



Information, Advice and Guidance (IAG) Policy

Organization: Educate 2Gether Training Ltd

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1. Policy Statement

Educate 2Gether is committed to providing high-quality, impartial Information, Advice and Guidance (IAG) to all learners aged 19 and over. We recognize that effective IAG is a critical catalyst for social mobility, career progression and personal development.

Our IAG service acts as a continuous 'golden thread' that runs from pre-enrolment, through delivery, to successful progression. We empower adult learners to make informed choices about their education, training, and employment pathways, breaking down barriers to learning and supporting sustainable career trajectories.

2. Scope and Objectives

This policy applies to all prospective, current and completing adult learners (19+) across all funding streams

The primary objectives of our IAG service are to:

- **Ensure Appropriateness:** Confirm that learners are placed on the right course at the right level, matching their current abilities and future career aspirations.
- **Support Retention and Achievement:** Provide ongoing academic and pastoral guidance to help adult learners overcome barriers and complete their qualifications.
- **Enable Progression:** Equip learners with the career management skills, market intelligence and confidence required to transition into employment, promotions or further/higher education.
- **Promote Inclusivity:** Ensure IAG is accessible, culturally inclusive and tailored to individual circumstances, including those with SEND or those returning to education after an extended absence.

3. Alignment with Quality Frameworks

To guarantee a high-utility service, our IAG delivery is structured around two key national benchmarks:

- **The Matrix Standard:** We adhere strictly to the Matrix Standard framework, ensuring our advice is impartial, student-centred, confidential and subject to continuous quality improvement.
- **Ofsted Education Inspection Framework (EIF):** Our IAG directly supports the 'Personal Development' and 'Leadership and Management' judgements by preparing adult learners



for the next stage of their careers and ensuring curriculum intent aligns with local and regional economic needs.

4. The IAG Journey: Three Pillars of Delivery

Our IAG service is delivered systematically across three distinct phases of the adult learner journey:

Phase 1: Pre-Enrolment and Admissions (Information & Advice)

Before commencing a programme, every adult applicant receives a formal, impartial consultation to ensure the course meets their needs.

- **Initial Assessment:** Diagnostic testing of English, Mathematics and digital skills to identify baseline competencies and any hidden support needs.
- **Skills and Career Audit:** A review of prior learning, work history and long-term career goals to prevent duplicate learning and ensure suitability.
- **Funding and Welfare Advice:** Clear guidance on funding/fees and bursaries to eliminate financial anxiety.
- **Signposting:** If our provision does not match the applicant's needs, they are actively signposted to appropriate alternative providers or the National Careers Service.

Phase 2: On-Programme Delivery (Continuous Guidance)

IAG is not a one-off event; it is embedded into the fabric of daily curriculum delivery by our tutors, assessors and dedicated support staff.

- **Contextualised Labour Market Intelligence (LMI):** Tutors regularly inject current sector trends, employer expectations and regional job vacancies into classroom teaching.
- **Vocational Anecdotes and Case Studies:** Use of real-world scenarios to build operational problem-solving, flexibility and workplace resilience.
- **Regular Progress Reviews:** Formal, one-to-one reviews at scheduled intervals to track academic progress, revisit career goals and address pastoral issues.
- **Personal Development & British Values:** Continuous instruction on safeguarding, digital safety, professional boundaries and Fundamental British Values (FBVs) to foster well-rounded citizenship.

Phase 3: Exit and Progression (Strategic Transition)

As learners approach the end of their programme, the focus shifts to ensuring positive, measurable destinations.

- **Exit Interviews:** One-to-one sessions to map out immediate next steps, whether moving into higher-level training or entering the job market.
- **Employability Support:** Focused workshops on CV writing, LinkedIn optimization, hidden job market navigation and interview technique preparation.
- **Employer Encounters:** Arranging guest speakers, networking opportunities and direct connections to local hiring employers.

5. Roles and Responsibilities

- **Board of Directors / Senior Leadership Team:** Accountable for the strategic implementation of this policy. They ensure the curriculum aligns with local skills demands (e.g., Local Skills Improvement Plans - LSIPs) and provision is sufficiently resourced.



- **IAG Lead / Career Advisors:** Responsible for delivering specialized, impartial guidance sessions, maintaining up-to-date LMI data, and overseeing the provider's Matrix Standard accreditation.
- **Tutors and Assessors:** Responsible for embedding IAG as a golden thread within delivery, highlighting workplace applications, conducting progress reviews and identifying learners requiring specialist IAG intervention.
- **Operations / Administration Teams:** Ensure that pre-enrolment documentation, initial assessments and progression data tracking are securely managed in compliance with GDPR.

6. Confidentiality and Impartiality

- **Impartiality:** All advice given will be strictly unbiased. The learner's best interest takes absolute precedence over the provider's funding or recruitment targets.
- **Confidentiality:** IAG interactions are kept confidential in accordance with our Data Protection and GDPR policies. Information will only be shared with external agencies with the learner's explicit consent, or if a disclosure triggers a mandatory **Safeguarding** or **Prevent Duty** intervention.

7. Quality Assurance and Continuous Improvement

To maintain Ofsted inspection readiness and Matrix compliance, the efficacy of our IAG policy is monitored through:

- **Learner Voice and Feedback:** Regular surveys, focus groups and exit questionnaires to capture adult learners' perceptions of the guidance they received.
- **Destination Tracking:** Systematically recording and evaluating learner destinations 3, 6, and 12 months post-completion to measure long-term curriculum impact.
- **Staff CPD:** Mandatory annual training for all teaching and support staff on current LMI, adaptive teaching strategies, adult safeguarding, and effective career coaching techniques

8. Monitoring and Impact

The impact of IAG is evaluated through:

Robust Destination Tracking Outcomes: We systematically capture and analyse learner destinations at 3, 6, and 12 months post-completion. This quantitative data evaluates the long-term impact of our guidance by measuring successful transitions into sustainable employment, internal workplace promotions or higher-level further/higher education.

Triangulated Learner Voice Mechanisms: We conduct regular, structured evaluation loops including digital mid-point surveys, formal exit questionnaires and targeted learner focus groups. These mechanisms specifically isolate and measure learner perceptions regarding the impartiality, clarity and usefulness of the career guidance they receive

Standardised Matrix Assessment and Re-accreditation: Our delivery frameworks are subjected to continuous external benchmarking against the Matrix Standard. Annual continuous professional development (CPD) reviews and periodic external assessments ensure our IAG advice remains strictly impartial, client-centred and high-impact



Retention, Achievement, and Completion Analytics: We closely monitor on-programme retention and completion metrics to evaluate our pre-enrolment IAG accuracy. High retention rates serve as a direct indicator that initial assessments and course-suitability diagnostics successfully matched learners to the correct programmes.

Employer and Stakeholder Feedback Loops: We gather structured feedback from our network of employer partners, work-placement providers, and local economic bodies. This ensures that the Information, Advice, and Guidance we deliver remains accurately aligned with current regional skills gaps and localized labour market intelligence (LMI)

Formal Teaching and Learning Observations: Internal quality assurance (IQA) deep dives specifically evaluate how effectively tutors embed career advice as a continuous 'golden thread' within daily classroom delivery, assessing their use of workplace anecdotes, sector changes, and employability scaffolding.

Senior leaders review IAG impact regularly to ensure it contributes to continuous improvement

9. Equality and Access

All staff have equal access to IAG opportunities; reasonable adjustments will be made where required to ensure inclusive participation.

10. Related Policies

This policy should be read alongside:

- Quality Assurance Policy
- Teaching, Learning and Assessment Strategy
- Safeguarding Policy
- Equality, Diversity and Inclusion Policy
- CPD Policy

End of Policy