stimulating referrals to the project.

215 No formal joint training has taken place to date. The HE guidance worker is an experienced careers adviser, and has attended and will continue to attend seminars and conferences pertinent to her role.

216 Coventry University has achieved the GCQS.

217 There are two SLA contracts relating to this project between CSWP Ltd and Coventry and Warwickshire LSC and between CSWP Ltd and Coventry University.



## Annex B: Local Learning and Skills Council Contact Details

### **Bedfordshire and Luton**

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Estate,  
Kempston,  
Bedford,  
MK42 7PN.  
Tel: 0845 019 4160

### **Berkshire**

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RG2 0TF.  
Tel: 0845 019 4147

### **Birmingham and Solihull**

Chaplin Court,  
80 Hurst Street,  
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B5 4TG.  
Tel: 0845 019 4143

### **Black Country**

1st Floor,  
Black Country House,  
Rounds Green Road,  
Oldbury,  
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B69 2DG.  
Tel: 0845 019 4186

### **Bournemouth, Dorset and Poole**

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BH8 8EY.  
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### **Cambridgeshire**

Stuart House,  
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PE1 5DD.  
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### **Cheshire and Warrington**

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CW10 0HU.  
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### **County Durham**

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Aycliffe Industrial Park,  
Newton Aycliffe,  
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DL5 6XS.  
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### **Coventry and Warwickshire**

Oak Tree Court,  
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Harry Weston Road,  
Coventry,  
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### **Cumbria**

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### **Derbyshire**

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### **Essex**

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### **Greater Manchester**

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### **Hampshire and the Isle of Wight**

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### **Kent and Medway**

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PR2 9ZB.

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### **Leicestershire**

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LE19 1UU.

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### **Lincolnshire and Rutland**

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Buckinghamshire**

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OX14 3YS.

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ST1 5TQ.

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### **Suffolk**

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## Annex C: Abbreviations

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<b>AGCAS</b>	<b>HE institution</b>
Association of Graduate Careers Advisory Services	higher education institution
<b>APU</b>	<b>IAG</b>
Anglia Polytechnic University	Information advice and guidance
<b>CAS</b>	<b>IAG partnership</b>
Careers Advisory Service	Information Advice and Guidance Partnership
<b>CaSE</b>	<b>local LSC</b>
Careers and Student Employment	local Learning and Skills Council
<b>CDU</b>	<b>LSC</b>
Career Development Unit	Learning and Skills Council
<b>CQI</b>	<b>MI</b>
continuous quality improvement	management information
<b>DfES</b>	<b>RDA</b>
Department for Education and Skills	regional development agency
<b>FE</b>	<b>SCOP</b>
further education	Standing Conference of Principals
<b>GAB</b>	<b>SIC</b>
Guidance Accreditation Board	Student Information Centre
<b>GAIN</b>	<b>SLA</b>
Calderdale and Kirklees Information Advice and Guidance Partnership	service level agreement
<b>GCQS</b>	<b>SURF</b>
Guidance Council Quality Standard	Staffordshire University Regional Federation
<b>HE</b>	<b>UUK</b>
higher education	Universities UK
<b>HEFCE</b>	<b>UWE</b>
Higher Education Funding Council for England	University of the West of England



## Notes

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