IAG and Learner Journey Policy

1) Introduction

This Policy should be read in conjunction with other Rotunda policies and procedures including: Data Protection Policy, Safeguarding Children and Vulnerable Adults Policy and the Quality Improvement Policy.

2) IAG and Programme Enrolment

2.1) Rotunda aims to provide high quality, impartial, information, advice and guidance services which promote the value of learning to our learners, prospective learners, employers and agencies that may refer prospective learners.

Our aim is to provide appropriate learning and development that will enable each learner to reach their potential. The staff providing IAG will treat each learner with courtesy, fairness and respect for the rights and beliefs of each other, regardless of gender, marital status, age, disability, race, religion, sexual orientation or gender reassignment.

We value new ideas and approaches and seek new opportunities and solutions to meeting the IAG needs of our learners, employers and partners whilst supporting regional education and economic strategies.

2.2) Rotunda holds the MATRIX standard for IAG and we review and evaluate our service to achieve in line with the 3-year re-accreditation process.

Effectiveness data for IAG is collected in a number of ways including data on the performance of learners who receive IAG, learner feedback and also employer feedback. This information feeds into our on-going self-assessment process and is reported in our Self-Assessment Report.

2.3) On IAG and enrolment all learners will receive:
- An individual interview providing career information advice and guidance;
- An initial assessment of their skills and previous learning and/or training;
- An initial assessment of their functional skills. All learners will undergo English and Maths assessments where it will indicate what level the learner is currently working at.
- An Individual Learning Plan that accounts for the learner's specific learning needs;
- Progress reviews throughout their programme of learning;

- Information on progression and career development advice during their programme;
- An assessment of any additional learning support a learner may require during their learning;
- Identification of personal and pastoral needs to help learners overcome social barriers to learning.

2.4) Our IAG commitment
Rotunda is committed to providing IAG for learners that is:
- Professional and delivered in a conducive environment
- Aspirational, designed to inspire and motivate
- Knowledgeable, based on first-hand industry experience
- Personalised to suit the individual learner
- Designed to guide learners on to the right programme
- Builds self-confidence
- Engenders a desire to be successful and progress on to the next step in their career
- Provides individualised support and equality of opportunity to achieve personal aims, where achievement of qualifications and formal aims is not possible

2.5) All learners are entitled to an IAG service that is:
• Accessible and trustworthy - Access to IAG should be free from direct or indirect discrimination. Services should be recognised and trusted by learners as addressing their needs.

• Professional and Knowledgeable- IAG staff will have the skills and knowledge to identify the learner's needs quickly and effectively. They must have the skills and knowledge either to address the learner's needs or to signpost or to refer them to suitable alternative provision.

• Impartial- Learners have the right to expect IAG that is impartial, unbiased and realistic.

• Integrated -IAG services should be integrated with the provision of learning and employability support.

• Diversity - The IAG services should reflect the diversity of learner's needs, both current and future.

• Enabling - IAG should enable learners to make informed choices about ways in Rotunda can meet their individual training and development needs. IAG services should encourage and support learners to become lifelong learners by enabling them to access and use information to plan their careers and understand how learning can help them realise their ambitions.

3) Eligibility check, prior attainment, existing qualifications and credit transfer

3.1) All learners will undergo an eligibility check to ensure that they are eligible for funding and to also ensure the learner is enrolled on the correct qualification, level and/or not undertaking prior obtained qualifications and training, where appropriate.

This may require the learner providing additional evidence to support eligibility or prior attainment. This evidence will be provided to the Central Services team prior to commencement of programme and includes, but not restricted to:

- Identification evidence
- Evidence of state benefits
- Prior attainment qualification evidence
- Any evidence requested for funding requirements

3.2) All learners will undergo a prior qualification attainment check; prior training and current/previous knowledge check during IAG and recorded onto sign up documentation.

Prior qualification attainment checks will be carried out using the government MIAP service, as well as evidence presented in the form of certificates. Prior attainment will be discussed with each learner at IAG and enrolment, and their learning plan will reflect any previous qualifications, knowledge and/or training.

3.3) Where the learner requires a transfer of units, this will be discussed with the relevant organisation.

3.4) Evidence of prior attainment will be kept on the learner file and referred to when required through their learning journey.

4) Learner Journey – Monitoring & Destinations

4.1) All learners will complete reviews during their programme. In the main, reviews will be completed by their tutor.

At these reviews, staff are expected to provide the learner with the following:
- Progress on their current programme of learning;
- Classroom performance e- identify any issues and/or praise for positive behaviour;
- Portfolio/learning performance- Each learner will have their work assessed

during their programme, this could be during portfolio marking. Feedback should be given to learners in a constructive manner and addressing any areas of improvement and good practice. This should also include functional skills support i.e. spelling mistakes;
• Soft Skills- progress towards a learner's soft skill development;
• Target setting- SMART target setting on what the learner needs to do to achieve their programme and their long term goal;
• Welfare, safeguarding and health & safety concerns or needs;

4.2) Learners will be contacted up to 16 weeks after completion of programme. This will be to offer further support and SMART target setting to support the learner achieving their long term goal.

5) Completion and Withdrawal – Certification

5.1) On completion of any qualification(s) and following successful internal verification (where required), certificates will be claimed with the relevant awarding organisation.

5.2) Where a learner withdraws from their learning, the relevant forms must be completed and provided to the Central Services Team. This will include any part and/or unit completion of the qualification the learner was undertaking at the time of withdrawal.

Withdrawal data will be analysed to support continuous improvement. Where relevant, the certificate and/or completed units will be requested with the relevant organisation by the contracts team.

5.3) Certificates will be posted directly to the learner, and where applicable. Where the learner has completed multiple certificates, these will be sent together once all requested certificates have been received from the awarding organisations.

Rotunda Policy Review Record

Reviewed by:	Approval date:	Review frequency:	Review date:	Signed:
Maxine Ennis	09/04/2024	Annual	10/04/2025	