



Information, Advice and Guidance Policy



PAAH Delivering Quality, Impartial
Information, Advice and Guidance

Issued: November 2017

Information, Advice and Guidance Policy

Terminology

The Term	Will hereinafter refer to...
Directors	The Directors of PAAH Training.
Centre Directors	The Directors of each training centre for PAAH Funded learners.
Personnel	Any personnel employed by PAAH and/or the PAAH Funded Organisations and partner organisations that are responsible for delivery or support of PAAH Funded Learners.
Partners	Employers, parents and guardians and work placement providers of PAAH Training Funded Learners.
Learners	Learners are on programmes funded by PAAH Training, predominantly apprenticeships.

Purpose

PAAH will ensure a firm commitment to the provision of coherent, impartial and effective information, advice and guidance services for partners, current learners and prospective learners.

In order to achieve the strategic aims and objectives of the organisation PAAH will help all learners to fulfil their potential and experience success through an educational environment, which responds to individual needs and stimulates and challenges each and every learner. The processes of informing, advising and guiding learners will be accorded a high priority and will be seen as crucial in preparing learners to make decisions regarding the opportunities and challenges of adult and working life.

The policy applies to information, advice and guidance services offered on any PAAH centre and to services offered by PAAH funded personnel in schools, places of work and other locations. The policy applies to information, advice and guidance offered to any individual or groups.

PAAH works collaboratively with a range of partners within the learner community to enhance the service offered to learners. We will commit to developing quality IAG provision in agreement with partners, to ensure that the best range of opportunities are available and that consistency of delivery ensures all learners receive impartial high quality IAG.

Related Legislation

Whilst delivering Information, Advice and Guidance PAAH will embed the following legislation

- **2010 Equality Act** – which sets out the general, public and specific duties for the protection against direct and indirect discrimination and harassment of any person because of any personal protected characteristics, namely:

Disability, Race, Age, Gender, Sexual Orientation, Religion or Belief, Transgender status, Maternity, Pregnancy, Marriage and Civil Partnership.

Along with the focus on embracing diversity and supporting individual needs. For more information refer to PAAH Training’s Equality and Diversity Policy.
- **1974 Health and Safety at Work Act** – and other key health and safety legislation (for more information refer to the PAAH Health and Safety Policy) to ensure everyone is clear on their responsibilities under all Health and Safety Legislation.
- **1998 The Data Protection Act** – which controls how personal information should be used by organisations, businesses or the government. For more information refer to PAAH Training’s Data Protection Policy. Everyone who is responsible for using data has to follow strict rules called
 - ‘data protection principles’. They must make sure the information is...
 - used fairly and lawfully
 - used for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than is absolutely necessary
 - handled according to people’s data protection rights
 - kept safe and secure
 - Not transferred outside the UK without adequate protection.
- **2000 The Freedom of Information Act** - which gives the public the right to ask any public sector organisations for all the recorded information they have on any subject. For more information refer PAAH Training’s Freedom of Information Policy. Anyone can make a request for information – there are no restrictions on your age
- **2006 The Fraud Act** - gives a statutory definition of the criminal offence of fraud, defining it in three classes - fraud by false representation, fraud by failing to disclose information, and fraud by abuse of position. For more information refer to the PAAH Fraud and Misappropriation Policy.
- **1988 The Public Interest Disclosure Act-** is an Act of the Parliament of the United Kingdom that protects whistle-blowers from detrimental treatment by their employer. For further information on whistle blowing refer to the PAAH Whistle Blowing Policy.
- **The Safeguarding Vulnerable Groups Act 2006** – sets out the type of activity in relation to children and vulnerable adults for which employers and individuals will be subject. For further information on safeguarding and PAAH responsibilities and commitment refer to the PAAH Training’s Safeguarding Policy.
- **1998 The Human Rights Act** – which sets out the fundamental rights and freedoms that individuals in the UK have access to. They include:

- Right to life
- Freedom from torture and inhuman or degrading treatment
- Right to liberty and security
- Freedom from slavery and forced labour
- Right to a fair trial
- No punishment without law
- Respect for your private and family life, home and correspondence
- Freedom of thought, belief and religion
- Freedom of expression
- Freedom of assembly and association
- Right to marry and start a family
- Protection from discrimination in respect of these rights and freedoms
- Right to peaceful enjoyment of your property
- Right to education
- Right to participate in free elections

Definition of the Terms

For the purposes of this policy the terms Information, Advice and Guidance or “IAG”, is used as an umbrella term to denote a range of guidance activities and processes. The following definitions have been used:

Information

Information on learning and training opportunities will be provided by suitably trained personnel at all centres. Where an individual requires advice or guidance, personnel will provide the necessary information or signpost them to the appropriate person, organisation or material

Open access to centres enables a drop in provision for actual or potential learners to seek information, advice or guidance. Links with careers service will be utilised where appropriate or referrals will be made when appropriate.

Information is communications on opportunities, facts or updates conveyed through different media, including face to face (e.g. individual, group, class etc.), written/printed matter (e.g. leaflets), audio visual (e.g. videos), telephone help lines, ICT (e.g. DVDs, Internet, VLE etc.).

Advice

This could involve for example...

- Helping a learner understand and interpret information
- Providing information and answers to questions and clarifying misunderstandings
- Understanding the learner’s circumstances, abilities and targets.
- Advising on options or how to follow a given course of action
- Identifying individual needs - signposting and referring learners who may require more in - depth guidance and support

Advisory work is usually provided on a one-to-one basis but may also be in groups.

Guidance

Guidance aims to support learners to...

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- Better understand themselves and their needs
- Confront barriers to understanding, learning and progression
- Resolve issues and conflicts
- Develop new perspectives and solutions to problems
- Be able to better manage their lives and achieve their potential.

Guidance may also involve advocacy on behalf of some learners and referral for specialist guidance and support. This involves more in-depth one-to-one support that can explore a learner's individual circumstances in relation to opportunities or issues that may be confusing them.

Guidance will be provided to individuals or small groups so they have the opportunity to clarify their goals, explore new ideas, research opportunities, assess skills and interests, make decisions, set goals and manage their career planning or transition skills.

Guidance services will be available on request and will free, impartial and confidential to enable both learners and potential learners to make informed decisions as to the most appropriate route for their personal and career development.

Entitlement

Learners will be entitled to...

- Investigate learning and career opportunities
- Make informed judgements about learning and career options
- Understand how these choices will help achieve their aspirations
- Successfully manage key transition points
- Develop aspirations through the guided use of a Learning Agreement or Individual Learning Plan (ILP).

Delivery of a high quality IAG entitlement is underpinned by the following values...

- Ownership by the learner
- Impartiality
- Professionalism
- Honest and accurate
- Friendly, welcoming and responsive
- Effective and well managed connections and referrals (where appropriate)
- Equality and diversity
- Transparency
- Availability, accessibility, flexibility and visibility
- Data protection
- Confidentiality (except in safeguarding issues)

IAG is available to learners at a time, in a format and style which is appropriate to their needs. Learners receive impartial IAG in both formal and informal settings.

Confidentiality

PAAH offers confidentiality. Any sensitive information given will not be passed on except in very rare circumstances where this is necessary to protect a vulnerable person from harm, or to comply with the law. In such circumstances, the information will only be passed on as detailed in the Safeguarding Policy.

Equality and Diversity

PAAH actively work to ensure that all learners have equal access to our service. We will deal with individual clients, partners, personnel and businesses without prejudice or agenda. PAAH will monitor their activity to ensure equality and diversity is embedded in all areas of the learner, employer and personnel journey and is closely monitored for compliance. For further information on access arrangements and PAAH Training's commitment refer to the PAAH Equality and Diversity Policy.

Persons involved

PAAH Directors

The Directors have responsibility for the detailed implementation of the Information, Advice and Guidance Policy, in line with the ESFA funding guidance. The Directors will lead the company towards the achievement of the Matrix Standard and have a responsibility to ensure clear Information, advice and guidance direction, well managed resources with quality processes underpinning personnel recruitment, induction, support and continuous professional development. Quality assured provision for learners that values their feedback and utilises the outcomes to further enhance delivery.

Directors of Centres

The Centre Directors of all organisations have a responsibility to ensure full compliance and promotion of this policy. Ensuring company personnel recruitment, induction, support and continuous professional development fully support the delivery of service excellence in information advice and guidance for all learners.

Personnel

Information Advice and Guidance is the responsibility of all personnel within PAAH Training, but is managed, co-ordinated and delivered in a variety of methods. Where the advice exceeds the knowledge of the individual all personnel will be trained in referral to another organisational member better equipped to provide the information.

Time-scale

Information, advice and guidance will be carried out by PAAH on an on-going basis. All learners or other partners will be able to access advice, information or guidance during normal working hours by phone or at any time by email or the PAAH website contact form. On receiving an external prospective learner enquiry PAAH has a commitment to respond within 24 hours on a working day whether by phone, email or face to face. Follow up guidance or advice will have a clear time frame stated at the point of response and will be accurately recorded on the IAG initial contact form. Current learner information, advice or guidance will normally be planned or dealt with at the point of enquiry. Referrals will have clear time scales discussed and agreed.

Related Documentation

PAAH and its Organisations will ensure they maintain records for ...

Record	Purpose to record evidence of	Frequency
Information, advice and guidance initial contact form	Any contact made by prospective learners requiring IAG and the IAG which will have been provided.	On request for IAG by potential learners.
Initial Assessment Outcomes	The outcomes from initial assessment and diagnostic testing to ensure that learners will be placed on suitable courses at the appropriate level.	Prior to the commencement of any programme of learning.
interview Materials	A discussion with the learner to ensure that all necessary information, advice and guidance has been provided checking the course will meet the individual needs and expectations.	Prior to the commencement of any programme of learning.
Individual Learning Agreements (ILPs)	The starting point of the learning journey and the intended aims, progress towards and achievements along the way. Information, advice and guidance provided.	Completed at the start of the journey and updated regularly throughout the learner's programme.
Induction Delivery Records	The learner receiving an induction to their programme and detailing the IAG provided either generically or individually where required.	Completed after each learner induction.
Learning Delivery	Any generic or individual delivery of IAG to learners.	Completed after calls or individual delivery.
Environment	Signposting of learners to where they can receive information, advice and guidance.	On-going development and change.
Learner Review	Delivery of IAG during the learner review and target setting process on an individual basis.	As a minimum once every 12 weeks.
Learner Exit	Delivery of a final review which includes clear guidance on careers and qualification progression as appropriate to each individual.	On exit from programme.
User Voice	Questionnaires completed and the outcomes related to IAG will be analysed and actioned as necessary. Additional User Voice activities which will lead to further where appropriate.	3 questionnaires throughout the learner's journey and ongoing user voice activities. 1 employer questionnaire annually.

Training and Induction to the Policy**Organisations Funded by PAAH Training**

All organisations will receive a copy of the PAAH Information, Advice and Guidance Policy. Access and awareness of the policy will be raised through organisational meetings. Further training needs will be assessed on a continued basis and in response to feedback on information, advice and guidance from learners. Organisations will be asked to sign a declaration to register their understanding and agreement with this policy.

Procedure

PAAH will have clearly defined aims and objectives for information, advice and guidance relating to...

1. Marketing and Recruitment Materials / Promotion of IAG

All marketing and recruitment materials or media – will be written in clear, user friendly language and font to include accurate information on any entry requirements, the qualification, the course content, the possible career and qualification progression routes, any cost to be incurred, along with the awarding organisation. PAAH will promote using a variety of methods at all centres e.g. leaflets, school careers talks, employer visits, open days, taster and sample days, website promotion, walk in opportunities, phone calls and structured lessons during the learner journey. Reasonable adjustments will be made to meet individual learner needs and support all those eligible for programmes in line with the Education and Skills Funding Agency - Funding Guidance.

2. Contact

Contact made by a prospective or current learner (either face-face or using alternative sources of media) for information advice or guidance will be dealt with at source or referred to a sector trained staff member and will be logged on an IAG Initial Contact Form. When any advice is provided it will be recorded and times and dates will be logged. In the event the member of staff is unable to provide any information, advice or guidance they will clarify information with another more experienced staff member who will provide the necessary IAG. In the event this is not possible internally, learners will be referred to specialised career advisors or other external organisations more able to meet the learner's needs for IAG in relation to courses, qualifications, employment or other issues.

3. Interview And Initial Assessment

Interviews and Initial Assessment will be carried out by suitably trained staff members who will provide impartial IAG to prospective learners. In the event the member of staff is unable to provide the necessary information, advice or guidance required they will clarify information with another more experienced staff member who will provide the necessary IAG. In the event this is not possible internally, learners will be referred to specialised career advisors or other external organisations more able to meet the learner's needs for IAG in relation to courses, qualifications, employment or other issues. At this point learners will be encouraged to discuss course and career options to ensure they will be fully informed and moving towards their preferred option and that they have the right to make their own informed choice on course and career.

4. Induction

Induction will be provided by suitably trained and experienced staff members who will deliver IAG either individually or in small groups to learners on their chosen qualification, course content and career and qualification progression opportunities. Additionally learners will be advised on their employment rights and responsibilities, including areas such as contractual obligations and pay entitlements. Other areas such as codes of conduct, health and safety, awareness of safeguarding, equality and diversity and learner support availability will also be covered.

5. On Programme

During their course learners will receive focussed and embedded delivery on....

- a. career progression and opportunities
- b. Employment rights and responsibilities
- c. Personal learning and thinking skills
- d. Additional and progression qualifications
- e. Vocational skills development
- f. Development of English and Maths

- g. Equality and diversity
- h. Health and safety and safeguarding
- i. Personal wellbeing

Learners will be encouraged to develop skills in independent enquiry to explore options using a variety of resources including face-to-face, phones, and information and communication technology. Their ability to discuss and put forward their own ideas and thoughts will be developed and encouraged.

6. The Learning Environment and Technology

All learners will be provided with training environments which have appropriate resources and quality information to support the IAG processes. This includes stimulating displays, leaflets, booklets, activities and access to information technology to facilitate research and/ or specific in-house designed materials to support the provision of IAG. Learners will have clear signposting for information, advice or guidance referrals displayed within centres or issued within course materials.

7. Learners Reviews

During learner reviews (at a minimum every 12 weeks) learners achievements will be celebrated and opportunities for embedded IAG on topics such as training and qualification development, alongside the development and understanding on topics such as employment rights and responsibilities, personal learning and thinking skills, equality and diversity, safeguarding and English and maths. Learners will have the opportunity to talk confidentially to PAAH personnel on areas of concern or the need for IAG, this will be provided and where required personnel will use external partners to meet individual learner needs fully.

8. Learner Exit / Progression

Where learners identify their intention to leave programmes or complete qualifications, they will be provided with a one-one meeting with suitably trained experienced personnel for an exit review. This will have a clear focus on progression both in qualifications, employment and careers. Learners' progression into employment at the end of the programme will be measured with clear percentage target rates from intermediate apprenticeship to advanced apprenticeships.

9. Learner Retention, Achievement and Progression Data ,

PAAH recognises that success and progression rates will be a strong indicator of provision quality. The delivery of appropriate information, advice and guidance will impact significantly on achievement (success rates) and progression into further and higher education and training, alongside sustained employment. PAAH will aim to exceed national averages in success and progression rates by a minimum of 10%. High quality IAG will be delivered to support this achievement.

10. Learner Support

Learners will be diverse and will all be treated fairly, but in line with their individual needs. Every learner will receive a full and detailed initial and diagnostic assessment, to identify their starting point. From this information, learners will be placed onto a programme level and vocational area appropriate to their needs and with the correct support for any learning difficulties and maths or English development. Any additional support needs identified later will also be assisted either internally or externally as appropriate to the individual requirements.

Leadership and Continuous Quality Improvement

The Directors and quality improvement team will have clear collective and individual roles and responsibilities. Monthly meetings will take place for the Directors and quality improvement team (as a minimum). All minutes will be action planned and followed up at the following meeting. There will be a clearly written self-assessment report which will be reviewed quarterly and revised fully annually with an attached quality improvement plan. The quality calendar will lead quality process to ensure the information, advice and guidance is consistently focussed and developed.

Data will be a key agenda item of all PAAH meetings. The quality of information, advice and guidance will be measured by reference to....

- a. Learner success
- b. Participation
- c. Equality and diversity in achievement
- d. Learner and employer feedback
- e. Learner progress from intermediate apprentice to advance apprentices
- f. Learner progression into employment, vocationally related and other forms of employment or self-employment
- g. All organisational processes will be quality monitored and evaluated with actions plans for continuous improvement produced, moderated and monitored.

All key documents will be audited to ensure that information, advice and guidance is a quality embedded feature of learner journey processes. Observations of key processes will evaluate the information, advice and guidance procedures as an integral part of teaching and learning and learner reviews.

Policies

PAAH will continue to maintain and develop policies for information, advice and guidance, equality and diversity, bullying and harassment, complaints and grievance, disciplinary, data protection, safeguarding, fraud and misappropriation, whistle blowing, personnel and learner journey policies to include recruitment, induction, teaching and learning, mentoring, appraisal and continuous professional development.

Policies will be reviewed and updated in line with new legislation, organisational changes or within the company review cycles. Policies will be stored centrally on the virtual learning environment which all centres can access.

User Voice / Feedback Collection

Learner and employer feedback will be collected from all centres and collated, calculated and analysed with a resulting action plan for improvement produced for PAAH and specific centres.

User Voice will be embedded into programme delivery and used to action plan individual centre improvement and/ or programme policy improvement across PAAHT raining, This holistic feedback will influence further development of the IAG service.

Partnerships

PAAH values close internal working partnerships and external networking to enhance quality development and learner focussed enhancement. PAAH will work with ...

- Directors
- Quality Improvement Team

- Personnel
- Learners
- Employers
- Parents or carers
- Awarding Organisations
- Education and Skills Funding Agency
- Careers' Advisors
- Schools
- Visitors from external organisations, including voluntary or statutory organisations for personal health, equality and diversity or careers
- Learner support for advice, counselling or dyslexia.
- Organisations offering CPD and personnel development

Resources

To ensure the delivery of high quality information, advice and guidance PAAH will

- Recruit vocationally knowledgeable and/or qualified full and / or part time personnel to meet the needs of learners and enable the provision of high quality IAG to all learners and employers.
- Provide continuous professional development to all personnel to ensure that they can fully perform the delivery of information, advice and guidance.
- Ensure all staff receive a thorough induction, mentoring and support to ensure they can perform their job role including the provision of information, advice and guidance.
- Appraise personnel in job roles providing information, advice and guidance and focus professional development and organisational improvement in this key area.
- Work within any guidelines set by Sector Skills Councils and /or Awarding Organisations requirements relevant to their vocational areas delivered.
- Develop the skills and use of technology by all personnel to ensure it is an integral quality part of the learner journey and that IAG can be centralised, impartial and learner focussed.

Evidence of Information, Advice and Guidance

PAAH will have their own internal information, advice and guidance procedures in place to ensure that all learner journey IAG records will be maintained, accurate and reflect the requirements of the current Funding Guidance produced by the ESFA, PAAH Training's contractual requirements and PAAH Quality requirements.

Examples of the key documents will be...

- Employer Service Agreement / Payment Schedules
- Initial assessment records
- The Apprenticeship Agreement
- Learning Agreement / Individual learning Plan
- Learner Reviews and Targets

PAAH centres will have an annual audit of the above stated key documents to ensure compliance to include the Information, Advice and Guidance. PAAH will, where appropriate, provide clear action plans for improvement in the event of non-compliance. These action plans will be short (between 2 and 4 weeks) and well monitored. For further information refer to the Audit Policy.

Monitoring, Review and Evaluation

Monitoring of Process and Information

PAAH Directors will monitor the Information, Advice and Guidance policy. In the case of a centre's non-compliance with the nature of this policy, the Information, Advice and Guidance Team will monitor the process and Link Director will be kept informed and be involved as appropriate. The Directors of PAAH will be informed and updated as necessary.

Monitoring of Documentation and Policy

The Quality Improvement Team reviews the policy and documentation bi-annually (or earlier if required). Communications, either written or electronic, will notify organisations, of all reviews and any outcomes from the reviews. The updated policy will be submitted to PAAH Directors meetings for approval/ratification. The completed policy will be displayed in all training rooms and be available on a VLE.

Impact Assessment

This policy will be impact assessed for equality and diversity and records will be maintained.

Safeguarding

This policy will be reviewed to ensure it fully safeguards learners, personnel and other partners in relation to their levels of safety, health, achievement, enjoyment, contribution and well-being.

Grievance or Complaints in Relation to the Information, Advice and Guidance Policy

Directors, Personnel, PAAH Funded Organisations, its learners or partner organisations have the right to lodge a complaint or grievance about the process or outcome of Information, Advice and Guidance. Grievances or complaints in relation to this policy will be dealt with under the Grievances and Complaints Policy.

PAAH Funded Organisations who are not satisfied with the action taken by PAAH and feels it right to question the matter further, may consider the following possible contact points:

- Education and Skills Funding Agency
- The Equality and Human Rights Commission
- ACAS
- The employee's Trade Union
- The Citizens Advice Bureau and/or law centre/firm
- Relevant professional bodies or regulatory organisations

Approved by the Directors of PAAH on 1st November 2017

Signed:



G. Daniels