

Information, Advice, Guidance, Careers and Progression Policy

Accurate, impartial and personalised IAG/CEIAG from first enquiry through employment and in-work progression

Policy field	Current position
Provider	Quack Recruitment & Training Ltd
Applies to	Prospective learners, enrolled learners, completers receiving progression support, staff, tutors, assessors, learner-engagement staff, progression staff, managers, employers and delivery partners involved in IAG or careers activity.
Learner context	Primarily adult Skills Bootcamp and funded learners aged 19+, across face-to-face, remote, blended and employer-linked provision.
Policy owner	Jessica Roughton - Quality & Compliance Lead / SEND Lead
Operational leads	Learner Engagement team for pre-enrolment IAG; tutors for curriculum-linked careers learning and reviews; Progressions Officer for My Career Plan, vacancy, employer and post-course support.
Senior accountable lead	Dion Bishop - Managing Director / Director of Contracts & Operations
Approved records	Enrolment IAG, suitability record, Tutor Handover Form, ILP, My Career Plan, PICS notes, progression/contact logs, vacancy and employer records, interview evidence, learner feedback and verified destination evidence.
Review date	August 2027 or sooner following material change to legislation, careers guidance, Skills Bootcamp requirements, inspection expectations, commissioner contracts or Quack's delivery model.
Policy intent IAG and careers support must help each learner make an informed, realistic and voluntary decision. Quack will provide accurate information, explore goals and barriers, use relevant labour-market and employer intelligence, avoid promising outcomes it cannot control, and maintain a joined-up evidence trail from first IAG through learning, progression, employment and in-work review.	

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1. Purpose and Policy Intent

This policy defines how Quack Recruitment & Training Ltd provides information, advice, guidance and careers/progression support across the learner journey. The objective is not merely to explain what courses are available. Staff must understand what the learner is trying to achieve, establish whether the programme is suitable, provide accurate and impartial information, recognise barriers and support needs, and record the important discussion and agreed next actions.

IAG and careers activity must be individual rather than generic. The records should show why a particular programme, job role, vacancy or progression route was relevant to the learner at that point in time and how the advice changed, where appropriate, as their circumstances, confidence, skills or goals developed.

This policy supports Quack's employment-led Skills Bootcamp model and the internal learner-journey principle that IAG, tutor handover, ILP, My Career Plan, progression activity, employer opportunities and destination evidence must tell one coherent and credible story without duplicating one another word for word.

2. Scope and Adult Learner Context

Area	Application
Prospective learners	Programme information, eligibility explanation, suitability discussion, starting-point exploration, barriers, support needs, career goals, realistic expectations and signposting before enrolment.
Enrolled learners	Induction, curriculum-linked careers learning, ILP reviews, employability, labour-market information, employer activity, vacancy awareness, interview preparation and ongoing personal guidance.
Completers	Structured post-course progression, applications, employer matching, interview support, employment follow-up and in-work review for the applicable support period.
Adult learner focus	Quack's current Skills Bootcamp provision is primarily for adults aged 19+. Careers support therefore reflects adult circumstances such as unemployment, career change, existing employment, caring responsibilities, transport, pay, working hours and transferable skills.
Delivery channels	Face-to-face, telephone, email, Teams and other approved systems. The same accuracy, confidentiality, boundaries and record standards apply across all channels.
Employer and partner activity	Employer encounters, interviews, vacancy intelligence, referral partners and specialist support may contribute to IAG, but Quack remains responsible for the quality and accuracy of advice it provides or records.
Higher requirements	Where a commissioner, awarding organisation, law or specific learner group creates a higher requirement, that requirement applies.
Adult Gatsby position The Department for Education statutory careers guidance applies to ITP learners up to age 18 and to learners aged 19 to 25 with a current EHCP. Most of Quack's adult Skills Bootcamp learners therefore sit outside that statutory age scope. Quack nevertheless uses the eight Gatsby Benchmarks as a useful quality reference, adapted proportionately to adult, short-course and employment-focused provision.	

3. Legal, Funding, Careers and Inspection Context

Framework / requirement	Application to Quack
Equality Act 2010	IAG must be accessible, non-discriminatory and free from assumptions based on protected characteristics. Reasonable adjustments and alternative communication methods must be considered.
UK GDPR and Data Protection Act 2018	Career goals, employment status, barriers, health/support information and employer records are personal data and must be processed lawfully, proportionately and securely.
DfE careers guidance - updated June 2026	Where Quack delivers to learners within the statutory age scope, applicable duties and expectations must be followed. For the usual 19+ Skills Bootcamp population, Quack uses the principles voluntarily as a quality framework.
Updated Gatsby Benchmarks	The eight benchmarks support stable careers provision, labour-market information, personalisation, curriculum links, employer encounters, workplace experience, progression awareness and personal guidance. Quack adapts them to adult learners.
Skills Bootcamp funding model	Provision is employer-led and intended to help adults move into or progress in priority employment. Current national arrangements include an interview offer for eligible participants on completion; local commissioner contracts may add specific requirements.
Ofsted FE and skills inspection materials	Inspectors consider whether learners receive useful personal development, careers and employment-related support, whether provision meets learners' needs and whether leadership can demonstrate impact through typical learner experience.
Safeguarding and Prevent	IAG conversations may reveal welfare, exploitation, domestic abuse, financial abuse, radicalisation, homelessness or other safeguarding risks. Staff must follow safeguarding routes rather than attempting to manage specialist risks alone.

Framework / requirement	Application to Quack
Commissioner and contract requirements	Eligibility, interview, progression, destination, evidence and follow-up rules vary by contract. Staff must use the current contract requirement rather than assuming one funder's rule applies to another.
No compliance theatre The purpose of this policy is not to create careers paperwork for inspection. Records must evidence real discussions, interventions, employer activity and learner decisions. A completed form with copied or generic text does not demonstrate high-quality IAG.	

4. Definitions and Boundaries

Term	Meaning in Quack's model
Information	Accurate factual material, for example course content, duration, attendance, eligibility, qualification, job role, salary range, vacancy requirements or support routes.
Advice	Helping a learner understand the advantages, disadvantages and relevance of available options, without making the decision for them.
Guidance	A more personalised process that explores goals, starting points, barriers, preferences, realistic options, actions and review, and may require referral to a specialist.
CEIAG	Careers education, information, advice and guidance: planned activity that develops career knowledge, employability, decision-making and progression capability rather than a single conversation.
Labour-market information (LMI)	Current information about jobs, sectors, skills demand, entry requirements, pay, working patterns, geography and progression used to support informed decisions.
Personal guidance	Individual discussion focused on the learner's circumstances and choices. Staff must stay within competence and refer to qualified/specialist services where needed.
Signposting	Giving a learner relevant information about another service or resource that they can access themselves.
Referral	Actively connecting a learner with another service or specialist, normally with consent and an appropriate record.
My Career Plan	Quack's central progression record linking the learner's goals, barriers, CV, job search, employer activity, reviews, employment outcome and next chapter.
Impartiality	Presenting relevant options fairly and avoiding pressure caused by funding targets, staff convenience, employer preference, family/business interests or personal views.

5. Core IAG and CEIAG Principles

- Learner-centred: begin with the individual's goal, circumstances, starting point and informed choice rather than the need to fill a cohort.
- Accurate and current: check programme, eligibility, qualification, job and labour-market information before presenting it as fact.
- Impartial and transparent: explain relevant alternatives and limitations; do not pressure a learner to enrol, accept a vacancy or make a decision because it benefits Quack's funding or targets.
- Realistic but aspirational: challenge unsupported assumptions and identify genuine development steps without unnecessarily limiting ambition.
- Accessible and inclusive: adapt communication, format, pace and support to the learner's needs and consider reasonable adjustments.
- Confidential and proportionate: collect and share only information needed to support the learner and use approved systems.
- Within competence: staff must recognise when financial, legal, immigration, health, safeguarding, benefits, specialist careers or other advice is outside their role and signpost or refer appropriately.
- Joined-up: IAG, Tutor Handover, ILP, Career Plan, progression records and employer activity must connect logically and explain material changes.
- Action-focused: significant IAG should end with an informed decision, next action, responsible person and review point rather than an open-ended conversation.
- Evidence-led: Quack should be able to show what support was actually provided, what changed and what the learner decided or achieved.

6. Learner Entitlement

Learners are entitled to	Quack control / evidence
Clear pre-enrolment information	Programme content, duration, delivery mode, attendance, assessment, qualification, eligibility, likely progression, support and significant conditions explained before commitment.

Learners are entitled to	Quack control / evidence
A suitability discussion	Career goal, motivation, prior experience, transferable skills, current employment, barriers, practical constraints and support needs explored rather than relying only on eligibility.
Honest employment information	No guarantee of a job, wage, employer decision or outcome unless Quack genuinely controls that outcome and the statement is documented and authorised.
Relevant options	Where a Quack programme is unsuitable, staff should explain why and signpost realistic alternatives rather than enrolling the learner merely because they are technically eligible.
Ongoing careers support	Career and employability support during learning and post-completion support in line with the programme and contract.
Accessible support	Reasonable communication and accessibility adjustments, additional explanation and referral where needs create disadvantage.
Choice and consent	The learner remains responsible for their decisions. Staff may challenge constructively but must not coerce enrolment, disclosure, vacancy acceptance or employer contact.
Feedback and challenge	Learners can raise concerns through learner voice, complaints, safeguarding and other relevant routes without disadvantage.

7. Pre-Enrolment IAG, Eligibility and Suitability

Eligibility and suitability are related but different. Eligibility asks whether a learner may be funded under the relevant rules. Suitability asks whether the programme is a sensible and achievable route for that learner. A person may be eligible but unsuitable, or suitable in principle but ineligible for a particular funded route.

IAG area	Minimum exploration	Expected record
Goal and motivation	What the learner wants to achieve; intended job role; reason for applying; urgency and longer-term ambition.	Personalised IAG notes and intended destination.
Starting point	Previous jobs, sector knowledge, qualifications, licences/cards, transferable skills, confidence and relevant prior learning.	IAG, CV/referral information and initial assessment where appropriate.
Employment position	Unemployed, employed, self-employed, hours, role, career-change or progression objective.	IAG/enrolment record consistent with PICS/ILR where relevant.
Practical constraints	Travel area, transport, caring responsibilities, working hours, digital access, venue access and availability for the full programme.	IAG notes, support/referral actions and suitability decision.
Support and accessibility	Declared LLDD/health needs, English/maths/digital barriers, communication requirements and other support needs.	IAG, support information and Tutor Handover; safeguarding route where needed.
Programme expectations	Course content, attendance, learning hours, assessment, qualification, behaviour and employer/progression activity.	Learner confirmation/induction record as applicable.
Career realism	Entry requirements, likely role types, local/regional opportunities, pay/working pattern and realistic first steps.	IAG or Career Plan notes supported by current LMI.
Decision	Suitable and eligible; suitable but not eligible; further evidence needed; deferred; or signposted elsewhere.	Recorded decision, rationale, next action and owner.

No generic IAG

Statements such as “wants a job”, “course suitable”, “no barriers” or repeated copy-and-paste wording are not sufficient where the learner’s circumstances require more explanation. The record must contain enough individual information for the tutor and Progressions Officer to understand what matters to that learner.

8. Tutor Handover and Joined-Up Starting Point

Before delivery begins, relevant information from enrolment and IAG must be converted into a useful Tutor Handover Form and shared with the tutor and Progressions Officer. This prevents the learner from being repeatedly asked the same questions and enables delivery and progression planning to start from known information.

Handover content	Control
Career goal and target role	State the learner’s current goal and any realistic alternative route.
Prior experience and strengths	Highlight experience, transferable skills, qualifications, licences or sector knowledge relevant to teaching and progression.
Known barriers	Record travel, hours, caring, digital, confidence, health/support or other material barriers and agreed actions.
Support information	Share the minimum necessary information to enable reasonable support; sensitive details are handled under safeguarding/data rules.
Readiness risks	Flag attendance, availability, digital access, language, assessment or employer-readiness issues requiring early action.
Progression starting point	Give the Progressions Officer enough information to start My Career Plan without making the learner repeat the whole IAG.
Change control	If goals or circumstances change later, update the relevant record and explain the change rather than allowing contradictory documents to remain unexplained.

9. My Career Plan and Progression Journey

My Career Plan is Quack's central progression record. It is not a Progressions-only form and should not be completed in one sitting. Different sections are created or updated as actual career interventions take place. The ILP records the learning and development journey; My Career Plan records the career and employment progression journey. They should complement one another.

Stage	Career Plan focus	Evidence of impact
Start of programme	Career goal, target roles, starting point, transferable skills, career pathway, barriers, actions and initial review.	Clear baseline and immediate priorities.
During programme	CV/professional profile, job-search channels, applications, interview development, employer opportunities and current priorities.	Interventions recorded when delivered, not retrospectively in bulk.
Progress review	Movement since previous review, support received, barriers reduced/resolved, confidence, employer activity and next priorities.	Visible distance travelled rather than repeated baseline text.
Completion	Achievement, career-readiness change, current position, next actions and planned post-course support.	Completion and post-course review.
Employment outcome	Employer, role, start date, hours/pay where relevant, relationship to original goal, selection process and support that contributed.	Factual outcome record linked to independent evidence.
In-work review	Settling into role, use of Bootcamp knowledge/skills, employer feedback where available, next career goal and further support.	Four-week or contract-specific review and final/continuing status.
Triangulation standard IAG -> Tutor Handover -> ILP -> My Career Plan -> Progression Activity -> Progress Reviews -> Employer Opportunities -> Employment Outcome -> Independent Verification -> In-Work Review. The records need not use identical wording, but material contradictions must be explained and the sequence should make sense for the individual learner.		

10. Careers Education During Delivery

Activity	Expected approach
Curriculum links to careers	Tutors explain how knowledge, skills, behaviours, qualifications and practical tasks relate to real job roles and employer expectations.
Professional behaviours	Attendance, punctuality, communication, teamwork, reliability, safe conduct, feedback and appropriate workplace behaviour are treated as employability skills.
Sector-specific readiness	Construction/retrofit learners develop site-readiness, H&S, PPE, risk awareness and trade/professional expectations; recruitment/office learners develop communication, confidentiality, client/candidate care, accuracy and resilience.
CV and applications	Learners receive practical support to identify evidence of skills and tailor CV/application material rather than receiving generic templates only.
Interview preparation	Mock interviews, role-specific questions, employer expectations, communication and feedback are used where relevant.
English, maths and digital	Staff identify how these skills affect entry requirements, job performance and progression and signpost or support gaps appropriately.
Career learning through reviews	ILP and Career Plan reviews connect learning progress to the learner's intended job or next step.
Safeguarding and safe employment	Staff discuss safe employer engagement, scams, exploitation, professional boundaries and reporting routes where relevant.

11. Labour-Market and Skills Information

LMI must be sufficiently current and relevant to the learner's realistic travel area, sector and target role. Staff should distinguish between confirmed vacancy information, broader market intelligence and personal opinion.

LMI source / issue	Control
Current vacancies	Use live employer/vacancy information where possible; record the date and source where the information materially informs advice.
Employer intelligence	Use feedback, vacancy requirements, interviews and employer conversations to refine readiness support and curriculum links.
Local and regional priorities	Consider devolved-authority priorities, LSIPs where relevant, commissioner information and the learner's travel-to-work area.
National sources	Use credible sources such as government/National Careers Service, sector bodies and established labour-market datasets where appropriate.
Pay and conditions	Present ranges and caveats. Do not represent an advertised or typical salary as guaranteed pay for the learner.
Entry requirements	Check licences, cards, qualifications, experience, right-to-work or role-specific requirements rather than assuming the Bootcamp alone guarantees entry.
Outdated information	Do not continue using vacancy lists, salary data or employer claims known to be stale. Material inaccuracies should be corrected promptly.
Quality review	Progression and quality staff review whether recurring advice remains aligned to actual employer outcomes and feedback.

12. Employer Encounters, Interviews and Opportunities

Control	Requirement
Relevance	Employer opportunities should relate reasonably to the learner's Career Plan, skills and practical circumstances unless explicitly discussed as a broader option.
Accuracy	Explain whether an opportunity is an introduction, interview, guaranteed interview under a contract, work trial, vacancy, speculative contact or confirmed offer.
Preparation	Learners should receive appropriate vacancy information, employer background, interview preparation and reasonable-adjustment support where needed.
Fairness	Do not withhold suitable opportunities because of personal preference, protected characteristic or unrelated assumptions. Where an employer condition appears discriminatory, escalate rather than simply passing it to learners.
Consent and data	Share learner CVs or personal information with employers only on an appropriate lawful basis and with the learner informed; record material employer contact.
Feedback	Where possible, obtain interview/employer feedback and use it to improve the learner's next actions and Quack's preparation.
No coercion	A learner should not be pressured to accept unsuitable hours, unsafe conditions, unrealistic travel, materially lower pay or a role inconsistent with agreed circumstances merely to create an outcome.
Safeguarding / exploitation	Concerns about exploitation, illegal deductions, unsafe work, modern slavery or abuse must be escalated under safeguarding/modern-slavery controls.

13. Personal Guidance, Competence and Referral

Staff provide IAG only within their role and competence. Quack does not require every member of staff to be a professionally qualified careers adviser, but all staff who provide material IAG must understand the difference between information, advice and guidance, know the boundaries of their role and use appropriate signposting or referral.

Situation	Required response
Routine programme/career information	Trained Quack staff may provide accurate information and discuss relevance within their competence.
Complex career decision	Use a more structured personal guidance discussion and, where the issue exceeds staff competence, signpost or refer to an appropriate careers service.
Benefits or welfare rights	Do not give specialist benefits advice unless competent and authorised; signpost to the appropriate service.
Immigration/right-to-work advice	Explain Quack's evidence requirements but do not provide regulated immigration advice; refer to authorised services where needed.
Debt or financial advice	Avoid regulated or specialist financial advice; signpost to appropriate independent support.
Health or mental health	Listen, identify learning/work implications and safeguarding risk, then signpost/refer through appropriate support routes.
Safeguarding disclosure	Stop ordinary IAG where necessary and follow the safeguarding process. Do not investigate or promise confidentiality.
SEND or accessibility	Refer to Quack's SEND/support route for reasonable adjustments and specialist support while keeping the learner involved in decisions.
Employer dispute or legal problem	Do not provide legal advice; signpost to appropriate specialist/employment support and record what was provided.

Staff development

Quack is strengthening whole-company IAG capability through role-specific CPD and the NCFE CACHE Level 2 Certificate in Information, Advice or Guidance. Qualification completion supports competence but does not authorise staff to give specialist legal, financial, immigration, clinical or other regulated advice outside their role.

14. Inclusion, SEND and Reasonable Access to IAG

- Use clear language and explain jargon, funding terms, job requirements and assessment expectations in a way the learner can understand.
- Offer alternative formats, additional time, repetition, visual prompts, accessible digital methods or supported communication where appropriate.
- Do not assume a disability, learning difficulty, age, sex, ethnicity, caring responsibility or previous unemployment makes a career route unsuitable. Explore actual requirements, barriers and adjustments.
- Where a job or course has genuine competence, safety or legal requirements, explain them factually and explore reasonable ways of meeting them.
- Record support needs and reasonable adjustments only to the extent necessary and share them on a need-to-know basis.
- Consider hidden barriers that may emerge after enrolment even where the learner initially declared no support need.
- Use learner preference and informed consent wherever possible when referring to external support, subject to safeguarding and legal duties.

15. Progression, Wraparound Support and Post-Completion Follow-Up

Progression support starts before the learner completes the course. Quack's standard model is to provide structured wraparound employment support for up to six months after completion where this is consistent with the relevant contract, with frequency and intensity based on need and outcome status.

Progression activity	Expected evidence
Early progression planning	Initial Career Plan, target roles, barriers, CV position, job-search approach and employer-readiness actions.
Vacancy matching	Vacancies/opportunities considered, suitability rationale, learner decision and next action.
Applications	Application/CV support, submissions where recorded, feedback and follow-up.
Interview preparation	Preparation activity, mock interview/feedback and reasonable adjustment support where needed.
Employer contact	Introductions, interview arrangements, employer feedback and relevant communication.
Completion review	Current position, achievements, outstanding barriers, next actions and planned follow-up frequency.
Post-course contact	Meaningful contact/activity rather than repetitive "checking in"; record support delivered and learner actions.
Employment start	Factual employment information, support provided, relationship to Career Plan and evidence/verification status.
In-work review	Learner experience, use of skills, sustainability of outcome, employer feedback where available and next development goal.

16. Employment Outcomes, MS3 and Independence from Funding Pressure

Careers support and funding evidence serve different purposes. The Progressions Officer may support the learner to obtain work and record the employment journey, but a funding claim must be independently checked against the specific commissioner definition and evidence rules. The existence of a claim target must not alter the advice given to the learner.

Risk	Control
Outcome pressure	Do not pressure a learner to take an unsuitable role or misdescribe an outcome to improve MS3 performance.
Evidence creation	Do not write employer confirmations, alter employment facts, coerce signatures or ask a learner/employer to confirm something that did not occur.
Claim status	Career Plan records may show an employment outcome before it is claimable; claimable status is determined separately by authorised compliance/verification staff.
PICS consistency	Employment information used for reporting or claiming must be checked against PICS and supporting evidence; discrepancies are resolved before submission.
Independent verification	Where Quack's controls require it, a person independent from the progression intervention verifies the evidence and claim definition.
Correction	If later information shows an outcome or claim was inaccurate, correct the record promptly and follow funder/malpractice controls where necessary.
Learner interests	The learner's informed career decision takes priority over Quack's desire to evidence a milestone.

17. Records, Triangulation and Data Quality

Record	Purpose / quality standard
Enrolment IAG	Personalised starting point, goals, suitability, barriers, support and informed decision.
Tutor Handover Form	Transfers relevant starting-point information to Delivery and Progressions before the learner starts.
ILP and tutor reviews	Learning goals, progress, feedback, support and how learning relates to intended progression.
My Career Plan	Central career/progression journey, interventions, reviews, opportunities, outcome and next chapter.
PICS / contact logs	Material contacts, progression activity, destination information and operational notes recorded contemporaneously.
Employer/vacancy records	Factual opportunities, contact, interview, feedback and outcome information.
Outcome evidence	Employer/learner evidence retained according to contract and funding requirements and independently checked where required.
Quality records	Sampling, learner voice, employer feedback, file review, action logs and QIP evidence.
Data consistency	Material differences between IAG, ILP, Career Plan, PICS, employer evidence and claims must be understood and corrected or explained, not ignored.

Contemporaneous records

Important IAG, referrals, employer activity and progression outcomes should be recorded as the activity happens or promptly afterwards. Retrospective reconstruction solely because of audit or inspection creates unnecessary credibility and funding risk.

18. Quality Assurance, Learner Voice and Impact

Assurance activity	What Quack tests	Frequency / trigger
IAG sampling	Personalisation, accuracy, suitability, impartiality, support identification and completeness.	Monthly or risk-based sample across active cohorts/contracts.
Career Plan sampling	Joined-up journey, actual interventions, progress between reviews, employer activity and individualisation.	Monthly during active progression delivery.
Learner voice	Whether learners understood options, felt pressured, received useful support and know next steps.	Cohort/exit surveys and targeted interviews.
Employer feedback	Whether learners were prepared, matched appropriately and understood workplace expectations.	Ongoing; reviewed at least quarterly.
Destination analysis	Conversion from start/completion to interviews, jobs and other positive destinations, with attention to learner groups and contract context.	Monthly dashboard and quarterly quality review.
Complaint / safeguarding themes	Whether inaccurate advice, inappropriate pressure, discrimination, exploitation or boundary issues are emerging.	On receipt and quarterly trend review.
LMI review	Whether recurring advice, vacancy sources and sector messages remain current and evidenced.	At least quarterly and when labour-market conditions change.
Staff competence	Training, IAG qualification progress, observation/coaching and learning from sampling.	At induction, annually and risk-triggered.
SAR/QIP	Strengths, inconsistencies and impact are reflected in self-assessment and improvement actions.	Annual SAR; QIP reviewed monthly.

Impact test

Quack will not judge careers provision only by the number of forms, referrals or employer contacts. Quality assurance asks whether learners understood their options, developed career readiness, overcame barriers, made informed choices and progressed towards suitable employment or further development.

19. Complaints, Safeguarding and Escalation

Issue	Route
Inaccurate or misleading IAG	Raise with the relevant manager/Quality & Compliance Lead and correct the learner record and any affected communication promptly.
Learner dissatisfied with IAG/service	Attempt proportionate resolution and use the Complaints Policy where needed.
Discrimination or accessibility concern	Use EDI, complaints and reasonable-adjustment routes and consider wider learner impact.
Safeguarding/welfare disclosure	Follow the Safeguarding Policy immediately; ordinary IAG does not replace safeguarding action.
Suspected fraud/milestone manipulation	Use Counter Fraud, Whistleblowing and funding-compliance routes; preserve evidence.
Employer exploitation/modern slavery concern	Use safeguarding and Modern Slavery procedures and do not continue an unsafe referral merely to achieve progression.
Data/cyber concern	Follow Information Security and data-breach procedures.
Concern about senior/conflicted person	Use the alternative independent route in the Whistleblowing and Conflict of Interest policies.

20. Roles and Responsibilities

Role	Core responsibilities	Evidence / assurance
Managing Director	Set employment-led strategy, resource progression activity, ensure funding targets do not compromise impartiality and review performance/risk.	Leadership review, dashboards, governance and corrective actions.
Quality & Compliance Lead	Own policy, sample IAG/Career Plans, oversee consistency, support referrals, monitor complaints and integrate findings into SAR/QIP.	Sampling, QIP, staff development and quality reports.
Learner Engagement team	Provide accurate pre-enrolment information, explore goals/barriers, assess suitability, avoid generic IAG and complete Tutor Handover.	IAG, enrolment evidence, handover and referral records.
Tutors / assessors	Link curriculum to careers, update ILP/reviews, communicate learner strengths/barriers and support employer readiness.	ILP, reviews, feedback, progression handover and learner voice.
Progressions Officer	Lead My Career Plan, CV/job-search/interview activity, vacancy matching, employer contact, post-course support and learner-centred progression.	Career Plans, contact logs, employer/vacancy evidence and reviews.
Compliance / authorised verifier	Check destination evidence, PICS consistency and claim rules independently from progression support where required.	Verification checklist, evidence status and claim decision.
SEND / safeguarding leads	Advise on accessibility, reasonable adjustments, referrals and safeguarding risks disclosed through IAG or employer activity.	Support/safeguarding records and staff advice.
All staff	Give only accurate information within competence, protect confidentiality, record material activity and refer issues they cannot safely advise on.	Training, records and declarations.
Independent governor / adviser	Provide proportionate challenge on careers impact, learner voice, equality, destination quality and conflicted/high-risk cases.	Governance minutes, challenge and follow-up actions.

Appendix A: IAG and Suitability Checklist

Check	Minimum standard / evidence
Career goal	Specific target or direction explored; learner motivation understood.
Starting point	Employment, experience, qualifications/cards/licences, transferable skills and confidence considered.
Practical availability	Attendance, travel, working hours, caring, digital and venue constraints discussed.
Support	LLDD/health, English/maths/digital, accessibility and wider barriers considered without forcing disclosure.
Programme information	Content, duration, attendance, assessment, qualification and progression explained accurately.
Eligibility	Evidence route checked separately from suitability; uncertainty escalated.
Labour-market realism	Relevant roles, entry requirements and realistic travel area discussed using current information.
Alternative route	Where Quack provision is unsuitable/ineligible, relevant signposting provided.
Decision	Outcome, rationale, learner decision, next action and owner recorded.
Handover	Tutor Handover completed and provided to tutor and Progressions before start.

Appendix B: High-Quality IAG Record Standard

Weak evidence	Expected evidence
"Wants a job."	Target role/direction, reasons, relevant experience and realistic first step recorded.
"No barriers."	Key practical areas explored; learner confirms none currently identified or specific barriers/actions recorded.
"Course suitable."	Why the curriculum, entry level, attendance and intended progression fit the learner's starting point.
"CV support needed."	Current CV position, specific improvement needed, intervention and learner/Quack actions.
"Applied for jobs."	Role/employer or vacancy type, date/action, suitability, outcome and next step where relevant.
"Interview done."	Employer/role, preparation, outcome/feedback and next action.
Copied template answer	Individual wording grounded in learner information and updated when circumstances change.
Contradictory records	Difference explained and current position updated across the records that need to change.

Appendix C: My Career Plan Review Checklist

Review point	Questions to test
Individuality	Does this sound like the learner rather than a generic example?
Triangulation	Does it make sense alongside the IAG, handover, ILP, tutor feedback and PICS?
Intervention	Can we see what Quack actually did, not only what the learner was told to do?
Progress	What changed since the last review? Is distance travelled visible?
Barriers	Were barriers acted on, reduced, resolved or deliberately carried forward with a reason?
Employer activity	Are opportunities factual, current, relevant and outcomes recorded accurately?
Learner action	Are next actions specific, realistic and owned by the learner where appropriate?
Quack action	Is Quack's next support action clear and time-bound?
Outcome	Does employment/progression logically connect to the learner's plan or explain why the goal changed?
Evidence	Is claim verification clearly separate from the progression narrative?

Appendix D: Signposting and Referral Decision Checklist

Question	Action
Is the issue within my role and competence?	If no or uncertain, do not improvise specialist advice.
Is immediate safeguarding action required?	Use safeguarding route before ordinary referral.
Does the learner understand why another service may help?	Explain purpose and likely next step.

Question	Action
Is consent needed to share information?	Obtain and record consent unless another lawful basis/duty applies.
What minimum information needs to be shared?	Use data minimisation and approved systems.
Can the learner self-refer?	Signpost clearly and record the resource provided.
Does Quack need to make an active referral?	Record service, date, consent, information shared and follow-up.
Does the referral affect attendance, support or Career Plan?	Update relevant learner records without unnecessary sensitive detail.
Has the referral worked?	Review where appropriate rather than assuming signposting resolved the issue.

Appendix E: Careers Quality Audit Checklist

Audit area	Evidence to sample
Pre-enrolment	IAG personalisation, suitability, eligibility separation, support needs and informed choice.
Joined-up journey	Tutor Handover, ILP, Career Plan and PICS tell a coherent story.
LMI	Sources are current, relevant and not represented as guarantees.
Careers learning	Curriculum, professional behaviours, employability, CV and interview activity evidenced.
Employer activity	Introductions/interviews/vacancies are factual, fair, consented and relevant.
Progression support	Interventions start early and continue after completion according to need/contract.
Outcome integrity	Employment and MS3 evidence is independently verified where required and free from pressure/manipulation.
Inclusion	Support and reasonable access evident; no stereotyped or discriminatory advice.
Learner voice	Learner understands goal, next steps, support and employer activity and reports useful advice.
Impact	Evidence of confidence, readiness, reduced barriers, interviews, employment or other meaningful progression.

Appendix F: Version Control and Reference Framework

Version	Date	Owner / author	Summary of change	Next review
1.0	August 2026	Jessica Roughton / Dion Bishop	New provider-wide IAG/CEIAG and careers progression policy formalising personalised pre-enrolment IAG, tutor handover, My Career Plan, labour-market information, employer activity, wraparound progression, impartiality, funding-outcome independence, QA and adult-adapted Gatsby principles.	August 2027

Reference framework

Equality Act 2010; UK GDPR and Data Protection Act 2018; Department for Education Careers Guidance and Access for Education and Training Providers (updated June 2026, applied according to statutory age scope); updated Gatsby Benchmarks as an adapted quality reference for adult provision; current Skills Bootcamp funding/commissioner requirements; current Ofsted further education and skills inspection toolkit and operating information; National Careers Service and relevant local/regional labour-market intelligence; and Quack's Learner Support, Teaching Learning and Assessment, Quality Assurance and Continuous Improvement, Safeguarding, EDI, Information Security, Conflict of Interest, Counter Fraud, Modern Slavery and Complaints policies, together with the Enrolment IAG, Tutor Handover, ILP and My Career Plan processes.