**Information, Advice and Guidance Policy**

**Glow Education Project** aims to help all young people fulfil their potential and experience success through a supportive environment, which responds to individual need and stimulates and challenges each and every participant. The processes of informing, advising and guiding participants are accorded a high priority within the centre, and is seen as crucial in preparing participants to make decisions regarding the opportunities and challenges of adult and working life.

For the purposes of this policy the following definitions have been used:

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| **Information** | Information is data on opportunities conveyed through different media, both, mediated and unmediated, including face-to-face contact — individually, in groups or classes — written or printed materials, telephone helplines, ICT software, websites and so on |

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| **Advice** | Helping a participant to understand and interpret information  providing information and answers to questions  clarifying misunderstandings  understanding the participants circumstances, abilities and targets  advising them on their options or how to go about a given course of action  identifying needs and signposting or referring participants who may need more in-depth guidance and support.  Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups. |

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| **Guidance** | Support participants to better understand themselves and their needs  confront barriers to understanding, learning and progression resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential.  Guidance may also involve referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work this involves the exploration of participants’ circumstances — their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them. |

The need to inform, advise and guide participants are generic processes which take place within many contexts. This policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral support settings within our organisation.

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| Entitlement | Participants at our centres are entitled to receive:   * clear advice and information about all of the options available * support and guidance to help them make choices and complete a moving-on plan for the future * regular personal support or information on how well they are doing * help to decide what to do when they leave their project, including further learning, training, housing or employment * a programme of careers education which helps them to develop skills and knowledge to make choices and the transition to work and learning * the opportunity to be involved in making decisions about things that affect their learning * an opportunity to set out a personal action plan / individual learning plan, and * an opportunity to learn about the world of work (if applicable) |

The referral system in place is based on an assessment of need. A formal process of assessment takes place at the initial assessment, after which key-workers are required to collate information from the referral agent and from their knowledge of the participant’s aspirations and personal circumstances. This information is recorded on the initial assessment forms which are used to develop the guidance programme.

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| Referral | An individual working with a participant may identify the need for support from a specialist, for example a Jobcentre Plus advisor. In this case a system of referral exists, as individually agreed with each agency.  Our referral procedure is clearly communicated during induction at the start of each programme. A copy of referral documentation (if applicable) is available within the centres.  Participants are always involved in the process of referral. They are informed of the process and their views are sought at all times. Confidentiality should be respected, where this is possible.The referral to specialists is managed by the centre managers and training organisers. Following a referral, the member of staff making the referral should ensure that the individual has the support to take any action agreed. |

Participants receive IAG in both formal and informal settings.

Further education, careers and personal development information; such as college prospectuses, futurers vacancy lists, Job Centre Plus information, etc; is housed within the centres and is available to participants during regular centre opening hours. The resources are maintained and audited by centre staff, with the support of external agencies, who provide regular up-dated information. Participants receive help to use the resources from the centre staff. Staff who work on an outreach basis, hold files of local information which are available at every session for participants to use. ICT access is available in the centres for the access of web based information. Participants receive sessions on the use of the resources during their programmes.

Some participants (where applicable) receive lessons to help develop information handling skills. For example, in IT sessions, they are encouraged to evaluate websites. Participants are encouraged to decide whether information available electronically is current, relevant and free from bias. Participants are also encouraged to consider the use of the internet for presenting information about themselves in a safe manner. Research skills are developed in a range of curriculum areas, in particular, the employability aspects of programmes which encourage participants to research employment based websites for information on local vacancies.

All staff are encouraged to incorporate information into lessons to encourage participants to make the links between lifestyle and progression. Staff receive regular news updating them on any new and relevant information resources which might be helpful in supporting students choices.

Key-workers offer informal advice during group sessions and meetings and through their daily one-to-one contact with participants. They are well placed to understand the varied needs of their participants and will usually have in-depth knowledge of the participant and their circumstances. The key-worker is often the first point of contact for a participant who may have an issue they wish to discuss. In this role, staff are expected to clarify participant options and suggest alternative courses of action. Advising a participant on options will often require signposting an individual to the relevant information resource or alternative specialist source of help.

While the centres expect all staff to offer impartial advice to participants, staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing participants. The provision of an advice service will from time to time result in referral to other staff within the centre and to other professionals offering a more in-depth and specialist support service.

Guidance is a client centred process which helps a participant to personalise the knowledge and skills gained throughout their full range of learning and support opportunities. Guidance consists of a number of planned interventions, which enable participants to make and implement well informed and realistic decisions about their path through life, and manage the subsequent transitions. Guidance may take place in a number of settings including:

* one-to-one discussions
* group activities, and
* provision of, and support in using, information and IT applications.

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| One-to-one guidance sessions | Participants receive guidance through one-to-one interventions both formally and informally from a range of staff, including their key-worker  In-depth guidance on personal, learning and work issues is also provided by the Futures PA. Details of the arrangements with Futures are clearly described in the service level agreement.  Information regarding specific careers guidance can be found throughout our centres. If the centres do not hold such information, participants are signposted to the nearest available resource. |

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| Individual learning / action planning | The terms Individual Learning Plan (ILP) and Individual Action Plan suggest a completed and conclusive document but this is not its main function. A plan is only useful if it contributes to an ongoing process that culminates at key decision making points to set the basis for discussion and planning. The review provides a summary of progress that informs this discussion and helps set targets and future actions. It is this review and planning process that the plans help to shape. Target setting and review take place through regular scheduled sessions for each individual the frequency of which depends on the programme and individual need. Where a participant has a statement of special educational needs, and / or disability the reviews and progression planning meetings may be scheduled more frequently and may involve other support staff. |

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| Mentoring | Mentoring support is provided for those participants who will benefit from the support, including those deemed at risk of offending, in possession of an ASBO or ABC or excluded from school. |

### Personal development within the programmes

The delivery of IAG services in our centre is underpinned by personal development sessions. Personal development is delivered through a number of schemes of work which aim to ensure participants achieve the five outcomes from the National Outcomes Framework, and Every Child Matters outcomes for young people.

* Enjoy and achieve
* Achieve economic wellbeing
* Staying Healthy
* Staying Safe
* Make a positive contribution

There is an expectation that all session plans and schemes of work will include references to the outcomes of the Every Child Matters framework. Personal development is delivered using a mixture of discrete lessons and vocational tasters.

### Work experience

Placements are provided by a range of employers throughout the region. Many participants have the opportunity to complete a placement during their programme. All work placements are checked for health and safety. A member of staff visits all participants who take part in a work placement. Preparation for work placements including a health and safety briefing takes place during programme sessions.

Our delivery staff are responsible for:

* planning and review of the projects
* providing initial assessment of participant needs, aspirations and skills
* production of individual learning and action plans in conjunction with the participant
* delivery of training and support to facilitate completion of the individual plans
* liaising with external providers and reviewing the partnership agreements
* managing all programme activities and liaising with employers to secure placements/job opportunities
* identifying the career guidance needs of participants and making appropriate referrals
* establishing and maintaining comprehensive, up-to-date and accessible careers and personal support information

### Resources

Our commitment to quality IAG services is reinforced by the provision of sufficient resources which are both financial and practical.

### Monitoring, review and evaluation

Positive progression data (destination information) is used to monitor the number of participants who progress into various post-programme opportunities. These factors are taken into consideration when reviewing IAG services.

We ensure that our one-to-one guidance provision meets quality criteria in the same way that other provision does. This is done through a programme of staff observations of delivery conducted by the centre managers or training organisers, and through the critical monitoring of documentation relating to referral, initial assessment, review and moving on.

**Policy updated: November 2022**