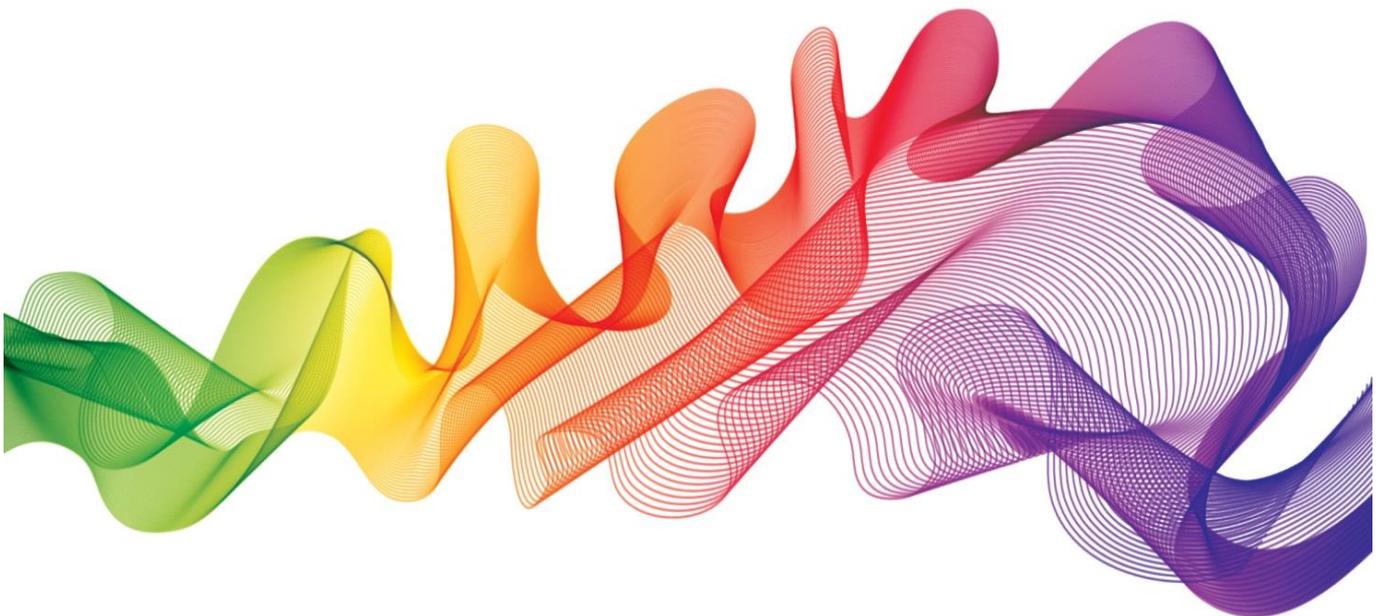


Information, Advice and Guidance Policy



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Information, Advice and Guidance

Definition of IAG

To ensure that there is a clear understanding of the difference between the three elements of IAG – Information / Advice / Guidance – we have adopted the following definitions:

- **Information:** provision of information on learning and work without any discussion about the merits of relative options, through leaflets, internet, website, national help services etc.
- **Advice:** one to one interaction requiring some explanation of information provided on how to access and use it, and recognition of when a more in-depth service may be required by the learner.
- **Guidance:** exploring ideas and options supporting staff, learners and employers to understand their needs; setting objectives for learning and work; understanding and overcoming barriers to work and to produce the individual learning plan (ILP) or training programme, including provision of support and access to local specialist providers for vulnerable people and for those with additional support or social needs.

Commitment

The TTE Technical Training Group (TTE) are committed to supporting each individual learner and employee to achieve their full potential and to be the best that they can be through attaining the highest levels of education, qualification and skills appropriate to their ability.

As an organisation providing learning and skills training, our aim is to support people of all ages to gain relevant and appropriate skills for employment in addition to improving, where relevant, their quality of life, maintaining their health and wellbeing and promoting aspiration.

Information, Advice & Guidance (IAG) is provided in order to promote the value of learning and to ensure it is accessible to people regardless of circumstance and background.

We aspire to ensure that IAG is an integral and valued part of the business to support our own staff, employers and learners. This commences at pre-employment and pre- delivery of training, continues throughout employment and delivery of training and is given when employment is to cease or training is to end. We evaluate effectiveness and understanding at regular and appropriate intervals.

TTE provides a clear and accurate specification of the IAG services available for its learning including quality standards, opening hours and the basis / criteria for referrals. TTE maintains a formal partnership / service level agreement with Partner FE Colleges and contracts with employers of apprentices and delegates to support the delivery of IAG.

We ensure that our staff providing IAG have the skills, the knowledge and experience to identify learner's and apprentices needs including any signposting or referrals as appropriate where further specific IAG may be required. Confidentiality will be maintained, in accordance with the Data Protection Act, where referral to a third party is undertaken.

When conducting IAG, staff will ensure that the service offered is:

- Impartial, providing signposting or referral to other providers or agencies as appropriate.
- Confidential, conforming to the Data Protection Act and the objectives of the Matrix Quality Standard for Information, Advice and Guidance Services.
- Proactive in implementing policies to promote equality and diversity, safeguarding and health and safety.
- Accessible and visible, friendly and welcoming. Learners, employers and staff will be aware of the available opportunities for IAG within the organisation and more widely.
- Professional and knowledgeable. Staff delivering IAG will be aware of the requirements of them in doing so and will be suitably inducted and trained to be able to undertake IAG activities competently and supported and encouraged to undertake continuous professional development.
- Able to make effective connections for each learner. We will develop suitable partnerships and networks with other providers of learning, IAG and other relevant services to ensure the provision of an appropriate level of IAG in-house, with effective referral to dedicated support where required.

- Targeted at the needs of learners, staff and employers and informed by social and economic priorities at local, regional and national levels, including any new legislation which may impact on the service provided or their own responsibilities.
- Reflective of the diversity of customer needs and expectation, supporting them to make informed and impartial decisions.
- Responsive to the influence of staff and customers when developing, designing and implementing programmes.

IAG Objectives

We have objectives in line with our strategic plan and Self Assessment Report (SAR). Where there is a common goal with employers of apprentices or our FE College Partners, we ensure that IAG is sufficiently effective to cover all needs. IAG objectives include:

- Supporting our learners to make the right choices at the right times in their lives.
- Empowering our learners to achieve their learning goals and to develop independence in their choices and decisions.
- Supporting the improvement of our learners' retention and success rates.
- Proactively working with and collaborating with partners and sub-contractors to ensure our learners receive an effective IAG service.
- Ensure the delivery of IAG within TTE is responsive to changes, including legislation and the local, regional and national labour market.
- Invest in our people, i.e. developing staff who deliver our IAG service.
- Continuously improve our provision to meet learner, employer, stakeholder and government demands.
- Ensure referral processes are in place for the National Careers Service and other appropriate services

IAG Outcomes

- *Support the progression of learners to employment, progression in employment, progression in learning or to improved personal outcomes.*

All learners will be supported to identify a clear learning pathway, proportionate to their needs, that will enable them to achieve their learning and wider goals. This will be evaluated at strategic intervals and discussed with the learner regularly.

- *Ensure that learners have access to the right IAG in order to be able to access the right learning opportunities and other services.*

Develop appropriate methods of delivering of and access to IAG then establish the effectiveness, accuracy and ease of access of this by the holding of forums, tutorials, learner reviews, events and surveys.

- *Maintain a current and accurate resource bank of information for the learners which will include appropriate IAG from sources such as the National Careers Service Course Directory and the Skills Funding Agency Course Directory.*

Identify and update information to assist the learners needs including developing appropriate local networks to support partnership opportunities, employment opportunities, specialist support and associated services and develop awareness of local learning opportunities.

Identify appropriate local partners through whom to build collaborative working arrangements.

Develop a careers and event programme and attend a suitable number of local network meetings to maintain awareness of the broad IAG agenda and to evaluate effectiveness of publicity and engineering IAG.

Develop effective relationships to promote and educate safeguarding, Prevent and Chanel throughout the business to support learners.

- *Ensure all staff have access to IAG to support their job role and to assist with their development and learning.*

Provide easy to understand publications, guidance and reference information to facilitate compliance to known requirements and assist staff to develop their learning and skills.

Develop effective relationships to promote and educate safeguarding, Prevent and Chanel throughout the business to support staff.

Identify appropriate partners and IAG sources to provide assistance and support.

Measuring the Impact of Information Advice & Guidance

The impact of IAG will be measured through monitoring the following:

- Learner attendance, retention, feedback and achievement.
- Staff attendance, retention, feedback and morale.
- Learner success rates.
- Staff training and development and progression in the business (where opportunity allows).
- Learner progression and destination data.
- Feedback and complaints from employers.

Access to Information, Advice and Guidance

The provision of IAG commences before learners join the provision. IAG in the form of publications, the website, one-to-one and group career events and parent evenings. Marketing and publicity will ensure that it is relevant to influence the choices and decisions of learners, employers and staff to applying to the organisation for a job position, a study programme, a course, a qualification or an apprentice and after they have left the service and progressed to other learning, in employment or in their personal lives.

Quality Assurance

The organisation believes that third party recognition to recognised quality assurance scheme is the most beneficial route and has therefore invested in attainment of BSEN ISO9001:2015 and the Matrix Standard. This will ensure that:

- The standard of IAG provided is monitored through sampling and audit of ILPs, dossiers and the effectiveness IAG associated with recruitment, induction, delivery and progression.
- We conduct our own internal quality assurance measures including OTLA's, standardisation and moderation exercises.
- That we continually improve our service and associated IAG to meet third party inspections including Ofsted, Matrix, BSEN ISO9001:2015, ISI and awarding organisation EV visits. Also to support learners, apprentices, stakeholders, staff and employers.
- Course information is quality assured thus enabling literature and publications are accurate and comprehensive to assist with choosing the most suitable and appropriate course, study programme and qualification for staff, learners and employers.
- The organisation will continue to maintain and the service will encompass the requirements of the Matrix quality standard.
- We learn from the resultant analysis of surveys undertaken and this will be used to improve the provision of IAG.

Learner Journey

The remainder of this document is dedicated to the learner and their journey.

As a result, IAG is an integral part of the learner journey and though opportunities to access IAG on an informal basis will exist throughout the period of learning and indeed will be integral to some elements of delivery, the following sets out the range of opportunities available to learners to access IAG.

APPLICATION / PRE-COURSE

