

# IAG Policy

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## Version Control

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1	December 2022	Updated do to new ED	CR and RE
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### 1. Introduction

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities, mental well-being and contribute to a productive and successful economy.

The updated Provider Access Legislation (PAL) 2023 requires students year 8 – 13 to have had 6 provider encounters and also outlines how these encounters need to be 'quality'. Also known as the 'Baker Clause' the PAL details that education providers have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means schools and colleges must act impartially, in line with their statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical.

The Department of Education expects all institutions to use the Gatsby Benchmarks as a Framework around which they can develop their careers programme in line with their legal requirements to provide independent careers guidance to pupils throughout their secondary education (11 to 18 year olds) and students aged up to 25 with an education, health and care plan (EHCP). The benchmarks also support schools to fulfil their statutory duty to enable access to training providers to showcase to students what technical education and apprenticeships can offer. The eight Gatsby Benchmarks include:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

This policy details how appropriate information, advice and guidance (IAG) is available to learners throughout their time at WBTC. This IAG includes initial enquiry through to career and progression support.

## 2. Background

Advice and Guidance (IAG) is defined as:

Information - refers to the provision of factual information relating to learning and careers, but without exploring the relative merits of different options. Information can be imparted verbally by a member of staff or by printed material, and the internet.

Advice - requires more in-depth interaction with the learner. It includes the explanation of information and how to access and use the information.

Guidance - involves an in-depth session or series of sessions between the learner and member of staff, in which the member of staff helps the learner through the process of making decisions about learning and careers.

## 3. Information, Advice and Guidance - Intent

WBTC will provide accurate and impartial information, advice and guidance to existing and potential learners, parents/carers or case/social workers and employers about the programmes, qualifications and support services we offer, in addition to information and advice on services available elsewhere.

As a minimum, we will ensure the outcome is relevant and responsive to the learner and signposts them to the best outcome that meets their needs.

The delivery of IAG is accessible throughout our learner's journey in a way that empowers learners to make informed decisions, whether it be related to their programme, destination or progression.

IAG is recognised as a key deliverable within the organisation. All staff are qualified to a Level 3 Information, advice and guidance standard, equipping them with the knowledge and expertise required to ensure learners are fully supported throughout their journey. (Gatsby 1)

The quality of our service is regularly monitored and reviewed ensuring we meet the national quality standard set out in the Matrix accreditation (Gatsby 1)

We aim to treat all service users solely on the basis of their merits, abilities and potential; regardless of gender, colour, ethnicity, age, socio-economic background, disability, religious or political beliefs, family circumstance, sexual orientation, marital status, gender reassignment or any other irrelevant distinction.

The service will adhere to the requirements set out in our Equality Policy and procedures.

## 4. IAG - Implementation

### Careers and Progression Provision Pre-Enrolment

- Open events to support potential learners to explore their options and to allow potential learners to view facilities
- Schools/Careers events and 121's integrating different sources of advice given on possible pathways during different stages of education (Gatsby 3).
- Working with schools to ensure that the encounters are quality, from the perspective of the learner, WBTC as well as the school/college. Advising on ways to improve this.
- IAG interviews prior to enrolment which includes matching role/apprenticeship or future goals/aims to options available
- Meetings with course/programme staff to discuss programme information, how it aligns with aspirations and guidance on next steps
- Record keeping of individual advice given and subsequent outcomes (Gatsby 3)
- Website detailing opportunities available and IAG process

### Careers and Progression Provision at Enrolment and On-boarding

- All Apprentice learners and their managers have an initial sign-up meeting with a training consultant before they on-board. This meeting reviews the Apprentices training plan and is a fine-tuned continuation of the advice and guidance they received in the initial conversation, based on their programme, employer and outcome of pre on-boarding tasks.
- All Great Start Learners have an initial IAG meeting with the Course Manager who creates an individual learning plan (ILP) based on their needs and aspirations and to determine their main aim.
- All learners attend on-boarding relevant to their programme where they are given information, advice and guidance regarding their chosen pathway as required, how this may meet their aspirations and progression opportunities.
- Apprentice Employers attend Mentoring training which includes how to support apprentices and progression opportunities

### Careers and Progression Provision on Programme

- Regular progress visits ensure learners and employers are matching learning to aspirations and considering progression opportunities at every point throughout the learner journey
- Parents/carers evening and meeting opportunities to ensure all relevant parties are kept informed of progress and opportunities (parents, carers, Case/Social Workers)
- IAG discussions taking place throughout the year, as part of delivery sessions, 1:1 discussions, Progress Reviews, which includes future goals/aims and relating opportunities including signposting as appropriate
- Stretching target setting throughout learning programme from tutors or Training Consultants to ensure learners are meeting their full potential, challenging stereotypical thinking and raising aspirations (Gatsby 3)

- Delivery staff support learners with personal statements and employment applications as required, using information about career paths and the labour market to inform decisions on study options (Gatsby 2)
- Employer engagement in programmes to give a different perspective on opportunities available (Gatsby 4)
- Range of work experience for Study programme learners to support their identified sector interests outside of any part-time work (Gatsby 4, 5 & 6)
- Learning outcomes are identified from any part-time employment and used to support further opportunities (Gatsby 5)
- Opportunities to investigate other providers of learning and training, appropriate to the learner, to prepare for next steps. This could include Further Education, Higher Education or other providers (Gatsby 7)

### **Careers and Progression Provision at Exit/Destination**

- Intended and actual destination data is collected from delivery staff and recorded
- Follow up calls/letters to all learners who have left to convert intended destination to actual and to re-engage where appropriate
- Additional IAG and careers advice given to assist the next steps stage (Gatsby 8)

In addition to learners, WBTC will ensure it provides accurate and impartial information, advice and guidance to our own staff about their rights, entitlements and responsibilities as employees, about staff development procedures and opportunities, about performance management and grievance procedures, and about opportunities to contribute to the organisations strategic planning.

## **5. Impact**

Learners will feel that they have been fully informed and supported throughout their learning journey resulting in:

- Good attendance
- Good retention
- High achievement rates and successful outcomes
- Positive progression whether this be via next level of study, added responsibilities or employment

## **6. Continuous Improvement and maintaining a good service**

WBTC will monitor, review and evaluate the quality of the service delivered (Gatsby 1)

This will inform:

- How embedded the IAG process is and that it meets or exceeds the quality criteria set out in the Matrix standard;
- That the service is consistent across the organisation and service as a whole;
- That staff are involved in delivering our service have the skills to meet the needs of our customers and partners and will attain a positive response if giving feedback on the service;

- IAG is applied throughout the learners journey, discussed and used with the learner at all stages of their programme and prepares for their exit and progression;
- Establish the impact on our organisational / service/s performance acquired from the delivery of good IAG;
- Collect service user feedback through the Learner Satisfaction survey and other mechanisms as appropriate;
- Adherence to our policy for handling complaints.

The process used to quality assure our delivery of IAG is:

- Inclusion into the Quality teams schedule of observation and inspection of teaching, learning and assessment. This process will be applied from on-boarding and throughout the learner journey and included in the 'learner walks' to ensure that effective IAG has been delivered.
- The outcome of our monitoring and review of the IAG service will be included in the Self-Assessment Review (SAR) and improvements set out in the Quality Improvement Plan (QIP).
- The outcome of the Matrix Accreditation report, conducted on a 3 year cycle, with a yearly review will inform key areas for development.

## 7. Quality Assurance

This Policy will be reviewed every year, sooner if legislation, best practice or other circumstances indicate this is necessary. It shall remain in force until any alterations are formally agreed.