


The Mantra Group Learner Journey, Careers, Information, Advice and Guidance (IAG) Policy

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Approved by	D Hewitt
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Distribution	All Staff
Signed Mark Currie, Chief Executive	

A) AIMS

The Mantra Learning Group aims to provide:

- High quality, impartial, information, advice and guidance services
- Appropriate learning and development that will enable each learner to reach their full potential throughout the whole learner journey
- Good career guidance for all learners to support their success in collaboration with employers and stakeholders

B) LEGISLATION AND GUIDANCE

This policy has been created and should be read in conjunction with other Mantra Learning Group policies and relevant legislation and guidance including:

- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- SEND and Reasonable Adjustments Policy
- Health and Safety Policy
- Data Protection Policy
- Quality Assurance Policy
- Gatsby Good Career Guidance (2013)
- The Baker Clause (2018)

For the purposes of this policy, we refer to Information, Advice and Guidance with reference to the following definitions:

- **Information** – Information is data on opportunities conveyed through different media, both mediated and unmediated including face to face contact, written/printed matter, telephone helplines, ICT software and websites
- **Advice** – Advice involves helping learners to understand and interpret information, providing answers to questions and clarifying misunderstandings, understanding learners individual circumstances, abilities and targets, advising on options or how to follow a given course of action, identifying needs, signposting and referring learners who may need more in depth guidance and support
- **Guidance** – Guidance aims to support all learners to better understand themselves and their needs, confront barriers to understanding, learning and progression, resolve issues and conflicts, develop new perspectives and solutions to problems, be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some learners and referrals for specialist guidance and support.

C) LEARNER JOURNEY

Throughout their journey each learner will be treated with courtesy, fairness and respect for the rights and beliefs of each other, regardless of gender, marital status, age, disability, race, religion, or sexual orientation with a focus on enabling learners to reach their potential.

We aim for all learners (on-site and virtual) to receive a high-quality experience that includes:

- Engaging and informative initial contact
- Regular and ongoing communication
- A personalised learner journey that supports and challenges each learner as an individual
- Aspirational, inspiring and motivational development
- The confidence to progress to the learners next stage of learning/career
- A safe, supportive and comfortable environment regardless of on-site or virtual delivery

D) CAREERS ADVICE AND GUIDANCE

The Mantra Learning Group will:

- Inform all learners that they are entitled to and are supported in finding out about technical education qualifications and apprenticeship opportunities as part of a careers programme
- Provide information on the full range of education and training options at each transition point.
- Support learners in understanding how to make applications for the full range of academic and technical courses
- Provide a stable careers programme
- Learn from career and labour market information
- Address the needs of each learner
- Link curriculum to careers
- Ensure encounters with employers and employees
- Allow opportunities for experiences in the workplace
- Provide encounters with further and higher education
- Give personal guidance

E) INFORMATION, ADVICE AND GUIDANCE (IAG SESSIONS)

The Mantra Learning Group values new ideas and approaches and seeks new opportunities and solutions to meeting the IAG needs of our learners, employers and the local community whilst supporting national and regional education and economic strategies.

The Mantra Learning Group continues to hold the MATRIX standard for IAG and we regularly review and evaluate our service to maintain the 3-year re-accreditation.

Performance data for IAG is collected in several ways including gathering the views and feedback of learners, staff, employers and stakeholders. In addition, we also evaluate referral numbers, retention rates and achievement data. We conduct regular observations and assess quality of resources and work.

This information feeds into our on-going self-assessment and is reported in our Self-Assessment Report.

On IAG and onboarding all learners will receive:

- An individual interview providing career information advice and guidance.
- An initial assessment of their skills and previous learning and/or training.
- An initial assessment of their functional skills. All learners will undergo English and Maths assessments through BKSBLive where it will indicate what level the learner is currently working at. Learners may also be required to complete a writing assessment. ICT level checker.
- An Individual Learning Plan that accounts for the learner's specific learning needs.
- Progress reviews throughout their programme of learning.
- Information on progression and career development advice at end of their programme.
- An assessment of any additional learning supports a learner may require during their learning.
- Identification of personal and pastoral needs to help learners overcome social barriers to learning.
- Safeguarding support and signposting as needed

All learners are entitled to an IAG service that is:

- Accessible and trustworthy - Access to IAG should be free from direct or indirect discrimination. Services should be recognised and trusted by learners as addressing their needs.
- Professional and Knowledgeable- IAG staff will have the skills and knowledge to identify the learner's needs quickly and effectively. They must have the skills and knowledge either to address the learner's needs or to signpost or to refer them to suitable alternative provision.
- Impartial- Learners have the right to expect IAG that is impartial, unbiased, and realistic.
- Integrated -IAG services should be integrated with the provision of learning and development programmes and employability support.
- Diversity - The IAG services should reflect the diversity of learner's needs, both current and future.
- Enabling - IAG should enable learners to make informed choices about ways The Mantra Learning Group can meet their individual training and development needs.

IAG services should encourage and support learners to become lifelong learners by enabling them to access and use information to plan their careers and understand how learning can help them realise their ambitions. Learners are made aware of the IAG service entitlement through the learner handbook.

F) ELIGIBILITY CHECK, PRIOR ATTAINMENT, KNOWLEDGE, EXISTING QUALIFICATIONS AND CREDIT TRANSFER

All learners will undergo an eligibility check to ensure that they are eligible for funding and ensure the learner is enrolled on the correct qualification, level and/or not undertaking prior obtained qualifications and training, where appropriate. This may require the learner providing additional evidence to support eligibility or prior attainment. This evidence will be provided to the contracts and audit team prior to commencement of programme and includes, but not restricted to:

- Identification evidence
- Evidence of state benefits
- Prior attainment qualification evidence
- Any evidence requested for funding requirements

All learners will undergo a prior qualification attainment check; prior training and current/previous knowledge check during IAG and recorded onto sign up documentation.

Prior qualification attainment checks will be carried out using the government MIAP service, as well as evidence presented in the form of certificates. Prior attainment will be discussed with each learner at IAG and on boarding, and their learning plan will reflect any previous qualifications, knowledge and/or training. Where a learner presents evidence of the previous qualifications, certificates will be the only evidence acceptable. In the event that certificates are not available, Mantra Learning will contact the awarding body and/or previous training provider/education setting to establish and obtain valid evidence of achievement.

Apprenticeship learners will undergo a vocational initial assessment which will assess individual's skills, knowledge, and behaviours against the requirements for their apprenticeship standard.

Where the learner requires a transfer of units, this will be discussed with the relevant organisation.

Evidence of prior attainment will be kept on the learner file and referred to when required through their learning journey.

G) ON PROGRAMME - MONITORING

All learners will undergo regular reviews during their programme. Depending on programme being undertaken reviews may be completed by their class tutor, development coordinator or by a member of the Job Gym team either face to face or virtually.

At these reviews, staff are expected to provide the learner with the following:

- Progress- progress on their current programme of learning.
- Classroom performance- identify any issues and/or praise for positive behaviour.
- Portfolio/learning performance- Each learner will have their work assessed during their programme; this could be during portfolio marking. Feedback should be given to learners in a constructive manner and addressing any areas of improvement and good practice. This should also include functional skills support i.e. spelling mistakes.
- Soft Skills- progress towards a learner's soft skill development.

- Target setting- SMART target setting on what the learner needs to do to achieve their programme and their long-term goal.
- Welfare, safeguarding and health & safety concerns or needs.
- Assessment against their apprenticeship standard's skills, knowledge and behaviour (Vocational initial assessment).
- Obtaining feedback on performance from employer and/or mentor.

Learners will be contacted up to 16 weeks after completion of programme. This will be to offer further support and SMART target setting to support the learner achieving their long-term goals.

Learners who have gone into employment will be contacted to discuss further qualifications and progression The Mantra Learning Group can offer.

An exit review will be conducted on learners at the end of the monitoring period, following on from completion of their learning, which will be kept on record with the learner file.

H) COMPLETION AND WITHDRAWAL- CERTIFICATION

On completion of any qualification(s) and following on successful internal verification (if required), certificates will be claimed with the relevant organisation.

Where a learner becomes an early leaver or withdrawers from their learning, the relevant forms must be completed and provided to the contracts team. This will include any part and/or unit completion of the qualification the learner was undertaking at the time of withdrawal.

Early leaver data will be analysed to support continuous improvement.

Where relevant, the certificate and/or completed units will be requested with the relevant organisation by the contracts team.

Certificates will be posted directly to the learner, and where applicable, to the employer. Where the learner has completed multiple certificates, these will be sent together once all requested certificates have been received from the awarding organisations.