



Adult Skills and Education

Guildhall – EC2P 2EJ

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www.cityoflondon.gov.uk/adultlearning

Information, Advice and Guidance (IAG) Strategy

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Purpose of the Strategy

The purpose of the strategy is to outline the provision and direction of Information, Advice and Guidance (IAG) and Employment advice to our learners and Apprentices. The Service is committed to providing a high quality IAG and Employment advice and information to all learners and apprentices.

We are very clear about both our Strategy and Principles - through excellent implementation of teaching, learning and assessment methods we aspire to be an outstanding National leader in the delivery of professional learning and development and, to develop talented and skilled professionals who can reach their full potential and exceed an employer's expectations. This strategy applies to all ASES adult learners and apprentices. It includes all different study and occupational training areas. It also includes learners who are engaged in accredited and non-accredited forms of study. The Service will provide IAG support to all learners from the age of 16 years old and beyond. Regardless of a learner or apprentices' age group, they will be supported for IAG and Employability requirements

We consistently apply our principles in everything we do. Together, our strategy and principles drive our pursuit of excellence in teaching, learning and assessment and supporting our learners to achieve their full potential. Our approach to IAG is predicated upon these principles.

The City of London Corporation's IAG strategy is fully in line with the 8 Gatsby Benchmarks for employment and careers support. These Benchmarks underpin the DfE Careers Strategy and sets the standards for good IAG and Careers guidance for all learning providers such as ourselves.

Corporate Strategy

“Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work.”



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Corporate Principles

Our corporate principles are to provide our learners and clients with:

- Excellence and exceptionality
- Aspiration building and links to the world of work
- Broad and balanced curriculum
- Accessibility and social mobility
- Fusion Skills

Context

This policy needs to be read in conjunction with ASES'

- ASES Strategic Development Plan 2023-2028
- Equal Opportunity Policy

The Specialist Team

The IAG and Employability team, which includes two IAG level 4 practitioners, one experienced learner Welfare and Support Officer and one special needs Support specialist, will work hard to make the most of the assessments of prior learning activities and achievements, and developing learner's and apprentices newly acquired skills and talents. On a practical level the strategy works well with internal and external line managers and business managers to introduce a realistic approach to IAG and employment advice. One to one advice session is held with candidates who are seeking support with CVs and employability skills support.

The Service is delivered by a team of qualified and experienced professionals. It is led by a Senior Recruitment Officer, Catherine Hughes, and forms part of the main quality and performance delivery to our learners and apprentices, as led by Quality & Performance Manager, Robin Sengupta and External Programmes Manager, Simon Tate.



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The role of this team is to offer impartial high-quality advice and progression information to existing, new and some post learners and apprentices, including advice on an aspired career pathway. This team works closely with tutors and quality managers to ensure that there is 100% connection between the curriculum and employment and skills needs.

Responding to the Gatsby Benchmarks

The IAG and Employability team will continue to develop its services to further incorporate the main priorities within the Gatsby Strategy. The service prides itself on its ability to provide not only IAG advice and support but to also provide personal Welfare support to learners and apprentices.

The eight Benchmarks are as follows:

- To develop a stable and high quality IAG and Careers programme
- Learning from careers and labour market information
- Addressing the needs of each learner and apprentice
- Linking careers to curriculum
- Encounters with employers and employees
- Experience of the workplace
- Encounters with further and higher education
- Personal Guidance

The application of the above Benchmarks will go some way to ensuring that we work towards providing every learner/apprentice opportunities to have valuable encounters with employers and learn about work, employment and skills that are valued in the workplace.

ASES learners engage with the programme to join a learning pathway, whether it is apprenticeship skills or accredited adult learning, or they may be seeking a higher-level qualification. They are all offered individualised learning support in order to establish an Individual Learning Plan. It is this plan that outlines what



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learning pathway they will follow and is subject to review throughout the learning journey to ensure it remains suitable to the learner's ongoing aspirations. All learners are offered guidance that meets professional standards and is impartial and confidential.

In addition to the Gatsby Benchmarks, all reviews of IAG advice and support provision will take place in alignment with the National Occupational Standards (NOS).

The Benefits of IAG

The following is a summary of the impacts that a high quality, impartial IAG service can deliver, many being more qualitative than quantitative in character:

For the individual

- Increased levels of participation in the labour market and learning
- Improved career prospects
- Increased earning power
- More personal fulfilment (confidence, self-assurance, self-worth)
- Higher aspirations
- Minimise the potential costs associated with uninformed and unsuccessful choices.

For the community

- Increased stock of 'social capital'
- More active citizenship
- More engagement with community activities, activism and voluntary work
- More good neighbourliness/social solidarity
- Less ill-health
- Less crime
- More communal security
- More caring and sharing



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For the learning and labour markets

- Higher retention rates
- Higher completion rates
- Higher achievement levels
- Less waste
- More skilled and mobile workforce

For business and the economy

- Better informed decision-making about learning and work opportunities
- More skilled workforce
- Lower absenteeism
- Higher productivity
- Improved business performance

The Offer

The ASES IAG and employability support will offer the following:

- Be personalised and provide opportunity to identify and respond to the needs of the individual.
- Be inclusive and promote equality of opportunity, challenges stereotypes and sensitive to faith culture and background.
- Be transparent, impartial and provide opportunity for confidentiality as required by the individual.
- Continue to offer guidance and support to any student at risk of non-completion to aid retention or provide a suitable alternative destination when and if appropriate.
- Be enhanced by strong networks with industry, local and regional employers and stakeholders
- Contribute to raising aspiration, improving destinations and increasing employability skills



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- Ensure the destinations of students from the College are tracked and that this information is used to improve the effectiveness of the Service.
- Ensure effective quality assessments for the services are undertaken and achieved.
- To provide careers advice, support and activities to engage and aid progression for SEND students.
- To forge robust links with employers and external organisations to provide inspiring opportunities for learners to gain work experience and develop work skills
- To develop a calendar of events to promote CEIAG to students and staff, supporting retention, achievement and (internal) progression of all students
- To actively seek feedback that is inclusive of employers and those engaged to deliver to students to influence development of the service in the future

Conclusion

The ASES service will use the Gatsby Benchmark to achieve our aim of helping to improve learner's social mobility, broaden their horizon and empower them to make well informed decisions at important junctures of their lives about further learning, employment opportunities and ongoing wider personal development. The service will extend its support for IAG and embed information regarding potential career paths and further learning options into their classroom and review sessions.

Strategy Review Schedule

At least annually