



Information Advice and Guidance Policy

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Table of Contents

1. MISSION STATEMENT	2
2. DEFINITIONS	2
3. IAG AIM	2
4. IAG OBJECTIVES.....	2
5. IAG IMPLEMENTATION	2
6. IAG SERVICE USERS	3
7. DELIVERY OF IAG	3
8. CONFIDENTIALITY AND DATA PROTECTION	4
9. EQUAL OPPORTUNITIES AND ACCESSIBILITY STATEMENT	4
10. FEEDBACK, COMMENTS, AND COMPLAINTS	4
11. SERVICE STANDARDS FOR TIMELY RESPONSES	4
12. CONTINUOUS IMPROVEMENT	4
13. STUDENT RIGHTS AND RESPONSIBILITIES	4
APPENDIX A: IAG INTERVIEW FORM	6
APPENDIX B: IAG PROCESS	9
APPENDIX C: KPI FOR IAG	10
APPENDIX E: REFERRAL FORM	13
APPENDIX F: IAG PROCESS & CHART	15
<i>IAG Process for MTC Learning.....</i>	<i>15</i>

1. Mission Statement

MTC Learning is committed to providing high-quality Information, Advice, and Guidance (IAG) services to empower our learners. Our goal is to support students in making informed decisions about their learning and career pathways, developing independence, and achieving personal success.

2. Definitions

To ensure clarity and accessibility, key terms are defined below:

IAG: Information, Advice, and Guidance.

SMART Objectives: Specific, Measurable, Achievable, Relevant, Time-bound goals.

ALS: Additional Learning Support.

KPI: Key Performance Indicator.

These terms are used throughout the document to outline our services and standards.

3. IAG Aim

Our aim is to provide accurate, impartial, and accessible Information, Advice, and Guidance (IAG) to support learners at all stages of their educational journey. Through this policy, MTC Learning is dedicated to helping learners make informed choices and achieve their personal and professional goals.

4. IAG Objectives

Our IAG objectives are to:

1. Provide impartial information, advice, and guidance to learners at all stages of their learning journey, including pre-learning, induction, in-learning, and post-learning on exit.
2. Enable learners to make informed choices about their options and next steps regarding their chosen course program(s) and aspirations.
3. Support learners in developing self-awareness and understanding of available opportunities.
4. Assist learners in achieving nationally recognized qualifications.
5. Facilitate positive progression into employment, further learning, and/or training.
6. Empower learners to achieve their study and career goals and develop independence in decision-making.
7. Ensure IAG delivery within MTC Learning remains responsive to internal and external changes, including shifts in learner demographics.
8. Support the improvement of learners' completion and progression rates.
9. Work proactively and collaboratively within MTC Learning to enhance effective IAG delivery.
10. Identify and partner with external organizations to inform and enhance IAG services for learners.
11. Provide timely, accurate, current, clear, impartial, and relevant advice that builds confidence, raises aspirations, and supports informed decision-making.

5. IAG Implementation

To implement the policy, MTC Learning will provide:

1. A confidential, impartial, and objective information and advice service to all applicants concerning learning opportunities, qualifications, progression, and access to these resources.
2. Written information upon request about all courses and opportunities.
3. Support throughout the program to assist in learning and personal development.
4. Advice and services to enable learners with support needs to study effectively.
5. Signposting and referral services to other agencies if MTC is unable to provide the necessary information or advice.
6. Accurate and impartial information, advice, and guidance for MTC staff about their rights, entitlements, and responsibilities, as well as staff development and performance management procedures.
7. **A service that adheres to standards set by the National Information, Advice, and Guidance Board, meeting the standards for Matrix accreditation.**

6. IAG Service Users

Our IAG services are intended for:

1. Current students enrolled in courses at MTC Learning who are interested in further study.
2. Enquirers and prospective students considering MTC Learning as an educational option.
3. Employers seeking information about MTC's courses or bespoke training options.

7. Delivery of IAG

What can you expect from us?

1. **Accurate and impartial information, advice, and guidance** on the full range of services offered. We provide information on courses and qualifications available at MTC Learning and, if study elsewhere is more appropriate, will suggest alternatives.
2. **A service that conforms to national standards** set by The National Information, Advice, and Guidance Board. Our service is:
 - a. Accessible and Visible
 - b. Professional and Knowledgeable
 - c. Impartial
 - d. Responsive to learner needs
 - e. Friendly and welcoming
3. **Career Pathways and Employability:** MTC Learning offers extensive resources for career pathways and employability skills development. This includes access to tailored CV workshops, interview preparation, networking opportunities, and job search guidance.
4. **Digital and Remote Access Options:** Digital tools and remote services are provided for learners who prefer online options or have limited access to physical facilities. Virtual appointments, online CV-building tools, and access to resources are available via the MTC website.
5. **Equality of Treatment:** We are committed to treating all learners based solely on merit, ability, and potential, regardless of gender, ethnicity, age, socio-economic background, disability, beliefs, or other factors.

6. **Confidentiality:** MTC Learning keeps records of learner details, academic records, and service contacts. **All data is protected in compliance with the General Data Protection Regulation (GDPR), with appropriate security measures in place. Learners have the right to access, update, or request the removal of their information.**

8. Confidentiality and Data Protection

MTC Learning respects the confidentiality of all learner interactions and records. We only share information when necessary and authorized, in compliance with GDPR. **Data retention policies ensure that records are kept only as long as needed and securely deleted thereafter.**

9. Equal Opportunities and Accessibility Statement

MTC Learning is open to all individuals, providing equal access to information, advice, and guidance regardless of age, race, gender, or background.

Accessibility Statement MTC Learning ensures that IAG services are accessible to those with disabilities or additional needs. This includes digital accessibility, physical access to facilities, and availability of assistive services or resources when necessary.

10. Feedback, Comments, and Complaints

We are committed to continuously improving our services through regular feedback from students. Learners can provide feedback to their tutors, the learning coordinator, or by contacting us at:

- Website: www.mtclearning.org
- Phone: 020 8556 3775

Emergency and Crisis Support Resources For learners needing additional support, MTC Learning can refer them to crisis support, mental health services, or welfare resources.

11. Service Standards for Timely Responses

We are committed to timely responses to all inquiries:

- Emails: Acknowledgment or response within **2 working days**.
- Written Correspondence: Response within **5 working days**.
- Telephone Inquiries: Response within **2 working days**.
- Appointment Availability: **Scheduled based on learner needs, with minimal delay.**

12. Continuous Improvement

MTC Learning is committed to the continuous improvement of our IAG services. We actively gather feedback from learners, staff, and stakeholders to ensure our services meet evolving needs and quality standards. Feedback is used to inform regular updates and best practice integration.

13. Student Rights and Responsibilities

Learners accessing IAG services are entitled to:

- Impartial, accurate advice.
- A respectful, non-discriminatory environment.
- Access to feedback and complaint channels.

Learners are expected to:

- Provide relevant information to ensure complete responses.
- Attend scheduled meetings and communicate openly.
- Respect MTC Learning staff and fellow learners.

Appendix A: IAG Interview Form

Initial Advice & Guidance Interview

To be completed by the interviewer

BENEFICIARY DETAILS

Family name	
First name(s)	
Address	
Contact Number	

INTERVIEW QUESTIONS

How long have you lived in the UK?				
What are you currently doing?				
Have you had any experience of paid work or voluntary work?	Yes		No	
If (Yes) please state	<p>.....</p> <p>.....</p>			
Have you been to a school, college or training?	Yes		No	
If (Yes) please state				

	<p>.....</p> <p>.....</p>			
Are you actively looking for work?	Yes		No	
If (No) please state the reason(s)	<p>.....</p> <p>.....</p>			
Do you have any Disability or Learning Difficulty?	Yes		No	
If (Yes) please state	<p>.....</p> <p>.....</p>			
When are you available to study?	Full Time		Part time	Evening
What type of support /Course do you require?	<ul style="list-style-type: none"> • English & Maths • Communication Skills • Confidence building • CV writing/Printing • Digital Skills (including email access) • Job search • Applying for Jobs • Interview skills and Techniques • Other (please specify) 			

INTERVIEW RESULTS

Functional Skills English	Yes		No	
Functional Skills Maths	Yes		No	
ESOL	Yes		No	
Digital Skills /ICT	Yes		No	
Employability Skills	Yes		No	
Other (<i>Please specify</i>)	<p>.....</p> <p>.....</p>			

Notes

Name of interviewer	
Date of interview	

Appendix B: IAG Process

MTC Information, Advice & Guidance Process

Pre Learning

- Service Enquiries
- IAG Interview
- Initial Assessment
- or
- Referral Letter
- Course enrolment
- Learning agreement

In Learning

- Induction
- Induction feedback / Survey
- Diagnostic Assessment
- or
- Training Needs Analysis
- Individual Learning Plan
- Individual Progress Review

Post-Learning

- Final Progress review
- Exit Interview
- End of course survey

Support Process

- IAG Policy
- Quality Assurance Policy
- Strategic plan
- Information handouts
- IAG Observations
- Lesson Observations
- IQA Observations
- Equality & Diversity Policy
- Safeguarding Policy
- Appraisal Process
- Continuing Professional Development

Feedback and Continuous Improvement
Progress Reviews
Standardization Meetings
Staff Meetings
Management Meetings
Lesson Observations
IAG Process Observation
Learners Questionnaires
CPPD process

Appendix C: KPI for IAG

Key Performance Indicators for IAG

The aims and objectives are measured by the following data:

- Attendance – Benchmark (student expected 100%, minimum of 92 %)
- Retention – Benchmark (minimum of 96%)
- Accredited success rates – Benchmark (minimum of 95 %)
- ALS– 100% of requests via enrolment forms receive a timely response

Feedback

- Student voice
- Early exit interviews/tutorials
- Course evaluations (students and tutors)
- Website feedback
- Analysis of complaints

Training & Support;

- Staff training records and feedback

Quality monitoring;

- Observations of teaching and learning
- Curriculum quality review boards
- External moderation reports from awarding bodies
- Monitoring of relevant policies and procedures, for example – Equality & Diversity

	Objectives	Key Performance Indicators
1	Provide impartial information, advice and guidance to learners at all stages of their learning journey, these include; pre-learning, induction, in-learning and post-learning on exit	<ul style="list-style-type: none"> • IAG form completed for each learner: signed and dated • Individual action plan with clear and SMART objectives • Tutorial form completed • Induction checklist completed and signed by learner • Exit questionnaires
2	Provide impartial information, advice and guidance to all learners that enables them to make informed choices about their options and next steps in relation to their chosen course programme/s and aspirations	<ul style="list-style-type: none"> • Induction Evaluation form • Course Evaluation questionnaire • Exit questionnaire • Tutorial form
3	Provide support that enables learners to develop self and opportunity awareness	<ul style="list-style-type: none"> • Individual Action plan • Assessment plan • Individual Learning Plan
4	Achieve nationally recognised qualifications	<ul style="list-style-type: none"> • Achievement certificate • Awarding body results • Assessor/IV/EV feedback • Assessment plan
5	Make a positive progression into employment or further learning and/or training	<ul style="list-style-type: none"> • Exit questionnaire • MTC job Reference /referral • Progression form • Job Search action plan
6	Empower potential and existing learners to achieve their study and career goals and to develop independence in their decision making	<ul style="list-style-type: none"> • Individual Action plan • Assessment plan • Individual Learning Plan

7	Ensure that the delivery of IAG within the College is responsive to changes and developments both internally and externally, including changes to our learner markets	<ul style="list-style-type: none"> • Review meetings • Staff development days/ INSET • Sharing good practice
8	Support the improvement of learners' completion and progression rates	<ul style="list-style-type: none"> • Review student performance and progression in Staff/ Management meeting • Self-Assessment Report
9	Work proactively and collaboratively internally to enhance the effective delivery of IAG	<ul style="list-style-type: none"> • Review meetings • Staff development days/ INSET • Sharing good practice • Feedback from surveys • Learner voice and feedback
10	Identify and work in partnership with external organisations to inform and enhance our service to learners.	<ul style="list-style-type: none"> • Review meetings • Staff development days/ INSET • Sharing good practice • Feedback from surveys • Learner voice and feedback
11	Provide learners' professional, timely, accurate, current, clear, impartial, and relevant advice. Advice provided is aimed to flourish in achieving goal, building confidence, boosting self-esteem, understand how funding works, informed decision making, break boundaries and raising aspiration.	<ul style="list-style-type: none"> • IAG form completed for each learner: signed and dated • Individual action plan with clear and SMART objectives • Tutorial form completed • Induction checklist completed and signed by learner • Exit questionnaires • External visitors • Website/leaflets/Facebook/social media

Appendix E: Referral Form

Referral Form

Referring Centre	
Centre:	Telephone No:
Address:	Fax No:
Name of advisor:	Email address:
Client Details	
Name	Tel (if client can be contacted):
Address	D.O.B.
Post Code	
Is an interpreter needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which language?	
Details of Client's Enquiry	
Reason for referral	
Centre Referred to	
Name:	Adviser name:
Address:	Telephone No:
Post Code:	Email address:
Appointment	
Date:	Time:
Cost implication:	
Client Authorisation for Referral	
I authorise my case to be referred to the above centre	
Client Signature Adviser Signature	
Date	Date

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Part B – To be completed by the centre client was referred to upon conclusion of the case.

Client Details	
Name	Telephone No:
Address	
Post Code:	
Centre Details	
Name	Adviser name
Address	Telephone No:
Post Code:	Email address:
Details of outcome of client's case	
Date client's case concluded.....	
Further appeal or review <input type="checkbox"/> Yes <input type="checkbox"/> No	
Client Feedback	
Was the client satisfied with the outcome? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If no, please give details	
I confirm that the above details are correct	
Adviser signature	Date.....
Print name	

Upon conclusion of the case please return this form to:

MTC Learning
1st Floor Alison House
638 High Road Leytonstone
London E11 3DA

MTC Learning thanks you for taking the time to complete and return this form so we can keep our records up to date.

Appendix F: IAG Process & Chart

IAG Process for MTC Learning

1. Initial Contact & Inquiry

- **Description:** Learner reaches out to MTC (online, phone, or in-person) with inquiries about courses, qualifications, or support needs.
- **Action:** MTC staff provides basic information and explains the IAG process.
- **Output:** Learner is scheduled for an IAG Interview.

2. IAG Consultation/Interview

- **Description:** A structured session where a trained IAG advisor meets with the learner.
- **Action:** Advisor collects information on the learner's background, career goals, educational history, and any additional support needs (e.g., English language support, disability accommodations).
- **Output:** Individual Action Plan (IAP) is developed, identifying the learner's goals and planned actions.

3. Assessment & Goal Setting

- **Description:** Advisor reviews the learner's qualifications, skills, and career aspirations to create a personalised pathway.
- **Action:** SMART objectives are set in the IAP to guide the learner through each stage of their chosen pathway.
- **Output:** Documented goals and actions within the IAP, ready for learner review and approval.

4. Information Provision & Options

- **Description:** The learner receives detailed guidance on available courses, potential career pathways, and relevant qualifications.
- **Action:** Advisor discusses course details, study requirements, funding options, and alternative pathways.
- **Output:** Learner is fully informed of all options, helping them make an educated decision on their next steps.

5. Referral to Additional Support Services (if needed)

- **Description:** If specialised support is needed, the learner is referred to internal resources (e.g., Courses, CV workshops, employability skills sessions) or external organisations (e.g., FE colleges, training providers and services, mental health support).
- **Action:** MTC issues referrals and provides contact information for partner services as applicable.

- **Output:** Referral documentation added to the learner's file; learner is informed about next steps with the referred service.

6. Ongoing Support & Review

- **Description:** Regular check-ins to support the learner's progress, answer questions, and adjust the IAP if necessary.
- **Action:** Advisor and learner meet periodically to assess progress, address barriers, and adjust goals as needed.
- **Output:** Updated IAP and action items; any required changes to support or resources are implemented.

7. Exit Guidance & Progression Support

- **Description:** At the conclusion of the learner's program, MTC offers guidance on next steps for career, further education or employment.
- **Action:** Advisor conducts an exit interview, updating records with outcomes and providing a summary of skills gained.
- **Output:** Completion of the learner's file; documentation of progression (e.g., employment, further education).

8. Feedback Collection & Continuous Improvement

- **Description:** Learner provides feedback on their experience with the IAG process, which MTC uses to improve services.
- **Action:** Advisor issues a feedback form and encourages open communication about the learner's experience.
- **Output:** Feedback is collected, reviewed, and integrated into MTC's continuous improvement strategy.

Information Advice & Guidance PROCESS

