

Review and IAG Policy

Policy Statement

The aim of this Policy is to ensure the provision of high-quality learning experiences, encompassing reviews of learning and an information, advice, and guidance (IAG) service that adheres to the principles of impartiality, accuracy, confidentiality, friendliness, and accessibility, in accordance with the CDI Code of Ethics and the Matrix Standard for IAG services.

Authority and Responsibility

The responsibility for implementing and adhering to this policy lies with Project Managers, Advancement Coordinators, and all teaching staff. The authority to update the policy lies with the senior management team, which includes Project Managers and the Director, in alignment with the CDI Code of Ethics and the Matrix Standard for IAG services.

Specific Objectives

- To contribute to pre-entry, induction, ongoing, and progression guidance, as outlined in the CDI Code of Ethics and the Matrix Standard for IAG services.
- To ensure learners have access to comprehensive personal, educational, and vocational guidance, in line with the CDI Code of Ethics and the Matrix Standard for IAG services.
- To provide and support a progression program that helps learners make informed decisions about their future, in accordance with the CDI Code of Ethics and the Matrix Standard for IAG services.
- To establish contact and network with external agencies, as per the requirements of the CDI Code of Ethics and the Matrix Standard for IAG services.
- To continuously evaluate provision with a view to improving performance and quality, as emphasized by the CDI Code of Ethics and the Matrix Standard for IAG services.

IAG Integration

The IAG service at our institution is integrated through the following roles:

- Class teachers - adopting a learner-centred approach to learning and providing guidance related to their area of expertise, as outlined in the CDI Code of Ethics and the Matrix Standard for IAG services.
- Coordinators - serving as first-line advisors with program responsibility, ensuring effective implementation of the IAG Policy, in alignment with the CDI Code of Ethics and the Matrix Standard for IAG services.

- Managers - overseeing and supporting the implementation of the Policy, as well as evaluating its effectiveness, adhering to the CDI Code of Ethics and the Matrix Standard for IAG services.
- Wider members of the support team and teaching assistants - offering personal, educational, and vocational guidance and support to learners, in accordance with the CDI Code of Ethics and the Matrix Standard for IAG services.
- Senior Management - responsible for determining policy, ensuring its implementation, and evaluating its effectiveness, as guided by the CDI Code of Ethics and the Matrix Standard for IAG services.

Justification

This Policy is necessary to ensure that our institution provides a supportive environment for all learners, adhering to the guidelines set by stakeholders, as well as the principles of the CDI Code of Ethics and the Matrix Standard for IAG services. It aims to assist learners throughout their course of study and enable them to make informed decisions about their future, aligning with the core values of our institution.

EMD's Core Values

In line with the CDI Code of Ethics and the Matrix Standard for IAG services, our institution upholds the following core values:

- Providing all learners with the highest quality learning experience, as emphasized in the CDI Code of Ethics and the Matrix Standard for IAG services.
- Valuing clients and colleagues, treating others with respect and integrity, as outlined in the CDI Code of Ethics and the Matrix Standard for IAG services.
- Recognizing that enjoyable learning is the most effective learning, in alignment with the CDI Code of Ethics and the Matrix Standard for IAG services.
- Embracing diversity as a cornerstone of our learning community, ensuring equal access to IAG services for learners from diverse backgrounds, in accordance with the CDI Code of Ethics and the Matrix Standard for IAG services.
- Accepting accountability and responsibility for our actions, taking ownership of our role in providing quality IAG services, as emphasized by the CDI Code of Ethics and the Matrix Standard for IAG services.
- Making a significant, recognized, and valued contribution to the personal development of our learners, supporting their growth and progression, in alignment with the CDI Code of Ethics and the Matrix Standard for IAG services.

Guidance and Progression Procedures

Overview

The aim of our Progress Reviews and IAG provision is to promote the personal development and self-reliance of learners, following the principles of informed choice and the development of self-awareness, as outlined in the CDI Code of Ethics and the Matrix Standard for IAG services.

Guidance will be provided equitably at various stages in the program:

- Pre-entry to EMD
- Induction on entry to EMD
- Ongoing guidance during the period at EMD
- Progression opportunities prior to moving on
- Exit guidance after course completion

Entitlement

All learners will be entitled to:

(i) Access clear, accurate, and impartial information relating to the programs on offer, including aims, structure, content, selection criteria/procedures, study methods, mode(s) of attendance, and post-course opportunities/progression routes, in accordance with the CDI Code of Ethics and the Matrix Standard for IAG services.

(ii) The opportunity to clarify their goals, ensuring their aspirations are considered during the guidance process, aligning with the CDI Code of Ethics and the Matrix Standard for IAG services.

(iii) Recognition of their prior learning, ensuring it is taken into account when providing guidance and support, as emphasized by the CDI Code of Ethics and the Matrix Standard for IAG services.

(iv) Access free from discrimination based on ethnicity, gender, age, religious belief, sexual orientation, or disability, in accordance with the CDI Code of Ethics and the Matrix Standard for IAG services.

Confidentiality

In our setting, students have the right to privacy when discussing concerns with staff. While confidentiality is respected within the team, it is important to note that certain situations may require contacting appropriate agencies for the safety and well-being of the student, in alignment with the CDI Code of Ethics and the Matrix Standard for IAG services.

Things We Cannot Keep Confidential If Disclosed

Due to legal obligations, the following information must be referred to other agencies:

- Child Protection (The Children Act 1989) – Information disclosed about a child who is at risk of physical, emotional, or sexual abuse, including pornography, as mandated by the CDI Code of Ethics and the Matrix Standard for IAG services.

- Road Safety (The Road Traffic Act 1989) – If the police request specific information about someone who has committed a driving offense, it must be provided to them, as required by the CDI Code of Ethics and the Matrix Standard for IAG services.
- Terrorism (Prevention of Terrorism [Temporary Provisions] Act 1986) – If information about an act of terrorism or plans to commit an act is received, immediate notification to the police, without discussion, is necessary, following the CDI Code of Ethics and the Matrix Standard for IAG services.
- Money Laundering (The Criminal Law [Consolidation] [Scotland] Act 1995) – If information about someone involved in drug-related money laundering is received, it must be reported to the police without delay, in accordance with the CDI Code of Ethics and the Matrix Standard for IAG services.

Key Stages of User Guidance

Pre-Entry Guidance

Aim:

To provide open and easy access to information, advice, and support, enabling learners to make informed decisions about their future.

Implementation:

- (i) Initial information can be accessed via the EMD website and from tutors. Staff will provide general information and advice to potential learners and receive continuous professional development (CPD) to enhance their knowledge and skills in guidance.
- (ii) Personal interviews with tutors and, if applicable, immigration advisors can be arranged to assist potential learners in exploring their needs and identifying suitable study programs.
- (iii) Learners may be referred to teaching staff for more specific guidance as needed. Program-related interviews will be conducted on an individual or group basis.
- (iv) Proactive guidance will be promoted in collaboration with program area coordinators and external agencies, particularly in community outreach, government-funded training schemes, and work-based learning, aligning with the CDI Code of Ethics and the Matrix Standard for IAG services.

Induction

Aims:

- To introduce learners to EMD and create a welcoming environment.
- To familiarize learners with the opportunities available to them.
- To ensure learners understand the demands and expectations of their studies.

Implementation:

Learners will undergo a structured induction program upon entry to EMD, coordinated centrally with input from project managers and teaching staff. The induction may be spread over several weeks to

avoid overwhelming learners with information. Special attention will be given to supporting late entrants and those participating in off-site learning programs, such as workplace-based learning.

On-Going Guidance

Aim:

To provide advice and support on personal, curricular, and vocational matters, enabling learners to maximize their study experience at EMD.

Implementation:

- (i) The level of support offered will depend on the mode of attendance at EMD, ensuring equitable provision of IAG services. Teachers will have dedicated time for progress reviews and IAG support, and learners can self-refer to specialist guidance staff at any time through various channels (in-person, phone, email). Project managers may also refer students to other specialists when necessary.
- (ii) Referral to outside agencies, when identified and agreed upon with the learner, will be coordinated by the teacher in conjunction with the project manager, following the CDI Code of Ethics and the Matrix Standard for IAG services.

Progression Guidance

Aim:

To encourage learners to review their progress and achievements and make informed decisions about their future, whether in employment, further training, or higher education.

Implementation:

- (i) Managers, teaching staff, and relevant external agencies will actively assist learners in identifying and exploring appropriate progression/career routes. Collaboration and coordination will be key in providing comprehensive guidance and support.
- (ii) Teachers will offer pre-exit IAG to all students and deliver a personalized program of progression activities. These activities may include job search opportunities, assistance with applications and CVs, referral to vocational specialist organisations, and access to external agencies and visits to universities or local employers, among other services, following the CDI Code of Ethics and the Matrix Standard for IAG services.

Exit Guidance

Aim:

To ensure learners are prepared for the next stage after completing their current course.

Implementation:

- (i) Teaching staff will schedule exit interviews with individual learners and develop tailored activities to address their specific needs.
- (ii) Exit IAG packs, where applicable, will be made available to support learners during their transition.

Roles and Responsibilities

Guidance is integrated into the work of the teaching staff, project managers, and advancement advisors, who collectively fulfil various responsibilities to ensure effective implementation of IAG services.

Teachers/Teaching Assistants:

Teachers and teaching assistants have a guidance responsibility related to the delivery of their specialised knowledge. They provide additional support and guidance regarding course content, organise pre-entry guidance, conduct selection interviews, and collaborate with coordinators to ensure a comprehensive overview of the learner journey. They also address the individual needs of students with learning difficulties, monitor attendance and achievement, and liaise with EMD staff and external agencies, such as the Careers Service.

Advancement Advisors:

Advancement Advisors provide specialist personal and welfare support that complements the role of teachers. They act as a link between EMD and outside agencies and services. Their responsibilities include:

- (i) Supporting teachers in their guidance role by providing information on available support services, participating in induction programs, contributing to staff development sessions, and offering opportunities for staff to discuss and reflect on specific issues.
- (ii) Supporting learners by providing specialised support services such as personal guidance, financial advice, learning support awareness, advocacy, career advice, and progression information. They may also provide counselling and, if necessary, refer individuals to specialist organisations.

Additional:

EMD Teachers, Project Managers, and Advancement Advisors are available to discuss personal matters, educational options, career advice, career progression information, and learning support information with students.

Other Outside Agencies:

EMD invites various external agencies to visit regularly to raise awareness and facilitate communication channels. These agencies contribute to the provision of comprehensive guidance services by sharing information, resources, and expertise.

Confidentiality:

While EMD respects students' right to privacy, it is important to note that in situations concerning a student's health and safety, confidentiality may be breached to ensure appropriate support is provided. EMD staff must follow legal requirements to disclose information to relevant agencies in cases involving child protection, road safety, terrorism prevention, and money laundering.

EMD's Core Values:

The policy is aligned with EMD's core values, which include providing learners with a high-quality learning experience, valuing clients and colleagues, recognizing enjoyable learning as the most effective learning, embracing diversity, accepting accountability and responsibility, and making a significant contribution to learners' personal development.

The policy and procedures outlined above aim to ensure that learners at EMD receive comprehensive support and guidance throughout their learning journey. By providing impartial, accurate, confidential, friendly, and accessible services, EMD strives to create a supportive environment that facilitates learners' personal development, self-reliance, and informed decision-making.