



ADULT TRAINING NETWORK

Information, Advice and Guidance Policy and Process

1. Policy Statement

Adult Training Network (ATN) is committed to supporting its learners to identify and complete qualifications that fulfil their full potential and meet their individual, personal and professional needs.

We will ensure that the processes of informing, advising and guiding learners are accorded a high priority, and are recognised as being crucial in enabling learners to make decisions regarding the opportunities and challenges of adult and working life.

2. Policy Aims

Our aim is to provide appropriate impartial Information Advice and Guidance service to potential candidates, current learners and employers at the initial contact and recruitment phase, through the induction process, whilst they participate on programmes, and on exit from programmes.

3. Policy Objectives

We will endeavour to make our IAG provision

- Easily accessible, timely, visible and well defined in an understandable format
- Is delivered by employees who have sufficient training and knowledge
- Provide accessible links and leaflets to a range of specialist, supportive agencies.
- Ensure the equality of opportunity to quality reviewed IAG, delivered to meet needs.
- Ensure IAG meets the diverse needs of candidates, learners and their employers
- Provide impartial, confidential and needs focussed IAG
- Responsive, friendly and enabling provision awareness

4. Definitions

4.1 Definition of Information

Information is data conveyed via contact through face-to-face, individual, group or class interaction, which is verbalised, written or printed, through different media including booklets, ICT software, websites etc.

4.2 Definition of Advice

Advice involves:

- Helping candidates and learners to understand and interpret information
- Providing information and answers to questions
- Clarifying misunderstandings
- Understanding candidates and learners circumstances, abilities and targets
- Advising candidates and learners on their options or how to go about a given course of action
- Identifying needs and signposting or referring candidates and learners who may need more in-depth guidance and support.

4.3 Definition of Guidance

Guidance aims to support candidates and 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 and be able to better manage their lives and achieve their potential.

5. Procedures for the implementation of the policy

The provision of IAG by ATN will be open to the local community/users and will reflect candidates' and learners' present and future needs. Clients will be made aware of any IAG relevant and available to them.

It will encourage them to engage successfully with ATN and its client facing employees and will encourage and support them to become lifelong learners by enabling them to access and use information to plan their personal development and careers.

5.1 ATN provides IAG in the form of:

- Information of opportunities and programmes in relation to programmes in Skills for Life/Vocational Programmes and employability
- Guidance on the right programme following an assessment of candidate needs and preferences
- Pastoral support and guidance on-programme to assist retention of learners and their timely completion of the qualification.
- Information available from our partner colleges and prime contractors – Richmond upon Thames College, Herts Adult Family Learning Service, Bucks Adult Learning. Information and advice on career enhancement or other training options during and on completing the qualification.
- Employees with the relevant knowledge and experience.

Implementation of the policy is embedded throughout ATN's processes. ATN provides:

5.2 Access to information, advice and guidance on adult education, training, qualification unit topics and personal development in a range of formats at key stages of the potential and actual candidate/learner journey they all receive or are given the opportunity to receive

- An initial assessment and discussion of qualifications open to them to meet their needs
- An Individual Learning Plan that documents their agreed specific needs, for their chosen qualification.
- Individual session to receive personal development information advice and guidance.
- Individual mid and end course review meetings at which they are offered impartial IAG to enable agreement of targets and objectives, are given formative feedback and are supplied with referral advice if required.
- IAG during their regular course reviews with their assessors on qualification, units, development and any work or social issues they may be experiencing.
- Receive IAG information on progression and career development advice at end of training, including if required referral to careers advice professionals.

5.3 A team of qualified and trained assessors or other professional to

- Discuss candidate needs and aspirations
- Plan for the achievement of their objectives

- Provide IAG and training for their qualification
- Provide an opportunity to review and revisit qualification and personal development goals and objectives.

5.4 Signposting to other agencies who may be able to help candidates/learners and employers in achieving their goals or to assist them with specific difficulties they may be experiencing.

5.5 Quality provision of IAG in various formats both written and verbal. Written information is checked to ensure the principles of plain English are applied and assessors are subject to quality checks by their line managers which include observation of working practices with candidates and learners. For example Learners are provided with links to carry out skills health checks, job profiles, CVs, building and job interview skills development.

5.6 Equality of opportunity to quality reviewed IAG. All IAG supplied is subject to ATN Equal Opportunity Policy and quality processes including evaluation and continuous improvement.

5.7 IAG that meets the diverse needs of candidates, learners and their employers. In the past this has taken the format of written information in different formats for individuals with learning needs, physical disabilities, and dyslexia. These types of provision are reactive to individual assessed needs.

5.8. Impartial IAG that supports candidates and learners to make informed decisions about learning, employment issues and personal problems based on their needs and circumstances, with private rooms to maintain confidentiality if required.

5.9 Responsibilities

5.9.1 Tutors/Employability Staff

Assessors/Employability skills development staff are responsible for delivering quality training and IAG in their sessions with learners to support them in reaching their career and learning milestones.

5.9.2 Regional Manager

Oversight of quality assurance policies and practices

5.9.3 Quality Assurance Lead

Observation of teaching and learning , identification of areas that need improvement and actions plans for improvements including CPD

5.9.4 Managing Director

The Managing Director is responsible for this policy

Compiled by S Singh Gill

Designation : Managing Director

Date: 1/4/22

Date of next review: 1/4//23