INFORMATION, ADVICE
& GUIDANCE POLICY

Policy adopted by RISE Learning Zone: 01.09.2015

Last reviewed: September 2020

Next review: September 2022

Policy Document SP-02

RISE LEARNING ZONE
INFORMATION, ADVICE & GUIDANCE POLICY

Purpose

Policies and practice for Information, Advice and Guidance (IAG) are intended to support RISE Learning Zone's delivery of the service to members of the 11 – 17 population.

Principles

IAG policies and practices will benefit all learners and potential learners by ensuring that:

- delivery of the service is planned and managed coherently
- access to the service promotes equality of opportunity for individuals and groups
- learners and potential learners receive a high quality, impartial service, which is appropriate to their individual needs

Responsibilities

- The overall strategic management and co-ordination of IAG is the responsibility of RISE Learning Zone's board of trustees, delegated to the Project Manager
- The delivery of Information, Advice and guidance is the responsibility of front-line youth workers

Aims

IAG procedures and practice will ensure that:

- effective and systematic referral routes enable all learners and potential learners to access specialist Advice and Guidance services delivered through other providers
- all staff are aware of IAG and how it can be accessed
- IAG is easily and quickly accessible to all young people in RISE Learning Zone's area of work

- IAG is available throughout all stages of a young person's journey with RISE Learning Zone
- IAG is appropriate to the individual's or group's identified needs
- a comprehensive and wide range of resources is available
- access to professional development ensures that staff are suitably trained and competent to deliver the service

Access to Core IAG Services

11 – 17 year old service users should be entitled to access RISE Learning Zone's IAG services through staff when the centre is open, after set programmes and during other RISE provision. Some groups may be delivered IAG based work within their sessions, which are led by qualified youth workers.

Information

"Information", within the context of the IAG programme, means the provision of information on learning and work, without any discussion about the relative merits of the options through:
- printed materials such as leaflets,
- audio-visual materials such as videos,
- computer software on CD-ROM or via the internet, and
- verbal information to the young person on a face-to-face basis or through local or national help-line services.

Core Information Services
The core information services should consist of:

A. Information about access to opportunities. This should include information on:
- learning and work opportunities, including opportunities in Further Education, Higher Education, Adult and Community Learning, learndirect, other local learning providers, work placements, national and local job vacancies, voluntary opportunities, opportunities in self employment,

● learner incentives and entitlements (including the new Level 2 Entitlement proposed in the Skills Strategy and the new Adult Learner Grant, as they are rolled out nationally), including sources of financial support,

● local and regional work taster, work shadow and work experience possibilities,

● where to find local vacancy information including through Worktrain and Jobcentre Plus,

● self access database information (for example Occupations, Worktrain, learndirect) on jobs, training, qualifications,

● qualifications and equivalence in UK of qualifications gained overseas, and

● disability and employment issues – including where to get further support.

B. Supporting information on:

● national and local labour market information and intelligence. This should be in a format which is accessible to the user and provides the most up-to-date and accurate information on the labour market at national, regional and local level including local employer information and trends, and

● career, occupational, sector profiles.

C. Enabling information on:

● how to apply for a job (letters, internet, cold calling, phone calls), including filling in applications, CV completion, interview techniques and typical sector specific interview questions,

● aptitude profiles, and

● learning and career planning or management tools.

D. Signposting information on:

● what is and what is not available from the local LSC funded skills and training programmes,

● the Children's Information Service, Surestart and how to access them,

● local, regional and national transport availability,

● benefits issues,

● how to access free services for learning and work including learndirect and, where appropriate, Jobcentre Plus,

● the Disability Discrimination Act and other relevant legislation, and

● availability of specialist support for clients around learning support, basic skills, disability.

Advice

The provision of advice requires more interaction with the service user, usually on a one-to-one basis. It may require explanation of some of the information provided, how to access and use information, and a recognition of when more in-depth services may be required by the user.

Core Advice Services

Core advice services should include the following, as appropriate for the individual:

● interpreting any information and taking into account personal circumstances,

● an individualised service tailored to users' needs,

● personalised information including possible referral to in-depth services,

● helping users to use decision making tools,

● helping service users to link their personal interests and/or skills to their desired job/career requirements,

● identifying basic skills needs and referring those clients to sources of help in gaining basic skills in literacy, language and numeracy,

● meaningful interpretation of Labour Market Information and Intelligence,

● basic advice around services available during redundancy including how to access them, whom to contact, and where to go,

● advice on job search methods (CV, interview skills, applications for support or referral to enhanced services),

● considering possible progression paths, personalising options,

● knowing what is and is not available and/or possible and discussing alternatives.