

INFORMATION ADVICE AND GUIDANCE POLICY

Version 3.0

Purpose:	To advise and inform all Trust staff of our Information, Advice and Guidance policy in relation to Apprenticeship Delivery
For use by:	All ESNEFT Employees involved in the delivery of an Apprenticeship standard Pre-registration students should be encouraged to participate in all aspects of the related practice. The level of supervision from direct to indirect should decrease with the students' increasing proficiency as assessed by an appropriate registered professional who displays competence in the area of practice.
This document is compliant with/ supports compliance with:	Ofsted Education Inspection Framework, ESFA Employer Provider Funding Rules and best practice for IAG provision as laid down by Gatsby Benchmark 8 and industry standard Matrix Accreditation framework.
This document supersedes:	Information Advice and Guidance Policy v2.0 - ESNEFT
Approved by:	Apprenticeships Steering Group and Faculty of Education Management Group – Chair's Actions
Approval date:	28 th August, 2024
Implementation date:	27 th September, 2024
Review date	27 th September, 2025 (extended to 27 March 2026)
In case of queries contact Responsible Officer:	Head of Apprenticeships and Leadership Development
Division and Department	Faculty of Education, Apprenticeship Delivery Team
Archive Date i.e. date document no longer in force	<i>To be inserted by Information Governance Department when this document is superseded. This will be the same date as the implementation date of the new document.</i>
Date document to be destroyed:	<i>To be inserted Information Governance Department when this document superseded</i>

Version and document control:

Version number	Date of issue	Change Description	Author
0.1	March 2022	First Draft	
0.2	April 2022	Second Draft	
1.0	May 2022	First Approved/Ratified version	
1.1	August 2022	Re-draft to new format	
2.0	September 2023	Policy renewals, name changes only	
3.0	September 2024	Policy renewal. Job title changes only	

This is a Controlled Document

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Trust documents may be disclosed as required by the Freedom of Information Act 2000.

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Release of any strategy, policy, procedure, guideline or other such material must be agreed with the Lead Director or Deputy/Associate Director (for Trust -wide issues) or Business Unit/ Departmental Management Team (for Business Unit or Departmental specific issues). Any requests to share this document must be directed in the first instance to the Responsible Officer.

For further advice see the Development and Management of Trust wide Procedural Documents Policy

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Section 1 – Introduction

1.1 Policy Statement and Rationale

ESNEFT as an Employer Provider of Apprenticeships is committed to ensuring the provision of high quality impartial information, advice and guidance to learners at all stages of their learning journey that is aligned to their individual needs and aspirations, whether the programme is being delivered by our internal team or through an external provider.

All ESNEFT IAG staff are expected to deliver this aim in accordance with the National IAG Board's Code of Principles (see appendix A), to support learners and potential learners to make informed choices by giving IAG that conforms to the key principles below:

1.2 Key Principles

- **Impartial:** We will not only look at courses offered by ESNEFT and our partner providers, but consider their training and development needs holistically by reviewing the offer of all providers. They will be shown where and how to find out more information, for example by providing a phone number or website address.
- **Confidential:** The discussion will remain confidential and nothing will be shared with anyone else without the employees' knowledge or permission.
- **Fair:** Learners will be treated fairly and equally. If they have a learning difficulty and/or disability, reasonable adjustment will be made to the way the IAG is delivered. If their culture or religious beliefs require particular arrangements, ESNEFT will endeavour to accommodate these wherever possible, if necessary in conjunction with the relevant partner provider or external agency.
- **Transparent:** Learners will be told what will happen. If, at any time, they do not understand what is going on, they will be encouraged to ask their Assessor/Coach to explain, or seek the help of the Apprenticeships or Talent for Care Teams.
- **Accessible:** ESNEFT will do all it can to help employees access our own, our partner provider and other external IAG services and support them in using them. If learners have any concerns or worries about being able to use our service, or those of our partner providers or other external agencies/services they will be encouraged to let us know.

1.3 Definitions

Term	Definition
ESNEFT	East Suffolk and North Essex Foundation Trust
IAG	Information Advice and Guidance
Ofsted	Office for Standards in Education
ESFA	Education and Skills Funding Agency

Section 2 – Duties and Responsibilities

Internal delivery:

- 2.1** Assessor/Coach: responsible for identifying opportunities to guide students with regard to career paths, job opportunities, job roles and expectations, apprenticeship programmes and associated learning needs/expectations of the studies.
- 2.2** Lead Technical Trainer: responsible for incorporating IAG within taught sessions covering all aspects of the Apprentices learning journey.

- 2.3** Head of Apprenticeships and Leadership Development: monitors, reviews and audits incidents of IAG ensuring the quality and occurrences are in line with this policy

External delivery:

- 2.4** Talent for Care Team: responsible for providing any initial IAG to internal staff applying for apprenticeships which fall outside of the internal delivery portfolio
- 2.5** HR: responsible for providing initial information regarding apprenticeships during the recruitment process
- 2.6** Responsible Officer: Head of Apprenticeships and Leadership Development

Section 3 – Requirements

3.1 Information, Advice and Guidance is provided:

- **Before entry to learning** – through a robust initial assessment to ensure that the programme of choosing meets the career aspirations and goals of the individual. Where it is identified that the appropriate programme is not available via ESNEFT as an Employer Provider, they will be referred to one of our partner providers whose offer is most suited to the learners needs particularly in terms of content, level, delivery style and relevance to their role.
- **At induction** – through providing key information and advice relating to the programme, learning contract, options for course change if required and details about expectations, relevant policies and other information will be provided in the Apprenticeship Handbook. Advice will also be provided regarding support available for any identified learning need.
- **On programme** – ongoing advice regarding possible progression and/or employment routes particularly during learner progress reviews.
- **On exit** – further learning or employment information for opportunities both inside and outside of the trust to enable them to make informed choices about the next step of their career.
- **At any time** – referral to a relevant partner provider or any another external agency for advice on careers, work and learning that may be outside the scope of what ESNEFT is able to provide.

We are committed to providing high quality IAG to existing and potential learners. We will also recognise our own limitations and will signpost potential learners to our partner providers and/or other external agencies and services for specialist IAG which cannot be provided by us. All ESNEFT staff are expected to adhere to the highest professional standards in the provision of IAG.

3.2 Internal Employer Engagement

Internal employers will be the ESNEFT recruiting managers and line manager/supervisors of the apprentices. Support will be given to those staff and their HR Business Partners to engage with workforce planning activities to ensure that staff are employed and developed according to need, skills gaps and succession planning requirements.

3.3 Supporting Policies

Initial Assessment Policy; Equality and Diversity Policy; Learner Support Policy

Section 4 – Training and Education

Education/Training Need	Staff group	Method of training/education	Responsibility for training	Timescale to complete
Familiarisation with the policy Optional IAG qualification	Apprenticeship Delivery Team	Policy Induction Formal training – short course	Head of Apprenticeships and Leadership Development	Policy within 1 month IAG qualification 6 months to 1 Year

Section 5 – Development and Implementation including Dissemination

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

- Work within the guidelines of the Matrix IAG quality mark and ensure that IAG services meet the standards within this framework.
- Ensure that marketing, promotional and information materials are comprehensive, accessible and available in a range of formats.
- Monitor the effectiveness and improve the quality of IAG via:
 - Feedback from staff as learners, as managers and as delivery staff
 - Partner provider feedback
 - Analysis of referral information
 - Analysis of initial learning plans against career aspirations and feedback from learner reviews and exit interviews if applicable
 - Analysis of outcomes for learners - Annual review, renewal & update of information materials
- Develop and review partnerships and networks to support provision of impartial IAG and referral to appropriate partners and other external agencies/services.
- Embed IAG in quality assurance, staff development and training and the performance review/appraisal processes.

Section 6 – Monitoring Compliance and Effectiveness

Compliance to be measured	Monitoring Tools	Responsibility for training (nominated by department)	Timescale
Key Performance Indicators: Starts on programme Retention Pass rates Achievements rates Destination data	Monitoring meetings for apprentice progress and at risk learners Apprenticeships Steering Group	Head of Apprenticeships and Leadership Development	Monthly

Section 7 – Control of Document including Archiving Arrangements

- 7.1** Once ratified by The Faculty of Education Management Group, the Responsible Officer will forward this document to the Information Governance Department for a document index registration number to be assigned and for the document to be recorded onto the central hospital master index and central document library of current documentation.
- 7.2** In order that this document adheres to the Hospital's Records Management Policy, the Information Governance Department will:
- Ensure that the most up-to-date version of this document is stored on the documentation library.
 - Archive previous versions of this document.
 - Retain previous versions of this guideline for a period of time in accordance with the NHS Records Retention and Disposal Schedule.

Section 8 – Supporting Compliance and References

- 8.1** This document will support the Trust's compliance with Ofsted Education Inspection Framework, ESFA Employer Provider Funding Rules and best practice for IAG provision as laid down by Gatsby Benchmark 8 and industry standard Matrix Accreditation framework.

Appendix A – National IAG Board Principles for Coherent Delivery in IAG Services

Accessible and Visible

IAG services should be recognised and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services they need, and be open at times and in places which suit clients' needs

Professional and Knowledgeable

IAG frontline staff should have the skills and knowledge to identify quickly and effectively the client's needs. They should have the skills and knowledge either to address the client's needs or to signpost or to refer them to suitable alternative provision

Effective Connections

Links between IAG services should be clear from the client's perspective. Where necessary, clients are supported in their transition between services

Availability, Quality and Delivery of IAG services

IAG services should be targeted at the needs of clients, and be informed by social and economic priorities at local, regional and national levels

Diversity

The range of IAG services will reflect the diversity of clients' needs

Impartial

IAG services should support clients to make informed decisions about learning and work based on the client's needs and circumstances

Responsive

IAG services should reflect clients' present and future needs

Friendly

IAG services should encourage clients to engage successfully with the service

Enabling

IAG services should encourage and support clients to become lifelong learners by enabling them to access and use information to plan their careers, supporting clients to explore the implications for both learning and work in their future career plans

Awareness

Adults should be aware of the IAG services that are relevant to them, and have well informed expectations of those services.

Appendix B – Equality Impact Assessment Form

The purpose of this Equality Impact Assessment form is to determine the extent to which policies, procedures and practices impact upon individuals and groups in relation to one or more of the equality categories.

If the policy, procedure or practice is found to have an adverse impact, the author/s must consider all other alternatives, which may more effectively achieve the promotion of equality of opportunity. This may include the development of specific measures to mitigate the adverse impact.

This Equality Impact Assessment form must be completed and forwarded to Human Resources Administration Office, Post Point N020 attached to the draft document prior to it being considered for approval. The Responsible Officer must retain the original. In the event that the document appears to be discriminatory, please refer to your Human Resources Manager/Adviser who will be able to advise you in accordance with employment legislation.

DOCUMENT TITLE:	Information Advice and Guidance Policy					
GROUP/DIVISION/DEPARTMENT:	Apprenticeship Delivery Team – Faculty of Education					
NAME AND JOB TITLE OF RESPONSIBLE OFFICER	Head of Apprenticeships and Leadership Development					
1. SERVICE USERS – Check for <u>DIRECT</u> discrimination against any minority group						
Does your document contain any statements which may exclude people from using services who otherwise meet the criteria under the grounds of:	Response		Action Required		Resource Implication	
	Yes	No	Yes	No	Yes	No
Age		X		X		
Gender		X		X		
Disability		X		X		
Race		X		X		
Religion or Belief		X		X		
Sexual Orientation		X		X		
If yes is answered to any of the above, the document may be considered discriminatory and requires review and further work to ensure compliance with legislation						
2. EMPLOYEES – Check for <u>DIRECT</u> discrimination against any minority group						
Does your document contain any statements which may exclude employees from operating under the grounds of:	Response		Action Required		Resource Implication	
	Yes	No	Yes	No	Yes	No
Age		X		X		
Gender		X		X		
Disability		X		X		
Race		X		X		
Religion or Belief		X		X		
Sexual Orientation		X		X		
If yes is answered to any of the above, the document may be considered discriminatory and requires review and further work to ensure compliance with legislation						

3. SERVICE USERS – Check for <u>INDIRECT</u> discrimination against any minority group						
Does your document contain any conditions or requirements which are applied equally to everyone, but may disadvantage certain individuals or groups because they cannot comply due to:	Response		Action Required		Resource Implication	
	Yes	No	Yes	No	Yes	No
Age		X		X		
Gender		X		X		
Disability		X		X		
Race		X		X		
Religion or Belief		X		X		
Sexual Orientation		X		X		
If yes is answered to any of the above, the document may be considered discriminatory and requires review and further work to ensure compliance with legislation						
4. EMPLOYEES – Check for <u>INDIRECT</u> discrimination against any minority group						
Does your document contain any statements which may exclude employees from operating under the grounds of:	Response		Action Required		Resource Implication	
	Yes	No	Yes	No	Yes	No
Age		X		X		
Gender		X		X		
Disability		X		X		
Race		X		X		
Religion or Belief		X		X		
Sexual Orientation		X		X		
If yes is answered to any of the above, the document may be considered discriminatory and requires review and further work to ensure compliance with legislation						
5. Check for ACCESS Discrimination						
Is your document accessible:	Response		Action Required		Resource Implication	
	Yes	No	Yes	No	Yes	No
In a variety of languages		X		X		
To specific disabled service users/employees	X			X		
If no is answered to any of the above, the document may be considered discriminatory and requires review and further work to ensure compliance with legislation						
Name of group/s consulted with on document:						
Signature of Responsible Officer:						
Date:						