

## **WEA Information, Advice and Guidance Policy**

### **1. Purpose**

To identify learner entitlement to impartial and objective information, advice and guidance about learning and work opportunities.

### **2. Values**

The WEA believes that all learners and potential learners should be entitled to:

- Opportunities to discuss their individual learning and career needs throughout the learning process
- Enhanced opportunities for discussion at points of transition such as enrolment, induction and the end of course
- Access to information, advice and guidance that upholds the National Information, Advice & Guidance Board's "Principles of Coherent Delivery" and meets Matrix standards
- Confidential referrals for specialist information, advice and guidance where appropriate
- Access to opportunities for progression.

### **3. Scope**

Information, advice and guidance refers to a set of processes that enable learners to:

- Clarify their starting point in terms of learning and career
- Identify relevant future goals
- Plan to achieve those goals through access to objective, impartial and professional inputs.

These processes are lifelong and encompass individuals before and after they become learners with the WEA. Effective networking and referral between colleagues, with other providers and with other agencies is therefore a vital component of quality information, advice and guidance.

### **4. Policy**

The WEA policy is to ensure that learners:

- Receive clear information before committing to a course
- Can access appropriate opportunities to discuss how a proposed course meets their needs with:
  - Tutors or organisers
  - WEA specialist staff in the region
  - External specialists
- Have access to information and advice about:
  - Available financial help
  - Learning support
  - Other local opportunities that might meet their needs
- Have access to information, advice and guidance about progression opportunities
- Are provided with information, advice and guidance that is clear, accurate, up-to-date, objective and impartial.
- Can be referred speedily for specialist help, either within WEA or externally.

## 5. Implementation

- Each Region should have a named contact for Information, Advice and Guidance (IAG)
- Regional front-line and management staff will be supported via a qualified IAG professional (the Education Strategy Manager for Information, Advice and Guidance)
- There will also be national support in terms of:
  - Resources available through dedicated support sites on First Class, e.g. learner induction leaflet "Services for Learners", Referrals Lists and IAG Matrix Folder
  - Learner resources available through the website
  - Other resources provided to regions to support learners
  - A managed Learner Support Network
  - Telephone and email "on demand" advice and support for Regional staff
- All Regions will be encouraged to achieve Matrix accreditation as regions, with support via an internal network and buddy system
- All Regions are encouraged to make links with their local nextsteps Partnerships and with local Learning Partnerships to support the referral system.

There are separate networking and referrals procedures available on request.

## 6. Management

By Regional named contacts for Information, Advice and Guidance and by Regional Management Teams, supported by the Education Strategy Manager for Information, Advice and Guidance.

## 7. Monitoring

- Regionally, through Course Files, Observation of Teaching and Learning, Course Evaluation and learner feedback.
- Nationally, through the self-assessment process.
- Via regional Matrix group (to be set up).
- Via Matrix accreditation process where appropriate for the region.

## 8. Links to other policies and documents

This policy is part of a suite of Learner Support Policies defining learner support entitlements. There are specific links with:

- Recruitment and Admissions Policy
- Induction Policy and the WEA National Induction Standards
- Learner Feedback Policy, including Complaints and Appeals Procedures
- Confidentiality Policy.
- The Equality and Diversity Policy.

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