


Document title:	Information, Advice and Guidance	Date of Issue:	30/11/2023	Date for review	30/11/2025
Owner:	Beverley Ellis	Issue Number:	23-1	Previous Version:	IAGPO20-1
This policy has been reviewed and approved by the Operations Director:					

1. Policy Statement

- 1.1. The purpose and focus of this Policy is to ensure that impartial information advice and guidance is promoted and provided to our learners, employers, stakeholders and staff, so that they can make have a robust understanding of the apprenticeships offered by TRS and can make informed decisions about how these may meet their training and align to the long term career aspirations.
- 1.2. The policy ensures that feedback is sought and used to improve our services, providing a positive impact to all audiences.

2. Scope of Policy

- 2.1. The policy applies to:
 - All learner applicants
 - Current learners
 - Achievers and early leavers
 - Employers
 - Stakeholders, including subcontractors
 - Staff and governors
- 2.2. We use the terms:
 - Information to mean the detail of the training opportunities available and the potential destinations that each could lead to
 - Advice to mean how to apply, achieve and seek further information
 - Guidance to mean the support and recommendations provided to enable individuals to best meet their needs and goals.

3. TRS Values

This policy underpins our commitment to our values, with reference to:

- RESPECT – All individuals and their unique talents
- SUPPORT – A strong ethos of care, guidance and support for all
- SPECIALISE – Utilising our vast experience and expertise in logistics to benefit learners and employers
- RESPOND – Listening to our customers, partners and stakeholders and being equipped to meet their changing needs
- PARTNERS – Developing sustainable partnerships where everyone involved benefits from the relationship
- QUALITY – Providing outstanding teaching, learning and customer service
- ACHIEVEMENT – Recognising and celebrating success with learners and staff
- DEVELOPMENT – Supporting continuous professional development for all staff

4. Implementation Principles

4.1. To achieve our aim to provide high quality and helpful information, advice and guidance we use a range of strategies including:

4.1.1. Pre course information

- producing accessible material for each apprenticeship / training opportunity which include who this course is suitable for, what learning will take place, how long the course typically lasts, entry requirements, assessment methods and career pathways.
- Providing progression information to illustrate the longer term further learning and job opportunities that each course could lead to
- Offering information sessions on sites (generally in informal rest areas) so that interested staff can talk to TRS staff about training courses before taking forward any formal applications.
- Delivering presentations to employers so that they understand the structure, price, duration and off the job training requirements of the training opportunities, and providing them with the opportunity to bespoke delivery to their requirements
- Gathering information about the benefits that employers are seeking before training takes place so that this can be measured to ensure their goals were achieved
- Producing Curriculum Statements of Intent for each curriculum area outlining what learning will take place, what long term opportunities it may create, what wider objectives are the trainers seeking to develop that will support learners to continue learning long after they have achieved
- Attending school and further education jobs fairs to discuss training opportunities with potential learners

4.1.2. Initial assessment - An initial assessment policy and procedure ensures that each applicant is ready to start their training opportunities. This includes

- An assessment of English, maths and digital skills to ensure applicants will be able to access learning and achieve within the duration of learning
- An assessment of applicants' short- and long-term career goals to ensure the courses will support the achievement of these
- An assessment of the applicants' prior achievements to ensure that the training opportunity will provide substantial new learning and benefit to the individual
- An assessment of the applicants' job roles and off the job training opportunities to ensure that the course aligns with these and that there will be suitable opportunities for them to complete their learning.

4.1.3. Induction - A standardised induction process is in place to ensure new starts receive

- A comprehensive guide to their rights and responsibilities in relation to their course
- Sufficient information about safeguarding, British Values and Equality, Diversity and Inclusion for them to be safe and understand how to raise concerns
- An individual learning plan that is tailored to their region, personal goals and job role, with a timeline for achievement and a copy of the curriculum statement of intent.

4.1.4. Progression and destination monitoring - After completion or early achievement of the apprenticeship, we monitor the impact of the apprenticeship on the individual by:

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- Seeking information about post course destinations around further learning and careers at month 6.
 - Seeking the views of learners about their experiences

4.2. To ensure our provision is of high quality and meets the needs of our customers we gather feedback and use this to evaluate our provision and identify areas for improvements. The following strategies are used to gather this information:

4.2.1. Learner Voice is gathered through

- Evaluation forms for course satisfaction, own wellbeing, quality of provision
- IQA Learner Interviews
- Observations of teaching and learning
- Find an apprenticeship website
- Learner reviews
- Learner forums
- Safeguarding reviews and the monitoring of learner wellbeing

4.2.2. Employer Voice is gathered through

- Curriculum input requests
- Curriculum reviews interviews
- Find an apprenticeship website
- Contract Management meetings
- Learner / employer reviews
- Employer stencils

4.2.3. Staff Voice is gathered through

- Annual staff survey
- Appraisals
- Monthly all staff meeting
- Staff development days
- Senior Management Team Having an open-door policy
- Staff Governor on the Board

4.2.4. Industry / Sector Voice is gathered through developing partnerships with key industry bodies, attending sector events and taking the time to read journals and editorials

4.3. A Compliments, Complaints and Comments Policy and an Appeals policy and procedure is made widely available to all, should there be any concerns about the quality of the information, advice and guidance provided.

4.4. Information is provided using a range of methods to ensure it is as accessible as possible. This includes:

- Websites
- OneFile accounts
- Printed literature
- Social media

- Jobs fairs
- Employer briefings
- Editorials

5. Roles and Responsibilities

- 5.1. The Board approves this policy and ensures it is carried out effectively
- 5.2. The Quality Manager is responsible for monitoring the quality and consistency of provision and for monitoring and recording destinations and progression information
- 5.3. The Pastoral and Careers Officer is responsible for the recruitment of apprenticeship applicants
- 5.4. The Managing Director is responsible for
- employer engagement
 - marketing and promotions
 - literature and websites
- 5.5. Trainers are responsible for providing consistent and high-quality information, advice and guidance to their learners through individual learning plans and the teaching, learning and assessment activities provided.
- 5.6. The Operations Director is responsible for the evaluation of feedback and the production of the Self-Assessment Report and arising Quality Improvement Plan.

6. Policy Monitoring and reporting arrangements

- 6.1. This policy is reviewed every 2 years and approved by the Board.

7. Summary of Revisions

Version	Date	Revision
23-1	30/11/23	Changed “apprentices” to “learners” to reflect the change in our provision
23-1	30/11/23	Changed “apprenticeships” to “training opportunities” and “courses” to reflect the change in our provision
23-1	30/11/23	Section 4.1.4 – Changed regularity of progression points to 6 months to increase the likelihood of responses.
23-1	30/11/23	FE Choices Survey changed to Find An Apprenticeship Website
23-1	30/11/23	Monthly Monitoring meetings changed to Contract management meetings
23-1	30/11/23	4.2.1 Inclusion of Safeguarding reviews and the monitoring of learner wellbeing
23-1	30/11/23	4.2.1 Inclusion of employer reviews
23-1	30/11/23	Roles and responsibilities have been updated to reflect the current structure.