

Bosco	
Policy	Information Advice and Guidance (IAG)
Applies to:	College
Reviewed:	October 2026
Next review:	September 2027

1 Purpose and principles

Bosco provides information, advice and guidance (IAG) to help learners make informed decisions about their education, training, employment and support needs. Our approach recognises each learner's strengths, aspirations and circumstances and helps them identify achievable next steps. We support young people in a nurturing and challenging environment so that they feel welcome at Bosco and are prepared to progress confidently to their next stage of education, training or employment.

IAG is person-centred, accurate, accessible, timely and impartial. Learners who face barriers to learning and progression receive additional support appropriate to their needs. Learners are encouraged to develop the confidence and skills to manage future decisions independently.

Information advice and guidance

- Information provides accurate, accessible and up-to-date facts about courses, entry requirements, financial support, services, employment opportunities and progression routes.
- Advice helps learners understand available options and how those options relate to their qualifications, interests, circumstances and goals.
- Guidance is a personalised process that helps learners explore aspirations, evaluate options, make informed choices and agree a plan of action. Personal careers guidance is delivered by an appropriately qualified careers adviser.

Personal development, tutoring and specialist therapeutic services complement IAG. Tutor support does not replace professional careers guidance, and therapy or counselling is delivered within the competence and procedures of the relevant specialist service.

2 Scope and learner entitlement

This policy covers IAG before enrolment, throughout study and during transition from Bosco. It applies to prospective learners, enrolled learners and supported interns. Recent leavers may contact Bosco for transition advice and signposting; the availability and duration of any continuing support will be explained when it is requested.

All learners are entitled to clear information about:

- Bosco's provision and suitable alternatives
- An initial assessment of their aspirations and support need
- A named personal tutor
- Access to impartial careers guidance
- An agreed progression plan
- Information about how to obtain additional support, provide feedback or make a complaint.

Parents and carers are provided with information about the programme and opportunities to support planning. Their involvement respects the learner's wishes, age and circumstances, confidentiality and any applicable safeguarding or legal responsibilities.

3 Impartiality and informed choice

Bosco places the learner's interests at the centre of decision-making. Learners are supported to explore suitable opportunities within Bosco and with other providers. Advice and guidance must not be influenced by recruitment or retention targets, commercial interests or a preference for a particular route. Any potential conflict of interest is declared to the careers lead and managed so that the learner receives impartial support.

Guidance considers the full range of relevant academic, technical and vocational routes, including further and higher education, apprenticeships, employment and supported options. Eligibility, entry requirements, costs, support and realistic opportunities are explained. Learners are supported to make their own informed choices, including a decision to progress elsewhere.

External sources, employers and education or training providers supplement Bosco's internal provision. Internal professional guidance can be impartial, but learners must also have opportunities to access information and perspectives beyond Bosco.

4 Access accessibility and inclusion

Learners can request IAG through their personal tutor, the careers adviser, or the college reception. Prospective learners can request support through the admissions or enrolment team. Learners may self-refer and do not need to wait for a scheduled review. Staff may also recommend a referral after discussing the need with the learner.

The careers lead ensures that current contact details, appointment arrangements, availability and any service limitations are communicated through induction, learner information and the college website. Learners are told when to expect a response and are kept informed of delays. Time-sensitive decisions are prioritised, and urgent safeguarding concerns follow the safeguarding procedure immediately.

Missed appointments are followed up, with a further appointment offered and barriers to attendance explored. A missed meeting does not remove a learner's entitlement to guidance. Remote meetings or alternative arrangements may be used where suitable and accessible.

Bosco makes appropriate adjustments to enable equitable access. These may include accessible or easy-read information, communication support, interpreters where needed, additional time, quiet meeting spaces, flexible formats and support from a trusted person. Learners' needs and preferred communication methods are discussed and recorded. Digital information is accompanied by alternatives for learners who cannot readily access it.

Staff challenge stereotypes and support ambitious, realistic choices. Planning takes account of SEND, language and literacy needs, financial or travel barriers, caring responsibilities, care experience and other circumstances affecting participation. Where relevant, guidance draws on education, health and care plan (EHCP) outcomes, annual reviews and other agreed support or pathway plans.

5 Responsibilities and staff competence

- The Principal owns the policy, ensures adequate staffing, time and resources, and oversees service quality and improvement. Bosco's trustees approve the policy and receive an annual report on provision and outcomes.
- The Director of Learning and Information coordinates the programme, maintains access and referral arrangements, monitors delivery and quality, and keeps the annual careers programme and improvement plan up to date.
- The careers adviser provides impartial personal guidance, maintains current knowledge of pathways and labour market opportunities, agrees action plans and contributes to evaluation.
- Personal tutors provide weekly contact, identify emerging needs, support agreed actions and refer learners for professional guidance or specialist support.
- Curriculum and placement staff link learning to careers, develop employer relationships and oversee preparation, support and review of work experience.
- The Specialist Support Service Team coordinates appropriate specialist support and referrals, with information shared only as necessary and in accordance with relevant procedures.

The Principal confirms the staff or post holders carrying these responsibilities and ensures contact details are available to learners and staff. Cover arrangements are communicated when a member of staff is unavailable.

Staff provide information and advice within their competence and refer matters requiring specialist expertise. Personal careers guidance is delivered by advisers trained to an appropriate professional level; Bosco checks relevant qualifications, including recognised Level 6 or Level 7 careers guidance qualifications, and maintains evidence of competence. Careers leadership training alone does not qualify a member of staff to deliver professional personal guidance.

Staff receive induction, relevant continuing professional development and appropriate supervision. Training includes impartiality, accessible communication, safeguarding, confidentiality, referral practice and current progression opportunities. The careers lead checks the accuracy of key resources at least annually and when significant changes are identified, removes outdated material and records the source and review date of important information.

6 The universal offer

The universal offer supports learners' academic and vocational pathways and prepares them for careers and further learning that reflect their interests and aspirations. It comprises personal development, personal guidance, work experience and careers within the curriculum, supported by labour market information and encounters with employers and education or training providers.

Personal development

Every learner is enrolled on Bosco's Personal Development (PD) course. It develops the ability to analyse world events, consider different viewpoints and make informed choices. Visits, guest speakers and enrichment activities complement teaching. The topic programme is summarised in Appendix A and reviewed through annual programme planning.

Personal guidance and progression planning

During enrolment, staff discuss what the learner wishes to study, their reasons, aspirations and previous educational experiences. Initial diagnostic assessments and discussion of support needs inform a personalised programme. Each learner has a personal tutor who acts as a first point of contact and checks in at least once a week.

The specialist careers adviser meets each learner at least once during each academic year. Additional meetings are available according to need and whenever significant study or career decisions arise. Meetings are timed to support applications, changes of course, placement decisions and transition from Bosco. Preparation and follow-up are included so that learners can make use of the guidance.

An individual action plan records the learner's goals, options considered, agreed next steps, who is responsible for each action and the target and review dates. The learner receives an accessible copy. Progress is reviewed at agreed points and when circumstances change. Moving-on plans are agreed before exit and include applications, transition support, a suitable alternative if the preferred route is unavailable, and any referrals needed.

Work experience

At enrolment, learners are told the work experience expectations and the hours for their programme. These are recorded in the learner agreement and explained in accessible language. Staff match opportunities to aspirations, readiness and support needs. Bosco works with Southwark Council and offers opportunities in its on-site nursery, café and football academy where appropriate.

Staff supported by the Southwark Education Business Alliance coordinate suitability checks, risk assessment, safeguarding, health and safety, accessibility and reasonable support arrangements under the college's placement procedures. Learners receive preparation, clear learning objectives, named contacts and information about how to raise concerns. Staff monitor the placement and seek employer feedback. Learners reflect on their experience and use what they learn in progression planning.

Where a placement is unsuitable, unavailable or interrupted, staff review the learner's needs and arrange an appropriate alternative, additional support or revised timing, consistent with programme requirements. Any effect on required hours or completion is explained and recorded. Learners are supported to understand expectations and overcome barriers to participation.

Supported internships

Bosco's formal supported internship programme is for eligible young people aged 16 to 24 with an EHCP. Eligibility and individual suitability are checked before entry. Internships provide structured workplace learning, including opportunities in Boscoffee and departments of Southwark Council, with job-coach support and preparation for paid employment. Individual vocational profiles, workplace support and progression plans are reviewed with the learner and relevant partners. Other supported work experience may be offered separately to learners with additional needs.

Careers within the curriculum and external encounters

The curriculum is reviewed annually using local and national labour market information and identified skills needs. Vocational projects and assignment briefs use employer input or real-

world contexts. Teaching links subjects to occupations, routes into work and transferable skills. Enrichment includes enterprise projects, charitable events and cultural visits.

Learners receive accessible labour market information about relevant occupations, entry routes, demand, working conditions and progression. Staff help them interpret information in relation to their interests and circumstances rather than limiting choices to current vacancies.

The annual careers programme includes meaningful encounters with employers, employees and a range of education and training providers. Opportunities are sequenced, have clear learning outcomes and include preparation, interaction and reflection. Learners explore relevant further and higher education, technical routes, apprenticeships and supported options, with external visits and provider sessions as appropriate.

7 The targeted offer and referrals

Bosco provides targeted support where barriers affect learning, wellbeing or progression. In-house provision includes art therapy, speech and language therapy, general counselling, mental health triage, and substance-use and relationship counselling, delivered by appropriately qualified staff. Support may be individual or in small groups. Communication Skills Groups are delivered by a multidisciplinary team; A Place to Be provides group-based creative therapeutic activities.

The Specialist Support Service Team meets regularly to coordinate referrals and review ongoing support. A referral is considered when an identified need affects participation, the learner requests support, or existing support is insufficient. Urgent risks are handled through safeguarding arrangements rather than routine referral meetings.

The referring member of staff explains the purpose of the referral, the receiving service, information to be shared and likely next steps. Consent is sought where appropriate, and its scope or any other applicable basis for sharing information is recorded. Learners are told about waiting arrangements and alternatives. Referral decisions remain within staff competence and the relevant service's eligibility criteria.

When Bosco cannot meet a need, staff help the learner access an appropriate external service, such as specialist health support, local authority provision, independent careers support or financial, housing and welfare advice. Signposting provides contact information; a supported referral involves helping the learner make contact and agreeing follow-up. The action taken is matched to the learner's needs.

Each referral has a named member of staff responsible for checking that it has been received and that the learner understands the next steps. Outcomes and outstanding actions are reviewed. If a referral is declined, delayed or unsuccessful, staff discuss alternatives and escalate unresolved barriers to the appropriate lead. Referral tracking records only the information needed to coordinate support.

8 Records confidentiality and safeguarding

IAG records include relevant aspirations and needs, meetings and significant advice, options explored, action plans, agreed reviews and referral status. Records must be accurate, proportionate and stored securely in authorised college systems. Learners receive their action plans and are told how to request access to or correction of their information under the college's data protection arrangements.

At the start of support, staff explain confidentiality and its limits. Information is accessed only by staff with a legitimate need and shared only to the extent necessary for the agreed

purpose, in accordance with data protection, safeguarding and specialist-service procedures. A learner's participation in IAG does not provide blanket consent to share sensitive information. Therapeutic records are managed under the relevant service arrangements; coordination meetings do not require unrestricted access to them.

Where there is a safeguarding concern or another applicable obligation, information may need to be shared without consent. Staff follow the safeguarding procedure, consult the designated safeguarding lead as appropriate, record the decision and explain it to the learner where safe and appropriate. Retention, secure disposal and handling of access requests follow the college's data protection policy and retention schedule.

9 Feedback complaints and continuous improvement

Learners can give feedback through their tutor, the careers adviser, learner surveys or the college's feedback arrangements. Feedback is gathered in accessible ways and learners are told how it has informed improvement. IAG complaints, including concerns about impartiality, accessibility, advice or referral handling, follow the college's complaints procedure. Staff explain how to submit a complaint, the relevant response times and escalation route. Raising a complaint must not disadvantage a learner's access to support.

The Director of learning and Information monitors activity and impact throughout the year and reports at least annually to the Principal and the designated approval authority. Evaluation uses learner, parent or carer, staff, employer and partner feedback alongside action-plan and progression evidence. Personal and sensitive data are handled in accordance with the college's data protection arrangements.

- Delivery: initial assessments, weekly tutor contact, careers meetings, additional support and meaningful encounters delivered against the agreed entitlement.
- Individual outcomes: understanding of options, confidence in decision-making, completion of agreed actions, career-management skills and successful transitions.
- Referrals: access to appropriate support, unresolved barriers and follow-up outcomes.
- Destinations: initial progression at exit and sustained destinations at planned follow-up points, with unknown destinations recorded separately.
- Equity: differences in access, experience and outcomes between learner groups, with action to address identified gaps.
- Organisational impact: how IAG contributes to participation, retention, achievement and progression, recognising that other factors also influence these outcomes.

An annual delivery and evaluation plan sets achievable targets, data sources, responsible staff and destination follow-up points. Learners are informed about follow-up contact and use of destination information. At each review, the careers lead records strengths, gaps, actions, owners and deadlines and checks whether previous actions improved provision. Attendance counts alone are not treated as evidence of impact.

10 Policy review and related procedures

The Principal and senior team review this policy annually, with the next review scheduled for September 2027, and earlier where significant changes in provision, guidance or evaluation findings require it. Revisions are approved through Bosco's designated approval process and communicated to staff and learners. Approval details and the version record are completed when the revised policy is adopted.

This policy is read alongside Bosco's current safeguarding and Prevent arrangements, equality and inclusion arrangements, SEND and learner-support procedures, data protection policy and retention schedule, complaints procedure, admissions arrangements,

placement procedures and specialist-service protocols. The careers lead ensures staff can access the relevant documents and referral contacts.

The policy and annual programme take account of the Department for Education's careers guidance for England and the updated Gatsby Benchmarks. Bosco confirms the legal and contractual requirements applicable to its provider status, funding and learner groups; duties specific to schools are not assumed to apply to the college.

Reference sources

Department for Education. Careers guidance and access for education and training providers, updated 23 June 2026. <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

The matrix Standard. Current framework and seven elements.
<https://matrixstandard.com/standard/>

Gatsby Education. Careers guidance and updated benchmarks.
<https://www.gatsby.org.uk/education/careers-guidance/>

Appendix A Personal Development programme

The following themes form the basis of the Personal Development programme. The annual teaching plan sets sequencing, learning outcomes, activities and adaptations to learners' needs. Topics are taught sensitively and linked to appropriate support and safeguarding arrangements.

Healthy living and wellbeing

Healthy diet; sleep; exercise; sexual health; healthy relationships, unhealthy relationship indicators and consent; mental wellbeing and self-care; and an end-of-unit cooking activity.

Young people crime and the law

Crime affecting young people and the local community; gang-related crime; knife crime; county lines; the impact of crime on communities; rights during stop and search; the criminal justice system; and British values.

Radicalisation extremism and online influences

Radicalisation; ideologies; terrorism and extremism; Prevent; harmful online influences, including misogyny and incel-related content; and critical evaluation of information and viewpoints.

Employability and career planning

Exploring personal skills and qualities; understanding skills needed for chosen careers; workplace rights and responsibilities; equality and protected characteristics; CV development; interview practice; work experience; understanding progression routes; and reviewing career and action plans.

Enrichment and communication

Visits, guest speakers, enterprise projects, charitable events and cultural activities support the taught programme. Communication Skills Groups and other targeted support help learners participate, express their choices and prepare for progression.