

Information Advice and Guidance (IAG) Policy

Policy Statement

Arch Apprentices (Arch) is committed to delivering an Information, Advice and Guidance (IAG) service that provides a range of opportunities for learners, employers and partners to make informed choices about their training and development needs within the apprenticeship sector.

About IAG services

The Arch IAG service is delivered:

- **Pre-Apprenticeship** choosing an apprenticeship programme with Arch or any other provider within the Avado Group of training companies, that is most suited to the learners needs particularly in terms of online training, content, level, deliverystyle, recognition of prior learning and associated fees, qualification, entry requirements, support available to name a few.
- **During Recruitment & Onboarding** where selection, skills scans and key information and advice related to the programme and the learning contract is provided to both the Employer and Learner.
- **In-Learning** via learner progress reviews, advice on learner support available, possible progression routes. For the employer, mid-course reviews.
- **Post-Learning** via final progress review and end point assessment preparation, completion review and end of learning surveys to identify further learning opportunities.
- At any time refer to other agencies for sector specific advice such as knowledge articles and additional ready to support the learning aims, careers pathways and CV building services and or ESFA Rules.

To ensure that IAG services are accessible to all and are of high quality, we will:

- 1. Work towards achieving and maintaining the Matrix IAG quality standard and ensure that IAG services meet the requirements within this framework.
- 2. Ensure that marketing, promotional and information materials are comprehensive, accessible, and available in a range of formats.
- 3. Monitor the effectiveness and improve the quality of IAG via:
 - a. Customer feedback
 - b. Staff feedback

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- c. Employer feedback
- d. Partner feedback
- e. Analysis of Initial Learner Profiles, ILPs, career aspirations and Learner Progress Reviews
- f. Analysis of outcomes for learners
- g. Annual review, renewal & update of information materials
- 4. Provide opportunities for our staff to undertake training to ensure understanding of:
 - a. IAG policy, strategy, aims, objectives, procedures and performance indicators
 - b. Equality and diversity
 - c. Confidentiality issues
 - d. Learner support, including funding eligibility requirements set by ESFA.
 - e. Customer Care, Health & Safety, prevent & Safeguarding.
 - f. Support the use of internal training technology.
 - g. Information security protocols
 - h. Data protection, confidentially and safe handling of customer data
- 5. Develop and review partnerships and sub-contracting delivery regularly to ensure the appropriate level of service is being maintained and delivered.
- 6. Embed IAG in quality assurance, staff development, training, company and staff Objectives and Key Results (OKRs).

IAG AIM

All Arch staff involved in the delivery of the IAG service are expected to support current and potential learners, employers and partners to make informed choices by giving IAG that is:

• Impartial:

We will help clients look at what other providers are offering against our offering ensuring a clear and transparent approach it taken to ensure our needs analysis is impartial and we can meet the needs of employers and their learners.

• Confidential:

Nothing from the discussion will be shared with anyone else without the client'sknowledge or permission.

• Fair:

Clients and Learners will be treated fairly and equally, in line with the Arch Equality ,Diversity and Inclusion Policy

• Transparent:

Learners will be told what will happen. If, at any time, learners do not understand what is going on, they will be encouraged to ask their tutor/Learning Development Coach or Student Success teams to explain.





IAG OBJECTIVES

- To provide impartial information, advice and guidance to learners at all stages of their learning journey, these include the following stages: pre-apprenticeship, recruitment & onboarding, in-learning and post-learning.
- 2. To provide impartial information, advice and guidance to all learners that **enables them tomake informed choices** about their options and next steps in relation to their chosen course programme/s and aspirations.
- 3. To provide support that enables learners to develop self and opportunity awareness.
- 4. To achieve nationally recognised qualifications
- 5. To make a positive progression into employment or further learning and/or training

In delivering these objectives Arch staff will:

- Establish effective communication with learners and potential learners.
- Identify information requested by learners and potential learners.
- Supply information materials to learners and potential learners.
- Assist learners and potential learners to clarify their requirements.
- Identify a range of options for achieving learner requirements.
- Enable learners and potential learners to select a course of action.
- Maintain and improve information materials.

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OPERATIONAL PROCEDURES

The process flow diagram overleaf outlines (In Summary) the IAG process steps and opportunities to deliver information, advice and guidance.

Pre-Apprenticeship	Apprenticeship Recruitment & Onboarding	➤ In Learning	Post Learning	 Supporting Process
 Employer Arch organisations needs assessment of the employer Investigate suitable apprenticeship options for the Employer Agree applicable regulation and programmes best suited to the employer and their prospective learners / apprentices Advise on Learning and Development outcomes to be achieved by successful applicants Apprenticeship Standard course information via various mediums (factsheets/website/informati on guides Apprenticeship selection and expectation of the apprenticeship 	 Learner Learner Eligibility check Skill scan Expected learning outcomes of a given programme Expected career path post completion of a given programme Expectations of the apprenticeship and line manager Rules and regulations and commitment documents for completion. Support with any reasonable adjustments or special needs Initial assessment and Maths & English (If applicable) Induction and how to get started Important contact information 	Learner 1. Learning Development Coach Introduction 2. Expectations around regular reviews, progress & OTJ trackers 3. Structured of the Job Training Programmes 4. Coaching and support sessions to apply learning in practice 5. Health, Safety & Well-being Activities 6. Career pathways and progression guidance 7. Maths and English Support and Guidance 8. Support with any post start change in circumstance, reasonable adjustments or special needs Employer 1. Line Manager Learning Development Coach Induction 2. Expectations around regular reviews and progress updates 3. Progress reporting and tracking	 Learner End Point Assessment (EPA) guidance and preparation Support post EPA processes Completion and certification Appeal Resit Exit and end of learning Surveys Employer End of training reports/completion notification 	On Programme policies and process 1. IAG 2. Safeguarding and Prevent 3. Academic appeals 4. Heath and Safety 5. Reasonable Adjustments 6. Equality and Diversity Platforms and websites Learning Platform & Structured training modules Hive Learning Platform Downloadable PDF and Help documents Dedicated teams Recruitment and Onboarding Learning Delivery Student Success Client Success Learning Operations Feedback and Continuous Improvement Robust Quality assurance processes Standardisation meetings Staff Continual professional development Standardised weekly, Monthly Quarterly meetings Continuous assessment against

Learner Feedback and Surveys

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Avado



Document Control

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Unless stated within the body of this document, the owner is responsible for maintaining document control and facilitating compliance; as well as the management of review, updates and changes.

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Revision History

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V1	02/03/2021	Keith Harvey	Base line

Document Reviews

This document has been reviewed for QC purposes by the following, in addition to those on the 'approvers' list.

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Version	Date	Name	Title / Role
VI	15/03/21	Lisa Stevens	Head of Learning Quality
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Approvals

This document requires the following approvals for implementation and / or for any change in content.

Version	Date	Name	Title / Role	Approval Status (Pending/Approved)
V1		Amy Crawford	Chief Operating Officer	Approved

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