



# INFORMATION, ADVICE & GUIDANCE STRATEGY

Document control	
Policy number	PDTT006 v1
Approval date	December 2024
Review date	November 2025
Policy owner	Quality Coordinator Head of Skills and Training
Scope: applies to who	Learners, all staff



## INTRODUCTION AND AIM

Learners at PDT Training:

- Are all adults, bringing with them a range of educational, work and life experiences, and many have caring responsibilities
- May not always be sure about their aspirations or the employment and further learning opportunities available to them
- May be unsure of how to navigate the employment or welfare systems or struggle with written or spoken English
- Learners may face other obstacles to learning and employment

PDT Training offers a range of guidance and support to:

- Help learners to understand their options and to select the courses that are of most use to them
- Gather and understand information and decide on their next steps and progress to employment or further learning
- Help them to learn successfully with PDTT
- Help learner to transition well from training into work
- Staff are qualified or are working towards a guidance qualification

## RESPONSIBILITIES

<b>Governance Board</b>	Oversight of the guidance and support arrangements
<b>Quality Review Group</b>	Developing the guidance and support strategy, review of the curriculum and allocation of resources
<b>PDTT Administrative Team</b>	Interviews, initial and diagnostic assessment, planning learning
<b>Tutors</b>	Carrying out progress reviews, providing in-class guidance and support, reflecting on workplace practice in teaching and assessment
<b>Tutors</b>	Teaching the employability qualification
<b>Support Tutors</b>	Providing individual and pastoral support
<b>Employment Support Officer</b>	Providing guidance and advice to help learners to find employment or other progression opportunities



## **PRE-COURSE INFORMATION ADVICE AND GUIDANCE**

PDTT provides Information Advice and Guidance (IAG) for every learner considering starting a course, to help them to decide whether the course is right for them and will help them to achieve their career goals. For some who have very clear aims, pre-course guidance may be carried out in a single interview, but others may need more detailed guidance before starting a course. As a minimum PDTT make sure that:

- Potential learners, their families and referral agencies are provided with accurate and useful information to help them to make informed choices about the courses available to them. This includes any entry criteria, eligibility for funding support, course content and potential progression routes
- Learners' starting points are promptly and accurately assessed to identify prior learning and experience
- Support needs are identified as soon as possible, and pastoral support arranged as required or learners may be signposted to relevant external support (as appropriate)
- Diagnostic assessment for English and maths for all learners is carried out prior to starting a course
- Learners who do not have the English skills required to complete their chosen vocational course may be asked to complete an English language course before moving onto their vocational learning

All learners have an induction which welcomes them to the learning programme and provides them with an introduction to the PDT Training, their course and the resources and support available to them. The induction programme may be used to carry out a more detailed assessment making sure that learners are on the right course and to agree learning plans and targets. Induction will also check that learners have the support that they need and that learning plans consider any appointments with external agencies.

## **ON COURSE GUIDANCE AND SUPPORT**

### **Progress reviews**

Progress reviews with learners are used to evaluate learner's progress and set objectives, these are carried out at least once every 12 weeks. They are conducted in an atmosphere of trust, free from interruptions and with adequate time allowed to enable learners to discuss their progress and agree their next steps. Where relevant feedback from work-place supervisors or other tutors is used in the review.

### **In class support**

Between formal reviews, tutors and support staff monitor learners' progress frequently, setting challenging targets and maintaining records of attendance and progress on Laser. Tutors and



support staff provide individual support to students who are struggling with course work or are falling behind with their attendance.

### **Pastoral support**

Learners may face problems with their wellbeing or that of their families. Tutors and support tutors are a first point of contact and PDTT maintains links with a range of external support agencies where learners' welfare needs are beyond the expertise of centre staff. The Learner Handbook contains a list of external agencies and support services that may be useful.

### **English support**

We provide a flexible range of options to help learners improve their English skills so that they can successfully complete their courses and progress to employment. Depending on the results of diagnostic assessment and the level of the course learners may be:

- Referred to an external course
- Provided with access to BKSb and other interactive learning resources to enable them to practice their English
- Provided with feedback and support in class to improve their English
- Provided with additional support alongside their vocational course

## **EXIT AND CAREERS GUIDANCE**

### **Employability and careers guidance**

In each course tutors provide guidance to help learners to learn more about their work options and prepare for employment.

Learners on childcare and teaching assistant courses attend work placement as part of the course. Tutors and assessors refer to and reflect on their own and learners' work practice to make sure that learners are applying their learning to the workplace. Discussion about different workplaces helps learners to learn more about the type of vacancies available to them.

- Employers and other guest speakers are invited to attend classes to talk about progression options
- PDTT liaises with employers throughout the year and maintains a bank of employment opportunities for learners
- PDTT will keep learners informed of additional funded courses that might help to increase their skills and employability
- Learners have access to careers guidance through [Hammersmith and Fulham Works](#). This is a free employment service to help learners connect with employers and work opportunities



### **Exit review and guidance**

On completion of their course, the learner will complete an 'exit interview' with their tutor as part of their Individual Learning Plan (ILP). This is designed to gather feedback from the learner about their experience with PDTT and of their course, and what they plan to do next (e.g. further study, work, volunteer) – their 'intended destination'.

A 'destination survey' is also sent out annually to graduates of the previous academic year. The destination survey aims to find out what these graduates have gone onto do post studying. It is designed to give learners the opportunity to look retrospectively at their course and time with PDTT.

### **POLICY REVIEW**

This policy will be subject to annual review, update and approval by the Quality Coordinator and Head of Skills and Training.