

## **Initial Advice and Guidance Policy & Process.**

### **Aim**

- To provide all learners and potential learners with impartial information and advice that empowers them to make self-determined choices about learning and progression.
- To actively promote the provision of information and advice that meets the matrix standard throughout Cano Training Services.

### **Objectives**

- To ensure that quality, current information and advice is readily available to learners in a range of formats and forums at different stages of the learner journey.
- That staff are appropriately supported and trained to deliver information and sometimes advice that meets the matrix standard.
- That we provide information and advice about Cano Training Services courses, choosing the right course, learning support and progression.
- That learners are signposted or referred within or beyond Cano Training Services when appropriate.
- That Cano Training policies relating to Quality and Diversity, Complaints, Appeals against Assessment, Confidentiality, Safeguarding, and Data Protection are applied within the service.
- That learners are provided with a range of opportunities to feed back on the IAG service.
- That information from feedback results in improvements to the service which are widely communicated.

**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** - Advisory work is usually provided on a one-to-one basis but may also be in groups. This involves:

- helping a student 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 students who may need more in-depth guidance and support.

**Guidance** – Guidance may also involve advocacy on behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work by guidance trained staff. Cano Training Services aims to support students 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.

**The information we provide and sometimes advice may be:**

**1. Before enrolling**

- Provide information on a range of course options
- Choosing a course that is most suited in terms of location, content, level, delivery style, qualification accreditation, entry requirements, and support available
- Information may be provided in a number of ways, either, verbally, by email or through printed materials

**2. At induction**

- Provide information on course structure
- Awarding Body requirements
- Assessments and certification
- Course goals, target dates, record of progression
- Provide IAG with embedded Equality & Diversity, Health & Safety

**3. On programme**

- Advices on available learner support
- Possible progression/employment routes

**4. On exit**

- Further learning or employment opportunities and job search websites

**5. At any time**

- Referral to another organisation for advice on careers, work and learning that may be

**Our service to learners:**

**1. Pre-course information:**

- Course information, locations and dates
- Leaflets with course contents
- Appropriate and suitability of training courses on offer and to redirect enquirers who do not meet our eligibility and/or entry requirements.

**2. Enrolment:**

- Receive a detailed induction
- Have an initial assessment
- Agree an individual learning plan
- Agree review dates for the action plan
- Information regarding learning support
- Receive information about compliments, appeals, complaints and suggestions

### **3. During training:**

- Receive regular reviews and feedback on training progression
- At any time during the course receive information about progression, be signposted or referred as appropriate

### **4. At the end of the training:**

- Receive IAG information about progressions, job search support and careers advice signposted or referred when appropriate
- Obtain feedback from learners on course and IAG services

### **5. Our Staff Training**

- All staff will be appropriately supported and trained to deliver information and advice that meets the matrix standard.
- IAG services available from partner Colleges
- Information on the National Careers Services and other agencies within the quality network who can assist learners with IAG
- Training opportunities to address individual CPD needs of staff outside the scope of Cano Training Services

### **Matrix Standard:**

The matrix standard is the national quality standard for any accredited centre delivering IAG on learning and work. The standard ensures that anyone thinking about entering publicly funded education receives high quality IAG.

The matrix standard is made up of four elements:

#### **1. Leadership and Management**

- Our service has clearly defined aims linking to the CITB strategic aims:  
Individuals have the skills to compete for the best jobs and develop fulfilling careers  
Companies have a highly skilled workforce  
The employer has the skills to meet its clients' needs and future challenges
- Making a difference  
To individuals (a career, a future, great skills, fulfilment, a second chance...)  
To Employers (right skills, meet new challenges/changes, productivity, efficiency, growth...)  
To the public (a better, safer, more inspiring built environment...)
- Our role is to work with employers to encourage training, which helps to build a safe, professional and fully qualified workforce.
- Our service has clear leadership and direction from qualified and experienced trade assessors and staff.
- We are an equal opportunity employer and promote equality, diversity, impartiality, confidentiality and professional integrity in all aspects of our service delivery.
- We know that keeping up with changes to legislation can be daunting, and that many businesses miss out on opportunities because they don't understand. That's why we work with employers to raise awareness of these changes.
- Employer and learner outcomes are used as key performance indicators that are measured as a success rate for our services. This is monitored regularly as part of our quality plan.
- Employers and learner feedback is constantly used to design and develop new courses and delivery methods.
- We have established links with a number of FE Colleges and other training providers enabling us to gain support when required if additional training is required.

## **2. Resources**

-We have a number of trainers and assessors (see our staff web page) relevant to the trade expertise required or would signpost the learner to the best available provider through our network links with FE Colleges.

-Employers are given advice and guidance on training plans and CITB support enabling efficient training. We deliver an organization wide approach to the training plan leading to a fully qualified company. We work with National Standards quality assured by National Award Body's such as CSkills/CITB. All advice is monitored internally and is regularly updated by these organisations and reviewed at their inspections.

-All our staff are regularly reviewed ensuring their skill-set is relevant to the changes in industry and award body standards. Our staff are supported in undertaking regular professional development and provided with opportunities for career progression.

-All new staff are inducted into our organisation and work to our high standards that are regularly monitored internally and externally.

## **3. Service Delivery**

-Our Initial Advice and Guidance is in-bedded within our quality procedures. We aim to ensure that all students enjoy a positive and rewarding experience. Our guidance system stems from effective Leadership and Management, setting learners aims, objectives and monitoring their outcomes. Our Office Manager and Internal verifier are both qualified to the standard IAG Level three and gave CPD lesson to all staff. We as an organisation can then define the skills, knowledge, competency and qualifications linked to the learner requirement. All new staff are inducted into our system including IAG requirements. The service is delivered effectively to meet the learners aims and objectives. We monitor and evaluate learner outcomes at monthly internal meetings and record feedback within exit forms re the course and progression.

-Continuous quality improvement is our aim and we listen to learner and staff feedback as a continual process.

-Our delivery is an employer responsive provision, Initial Advice and Guidance commences with initial contact with the employer. An Organisational Needs Analysis is completed identifying the skills and development needs of the workforce as a whole. All learners subsequently receive a comprehensive Initial Advice and Guidance, both 1-2-1 and in groups. This includes: • Basic skills assessment • Skills scan • Identification and recording of relevant prior experience and qualifications • Identification of additional support needs and other requirements. This process leads to the identification of appropriate training at the right level for the employees that also meets the employer's business needs. These needs, along with the other outcomes of the Initial Advice session identified above are recorded in an Individual Learning Plan (ILP). The ILP describes a tailored course based which is appropriate to learners needs based on prior learning, achievement and workplace skills.

## **4. Continuous Quality Improvement**

-Our quality assurance system is based on both quantitative (success rates) and qualitative data (employer, learner, tutor feedback). Self-Assessment Reports and Quality Improvement Plans are used. An annual Self-Assessment Report identifies strengths and areas for improvement leading to the development of the Quality Improvement Plan which outlines actions needed to

address areas for improvement. Regular course evaluation reviews are undertaken throughout the year which both identifies progress towards addressing areas for improvement in the Quality Improvement Plan and in-year performance against national benchmarks and across our courses. Internal and external verification reports are used to monitor course performance. Audits by funding bodies and partners identify further strengths and areas for improvement and also inform the above.

-The employer and learner voice is a key element of the quality system. Feedback, course evaluation, and satisfaction surveys lead to changes in course design, delivery and resources. All staff are required to be vocationally qualified and competent and either have or be working towards appropriate teaching and/or assessing/IV etc qualifications to meet the requirements of awarding bodies, sector expectations and colleges etc. Original certificates are checked at recruitment and copies are taken for our records. All staff undertake continuous professional development to ensure that they update and develop their skills on a rolling basis. Records of monitoring instructors, IVs and assessor's performance and feedback are kept to ensure quality of delivery.

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