

IAG Policy

Expansive Learning College

November 2022

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Version 3

Review Date: Nov-2023

1. Scope

This policy applies to all staff at Expanse Learning, (Hereafter referred to as the college), students and prospective students.

2. Context

It is the strategic aim of Expanse Learning to be a provider of expert information, advice and guidance on learning and work, both as a discrete activity and embedded within its learning programmes.

IAG is delivered at all stages of a student's learning – pre-entry, on programme and transition by a range of staff:

- Learning Support staff (enquiries, guidance from pre-entry course information and advice)
- Careers Advisers (pre-entry, on programme and progression guidance and career learning)
- Teachers (individual support and career learning via the education programme).

The Ofsted Common Inspection Framework states that inspectors will consider:

- the extent to which students receive appropriate and timely information, advice and guidance on their next step in training, education and employment
- students' development of an understanding of careers and progression opportunities and their ability to benefit from training and development opportunities'.

The DfE Principles of Impartial Careers Education state that a good quality, impartial careers programme should:

- empower young people to plan and manage their own futures
- respond to the needs of each student
- provide comprehensive information and advice
- raise aspirations
- actively promote equality of opportunity and challenge stereotypes
- help young people to progress.

3. Equality and Diversity Statement

Expanse Learning is committed to the promotion and development of equality and diversity. We aim to provide a working and learning environment which values individuals equally regardless of:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

This policy and procedure will be implemented in accordance with our policies on equality and diversity and any guidance provided will not be influenced by the student's background or situation. Advisers will promote career choice based on interests and potential, and challenge stereotyping or discrimination where encountered.

4. Definitions

Career Learning helps people develop the knowledge, confidence and skills they need to make well-informed, successful choices and plans that enable them to transition into further learning, work and independence now and in the future.

Careers Information, Advice and Guidance supports people in using the knowledge and skills they develop to make and implement decisions about learning, work and independence that are right for them.

5. Statement of Entitlement

Students are entitled to career learning, information, advice and guidance (CLIAG) which:

- is impartial, client-centered and free from institutional bias is accessible, available and visible
- is provided by appropriately qualified, knowledgeable and experienced staff
- respects confidentiality
- supports achievement and enables progression
- operates in accordance with Expanse Learning Equality and Diversity Policies, the National IAG Board Code of Principles for Information, Advice and Guidance and Every Child Matters agenda
- is planned, resourced and quality assured.

6. Aim

It is the aim of Expanse Learning to provide high quality career learning, information, advice and guidance (CLIAG) to all students and potential students which:

- is integral to students' learning experience while in education
- contributes to the raising of student participation, achievement and progression
- operates as a partnership between Expanse Learning and council agreements
- is available at times and locations which maximise take-up and support widening participation
- takes place in an appropriate setting
- meets the statement of entitlement.

7. Elements of Career Learning, Information, Advice and Guidance

This service is available to all students at the following key decision points:

- Pre-entry/entry guidance to help ensure appropriate course choice which is appropriate to their long-term career aims and covers the broad areas:
 - Their choice of learning programme
 - The entry requirements for each learning aim within their programme
 - An assessment of the suitability of the learning support
 - The costs of the programme
- on programme guidance on progression into further study, training or employment
- exit guidance including support for early leavers and a higher education clearing service.

Effective careers advice and guidance should:

- build on previous discussions about the student's progress in learning, their personal development and career development
- enable students to make informed decisions and support them through this process in an appropriate way
- record agreed action points for use in further guidance sessions
- be impartial and free from institutional bias.

8. Implementation

Career learning, information, advice and guidance (CLIAG) is the responsibility of the leaders, teachers, support staff and lead contractor partners.

Ensure that we meet the following requirements of the Ofsted Common Inspection Framework:

- deliver a cross-provision career learning framework via tutorials, the curriculum or the enrichment programme, as appropriate
- ensure teachers are central to the delivery of career learning
- work with Gateway to support students in a variety of ways to meet individual needs.

Leaders will disseminate good practice in career learning, information, advice and guidance, and ensure that staff understand the concepts involved. This is complemented by a training course which meets the need for:

- knowledge and information
- organisation and management
- skills and techniques

and includes:

- 1:1 guidance skills training
- planning and delivering careers education
- use of careers resources
- supporting students through the UCAS application process.

Gateway is available to student's aged 13-19 (or up to 25 for students with additional needs), includes careers learning and guidance and can involve help with social, health, financial and emotional issues.

If any referral to a third party either internally or externally student confidentiality will be maintained in accordance with the Data Protection Act 2018.

8. Evaluation and Quality Assurance

- Career learning, information, advice and guidance (CLIAG) is evaluated annually.
- Feedback questionnaires are used for a representative sample of individual interviews and group sessions.

9. Referral Arrangements

Where necessary, with the student's permission, he/she may be referred to another provider or agency who can provide a service or course that more closely meets their needs. In these circumstances staff will comply with the following requirements:

- For referrals for Additional Learning Support, staff will help the student in completing the appropriate referral form and ensure that the student is given a copy of the form
- For referrals to any external provider or agency the student will be notified of any links between Expanse Learning and the third party that may impair objectivity
- The referral process will be fully explained to the student to include the following:
 - Details about any other organisation involved
 - Confirmation as to why referral is appropriate
 - Clarification on what is expected of the student
 - The setting of boundaries about the sharing of information with any other agency.

10. IAG Quality Standards

Expanse Learning monitors the effectiveness of CLIAG provision against the following performance indicators:

- Referrals will normally be made within 5 working days
- Requests for information will be processed within 3 working days
- The successful outcome of pre-entry advice and guidance will be recorded on a learning agreement signed by the student and an Expanse Learning representative.

The impartiality of information, advice and guidance is assured in the following ways:

- Feedback from students
- Analysis of results from student information
- Observation of guidance in practice
- Standardised interview paperwork
- Guidance for interviewers
- External assessment of IAG provided by Matrix Standard


9. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed

Impact of non-compliance:

Staff:	Disciplinary action, support plan
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Pastoral & Safeguarding
Policy Reference:	ELCO-POL-OPER-0010
Version:	3
Agreed policy location:	Intranet and Company Website
Review Schedule:	12 Months
Does the policy require Governor approval?	No

Approval

Prepared by	Approved by	Counter Signatory
Lorraine Woosey 03/11/2022	Karl Wane 03/11/2022	Tony Brown 03/11/2022
		
Head of Care and Development (Designated Safeguarding Lead)	Director of College	CEO

Version Control

Version	Date	Revision	Review Date
1	01/09/2020	Policy Reviewed	31/08/2021
2	01/09/2021	Policy Reviewed	31/08/2022
3	03/11/2022	Policy Reviewed	02/11/2023
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Accessible and Visible

IAG Services should be recognised and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services they need, and be open at times and in places which suit client’s needs

Professional and Knowledgeable

IAG frontline staff should have the skills and knowledge to identify quickly and effectively the client’s needs. They should have the skills and knowledge either to address the client’s needs or to signpost or to refer them to suitable alternative provision

Effective Connections

Links between IAG services should be clear from the client’s perspective. Where necessary, clients should be supported in their transition between services

Availability, Quality and Delivery

IAG services should be targeted to the needs of clients, and be informed by social and economic priorities at local, regional, and national levels

Diversity

The range of IAG services should reflect the diversity of client’s needs

Impartial

IAG services should support clients to make informed decisions about learning and work based on the client’s needs and circumstances

Responsive

IAG services should reflect client’s present and future needs

Friendly and Welcoming

IAG services encourage clients to engage successfully with the service

Enabling

IAG services should encourage and support clients to become lifelong students by enabling them to access and use information to plan their careers, supporting clients to explore the implications for both learning and work in their future career plans

Awareness

Adults should be aware of the IAG services that are relevant to them and have well informed expectations of those services.