

Policy Review

This policy will be reviewed in full annually

The policy was last reviewed and agreed by Adam Russell, Head of Quality on 18th July 2018.

It is due for review in August 2019

Academy Vision

This Policy should be read in conjunction with other BAJ policies and procedures.

BAJ aims to provide high quality, impartial, information, advice and guidance services which promote the value of learning to learners, prospective learners and employers or other organisations representing current or prospective learners.

We believe that every individual should be treated with courtesy and fairness and we respect the rights and beliefs of each other, regardless of gender, gender reassignment, marital status, age, disability, race, religion, pregnancy or maternal status, 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 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.

Learner Entitlement

1. Accessible and Visible

Our access to IAG is impartial and free from direct or indirect discrimination and is available to our learners through our admissions department during learning hours. It is also available outside learning hours in the learner handbook, on the website, in prospectuses and marketing material and is available free of charge to any individual on request.

2. Impartial

We aim to provide learners with the right to information, advice and guidance that is impartial, unbiased and realistic. Where appropriate, referrals will be made to external agencies.

3. Aware of, and responsive to diversity

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

4. Enabling

Enquirers, learners, parents, employers, staff and partners should be able to make informed choices about ways in which the Academy can meet their individual training and development needs. IAG services 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 in their future career plans.

5. Skilled staff

Staff at the Academy should have the skills and knowledge either to address the needs of the client, or be able to signpost them effectively and efficiently. All staff are either trained or to undergo Level 2 Information Advice and Guidance Training.

Employer Entitlement

BAJ aims to provide high quality, impartial, information, advice and guidance which promote the value of apprenticeships to employers.

IAG Delivery

This policy applies to all enquiring, enrolled and past learners. 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, and websites.

Advice

- 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 referral for specialist guidance and support.

The Academy 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, the Academy will provide assistance relating to:

- the range of support available at the Academy
- fees and other financial charges associated with a course of study
- course entry criteria, qualifications, accreditation and modes of study
- equipment, clothing and materials which the learner must provide
- impartial careers advice and guidance
- personal goals, aspirations and motivation while on course
- guidance to its current learners to discuss progression

Assessment Review and Evaluation

- To ensure a high quality of IAG service, the Academy will evaluate its provision to ensure that:
- The information, advice and guidance services are delivered in accordance with this IAG Policy.
- The IAG standards are delivered in accordance with the “Quality Standards for Young People’s IAG”
- Any learner or potential learner with an identified disability will be provided with appropriate support to enable access to IAG services.

Impact data for IAG is collected in a number of ways including, learner feedback during student council meetings and also a number of surveys to capture the views of learners so we can compare year on year. This information feeds into the Academy self-assessment process at the end of the academic year and is found in a number of SARs.