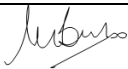




**Learn.  
Discover.  
Grow.**

Endless possibilities...

## Policies and Procedures

Document Title	IAG Policy	URN	NS-P206
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Approved by			
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Senior Manager Responsible	Richard Waterston- Sector Specialist Training Centre Manager 		
Senior Manager Responsible	Michael Burton – Head of Skills and Employability 		

## Northumberland Skills

### **NS-P206 POLICY AND PROCEDURE FOR PROVIDING INFORMATION, ADVICE AND GUIDANCE ABOUT LEARNING AND WORK**

**POLICY STATEMENT:** It is the intention of the Northumberland Skills (NS) that existing and prospective learners and customers will receive current relevant and accurate information advice and guidance (IAG) regarding all aspects of their course or programme. NS will ensure that initial and on-going IAG is embedded in the learning or employment support offer thus enabling individuals to access the most appropriate learning or support programme, remain engaged and to ultimately achieve their personal outcome.

NS is committed to an IAG experience for the individual that is:

- Outstanding and delivered in an excellent environment.
- Aspirational, designed to inspire and motivate.
- Personalised to suit the individual.
- Planned to guide learners or customers on to the right courses and programmes and to support and stretch them.
- Supportive in developing the individual's self-confidence.
- Instrumental in coaching them to be successful and progress on to their next steps.

NS will actively ensure provision of information, advice and guidance in line with Matrix Quality Standards.

This includes:

- clear leadership and management of the service
- appropriate systems and resources
- induction and ongoing training and development for those delivering the service
- responsive action plans based on formal and informal feedback from customers
- monitoring and measurement reports to inform continuous improvement

This policy and procedure will be reviewed annually.

Throughout this policy the following definition of Information, Advice and Guidance (IAG) applies:

- Information - refers to the provision of factual information relating to learning and careers, but without exploring the relative merits of different options. Information can be imparted verbally by an adviser, coach, lecturer or by printed material, and the internet.
- Advice - requires more in-depth interaction with the individual. It includes the explanation of information and how to access and use the information.
- Guidance - involves an in-depth session or series of sessions between the individual and adviser/coach, in which the individual is helped to work through the process of making decisions about learning and careers.

The use of the terms 'learner' 'customer' and 'individual' in this policy refer to the member of the public who is seeking to access one of the services of NS.

## **PROCEDURE**

NS will ensure as far as reasonably practicable that all learners have access to IAG which will enable them to make their own choices before enrolling, while on their course and at the end of course i.e.:

- Getting in
- Getting on
- Moving on

## **GETTING IN**

Potential learners wishing to participate in any NS learning programmes will receive current and accurate information regarding the programmes on offer. Initial advice and guidance will be used with the learner to:

- identify individual learning needs
- identify appropriate learning programmes
- conduct screening for English and maths learning needs
- explain programme requirements, delivery and assessment arrangements
- explain costs and financial support available
- inform the learner of the next steps and advise them of the on-going teaching and learning support available
- define possible progression pathways
- identify alternative providers where required.

NS will ensure that all potential learners understand the options available to them before enrolment on a learning programme.

Any learner or potential learner with an identified disability will be provided with appropriate support to enable access to IAG services and advised of the range of support available to assist their engagement.

**The delivery of initial IAG will fully inform the Initial Assessment process.**

## **GETTING ON**

For all learners participating in NS learning programmes, there will be opportunities to access on-going information, advice and guidance. For each learner this will be organised formally or on a one-to-one basis as appropriate.

Ongoing IAG and support will be delivered through a variety of sources including direct contact with lecturer's coaches or advisers, during delivery of learning/tutorials, at review of learner progress, via e-mail, or by telephone.

On-going IAG and support will also be directed towards helping the learner to overcome any actual or potential barriers which if not addressed could lead to the learner leaving their learning programme before its completion.

Any new initiatives regarding programme delivery and/or contractual requirements will be promptly communicated and disseminated to existing and potential learners.

## **MOVING ON**

NS will support and encourage its learners to continue in learning, develop their skills further and move toward employment or progression in employment. The provision of progression information, advice and guidance towards the end of a period of learning will be available to all learners. Teachers will undertake the following with each learner:

- a review of their learning experience
- advise on preparation for future employment
- exploration of further options for continuing learning related to their current and future career aspirations
- completion of an evaluation of the learning programme

## **DELIVERY OF IAG**

NS will promote its IAG provision through liaison with relevant external organisations where this is appropriate. These may include: -

- Education Skills Funding Agency (ESFA)
- North of Tyne Combined Authority (NoTCA)
- Libraries
- Awarding Bodies
- Employers
- Community organisations
- Training Providers
- Service staff
- Other regulatory bodies

The IAG procedure will incorporate the following key principles for delivering IAG:

### **Information - NS will:**

- provide accurate and unbiased information to learners on available learning opportunities
- have information on a range of community services and other providers readily available
- respond to requests for information which are made by post, face to face, telephone, e-mail or internet in a prompt manner
- ensure that information is up-to-date and correct

- provide information that is inclusive
- inform learners about the limit of the advice available. If only giving advice on NS courses this should be made explicit

### **Advice and Guidance - NS will:**

- treat learners with respect and consideration. IAG will be delivered in a private area where required
- provide open days, enrolment evenings, one to one interviews, and selection days as appropriate
- offer informed and impartial advice
- advise learners of the cost(s) of programmes and financial support available
- provide training for staff in advice and guidance
- make learners aware of services available to them through the learner handbook/agreement and induction
- provide learners with information on progression opportunities

### **Enrolment - NS will:**

- ensure that course enrolment is managed fairly and efficiently
- provide enough information to ensure correct course is selected

### **Referral - NS will:**

- refer a learner to another provider where this is more appropriate to their needs
- refer learners to other appropriate guidance services these include:
  - National Careers Service (for those under 18)
  - Job Centre Plus (for the unemployed)
  - NCC Careers Guidance Team (16–18-year-olds)

### **Quality Assurance - NS will:**

- improve the quality of our service by responding to learner, employer, and staff feedback within the remit of the service
- consider information, advice and guidance in quality monitoring visits to learning centres and sub-contractors
- be responsive to any concerns the users of the service tell us about
- deal with complaints fairly and in confidence
- regularly review and update the information and guidance given
- evaluate the quality of IAG provided and its impact on learners and employers at various points during the academic year, using learner and employer feedback forms and destination tracking

### **Equal Opportunities - NS will:**

- ensure that when providing IAG all potential learners will be treated fairly and equally and given sufficient information to make an informed choice
- provide information in accessible formats to ensure as far as possible that learner needs are met.

### **Confidentiality - NS will:**

- ensure that the advice and guidance process is confidential. This will be made clear to learners. Personal information will not be passed on without the individual's prior agreement. Any limitations on this will be made clear at the earliest opportunity.
- comply with GDPR legislation in relation to records kept about the IAG received. Learners will be able to access their own IAG records.

### **What do we expect from you?**

In order to deliver a high quality IAG service, NS requires the individual to:

- Be open and honest with us;
- Provide as much relevant information as you can so that we can answer your enquiry fully; for example, disclosing a disability or additional requirement to enable us to provide extra support if applicable.
- Contact us as soon as possible if you have any questions or concerns about your application, your enquiry, your course or your progress in order to resolve the issue.

## **Annexe 1**

The IAG policy will be delivered in accordance with the **Matrix Quality Standard** principles for coherent Information Advice and Guidance delivery and these are:

### **Accessible and visible**

IAG services should be recognised and trusted by customers, have convenient entry points from which customers may be signposted or referred to other services they need and be available at times that meet customers' needs.

### **Professional and Knowledgeable**

Staff delivering IAG services should have the skills and knowledge to support customers' needs through the provision of impartial information, advice and/or guidance by helping them to examine options and make choices or refer them to alternative sources of IAG.

### **Effectiveness Connections**

Effective links between the service's teams to make sure there is "no wrong door" approach from the perspective of the IAG customer.

### **Availability, Quality and Delivery**

IAG services should be targeted at the needs of the customers and be informed by social and economic priorities at local, regional and national levels.

### **Diversity**

Services should reflect the diversity of IAG customer needs: ability, age, ethnicity, health difficulties, and gender.

### **Impartial**

IAG services should support customers in making informed decisions about learning and work, based on customer needs circumstances.

### **Responsive**

IAG services should reflect customers' present and future needs.

### **Friendly and welcoming**

IAG services should encourage customers to engage successfully with the service.

### **Enabling**

IAG services should encourage and support customers to become lifelong learners by enabling them to access and use information to plan their careers supporting customers to explore implications for both learning and work in their future career plans.



## Annexe 2 Example of Information, Advice and Guidance Journey

Marketing and Sales	<p><b>Website &amp; Brochure</b> - Provide advice &amp; guidance to the course, entry requirements, expectations and outcomes. Refer to curriculum lead if applicable to discuss career options and work outcomes.</p> <p><b>Social Media and intranet</b>- link to website and brochure.</p> <p><b>Site and Team Administrators</b> - link to website and course descriptors.</p> <p><b>Telephone/ in person enquires</b>- provide learners with a electronic copy of the brochure where possible.</p>
Initial contact & IAG	<p>Provide information from <b>course descriptors</b> and offer referral to lecturer or curriculum lead.</p> <p>Provide advice on course, its content, any placement needed, commitment, expectations, assessment and outcomes.</p>
Screening	<p>Arrange any <b>pre-enrolment screening</b>, I.e. Functional Skills assessment, GCSE Maths and English.</p>
Enrolment	<p>Confirm learner is fully informed about the course and it content and expectations. <b>Check entry requirements</b> have been met. <b>Take enrolment and payment/ evidence for fee remission.</b></p>
Guidance/ support for loans	<p>Provide information and guidance on loans criteria and process. Where appropriate, help with application. Pass information to support person to process letter.</p>
Pre-Course requirements	<p>Where a course requires a placement and/or DBS, complete document and pass to appropriate member of staff.</p> <p>Check all payments or fee remission evidence has been <b>collected before the start of the class.</b> Ensure all learners are clear on when/where to start course.</p>
Start taught content	<p>Complete <b>centre induction</b>, fire escapes, accident, etc. introduce staff where possible.</p> <p>Complete <b>course induction</b>, assessment, complaints etc. Review expectations and assessment</p>
Support arrangements	<p>Detail all support arrangements, <b>academic support, study skills</b> and e-learning support.</p> <p>Ensure all learners have access to <b>google classroom</b> support for the course.</p> <p>Ensure all learners have an IT access login.</p>
Employability guidance & support	<p>Throughout the course, links should be made to real work requirements, support provided in CV writing and relevant preparation to help learner into work. Refer to job club if appropriate.</p>
On-course guidance & support	<p>Ensure emerging/ changing industry and course relevant data is shared with all.</p> <p>Provide help and guidance on discretionary support funds.</p> <p>Lecturers to contact learners who are absent from any sessions to provide support (and catch-up work if appropriate).</p>

Learner forum to be held to access views and make appropriate changes as necessary.

### Assessment Support

Provide learners with links to additional support, any online resources (i.e. MyMaths), practice papers or work via google classroom.

Prepare for assessment, check for additional examination requirements such as additional time for examinations.

### Careers & progression guidance

End of course guidance should start a number of weeks before the end of the course. Build into sessions advice on progression courses, career options and tips for getting work in chosen sector. Provide help and guidance on applications to higher education if appropriate.

### End of course survey

Complete end of course survey with specific focus on improvement on support arrangements for learners and start and end advice and guidance.