



INFORMATION, ADVICE AND GUIDANCE (IAG) POLICY

Vision and Values for IAG

MBKB provides a high quality, impartial, information, advice and guidance services which promote the value of learning to apprentices of MBKB, prospective apprentices and employers or other organisations representing current or prospective apprentices. MBKB ensures that its team are passionate about education & enabling our apprentices to reach their maximum potential. We develop the self-esteem and self-confidence of apprentices, every individual is 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 IAG needs and demands of our apprentices, employers and the local community whilst supporting national and regional education and economic strategies. We encourage and celebrate creativity and are supportive of innovation in all that we do. We believe that our team and apprentices should work in an environment of friendliness, with a clear sense of purpose to achieve our mission and realise our vision.

MBKB is committed to create an IAG experience that is:

- Outstanding and delivered in an excellent environment
- Aspirational, designed to inspire and motivate
- Personalised to suit the apprentice
- Planned to guide apprentices 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 clients that use our IAG, i.e. apprentices, prospective apprentices and other stakeholders, are entitled to a service that is:

1. Accessible and Visible

Access to IAG is free from direct or indirect discrimination. Services are recognised and trusted by clients and have a convenient range of 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 clients' needs. So, in addition to recruitment teams assistance, Teacher Learning Assistance, IAG is provided on our website and links made available to support every apprentice.



2. Professional and Knowledgeable

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

3. Impartial

Clients have the right to information, advice and guidance that is impartial, unbiased and realistic. Where appropriate, referrals will be made to external agencies or internal MBKB experts, when they possess a greater topic knowledge.

4. Integrated

Links between IAG services are clear from the clients' perspective, regardless of the programme or location of their study. Where necessary, clients 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 clients' needs and reflect both clients' present and future needs.

6. Enabling

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

7. Patient, Friendly and Welcoming

IAG services should encourage clients to engage successfully with the service. Clients are made aware of this entitlement through the MBKB website, During Induction and at each review throughout their program.



IAG Delivery

This policy applies to all enquiring, enrolled and past apprentices of MBKB's training provision.

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 an apprentice 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 apprentices 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 –to support apprentices to have:

- 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 apprentices and referral for specialist guidance and support. This involves more in-depth one-to-one work by guidance trained staff.

Our ongoing Curriculum includes 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 ILP process.



In line with the IAG defined above, MBKB provides assistance relating to:

- the range of support available within
- fees and other financial charges associated with a course of study
- financial assistance available to support those in education and training
- course entry criteria, qualifications, accreditation and modes of study
- equipment, clothing and materials which the student must provide
- impartial careers advice and guidance
- personal goals, aspirations and motivation while on course
- guidance to its current apprentices to discuss progression

MBKB ensures each and every learner receives assistance upon completion or cessation of their program, to enable them to make career advancement.

To ensure a consistent approach, MBKB have adopted the **Gatsby Benchmarks**.

Background - There are 8 benchmarks created for department of education careers statutory guidance. Gatsby believes that every young person in every learning environment needs high quality of career guidance to make an informed decision about their future. They found that those young persons without social justice/ capital or career support at home, suffer from poor career guidance. The success of 2 years piloting proved to make a positive and sustainable impact.

- 1) **STABLE CAREERS PROGRAMME**- MBKB identify needs at induction via discussions and Initial Assessments. All MBKB Team are trained in IAG and to support the apprentices throughout the programme. IAG is discussed at Impact Progress Reviews and monitored via Tutor observations and audits.
- 2) **LEARNING FROM CAREER AND LABOUR MARKET INFORMATION**- We will utilise career and labour market information, fed into our overall performances data annually (starting Aug 2019) to educate our annual IAG strategy.
- 3) **ADDRESSING THE NEEDS OF EACH STUDENT**- We ensure that each program is fully tailored to the individuals desired career path. An additional learner journey is created from our IAG discussions, IA results, all using our wide range of resources and value added enhancement options, We keep records of our IAG (IPR's) secure on our G Suite cloud base. We work with a range of further and higher education providers to ensure a wide spectrum of career advice and options are given, along with an extensive range of referral pathways.



- 4) **LINKING CURRICULUM TO LEARNING TO CAREERS**- All apprentices personal development and progression are linked to their learner journey, which is tailored to their aims.
- 5) **ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES**- We engage with employers and involve them in planning each program, we work them to tailor learner journeys and individual enhancements. We complete 8 week reviews with the apprentices and the employer to evaluate progress and plan further development. This is recorded on our Impact and Progress Reviews.
- 6) **EXPERIENCE OF WORKPLACES**- We ensure the learner's opportunities to engage in employer led development whilst at their workplace is maximised using our learner journey and that the apprentices value the expertise, support and skills available from their employer. We encourage and provide opportunities for work shadowing and ensure each learner is shown all aspects of job to develop their knowledge, skills and behaviors towards meeting standards. All On and Off the job training is recording and reflected upon utilising Smart Assessor.
- 7) **ENCOUNTER WITH FURTHER AND HIGHER EDUCATION**- We are consistently developing our links with both Further and Higher education providers, and will be putting an enhanced link and options page on our website.
- 8) **PERSONAL GUIDANCE**- We give every apprentice opportunity to practice for interviews and job progression, we give advice both internal and external. We tailor development programs to aid career progression including both self development and future skills.