Rutland Adult Learning & Skills Service

Policy

Information, Advice and Guidance

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1. OUTLINE

1.1. Rutland Adult Learning & Skills Service (RALSS) is committed to supporting each individual learner to achieve their full potential, whether they choose to come to learn with us for fun, to get qualified or to gain employment. We aspire to ensuring that IAG is an integral and valued part of adult learning, both at induction, as a part of on-going monitoring and as learners progress.

IAG is provided in order to promote the value of learning and ensure it is accessible to people regardless of circumstance and background, and to provide them with the help they need to enter and progress in learning and work.

2. APPENDICES

2.1. Information, Advice and Guidance Outcomes — Annex A

2.2. Learner Journey Flowchart — Annex B

2.3. RALSS and RCC Policies

3. DEFINITION OF IAG

3.1. To ensure that there is a clear understanding of the difference between the three elements of IAG – Information / Advice / Guidance – the following definitions are used by RALS:

3.1.1. **Information:** provision of information on learning and work without any discussion about the merits of relative options, though leaflets, internet, national help services etc.

3.1.2. **Advice:** one to one interaction requiring some explanation of information provided, how to access and use it, and recognition of when a more in-depth service may be required by the client.

3.1.3. **Guidance:** exploring ideas and options supporting learners to understand their needs; setting objectives for learning and work; understanding and overcoming barriers to work; producing learning and career action plans.

4. CODE OF PRACTICE

4.1. When conducting IAG, the RALS staff will ensure that the service offered is:

4.1.1. Impartial, providing signposting or referral to other providers or agencies as appropriate.

4.1.2. Confidential, conforming to the Data Protection Act and current Data protection legislation, and the objectives of the Matrix Quality Standard for Information, Advice and Guidance Services.

4.1.3. Proactive in implementing policies to promote equality and diversity, safeguarding and health and safety.

4.1.4. Accessible and visible, friendly and welcoming. Service users will be aware of the available opportunities for IAG within RALSS and more widely.

4.1.5. Professional and knowledgeable. Staff delivering IAG will be aware of the requirements of them in doing so and will be suitably inducted and trained to be able to undertake IAG activities competently and supported and encouraged to undertake continuous professional development.

4.1.6. Able to make effective connections for each learner. RALSS will develop suitable partnerships and networks with other providers of learning, IAG and other relevant services to ensure the provision of an appropriate level of IAG in-house, with effective referral to dedicated support where required.

4.1.7. Targeted at the needs of learners and informed by social and economic priorities at local, regional and national levels, including any new legislation which may impact on the service.

4.1.8. Reflective of the diversity of clients' needs and supports them to make informed and impartial decisions.

4.1.9. Responsive to the influence of staff and clients in design.

5. ACCESS TO INFORMATION, ADVICE AND GUIDANCE

5.1. The provision of IAG commences before learners join the provision, through the presence of RALSS created by its marketing and publicity and continues to influence the choices and decisions of learners after they have left the service and progressed to other learning, in employment or in their personal lives.

5.2. As a result, IAG is an integral part of the learner journey (see annex B) and though opportunities to access IAG on an informal basis will exist throughout the period of learning and indeed will be integral to some elements of delivery, the following sets out the range of opportunities available to service users to access IAG:

5.2.1. **Pre-joining.** The service will maintain a regularly updated web presence through its own website (www.rals.org.uk), and the Skills Funding Agency's National Careers Service website. Through these media existing and potential users of the service will have access to up-to-date information relating to the learning opportunities available through RALSS, whilst the RALSS website will carry further details of relevant policies such as those for learner and learning support, equality and diversity, comments and complaints etc. and an outline of the IAG services on offer.

In addition, RALSS will maintain an on-going presence in local media through both the publication of headline course details at appropriate points and through seeking the publication of news-worthy events and stories relating to RALSS. Furthermore, through the use of social media RALSS will provide an ongoing feed of information into the local community in order to raise awareness of opportunity.

The service will produce an annual brochure, updated termly and distribute posters and flyers as further means of disseminating information.

Though many of these activities will also fall into the remit of marketing, ensuring timely and effective information is readily available through a variety of routes is crucial to ensuring accessibility.

In responding to this information, learners may access further information and advice through discussion with RALSS staff, either by telephone or by visiting RALSS main venue at Oakham Enterprise Park in order to discuss their learning options. Staff will provide appropriate additional information and advice and refer learners for dedicated IAG support (from a suitably trained RALSS officer or an external party) as appropriate.

5.2.2. **At enrolment / induction.**

All service users can expect that as part of their enrolment they will have the opportunity to explore the learning outcomes that they can expect to achieve as a result of their learning, sufficient to draw conclusions for themselves as to whether the course is suitable for their existing and future needs. If a learner is unable to decide on the appropriateness of the course on the basis of this provision of information and advice, they may be referred to an appropriate member of the RALSS team, or to an external agency, for further guidance.

The process of providing the right information to learners to ensure that they are making informed choices will continue throughout the enrolment and induction process, including the identification of alternative routes for learning should initial assessment and / or diagnostic evaluations identify that the individual is not yet ready or suitably prepared for a given course.

Individual Learning Plans will capture the aspirations and intended destinations of learners and clearly identify the routes through learning that will support the achievement of those aims.

Throughout enrolment and induction, all learners will be made aware of the availability of additional IAG support within RALSS and through external agencies and will be supported to access further IAG should they request it, as well as being signposted if it is identified that further more detailed support is required.

5.2.3. **During Learning.** All RALSS staff are aware of the requirement to continue to offer ongoing IAG support throughout an individual's learning and of the routes that are available to access further guidance as necessary. Learning is focussed towards skills development and to the utilisation of skills outside of the classroom or wider learning environment and towards the progression of learners as appropriate to their own aspirations.

Accordingly, teaching staff will ensure that the planning and delivery of their teaching reflects the needs and aspirations of those they teach and will respond to requests for information and advice from learners and signpost appropriately for those seeking further guidance. In particular teaching staff will be expected to ensure that their learners are aware of the opportunities for progression from the course they are studying into further learning.

5.2.4. **After Learning.** At the end of a given course of learning with RALSS, all learners will be reminded of the available opportunities for IAG through the

service and through external partners and will be offered the opportunity for additional formal IAG according to their needs and intentions.

As part of its commitment to tracking the onward progression of learners after they leave a course or the service, RALSS follows up learners required by the Skills Funding Agency at an appropriate point after the completion of their learning and will offer opportunities for IAG whenever following up in this way.

6. REVIEW

6.1. Design of the service will be reviewed annually, taking into account the opinions and suggestions of the users, targets and performance, and changing procedures appropriately.

6.1.1. All RALSS learners and clients are given the opportunity to feed back on the service using the annual Ofsted and SFA online surveys, verbal or written comments.

6.1.2. Referrals and partnerships will be evaluated for effectiveness and changes made if necessary.

Review History

Date	Reason for Review	Next Scheduled Review
April 2014	V2.0: First Draft of revised policy	April 2015
April 2015	Scheduled Review	Aug 16
Aug 16	Scheduled Review	Aug 18
April 18	Review for GDPR	Aug 20

Policy Owner: Information, Advice and Guidance Officer

Information, Advice and Guidance: Outcomes

The following set out the headline outcomes that Rutland Adult Learning Service aims to achieve in relation to Information, Advice and Guidance (IAG). The service offers an embedded response to the IAG agenda in that it has no specific funding for the provision of IAG, but recognises the importance of clear, timely and accurate IAG in helping learners to make the right choices in learning and to achieve the right outcomes.

Outcome 1: Support the progression of learners to employment, progression in employment, progression in learning or to improved personal outcomes.

- All learners to be supported to identify a clear learning pathway, proportionate to their needs, that will enable them to achieve their learning and wider goals.

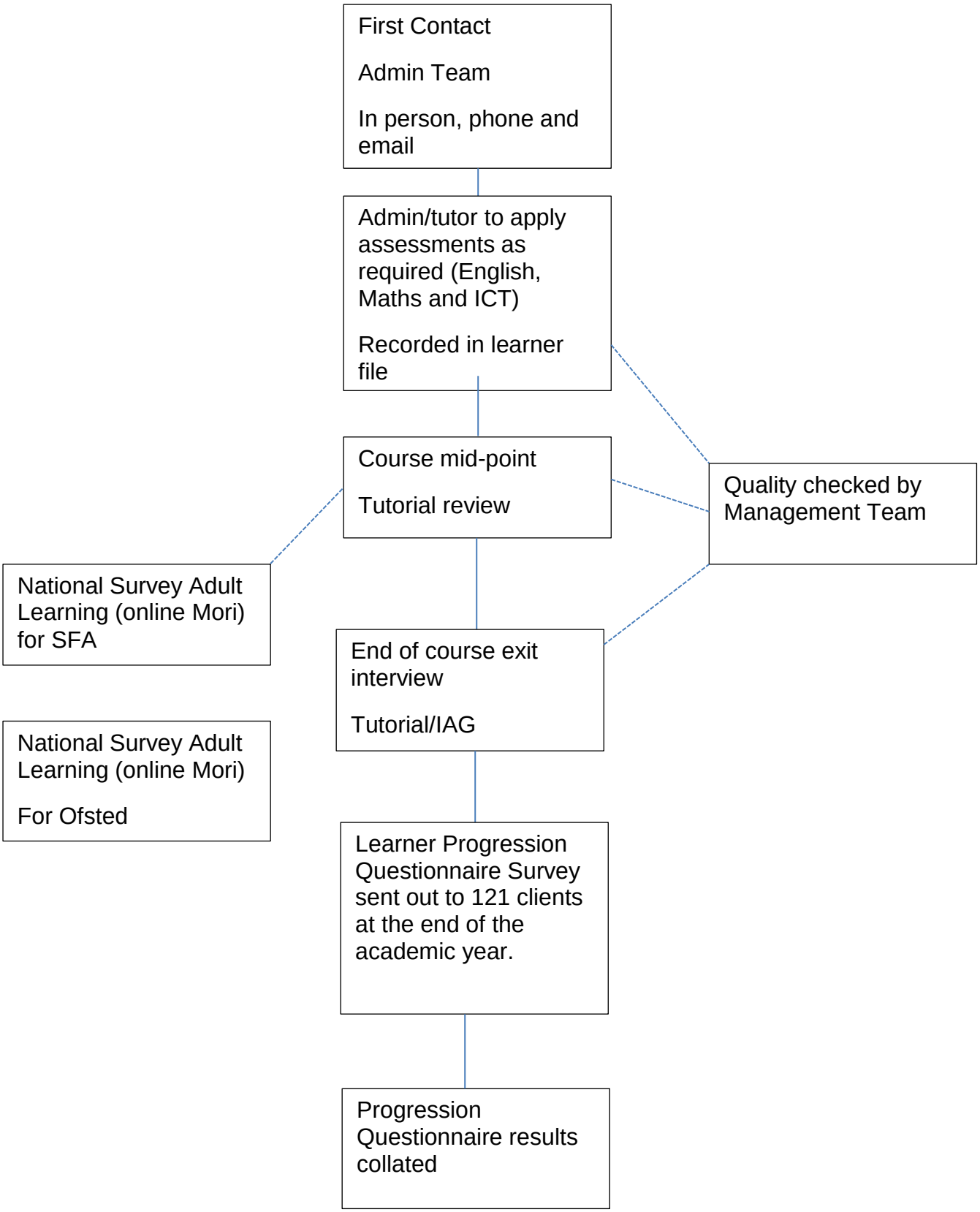
Outcome 2: Ensure that learners have access to the right IAG in order to be able to access the right learning opportunities and other services.

- Establish learner views as to the effectiveness, accuracy and ease of access of the IAG they receive.
- Develop appropriate methods of delivering IAG (including signposting and referrals) to deliver light touch and full responses to identified needs.

Outcome 3: Maintain a constantly refreshed and accurate resource bank, to include the service's own on-line presence and the National Careers Service Course Directory.

- Ensure timely update of the Course Directory in line with Skills Funding Agency guidelines

Outcome 4: Develop appropriate local networks to support partnership opportunities and develop awareness of local learning opportunities.

- Identify appropriate local partners through whom to build collaborative working arrangements.
- Attend a suitable number of local network meetings to maintain awareness of the broad IAG agenda.

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