

INFORMATION, ADVICE & GUIDANCE POLICY	
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Lead responsibility:	Director

Distribution to:	
All Staff	<input checked="" type="checkbox"/>
SLT only	<input type="checkbox"/>
Teaching Staff/Tutors	<input type="checkbox"/>
Administration Staff	<input type="checkbox"/>
Other (please specify)	<input checked="" type="checkbox"/> Learners, Visitors & Partners

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This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.

INFORMATION, ADVICE & GUIDANCE POLICY

This Policy states that:

The purpose of the Information, Advice and Guidance (IAG) Policy is to support Learners planning to study, studying and leaving Barrett-Bell and to support Learners in achieving their aspirations, including their study and career goals and up to date Management Information that could affect access to the occupational area and future trends on the area. The focus is on helping students make informed choices aligned with their aspirations and the changing job market.

In the delivery of IAG, we support Learners in making decisions about their career paths and career planning based on their individual needs, circumstances and interests which are recorded in the ILP. We consider the job trends in this occupational area and the challenges in the industry. Learners will have access to guidance interviews, work experiences, and information on various educational and career pathways, including STEM and green energy jobs. We monitor local and national drivers for change so we always have up to date information. We will support our Learners and potential learners with impartial information and advice that helps them to make self-determined choices about learning and progression.

For the purposes of this Policy the terms Information, Advice and Guidance (IAG) and careers are used as an umbrella term to denote a range of guidance activities and processes provided throughout the Learner journey.

We believe that every individual should be treated with courtesy and fairness and we respect the rights and beliefs of others in accordance with our Single Equalities Policy which should be consulted in liaison with this IAG advice. Learners will receive personalised support and guidance interviews with professionals and experienced people who work in the industry, both internal and external, to help them navigate significant career choices.

A successful careers guidance programme is reflected in higher numbers of Learners progressing to positive and sustained destinations such as trainees and technical routes, FE colleges, universities and/or employment.

The aim is to:

- empower and support Learners to achieve success and career goals and to develop independence in their decision making
- increase participation and knowledge of Learners at all levels of ability
- ensure that the delivery of IAG within Barrett-Bell is responsive to changes and developments both internally and externally, including changes to the construction market and gas engineering sector specifically
- support the improvement of Learners' completion and progression rates
- work proactively and collaboratively internally and with partners to enhance the effective delivery of IAG
- actively seek opinions of Learners in order to improve the quality of the IAG input
- identify and work in partnership with external organisations to inform and enhance our programmes
- support Learners by increasing their employability skills and their chances of sustainable employment
- inform Learners about the various routes to employment, including traineeships, higher education, volunteering and direct entry into the workforce
- Provide staff with effective IAG training to enable them to develop their knowledge, skills, understanding and expertise
- promote the provision of information, advice and guidance that meets the MATRIX standard

IAG/careers work may be delivered within lessons, by individual or group face to face contact, by printed materials or on-line sites, or via telephone or text tutor help calls and by internet sites or social media. Barrett-Bell may signpost Learners to sites or other organisations that would support the Learner journey.

1. Senior Leaders will produce and regularly review the annual SAR/QIP and MATRIX Plan to ensure IAG is an integral part of the delivery
2. All staff will raise awareness of IAG so that Learners know what they can expect and how to access support and information
3. All staff will provide timely and targeted IAG to Learners at key points/transitions along the Learner journey (especially at Induction, Review and Prior to moving on)
4. Barrett-Bell will deliver 'neutral guidance' and signpost all options to Learners
5. IAG will be provided that recognises and is responsive to diverse and individual needs

6. Barrett-Bell will make clear in all promotional material the opportunities available to Learners
7. Barrett-Bell will ensure all our information and advice (including online) is personalised, accessible, accurate, up to date and applies innovative technology
8. Barrett-Bell will provide opportunities for Learners to access advice and guidance in a variety of ways including group discussion forums, tutorials, email and electronic methods
9. Barrett-Bell staff will encourage, analyse and act on student and staff feedback regarding IAG
10. Barrett- Bell will ensure all staff have the training, skills, competency and knowledge appropriate to their roles and have current knowledge of IAG and the industry

Barrett-Bell will do this by:

1) Improving Leadership and Management by:

- i) defining measurable aims and objectives and SMART targets which support the organisational strategic aims
- ii) providing clear leadership and direction within the legal and good practice framework
- iii) promoting equality and diversity and access for all Learners
- iv) ensuring impartiality, confidentiality and professional integrity
- v) ensuring outcomes are maximised and recognising them as a measure of success for Barrett-Bell
- vi) ensuring staff are appropriately supported and trained to deliver information and advice that meets the MATRIX standard
- vii) ensuring the staff and Learner voices influence the development and delivery
- viii) establishing effective links with partners and expect shared high standards

2) Improving Service Delivery by:

- i) ensuring Learners are clear about expectations of all parties
- ii) delivery is effective and meets the aims and objectives
- iii) providing IAG that is neutral, impartial and objective
- iv) providing guidance free from stereotypes
- v) providing current information about the job market, including growth areas, required qualifications, salary expectations and employer needs
- vi) enhancing Learner's employability skills

- vii) helping Learners navigate their concerns about any barriers to career progression.
- viii) ensuring Personal Development opportunities are available
- ix) signposting appropriate options and other supportive agencies
- x) signposting to alternative provision prior to course where Learners are not ready for the course
- xi) supporting Learners with recruitment processes and applications for work or further training
- xii) supporting Learners to take responsibility for making their own decisions
- xiii) providing appropriate resources including access to ICT

3) Ensuring appropriate resources by:

- i) ensuring resources are appropriate and effective
- ii) ensuring resources, materials, equipment and protective clothing are safe
- iii) ensuring all resources are suitable for all Learner needs and abilities
- iv) providing appropriate access to ICT
- v) clarifying the skills, knowledge, competencies and qualifications required to impart effective IAG
- vi) providing accurate and up to date MIS and resources accessible to all Learners
- vii) supporting staff in undertaking CPD, including effective Induction and Performance Management systems and IAG specific qualifications

4) Ensuring continuous improvement by:

- i) defining Barrett-Bell's expectations of quality and disseminating it to all stakeholders
- ii) measuring, monitoring and evaluating Barrett-Bell's performance and setting targets for improvement
- iii) using data about delivery and outcomes to improve achievement and inform planning
- iv) ensuring delivery meets modern gas sector and sustainable energy requirements
- v) providing up to date information on the trends within the gas sector and allied construction sectors
- vi) using robust Performance Management to ensure staff meet expectations and provide training and CPD strategies to raise performance
- vii) responding to feedback and addressing any areas for improvement
- viii) ensuring partnerships meet Barrett-Bell's expectations of quality

It is the responsibility of all staff to ensure that all Learners are provided with access to accurate

IAG and pathways to achieve success. Where staff feel that they do not have the expertise in a particular field then it is incumbent upon the staff to research the area, inform the Senior Leadership and where appropriate refer the Learner to additional IAG guidance from external sources.

Staff are required to ensure they keep up to date with changes in the gas industry including the policy changes in working towards achieving net zero and exciting opportunities working with cutting-edge technology as gas is key to the transition to a sustainable energy system. Staff must engage in IAG/careers training as appropriate.

All Learners must ensure they understand the technical needs of the gas industry. Crucially, they must also understand what good customer service requirements are in a modern, diverse community and the value of accurate record keeping and good communication skills.

Where any Learner is not completing their course in an appropriate way or does anything that could compromise the safety of themselves or others, then specific interventions regarding suitability for employment in the gas industry must be implemented.

Learners will be encouraged to engage with Careers events including the National Careers Week which provides a platform to highlight diverse career paths and encourages learners to explore their options with confidence. The national careers system in England is overseen by the CEC, which delivers improvements in careers provision, in line with the Gatsby Benchmarks. The National Careers Service continues to provide free impartial information, advice and guidance on careers, skills and the labour market to adults and young people aged 13 years and over.

The Career Development Institute's Career Development Framework:

