

Information, Advice and Guidance 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 all 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 programme 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 emphasised by the CDI Code of Ethics and the Matrix Standard for IAG services.

IAG Integration

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

- Teaching staff - adopting a learner-centred approach to learning and providing guidance relating to their area of expertise, as outlined in the CDI Code of Ethics and the Matrix Standard for IAG services.
- Administrative staff - serving as first-line advisors with programme 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 - 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 organisation 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 organisation.

EMD's Core Values

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

- Providing all learners with the highest quality learning experience, as emphasised 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.
- Recognising 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 emphasised by the CDI Code of Ethics and the Matrix Standard for IAG services.
- Making a significant, recognised, 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 programme:

- Pre-enrolment and enrolment to EMD
- Induction to EMD
- Ongoing guidance during the period of learning at EMD
- Progression opportunities prior to moving on
- Continued guidance after course completion

Entitlement

All learners will be entitled to:

(i) access clear, accurate, and impartial information relating to the programmes 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 and experience, ensuring it is taken into account when providing guidance and support, as emphasised 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 organisation, learners have the right to confidentiality 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 learner, 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 offence, 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 Act 1977) – If information about someone involved in money laundering of any kind 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-Enrolment Guidance

Aim:

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

Implementation:

- (i) Initial information can be accessed via the EMD website and from staff. Staff will provide general information and advice to prospective learners and receive continuous professional development (CPD) to enhance their knowledge and skills in guidance.
- (ii) Personal interviews with staff can be arranged to assist potential learners in exploring their needs and identifying suitable study programmes.
- (iii) Learners may be referred to teaching staff for more specific guidance as needed. Programme-related interviews may be conducted on an individual basis.
- (iv) Proactive guidance will be promoted in collaboration with staff 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 familiarise learners with the opportunities available to them.
- To ensure learners understand the demands and expectations of their studies.

Implementation:

Prospective learners will receive information, advice and guidance as required pre-enrolment. They will then complete an online enrolment to confirm eligibility and suitability of the learning programme (if the learning programme is found to be unsuitable for them, they will be

signposted to alternative provision). Learners will complete an online induction to enable us to fully support them and set SMART targets.

On-Going Guidance

Aim:

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

Implementation:

(i) Learners can choose to complete progress reviews independently or with their personal tutor. Tutors 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). Learners will be signposted/referred to other specialists where 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) 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) Staff will offer pre-completion IAG to all learners and deliver a personalised programme of progression activities. These activities may include personal or professional progression information, advice and guidance, following the CDI Code of Ethics and the Matrix Standard for IAG services.

Continued Support

Aim:

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

Implementation:

Learners will have access to their learning platform for at least 24 months after completion and access to ongoing information, advice and guidance.

Roles and Responsibilities

Guidance is integrated into the work of all staff who fulfil various responsibilities to ensure effective implementation of IAG services.

Teaching staff:

Teaching staff have a guidance responsibility related to the delivery of their specialised knowledge. They provide additional support and guidance throughout the learner journey. They also address the individual additional needs of learners, monitor engagement and progression, and liaise with EMD staff and external agencies as appropriate.

Additional:

EMD staff are available to discuss personal matters, educational options, career advice, career progression information, and learning support information with learners.

Other Outside Agencies:

EMD will signpost or refer learners to external agencies where appropriate. These agencies contribute to the provision of comprehensive guidance services by sharing information, resources, and expertise.

Confidentiality:

While EMD respects learners' right to privacy, it is important to note that in situations concerning a learner's welfare, confidentiality may be breached to ensure appropriate support is provided. EMD staff must follow legal requirements to disclose information to relevant agencies where appropriate.

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, recognising enjoyable learning as the most effective learning, embracing diversity, accepting accountability and responsibility, and making a significant contribution to learners' personal and professional 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 and professional development, self-reliance, and informed decision-making.