



# Skillswise Training Information Advice & Guidance Strategy

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## **Information Advice and Guidance Strategy**

This strategy aims to ensure appropriate IAG is available to all learners throughout their time at Skillwise Training. This IAG includes initial enquiry through to career and progression support.

Skillwise Training's Mission Statement is carried out through the following objectives:

- Put the needs of the learner and customer first
- Innovate and support excellent in learning and employability
- Promote diversity and social mobility
- value, involve and invest in our staff
- foster strong partnerships with stakeholder and communities
- secure our future through strategic investment and profitability

Information, advice and guidance, provided to every new learner, by staff as part of Skillwise Training ensures that the learners are on the right course for them. This in turn supports the organisation targets for:

- attendance
- retention
- success
- achievement
- progression to next level of study
- progression other
- employment

All applicants receive an impartial IAG interview from Skillwise Training staff. This ensures they are able to make well informed decisions about their education and training and also ensure new and progressing learners are supported through the transition period.

Staff aim to support the Skillwise Training's mission and objectives through the following aims:

- Put the needs of the learner first through making them aware of courses & training opportunities that enable them to progress. We value learner's feedback throughout their learning journey, to develop and improve services
- To motivate and build confidence in our learners through helping them to develop their skills to make the right choices about education, training, employment and life. We want to motivate them to succeed in their chosen goal
- To remove barriers to achievement whether they be physical, emotional or financial

## Roles and Responsibilities

It is the responsibility of all staff to provide outstanding IAG in order to meet the learners varied and sometimes complex needs. This strategy is developed and monitored by staff and Directors with support from the Training Manager. Its contents are implemented by the teams, support and leadership is offered by Directors.

## Strategy Objectives

The strategy aims to ensure appropriate IAG is available to all learners at each point of their journey through Skillwise Training.

IAG is given in line with the National Board for Information, Advice and Guidance recommendations.

Our staff's main aim is to put the needs of the learner first through making them aware of courses & training opportunities that enable them to progress. This is delivered through the following principals.

<b>Objectives of the strategy</b>	
<b>1</b>	Excellent, relevant IAG is accessible to all throughout the learner journey. Ensured through strategic commitment, planning and continuous improvement.
<b>2</b>	IAG is promoted to all users throughout the learner journey in a way that ensures users can make informed decisions.
<b>3</b>	Clear, accurate and comprehensive initial IAG provided to all prospective learners to enable them to make informed decisions prior to enrolment.
<b>4</b>	Focused IAG prior to and during enrolment to ensure learners on right course/programme for them.
<b>5</b>	Access to appropriate and comprehensive IAG for learners on programme including the fully embedded use of u-explore for all learners on all programme types
<b>6</b>	Learners have the appropriate IAG to enable them to progress within education or onto employment
<b>7</b>	Staff have appropriate skills, experience and training for their roles and their skills remain current.

### **1. Excellent, relevant IAG is accessible to all throughout the learner journey. Ensured through strategic commitment, planning and continuous improvement**

IAG strategy and Training action plans identify the purpose of the service and outline a set of targets linked to Key Performance Indicators (KPI's) to monitor progress within the department.

The Senior Management Team monitor and review the strategy and action plans to monitor progress and identify improvements.

All Advisers 1:1 are linked to the aims of the service to identify how they contribute to achieving them.

Consistency of approach, format of IAG and staff professional integrity is ensured by appropriate interview documentation which is developed and reviewed in consultation.

Regular reporting occurs to Management Team and Directors which outlines uptake of different support streams.

Quality Improvement Plans are updated annually by Directors and the Training Manager within Skillwise Training; this provides a means of identifying and implementing improvements to the service.

Equality and Diversity progress report is updated annually by the Training Manager. This ensures inequalities in IAG provisions are identified and altered.

Accurate and timely management of data ensures monitoring of IAG effectiveness.

IAG improved through effective working arrangements with partner's and network groups to identify external influences and good practice.

## **2. IAG is promoted to all users throughout the learner journey in a way that ensures users can make informed decisions**

The offer of IAG is well defined and follows the code of principles of the National Board for Information, Advice and Guidance.

Active promotion of IAG through such things as Team meetings and Learner Forums ensures all learners are aware of and can access the services and support provided.

IAG is differentiated to meet learner needs and actively promotes equality of opportunity and challenges stereotypes.

Users are given the opportunity to explore the service and/or signposted or referred to other relevant services where appropriate.

IAG available is sufficient, comprehensive, accurate, current, inclusive, timely and relevant to users and they are aware of the purpose and limitations of IAG available.

Users are supported in accessing, understanding and using information through resources appropriate to their needs.

Users have access to impartial and objective IAG.

Users understand and agree how the support process will be conducted.

IAG can be presented in a variety of different formats that aids understanding and relevance for all.

Users have opportunities to consider and explore options and are given appropriate support and encouragement to make well informed decisions about learning, work and lifestyles e.g. progression, finance and wellbeing.

Clear links are maintained throughout the learner journey with all concerned e.g. learners, parents (if necessary) or tutors.

Users are advised of how to feedback compliments, complaints or suggestions and how this will be handled.

**3. Clear, accurate and comprehensive initial IAG provided to all prospective learners to enable them to make informed decisions prior to enrolment.**

Potential learners are provided with clear, accurate information on course/programme content, entry requirements, facilities and progression opportunities through IAG interviews and website amongst other advertising materials.

Professional and impartial advice and guidance is available to help learners choose the best program of study for their academic interest or career choice.

IAG is provided on additional aspects of Skillwise Training support such as travel and bursaries.

IAG is provided in a variety of formats to ensure access and to respond to individual need e.g. signer on request, face to face and telephone interviews.

Impartial IAG is provided through signposting learners to alternative organisations should Skillwise Training not meet their needs.

Access to careers guidance through progression talks and follow on careers interviews for those who require further guidance.

Skillwise Training liaises with partner organisations to ensure IAG is passed to wider community e.g. Young Peoples Service.

Application and admissions processes include identification and disclosure of specific personal, financial and learning support needs.

Early identification of additional learning support team support within the interview process allows for support arrangements to be made to meet these needs.

IAG provided to support learners through transitions in their learning journey e.g. school to Skillwise Training or FL to Apprenticeship.

Applicants are assessed and future aims/goals are discussed during interview stage.

**4. Focused IAG prior to and during enrolment to ensure learners on right course/programme for them.**

Clear information provided at (or prior to) enrolment on course/programme content, timetables, learner support and finance through a variety of methods to suit learner needs e.g. face to face, Internet, course guide and centre induction.

Induction includes an introduction to the Training Manager, Support Staff and Tutors.

Progression talks provided to all learners. Career/progression IAG is available to all learners at any time throughout their programme.

At risk learners identified throughout the year. After 2 week no attendance/no contact or poor attendance patterns a referral is made for the learner.

Intended and actual destination data is collected throughout the year and learner's progression is tracked after they leave Skillwise Training as well as when they are on programme.

Skillwise Training actively seeks early engagement with learner and stakeholder through such things as Learner Forum.

Skillwise Training is aware and where possible takes advantage of informal methods of guidance such as Facebook and twitter.

**5. Access to appropriate and comprehensive IAG for learners on programme including the fully embedded use of u-explore for all learners on all programme types**

Employers are the focus point for IAG provided by the Skillwise Training whilst learners are on programme.

IAG delivered in classroom settings is shaped by group dynamics to ensure timely delivery of wellbeing topics such as cancer awareness and bullying.

IAG on study support is also embedded into directed study sessions.

IAG is provided on a one to one and group basis by delivery staff and appropriately trained staff

All programmes will ensure the fully embedded use of u-explore in relation to contextualising learning and bringing next steps to reality for the learner

Additional IAG is provided through centre notice boards, TV screens and posters.

IAG delivery on programme is supported through events such as Learner Forum and regular Learner surveys.

**6. Learners have the appropriate IAG to enable them to progress within education or onto employment**

IAG regarding academic and vocational choices, careers and progress is available to all through Progression talks or one to one interviews.

Strong links are maintained between Employers and Skillwise Training to ensure effective progression between levels.

Learners receive group talks on progression from Employers, stakeholders and Skillwise Training.

Strong links maintained with employers to ensure volunteering opportunities and effective careers IAG.

Learner destination and progression information collected via various methods throughout the year.

**7. Staff have appropriate skills, experience and training for their roles and their skills remain current.**

Clear roles and responsibilities for IAG are assigned and understood and appropriate supervision is in place.

Staff are given an induction to their Job role and Skillwise Training, the service and their role within it.

Staff are competent in delivering IAG throughout the learner journey including interview skills and progression support.

Staff are competent in the use of management information held on the learner in order to facilitate discussion and inform decisions

All staff are aware of support mechanisms and procedure for signposting when an issues arises that are out of the comfort zone or realms of responsibility.

Staff involved in the delivery of IAG have A&G qualification or appropriate other qualifications or experience and all staff keep abreast of latest developments.

All staff have the opportunity to review their performance and identify development needs linked to service objectives.



### **Careers and Progression Provision Pre enrolment**

- Open days to support potential learners to explore their options and to allow potential learners to view facilities
- IAG interviews taking place throughout the year which includes future goals/aims
- Interviews with course/programme experts
- Centre publicity and courses available paper based and electronically

### **Careers and Progression Provision at Enrolment and Induction**

- IAG interview available at enrolment which includes future goals/aims
- Employer induction which includes opportunities to investigate next steps and other opportunities
- All learners have a planned Skillwise Training induction which is consistent.

### **Careers and Progression Provision on Programme**

- Centre led talks and discussions which outline support available
- Stretching target setting throughout programme of study with course/programme tutors
- Delivery staff support learners with personal statements and employment applications

### **Careers and Progression Provision at Exit/Destination**

- Intended and actual destination data is collected from delivery staff and recorded
- Follow up calls/letters to all learners who have left to convert intended destination to actual and to re-engage where appropriate
- Additional IAG and careers advice given to assist the next steps stage

### **Health and Wellbeing IAG**

As part of the service offered to learner's information, advice and guidance will be offered on such things as general health, sexual health and wellbeing issues. Raising awareness of the importance of maintaining good sexual health is also promoted. General health and wellbeing is promoted through partnership working with organisation such as:

- Smoking Cessation
- Addiction
- Young Peoples Service
- Brake- road safety
- Young Persons Alcohol and Tobacco
- NHS Self Management Programme
- Women's Refuge
- NHS Blood Donation

- Eating disorder service

As well as service Key Performance Indicators the Tutors also actively promote a health and wellbeing action plan. This plan details key priorities and developments for in year focuses and improvements. The plan shapes the direction of the service and ensures continuous improvement of the health and wellbeing aspect of IAG delivery.

### **Confidentiality**

Training staff will aim to keep all interactions between Adviser and learners confidential. However, there may be times when referrals need to be made in line with the safeguarding policy and procedure. Such circumstances include:

- Learners being at risk of harm from somebody else
- Learner being at risk of harming somebody else
- Learners being at risk of harming themselves

This list is not exhaustive and Training staff will use their discretion and professional integrity when making decisions about at risk/safeguarding referrals. All action will be taken with the best interests and needs of the learners in mind at all times and in line with the Safeguarding Policy.

Addendum

**National IAG Board Principles for Coherent Information Advice and Guidance Delivery are:**

**Accessible and Visible**

IAG Services should be recognised and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services they need, and be open at times and in places which suit client's needs;

**Professional and Knowledgeable**

IAG frontline staff should have the skills and knowledge to identify quickly and effectively the client's needs. They should 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 should be supported in their transition between services;

**Availability, Quality and Delivery**

IAG services should be targeted to the needs of clients, and be informed by social and economic priorities at local, regional and national levels;

**Diversity**

The range of IAG services should reflect the diversity of client's needs;

**Impartial**

IAG services should support clients to make informed decisions about learning and work based on the client's needs and circumstances;

**Responsive**

IAG services should reflect client's present and future needs;

**Friendly and Welcoming**

IAG services encourage clients to engage successfully with the service;

**Enabling**

IAG services should encourage and support clients to become lifelong learners by enabling them to access and use information to plan their careers, supporting clients to explore the implications for both learning and work in their future career plans;

**Awareness**

Adults should be aware of the IAG services that are relevant to them, and have well-informed expectations of those services