

Initial Advice and Guidance Policy

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| Author and Responsible Manager: | Head of Centre | | | | |
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Document Control

| Version | Date | Author | Notes on Revisions |
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1. Purpose

The purpose of this Policy is to ensure that impartial, information advice and guidance is embedded and integrated throughout the student journey.

2. Scope

All students pre-enrollment will receive IAG to support in making decisions about their study and career planning based on their individual aspirations.

All students whilst on programme will receive IAG throughout the student journey

3. Implementation

BSA staff ensure that clear, accurate and timely information is given to students to support them in overcoming any barriers to achieving their goals. Providing impartial IAG to all students enables them to make informed choices about their options pre-enrolment and next steps after completion of their programme in relation to their chosen career path.

Although BSA do not offer specific standalone IAG sessions to students, it is embedded throughout the students journey this includes:

- Initial interview
- Within Progress Reviews completed every 10-12 weeks
- Within Exit Interviews

4. Roles and Responsibilities

The Head of Centre will ensure that this policy is adhered to and reviewed annually

Managers will ensure that all staff responsible for undertaking IAG with students do so impartially.

Delivery staff are responsible for undertaking IAG with students both pre-enrolment and whilst on programme within regular Progress Review.

5. Equality Impact Assessment

| Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability | |
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| Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working | |
| Title of Activity: Author and Date: Dionne McCann Jan 2021 | <input type="checkbox"/> New or <input checked="" type="checkbox"/> Revision (Tick as appropriate) Expected Implementation Date: April 21 What is the Review Date: Every 2 Years |
| Equality and Diversity. Which of the characteristics may be impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits? | None, no impact |
| Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations? | Quality is monitored through both internal and external reviews |
| Is this policy of a high/medium or low risk? : | <input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low |