

Information, Advice & Guidance Policy

Version 6: March 2025

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Information, Advice & Guidance Policy.

1) Purpose

The Organisation recognises the essential part played by effective Information Advice and Guidance (IAG) in supporting learners in making informed choices about their lifestyle, education and future career prospects in order to raise their aspirations and subsequent educational achievements.

Information Advice and Guidance plays a crucial part in ensuring that the organisation core values, and strategic plan are met and successfully achieved.

2) Aim

The aim of Information Advice and Guidance policy is to improve the learning experience so that all learners, providers, employers' stakeholders and staff are supported in their chosen progression. The information advice and guidance will promote equality, diversity whilst by impartiality, where practicable the organisation will work in collaboration with its partners. Working in partnership will result in more opportunities being accessible, this will provide a more blended relevant progression route.

3) Organisation vision

Vision – “To be the people development partner of choice providing opportunities for all”

Mission – “Provide organisations and individuals with the skills, development and recruitment opportunities to improve the local and national economy”

Values – “Honest” “Passionate” “Collaborative” “Accountable” “Professional”

We will ensure that all learners, providers, employers, stakeholders and staff are entitled to following

- Access to clear impartial advice and information about **all** the options available
- Support and guidance to help learners make choices and complete progression planning for the future,
- Get regular personal support and information on how well programme is going
- Get help to decide what to do when programme of learning is completed, including further learning, training or appropriate and relevant employment opportunities
- Get access to a programme of career opportunities which help develop skills and knowledge to make choices and in some cases transition between learning and working environments
- The opportunity to be involved in making decisions about things that affect learning and career progression
- An opportunity to be involved in the setting out and agreeing an individual learning plan
- An opportunity to learn more about the world of work
- Readily available and relevant help at the appropriate time

4) Targets for IAG

1. **Learner Entitlement:** Ensure all learners are fully screened and entitlement fully checked prior to acceptance onto the programme

2. **Staff IAG training/awareness:** Ensure all staff dealing with apprentices and employers receive internal or external training in the delivery of IAG
3. **Induction:** Ensure all learners receive an induction to their learning to ensure “eligible and correct IAG has been provided pre-enrolment” to ensure they are entering on to the correct course at the correct level.
4. **Additional Support:** Ensure all learners with identified special needs, receive additional support
5. **Retention & Achievement:** Target of 95% retention across all programmes until successful completion.
6. **Progression:** Gather viable data linked to apprentice destination and progression through exit reviews and Gateway documentation.
7. **Employer IAG:** Ensure all employers across all programmes are given up to date IAG regarding the training and potential progression of their employee's.
8. **Review Meetings:** Ensure Tripartite reviews are completed in a timely manner, aim 90%. Records to be kept up to date and % reviewed in 1:1's
9. **Apprentice Feedback:** Feedback to be gathered via a survey bi-annually, information received to be analysed by Sector Managers as part of the Sector Manager meetings. Creation of a 'You said, we did' document to be linked to Sector SAR's
10. **Apprentice Satisfaction:** To be monitored through the bi-annual surveys, aim 85%.

5) IAG Objectives and Key Performance Indicators

Key Performance Indicator-Strategic Planning	IAG Objectives/Action
It is planned to increase Apprentices in learning to at least 1000 in 2025/26	• Ensure that all employers have access to detailed IAG regarding the benefits of taking on an apprentice. • Educate Levy employers on the digital account and using their Levy funding • Promote the use of the FJAA in Education
80% Apprentices will be via large employers and 20% local employer/s	• Establish a professional relationship and deliver IAG to both SME companies and Large Employers.
Continue to form partnerships with Colleges to access Further Education funding streams (<i>Good relationships with all 4 Cumbrian colleges</i>)	• Work collaboratively with partners • Ensure that IAG is not bias • Refer to external partnerships when needed.
Develop new Apprenticeship offers in adjacent markets	• Stay abreast of changing labour markets and local infrastructure plans. • Collate IAG feedback for local labour markets and employers to ensure that we have provision fit for purpose and economic growth.
Focus our Apprenticeship delivery upon regional priorities and /or proven sector demand	• Follow directions for the regional priorities. • Work collaboratively with partners on wider projects to strength the apprenticeship provision within Cumbria.
The workforce is predominantly male, 86.3%, with women taking 13.7% of positions available. 45% of the workforce is over 45 and only 9% are under 25.	• Extend work with Logistic specialists regarding encouraging and supporting more females into Logistics. • Educate the employers of this figure, this will allow them to make an informed decision. • Liaise with local schools so that young people have a basic understanding of the Logistics and Education sectors. • Continue work with partners and logistics specialist regarding ageing workforce.
Managers comprise 19% of the logistics workforce of these, 53% hold a Level 3 qualification.	• Explore and develop level 3 Qualification to meet the needs of the logistics sector. • Demonstrate the importance and positive impact having a highly qualified team can have on the business.
Continued development of apprenticeships that offer progression within the chosen sectors, EYLP and STA	• Provide IAG to large and small employers to aid apprenticeship progression to Level 5. • Promote Level 5 apprenticeships to current level 3 apprentices giving clear IAG and progression outcomes.

6) What is the different between information, advice and guidance?

Information

Information is providing facts relating to learning, training or work opportunities. This maybe using a leaflet or through an external organisation such as the National Careers Service.

Advice

Advice is a response to a need, learners, providers, employers, stakeholders and staff may have enquiries. The enquiry maybe linked to information that they have received; however, they may need advice on interpreting the meaning of this information. In many situations you may need to move to the guidance stage and complete an in-depth interview, or refer back to the information first received.

Guidance

Guidance is an in-depth interview which helps learners, providers, employers, stakeholders and staff to explore a range of options. Guidance is not direct recommendations. Comparing and contrasting activities can how validate the guidance process, as it is allowing others to make informed decisions based on their own needs or circumstances.

7) Responsibility and Roles.

It is the responsibility of all staff to provide, information, advice and guidance within the remit of their role. This includes signposting to others not within the organisation and external bodies for specialist information if required. The responsible are as below;

Trainer

- Provide on programme support linked to progress and career development.
- Highlight workplace progression opportunities.
- Refer to external bodies if needed, colleges, universities, National Careers Service.

Apprenticeship team

- Apprenticeship SME Training needs analysis
- Apprenticeship Employer and learner agreement (ILP)
- Providing on programs support linked to progress and career development
- Highlight career development and opportunities (Case studies linked to progress)
- Recording and analysis destinations

Sales, Business Development and Eligibility team

- Training need analysis (skill scans)
- Employer agreements
- Plan and organise career development events and opportunities
- Signposting and referring if required

Quality Team

- Standardisation minutes.
- Self-assessment reports.
- Quality improvement plans.
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Leadership and management

- Training needs analysis for Levy Companies.
- Business improvement plan
- To implementation of the national IAG standards

8) When will IAG be provided?

Pre-enrolment

Employers and learners will receive detailed information, advice and guidance pre-enrolment. IAG will consist of written documentation, phone calls and a meeting and interview with all parties involved.

For Large Levy Companies information, advice, and guidance will be carried out by the Chief Executive of SP Training. Training needs analysis is completed, and the programmes are bespoke designed to meet the employer and learner individual's training needs analysis.

Apprenticeship SME information, advice, and guidance is delivered by a member of the apprenticeship team, who can provide detail upon apprenticeship eligible and training needs required.

On programme

Trainers will embed IAG into sessions, drawing on progression opportunities and explaining where additional training would benefit the learners. This will be linked to the development of employability, professional and personal development skills.

As well as IAG being embedded into sessions, apprentices have three monthly reviews. Whereby "on the training job training", employability skills and additional training elements are reviewed with the learner and employer. This forms part of the training needs analysis for the next step.

Next steps

On completion of the apprenticeship programme learners have an exit review to finalise the destination and progression plan. The quality team will analyse this information for the apprenticeship provision and establish areas for improvements as required. On completion of a commercial IAG will be provided by the Training provider. The sales and the administration team will also be involved at this point, maybe to plan or book additional training to support further development.

9) Staff Training

New staff member will be given suitable training to allow them to be able to deliver comprehensive IAG to both employers and apprentices.

10) Quality assurance

The Quality team will ensure that IAG is provided and is embedded into all provision, this will be monitored through observations of induction, reviews and ongoing sessions as appropriate.

The Quality team will analysis data including retention, success and achievement to monitor if there are any trends which are linked to IAG, the quality of training analysis this and any areas for improvement will be documented in the SAR and QIP.

Sector specific information, advice and guidance will be collated in the sector SAR files with evidence to support.

The ILP's will be audited to ensure that documentation is compliant

11) Review and Monitoring

This Policy will be monitored and reviewed on an annual basis (March 2026). This will allow the policy to be updated with feedback and evaluations will collated over the next 12 months for all parties involved, ensuring that the policy remains fit for purpose.

This policy is approved and endorsed by the Executive Team and will be reviewed on an annual basis.

On behalf of the Board of Directors

Signed :



Name: Tony Higgins

Date: March 2025