



THE
LEARNING
FOUNDRY

Initial Advice and Guidance (IAG) Policy

Overview:	This policy sets out the Initial Advice and Guidance (IAG) service offered by TLF to all learners to help them make informed decisions regarding their choice of learning programme, career, educational route or further progression.
Approved by:	TLF Management Team/Board
Date approved:	26th March 2019
Next review date:	25th March 2021
Champion:	Managing Director
Lead:	Quality and Performance Manager



1. Introduction/ policy statement

- 1.1 TLF's aim is to provide a high quality and impartial Information Advice and Guidance (IAG) service to candidates, potential learners, current learners and employers at initial contact and recruitment stage, through the induction process, whilst they participate on programmes, and upon exit from programmes.
- 1.2 TLF is committed to supporting all learners to identify and complete qualifications, or an appropriate learning pathway, that fulfils their full potential and meets their individual, personal and professional needs.
- 1.3 We will ensure that the processes of informing, advising and guiding learners are given a high priority and are recognised as being crucial in enabling learners to make decisions regarding the opportunities and challenges of adult and working life.

2. Scope and exemptions

- 2.1 This policy applies to The Learning Foundry, a wholly owned subsidiary of Regenda Homes, which is part of The Regenda Group.
- 2.2 Information Advice and Guidance (IAG) services apply to all candidates and learners enquiring about, applying for, or studying on our Traineeships, Apprenticeships and bespoke training programmes.

3. Definitions

- 3.1 Information - information is data conveyed via contact through face-to-face, individual, group or class interaction and can be verbalised, written or printed, through different media including booklets, ICT software and websites.
- 3.2 Advice involves:
 - Helping candidates and learners to understand and interpret information.
 - Providing information and answers to questions.
 - Clarifying misunderstandings.
 - Understanding candidates and learners' circumstances, abilities and targets.
 - Advising candidates and learners on their options or how to go about a given course of action.
 - Identifying needs and signposting or referring candidates and learners who may need more in-depth guidance and support.
- 3.3 Guidance - guidance aims to support candidates and learners to:
 - Better understand themselves and their needs.
 - Confront barriers to understanding, learning and progression.
 - Resolve issues and conflicts.
 - Develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential.

4. Policy detail

4.1. Policy

4.1 TLF's provision of IAG will be open to any person who wishes to access our services and will reflect the individual's present and future needs. All potential and current learners will be made aware of any IAG relevant and available to them.

4.2 Our IAG service will encourage individuals to engage successfully with TLF and other organisations and will encourage and support them to become lifelong learners by enabling them to access and use information to plan their personal development and careers.

4.3 We will provide IAG in the form of:

- Information on the opportunities and qualifications required by various roles carried out in business services (customer service, team leading and management), dental, housing and childcare careers. We will also provide generic guidance for a wide range of other potential career options.
- Guidance on the right learning pathway or career following an assessment of learner needs and preferences.
- Pastoral support and guidance to learners whilst on programme to assist with retention, timely completion of the qualification and a positive and sustainable destination.
- Information and advice on career enhancement or other training options during and on completing the qualification.
- Ensuring our staff are well trained, with the relevant knowledge and experience.

4.4 We will endeavour to ensure our IAG provision:

- Is easily accessible, timely, visible and well defined in an understandable format.
- Is well connected to a range of accessible, specialist, supportive agencies.
- Offers equality of opportunity to quality reviewed IAG, delivered to meet needs.
- Meets the diverse needs of all individuals.
- Is impartial, confidential and needs-focussed.
- Is responsive, friendly and enables provision awareness.
- Is delivered by competent staff, with relevant skills, industry knowledge and experience.

4.5 We will offer access to information, advice and guidance on adult education, training, qualifications and personal development in a range of formats at key stages of the potential and current learner journey. Individuals will receive, or be given the opportunity, to receive:

- An initial assessment and discussion of qualifications open to them to meet their needs.

- An Individual Learning Plan (ILP) that documents their agreed specific needs, for their chosen qualification.
 - An individual session to receive personal development information advice and guidance.
 - An individual series of review meetings based on duration of the learning programme, at which they are offered impartial IAG to agree targets and objectives, given formative feedback and are supplied with referral advice if required.
 - IAG during their regular 4 weekly meetings with their assessors on qualification, units, development and any work or social issues they may be experiencing.
 - IAG information on progression and career development advice at end of training, including if required, referral to careers advice professionals.
- 4.6 Our team of qualified and trained assessors/tutors (and trainee assessors) will:
- Discuss learner needs and aspirations.
 - Plan for the achievement of the learner's objectives.
 - Provide IAG and training for the learner's qualification.
 - Provide an opportunity for learners to review and revisit qualification and personal development goals and objectives.
- 4.7 We will signpost to other agencies who may be able to help potential and current learners and employers in achieving their goals or to assist them with specific difficulties they may be experiencing.
- 4.8 Quality provision of IAG will be in various formats, both written and verbal. Written information is checked to ensure the principles of plain English are applied and assessors are subject to quality checks by their line managers which include observation of working practices with learners.
- 4.9 Equality of opportunity will be ensured to quality reviewed IAG. All IAG provision is subject to TLFs Equality and Diversity Policy and quality processes, including evaluation and continuous improvement.
- 4.10 IAG will meet the diverse needs of candidates, learners and their employers. In the past this has taken the format of written information in different formats for individuals with learning needs, physical disabilities, dyslexia and the use of BSL or language translators for verbal IAG. These types of provision are reactive to individual assessed needs.
- 4.11 We will offer impartial IAG that supports learners to make informed decisions about learning, employment issues and personal problems based on their needs and circumstances, with private rooms to maintain confidentiality if required.

5. Associated documents

5.1. Associated legislation, regulation and guidance

Equality Act 2010

GDPR

5.2. Associated TLF/Group documents/ guidance/ PIs

Equality and Diversity Policy

6. Development and implementation

This policy has been developed through the requirements for the business to meet the Matrix standards and be recognised for good IAG provision. A variety of policies from across different education providers has been reviewed to identify the scope and measure for different types of IAG delivery to identify the best practices for TLF. There has also been discussions and conversations with different provider in relation to IAG and what fits and works well to identify best practice

There will be an identified IAG lead within TLF who will deliver in house training to ensure all staff have a good level of understanding and are able to support all learners or direct them accordingly.

7. Equality, diversity and human rights

The Regenda Group is committed to ensuring that no person or group of persons will be treated less favourably than another person or group of persons and will carry out our duty with positive regard for the following protected characteristics: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, sex, sexual orientation. We also recognise that some people experience disadvantage due to their socioeconomic circumstances, employment status, class, appearance, responsibility for dependants, unrelated criminal activities, being HIV positive or with AIDS, or any other matter which causes a person to be treated with injustice. Regenda will also ensure that all services and actions are delivered within the context of current Human Rights legislation.

8. Monitoring and reporting

The impact of IAG is monitored through; Initial discussions learners have with different members of the team who can advise what qualification requirements and career paths which are relevant to the individual, the identification of the appropriate path for individuals to help support their progress, progression reviews which are identified at key times throughout a learner's journey.

TLF also uses performance indicators which have been identified for positive destinations for both apprenticeships and traineeships; 80% positive destinations for work-based learning and

50% positive destination target for traineeships which are measurable outcomes to be met by the end of the contract year.

Roles and responsibilities:

Assessors/tutors

Assessors are responsible for delivering quality IAG in their sessions with learners and meeting with employers

IQA's

IQA's are responsible for ensuring the quality of delivery of IAG by their assigned teams of assessors to include observation of working practices, identification of areas that need improvement and leading of agreement of actions plans for improvements.

Learner Manager

The Learner Manager is responsible for the provision and quality of qualification specific IAG materials.

Quality and Performance Manager

The Quality and Performance Manager is responsible for the implementation of the policy.

Managing Director

The Managing Director is responsible for this policy.

9. Risk Management

9.1 This Policy has been developed to mitigate the following risks:

- Poor demand of product and services