

Information, Advice and Guidance (IAG) Policy

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1. Purpose

Genius People are committed to giving every apprentice impartial, accurate and timely information, advice and guidance (IAG), so they can make informed decisions about their learning, career and next steps.

This policy sets out how IAG is delivered before, during and at the end of each apprenticeship, which careers resources we use, and who is responsible. It supports funding, quality assurance and inspection expectations of the Department for Education (DfE), Skills Development Scotland (SDS), Ofsted, Education Scotland and the Matrix Standard.

2. Scope

This policy applies to:

- All apprentices and learners on Genius People programmes, including DfE-funded apprenticeship standards in England and SDS-funded Modern Apprenticeships in Scotland
- Prospective apprentices and employers at enquiry and recruitment stage
- All staff, associates and subcontractors who have contact with learners, including coaches, assessors, tutors and the recruitment team
- Employer partners, where they share responsibility for progression and development conversations

Resources in Section 5 are England-focused. Scottish learners should also be signposted to [My World of Work](#), the SDS careers service.

3. Principles

All IAG delivered by Genius People will be:

- **Impartial** – based on the apprentice's interests and needs, not the commercial interests of Genius People or the employer
- **Accurate and current** – drawn from the approved resources in Section 5 and checked at least annually
- **Accessible** – available in formats that meet individual needs, with reasonable adjustments where required

- **Confidential** – shared only with consent, except where a safeguarding concern arises
- **Person-centred** – linked to the apprentice's goals, prior learning and individual learning plan
- **Timely** – offered at the key points in Section 4, and on request at any time
- **Recorded** – logged in OneFile so it can be reviewed and evidenced

These principles align with the Matrix Standard, the Ofsted Education Inspection Framework and Education Scotland's expectations for learner progression

4. [IAG across the apprenticeship journey](#)

IAG is built into every stage of the apprenticeship, not delivered as a one-off session.

1. **Pre-entry and recruitment** – clear information on the programme, entry requirements, funding, commitment and progression routes. Initial assessment and skills scan confirm the apprenticeship is the right fit; where it is not, the applicant is signposted to alternatives.
 2. **Induction** – apprentices are introduced to the careers resources in OneFile, shown how to use them, and complete an initial careers and aspirations discussion recorded in their individual learning plan.
 3. **On-programme** – career and progression goals are revisited at every progress review with the apprentice and employer. Coaches use the occupational maps and National Careers Service tools to link learning to future roles.
 4. **Gateway and end-point assessment** – apprentices receive guidance on EPA (or SVQ completion in Scotland) and a structured conversation about next steps.
 5. **Completion and progression** – a final IAG review covers further apprenticeships, higher education, promotion and job search, using the resources in Section 5. Destinations are recorded.
 6. Where impartial specialist careers guidance is required, learners will be referred to appropriately qualified careers professionals through the National Careers Service or SDS
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5. [Approved Careers Resources](#)

Staff use these free, impartial resources when giving IAG, and apprentices can access them at any time through OneFile.

Resource	What it offers apprentices	Best used at
BBC Bitesize Careers	Job profiles, real-life career stories and advice on skills and workplace readiness	Induction, on-programme
National Careers Service – Discover your skills and careers	Skills assessment matching interests and strengths to suitable careers	Pre-entry, induction
Skills England occupational maps	Shows how occupations connect and the apprenticeship routes into and between them	On-programme, progression
Find an apprenticeship	Live apprenticeship vacancies in England, including higher and degree levels	Pre-entry, completion
UCAS career list	Career profiles with the qualifications and higher education routes needed	Completion, progression
Find a job (GOV.UK)	Government job search service for current vacancies	Completion, progression
My World of Work (Scotland)	SDS careers advice, skills tools and Scottish apprenticeship information	All stages, Scottish learners

6. [Making Resources Available on OneFile](#)

All approved resources are held in a dedicated **Careers and Progression** area in OneFile, shared with every apprentice.

Links are checked every six months and when any resource changes or is withdrawn.

7. [Roles and Responsibilities](#)

Role	Responsibilities
Directors	Own this policy, make sure IAG is resourced, and report on it to the board and through self-assessment
Quality lead	Monitor IAG quality through observations, file sampling and learner feedback; lead Matrix accreditation

Role	Responsibilities
Recruitment team	Give accurate pre-entry information and refer unsuitable applicants to alternative provision
Coaches, assessors and tutors	Deliver IAG at each stage in Section 4, record it in OneFile, and keep their own careers knowledge current
KM	Maintain the OneFile Careers and Progression area and keep resource links up to date
Employers	Discuss progression opportunities with apprentices at reviews and support their development
Apprentices	Engage with IAG, use the resources, and raise questions about their next steps at any time

8. Referral, safeguarding and inclusion

- **Referral** – where an apprentice needs specialist guidance beyond our expertise, staff refer them to the National Careers Service (England) or SDS careers advisers (Scotland), with the apprentice's consent.
- **Safeguarding** – if an IAG conversation raises a welfare or safeguarding concern, staff follow the Safeguarding Policy and report it to the Designated Safeguarding Lead the same day.
- **Equality and inclusion** – IAG challenges stereotypes and raises aspirations. Staff make reasonable adjustments for apprentices with additional learning needs and promote routes open to all, regardless of background.

9. Recording, monitoring and review

All IAG interactions are recorded in OneFile against the apprentice's learning plan and review records. We measure impact through:

- Learner and employer feedback surveys
- Progress review sampling and observations of practice
- Completion, progression and destination data
- Matrix Standard assessment outcomes

Findings feed into the self-assessment report and quality improvement plan.

This policy is reviewed annually, or sooner if funding rules, inspection frameworks or resources change.

Related policies: Safeguarding and Prevent; Equality, Diversity and Inclusion; Recruitment and Initial Assessment; Complaints; Data Protection.

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