

## Information Advice and Guidance Policy

**Rhythmic Skills is committed to providing a high-quality Information Advice and Guidance Service. This statement provides details of our service and the standards of delivery.**

We aim to provide an independent information advice and guidance service to individuals wishing to consider accessing the training programs offered Rhythmic Skills and those already enrolled on a training program with us.

Our high-quality information, advice and guidance service is vital to the success of the organization, it ensures we place our applicants on programs suited to their needs and subsequently contributes to our retention and success rates.

The company will endeavour to help individuals make informed choices about training and development opportunities in the context of their working lives and career development.

We will also work in partnership with other providers and funding bodies that provide alternative options and choices and progression routes for clients that are not suitable to work with Rhythmic Skills.

### **Scope of Rhythmic Skills Information Advice and Guidance (IAG) Service**

The IAG Service will apply to our clients who consist of:

- a) Employers who are recruiting or have staff undertaking a training course with Rhythmic Skills.
- b) Applicants who apply for and learners who participate, on training programs.

### **Description of the Information Advice and Guidance Service**

Rhythmic Skills provides all applicants and learners with free and impartial Information Advice and Guidance in relation to training and their relevant work. Information Advice and Guidance is embedded within programs and delivered over the following stages:

- a) As part of the application process in order to assist applicants in making the right choices of suitable training programs and referring applicants who do not currently meet eligibility and/or entry requirements.
- b) At the commencement of programs via comprehensive information at induction, and the use of initial assessment to agree appropriate individual learning plans and during the period of training as part of Rhythmic Skills. strategy to retain learners, on programs, and to provide appropriate and ongoing guidance that gives learners the best opportunity to complete the agreed qualifications / framework.
- c) On exit from programs to support learners to progress into relevant employment, higher education, or to further advance their chosen career prospects

### **Resources provided by Rhythmic Skills.**

- Information of opportunities and programs in relation to the chosen occupation.
- Guidance on the right provision following an assessment of training needs.
- Pastoral support and guidance on-program to assist retention of learners.
- Information available from each of our partners on additional support available.
- Information and advice on career enhancement or other training options during and on completing programs.
- Staff with the relevant knowledge and experience.

### Responsibilities

- Career Advisors are responsible for providing information advice and guidance to prospective applicants on recruitment to Rhythmic Skills Trainings' Program. Consultants and Tutors provide learners with on program support to retain learners and enable them to successfully complete their qualifications/program frameworks.
- Training Consultants and Tutors provide learners with guidance on exit from programs in relation to employment opportunities and career advancement.
- Managers have responsibility for line managing the front line IAG services.

### Quality Assurance & Evaluation

The provision of IAG services is quality assured via the collection and analysis of participant feedback from both Employers and applicants and analysis of key performance data in respect of learner retention achievement and progression.

Line Managers will be responsible for monitoring the front-line delivery, including the observation of the IAG service, and identifying areas for continuous improvement.

The outcomes from feedback and from Managers will be subject to discussion at Training Quality and Management Meetings. Self-assessment of the provision against Common Inspection Framework will also inform and drive improvements.

### Signposting and referrals

Signposting and referral take place when it becomes clear that another provider or another agency can offer more appropriate help or support than we can. There is a distinction to be made between signposting and referral:

- When a person is **signposted** to further help, they are given all the necessary details to make an approach. It is then their responsibility to follow this up.
- When a person is **referred**, staff take on responsibility for facilitating initial contacts between the person and the referral point.

Whether someone is 'signposted' or 'referred' will depend on the various factors, including their confidence levels and ease of access to the referral point.

Someone may be signposted or referred for:

- Further or specialist information, advice, or guidance

- Other forms of learning or employment where the applicant is more interested in a sector where Rhythmic Skills does not offer relevant vocational training.
- Other forms of learning when a learner initial assessment for literacy, numeracy levels fall below the required level for the program they are applying for
- ESOL support
- Crisis support

### What clients can expect from us

- A clear explanation of the Information, Advice and Guidance Services we offer.
- A service delivered to recognized national standards.
- Staff who will treat them with respect and dignity.
- A timely response to requests for information.
- Up to date information on education, training, and career opportunities in a range of formats.
- Information on the cost of training and any funding which may be available to support the costs.
- Receive an initial assessment.
- An individual interview to provide information advice and guidance.
- Have regular progress reviews and be offered impartial IAG and referral advice.
- Receive IAG information on progression and career development advice at end of training Agree an Individual Learning Plan that accounts for learners' specific needs.

All information about them will to treated in line with the Data Protection Act


### What we expect from Clients

- Treat staff with respect and courtesy.
- Be open and honest.
- Tell us in advance, where possible, of any adjustments we may need to make.
- Let us know if you are unable to attend a pre-booked appointment.

## Review

This Policy will be monitored and formally updated annually.

This policy has been approved & authorised by:

<b>Name:</b>	Tulip Sultana	<b>Position:</b>	Managing Director
<b>Signature:</b>		<b>Date:</b>	04.01.2024