

Information, Advice and Guidance Policy

1. Strategic overview

As a service, Learn Hillingdon wants to deliver impartial, accurate and meaningful information, advice and guidance (IAG) to all learners. At any point of a learners journey we provide them with IAG. We also deliver IAG to residents who are not enrolled with us, such as running employment based events, and to community partners, employers and colleagues within the Local Authority and the sector. However, learners are our main client group and as such will take priority in this policy.

The service has achieved the Matrix standard reflecting the high quality of its information, advice and guidance to learners. This accreditation is renewed every 3 years.

As an adult education provider, which forms part of the London Borough of Hillingdon, Learn Hillingdon works within a diverse borough. Over 80 languages are spoken within the borough and in 2021 Hillingdon's ethnic make up has a percentage of 53.1% white (includes white British, white Irish and other white), and 46.9% BAME residents¹

Our residents come from a wide range of backgrounds and learners differ greatly in terms of: goals, starting points, reasons for taking courses, and also in communication skills. Therefore, we make it a point to provide tailored information, advice and guidance (IAG) to each resident.

This policy is dependent for its success on a well-trained, well-informed staff body. Staff have been provided with IAG training and completed an NCFE Level 2 certificate in IAG. This has successfully provided these staff members with the understanding and confidence to provide effective IAG to learners whether it be in their first initial contact or as they progress on their learner journey with us.

Learn Hillingdon recognises that giving learners ownership of their education and IAG throughout their learning journey is crucial to preparing them for the future.

¹ Taken from data found on:

https://drive.google.com/file/d/18UWXr8cs4QuDiRHNMM1_jQByyNEB17z_/view?usp=sharing

Firstly, because it enables them to identify necessary steps to progress to a career of their choice. Secondly, because giving learners a real voice within their learning environment can prepare them to advocate for themselves in day to day life. Finally, because giving people the opportunity to contribute and make a difference to the service helps them to develop their skills in communication, teamwork, leadership and organisation, which will benefit them in the future.

2. Principles and objectives of this policy

Learn Hillingdon recognises that giving learners ownership of their education and IAG throughout their learning journey is crucial to preparing them for the future. Firstly, because it enables them to identify necessary steps to progress to a career of their choice. Secondly, because giving learners a real voice within their learning environment can prepare them to advocate for themselves in day to day life. Finally, because giving people the opportunity to contribute and make a difference to the service helps them to develop their skills in communication, teamwork, leadership and organisation, which will benefit them in the future.

The key objectives of this strategy, therefore, are:

- learners will have access to high-quality, current, ongoing IAG at each stage of their learner journey (pre course, on course and end of course)
- as an IAG service, we will offer impartial advice, signposting and referring people to external organisations when appropriate
- every learner will know how to access IAG and what to expect from it
- all learners will work towards personal learning outcomes and goals
- learners will have a voice within the Service, know how to give feedback and understand how their feedback is used
- learners will know how they can contribute to the service (for example through volunteering)
- learners will be able to identify their next steps and be able to describe how their learning can be used outside of class
- Learn Hillingdon policies relating to Equality and Diversity, Complaints, Appeals, Confidentiality, Safeguarding and Data Protection are applied within the Service

This strategy recognises that a 'bottom up' approach is needed for learner engagement and IAG to be fully effective. Since staff at all levels play a role in

learners' experience, the responsibility for high quality information, advice and guidance falls to everyone.

Information, advice and guidance

Learn Hillingdon aims to provide impartial, practical and meaningful IAG to all learners. This strategy recognises that not all learners need the same level of intervention. IAG will be bespoke and delivered at every stage of their engagement with us, whether for a learner or other stakeholder.

1.1 Pre course IAG

4.1.1 Pre course literature

Learners will be able to receive information about courses through:

- the **website**, which is divided into curriculum areas and has a specific page about advice and guidance; learners will also be able to download course information sheets from here
- the **brochure**, which is accessible online and distributed throughout the borough contains information about courses, eligibility, career opportunities, support available, how to enrol and route maps to help guide learners through their course choices
- **course information sheets**, available from centres and on the website
- **Through staff**, who can be found at our main centres.
- **Social Media**- Facebook, Twitter Instagram
- **Case Studies** - provided within all marketing literature
- **Local Authority** produced publications - Hillingdon People, e-newsletters
- **Partner** publications and events.

Word of mouth feedback has been seen to be influential with adults but this is not within the control of the service.

4.1.2 Pre course events

Learners can receive IAG when they access our online and other information as described above and can enrol or make an enquiry online at any time.

Learners can also receive IAG when they attend:

- **briefing sessions**, which offer a digital and in person opportunity to speak to subject leaders, discuss concerns, take (where necessary) an initial assessment and enrol on courses
- **an initial assessment session**, where they will take an assessment and be directed to a course at the right level
- **an interview with a subject specialist (where necessary)**
- **Through events** which our tutors, PALs and LEO will go to.
- Festival of learning
- Culture bites and other marketing events, e.g. Older People's events

4.1.3 Other pre course IAG

- At any time during the year, existing or prospective learners can **phone, email or drop in** to our centres for information about: the types of course we offer, upcoming IAG events or progression information/ careers advice. This is also available on our website.

On course IAG

1.1.1 On course

- Standardised induction across the service; with supporting information available on the website or through a staff member
- While on course, learners will have access (through the Virtual Learning Environment) to a **Learner Handbook**, which contains information about: their responsibilities, what to expect while on course, how to access support, participation in learner voice and learner involvement initiatives and other organisations, such as learning providers and the National Careers Service.
- Information about **other agencies** such as The National Careers Service, local children's centres, libraries and Job Centre Plus is available online and in centres and publications. Appointments are available with these and other partners.

1.1.2 On course events

- visits by external speakers such as NCS, NHS, CNWL
- Enrichment activities and trips, e.g. Parliament Week
- Events and themed lessons informed by the diversity diary, e.g. International Women's day

1.1.3 IAG in class

IAG will be delivered by curriculum staff to all learners through:

- **tutorials** throughout the year
- **progression focused classes**
- **feedback** on learners' work and progress, what they did well and how they can improve
- use of **Individual Learning Plans**
- linking **course content** to how it can be used outside the class
- Qualifications that are embedded into class, such as employability/ English, digital skills

Depending on learners needs, IAG may also include:

- CV, interview and/or application guidance
- information and advice about courses to do within Learn Hillingdon when learners' current one has finished
- information and advice about courses or **further study available** outside Learn Hillingdon
- information about **jobs** for which learners can apply
- information about **where learners can find out about jobs** to apply for (eg. websites, newsletters, local employers)
- information about the **National Careers Service**
- referring learners to open days or progression evenings
- referring learners to **other agencies** (ie: the job centre/ or other colleges)
- **class visits** from people who can offer advice and guidance
- advice and guidance from Programme Area Leaders when learners want or need to transfer to another course

1.1.4 Other on-course IAG

- Our **Homework Clubs** are available to all learners via referral, as well as study support, these will provide support with CV's and applying for jobs. Support is tailored for each individual's needs.
- All learners will have access to an IAG **Google/Moodle** page, which will have links to external agencies and details about upcoming IAG events. Vocational curriculum areas (for example: floristry) will also list specific job sites and news about upcoming opportunities.

- As part of their course, or to enhance their employment and volunteering opportunities, learners may undertake **volunteering** or **work experience** within the service.
- Wellbeing support

4.3 End of course and post course IAG

4.3.1 End of course events

- During and at the end of their courses, learners receive **progression advice** from curriculum staff about their next steps and further learning, training or employment.

4.3.2 Continued access to Learn Hillingdon IAG services

- Learners are offered an opportunity to join our alumni list at various points of their learning journey. Those who do so receive information about events, opportunities including volunteering and external job vacancies and upcoming courses.
- Learners who complete qualification courses will receive a phone call 6 – 12 months after they have finished their learning with us, to find out what they are doing and if they need any further support.

5 Learner Engagement

Learner engagement will be achieved by: giving clear IAG, encouraging and responding to learner feedback and creating opportunities for learners to contribute to the wider life of the organisation.

5.3 Encouraging learner feedback

Learner feedback will be encouraged by:

- **Speaking directly to senior staff** during quality monitoring checks such as observations
- having a clear **compliments, comments and complaints procedure** that learners know about and which is followed

- **class representatives:** one learner from each class who can take feedback from other learners
- **Learner Council;** elected course representatives who are voted in to represent a curriculum area.
- **learner surveys**
- a space for learner comments about each class on their **ILPs**

5.4 Responding to learner feedback

We respond to learner feedback by:

- sharing it with the appropriate people and using it to improve the service and communicating changes with 'You said, we did' posters and online
- giving feedback to learner comments on their ILPs (tutors)
- following the compliments, comments and complaints procedure, which involves informing learners of actions taken
- Learner Forums

5.5 Learner involvement

We create opportunities for learner involvement through:

- **an alumni network** (Alumni might: provide success stories; visit classes or progression days/evenings and speak to students.)
- **learner volunteers** (Learner volunteers might: help organise or attend events, work as translators, contribute to handbooks for other learners or help learners in other classes.)
- **celebrating learners' work** at certificate presentation events, Festival of Learning celebration evenings or through displaying it at centres, week of action.
- an elected **learner council**, made up of course representatives, representing curriculum areas

6 Evaluation and measurement

6.3 Evaluating our IAG

We measure the impact of our IAG by benchmarking the following data and using it to set targets for improvement:

- our average scores on learner satisfaction surveys for the IAG questions

- learner responses to specific questions about IAG on end of course surveys
- Data capture and monitoring, e.g. retention and attendance rates within the service
- destination data, including how many learners move into work or independent living as a result of being on a course
- Conversion rates from initial assessments
- Feedback on improvement at events such as careers fair

The impact of IAG will also be evaluated by:

- Case studies
- Learner surveys
- Learner journeys
- Feedback from IAG events
- Lesson observations
- Learner Council

7 Communication

This strategy will be communicated with staff through:

- our website
- Staff forum
- CPD sessions on giving information, advice and guidance
- staff inductions
- Policies and procedures for tutors on Moodle and staff forum
- posters and leaflets at centres
- staff emails

This strategy will be communicated with learners though:

- our website
- the learner handbook
- learner inductions at the start of every course
- having policies available at all centres
- posters and leaflets at centres
- letters in registers
- emails to learners
- Moodle and our Facebook page

