

Information, Advice and Guidance Policy

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1.1	D Priestley	10/12/2023	Policy creation`	10/12/2024
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IAG Policy

Strategy

To deliver a robust, impartial, unbiased, and effective Information, Advice and Guidance (IAG) service to internal and external clients, organisations and key stakeholders, that is responsive and addresses their needs, providing a comprehensive service that meets national standards and A2L's quality requirements.

Objectives

- a) To provide impartial, unbiased IAG in a form that is easily understood by the recipient.
- b) To ensure IAG is treated confidentially as per the Data Protection Act and GDPR.
- c) To ensure IAG promotes and embeds equity, diversity, and inclusion throughout all of the provision.
- d) To systematically monitor, review, evaluate and continually improve our IAG offer
- e) To monitor and evaluate the effectiveness of provision in delivering Safeguarding, Prevent and British Values outcomes.
- f) To signpost clients to other competent organisations/services where the nature of the query, interest or concern is out of scope of our capability/competence.
- g) To ensure all learners are fully aware of progression opportunities available to them.

Measurement of progress towards achievement of these strategic objectives will be via the agreed business plan KPI's.

Learners

We will provide applicants and learners access to IAG services, which are up to date, accessible, fit for purpose and reliable. Our team members will deliver IAG services that are learner centred and in line with our values (confidentiality, impartiality, integrity and with due regard to actual or potential conflicts of interest).

Our policy is to ensure IAG covers a range of activities and interventions that support learners to become more independent, more self-reliant and better informed so they can manage their own personal and career development, including training and learning. This includes embedding personalisation of learning into the program, identifying individual learning needs and continuous professional development.

We achieve this by embedding personalisation of learning into programmes, identifying individual learning and support needs and providing additional support where needed. The work involves the team in the following areas of activity.

- a) Ensure learners understand the range of opportunities available by providing clear information in a wide range of contexts and formats. This enables them to make informed and realistic decisions about their current and potential future vocational or personal needs based on accurate evidence and information.
- b) Supporting learners to overcome any perceived barriers and challenges to learning, development and progression, and by instilling an ethos of lifelong learning. This may involve finding learning and training solutions for learners and developing effective curriculum plans/course schedules.
- c) Monitoring, evaluating and continuously improving our performance at the learner and organisational level. This is achieved by monitoring and reviewing learner progress and distance travelled as well as measuring performance against A2L KPI's such as learner retention and achievement rates for contracts.
- d) Providing IAG services which are completely free of charge and tailored to the needs of each learner.

Employers

We will provide employers with full information about the IAG we offer to learners.

Our policy is to help employers develop their own businesses and career pathways by providing IAG on training solutions that meet their current and future business needs. To support our employer partners we offer the following forms of IAG and support.

- a) We deliver government funded programmes in specified vocational areas. These are fully funded where possible for individuals who meet Government Funding Body eligibility criteria.
- b) We offer Organisational Needs Analyses and Training Needs Analyses for employers. These support employers to identify the most appropriate training solutions for their business needs that we can deliver of that we signpost them to.
- c) We work closely with our employer partners to continuously maintain and improve the quality of our performance and delivery as well as tailor provision more closely to their current and emerging needs.

Staff

A2L will provide all staff with regular IAG training and development to enable them to continually develop their knowledge, understanding and expertise in relation to IAG and to deliver IAG effectively and efficiently within their job role.

- a) A2L will enable staff to recognise the extent of their own competencies and to direct them to the most appropriate internal/external sources who can address individual CPD needs.
- b) Staff will act with integrity and in a confidential and impartial manner, maintaining a full awareness of what constitutes a conflict of interest.
- c) A2L will train staff in IAG to a level that meets their job role and responsibilities, and ensuring CPD takes place in line with role requirements.

- d) A2L will continue to develop effective strategies and take effective action to improve the company performance through our team members that is in turn supportive of learners.
- e) A2L will evaluate and continuously improve our performance relating to IAG as measured and monitored via internal quality assurance.

A flow chart is available that plots the IAG provided at each stage of the learner journey.

Partners

A2L strive to develop effective IAG partnerships to ensure there is added value to the internal IAG provision.

- a) A2L will continue to embed IAG services within the curriculum to address employability barriers, e.g. National Careers Service
- b) A2L will work closely with the Trussell Trust to ensure our learners do not experience food poverty
- c) A2L will work closely with partners who are local to each site, ensuring relevant regional resources are available to learners

IAG Promotion

It is important that all stakeholders are aware of the IAG services offered by A2L and how it can benefit learners and employers. In order to support this aim A2L will:

- Ensure the website IAG section is kept up to date and reflects the range of IAG support on offer
- Circulate promotional materials that include a clear description of our IAG services to our main referral bases and organisations

- Proactively research and attend promotional shows and events to engage with stakeholders and inform them about our programmes and IAG support services
- Review promotional materials on a regular basis to make sure information about IAG
- Develop and publish appropriate success stories that illustrate the effectiveness of our IAG service and the difference it makes to the learners journey

Quality Assurance of IAG

A2L have developed a comprehensive monitoring framework to support the continuous improvement of our IAG provision offered throughout the learner's journey. This monitoring framework comprises different output and outcome measures which are captured and reported on at regular management meetings.

The table below provides a summary of the output and outcome measures and indicators at each stage of the journey as described in flowchart at the end.

Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
Pre-enrolment	Accurate, consistent quality learner centred IAG to ensure right course at right time for learner	Retention and achievement rates OT OTLA/IAG LA grading in Observation Policy	Monthly performance reports Quality team perform OTLA/IAG's of relevant staff/partners.	Better informed and motivated learners making informed choice about programme Enhanced or maintained staff performance standards	Learner satisfaction with pre-enrolment information OTLA/IAG gradings	Learner feedback survey Quality team perform OTLA/IAG's of relevant staff/partners.
Enrolment	Completed initial assessments demonstrating suitability for programme (Learners must score at least 2/5 for maths and 4/9 for English to	Initial Assessments completed Retention and achievement rates	IQA of initial assessments Monthly performance reports	Better informed and motivated learners making informed choice about programme	Learner satisfaction with enrolment experience	Learner feedback survey

Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
	be eligible for the programme)	OTLA/IAG grading in (Observation Policy)	Quality team perform OTLA/IAG's of relevant staff/partners.	Enhanced or maintained staff performance standards	OTLA/IAG gradings	Quality team perform OTLA/IAG's of relevant staff/partners.
	Signposting/Referral log	Learners accessing alternative support and/or programmes	Monthly performance reports – Signposting and Referral log.	Individual needs of learners better supported	Learner satisfaction with enrolment experience Feedback on signposting and referrals made	Learner feedback survey Follow up feedback logged in learner records by tutors
	Detailed Cohort Profile including initial assessment results, barriers and/or learning issues.	Cohort profile provided to tutors in timely fashion	Profiles provided on time (No later than the Friday before the programme is due to start)	Tutors better informed about learners needs, barriers and learning issues	Feedback via staff one to ones and standardisation meetings	Learners information is documented, i.e.

Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
Induction	Detailed induction on first day including information about the programme, the standards, IAG provided, expectations, British values etc.	Induction completed on day 1 Record of information provided to learners	Learner attendance register Learner satisfaction with induction experience	Learner better understands programme detail	Learner satisfaction with induction experience	Learner feedback survey Learner focus group feedback
	Individual Learning Plan (ILP)	ILP completed by end of week 1 Quality of ILP, SMART goals and targets etc.	IQA of learner records Learner satisfaction with 1-2-1 session with tutor to develop ILP	Learner has more detailed knowledge of programme, their personal plan and priorities to address their needs Learners more motivated to achieve personal goals.	Learner satisfaction with 1-2-1 session with tutor to develop ILP Retention and achievement rates	Learner feedback survey Learner focus group feedback. Monthly performance reports

Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
On programme	Reviews and updates to Individual Learning Plan (as a minimum during week 4 and 7/8, plus additional updates as and when required individually.)	Quality of ILP, SMART goals and targets etc. Updates to ILP including additional needs, barriers and solutions	IQA of learner records Learner satisfaction with progress and support from tutors .	Learner has more detailed knowledge of programme, their personal plan and priorities to address their needs Learners more motivated to achieve personal goals. Enhanced or maintained staff performance standards	Learner satisfaction with 1-2-1 session with tutor to develop ILP Retention and achievement rates	Learner feedback survey Learner focus group feedback. Monthly performance reports

Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
		OTLA/IAG grading of review sessions in Observation Policy	Quality team perform OTLA/IAG's of relevant staff		OTLA/IAG gradings	Quality team perform OTLA/IAG's of relevant staff/partners.
	IAG Support Session	Additional IAG Support Sessions delivered OTLA/IAG grading of review sessions in Observation Policy	Learner satisfaction with IAG support from staff Quality team perform OTLA/IAG's of relevant staff	Enhanced or maintained staff performance standards	OTLA/IAG gradings	Quality team perform OTLA/IAG's of staff.

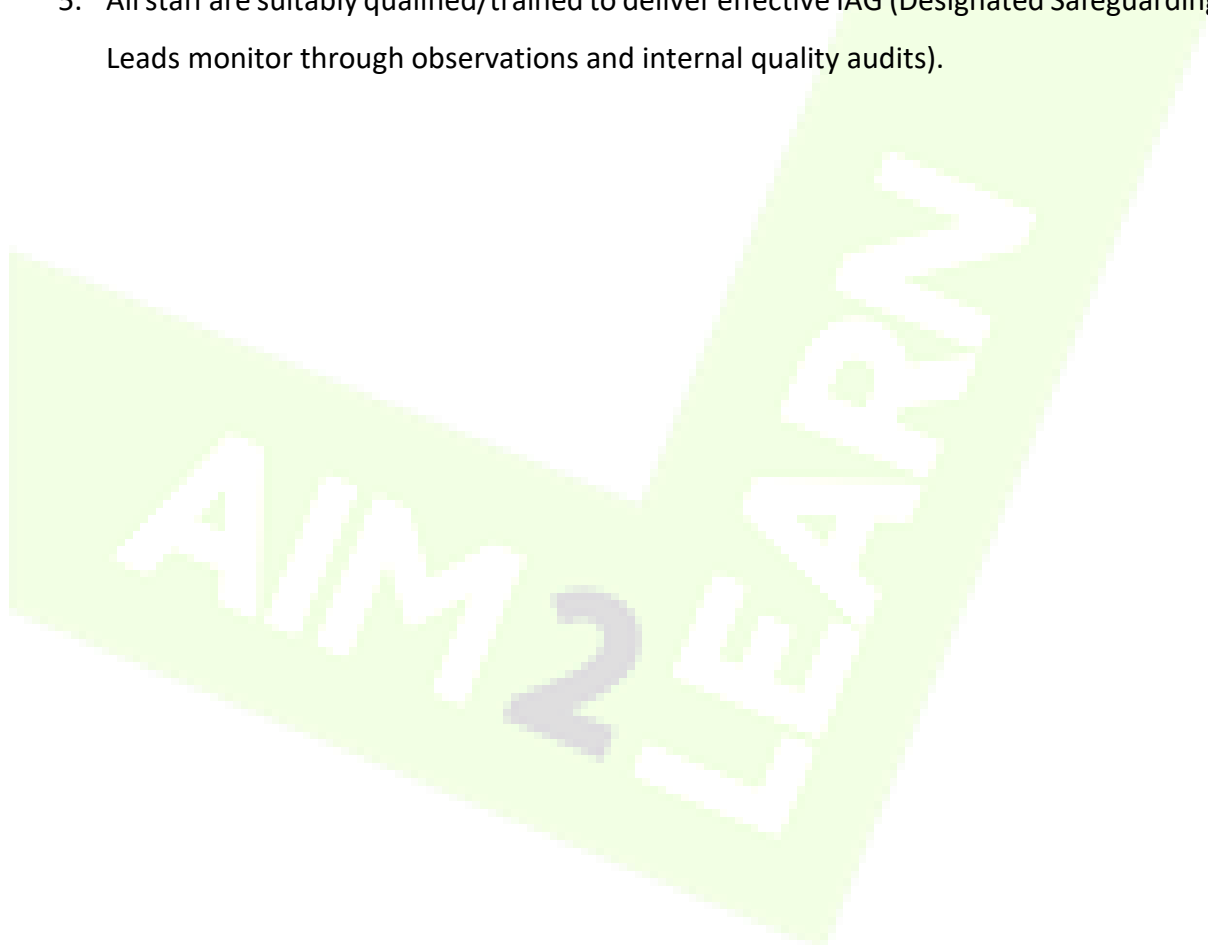
Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
	National Careers Service session on employability, such as CV's, cover letters and sector information.	NCS sessions delivered Number of learners who register with NCS for further support	Learner attendance register for NCS sessions Learner satisfaction with NCS session	Better informed and motivated learners making informed choice about potential career paths	Learner satisfaction with NCS session Progressions	Learner feedback survey Monthly performance reports
	Support provided to learners by Retention Manager where attendance drops and support to complete programme	Number of learners supported by Retention Manager	Retention Managers log Signposting and Referral log. Learner satisfaction with support provided	Individual needs of learners better supported	Learner satisfaction with enrolment experience Feedback on signposting and referrals made	Learner feedback survey Follow up feedback logged in learner records by Retention Manager

Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
	IAG Support Session involving Signposting or Referral	Learners accessing alternative support and/or programmes	Monthly performance reports – Signposting and Referral log.	Individual needs of learners better supported	Learner satisfaction with enrolment experience Feedback on signposting and referrals made	Learner feedback survey Follow up feedback logged in learner records by tutors
Achievement and Progression	IAG Support Session involving supporting progress - identifying what kind of role the learners are looking for, whether this is realistic, consider which employer they could be matched with, collect CV's, etc. with contact being maintained after the	Learners accessing support from Employer Engagement team	Monthly performance reports – Progressions Learner satisfaction with progress and support from Employer Engagement team.	Learner has more detailed knowledge of opportunities available to them Learners more motivated and confident to achieve progression	Learner satisfaction with support from Employer Engagement team Progression rates	Learner feedback survey

Stage	Output	Output measure	Output assessment method	Outcome	Outcome measure	Outcome assessment method
	learners have finished the programme.	OTLA/IAG grading of support sessions from Employer Engagement team	Quality team perform OTLA/IAG's of relevant staff	Enhanced or maintained staff performance standards	OTLA/IAG gradings	<p>Monthly performance reports – Progressions</p> <p>Quality team perform OTLA/IAG's of staff.</p>

The KPI's relating to IAG provision are:

1. 100% of learners are on the correct course within one week of enrolment based on ability
2. Learner satisfaction is maintained at 8 or higher
3. 100% of signposted referrals to partners are followed up
4. All learners are supported to develop effective behaviours and personal development skills to achieve their goals and ambitions in life
5. All staff are suitably qualified/trained to deliver effective IAG (Designated Safeguarding Leads monitor through observations and internal quality audits).



Learner Journey

