

Information, Advice and Guidance

Review

Formal Review Cycle	3 Years		
Latest Formal Review (date)	May 2024	Next Formal Review Due (date)	May 2027
Policy Owner	Victoria Moyse		
Policy Author	Updated Policy - Victoria Moyse (Original author – Nicola Warburton)		

Approvals

Board of Corp Y/N		Committee		Date Board approved	
SLT Y/N	Y	SLT date approved	17 May 2024	Additional committee	

Publication

Website Y/N	Y	Intranet Y/N	Y	Student VLE Y/N	Y	Other	
-------------	---	--------------	---	-----------------	---	-------	--

Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by

Information, Advice and Guidance

1. Policy Statement

- 1.1. This policy is a policy of the City of Sunderland College, trading as Education Partnership North-East (which includes Sunderland College, Hartlepool Sixth Form College, and Northumberland College). These colleges will be referred to as “the College” throughout this document.
- 1.2. The College is committed to delivering an accessible, impartial, and professional Information, Advice and Guidance (IAG) service that provides opportunities for current and potential students to make well-informed choices and decisions regarding progression, future learning, and longer-term career goals.
- 1.3. The College is committed to supporting all students to reach their potential, to raise their aspirations and self-esteem. We aim to equip students for life in the broadest sense. We want students to develop the intellectual, personal, and social resources that will enable them to participate as active citizens and employees, and to flourish as individuals in a diverse and changing society.

2. Scope

- 2.1 The College are committed to supporting each individual student to achieve their full potential and to be the best that they can be through attaining the highest levels of education, qualification, and skills appropriate to their chosen next steps.
- 2.2 This policy applies to all students studying and visiting any College site.
- 2.3 This policy sets out the principles of independent and impartial Guidance provision at the College. Impartial Guidance is available and provided to students and prospective students. This policy is written in accordance with the DfE guidance: ‘Careers Guidance – Guidance for further education colleges and sixth form colleges’ (February 2018) and ‘Careers Strategy – making the most of everyone’s skills and talents’ (December 2017)

3. Aims of the Policy/Underpinning Principles

- 3.1. The College values diversity and inclusion and is committed to promoting equal opportunities and eliminating discrimination. Therefore, staff will apply this policy fairly and consistently to ensure that there is no discrimination on the grounds of age, disability, gender reassignment, marital and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, (and for student facing policies including) young persons in care and care leavers, young carers and care givers, young parents, youth offenders, and those receiving free school meals.
- 3.2. The key principles upon which this policy is based are that IAG:
 - is personalised, learner-centred and provides opportunities to identify and respond to the needs of the individual and builds on previous learning and experience.
 - is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture, and background.
 - is transparent, impartial and provides opportunities for confidentiality.
 - offers guidance for any student at risk of dropping out and referring to alternative provision where appropriate.
 - is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners sharing good practice.
 - contributes to increasing participation, retention, and achievement by raising aspirations, helping students to make informed choices and to develop career management skills.
 - provides comprehensive information and advice.

4. Responsibilities

4.1 It is the responsibility of Executive Leaders to:

- Ensure all staff not only understand the benefits of an engaging and inspiring careers guidance programme, but that they are enabled - through training and excellent resources - to deliver one.

4.2 It is the responsibility of the Head of Future Skills and Careers to:

- Function as the Careers Lead for Education Partnership North-East.
- Promote and implement the Information, Advice and Guidance Policy.
- Ensure there is an effective IAG programme across all areas of the College, which is regularly reviewed, and impact assessed.
- Be available to provide advice and support to other staff on issues relating to Information, Advice and Guidance.
- Review and apply the requirements of this policy.
- Monitor and assess the impact of the policy.

4.3 It is the responsibility of the Head of Future Skills and Careers to:

- Design and implement the Information, Advice and Guidance programme to meet student needs.
- Promote relevant procedures and practices so that all students feel supported and have access to IAG.
- Provide a level of support to staff which ensures consistency in the implementation of the policy.

4.4 It is the responsibility of the Careers Guidance Officers to:

- Develop and deliver an effective IAG programme for all students.
- Carry out 1:1 Personal Guidance with identified students.
- Act as a key link for vulnerable groups to explore and support progression opportunities.
- Liaise with Personal Development Tutors and Skills Development Coaches within Curriculum to monitor and review career action plans.
- Ensure all literature, information and workshop sessions are up to date.
- Liaise with curriculum, support areas, parents/carers, and employers.
- Provide effective and impartial IAG throughout the student's journey at the College.
- Undertake regular training to ensure knowledge and practices are current and relevant.

4.5 It is the responsibility of the Curriculum Managers to:

- Promote the IAG programme and team within Faculties/Colleges.
- Make appropriate referrals following Progress Review Boards.

4.6 It is the responsibility of the Personal Development Tutors and Skills Development Coaches to:

- Liaise with Careers Guidance Officers to monitor and review career action plans.
- Monitor cohort of students and refer for an IAG appointment when required.

4.7 It is the responsibility of the Director of Learning Support and Head of SEND and High Needs Curriculum to:

- Coordinate transition process for SEND students; liaising with Careers Team to ensure IAG support is appropriate to meet student needs and progression routes.

4.8 It is the responsibility of Curriculum Staff to:

- Ensure career learning is delivered as a subject or through a subject.
- Ensure career learning is delivered through curriculum activities.
- To provide IAG through the Internal Progression process to support students next steps and successful achievement.

4.9 It is the responsibility of the Student Finance and Bursary Officer, Digital Learning & Support Coordinators and Student Support Officers to:

- Advise students on funding available to support next step decisions.
- Work closely with curriculum staff, support staff and external agencies to ensure that learners can access their entitlement to help and support.
- Consider other methods of funding to which a student might have access to support with next step decisions.
- Assess students on an individual need, considering financial barriers and distance travelled to campus to support decision making.

5. Implementation

5.1. To ensure that there is a clear understanding of the difference between the three elements of IAG – Information, Advice and Guidance – we have adopted the following definitions:

5.1.1. Information: provision of information on learning and work without any discussion about the merits of relative options, through leaflets, internet, website, national help services etc.

5.1.2. Advice: one to one interaction requiring some explanation of information provided on how to access and use it, and recognition of when a more in-depth service may be required by the student.

5.1.3. Guidance: exploring ideas and options supporting staff, students, and employers to understand their needs; setting objectives for learning and work; understanding and overcoming barriers to work and to produce the individual learning plan (ILP) or training programme, including provision of support and access to local specialist providers for vulnerable people and for those with additional support or social needs.

5.2. IAG Objectives

We have objectives in line with our strategic plan where there is a common goal to ensure that IAG is effective to cover all student needs. IAG objectives include:

- Supporting our students to make the right choices at the right times in their lives. Empowering our students to achieve their learning goals and to develop independence in their choices and decisions.
- Supporting the improvement of our students' retention and success rates.
- Proactively working with and collaborating with partners and sub-contractors to ensure our students receive an effective IAG service.
- Ensure the delivery of IAG is responsive to changes, including legislation and the local, regional, and national labour market.
- Invest in our people, i.e., developing staff who deliver our IAG service.
- Continuously improve our provision to meet student, employer, stakeholder, and government demands.
- Ensure referral processes are in place for Local Authority and other appropriate services.

5.3 When conducting IAG, staff will ensure that the service offered is:

- Impartial, providing signposting or referral to other providers or agencies as appropriate.
- Confidential, conforming to the Data Protection Act and the objectives of the Matrix Standard and Career Development Institute Framework (CDI) for Information, Advice and Guidance services.
- Proactive in implementing policies to promote equality and diversity, safeguarding and health and safety.
- Accessible and visible, friendly, and welcoming. Students, employers, and staff will be aware of the available opportunities for IAG within the organisation and more widely.

- Professional and knowledgeable. Staff delivering IAG will be aware of the requirements of them in doing so and will be suitably inducted and trained to be able to undertake IAG activities competently and supported and encouraged to undertake continuous professional development.
- Able to make effective connections for each student. We will develop suitable partnerships and networks with other providers of learning, IAG and other relevant services to ensure the provision of an appropriate level of IAG in-house, with effective referral to dedicated support where required.
- Targeted at the needs of students, staff and employers and informed by social and economic priorities at local, regional, and national levels, including any new legislation which may impact on the service provided or their own responsibilities.
- Reflective of the diversity of customer needs and expectation, supporting them to make informed and impartial decisions.
- Responsive to the influence of staff and customers when developing, designing, and implementing programmes.

6. Provider Access

6.1 The provider access legislation requires the provision of opportunities with a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.

6.2 The College endeavours to ensure that all students are aware of all routes to higher skills and can access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

6.3 The College fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training, and apprenticeships.

6.4 That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

6.5 The College will comply with the new legal requirement to put on at least two encounters with providers in Year 12 and Year 13 of approved technical education qualifications or apprenticeships.

6.6 This will be done in workshops, fairs and events in National Apprenticeship Week and National Careers Week, in addition to providing other events and activities; our Careers Education Calendar provides a full overview of activities.

7. Associated Documents

Careers Education Calendar

Student Development Year Plan

Careers Plan

CDI Code of Ethics

CDI Career Development Framework

Parent/Carer Engagement Policy

Behaviour For Success Policy

EPNE Provider Access Policy

8. Policy Monitoring and Review

The standard of IAG provided is monitored through sampling and audit of ILPs, Pro Monitor and the effectiveness IAG associated with induction, delivery, and progression.

As a college we continually look to improve our service and associated IAG to meet third party inspections including Ofsted and Matrix.

Course information is quality assured thus enabling literature and publications are accurate and

comprehensive to assist with choosing the most suitable and appropriate course, study programme and qualification for staff, students, and employers.

9. Equality Impact Assessment

(Consider whether the policy or procedures may disproportionately impact any group.)

Have you sought consultation on this policy?		Careers Guidance Officers Director of Student Services Director of Learning Support Head of Student Participation and Wellbeing		
Details:				
Could a particular group be affected (negatively or positively)?	Impact Y/N	Description of Impact	Evidence	Mitigation/Justification
Protected characteristics under the Equality Act 2010				
Age	N			
Disability	N			
Gender Reassignment	N			
Marriage and Civil Partnership	N			
Pregnancy and maternity	N			
Race	N			
Religion or belief	N			
Sex	N			
Sexual Orientation	N			
Additional characteristics to consider				
Young Persons in Care & Care Leavers	Y	Designated staff members in place		
Young Carers & Care Givers	Y	Designated staff members in place		
Young Parents	Y	Designated staff members in place		
Youth Offenders	Y	Designated staff members in place		
Those Receiving Free School Meals	N			
If there is no impact, please explain:				