



## Information Advice and Guidance (IAG) Policy

### What is the Information Advice and Guidance strategy?

In October 2009 the Government launched a new strategy to make careers education and Information, Advice and Guidance (IAG) more relevant to the 21st century.

The Information Advice and Guidance strategy aims to make careers education more accessible for learners and ensure each one of them, whatever their background, can make the right education and training choices so they have the best possible chance of succeeding. The service is designed to help learners make an informed decision about how to improve job prospects or skills, obtain a qualification or just make the most out of a current job.

### Why has the strategy been introduced?

The strategy been introduced for a number of reasons. Firstly, with the participation age increasing to 18 in 2015, it's become more important than ever that all young people know about the different learning routes and qualifications available to them - including Diplomas, Apprenticeships and Foundation Learning as well as GCSEs and A Levels.

For some young people who have grown up in families and households where there is no knowledge of the education, training and employment options available, this support will be invaluable. For other young people, having the opportunity to talk through the different options means making the right choices is less daunting.

The strategy will also help to ensure parents are better informed about the different options available, so they can help their children to make the right decisions.

Another reason for the new strategy is the changing jobs market. In spite of the current economic difficulties, the global economy is expected to double in size by 2030, creating up to a billion new jobs in high-skilled industries. Young people therefore need a good, well-rounded education, relevant and rigorous qualifications and broader employability skills to prosper in this changing market.

The right IAG can help to excite young people about their future lives and raise their aspirations about what they can achieve. It helps young people to progress to higher education and opens their eyes to professions and careers that they otherwise might never have thought of.

## **What are young people entitled to under the new IAG strategy?**

- Excellent, personalised and impartial careers information, advice and guidance in education establishments
- Support for parents so they can help their children to make the right decisions
- Opportunities to build a relationship with a respected adult through mentoring or shadowing, especially important for disadvantaged young people who often underestimate their own abilities and how far these can take them

## **Do teachers have a role in the new strategy?**

Yes. The new IAG strategy reflects the fact that it's not just careers advisers who have the potential to shape young people's views and influence the education and career decisions that affect their future. Young people are likely to turn first for advice to the teachers they know best. In October 2009 a survey by the British Youth Council, National Children's Bureau (NCB) and Young NCB revealed that almost 60 per cent of young people consider teachers to be one of the key influences on their future careers. So IAG become a cumulative, active process involving a number of different teachers and advisers, rather than merely a single event involving a careers specialist.

## **Definitions**

**Information:** Information is a range of resource material available online that is presented in a way that encourages self assessment and independent decision-making whilst also delivering factual data. Information is also provided to learners and enquirers by members of staff who contribute to enquirers' and learners' understanding and interpretation of the information available and how and where to research information themselves. Members of staff may also need to interpret, clarify or contextualise information and assess when signposting to more specialist support or guidance is needed. Members of staff at all levels engage in information giving as part of the IAG process.

**Advice:** Advice may be delivered online, for example straightforward advice may be delivered via email and social media. Advice from a member of staff involves the same support as that listed above under Information; it may also include appropriate questioning to gain an understanding of circumstances that will enable clarification and identification of need. Advice will contribute to decision - making through suggestions on available options. Advisory work is usually provided on a one-to-one basis by telephone, email or face to face.

## **Advice involves:**

- helping a learner understand and interpret information
- providing information and answers to questions and clarifying misunderstandings

- understanding their circumstances, abilities and targets
- 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:** Guidance is the process of providing in-depth and personalised advice and support to learners and enquirers. Guidance involves identifying and clarifying needs and exploring ideas and values in relation to study opportunities and career goals. Learners and enquirers are encouraged to assess appropriate options and make decisions that are in their best interests, will facilitate learning and progression, and contribute to their development as independent and autonomous learners. Guidance should involve referral to more specialist support.

The aim of guidance is to support learners to:

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

The College signposts/refers to our learners for soft skills development relating to work-readiness, eg. job search, CV writing, interview skills etc. There is also significant IAG involvement within the ILP process.

### **Our purpose**

The purpose of the Information, Advice and Guidance Service is to support enquirers / prospective learners considering study with European College of Law (ECL) and to support learners in achieving their aspirations, including their study and career goals.

In the delivery of Information, Advice and Guidance (IAG), we support enquirers / prospective and existing learners in making decisions about their study at ECL and career planning based on their individual needs, circumstances and interests.

We place an emphasis on opportunities for independent self-assessment and decision making by providing online information and advice that is easy to access, clear, relevant and up to date.

Our service is consistent with the agreed College approach to educational support and guidance and is delivered in accordance with the principles of the nationally recognised matrix quality standard ([www.matrixstandard.com](http://www.matrixstandard.com)) and the College's Data Protection Policy. We contribute to the College's commitment to "deliver an outstanding learner experience".

### **Aim of the IAG service**

The Service aims to deliver IAG to the registered existing learners, ECL alumni, or enquirers and/or potential learners considering registering for a qualification or Award.

This IAG service delivery supports the achievement of the wider organisational aim of providing further and higher education to learners for achieving desired qualifications, skills and entrepreneurial abilities towards a positive career progression.

### **IAG Objectives**

#### **Our IAG objectives are to:**

- 1) empower potential and existing learners to achieve their study and career goals and to develop independence in their decision making.
- 2) support the improvement of learners' completion and progression rates.
- 3) work proactively and collaboratively internally to enhance the effective delivery of IAG.
- 4) identify and work in partnership with external organisations to inform and enhance our service to learners.
- 5) provide learners' professional, timely, accurate, current, clear, impartial, and relevant advice. Advice provided is aimed to flourish in achieving goal, building confidence, boosting self esteem, understand how funding works, informed decision making, break boundaries and raising aspiration.
- 6) Improve continuously the quality of our services through monitoring and review.

#### **We achieve these objectives by:**

- raising awareness of the service so that enquirers and learners know what they can expect and how to access it;
- Monitoring and regularly reviewing the IAG service to continually improve our service;
- providing timely and targeted IAG to learners at key points along the learner journey that recognises and is responsive to diverse and distinct need;
- ensuring our online information and advice is personalised, accessible, accurate, up to date; and
- encouraging learners to provide feedback

## **What we offer**

We provide free information, advice and guidance on our range of courses and learning opportunities, and progression to further and higher studies and employment. Details of all of our courses and programmes can be found on our website ([www.europecollegeoflaw.org.uk](http://www.europecollegeoflaw.org.uk)).

**Impartiality:** We aim to provide IAG which respects the needs of the individual enquirer or learner and is in their best interests. As an IAG service within the College, our IAG is underpinned and informed within the context of study at ECL.

## **We can provide you with:**

- **information** about courses and programmes available to you;
- **advice** about their suitability to your needs;
- **guidance** on education and training, jobs and career development to enable you to make informed choices about your future.

The College has a dedicated admin team to provide all necessary information from the point of enquiry through to the enrolment phase followed by the academic personnel provide tuition, advice and guidance at the induction and throughout their learning journey.

**Entitlements:** We deliver a service that is targeted to the specific needs of enquirers and learners at different stages of their learner journey. We provide:

- a free, impartial & confidential consultation from an experienced member of staff.
- a service to both learners and prospective learners. The service can be delivered face to face, by telephone or e-mail enquiry.
- information and advice on support services available to assist learners on a programme of study or training, information and advice on local and national learning and training opportunities and progression routes into employment and further and higher education, careers and work-based learning.
- information, advice and guidance on learning options, qualification pathways, and support with learning, funding, childcare and travel.
- on-going information, advice, guidance and support on learning and work issues through personal tutoring, assessment, counselling and support services, careers events and resources and through access to specialist organisations.
- information on fees and other charges associated with a course of study or training
- information on course entry criteria, qualifications, accreditation, workloads and modes of study.
- regular opportunities to make an appointment for an IAG session.

**Our tutors** play an important role in providing the IAG service to our learners.

ECL tutors help learners

- monitor attendance
- providing work related experience
- identifying and resolving barriers to learning
- making referrals to support services, where appropriate
- providing regular feedback on performance
- to identify progression routes and career goals
- continually assessing learning needs
- Identify goals and agreed actions to achieve goals
- maintain up to date tutorial records
- boost confidence
- raise self esteem, motivation and aspiration
- in their Individual Learning Plans (ILP)

### **Service Standards**

#### **What learners can expect from us**

The college will provide the following service:

- Relevant and current advise
- Confidentiality
- Impartial treatment
- Open and transparent
- Accessible and visible
- Committed to equality of opportunity
- Responsive to the present and future needs of the individual
- Building confidence
- Raising self esteem, motivation and aspiration
- Understand how funding works
- Help in achieving goal
- Break boundaries
- Informed decision making
- Making positive progression

Our service is delivered in accordance with the principles of the nationally recognised matrix quality standard ([www.matrixstandard.com](http://www.matrixstandard.com)) and as such learners can expect a service that is:

- Professional and knowledgeable
- Confidential
- Impartial

- Open and transparent
- Accessible and visible
- Committed to equality and diversity
- Responsive to the present and future needs of the individual

**Continuous quality improvement and staff development:** We are committed to developing the IAG service through continuous quality improvement and to ensuring the expertise of staff using appropriate ECL frameworks.

### **How do we assure quality of our IAG service provision?**

Any service provision must be monitored and reviewed for the purpose of its quality assurance. The IAG service provided by the College staff is observed every three to four months (once per semester) and the findings are recorded in an IAG Observation Record Template (**Appendix 1**). Similarly, the front line Admin staff are observed once for every course that the College offer to our learners and the findings are recorded in an same IAG Observation Record Template. Staff providing the IAG service is given feedback by the Observer after each observation.

### **This service will help learners towards:**

- building confidence
- raising self esteem, motivation and aspiration
- understanding how funding works
- helping them in achieving their desired goals
- breaking barriers
- making Informed decision
- working towards positive progression

### **What is expected from learners?**

- Learners attend appointments on time.
- Learners treat premises and members of staff with politeness and respect.
- Learners devote their time and energy towards achieving their desired goal.

### **Learner Engagement**

Learner engagement will be achieved by:

giving clear IAG, encouraging and responding to learner feedback and creating opportunities for learners to contribute to the wider life of the organisation.

## **Encouraging learner feedback**

Learner feedback will be encouraged by:

- having learner feedback either in the form of a feedback questionnaire, to the class tutor, to the welfare officer or via committee meetings.
- class representatives: one learner from each class who can take feedback from other learners and feed in to the Committee meetings
- learner satisfaction surveys and end of course evaluations
- a space for learner comments about each class on their ILPs

## **Responding to learner feedback**

We will respond to learner feedback by:

- sharing it with the appropriate officials/committees and using it to improve the service
- giving feedback to learner comments on their ILPs

## **Learner involvement**

We will create opportunities for learner involvement through:

- an alumni network (Alumni might: provide success stories; visit classes or progression days/evenings and speak to learners)
- celebrating learners' success at certificate presentation events

## **Improving Standards**

### **How learners can help us to improve the service:**

We aim to meet learners' needs on every occasion; however, we may not always get it right. If our IAG services do not meet learner expectations, we aim to try and resolve any concerns informally at first. If the matter cannot be resolved through these channels, learners are advised to write to the Principal explaining the difficulty and giving as much detail as possible. The learner will receive an initial response, in writing, within 5 working days.

We welcome learner feedback and they will be given the opportunity to do this by:

- following ECL's complaint procedure. Full details of our Complaints Procedure are available on the College website ([www.europeancollegeoflaw.org.uk](http://www.europeancollegeoflaw.org.uk)) and in the Student Handbook
- contacting a member of staff either in person, by telephone, in writing or by email
- raising their concerns or issues through the learner representatives at the College committee meetings
- completing a Compliments, Concerns, Suggestions or Complaints form
- completing a learner survey questionnaire, **Appendix 2a** - (pre-course feedback) completed on the day of the induction and **Appendix 2b** - (post course feedback)

completed at the end of the course. All the responses are reviewed and discussed at the Academic Quality meeting. Any concerns arising from the survey are dealt with appropriately for further improvements.

### **How we will make learners aware of our services**

#### **We will:**

- provide details of our services in the learner handbook
- upload the IAG policy on the College website and Prospectus
- provide the policy free of charge to any individual on request.

### **IAG in learning and training**

#### **The College**

- offers Information and Advice on choosing the most appropriate learning programmes to suit the needs of individual learners.
- provides Information and Advice on local and national learning and employment opportunities.
- maintains and publicises up-to-date information on all of its academic programmes and other support services.
- provides a referral, where relevant, to other appropriate agencies and providers.
- provides advice on the possible learning routes available to any learner that withdraws from a specific course including any student expelled under the student disciplinary policy.
- aims to meet the needs of employers by providing information and advice related to business training needs.

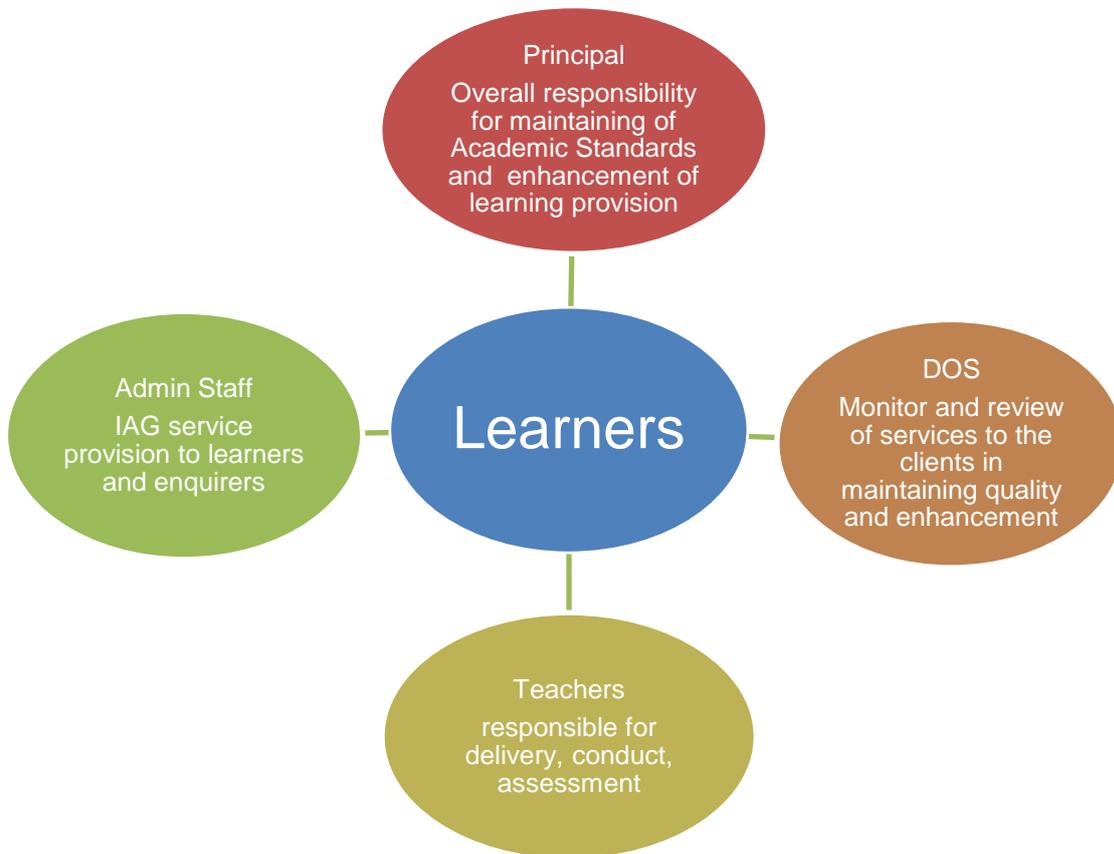
### **IAG in careers development and employment**

#### **The College**

- supports learners with career advice during their learning and training by engaging them with various activities provided by other organisations.
- helps learners to progress in learning and at work by developing their ability to learn, develop transferable skills and gain new qualifications.
- encourages its staff to provide learning opportunities in a real or simulated working environment.
- assists learners to attend job shows and training seminars in developing their employability skills
- builds confidence, raises self esteem and aspiration in achieving desired goal.

## Enhancement Flow Chart

Learners including potential and existing learners are the focal point of the IAG service at ECL. The flow diagram below explains this all how learners get benefits out of the College IAG service.



## Referral

College offering the IAG services will ensure that the procedures they adopt when referring an individual to another organisation or agency are client centred, appropriate and adhered to the principles and policies of equality of opportunity and confidentiality.

Referral will occur when another provider offers information or services that better meet the client's needs. Where it is believed the client would benefit from referral to another organisation, they should be clearly informed of;

- the reason for the referral and the specific area of expertise of the agency to which they are being referred.
- the contact details of the agency to which they are referred.

## Confidentiality

All information gathered in the course of discussion with an individual should be regarded as confidential. Any limitations with regard to confidentiality should be made absolutely clear to the client at the earliest possible stage.

The limitation operating in the College is where a client discloses information that leads staff to believe that the client or others may be at risk of significant physical, sexual or emotional harm or neglect. In other cases where staff consider it useful to the learner to disclose information revealed in confidence by a client to a third party, staff will gain informed consent from the client to do so.

### **Further Information**

For further information, please contact us:

Forest House, 16-20 Clements Road, Ilford, Essex, IG1 1BA

Telephone No.: 020 847 88 349

Email: [info@europeancollegeoflaw.org.uk](mailto:info@europeancollegeoflaw.org.uk)

Website: [www.europeancollegeoflaw.org.uk](http://www.europeancollegeoflaw.org.uk)

Office Hours: Monday – Friday 9.30am – 5.00pm

Saturday and Sunday: 10.00am – 4.00pm

### **Ownership of IAG Policy**

The Academic Committee has the responsibility for consideration and review of the IAG policy. Management and teaching staff and the learners sit in the Academic Committee meeting to discuss the IAG Policy. The policy is approved by the Academic Committee on the 2<sup>nd</sup> of July 2016 after obtaining recommendation from the Data - Audit Sub-Committee. The date of next Review is December 2017.

Dr Anwarul Haque  
Adopted: July 2016  
Version 2 adopted: September 2016  
Review Date: December 2017

Questionnaire for Staff involved in IAG service		
Name of the staff providing IAG service:		
Job title:		
Observer contact details	Tel:	E-mail:
Name of observer:		
Job title:		
Observer contact details	Tel:	E-mail:
<p>You are scheduled to have an observation of your IAG service on &lt;Date&gt;</p> <p>Please complete this questionnaire and return it to the observer named above so that you can get maximum value from the time spent.</p>		
<p>1. Please add your profile:</p> <p>Qualification:</p> <p>Job title:</p> <p>Job role:</p> <p>Length of service with ECL:</p>		
<p>2. What developments relating to your IAG service you have made since last Observation?</p>		
<p>3. Is there any particular aspect of your IAG service that you would like the observer to focus on?</p>		
<p>4. Are there any issues relating to the safe learner environment on your IAG service (<i>e.g. safeguarding; Equality and Diversity; Health &amp; Safety; disability access</i>) that you wish to raise?</p>		
<p>5. If you would like to make any additional comments, please do so.</p>		
Thank you		

IAG OBSERVATION RECORD 2016 - 2017

<b>Overall Grade on IAG observation</b>	<b>Outstanding</b> <input type="checkbox"/>	<b>Good</b> <input type="checkbox"/>	<b>Requires Improving</b> <input type="checkbox"/>	<b>Inadequate</b> <input type="checkbox"/>
<b>Action</b>				
			<b>Person to arrange</b>	<b>By when</b>
Areas to be reflected upon:				
Training and Development Needs Identified:				
Action to share good practice:				
Feedback given on (date):				
Signed by Observee:			Date:	
Signed by Observer:			Date:	

Observer's Assessment of the Quality Assurance on the IAG

Brief Description of the IAG Session:

Provide comments on evidence observed to support the grading:

IAG Service provision	Yes/No	Comment
The IAG service provided to the learners was up-to-date, relevant and accurate		
The IAG service gave clear guidance to the learner		
The IAG service provided has been objective, impartial and free from bias		
All options on available courses were explained clearly to the learner for informed decision making		
The IAG service provided boosted learners' understanding on how funding works		
The IAG service provided to the learner was very Professional		
The IAG service Established the precise needs of the learner during this session		
The equality and diversity was maintained appropriately		
Effective use of Q&A		
Awareness of the health & Safety issues were reinforced		
The quality of learning provision and the prospect of employability/progression to higher education was discussed		

Feedback from the learner getting IAG service:

Overall what worked well?

What improvements should be made?

Observee Signature: \_\_\_\_\_

Observer signature: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_



## Appendix 2a

LEARNERS FEEDBACK ON INDUCTION AND IAG				
<b>Learners name:</b>		<b>Date of Induction:</b>		
Please tick (✓) yes/no for each question. Use the comments box to record relevant information.				
Question	Yes	No	N/A	Comments
Have you received Health & Safety induction and training?				
Have you received class timetable?				
Have you received all the relevant policies and procedures such as Equal Opportunities Policy, Safeguarding and Prevent Policy, Appeals and Complaints Policy, Health and Safety policy etc. to guide you accomplish your study smoothly?				
Have you been advised that this activity is part financed by the European Union via the European Social Fund?				
Did you receive advice and guidance on the course specification				
Did you receive advice and guidance on the progression to further study?				
How did you rate the Induction today – was it informative?				
Did you receive genuine information, advice and guidance which may help you to achieve your goal?				
Do you know where the Identified Assembly Point is in case of a fire?				
Do you know where the First Aid Box is located?				
Do you know the name of your Tutor?				

<b>Learner Signature:</b>	<b>Date:</b>
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## Appendix 2b

### IAG LEARNERS FEEDBACK FORM

**Course name:**

**Batch:**

**Start Date:**

**End Date:**

IAG Service	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
The IAG service provided to me was timely, up to date and relevant					
The IAG service provided a clear guidance to me					
The IAG service provided has been effective in meeting my goal					
The IAG services have been objective, impartial and free from bias					
All options on available courses were explained to me clearly which helped me in informed decision making					
The IAG service has boosted my confidence					
The IAG service has raised my self esteem, motivation and aspiration					
The IAG service helped me to understand how funding works					
Effective use of Question and Answer					
The IAG service provided has been professional					
The equality and diversity was maintained throughout the course					

Adopted from October 2016 (Version 2)