

2024

KMP 011 IAG Guidance Policy



Policies and Procedures

IAG GUIDANCE POLICY

POLICY STATEMENT

- GHL recognise the essential part played by IAG in supporting our learners to make choices about their lifestyle, education, and future careers, to raise their aspiration and achievements. GHL ensure that IAG services are accessible to all and are of high quality; we are a Matrix accredited organisation and will ensure that the Matrix IAG quality mark is maintained and our IAG services meet the standards within this framework.
- We offer classroom-based learning for learners 19+ as well as Apprenticeship programmes. This Policy links and supports the ESFA and Ofsted requirements for IAG delivery within training. IAG also plays an important role in developing and broadening the curriculum, increasing participation, and improving the achievement and progress of all learners.
- This policy sets out a commitment by GHL to implement IAG standards and to support an entitlement for all learners. To make it accessible, attractive, relevant and provide clear progression, coherent programmes and flexible, differentiated learning opportunities.

LEARNER ENTITLEMENT

Learners at GHL will receive:

- Up to date information on all of its course programmes and support services
- Information relating to entry criteria, qualifications, accreditation, workloads, and modes of study.
- Clear impartial advice and information about all the options available, so that they understand what they involve
- The opportunity to be involved in making decisions about things that effect their learning
- A programme of careers education helping them develop skills and knowledge to make choices and the transition to work and learning
- An opportunity to set out an individual learning plan, and an opportunity to gain experience about the world of work
- Support during their learning and training with careers advice and guidance, enabling them to make choices and complete a career plan for the future
- Support to progress in learning and at work by developing their ability to learn, developing transferable skills, and gaining new qualifications
- Regular personal support and information on how well they are doing
- Help to decide what to do when they leave GHL, including further learning, training, or employment
- Advice on learning routes available if they withdraw from a programme (including any learner whose employment is termination due to their performance and/or behaviour).
- Signposting or referral, where relevant, to other appropriate agencies and service providers such as citizens advice.

The delivery of this entitlement is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the learner
- Promotion of Equality of opportunity
- Transparency
- Accessibility

IAG needs to be available to learners at a time which is appropriate to their needs and in a format and style which allows them to make maximum use of the service. Clear information on how to access information, advice and guidance will be provided for all learners. This entitlement will be made known to all learners through induction, learner resources and planning materials. Learners will also be encouraged to review their entitlement and provide feedback within tutorials consultation processes.

DELIVERY OF THE ENTITLEMENT

INFORMATION

All learners receive support to help develop information handling skills. In IT, learners are encouraged to evaluate their use of websites. Learners are encouraged to decide whether information available electronically is current and relevant and free from bias. Learners are also encouraged to consider the use of the internet for presenting information about themselves in a safe manner.

¹Information on issues of health and relationships (including bullying) is also located around GHIL in places frequented by learners to allow anonymous access where required.

ADVICE

Advice to learners on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Tutors offer informal advice during tutorial sessions and through their daily 1:1 contact with learners.

Tutors are well placed to understand the varied needs of their learners and will usually have in depth knowledge of the learner and their circumstances. The tutor is often the first point of contact for a learner who may have an issue they wish to discuss.

In this role staff are expected to clarify learners' options and suggest alternative courses of action. Advising a learner on options will often require signposting an individual to the relevant information resource or source of help.

For this reason, staff who operate as tutors need to have a comprehensive knowledge of sources of information and help for a range of learner's needs.

Staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing learners. The provision of an impartial advice service will from time-to-time result in referral to other staff within GHIL and to other professionals offering a more in depth and specialist support service.

¹ If using classroom training facilities

GUIDANCE

Guidance is a client centred process which helps the learner to personalise the knowledge and skills gained throughout their full range of learning opportunities. Guidance consists of a number of planned interventions, which enable learners to make and implement well-informed and realistic decisions about their path through life and manage the subsequent transitions. Guidance may take place in a number of settings including:

- 1:1 discussion
- group activities
- the provision of, and support in, using information and IT applications. The taught curriculum and pastoral support programme also offer a range of guidance opportunities.

MENTORING

Mentoring support is provided for learners who will benefit from the support, including those deemed at risk of disengaging from learning and for able and talented learners.

CONFIDENTIALITY

All information gathered in the course of discussion with an individual will be regarded as confidential.

GHL will manage information in compliance with the Data Protection Act, General Data Protection Regulations 2018 and any current or subsequent human rights legislation, which guarantees a right of privacy.

Information will be shared within the organisation only.

The limitation operating in GHL is where a client discloses information that leads staff to believe there may be safeguarding concerns, where the client or others may be at risk of significant physical, sexual, or emotional harm or neglect.

Any limitations with regard to confidentiality should be made absolutely clear to the client at the earliest possible stage.

In other cases where staff consider it useful to the learner to disclose information revealed in confidence by a client to a third party, staff will gain informed consent from the client to do so.

PLANNING, DELIVERY AND REVIEW

GHL will meet regularly to plan, deliver, and review the delivery of the IAG entitlement for learners, to monitor and implement IAG standards and to work impartially and in partnership with partners, other providers, and organisations.

GHL will appoint a designated senior member of staff to take responsibility for IAG and oversee the implementation of the policy within the organisation.

TARGETS

Target	%	Resource
Learner Entitlement	100%	All learners receive an entitlement card and or a learner information booklet
Staff Awareness	100%	All staff have conducted awareness training in IAG
Induction	100%	All learners receive an induction to their learning to ensure "right fit"

Retention & Achievement	Min 87%	Learners are retained on programme until successful completion – Short Courses
Retention & Achievement	Min 60%	Learners are retained on programme until successful completion – Long Courses
Progression into employment	30%	Learners progress to employment
Employer IAG	100%	All employers are given IAG when matching a young person to their organisation

When does IAG happen?

“Getting into” learning – ensuring the course is appropriate and overcoming concerns

“Getting on” in learning – ongoing support to maintain pace and momentum, revising goals and future options

“Moving on” from learning – support to progress to further and higher learning and development and into jobs

IAG and Key Learner Processes

KLP	IAG	Where to record it
Recruitment & Entitlement	✓	Marketing materials and card, Learner information booklet
Initial Assessment	✓	ILP
Induction	✓	Individual Learning Plan
Additional Support	✓	ILP and Review Form
Planning Learning	✓	ILP
Training/Teaching/Learning	✓	ILP, Timetables, Lesson Plans
Assessment and Reviews	✓	ILP and Assessment Plan
Exit and completions	✓	ILP and Exit Review
Learner feedback	✓	Learner Voice/evaluation

Where is IAG recorded?

Enrolment documents, Induction, on learning plans, on reviews and assessment plans RAP forms

Who is responsible?

Everyone at Group Horizon Ltd who interacts with learners.

We have qualified personnel known as IAG champions; we aim to train all staff to at least a Level 2 in IAG

Principles

Group Horizon adopts the following principles as a basis for its IAG Service:

Accessibility and Visibility - we aim to provide recognised and trusted IAG services which are publicised, signposted, and made available to all learners at times and venues which suit their needs. Utilising Moodle¹, we aim to ensure learners have up-to-date resources within their reach.

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Professional and Knowledgeable - our staff can quickly and effectively identify learners' needs and if necessary, signpost or refer them to suitable alternative services. With IAG champions available in every division.

Effective connections – where learners are signposted to suitable alternative services we aim to support them in that transition.

Availability, Quality and Delivery – our IAG services are targeted to the needs of our learners. IAG interventions are recorded and audited to ensure quality.

Diversity – we recognise the individuality of our learners and provide a range of services to reflect this.

Impartial – our IAG services aim to support learners to make informed choices, on study programmes and progression routes, based on their needs, interests and circumstances.

Responsive – our IAG services aim to reflect the present and future needs of our learners and the local Labour Market demands.

Friendly and welcoming – we aim to provide services which encourage the learner to successfully engage with us.

Enabling – our IAG aims to engage and support learners in becoming lifelong learners, allowing them to explore and plan their careers through access to and use of information.

Awareness – we aim to make clients aware of the relevant IAG services available to them and to have an informed expectation of those services.

It is GHIL's policy to deliver our service in accordance with the nationally recognised matrix quality standard (www.matrixstandard.com) and we adhere to our principles which include:

- ✓ Providing impartial, responsive, friendly, and enabling information, advice, and guidance services to our learners.
- ✓ Being accessible and visible to our learners.
- ✓ Ensuring that our staff are professional and knowledgeable to address our learners' needs.
- ✓ Making our learners aware of relevant IAG services.
- ✓ Supporting learners to explore the implications for both learning and work in their future career plans.

In conjunction with these principles, our aim is to ensure that:

- ✓ All members of the community have access to information, advice, and guidance.
- ✓ Services meet the relevant quality standard for learning and work.
- ✓ All learners receive current, accurate and quality assured information which is inclusive.
- ✓ We collect, use, and share your feedback to continually improve the service.

We are committed to providing a confidential service to our customers and respect that:

- ✓ Our learners deserve the right to confidentiality to protect their interests.
- ✓ By guaranteeing confidentiality, we safeguard the services of giving Advice & Guidance.²

² GHIL will manage information in compliance with the Data Protection Act and any current or subsequent human rights legislation, which guarantees a right of privacy. Information will be shared within the organisation only. See KMP 009 and KMP 009a

We acknowledge that, on rare occasions, it may be necessary to break the basic rules of confidentiality. These may broadly be defined as situations where the safety, rights and liberties of other people or the person giving information may be seriously at risk. See KMP 002

REVIEW

This policy will be reviewed on an annual basis or following changes to Government updates and statutory guidance in relation to Covid-19 and company risk assessment policies and processes
