



Review and IAG Policy

Policy

The aim of the Policy is to ensure the provision of a high quality learning experience encompassing reviews of learning and an information, advice and guidance service for all learners. Reviews and IAG services is impartial, accurate, confidential, friendly and accessible.

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.

Specific Objectives

- to contribute to pre-entry, induction, ongoing and progression guidance
- to ensure learners are able to access personal, educational and vocational guidance
- to provide and support a progression programme
- to establish contact and network with external agencies
- to evaluate provision with a view to improving performance and quality

IAG is integrated by:

- Class teachers - through a learner-centred approach to learning
- Coordinators - as first line guiders with programme responsibility
- Managers - overseeing and ensuring implementation of Policy
- Wider members of the support team and teaching assistants - through the provision of personal, educational and vocational guidance and support
- Supporting staff through the creation of an environment which is supportive to learners
- Senior Management - determining policy, it's implementation and evaluating effectiveness



Justification

This Policy is needed to ensure that EMD is able to provide a supportive environment for all our learners. It ensures that the guidelines from stakeholders are acknowledged and implemented, so that support is given to learners to ensure they are assisted during their course of study and can make informed decisions about their future.

EMD's Core Values:

- Providing all learners with **the highest quality learning** experience
- Valuing clients and colleagues and treating others **with respect and integrity**
- Recognising that **enjoyable learning** is the most effective learning
- Embracing **diversity** as a cornerstone of our learning community
- Accepting **accountability** and responsibility for our actions
- Making a significant, recognised and valued contribution to the personal development of our learners.

Guidance and Progression Procedures

Overview

The aim of Progress Reviews and IAG provision is to promote the personal development and self-reliance of learners. This will be achieved through informed choice and the development of self-awareness on the part of the learner.

Guidance is provided equitably at various stages in the programme.

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

Entitlement

All learners will have:

(i) access to clear, accurate and impartial information relating to programmes on offer including:

- aims, structure and content of the programme
- selection criteria/procedures
- study methods and mode(s) of attendance
- post-course opportunities/progression routes

(ii) the opportunity to clarify their goals

(iii) their prior learning taken into account

(iv) access free from discrimination in terms of ethnicity, gender, age, religious belief, sexual orientation and disability

Confidentiality

In EMD setting, students have the right to privacy when bringing concerns to staff. Whilst people's rights to confidentiality within the team are understood, if there are concerns about a student's health and safety it may be necessary for contact to be made with appropriate agencies.

Things We Cannot Keep Confidential If Disclosed

Because of the law the following have to 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 (this includes pornography).
- **Road Safety (The Road Traffic Act 1989)** – If the police ask EMD for specific information about someone who has committed a driving offence we must give it to them.
- **Terrorism (Prevention of Terrorism [Temporary Provisions] Act 1986)** – If EMD receives information about an act of terrorism or plans to commit an act, EMD must inform the police immediately without discussion.
- **Money Laundering (The Criminal Law [Consolidation] [Scotland] Act 1995)** – if EMD receives information about someone who is involved in drug related money laundering, EMD must inform the police immediately.

Key Stages Of Guidance

Pre-Entry Guidance

Aim

To provide open and easy access to information, advice and support.

To create an environment in which learners are enabled to make sound decisions about their future.

Implementation

(i) Initial information can be accessed via the EMD website and from tutors. Staff will provide access to general information and advice for all potential learners and are supported and provided CPD accordingly.

(ii) Personal interviews can be made with the tutors and, where applicable, immigration advisors, so that potential learners may be assisted in exploring their needs and identifying appropriate programmes of study.

(iii) Learners may be referred to a member of teaching staff for more specific guidance, if the need arises. Programme related interviews will be provided by staff on an individual and/or group basis.

(iv) EMD will promote pro-active guidance to potential learners in conjunction with programme area coordinators and, where appropriate, external agencies. This is essential in areas such as:

- Community outreach



- Government funded training schemes
- Work-based learning

Induction

Aim

- To introduce all learners to EMD by creating a welcoming environment
- To ensure that learners are made aware of the opportunities available to them
- To enable learners to recognise the demands and expectations which will be placed on them

Implementation

Learners will be provided with a structured induction programme on entry to EMD with core elements co-ordinated centrally. Agreement and understanding will be confirmed with the learner by the teacher. Certain aspects of induction may be spread over the first few weeks in EMD to avoid information overload. Project Managers will be responsible for ensuring that learners receive an effective period of induction in conjunction with teaching staff. Particular attention will be paid to the support of late entrants and learners attending learning programmes off-site, for example where learning takes place in the workplace.

On-Going Guidance

Aim

To provide advice and support on personal, curricular and vocational matters so that learners may derive maximum benefit from their study time at EMD.

Implementation

(i) The level of support that can be offered to learners will be dependent, to some extent, on the mode of attendance at EMD so that there is an equitable provision of IAG.

(ii) Teachers have dedicated time for progress reviews particularly relating to the work of the course and IAG support. Learners can self-refer to specialist guidance staff at any time by calling in, phoning or email. Project Managers may also refer students to other specialist staff.

(iii) Where the need for referral to an outside agency has been identified and agreed with the learner, liaison with these outside agencies will be co-ordinated by the teacher in conjunction with the Project Manager.

Progression Guidance

Aim

To encourage learners to review their progress and achievement in the context of moving forward in work, gaining sustainable employment or accessing further training.
To assist learners make and implement decisions about their future.

Implementation

(i) Managers and teaching staff, in collaboration with appropriate outside agencies and other institutions, will be pro-active in assisting all learners to identify and explore appropriate and relevant progression/career routes.

(ii) Teachers will offer pre-exit IAG to all students and deliver a programme of progression activities personalised to the individual learner.

Progression facilities include:

- Job Search opportunities with access to computerised databases
- Advice and Support to ensure a smooth transition to employment or further and higher educational opportunities
- Access to external agencies, e.g. visits to Universities, local employers, etc
- Help with applications, CV's, references, interview practice, completion of necessary forms.
- Referral to vocational specialist organisations.
- Assistance with accessing Apprenticeship opportunities.

Exit Guidance

Aim

To ensure that learners have the opportunity to prepare for the next stage after their current course finishes.

Implementation

- Teaching staff will schedule an exit interview with each individual and devise activity to meet the needs of the individual learner.
- Exit IAG packs will be made available, where applicable.

Roles and Responsibilities

Guidance is integrated with the work of the teaching staff by:

Teachers / Teaching Assistants

These staff have a guidance responsibility relating to the delivery of their area of specialist knowledge. As class tutor they have to provide additional support and guidance related to the course content and provide first level guidance. They are responsible for specialised pre-entry guidance, selection interviewing and organising an appropriate Induction Programme in conjunction with coordinators to ensure key elements are covered for all students. The Learner Journey is overviewed and amended by the teacher in discussion with the learner.

Appropriate on-going support and progression opportunities are included in the role, as is collaboration with specialist staff and coordinators to ensure relevant provision for students with learning difficulties. Responsibility for attendance and achievement, and liaison with EMD staff and outside agencies, e.g. Careers Service, also form a part of the role.

EMD's Advancement Advisors will be aware of progression opportunities that can be accessed through a systematic and co-ordinated programme of activities. They will also be active in providing advice and support to learners and assisting them in moving to employment or further/higher education.

Advancement Advisors

A centralised team, providing a specialist personal/welfare function to complement and support the role of the teachers.

The team will provide a link to, and liaison with, outside agencies and specialist services.

(i) The team will support teachers in their first line guidance role by:

- Providing information to all staff on available support services
- Taking part in induction programmes
- Contributing to staff development sessions
- Offering staff the opportunity to discuss and reflect on particular issues

(ii) The team will support learners by offering a specialist support service through:

- Personal guidance
- Financial advice and information
- Learning support awareness
- Advocacy with teaching staff or others as appropriate
- Careers advice and progression information
- Specialist guidance

(iii) Counselling – Individuals who may be in need of counselling will have a confidential interview with one of the Advancement Advisors. Thereafter referral may be made to specialist organisations.

EMD Teachers, Project Managers and Advancement Advisors are available if students want to discuss:

Personal Matters:

- Financial and Personal
- Social and Family
- Health and Welfare

Educational Options:

- Study programme information
- Educational achievement/progression
- Specialist support needs

Careers' Advice:

- Matching interests and abilities to a job or programme of study
- Assistance with job and course applications
- Advice on options if learners are unhappy with their current study programme
- Interview techniques and developing job-seeking skills through a programme of events

Career Progression Information:

- On a range of careers, including entry requirements and job availability
- On local and national employers
- On specific job vacancies
- On courses for self-employment
- On grants, loans, bursaries and educational sponsorship



Learning Support Information:

Individuals with additional support needs can be given extra help as and when required, e.g.:

- Dyslexia
- Physical/Sensory impairment
- Medical conditions, e.g. arthritis, mental health issues
- Short term needs for support can also be accommodated. These may include absences through ill-health, stress, a particular personal situation or a gap in learning which may be causing concern.

Other Outside Agencies

Various outside agencies are invited into EMD on a regular basis. The purpose of such visits is to raise awareness and facilitate channels of communication.