LONDON BROOKES COLLEGE
Information Advice and Guidance Policy

1. Definition

1.1. Information, advice and guidance (IAG) denotes a range of impartial guidance activities and processes that can support choices made by learners, the key elements of which are defined as follows:

1.1.1. **Information**: Information is the data and basic factual information conveyed through different media, either printed or via ICT, on course opportunities, occupation or support services;

1.1.2. **Advice**: Advice involves helping a learner to understand and interpret how information provided might relate to his/her personal situation. Advice helps learners to understand their abilities and targets and may involve suggestions or options on how to go about a given course of action

1.1.3. **Guidance**: Guidance aims to support learners to better understand their needs, to confront barriers and to make informed and appropriate choices

1.1.4. **Referral**: Guidance may involve advocacy on behalf of some learners and referral specialist guidance and support. Referral happens in person-to-person advice or guidance when another member of staff, agency or provider offers services that more closely match the learner's needs

2. Related Policies and Procedures

2.1. Information Advice and Guidance Procedure

3. Rationale

3.1. LONDON BROOKES COLLEGE believes that high quality IAG enables learners of all ages to make informed choices about their programmes and career options and thereby helps to maximise their participation and achievement in learning.

4. Core Principles

4.1. LONDON BROOKES COLLEGE will work towards the principles outlined in Appendix 1

4.2. LONDON BROOKES COLLEGE will provide IAG services to learners at all stages in their programme

4.3. At pre-enrolment stage all learners will receive IAG covering the following broad areas:

    4.3.1.   Their choice of programme

    4.3.2.   The entry requirements for their programme

    4.3.3.   An assessment of the suitability of the learning programme

    4.3.4.   The costs associated with their programme

4.4. Once on programme all learners will be allocated a tutor who will provide on-going support through appropriate mechanisms such as Learner Progress reviews

4.5. Staff providing IAG will have the skills, knowledge and experience to identify learner's needs and to refer onwards as appropriate

4.6. In any referral to a third party either internally or externally learner confidentiality will be maintained

5. Implementation

5.1. The Governors and the Principal are responsible for the overall implementation of this policy

5.2. A member of the management team (Mr Cillian Logue) will hold specific responsibility for ensuring the IAG Policy is understood and implemented at all levels within the organization.

5.3. The role of the Tutor is to ensure that learners are:

    5.3.1.   Provided with appropriate IAG at all points within their programme of learning

    5.3.2.   Refer to appropriate third parties if required

6. Quality Assurance

6.1. The quality of information, advice and guidance and the effectiveness of IAG procedures is assured in the following ways:

    6.1.1.   Feedback from learners

    6.1.2.   Observation of guidance and enrolment sessions

    6.1.3.   Standardisation of appropriate paperwork

    6.1.4.   Feedback from partner organisations

7. Consultation

7.1. The policy will be reviewed on a three yearly cycle

7.2. The procedures related to the policy will be reviewed annually to ensure that they remain relevant

7.3. Advice and guidance will be obtained from appropriate sources including:

    7.3.1.   End users of the policy and procedure

    7.3.2.   Stakeholders

APPENDIX 1

PRINCIPLES FOR COHERENT DELIVERY OF IAG SERVICES

Accessible and Visible- IAG services that are recognized and trusted by staff and students they, have convenient entry points from which students' may be signposted or referred to the services which most closely meet their needs and available to suit students' needs.

Professional and Knowledgeable - IAG frontline staff will have the skills and knowledge to identify quickly and effectively the students' needs. They will have the skills and knowledge either to address the students's needs or to signpost or to refer them to suitable alternative provision

Impartial - IAG services support students to make informed decisions about learning and work based on the client's needs and circumstances

Responsive - to present and future needs of students.

Friendly – and welcoming IAG services which encourage student's to engage successfully with the service

Enabling – services which encourage and support students to become lifelong learners by enabling them to access and use information to plan their careers

Awareness – Students will be aware of the IAG services that are relevant to them, and have well informed expectations of those services

Checked 6th August 2021 by Cillian Logue