



5 E Ltd

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Information, Advice & Guidance (IAG) Policy

Vision and Values for IAG

5 E Ltd (herein after referred to as 'the organisation') aims to provide high quality, impartial, information, advice and guidance (IAG) services which promote the value of learning to learners of the organisation, prospective learners of the organisation and employers or other organisations representing current or prospective learners.

The IAG services support the organisation's values in that their staff is passionate about education and enabling our learners to reach their potential. The IAG staff seeks especially to develop the self-esteem and self-confidence of learners.

We share with the rest of the organisation our belief that every individual should be treated with courtesy and fairness and we respect the rights and beliefs of each other, regardless of gender, marital status, age, disability, race, religion, sexual orientation or position within the organisation.

We value new ideas and approaches and seek new opportunities and solutions to meeting the needs and demands of our learners, employers and the local community whilst supporting national and regional education and economic strategies. We seek to encourage and celebrate creativity and to be supportive of innovation, learning from all that we do. We believe that our staff and learners should work in an environment of

friendliness, with a clear sense of purpose to achieve our mission and realise our vision.

Learner Entitlement

The organisation is committed to create an IAG experience for the learners that is:

- Outstanding and delivered in an excellent environment
- Aspirational, designed to inspire and motivate
- Personalised to suit the learner
- Planned to guide learners on to the right courses and to support and stretch them
- Developing self-confidence
- Coaching them to be successful and progress on to their next steps

All learners that use the IAG at the organisation, i.e. learners, prospective learners and other stakeholders, are entitled to a service that is:

1. Accessible and Visible

Access to IAG should be free from direct or indirect discrimination. Services should be recognised and trusted by learners, have convenient range of entry points from which

learners may be signposted or referred to the services they need, and be open at times and in places which suit learners' needs. So, IAG is available free of charge to any individual.

2. Professional and Knowledgeable

IAG frontline staff should have the skills and knowledge to identify the learner's needs quickly and effectively. They should have the skills and knowledge either to address the learner's needs or to signpost or to refer them to suitable alternative provision.

The learning and development needs of each of the organisation's IAG services are identified during the business planning and staff appraisal processes. The identified needs include professional and subject updating via long and short external courses and workshops, leadership and management, employability skills and other developmental activities.

3. Impartial

Learners have the right to information, advice and guidance that is impartial, unbiased and realistic. Where appropriate, referrals will be made to external agencies.

4. Integrated

Links between IAG services should be clear from the learners' perspective, regardless of the programme or location of their learning. Where necessary, learners will be supported in their transition between services.

5. Aware of, and responsive to Diversity

The range of IAG services should reflect the diversity of learners' needs and reflect both learners' present and future needs.

6. Enabling

Enquirers, learners, parents, employers, staff and partners should be able to make informed choices about ways in which the organisation can meet their individual training and development needs. IAG services should encourage and support learners to become lifelong learners by enabling them to access and use information to plan their careers, supporting learners to explore the implications of both learning and work

7. Patient, Friendly and Welcoming

IAG services should encourage learners to engage successfully with the service.

Learners are made aware of this entitlement through the organisation's website, publicity / marketing material and Jobcentres.

During Induction and occasionally during the learning journey, learners will be visited in their tutor groups by members of the IAG services who introduce themselves and explain the nature of their services. IAG posters are also visible throughout the organisation sites.

IAG Delivery

This policy applies to all enquiring, enrolled and past students at the organisation and others. For the purposes of this policy the term Information, Advice and Guidance (IAG) is used as an umbrella term to denote a range of guidance activities and processes.

The following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact,

Written / printed matter, telephone help lines, ICT software, and websites.

Advice – this involves:

- helping a learner understand and interpret information
- providing information and answers to questions and clarifying misunderstandings
- understanding their circumstances, abilities and targets
- advising on options or how to follow a given course of action
- identifying needs – signposting and referring learners who may need more in-depth guidance and support.

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

Guidance – aims to support 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
- 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 work by guidance trained staff.

The organisation's programs include several elements that relate to IAG including, soft skills development relating to work-readiness, C.V. writing, preparation for interviews and safeguarding. There is also significant IAG taking place within the Individual Learning and Development Plan process.

In line with the IAG defined above, the organisation will provide assistance relating to:

- the range of support available at the organisation
- financial assistance available to support those in education and training, where applicable
- course entry criteria, qualifications, accreditation and modes of study
- impartial careers advice and guidance
- personal goals, aspirations and motivation while on course
- guidance to its current learners to discuss their progression and working collaboratively with a range of providers within the learning community in different local Boroughs where it operates to enhance its range of programs' offer to learners. The organisation is committed to developing quality IAG provision in agreement with its partners, to ensure that the best range of progression opportunities are available and that consistency of delivery ensures all learners receive impartial, high quality IAG.

Information on courses is provided by IAG staff, curriculum, website and organisation's information services. Where the organisation does not have the information, the staff will seek the information on behalf of the individual, or provide the individual with the name and contact details of the organisation that have the information being requested.

Advice provided is impartial and confidential, to enable learners and potential learners to make informed choices as to the most appropriate route for their personal and career development.

Policy Objectives

The organisation outlines six groups of Strategic Objectives in its "Strategic Directions" document:

- a) Transformational, inclusive and entrepreneurial teaching, learning & assessment
- b) Performance above national standards
- c) Empowered, motivated and entrepreneurial people
- d) Responsive to businesses and communities
- e) 21st Century curriculum in industry standard training environments
- f) To be an Entrepreneurial business

The Policy Objectives below support these as follows (related Strategic Objectives are in brackets):

1. Increase the numbers of queries and applications which lead to enrolments (a)

2. Increase learners' satisfaction with the IAG received from the organisation (a, b, c).

3. Improving organisation's Retention, Success and Achievement rates and measure the impact of the IAG services on these (b).

4. Improve the percentage of learners that positively progress to HE, further training, apprenticeships or employment after receiving IAG at the organisation (b, d).

5. Monitor and ensure equality of access to impartial IAG for the diverse groups of learners in the college, such as BME, Disabled, LAC, Young Parents etc. (a, c).

6. Widen the range of appropriate partners and external agencies with which the organisation IAG services work (d, f).

7. Continually update and improve the staff training and resources to provide up-to-date, impartial and effective IAG for learners (a, d, e).

8. Develop the organisation business model to offer impartial IAG services to other local organisations (f).

Assessment Review and Evaluation

To ensure a high quality of IAG service, the organisation will evaluate its provision to ensure that:

- the information, advice and guidance services are delivered in accordance
- with the organisation's own leaflet and this IAG Policy.

- the IAG standards are delivered in accordance with the stipulated guidelines for IAG
- the information, advice and guidance services are delivered in accordance
- with the guidelines as contained within the Matrix Quality Standard.
- any learner or potential learner with an identified disability will be provided with appropriate support to enable access to IAG services.

The organisation continues to have the MATRIX standard kite mark for IAG and we review and evaluate our service to achieve the 3 year re-accreditation.

Impact data for IAG is collected in a number of ways including data on the performance of learners who receive IAG, learner feedback forms (to check on learner's satisfaction after interviews) and also a number of surveys to capture the views of learners so we can compare year on year. This information feeds into the organisation's self-assessment process at the end of the year.

Review of Policy

This policy was reviewed in June 2021 and is due for next review in June 2022.

If you require this policy in a larger font size, please contact the HR Department.