

# Keir Training & Recruitment Ltd., IAG and Careers Policy

Version 3

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This policy will be reviewed annually. Keir reserves the right to amend this policy at any time, to reflect learning in the sector, including learning from published serious case reviews.

Date created	March 2022
Date of last review	March 2022
Date of next review	March 2023

## **Purpose of the Policy**

The delivery of good careers guidance is integral to learner's progression and positive learner destinations, and as such, it demands a whole company strategic approach from Leaders and Managers through to support staff. Good career guidance helps inspire learners towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills and qualifications they need to succeed. It is critical for social mobility because it helps open learners' eyes to a career they may not have considered.

The purpose of this policy is to provide support to staff and learners on the importance of good quality and embedded information, advice and guidance and in meeting our company core values and achievement of key performance indicators.

The aim of IAG is to ensure that all learners have equal access to impartial information, advice and guidance and are supported in their chosen career and progression opportunities.

## **Keir & Recruitment Ltd., (Keir) Vision and Values for IAG**

Keir aims to provide high quality, impartial, information, advice and guidance services to our learners and stakeholders.

The IAG services support Keir's values in that the staff are passionate about enabling our learners and stakeholders to reach their potential. The IAG staff seek specifically to develop the self-esteem and self-confidence of learners and stakeholders. We share with the rest of Keir our belief that every individual should be treated with courtesy and fairness and we respect the rights and beliefs of each other, regardless of gender, marital status, age, disability, race, religion, sexual orientation or position within the organisation.

We value new ideas and approaches and seek new opportunities and solutions to meeting the IAG needs and demands of our learners, employers, stakeholders and the local community whilst supporting national and regional education and economic strategies. We seek to encourage and celebrate creativity and to be supportive of innovation, learning from all that we do. We believe that our staff and learners should work in an environment of friendliness, with a clear sense of purpose to achieve our mission and realise our vision.

## **Learner Entitlement**

Keir is committed to creating an IAG experience that is:

- ✓ Outstanding and delivered in an excellent environment
- ✓ Aspirational, designed to inspire and motivate
- ✓ Personalised to suit the learner
- ✓ Planned to guide learners on to the right courses or careers and to support and stretch them
- ✓ Developing self-confidence
- ✓ Coaching them to be successful and progress on to their next steps

All stakeholders that use the IAG service at Keir, i.e. learners, prospective learners, and other stakeholders, are entitled to a service that is:

### **1. Accessible and Visible**

Access to IAG should be free from direct or indirect discrimination. Services should be recognised and trusted by learners, have convenient range of entry points from which learners may be signposted or referred to the services they need, and be open at times which suit learner needs.

## 2. Professional and Knowledgeable

IAG frontline staff should have the skills and knowledge to identify the learner's needs quickly and effectively. They should have the skills and knowledge either to address the learner's needs or to signpost or to refer them to suitable alternative provision. The learning and development needs of each of Keir IAG Officers is identified during the business planning and staff appraisal processes, alongside national priorities. The identified needs include professional and subject updating via long and short external courses and conferences, leadership and management, employability skills and other developmental activities.

## 3. Impartial

Learners have the right to information, advice and guidance that is impartial, unbiased and realistic. Where appropriate, referrals will be made to external agencies.

## 4. Integrated

Links between IAG services should be clear from the learner perspective. Where necessary, learners will be supported in their transition between services.

## 5. Aware of, and responsive to Diversity

The range of Keir IAG services will reflect the diversity of learners needs and reflect both present and future needs.

## 6. Enabling

Enquirers, learners, employers, staff and partners should be able to make informed choices about ways in which Keir can meet their needs. IAG services should encourage and support learners to use information to plan their careers, supporting learners to explore the implications of both learning and work in their future career plans.

## 7. Patient, Friendly and Welcoming

IAG services will encourage learners to engage successfully with the service. Learners are made aware of this entitlement through the service information leaflet.

### **IAG Delivery**

This policy applies to all enquiring, enrolled and past learners at Keir. For the purposes of this policy the term Information, Advice and Guidance (IAG) is used as an umbrella term to denote a range of guidance activities and processes. The following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact, written/printed matter, telephone help lines, ICT software, and websites.

Advice – this involves helping a learner understand and interpret information providing information and answers to questions and clarifying misunderstandings:

- understanding their circumstances, abilities and targets and advising on options or how to follow a given course of action, identifying needs – signposting and referring learners who may need more in-depth guidance and support

Advisory work is usually provided on a one-to-one basis but may also be in groups.

Guidance – aims to support learners to:

- better understand themselves and their needs
- confront barriers to understanding, learning and progression
- resolve issues and conflicts and develop new perspectives and solutions to problems
- Be able to better manage their lives and achieve their potential

Guidance may also involve advocacy on behalf of some learners and referral for specialist guidance and support. This involves more in-depth one-to-one work by guidance trained staff.

Keir Programmes include several elements that relate to IAG including, soft skills development relating to work-readiness, C.V. writing, preparation for interviews and safeguarding. There is also significant IAG taking place within the Individual Learning Plan (ILP) process.

In line with the IAG defined above, Keir will provide assistance relating to:

- the range of support available at Keir
- course entry criteria, qualifications, accreditation and modes of study
- impartial careers advice and guidance
- personal goals, aspirations and motivation while on course
- guidance to its current learners to discuss progression

## **Key Personnel**

The Managing Director Keziah Ampofo, is the lead for IAG in Keir.

Keir works collaboratively with a range of providers within the learning community in Tower Hamlets and local Boroughs to enhance its curriculum offer to learners. Keir is committed to developing quality IAG provision in agreement with its partners, to ensure that the best range of progression opportunities are available, and that consistency of delivery ensures all learners receive impartial, high quality IAG.

**Information** on courses is provided by IAG staff. Where Keir does not have the information, the IAG staff will seek the information on behalf of the individual, or provide the individual with the name and contact details of the organisation, which will have the information being requested.

**Advice** provided is impartial and confidential, to enable learners and potential learners to make informed choices as to the most appropriate route for their personal and career development. Information and advice are provided by the IAG staff. Assessors and Tutors provide basic IAG through the ILP process and respond to learner's general enquiries.

**Guidance** is provided by fully trained competent staff and potential and existing and current learners can see an advisor face-to-face, via telephone or through e mail. Keir promotes and support equality of opportunity and wherever possible Keir will seek to provide information in a format which suits the needs of the individual.

## **Our commitment to IAG**

Keir recognise the essential part played by IAG in supporting those accessing within our returner to the labour market to make informed choices about their lifestyle, education and future careers to raise aspirations and achievements.

IAG also plays an important role in developing and broadening education, increasing participation and improving the achievement and progress of all learners.

This policy sets out a commitment by Keir to implement IAG standards and to support an entitlement for all learners.

### Core Services

Core information, advice and guidance services will include the following, as appropriate for the individual:

- ✓ Interpreting any information and considering personal circumstances
- ✓ An individualised service tailored to user needs
- ✓ Personalised information including possible referral to in-depth services
- ✓ Helping users to link their personal interests and/or skills to their desired job/career requirements
- ✓ Identifying basic skills needs and referring those learners to sources of help in gaining basic skills in literacy, numeracy and ICT
- ✓ Meaningful interpretation of Labour Market Information and Intelligence
- ✓ Advice on the financial and other support available to learners
- ✓ Advice around services available during redundancy including how to access them, whom to contact and where to go
- ✓ Advice on job search methods (CV, interview skills, applications for support or referral to enhanced services)
- ✓ Considering possible progression paths, personalising options
- ✓ Knowing what is and is not available and/or possible and discussing alternatives
- ✓ Helping users access technology to aid their progression

## **The Careers Strategy and policy landscape**

Further education colleges and Independent Training Providers (ITP's) like Keir, have long recognised the value of delivering high quality information, advice and guidance and guidance. The area of Careers Education and IAG has seen significant policy development.

The Government's Careers Strategy, published on 15<sup>th</sup> July 2021, further develops a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. The four 'pillars' of the strategy identify:

1. Inspiring encounters with further and higher education, and with employers and workplaces.
2. Excellent advice and guidance programmes.
3. Support and guidance tailored to individual needs.
4. Using data and technology to help everyone make choices about careers.

The Benchmarks for \*Colleges outline the important elements of a robust career guidance programme. They have been developed from the Gatsby Benchmarks for good career guidance, following consultation with a range of colleges across England to align them with the needs of the sector. Keir will adopt these measures as good practice throughout the organisation including with post 18 learners.

*\*Colleges include all within the FE sector including work-based learning providers"*

Keir are committed to delivering high quality IAG services to ensure these key elements are achieved.

### **The 8 Gatsby Benchmarks- Jan 2018**

<https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>

Background: The eight Gatsby Benchmarks for good career guidance were developed through a study of

Gatsby believes that every young person, in every learning environment, needs high quality career guidance to make an informed decision about their future. Career guidance is also a vehicle for social justice: those young people without social capital or career support at home suffer most from poor career guidance.

- A stable careers programme
- Learning from careers and labour market information
- Addressing the needs of each student.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Keir will support comprehensive IAG and will do this by making a clear link between the IAG offer and our wider mission, vision and strategic goals, by embedding IAG throughout all Learnership programmes. We will ensure that there is clarity on the IAG offer within our Learner Handbook and Employer information as well as embedded throughout our programmes to ensure both potential and actual learners are not only clear what is on offer, but also the benefits of accessing the offer.

Keir will ensure that our Equality and Diversity Policy reflects our commitment to a fair and equal opportunity for all. IAG is embedded throughout each programme at regular intervals and upon request. Our commitment to IAG both internally, and externally is outlined within our comprehensive Learner Handbook as well as contact information for The National Careers Service and other specialised IAG support. IAG will be recorded within initial assessment, induction, reviews, questionnaires and upon exit of our programmes with all data being recorded on MIS system to record and analyse data to promote our commitment to continuous improvement.

Keir will ensure that all learners receive initial IAG to ensure they are on the right programme, and if Keir cannot meet learner need or career aspirations, then Keir staff will signpost learners to other appropriate providers in their network, alternatively signpost to the National Careers Service for specialised IAG.

We will ensure that websites, social networking and marketing materials are reviewed regularly and are consistent with the programme offer, and available in a number of formats for our diverse communities.

Every learner will have opportunities for guidance interviews with a career adviser, who could be internal (a member of staff) or external, provided they are trained and/ or experienced. These are available for all potential learners and those on programme, to include when significant study or career choices are being made.

All learners receive initial IAG and support during induction to ensure they are on the right programme and IAG is embedded throughout each programme including reviews, questionnaires etc. Keir will ensure all appropriate staff have extensive IAG experience and or IAG qualification.

## 1. IAG Objectives and KPIs

IAG objectives	Key IAG Performance Indicators
<ul style="list-style-type: none"> <li>Empower our learners to achieve their learning goals and to develop independence in their career choices and decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide 100% of learners IAG at pre-entry, induction, reviews, mid-point, exit and moving on</li> <li>Ensure 100% of learners complete questionnaires -learner voice and Learnerships at induction, mid-way and exit</li> <li>Analysis of monthly learner voice questionnaires to feedback on quality of IAG and inform Self-Assessment reporting and Quality Improvement Plan</li> <li>100% monitoring of progression of learners upon exit -up to 6 months, including impact of learning</li> <li>Ensure learners are aware of Keir commitment to IAG including information, advice and guidance (both internally and externally)</li> </ul>
<ul style="list-style-type: none"> <li>Support the improvement of our learners' retention and QAR rates.</li> </ul>	<ul style="list-style-type: none"> <li>95% overall QAR (qualification achievement rate) for all provision and at least 10% above national average</li> <li>Publish and communicate quarterly QAR data</li> <li>Ensure supervision and other performance management reflects IAG need for all appropriate staff</li> </ul>
<ul style="list-style-type: none"> <li>Ensure the delivery of IAG within Keir is responsive to changes including legislation and the local, regional and national labour market.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly reports communicated to all staff via email communication from Business Development team</li> <li>Termly sector specific standardisation meetings</li> <li>LMI embedded into curriculum areas including staff IAG programme</li> </ul>
<ul style="list-style-type: none"> <li>Invest in our people, i.e. developing staff who deliver our IAG service.</li> </ul>	<ul style="list-style-type: none"> <li>Delivery and achievement of education and training in IAG for all programmes to all customer facing staff</li> <li>Ensure support and CPD for Careers Leader</li> <li>Ensure the observation of teaching, learning and assessment of delivery staff includes and embeds IAG</li> </ul>

<ul style="list-style-type: none"> <li>Continuously improve our provision to meet learner, employer, stakeholder and government demands.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation and monthly analysis of Employer and Learner voice/ Questionnaires</li> <li>Ensure 90% overall satisfaction level with programme @ outstanding or good</li> <li>Regular learner destination tracking and follow up for feedback up to 6 months identifies impact of learning and IAG need where appropriate</li> </ul>
<ul style="list-style-type: none"> <li>Ensure referral processes are in place for National Careers Service.</li> </ul>	<ul style="list-style-type: none"> <li>100% promotion of the National Careers Service on every programme including learner handbook</li> </ul>

## 2. The importance of Quality

Through the recent different policy documents, the value of high-quality Careers Education, Information, Advice and Guidance is highlighted, along with different approaches that can be used to help to achieve this- The Gatsby Benchmarks, Quality in Careers Standard Quality Award and the Matrix standard for IAG services. The Education Inspection Framework (EIF Ofsted) will inspect FE providers against IAG KPIs.

## 3. DFE Guidance- February 2018

To achieve the aim of 'a world class careers system', the Careers Strategy sets out that every college/ FE provider should use the Gatsby benchmarks to improve their careers provision. The guidance has been restructured around the benchmarks with information on what colleges need to do to meet each one. Gatsby's original study was focused on careers guidance in secondary schools but the report was clear that the principles set out in the benchmarks apply to colleges and other FE providers.

The matrix standard is a national standard which externally evaluates an organisation's effective delivery of IAG. The standard examines management and accountability, how the FE provider provides the service, the quality of delivery and how the college evaluates and continuously develops the service.

At Keir the standard of IAG provided will be monitored through supervision, contribution review, and observation of tutors and assessors linked to the Key Learner Processes in which IAG is embedded

User evaluations (learner voice) will be analysed for feedback on the provision of IAG.

The Director has designated the Deputy Director to ensure the monitoring of the quality of recording of IAG on ILPs, Review forms and detailed IAG action plans. IAG will be recorded by the administration team onto the MIS system.

## 4. Responsibilities

It is the responsibility of all staff to provide information, advice and guidance within the remit of their role including signposting learners to other providers/sources of information as appropriate, whilst adhering to the organisation's IAG principles and the organisation's Health & Safety, Equality & Diversity, Safeguarding Policies.

## 5. Ofsted and IAG

Ofsted will inspect to ensure:

- ✓ High quality impartial careers guidance ensures that learners follow learning programmes that build very effectively on their prior attainment and enable them to progress towards clear, ambitious and realistic plans for their future. Learners understand the options available to them and are informed about local and national skills needs or the work of relevant community groups or projects
- ✓ High quality impartial careers guidance ensures that Learners build on their prior attainment and develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.
- ✓ That learners develop the skills and behaviours, including English, Mathematics and digital skills, that enable them to meet expectations and fulfil their career aims.
- ✓ Learners complete their qualification successfully, progress to their intended job role or other sustained employment or get promoted.
- ✓ Learners contribute to their employer's business.
- ✓ English, Mathematics, digital skills and behaviours, meet requirements and are particularly well planned in consultation with employers so that they are very well coordinated – Training and assessment support and challenge learners to make sustained and substantial progress in all aspects of their learning and to develop excellent skills, knowledge and behaviours to high industry standards.
- ✓ Leaders plan and manage individualised programmes that develop new knowledge, skills and behaviours, build on learners' prior attainment, meet the qualification requirements and prepare learners well for sustained employment.
- ✓ Leaders plan the development of new qualifications so that it is in line with local and national skills strategies and contributes to reducing skills shortages.
- ✓ Each strand of a provider's adult learning programme, such as vocational training, employability training and community learning, has a clearly defined purpose that is well met through each relevant learning programme.
- ✓ Staff work with partners, such as local employer networks, local authorities, Job Centre Plus, employers and community organisations to ensure that the provision is relevant to local employment opportunities and supports local and national priorities.

## 6. How is IAG delivered?

IAG is delivered using a variety of methods including:

- over the phone
- on the internet via e mails
- through face-to-face discussion/interviews

## 7. When will IAG be provided?

IAG will be provided in particular at 3 stages:

- "Getting in" - at the recruitment stage i.e. initial assessment and induction
- "Getting on" - Progress Reviews or on an ongoing basis
- "Moving on" - end of programme

## 8. Who provides IAG at Keir?

All staff will play a part in the delivery of IAG as follows:

- ✓ Administration staff will receive enquiries about services on offer and therefore must be aware of the services and products available and who to transfer the caller to for an efficient service to be provided.
- ✓ The learning and administration team play a fundamental part in the provision of IAG to learners, although they may provide IAG to members of the public making initial enquiries. IAG is provided by phone and at arranged meetings.
- ✓ The team will also provide IAG at network meetings and marketing events.
- ✓ The tutors and assessors play a large part in the provision of IAG to potential learners as they are responsible for carrying out initial assessment with learners and providing IAG around the individual's needs and circumstances. IAG will also be provided at induction, progress reviews and end of programme, however, it is likely that tutors and assessors will provide IAG throughout the duration of the programme.
- ✓ Specialist IAG Officer will conduct an initial IAG sessions when developing an Individual Learning Plan and make referrals to Keir's Employment support IAG Officers where a learner requires further specialist progression support.
- ✓ IAG is also delivered to people in the community who do not take part in the training service but only want support to get into work.
- ✓ Tutors and assessors will make referrals for additional learner support or sign post the learner to other organisation's that may be more appropriate to meet their needs.
- ✓ Tutors and assessors may also provide IAG to employers about existing or new services and products.
- ✓ IAG is not only provided to external customers but also to internal customers. All staff are provided with IAG from their line manager in respect of their own personal and career development at supervision and appraisal and on an ongoing basis.

## 9. Partnerships and Networks

Keir recognise that a key element of IAG is signposting and referral. We believe that relationships with other providers bring added value to our service.

Partners include, National Careers Service, Job Centre Plus, Employers, Further Education establishments, The Local Authority Employment brokerage service, Barts Health NHS Trust, other Charitable providers of employment and training support and other government departments.

## 10. The Recording of IAG

'Getting in' - Initial IAG will be recorded on the learner individual learning plan (ILP) and application form.

'Getting On' - IAG will be recorded on the ILP, questionnaires and reviews.

'Moving On' - IAG will be recorded on the ILP exit review and moving on plan.

## 19. Staff CPD

All staff will be provided with opportunities for professional development to continually develop their skills, knowledge and competence so that they effectively deliver IAG services.

## 20. Marketing and Resources

Keir will provide sufficient marketing materials about its services available. These will consist of information about available learning programmes, newsletters containing updates and information that may be of use to the sector, learning materials and handouts.

Information will be reviewed as programmes change and on an annual basis.

Information materials will be accurate and up to date, impartial and free from bias, and will identify the version number and date to ensure all are using the most recent information materials available.

All software used will be up to date and fully licensed.

Information materials that are no longer up to date will be archived. All staff will be kept up to date with the range of information materials available and will have access to a professional resource area.

## 21. Assessment Review and Evaluation

To ensure a high quality of IAG service, Keir will evaluate its provision to ensure that:

- ✓ The information, advice and guidance services are delivered in accordance with Keir's IAG Policy.
- ✓ The IAG standards are delivered in accordance with the standards required within the Matrix Quality Mark.
- ✓ Any learner or potential learner with an identified disability will be provided with appropriate support to enable access to IAG services.

Keir continues to have the [MATRIX standard kite mark](#) for IAG and we review and evaluate our service to achieve the 3-year re-accreditation.

Impact data for IAG is collected in a number of ways including, learner feedback questionnaires (to check on learner satisfaction after interviews) and also a number of surveys to capture the views of learners so we can compare year on year.

This information feeds into Keir self-assessment process at the end of the academic year and is used to inform the Quality Improvement Plan (QIP).

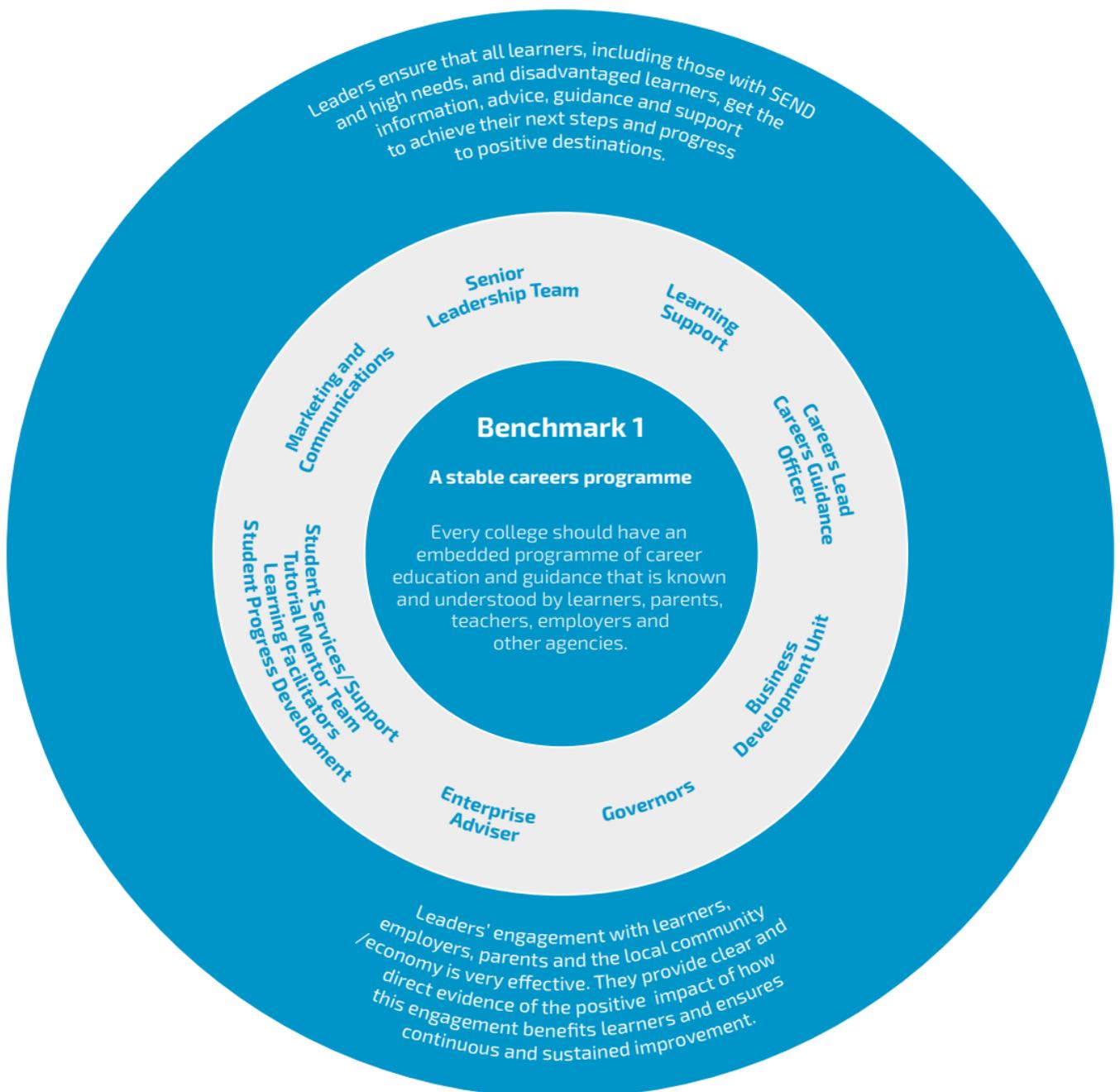
## 22. Further reading and information

<https://www.gov.uk/government/publications/the-role-of-information-advice-and-guidance-in-young-peoples-education-and-employment-choices>

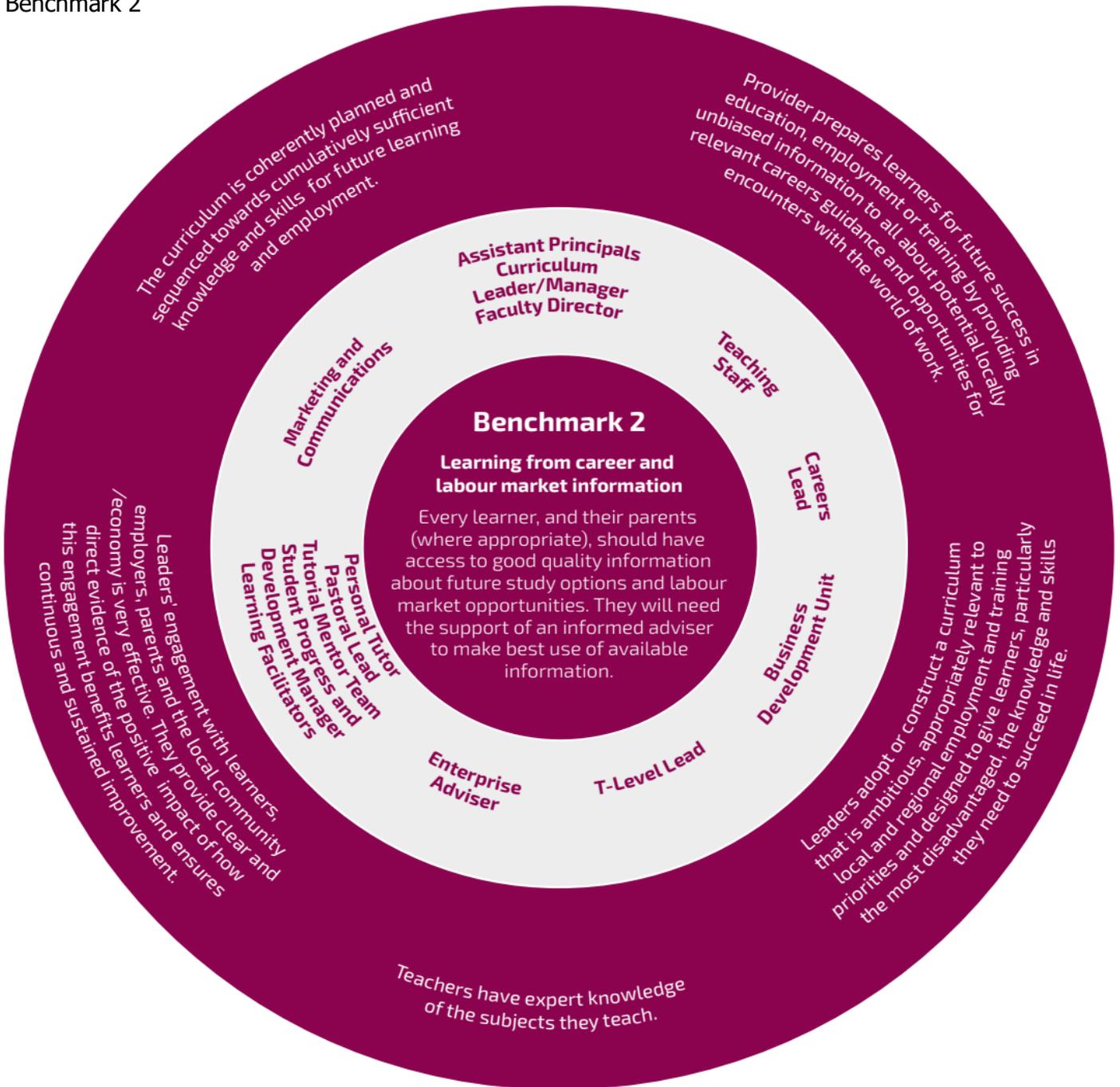
### 23. Benchmark additional information

The below information are illustrations of IAG benchmarking

#### Benchmark 1



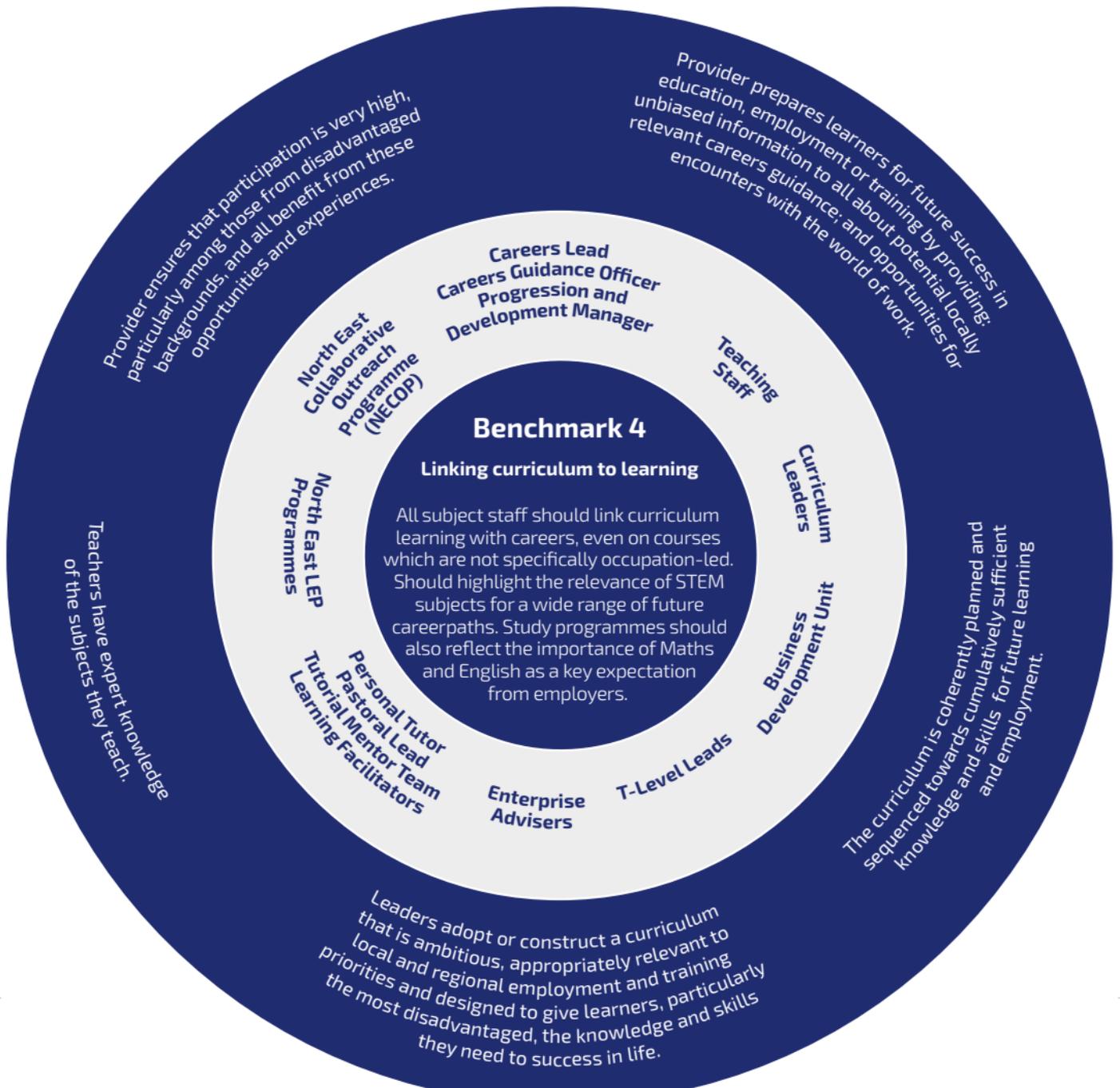
Benchmark 2



**Benchmark 3**



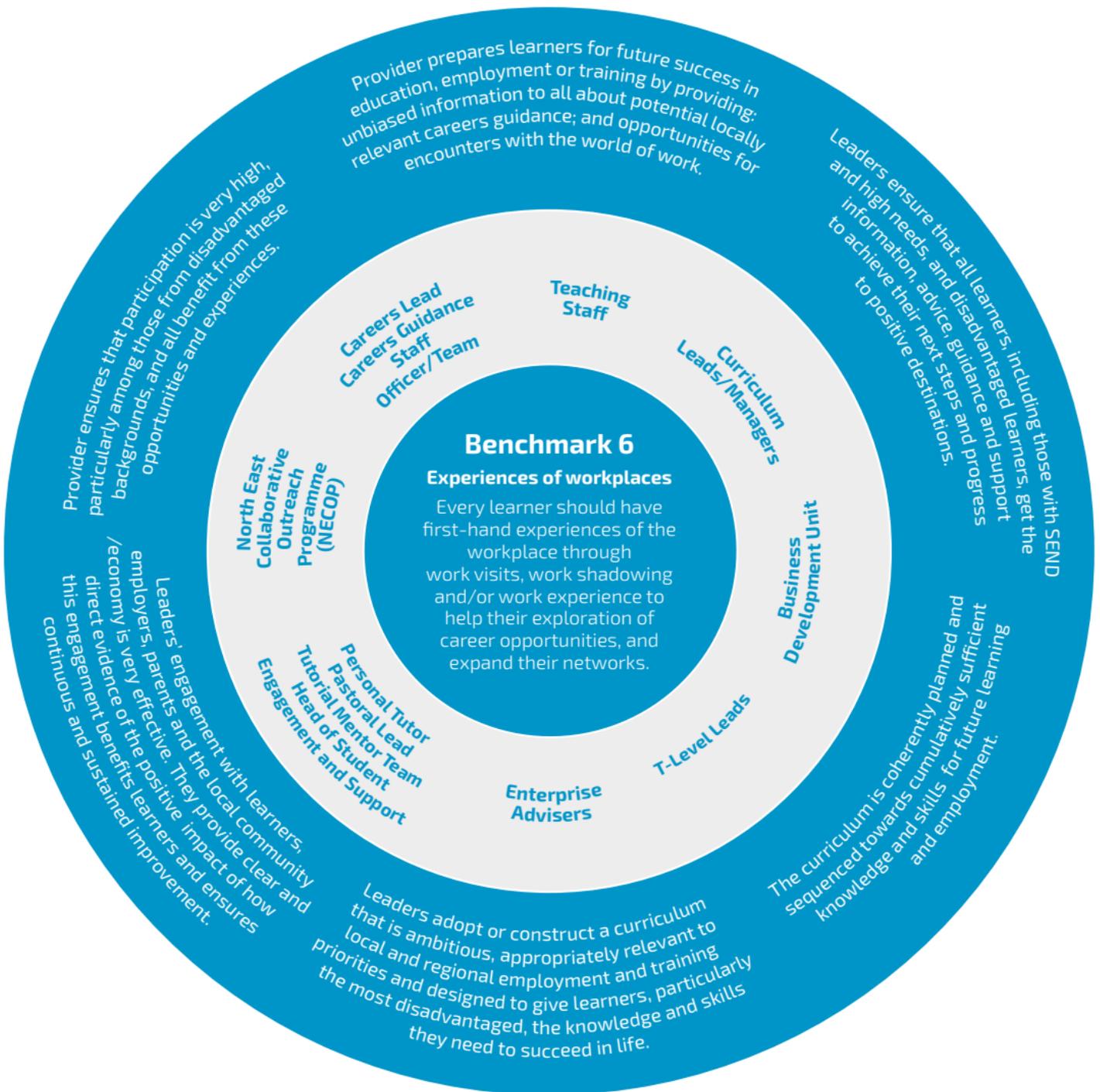
Benchmark 4



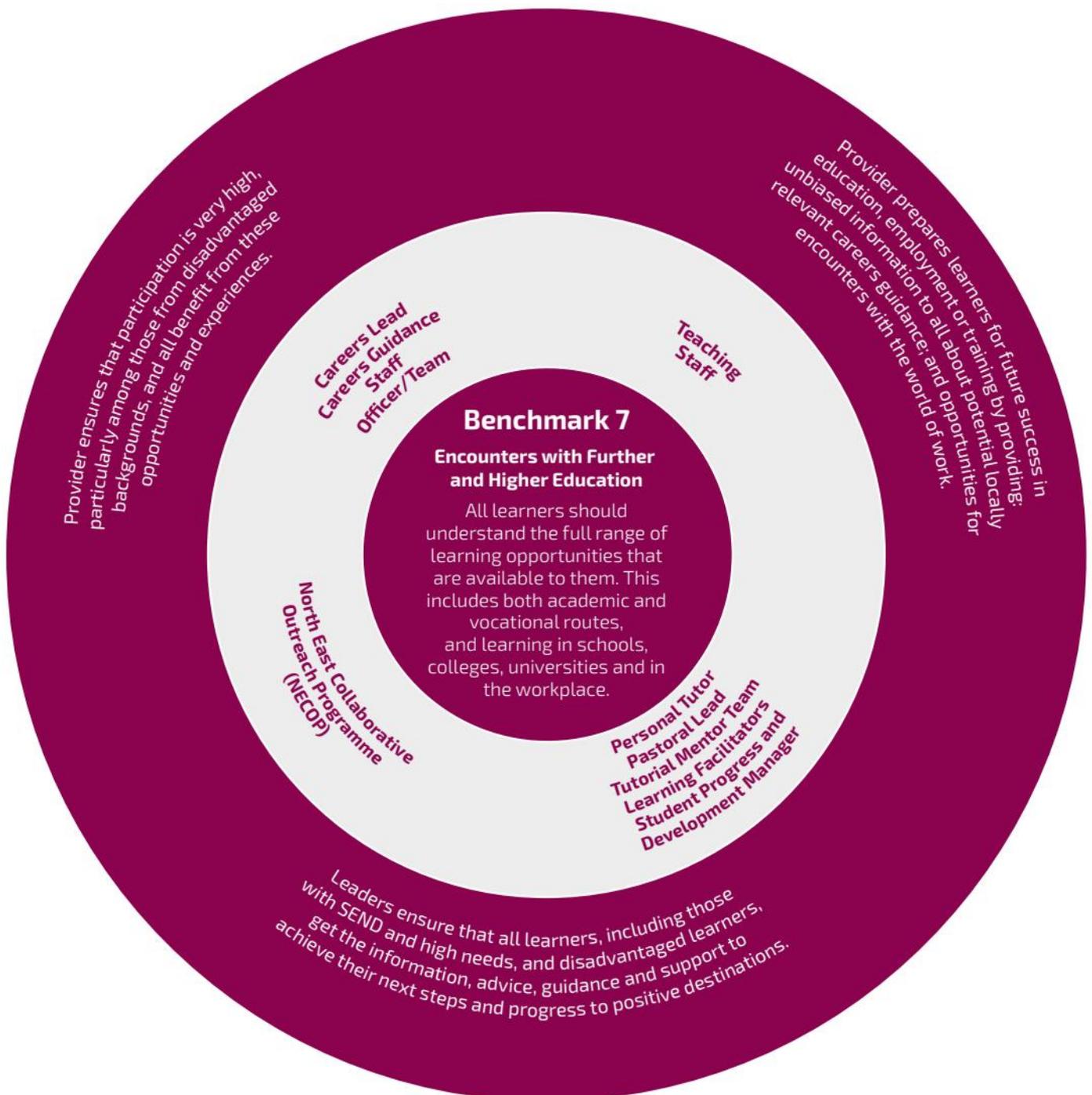
Benchmark 5



Benchmark 6



Benchmark 7



## Benchmark 8

