Information, Advice & Guidance (IAG) Policy

Introduction

Portland Training is committed to providing high-quality Information, Advice, and Guidance (IAG) to adult learners throughout their learning journey. Our aim is to empower learners to make informed decisions regarding education, career progression, and personal development. Recognising the unique needs of adult learners, our IAG provision is relevant, accessible, impartial, and outcome-focused.

Scope

This policy applies to all adult learners, staff delivering IAG, and any external stakeholders involved in learner support at Portland Training.

Definitions

- **Information** – Accurate factual details about learning opportunities, qualifications, career pathways, and support services.

- **Advice** – Personalised support helping learners understand and apply information to their individual circumstances.

- **Guidance** – In-depth, ongoing support assisting learners in making decisions about learning, training, employment, and career progression.

Governance and Roles

- The Senior Management Team (SMT) is responsible for strategy, quality assurance, and compliance with this policy.

- Tutors and IAG staff provide day-to-day guidance and support to learners.

- All staff involved in IAG are required to hold (or be working towards) a Level 2 or above qualification in IAG and participate in continuous professional development.

- Senior leadership ensures adequate resources, oversight, and integration of IAG within the learner journey.

Legal and Regulatory Compliance

Portland Training's IAG provision adheres to:

- **Equality Act 2010** – ensuring equality, diversity, and inclusion.

- **Data Protection/GDPR** – maintaining confidentiality of learner information.

- **Safeguarding policies** – protecting learners at risk.

- **Matrix Standard** – quality framework for IAG delivery.

- **Ofsted and relevant funding body requirements** – ensuring regulatory compliance.

Principles of IAG

Portland Training ensures that IAG is:

- **Learner-centred** – focused on individual goals and needs.

- **Impartial** – free from bias toward specific programmes, employers, or providers.

- **Accessible** – available in multiple formats for learners with disabilities, learning difficulties, or EAL requirements.

- **Evidence-based** – using accurate, up-to-date labour market and educational information.

- **Inclusive** – promoting equality, diversity, and social inclusion.

- **Responsive** – adaptable to learner circumstances, crises, or emerging trends.

Implementation

Pre-Enrolment

- One-to-one consultations to explore learning, career, and personal goals.

- Clear information on programme content, entry requirements, progression, and external support services.

- Accessible online resources and guidance materials.

- Referral to external agencies where appropriate.

At Enrolment

- Initial IAG session to set goals.

- Review of prior learning and experience to match learners to suitable programmes.

- Employer engagement to align training with workplace needs.

- Assessment of learning styles, environments, and adjustments for protective characteristics.

During Programme

- Regular progress reviews embedded in delivery sessions and one-to-one meetings.

- Opportunities to explore further learning, employment, volunteering, self-employment, or career change.

- Thematic study breaks covering essential skills and professional development.

Further Your Potential

- Access to Portland Learner Hub for self-led digital guidance and employability training.

- Crisis and emergency guidance provided where personal, career, or financial challenges arise.

Exit and Progression

- Support with CVs, job applications, interviews, apprenticeships, and higher education pathways.

- Access to live jobs board and follow-up guidance.

- Destination tracking to monitor outcomes and support re-engagement.

- Additional IAG for learners seeking career change or further development.

Learner Voice

- Learners are actively involved in shaping IAG services through surveys, and feedback mechanisms.

- Learner feedback informs continuous improvement, programme design, and service delivery.

Monitoring and Evaluation

- IAG delivery is monitored through learner feedback, observations, peer reviews, and internal audits.

- Performance metrics include learner satisfaction, retention, achievement, employment progression, and confidence measures.

- Evaluation informs the Self-Assessment Report (SAR), Quality Improvement Plan (QIP), and Matrix accreditation compliance.

Risk Management and Complaints

- Processes are in place to manage risks related to inaccurate advice or conflicts of interest.

- Learners can raise concerns or complaints about IAG provision, which are logged, reviewed, and acted upon promptly.

Staff Development

- All IAG staff undertake ongoing Continuing Professional Development (CPD) to stay current with labour market, career guidance, and educational trends.

- Staff performance is monitored through observations, appraisals, and feedback to ensure high-quality delivery.

External Collaboration

- Portland Training works with employers, colleges, training providers, and community organisations to ensure IAG is current, relevant, and seamless.

Digital IAG

- Online resources, digital platforms, and virtual guidance are provided to enhance accessibility and learner independence.

- Learners are supported to navigate online career platforms and e-learning opportunities.

Policy Review

- This policy is reviewed annually by the SMT.

- Updates consider learner feedback, regulatory changes, audit recommendations, and best practice developments.

Impact

Portland Training aims for IAG to deliver:

- Increased learner confidence, motivation, and self-efficacy.

- Higher retention, achievement, and progression rates.

- Positive outcomes in employment, further learning, and career advancement.

- Enhanced learner satisfaction, engagement, and contribution to society.