

# Information, Advice and Guidance Policy

**Department: Key College**

**Owner: Training & Education Manager**

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## 1. Policy statement:

It is our aim at Key College that students of all ages and abilities have access to impartial careers information, advice, and guidance (IAG) that is appropriate and meaningful. We aim to provide students with opportunities and encounters that develop their knowledge, skill sets and independence to enable them to make informed, and ultimately, successful choices for their future development. We aim for students to take a leading role in their own development and strive to support students to pursue their own career choices. By these means we aim to increase the individual's chances of leading a happy and fulfilled working life, while contributing their skills to the health of the economy and of society.

## 2. Definitions:

**Careers Education** is a programme of activities throughout a student's course which helps them to develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.

The three main aims of careers education are:

- Self-development- students understand themselves and the influences on them.
- Career exploration- students investigate opportunities in learning and work.
- Career management- students make and adjust plans to manage change and transition and feel confident to take a leading and informed role with their own career choices.

**Careers Guidance** provides students with the support and information they require to enable them to make informed decisions. This will be provided throughout the Key College year by providing our students with opportunities that introduce them to new and unfamiliar experiences. Activities will also be focussed on students' interests that are identified within their student reviews and through the IAG handbook.

**Careers information** supports the delivery of careers education and guidance by providing access to a range of up-to date information in a variety of formats. Careers information will be visible at all sites and what information is provided to students will be monitored and assessed throughout a student's programme of learning.

## 3. Student entitlement:

Aim:

- Improve the success, progression, and employability of our students through access to high quality IAG and appropriate and aspirational learning opportunities.

Objectives:

- All students to be provided with a student handbook that supports them with career planning and progression throughout their programme and beyond.
- Build confidence in our students.
- Help students to identify their goals.
- Motivate and inspire students to raise their aspirations.
- Inform students with a wide range of education, training, and employment opportunities available to them.
- Promote the best interests of students.
- Provide our service in an impartial manner.

- Provide meaningful encounters within the workplace and working environments and with employers.
- Provide an embedded programme of careers education and guidance.
- Ensure that our services are inclusive to all.
- Provide a range of tailored resources to support our learners.
- Engage with parents/carers to promote the benefits of employment and the opportunities on offer.

#### **4. Implementation:**

How we implement IAG across our programmes is achieved through, but not limited to, the following:

- Tutor will initially ensure that all students on programme receive and complete an IAG student handbook as part of their programme.
- Student inductions and reviews take place at the start and throughout the programme.
- Careers guidance is delivered by or supported by trained IAG staff members. Where we do not have a level 6 qualified staff member in careers guidance (or equivalent), we will externally source support.
- Defined IAG hubs within each centre.
- Volunteers with skillset specific to IAG to support the delivery and implementation of careers advice and guidance across centres.
- New members of staff to receive a copy of this policy.
- Student parents/carers to have access to this policy on our website.
- Student forums and one-to-ones embedded in students' ILPs.
- Real working environments for studying or provided with work opportunities throughout their programme.
- External speakers and visits throughout a programme to meet with a range of employers and organisations.

#### **5. Monitoring:**

Tutors and managers will use a range of methods to monitor and evaluate the impact of the IAG provided throughout a student's time at Key College. Methods include:

- Soft skills analysis
- Student perceptions of course survey (SPOCS) analysis
- Group tutorials
- Student attendance, retention, and achievement rates.
- Staff training and development.
- Learner progression and destination data.
- Student one-to-ones with IAG raised as a single agenda.
- Parental/carers feedback through surveys.
- IAG attendance tracking and monitoring (against Gatsby Benchmarks).
- Gemba Walks and reports (IAG focussed).
- Careers calendar log.
- Photos and events shared through social media.
- Observations of careers guidance Internal Quality Assurance (IQA).
- Informal student and tutor feedback.
- External/internal visit/visiting speaker request forms and logs.
- Staff meetings - all the above will feed into this meeting regularly to discuss impact.
- Leadership meetings of all the above to feed into leadership meetings with specific agenda item around IAG.

## 6. Quality assurance & impact measuring:

We recognise the importance of monitoring the quality and impact of the IAG that we deliver within Key College to ensure that it is and remains effective. This will enable senior leaders, managers, tutors, support staff and volunteers to adapt and continuously develop our IAG programme to ensure that it continues to meet the needs of our learners. We will achieve this through:

- Monitoring the standard of IAG that we provide at Key College through learner feedback forms, soft skills, SPOCS, group tutorials, student one-to-ones and the student handbook. All of these feed into team meetings and leadership meetings which create actionable and measurable targets.
- Internal audits of group tutorials with specific focus around IAG to capture the learner voice.
- Student and parent surveys which will impact on how we develop and implement changes moving forward.
- Maintain and continue to encompass the requirements within the matrix quality standard.
- Standardisation meetings and actions focused around IAG with actionable minutes.
- Curriculum planning meetings with employers twice yearly to ensure that courses meet the needs of the employer to be minuted and incorporated within schemes of work.
- Meet the requirements of third-party inspections and external quality assurance including Matrix standard, OFSTED, awarding bodies, EQA visits etc.
- Monitoring of learner attendance and achievement rates.
- Learner progression and destination data to measure impact.

## 7. Responsibilities for IAG delivery and impact measuring:

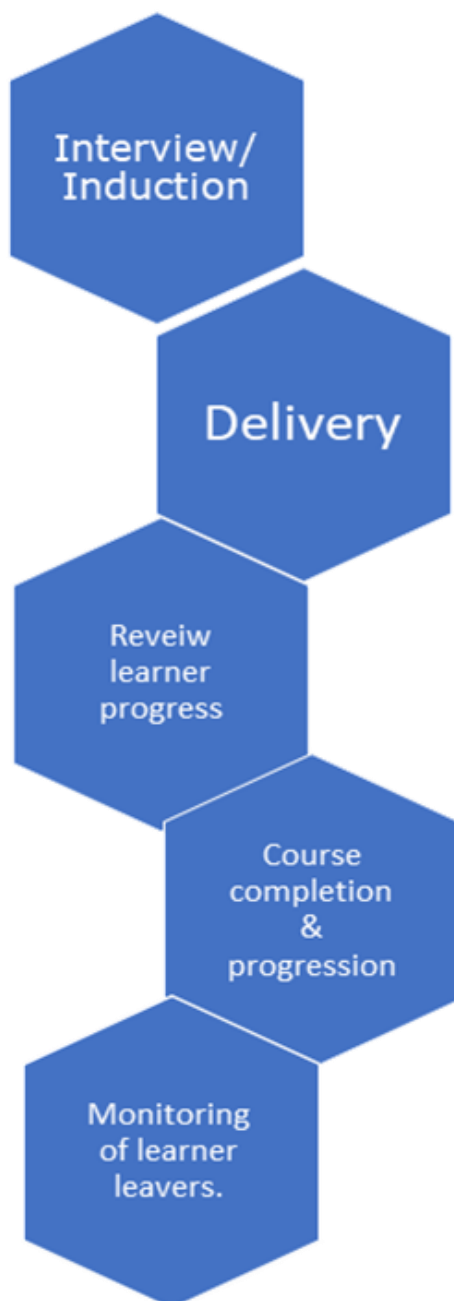
All of those below have a responsibility and role in ensuring the delivery and impact measuring of IAG in all of our centres. Specific areas of responsibility include:

- **Director of Lifelong Learning** – Reports to SLT and LLL committee progression and completion rates, supports centre managers and tutors with external links for IAG delivery, include IAG as a regular agenda item in leadership meetings, challenge managers and tutors in regards to the delivery and impact of the IAG we deliver, provide external links to other organisations, and link other leaders, or staff members that can support Key college with the implementation of IAG across all centres.
- **Training and Education Managers** – Reports into leadership meetings IAG activities, ensures logs of IAG activities are recorded for each site, displays and resources in centres are up to date, supports and facilitates external visitors and trips around IAG, identify where there are gaps in knowledge and skill sets within our teams and source external or further internal support to cover these gaps, provide support to tutors in day to day delivery, enable centres to enhance the delivery of IAG through displays, layouts etc.
- **Programme Tutors** – Embed IAG delivery within their session plans and schemes of work, record individual learner engagement with IAG activities, conducts one to one reviews and group tutorials, identify and organise appropriate trips and external speakers, encourage learner use of the learner handbook and integrate the learner handbook into a student's programme, identify areas where additional support may be required and report to leadership team where gaps in knowledge are identified.

- **Volunteers** – To support tutors and managers in delivery of the above and provide additional knowledge and support around IAG where appropriate and able to do so. Some volunteers will have a specific focus around IAG and become a key tool for Key College to deliver effective IAG within centres.

## 8. Learner Journey:

This graph highlights how IAG is implemented throughout a learner's journey and the areas where IAG impact is measured and assessed. This reflects how IAG runs throughout a learner's programme and how we ensure we develop a learner throughout their time with us:



We will ensure that students are starting a course suitable for their needs and career aspirations. Initial assessments and diagnostics will support in ensuring we recruit learners that are suitable for their chosen programme. As part of their induction next steps and aspirations will be discussed with SMART targets set to support students with working towards Key College courses from the start of their programme.

Centre displays, embedded IAG resources and enrichment within schemes of work and sessions, external trips and speakers, interview techniques, CV workshops, work experience opportunities, real working environments for learning, employer engagement, employer curriculum development meetings, IAG hubs. This list is does not include informal opportunities for IAG to be embedded.

Learner progress around IAG will be continuously reviewed through one-to-ones, student forums, student handbook, student surveys, soft skills, parental surveys, SPOC analysis, learner progression and destination data.

Staff will support students with their next steps through learner reviews and the 28 weeks next steps review. Staff will signpost learners onto other training providers or employers and will complete learner exit reviews and learner leaver forms identifying destinations clearly. Tutors will support with applications to next steps.

Learners who complete the programme will be contacted and monitored following the completion of their programme to ensure that they have progressed into positive outcomes. Where this is not the case Key College will support these young people to find other positive progression routes.