

Information, Advice and Careers Guidance Policy and Procedure

Mission Statement

We are passionate advocates of lifelong learning

Quest Training is committed to delivering high quality, inclusive, individualised, work-based learning programmes that give apprentices/learners the opportunity to thrive, belong and achieve a wide range of career, educational and life goals

Overview

All Quest staff are passionate about education and enabling our apprentice/learners to reach their full potential. The staff involved in information, advice and careers guidance work to develop the self-esteem and self-confidence of apprentices/learners, to help them feel valued, thrive and achieve a wide range of career, educational and life goals.

We value new ideas and approaches and seek new opportunities and solutions, to meet the IACG needs and demands of our apprentices/learners, employers and the local community, whilst supporting national, regional and local education and economic strategies.

Policy Statement

Quest Training recognises the importance of offering high quality information, advice and careers guidance (IACG) to all stakeholders and how IACG contributes to our organisation's Mission Statement, strategic business aims, objectives and key performance indicators (KPIs).

Our commitment is woven into all levels of the business and all job roles, including Governance, Strategic, Management, Curriculum and Administrative teams, to ensure sufficient oversight and challenge regarding stakeholder satisfaction and high-quality outcomes for all apprentice/learners.

Quest Training is committed to:

- Ensuring we meet all the requirements of our DWP/SkillsEngland/Department for Education (DfE) Contracts and other regulatory Organisation requirements for IACG, throughout apprentice/learner programmes
- Maintaining the Matrix Standard, yearly reviews and 3-year re-assessment
- Maintaining our Ofsted grading and striving to improve on this to ensure a high-quality experience for all stakeholders
- Ensuring all staff have the inter-personal skills, behaviours, knowledge, experience and relevant qualifications needed for the delivery of IACG within their job role, and complete on-going Continuous Professional Development (CPD)
- Ensuring all staff have job descriptions which include, KPIs aligned to the business aims and objectives, clear lines of communication and duties related to IACG
- Ensuring IACG is embedded throughout all aspects of our service offer and delivery model and is a positive and inclusive experience for all apprentice/learners, employers and stakeholders
- Carrying out extensive research and analysis into the local and regional demographics, skills gaps and needs of the stakeholders and communities we serve in order to design an inclusive, supportive, meaningful and focused service offer and delivery model

- Ensuring all staff receive on-going IACG training and development, relevant to their job role, and this forms part of Quest's Appraisal and Performance Review Process for staff performance KPIs
- Ensuring effective Policies, Procedures and Process are in place, relating to IACG, and quality assuring that work practices meet requirements
- Ensuring our IACG covers all aspects of the apprentice/learner journey and that Safeguarding/Prevent, Health, Safety and Wellbeing and Diversity, Equity, Equality and Inclusion are fully embedded into all stages of the Programme and discussed with all stakeholders
- Ensuring our data security and privacy of stakeholder details meets the latest GDPR requirements and stakeholders are aware of our processes
- Ensuring we establish professional, positive links with other Organisations that could support our IACG, including agencies, networks, parents, carers, guardians and professionals
- Ensuring our IACG offer is transparent, accessible, both digitally and non-digitally, and outlines the service stakeholders will receive throughout the learning journey
- Ensuring our vocational curriculum embeds careers guidance throughout the learning journey, and meets funding rules, current sector requirements and Gatsby Benchmarks
- Ensuring all potential apprentice/learners receive high-quality initial assessments, which identify their individual starting points and support needs, so a tailored vocational programme can be implemented at the very start of their learning journey

Ensuring our IACG is designed to cover all aspects of our service offer and delivery model, and is based on the individual needs of the stakeholders, across the areas we serve, including:

- Understanding national, regional and local skills gaps for the areas we serve
- Understanding, and researching into the demographics of our apprentice/learners and employers
- Providing a flexible, blended, tailored and embedded curriculum across all of our vocational Programmes
- Ensuring IACG, support and inclusion is embedded into all our Programmes, throughout the learning journey, from business development/marketing to completion, for employers, apprentice/learners and stakeholders

We seek to encourage and celebrate creativity, and to be supportive of innovation so that we can improve our offer.

Quest delivers IACG to the following recipients:

- Quest staff and Governors
- Government funders, Ofsted and Matrix assessors
- Employers
- Apprentices and learners
- Potential apprentices and learners
- Private learners
- Parents, carers and guardians
- Local and regional communities
- Partner Organisations
- Awarding and Apprenticeship Assessment Organisations

All Quest staff and Governance have specialisms, within their professional roles, and offer IACG to recipients accordingly, across all stages of the learning journey as follows:

Governors, Managing Director, Strategic Team are responsible for:

- Strategic vision and Mission and KPIs
- DWP/SkillsEngland/DfE Contracting, funding requirements, new initiatives and on-going updates

- Oversight, review and dissemination of DfE Apprenticeship Accountability Framework measures and thresholds
- Ofsted and Matrix implementation – SAR & QIP
- Strategic Market research, demographics and data
- Strategic Business Plan, aims, objectives and KPIs
- Strategic business growth and development planning
- Quality and compliance across all areas of the business, quality audits
- Staff/Governance qualification, CPD, training and development planning
- Recruitment, selection and promotion of staff
- Appraisal and performance review planning
- Financial budgets, forecasts and company accounts
- Data collection, analysis, evaluation, actions/follow up, including impact of IACG on outcomes
- Staffing and resources
- HR issues and health, safety and wellbeing
- Safeguarding and DEEI
- Review, evaluation and implementation of Policies, Procedures and Processes
- Appeals, complaints and grievances
- Quality of customer service delivery
- Leading full-team meetings

Management Team are responsible for:

- Operational planning and implementation
- Staff training, CPD and development planning and implementation
- Line management of staff roles and responsibilities
- Quality assurance activities
- GDPR
- Registration and certification
- Staff appraisals and performance reviews
- Operational research and marketing planning and monitoring
- Responding to DfE funding changes
- Quality of customer service delivery
- Leading department meetings

Business Development Team are responsible for:

- Business development and marketing activities
- Contacting employers/following up leads/support
- Digital Sign-up of apprentice/learners, including initial assessments, RPL, overview of vocational programmes, health, safety and wellbeing, diversity, equity, equality and inclusion, barriers to learning, careers planning, available pathways
- Recording of leads and starts on Capsule CRM
- Gathering feedback from stakeholders
- Customer service delivery
- Monday News email
- Employer bi-monthly Newsletter
- Website

Contracts Team are responsible for:

- Processing new starts and start up documentation
- Processing monthly data to DfE funders

- Processing leavers, BIL, achievers
- Checking accuracy of information/data
- Producing data reports from PICS
- Checking the Apprenticeship Service data

Administrative Team are responsible for:

- Administrative support activities across all areas of the business
- Customer service delivery
- Processing new starts on e-portfolio
- Working with all stakeholders to ensure smooth communications across the business
- HR admin support
- Sustainability
- Health and safety
- Monthly Newsletter

Quality Assurance Team are responsible for:

- Carrying out quality assurance activities across all aspects of the apprentice/learner journey
- Checking on-going active monthly learning for vocational programmes and functional skills
- Carrying out quality assurance on apprentice/learner portfolios
- Supporting tutors
- Leading relevant vocational meetings
- Quality audits carried out by Quality Auditor

Curriculum/Tutor Team are responsible for:

- Reviewing, evaluating, researching, designing, developing and implementing all vocational curricula programmes for the Standards/Qualifications Quest offers
- Keeping vocational teams and Quest staff up to date with the latest vocational sector information
- Producing flexible, inclusive and blended teaching, assessment and learning training materials and resources to meet individual needs of apprentice/learners which include IACG, personal skills and wider aspects of the world of work
- Updating all aspects of the e-portfolio
- Working with employers, mentors, apprentice/learners to deliver all aspects of the vocational programme from Induction to Gateway Completion and preparation for Apprenticeship Assessment
- Ensuring apprentice/learners individual learning needs are identified, actioned and followed up, including special requirements, SEND/High Needs, disability, disadvantage and other barriers to learning, throughout the programme
- Carrying out Milestone Reviews with apprentice/learners to check/discuss progress towards targets, main aims, personal goals and career aspirations

Safeguarding/Prevent/DEEI Lead/Deputy are responsible for:

- Leading mandatory safeguarding/DEEI meetings
- Risk Assessment
- Ensuring 24/7 emergency phone line is always accessible for stakeholders
- Dealing with safeguarding/DEEI issues timely, when necessary, and following up to a satisfactory conclusion
- Analysing data to identify improvements to safeguarding/DEEI practices

Quest's IACG Objectives Linked to Strategic KPIs

- Value for money flexible service offer, designed to meet individual needs of apprentices/learners undertaking training programmes and/or qualifications
- Transparent and accessible information, advice and careers guidance for stakeholders across all aspects of the Apprentice/learner Journey
- High quality service delivery by qualified, professional and knowledgeable staff, accessible 24/7 via various media
- Valuing user feedback to improve our service offer and IACG delivery methods
- Effective communication and connections with our partners and agencies/networks
- Offering sustainable service delivery by keeping up-to-date with latest technology and inclusive, blended learning opportunities

Quest Training's Core Principles of Information, Advice and Careers Guidance

- Accessible and visible services
- Professional and knowledgeable staff
- Up to date materials promoting our service offer
- Friendly and welcoming services
- Effective connections with our partners and outside agencies/networks
- Available, responsive and quality service delivery
- Services to meet diverse needs
- Impartial support
- Confidential services
- Services designed to meet the individual needs of staff, apprentice/learners, employers and partners
- Valuing stakeholder feedback
- On-going IACG throughout the apprentice/learner journey to all stakeholders
- IACG in support of wider issues – safeguarding, health and wellbeing, health and safety, diversity, equity, equality, and inclusion
- Links to Quest's Strategic Business Plan aims and objectives and key performance indicators (KPIs)

Procedure

Quest delivers all aspects of IACG as part of the stages of the apprentice/learner journey; 16-18 years and 19+ years, as follows:

- Pre-marketing research and demographics data collection
- Marketing activities
- Initial enquiry and contact
- Initial assessments, diagnostics, skills scan
- Sign-up process, employer and apprentice/learner commitment
- Sign-posting, if required
- Welcome and Induction
- Support needs
- Teaching, learning and assessment
- Reviewing progress – Milestone Reviews
- Assessment and tests
- On-going apprentice/learner feedback – post induction, 50% and exit
- Employer feedback
- Preparation for Gateway Completion and Apprenticeship Assessment

- Progression opportunities/pathways
- Exit and achievement

Safeguarding, Prevent, British Values, Health, Safety and Wellbeing, Diversity, Equity, Equality and Inclusion delivered throughout the programme

Apprentice/learner entitlement

Quest is committed to creating an IACG experience for apprentices/learners that is:

- Accessible, using supportive, appropriate and suitable methods of programme delivery
- Outstanding and delivered according to individual learning and support needs
- Aspirational, designed to inspire and motivate
- Planned to guide apprentices/learners on to the right programmes and to support and stretch them
- Developing self-confidence
- Coaching apprentice/learners to be successful and progress on to their next steps in their programme and vocational careers
- Embedded into all stages of the Apprentice/Learner Journey
- Safe and inclusive, including 24/7 safeguarding support line
- Developmental, with feedback on portfolios to support next steps

Employer/stakeholder entitlement

Quest is committed to ensuring all employers and stakeholders receive the following IACG:

- Up to date IACG regarding Quest's service and delivery offer – via Website, Employer Newsletter, Monday News, various social media links, marketing activities
- Support with accessing the Apprenticeship Services and new Government incentives for employers
- Guidance on the most suitable vocational Standards/Qualifications and levels for potential apprentice/learners
- Up to date IACG on current national legislation relating to education – via Website, Employer Newsletter, Monday News, various social media links, marketing activities
- Support on wider issues – vocational sector updates, health, safety and wellbeing, changes to educational rules and guidance
- Support with recruitment and selection of prospective apprentice/learners
- 24/7 safeguarding support line
- Advice and guidance on suitability of qualifications put forward by prospective apprentice/learners
- Benefits of appointing a Workplace Mentor to support the apprentice/learner in the workplace to feel valued, thrive and achieve

Assessment Review and Evaluation

To ensure a high quality of IACG service, Quest Training will evaluate its provision to ensure that:

- the information, advice and careers guidance services are delivered in accordance with this Information, Advice and Careers Guidance Policy and Procedure
- the IACG Standards/Gatsby Benchmark are delivered in accordance with this Information, Advice and Guidance Policy and Procedure, and as contained within the Matrix Quality Standard
- any apprentice/learner, or potential apprentice/learner, with SEND/High Needs, or identified disability, disadvantage, or any barrier to learning, will be provided with appropriate support to enable access to inclusive IACG services

Commitment to continuous improvement

Quest Training continues to maintain the yearly Matrix Standard, which includes the Gatsby Benchmark for career guidance and IACG. We continually review and evaluate our service to achieve the Matrix 3-year re-accreditation.

Impact data for IACG is collected in a number of ways including via the Apprenticeship Services. This includes data on the performance of apprentices/learners who receive IACG, apprentice/learner feedback after Induction, mid-programme and end of programme, and also a range of employer feedback at 3-monthly intervals throughout the year.

All feedback is treated confidentially and all negative feedback is actioned and followed up, timely, to ensure a satisfactory conclusion.

Our evaluation is used to compare our service year on year and feeds into Quest Training's on-going Self-Assessment Process and also into our SAR and QIP.

This Policy will be reviewed as part of our on-going quality assurance process.

Related Policies, Procedures and Processes

- Staff Code of Conduct Policy
- Diversity, Equity, Equality and Inclusion Policy
- Data Protection Policy
- Safeguarding Policy
- Prevent/British Values Policy
- Quality Improvement Policy
- Staff Training & Development Policy
- Appraisal and Performance Review Policy
- Apprentice/learner and Employer Complaints Policy and Procedure
- Initial Assessment of Prior Learning Policy
- Reasonable Adjustments and Special Considerations Policy
- Inclusion Policy
- Apprentice/learner Journey Visual 16-18
- Apprentice/learner Journey Visual 19+

I confirm that this Policy is authorised and approved by Abbie Fulks – Managing Director.

Signature:



Date: 27/5/2026

Implementation date: 28/5/26

Date of next review: May 2027