



STOCKPORT CONTINUING EDUCATION SERVICE

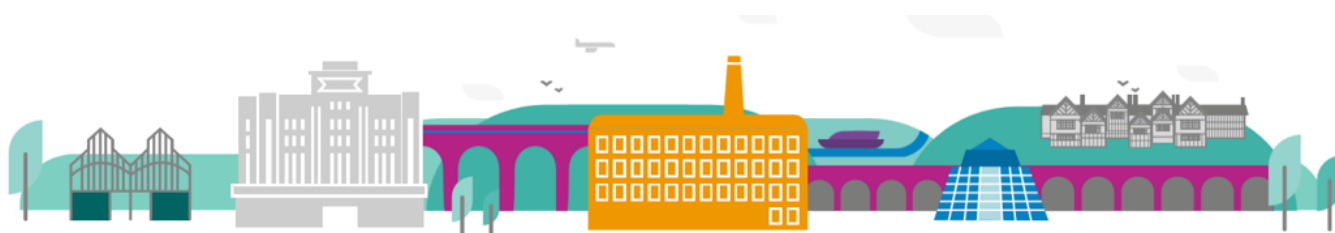
Information, Advice and Guidance Policy and Procedure 2023-2024

Produced by:

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Services to Place Directorate

**Date approved and
agreed**

01/09/2023



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WHAT WE AIM TO ACHIEVE

POLICY STATEMENT	CONTEXT
<p>Stockport Continuing Education Service (SCES) aims to provide high quality, independent and impartial IAG services about learning and work opportunities to our learners and service users. SCES recognises that all learners should have access to impartial information, advice and guidance at the right time in order to make important decisions, feel supported in doing so, and that their choices are well-informed and realistic.</p>	<p>This policy is also informed by:</p> <ul style="list-style-type: none"> - The Matrix Standards - DWP Strategic Priorities - Stockport Economic Plan
AIMS	
<p>The information, advice and guidance (IAG) services will enable learners to:</p> <ul style="list-style-type: none"> - Develop an awareness and understanding of the range of opportunities for learning and work available to them. - Gather, understand and interpret information and how to apply it to their own situation. - Consider and explore a range of options, according to their own needs and circumstances. - Improve the success, progress and employability of our learners and service users through access to high quality IAG and outstanding learning opportunities. (Service aim not a learner aim) - To access information, advice and guidance which helps remove barriers that stand in the way of their individual personal and economic choices. - Improve achievement, punctuality, attendance, retention, and progression to positive destinations. - Receive IAG that is well embedded in all subject areas, including English and maths. - Respect equality of opportunity, celebrate diversity and challenge stereotypes through embedded curriculum themes and topics. - Receive IAG services that are delivered in accordance with the 'Principles for Coherent Information Advice and Guidance' as contained within the Matrix Standard. 	
ACCESSIBILITY	CONTEXT
<p>SCES promotes access to learning and career development activities and services in a range of ways that are appropriate and ensure inclusion, enhanced by strong networks and collaborative approaches involving learner services, curriculum teams and external partners.</p>	<p>SCES respects the privacy of individuals, disclosing confidential information only with informed consent, except where there is clear evidence of serious risk to the learner or welfare of others and informs learners and service users of the limits of confidentiality and data sharing from the outset.</p>
EQUALITY	IMPARTIALITY
<p>SCES actively promotes equality and diversity and works towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. All learners and service users are treated equally regardless of their gender, age, race, ethnicity, disability, religious beliefs or sexual orientation.</p>	<p>SCES ensures that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. The advice provided is based solely on the best interest of and potential benefits to the learner.</p>

PROCEDURES

SCES staff will:

- Provide accurate and appropriate information and advice on all aspects of SCES and its courses and, where necessary, signpost to appropriate alternative services.
- Work collaboratively with the Stockport ESOL Advice Service, colleges and wider providers to ensure provision is mapped to clear progression routes, avoids duplication and develops accessible pathways to support further learning and employment progression.
- Respond to requests for information (made by email, letter or telephone) in a prompt and efficient manner, within 2 working days (unless specified otherwise).
- Attend learning and employment events and other community activities or events to offer guidance services to potential learners e.g. JCP Job Market, EPEC progression workshops, Afghan and Ukrainian engagement events etc.
- Make potential / actual learners aware of our IAG Policy.
- Provide year round informed and impartial guidance services through individual appointment slots.
- Address the individual aspirations of each potential / actual learner during guidance sessions.
- Ensure a differentiated approach is provided for learners with SEND and EHC Plans and work with relevant agencies to ensure access to the right provision at the right level to meet their needs and aspirations.
- Ensure that gender stereotyping is avoided in all learning and career advice and that they adhere to the organisation's principles of equality, diversity and inclusion.
- Ensure learners access support to understand UCAS and other application procedures and other topics on request.
- Deliver IAG for learners progressing internally and externally upon request.
- Deliver bespoke vocationally specific group guidance sessions in classes.
- Promote the learning and career pathways which focuses on inspiring individuals and progression routes.

Advanced Practitioners will:

- Make clear in all promotional material the opportunities available to learners and service users.
- Ensure that all information in printed or web format is accurate and updated regularly.
- Ensure that the stocks of prospectuses and other information materials are current and appropriately displayed.

Learner Services Team will:

- Provide sufficient course information and advice to enable prospective learners to make suitable choices.
- Ensure that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression learning and careers guidance when required.
- Ensure that learners are aware of specialist services, tutorial and course-based support e.g. catch-up, grammar, conversational sessions etc.
- Provide one-to-one appointments to support learners and service users to undertake skills mapping, CV development, job search and applications and finding work placements.
- Prepare learners for interviews including interview techniques and practice, linking with external organisations providing clothing and other support if needed.
- Promote equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.

Curriculum Staff will:

- Link subject content to development of career thinking.
- Embed employability skills and employment rights and responsibilities at appropriate level into the curriculum and set relevant employability targets as per the learners intended destination.
- Make connections between the development of transferrable skills across the curriculum and career development.

MONITORING *AND* EVALUATION

- Measure and improve the quality of information, advice and guidance through various sources such as: staff feedback, learner feedback and feedback from JCP and other referral agencies.
 - Measure Learner Services success using set Key Performance Indicators (KPI) as detailed within the LS Operational Plan.
 - Undertake an annual self-assessment review (SAR), which will inform the Quality Improvement Plan
 - Ensure an annual review of the IAG Policy and Procedure.
 - Provide briefing notes will be forwarded regularly to the Governance Team for scrutiny.
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