



Everton Development Trust (EDT)

Information, Advice and Guidance (IAG) Policy

LEARNER INFORMATION ADVICE AND GUIDANCE (IAG) POLICY

1. Purpose

- 1.1 The aim of this policy is to ensure that all EDT staff across the company understand and work within the standards and procedures applicable to the service. This will be achieved by ensuring that the standards and procedures detailed in this policy underpin all IAG activities undertaken EDT.
- 1.2 The three main dimensions of our approach are:
 - Implementation as an employer
 - Implementation as a service delivery organisation
 - The provision of effective leadership to the community through partnership

2. Scope of the Policy

- 2.1 This policy applies to all learners undertaking a programme delivered by EDT in any venue.

3. Management Responsibility

- 3.1 The Directors of EDT or their designated representatives are directly responsible for the implementation of this policy.

4. Definitions

- 4.1 **'Information advice and guidance'** denotes a range of impartial guidance activities and processes that can support choices made by learners, the key elements of which are defined as follows:
 - * **Information:** information is data and basic factual information conveyed through different media (either printed or via ICT) on course opportunities, occupation or support service.
 - * **Advice:** advice involves helping a learner to understand and interpret how information provided might relate to his/ her personal situation. Advice helps learners to understand their abilities and targets and may involve suggestions or options on how to go about a given course of action.
 - * **Guidance:** guidance aims to support learners to better understand their needs, to confront barriers and to make informed and appropriate choices.
 - * **Referral:** guidance may involve advocacy on behalf of some learners and referral for specialist guidance and support. Referral happens in person-to-person advice or guidance when another member of staff, agency or provider offers services that more closely match the learner's needs.

5. EDT's Commitment to our Clients/ Service Users

5.1 EDT believes that high quality and impartial IAG enables learners of all ages to make informed choices about their course and career options and thereby helps to maximise their participation and achievement in learning.

5.2 EDT commits to the delivery of IAG services as follows:

- EDT will provide access to IAG services to learners at all stages of their programmes;
- At pre-enrolment stage all learners will receive impartial IAG covering the following broad areas:
 - i). their choice of learning programme,
 - ii). an assessment of the suitability of the learning programme,
 - iii). the costs of the programme
- The range of IAG services provided will reflect the diversity of the learners' needs;
- Staff providing IAG will have the skills / knowledge/ experience to identify learners' needs and to signpost and/ or refer onwards as appropriate;
- In any referral to a third party either internally or externally learner confidentiality will be maintained in accordance with the Data Protection Act.

6. IAG Arrangements

6.1 EDT's IAG arrangements are as follows:

6.1.1 Reception

- This team of staff provide initial information and advice to help potential learners to choose the course that suits their needs and to access any financial and learning support that may be available;
- Where appropriate referrals could be made at this point to specialist IAG providers where additional services are required.

6.1.2 Personal Tutors

- All learners have access to IAG from their Personal Tutors.

7. Referral Arrangements

7.1 Where necessary, with the learner's permission, he/ she may be referred to another provider or agency providing a service or course that more closely meets their needs. In these circumstances IAG staff will help the learner in completing the appropriate referral form and ensure that the learner is given any assistance required to follow up this referral.

The referral process will be fully explained to the learner to include the following:

- i). details about any other organisation involved;
- ii). confirmation as to why referral is appropriate;
- iii). clarification on what is expected of the learner;
- iv). the setting of boundaries about the sharing of information with any other agency

8. Impartiality.

The impartiality of information, advice and guidance is assured in the following ways:

- * Analysis of retention data
- * Analysis of results from Student interview and induction questionnaires
- * Learner review forms
 - i). Observation of guidance and tutorial sessions
 - ii). Standardised ILP paperwork
 - iii). External assessment of IAG provided by Matrix
 - iv). Feedback from referral partners and agencies

9. Confidentiality

9.1 Client Records & Other Associated Documents

- All client records, be they stored manually or electronically, are held in secure premises. Electronic records are stored on stand-alone computers accessible through the normal password protocols. Personnel will ensure that all records are accurately stored and can be reliably retrieved.
- Records are only accessible to staff directly concerned with the delivery of projects and services to the client.

9.2 Statement of Service

- Access to EDT's Statement of Service /Learner Handbook for all clients is available on all sites used by EDT to deliver programmes.

9.3 Access to information

- Clients are entitled to request copies of any documents containing information about themselves or their companies. In the interests of all parties, where such requests ensue, a signature of endorsement showing the date of access and titles of documents put at their disposal would be required from the client.
- Information relating to closed files is archived both manually and electronically. Summaries of actions/procedures will be available for access to eligible parties for a period of 6 years after which they may be destroyed unless there is a specific requirement by a contractor 3rd party, eg ESF, to maintain such records indefinitely.

10. Staff Development

10.1 Initial training or update training for staff involved in delivering IAG will be included in the EDT's annual staff development and CPD arrangements.

11. Related Documents

- 11.1 Learner Handbook
- 11.2 Complaints and Grievance Procedure
- 11.3 Equality and Diversity Policy
- 11.4 Data Protection Policy
- 11.5 Safeguarding Policy and Procedure

Appendix 1

The National IAG Board Principles for Coherent Delivery in IAG Services

- * **Accessible and Visible** – IAG services that are recognised and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services which most closely meet their needs and are open at times and in places which suit clients' needs;
- * **Professional and Knowledgeable** – IAG frontline staff will have the skills and knowledge to identify quickly and effectively the client's needs. They will have the skills and knowledge either to address the client's needs or to signpost or to refer them to suitable alternative provision;
- * **Effective Connections** – links between IAG services should be clear from the client's perspective. Where necessary, clients are supported in their transition between services;
- * **Availability, Quality and Delivery of IAG services** – should be targeted at the needs of clients, and be informed by social and economic priorities at local, regional and national levels;
- * **Diversity** – in the range of IAG services will reflect the diversity of clients' needs;
- * **Impartial** – IAG services which support clients to make informed decisions about learning and work based on the client's needs and circumstances;
- * **Responsive** – to present and future needs of clients;
- * **Friendly** – and welcoming IAG services which encourage clients to engage successfully with the service;
- * **Enabling** – services which encourage and support clients to become lifelong learners by enabling them to access and use information to plan their careers;
- * **Learning and Work** – IAG services will support clients to explore the implications for both learning and work in their future career plans;
- * **Awareness** - young people and adults will be aware of the IAG services that are relevant to them, and have well informed expectations of those services.

Appendix 2 Summary of IAG Arrangements		
Role / Function	Skills	Staff involved
Welcome clients to the centre	Customer care	Reception
Provide information to learners	Information giving (signposting)	Reception
Help learners gain access to MF's IAG services	Information giving (signposting)	Reception
Identify the requirements of clients	Information, Advice	Reception
Implement referral procedures (including access to the Next Step on line service)	Information, Advice	Reception
Help learners to consider their options and choose a course	Information, Advice	Reception
Help learners to enrol on a course	Information, Advice	Reception
Assist customers in developing and implementing an Individual Learning Plan	Advice and guidance	Tutors
Help customers gain access to other IAG services	Advice and guidance	Tutors
Provide support to customers during their learning	Advice and guidance	IAG advisors, Tutors
Provide support on considering progression opportunities to learners who have completed their learning programmes	Advice and guidance	IAG advisors, Tutors