Embedding Information, Advice and Guidance in Learning Provision for Adults

Report of Three Dissemination Events Organised by NIACE on behalf of the LSC

February 2007

Of interest to people engaged in the development and delivery of adult IAG services across England
This research report presents the findings of a survey of embedded information, advice and guidance (IAG) provision by providers to adults in three sub-sectors: further education (FE), adult and community learning (ACL) and work-based learning (WBL). In addition to recommending actions to various interested parties, the report contains case studies of good practice from each of the three sectors.
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Introduction

This report sets out the results of three one-day events undertaken by the National Institute of Adult Continuing Education (NIACE) for the Learning and Skills Council (LSC) during November 2006.

Aims and objectives

The aim of the events was to disseminate the findings of research carried out by NIACE between August and December 2005 into the planning and delivery of on-programme information, advice and guidance (IAG) provision for adults in further education (FE), local authority adult and community learning (ACL) and work-based learning (WBL). The research generated a substantial volume of data about many aspects of on-programme IAG for adults. As a result, and for the first time, a statistical benchmark is available to show how such services are delivered across learning provision. In addition, the report contains in-depth case studies that explore in detail examples of good and exemplary practice. The research report, including recommendations, was published in August 2006 under the title Embedding Information, Advice and Guidance in Learning Provision for Adults (LSC, 2006).

More specifically, the objectives of the dissemination events were to:

- raise the profile of the report and the issue of embedded IAG
- enable dialogue with the three sectors on the implications for service delivery of the report’s findings and recommendations
- facilitate shared learning, both from the case studies in the report and between delegates
- provide first-stage dissemination and enable cascading.

During the research phase, the term ‘on-programme IAG’ was used to refer to all IAG available to learners whilst they were enrolled on a course. For the purposes of this dissemination activity, the shorthand term embedded IAG (EIAG) was used, and is employed in this report.

This report of the dissemination events should be read in conjunction with the published research report.

Location and attendance

In order to try and ensure national coverage across England, events were held in the following locations:

- Abbey Community Centre, London (2 November 2006)
- Novotel, Sheffield (7 November 2006)
- Lakeside Conference Centre, Birmingham (9 November 2006).

The events were aimed at individuals with a strategic role in the planning and delivery of EIAG to adults. For that reason, places were offered on an invitation-only basis through NIACE’s networks of contacts. Although the primary focus was on engaging with the three sectors covered by the research, it was also recognised that the findings and recommendations would be of interest to all organisations involved in the planning and delivery of IAG to adults. Invitations were therefore also sent to voluntary sector providers and other relevant agencies. A copy of the letter of invitation is included in Annex A. All places were offered free of charge and delegates received a copy of the published report.

Eighty delegates attended the events, split between the three venues as shown in Table 1.

Figure 1 shows attendance by sector at the events. Separate charts for each event can be found in Annex B. The category ‘Other’ includes representatives of voluntary and community sector consortia, nextstep and IAG partnerships and matrix Standard. As this data shows, over 50 per cent of all delegates identified themselves as being from FE, 29 per cent from ACL, and just 8 per cent from WBL. The limited participation of the WBL sector in the dissemination activities reflects its relatively low level of engagement with the research phase of this work.

<table>
<thead>
<tr>
<th>Venue</th>
<th>Delegate attendance</th>
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<tbody>
<tr>
<td>London</td>
<td>24</td>
</tr>
<tr>
<td>Sheffield</td>
<td>23</td>
</tr>
<tr>
<td>Birmingham</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 1: Delegate attendance by venue.

Figure 1: Proportion of participants by sector.
Methodology

10 A common format was followed at all three events (a copy of the programme can be found in Annex C).

11 The methodology for the events was designed to:

- meet the stated aims and objectives
- capture feedback and findings in a systematic way, so that this information could be used to inform the development of subsequent work to support the planning and delivery of on-programme IAG.

12 NIACE and the LSC each made short introductions to provide background and context. The remainder of the day was split into three sessions, each consisting of a presentation by NIACE (see Annex F) followed by facilitated roundtable discussions. A note taker was assigned to each group to capture discussions. The sessions covered:

- findings from the research
- recommendations
- feedback and ideas exchanged on specific themes.

13 For the first two sessions, delegates were grouped together by sector. In the final session, they were invited to join the group discussion around the theme of their choice.

14 This methodology proved to be effective and the events succeeded in meeting their aims and objectives. A total of 62 evaluation forms were received from the events. Delegate feedback was overwhelmingly positive, with all sessions being rated as ‘very stimulating’ or ‘stimulating’ overall. Participants stated that they would recommend this event to colleagues, and reported gaining a wide range of new knowledge and understanding. They also indicated that the event would have an impact on their own practice, and listed a range of steps they intended to take following the seminars.
Results of Roundtable Sessions

Session 1: findings from the research

NIACE gave a brief overview of the research. The presentation (see Annex F) described the methodology and set out key findings in the following areas:

- focus of on-programme IAG
- approaches to delivery
- staffing and staff training and development
- impact measurement
- quality assurance and quality improvement.

Delegates were then asked to consider the following questions.

- To what extent do the research findings reflect your experience of embedded IAG?
- Do any of the findings surprise you, and if so, why?
- Are there any other issues concerning embedded IAG that you would have expected to see here and would like to add?

Across all sectors, all participants at the events agreed that the research findings provided a good overall reflection of what they had experienced ‘on the ground’. However, individual participants were also able to identify specific areas where their experiences differed from the research findings, and to suggest themes that were not covered by the report. During the exercise, participants’ experiences were explored in more depth. Set out below are the main points that delegates raised in the discussions.

Role of tutors

The main discussion points in relation to the role played by tutors were as follows.

- Tutors are the main point of contact for learners, so ensuring that tutor-delivered IAG is effective is the best way to improve on-programme provision for learners.
- Many tutors are unlikely to understand that IAG is part of their role. For example, even more formal interventions such as individual learning plans will be seen as part of the curriculum.
- The level of activity in relation to on-programme IAG is likely to be greatly underestimated. Much informal activity takes place, which is not recorded and may be only partly visible. Whilst this raises questions about quality, it also points to the existence of a large body of hidden good practice.
- Tutors cannot be relied upon to give impartial IAG. They wish to keep learners on their courses, even though that may not be the most appropriate progression route. The need for training and development work to counter this is vital.
- On ACL leisure programmes, many learners are taking their first steps back into learning and tutors are not adequately equipped to support this group with IAG.
- Tutors who are on part-time or hourly contracts cannot be expected to attend training unless they are paid to do so, or their contracts specify participation in such events.

Role of specialist staff

The main discussion points in relation to the role played by specialist staff were as follows.

- Specialist IAG staff are being used by some providers in all sectors to support training of non-specialist staff.
- The most effective way of ensuring that all learners are aware of what IAG is available and how to access it is to take a proactive approach, where specialist staff go into the classroom and tell them what is on offer. However, learners (many of whom have paid fees) resent the loss of teaching time to other activities, so these sessions can last no more than five minutes.

Role of frontline staff

The main discussion point in relation to the role played by frontline staff was as follows.

- In FE and ACL, growing attention is being paid to formal training of frontline staff in providing information and signposting.

Provision across the learner pathway

The main discussion points in relation to provision across the learner pathway were as follows.

- Providers of WBL noted that Train to Gain has mandatory IAG interventions at each stage of the learner pathway and should improve the balance of provision.
- Many FE providers confirmed that learners are unlikely to receive in-depth IAG beyond the middle of their course.
- Some learning journeys are longer than others, and a ‘one size fits all’ pattern of intervention will not work. Different learners will need help at different stages along the pathway.
Adult learners

The main discussion points in relation to adult learners were as follows.

• Providers of ACL observed that many learners using their provision do not need or want in-depth IAG.
• In FE, specialist IAG services are not provided in ways that are consistent with adults’ learning patterns. In many cases, services are only available during the daytime on weekdays, whereas adults learn in the evenings and at weekends. Some providers are trying to find ways to offer some evening or weekend services, but these remain very limited. The relative lack of availability of specialist IAG provision to adult learners means that there is a pressing need for effective tutor-delivered IAG.
• Providers of FE and ACL lack the resources to ensure consistent provision across outreach sites.
• For learners with learning difficulties and disabilities, IAG is vital but its impact is difficult to measure as they are likely to progress in very small steps.

Policy context

The main discussion points in relation to the policy context were as follows.

• The policy focus on 14- to 19-year-olds is marginalising adults in many provider organisations, and can be expected to have a detrimental effect on the IAG offered to them.
• Cuts in adult learning provision make it difficult to provide effective IAG as potential progression pathways are reduced.
• Providers of ACL and FE are unhappy with the requirement to provide a differentiated service on the basis of existing qualification levels, and fear that this focus is reducing the breadth of services offered.
• Contracting arrangements in relation to nextstep and Jobcentre Plus can impede the development of IAG services.
• The introduction of the recognising and recording progress and achievement (RARPA) approach as a New Measure of Success, since the research was carried out, should improve EIA for learners on non-accredited programmes.

In the final activity of this session, delegates were asked to ‘score’ their own organisation, in terms of the importance and urgency that it attaches to EIA, and the extent to which it is equipped to address issues relating to EIA provision. The overall results are set out in Figures 2 to 4 below. Results grouped by sector can be found in Annex D.

Figure 2: Responses to ‘Embedded IAG is important in my organisation’.
Figure 3: Responses to 'Embedded IAG requires urgent attention in my organisation'.

Figure 4: Responses to 'My organisation is equipped to develop effective embedded IAG provision'.
Session 2: recommendations

26 In this session, the NIACE gave a short summary of the main recommendations made in the report, with a particular focus on:

- embedding IAG across the learner pathway
- use of ICT
- staff training and development
- the role of IAG specialists
- assuring and measuring impact and effectiveness; and progression.

27 Full recommendations from the published report can be found in Annex G. Delegates were then invited to discuss the following questions.

- What actions does your organisation need to take in order to implement these recommendations?
- What are the main barriers to implementation?

28 Participants identified the following actions and perceived barriers to implementation. The main issues raised in the discussions are set out below.

Staffing

29 Identified actions and perceived barriers in relation to staffing were as follows.

Identified actions

- Wider use of ICT could be made to give information about EIAG to both staff and learners. A DVD to support tutors in understanding their role in relation to EIAG was suggested.

Perceived barriers

- Better use could be made of specialist IAG staff to support tutors in the planning and delivery of EIAG. Such staff can play an important role in developing continuing professional development activities to extend the knowledge and understanding of tutors, and also contribute to the delivery of EIAG in the classroom.
- nextstep networks were identified as a good source of training of which providers could make greater use.
- Staff induction processes should be more explicit about the IAG elements inherent within the tutor role. New staff often do not know what IAG is.
- Improved staff handbooks would help to raise awareness about the IAG role, but written materials alone should not be relied on.
- Champions of IAG should be identified in curriculum areas to raise the profile of IAG among tutors.
- Embedded IAG needs to be explained to tutors in ways that will not alarm them with the view that it means additional duties beyond those contracted. It was felt that many such staff are already delivering IAG, even if they do not call it that; this should be presented as an integral and embedded part of their role.

- It is difficult for part-time tutors to undertake training; funding is needed to enable them to participate. This is a particular concern, as tutors on part-time courses may also be those who attract the most vulnerable learners with the most complex IAG needs.
- Staff attitudes can be a problem. Tutors in particular have other priorities and can be resistant to what could be seen as a further ‘initiative’.
- Funding is inadequate to address continuing professional development needs.
- There is insufficient time to train staff who are already stretched, especially IAG specialist staff.
There is a lack of access to training for specialist staff.

For providers with a large quantity of outreach provision, the scale of the undertaking makes it seem too daunting.

Not all tutors and learners have the information technology skills necessary to access training via ICT and this should be recognised when developing resources.

**Measuring impact**

*30*

Identified actions and perceived barriers in relation to measuring impact were as follows.

**Identified actions**

- Better understanding is needed about how to track and record activity, including knowledge of resources that are available which could help.
- More work is needed on impact measurement.

**Perceived barriers**

- There is a lack of understanding across all sectors about how to measure impact.

**Information, advice and guidance to support progression**

*32*

Identified actions and perceived barriers in relation to IAG to support progression were as follows.

**Identified actions**

- Curriculum leaders should have a role in mapping progression pathways and feeding these back centrally for use by all staff with an IAG role.
- Partnership working between providers from ACL and FE within a local area can reduce competition, improve impartiality and open up better opportunities to learners.

**Perceived barriers**

- Cuts in adult provision have reduced the progression opportunities for learners and make it increasingly difficult for IAG to support progression.

**The status of on-programme information, advice and guidance for adults**

*33*

Identified actions and perceived barriers in relation to the status of on-programme IAG for adults were as follows.

**Identified actions**

- Consideration needs to be given to offering things outside class time, but making additional evening or weekend provision available has resource implications.
- Information, advice and guidance could be a stronger element within the RARPA process.

**Perceived barriers**

- Funding cuts mean that this is a difficult time to develop any areas of work with a focus on adults.
- Because IAG is not a key focus of inspection, it is not always a management priority. Commitment from senior management is vital to the development of effective provision.
- In ACL in particular, but also in FE, it was argued that it is difficult to prioritise IAG among all the other ‘priorities’ that are being articulated.
- Learners who are paying course fees resent the use of class time to focus on IAG.
As the final activity of this session, delegates were asked to suggest what support they would find helpful from a range of organisations to enable them to implement the recommendations in the report. Detailed results, by sector, are set out in Annex E. However, a number of key themes emerged from participants’ comments, as follows.

**Own organisation**

Key themes relating to participants’ own organisations were as follows.

- Improve senior managers’ knowledge and understanding of EIAG to strengthen their commitment to developing effective provision and raise its profile within the organisation.
- Provide training and continuing professional development to improve the knowledge and understanding of all staff involved in the planning and delivery of EIAG. In particular, ensure that staff understand their roles and responsibilities in relation to EIAG.
- Draw on local networks to support the development of effective EIAG provision.
- Support staff to develop knowledge and understanding of the measurement of impact.

**Lifelong Learning UK**

A key theme relating to Lifelong Learning UK (LLUK) was as follows.

- To improve tutors’ knowledge and understanding of their roles and responsibilities in relation to IAG, these should be both embedded within the Newly Qualified Teacher (or Tutor or Trainer) in Learning and Skills qualification, and covered in continuing professional development provision for teaching staff already in post.

**Sector representative bodies**

Key themes relating to sector representative bodies were as follows.

- Disseminate information about the findings of research and development work relating to EIAG.
- Provide training and continuing professional development activities to improve knowledge and understanding of issues relating to EIAG.

**Session 3: suggestion box activity**

In this session, delegates were invited to join a discussion group around one of the following themes:

- impact measurement
- improving the balance of provision across the learner pathway
- staffing.

The purpose of the exercise was to generate and share ideas about how the issues and concerns raised in the report, in relation to these aspects of EIAG, could be addressed. Delegates were asked to draw on their own experiences and to be more visionary if they wished. The key issues raised by participants are set out below.

**Impact measurement**

Key issues relating to impact measurement were as follows.

- Providers stated that they can find it difficult to know precisely what can or should be measured and what kinds of impact the LSC is interested in. Clear guidance from the LSC is therefore needed on what measures are required. In particular, it would be helpful to know whether it is appropriate to capture ‘soft outcomes’ related to personal growth and development associated with participation in learning, as well as ‘hard outcomes’ reflected in skills and knowledge acquired. The range of possible measures is wide and could include, for instance, increased confidence and progression to further learning, voluntary work or employment.
- A number of possible approaches to impact measurement were suggested, including:
  - gathering learner feedback on the outcomes of interventions and effectiveness of IAG
  - using action planning, to provide evidence of ‘distance travelled’ as a result of participation in learning
  - developing case studies
  - recording individual sessions
  - keeping accurate destination data.

It was observed that developing impact measurement mechanisms has resource implications for providers.
Improving the balance of provision across the learner pathway

Key themes relating to the balance of provision were as follows.

- It was noted that this theme is closely related to the need to develop EIAG to support learner progression to further learning or work. A range of suggestions was put forward of ways in which both staff and learners have been or could be encouraged to focus on progression. These suggestions included:
  - creating a formal mechanism for teaching staff to report on the career-focused activities that they are intending to deliver to learners
  - holding ‘progression days’ for learners, where IAG is available and tasters are used to show learners what else is available locally
  - linking IAG pre-exit to succession planning with employees
  - offering exit interviews for any learners withdrawing early from their course, to try and ensure that they are referred to other possible sources of provision
  - creating a strategic framework which encourages staff across an organisation to think about progression.
- In order to ensure that learners who need it receive support throughout their learning journey, IAG-focused interviews or evaluations should be available at each stage of the learner pathway.

Staffing

Key themes relating to staffing were as follows.

- It was suggested that providers need to develop a more strategic approach to EIAG. This would enable it to be embedded more effectively across an organisation, and for all staff involved in the planning and delivery of EIAG to understand their role as part of a coherent whole. Including IAG within staff contracts would underline this commitment. However, it would not only support tutors in their IAG role; some delegates observed that IAG specialist staff are not well integrated into their organisations, which inhibits wider effective use being made of their skills and knowledge. A strategic focus would also allow strategic approaches to be developed to staff training and continuing professional development for EIAG.
- In order to improve tutors’ knowledge and understanding of their roles and responsibilities in relation to IAG, it was suggested that IAG champions in curriculum areas could be identified and trained. They, in turn, could be linked to a named liaison colleague from central IAG services.
- Attention was drawn to a range of existing potential sources of support which could be used more effectively. For example:
  - the Competency Framework
  - nextstep networks, which can provide information and training, and enhance knowledge of what is available locally
  - specialist IAG staff could make planned inputs into classroom sessions
  - unit-based training could be developed from existing training provision, or created by LLUK, so that teaching staff only need to learn those elements of IAG relevant to their role.
- A number of issues were raised relating to steps that needed to be taken to encourage or enable teaching staff to become better aware of their IAG role. It was noted that any method of ‘drip feeding’ information was preferable to receiving a large volume of paper-based information in September, and that staff must be paid to attend training which goes beyond the requirements of their contract.

- The untapped potential of e-learning to deliver tutor training was widely remarked upon, although delegates observed that was not a panacea. For example, it was suggested that providers could set up a Moodle forum and use email alerts to disseminate information. In addition, CDs or DVDs were cited as a possible way of providing introductory staff training, containing essential information about EIAG and tutor roles and responsibilities.
Annex A: Letter of Invitation

Embedding Information, Advice and Guidance (IAG) in Learning Provision for Adults

Free dissemination events on the recent NIACE report published by the Learning and Skills Council

London: Thursday 2 November 2006
Sheffield: Tuesday 7 November 2006
Birmingham: Thursday 9 November 2006

NIACE would like to invite you to participate in one of three invitation-only events funded by the Learning and Skills Council and based on the Embedding IAG in Learning Provision for Adults report (published in August 2006). Invitations are being carefully targeted at colleagues with a specific interest in the future delivery of IAG to adults.

The aim of each event is to establish a dialogue with providers in work-based learning, further education and adult community learning around the implementation of the report’s recommendations.

The day will comprise presentations by the Learning and Skills Council and NIACE on the findings and recommendations of the report and provide an opportunity for participants to explore issues, opportunities and challenges around implementation.

The events will take place in London, Sheffield and Birmingham and will start with arrival and registration at 10am for a 10.30am start. The seminars will end with tea at 3.30pm.

If you or a colleague in your organisation involved in IAG is able to contribute to one of these events, please contact Gurjit Kaur to request an application form at gurjit.kaur@niace.org.uk. There is a limited number of places for selected guests.

There will be no cost for attending this event but we reserve the right to charge a fee of £35 for ‘no shows’.

Mark Ravenhall
Senior Development Officer
NIACE
Annex B: Figures for Attendance by Sector

Figure B1: Proportion of participants by sector: London.

- FE: 46%
- ACL: 8%
- WBL: 4%
- Other: 42%

Figure B2: Proportion of participants by sector: Sheffield.

- FE: 50%
- ACL: 9%
- WBL: 9%
- Other: 32%

Figure B3: Proportion of participants by sector: Birmingham.

- FE: 58%
- ACL: 18%
- WBL: 18%
- Other: 6%
Annex C: Programme for Dissemination Events

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10.00–10.30</td>
<td>Arrival and registration</td>
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<tr>
<td>10.30–10.40</td>
<td>Welcome and introduction (NIACE)</td>
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<td>10.40–10.50</td>
<td>Context and importance of embedded IAG (LSC)</td>
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<tr>
<td>10.50–11.15</td>
<td>Research methodology and findings (Helen Plant, NIACE)</td>
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<td>11.15–11.45</td>
<td>Roundtable discussion (1)</td>
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<tr>
<td>11.45–12.00</td>
<td>Key recommendations (Barry Hendry, NIACE)</td>
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<tr>
<td>12.00–12.30</td>
<td>Roundtable discussion (2)</td>
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<tr>
<td>12.30–13.30</td>
<td>Lunch</td>
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<tr>
<td>13.30–14.00</td>
<td>Feedback from the morning discussions (Barry Hendry, NIACE)</td>
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<tr>
<td>14.00–14.45</td>
<td>Roundtable discussion (3)</td>
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<td>14.45–15.00</td>
<td>Open forum</td>
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<td>15.00</td>
<td>Tea</td>
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<td>15.30</td>
<td>Close</td>
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Delegates from FE (Figures D1 to D3) reported that their organisations recognise the importance of embedded information, advice and guidance (EIAG), but that it requires fairly urgent attention in a large proportion of cases. However, many delegates were not confident that their organisations are currently equipped to develop effective EIAG provision for adults.
Figure D2: Responses to ‘Embedded IAG requires urgent attention in my organisation’, FE sector.

Figure D3: Responses to ‘My organisation is equipped to develop effective embedded IAG provision’, FE sector.
Similarly, as Figures D4 to D6 indicate, the majority of delegates from ACL reported that EIAG was important in their organisations and that it required urgent attention; but around half of delegates indicated that they were not currently equipped to develop effective provision.

Figure D4: Responses to ‘Embedded IAG is important in my organisation’, ACL sector.
Figure D5: Responses to ‘Embedded IAG requires urgent attention in my organisation’, ACL sector.

![Bar Chart](image1)

Figure D6: Responses to ‘My organisation is equipped to develop effective embedded IAG provision’, ACL sector.

![Bar Chart](image2)
Figures D7 to D9 show that all delegates from WBL strongly agreed that EIAG was important in their organisation, and most did not think that it required urgent attention. The majority also agreed that they were equipped to deliver effective EIAG, although one did not.
Figure D8: Responses to ‘Embedded IAG requires urgent attention in my organisation’, WBL sector.

Figure D9: Responses to ‘My organisation is equipped to develop effective embedded IAG provision’, WBL sector.
### Annex E: Responses by Sector to the Suggestion Exercise (Session 2)

#### Table E1: Support for implementation from a range of organisations suggested by FE delegates.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td>Own organisation</td>
<td>• Raise the profile and importance of on-programme IAG.</td>
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<tr>
<td></td>
<td>• Work in partnership with nextstep to provide specialist support.</td>
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<td></td>
<td>• Increase IAG awareness among senior management to improve how IAG is viewed and embed a commitment to IAG within the organisations.</td>
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<td></td>
<td>• Recognise that adults have distinctive needs and are important.</td>
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<td>• Release funding to provide additional staffing for provision outside ‘office hours’.</td>
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<td>• The funding cuts will result in less adult work and courses made available. Focus on working with employers may be helpful in getting support.</td>
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<td>• Provide training for all staff involved in the delivery of EIAG, commensurate with their roles and responsibilities.</td>
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<td>• Recognise and address the limitations and barriers affecting part-time staff.</td>
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<td>• Develop progression packs in curriculum areas (this could be done countywide).</td>
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<td>• Develop Jobcentre Plus links.</td>
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<td>• With management support, set up an audit and research group on on-course provision to include IAG and academic staff.</td>
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<td>LSC</td>
<td>• Consider incentives.</td>
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<td>• Place greater emphasis on discrete requirements for IAG as specific elements within Adult Learning Inspectorate (ALI) inspection and other quality processes.</td>
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<td>• Recognise that adult courses and training will need funding and will be a priority group in the future.</td>
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<td>• More funding support, for example for IAG for part-time students in the evenings, and for a better balance of provision across the learner journey.</td>
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<td>• Enable provision to all learners, not just below Level 2.</td>
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<td>• Fund training and continuing professional development (CPD). For example: encourage networking activities and events to share good practice; disseminate research on impact measurement; fund staff training to Level 4.</td>
</tr>
<tr>
<td>LLUK</td>
<td>• Include module on IAG within Initial Teacher Training (ITT) and Qualified Teacher Learning and Skills (QTLS) qualifications.</td>
</tr>
<tr>
<td></td>
<td>• Develop resources to support tutor-delivered IAG – also training for using web-based portfolio services for staff, who will then encourage learners.</td>
</tr>
<tr>
<td>Sector representative body</td>
<td>• Develop an effective process to track and monitor impact of IAG.</td>
</tr>
<tr>
<td>(for example, Association of Colleges (AoC), Association of Learning Providers (ALP) and NIACE)</td>
<td>• Develop materials to be used that can be user-friendly for both learners and teaching staff, and will also be easy to collate, for evidence.</td>
</tr>
<tr>
<td></td>
<td>• Continue to undertake research to support IAG work and raise profile.</td>
</tr>
<tr>
<td></td>
<td>• Provide training. For example, develop training programmes (perhaps NIACE with Learning and Skills Network (LSN) and Quality Improvement Agency (QIA)) addressing embedding IAG within delivery at all levels and by all provider types; and local training and updating seminars to share good practice.</td>
</tr>
<tr>
<td></td>
<td>• Undertake lobbying work to raise the profile of IAG.</td>
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<td></td>
<td>• Organise follow-up sessions for this training.</td>
</tr>
</tbody>
</table>
Table E2: Support for implementation from a range of organisations suggested by ACL delegates.

<table>
<thead>
<tr>
<th>Own organisation</th>
<th>LSC</th>
<th>LLUK</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Improve senior management understanding of IAG.</td>
<td>▪ Address a range of funding issues. For example: provide funding for learners above Level 2 to receive IAG; fund extra staff and training; take steps to increase the clarity and consistency of funding over time.</td>
<td>▪ Undertake sector skills council (SSC) responsibility for IAG.</td>
</tr>
<tr>
<td>▪ Have a commitment to staff training and CPD linked to EIAG, including releasing staff at all levels, both full and part-time, to attend training.</td>
<td>▪ Integrate the Skills for Life frameworks into the IAG frameworks.</td>
<td>▪ Embed IAG training within teacher training.</td>
</tr>
<tr>
<td>▪ Make staff aware of the IAG elements of their role and its importance.</td>
<td>▪ Where organisation is not funded for anything other than personal and community development learning (PDCL), funding to incorporate embedded IAG.</td>
<td>▪ Develop CPD for EIAG, so that each provider does not 'reinvent the wheel'.</td>
</tr>
<tr>
<td>▪ Ensure mechanisms to fund embedded IAG are clearly understood and implemented.</td>
<td>▪ Improve access to training for non-specialists, for example tutors and support staff.</td>
<td>▪ Recognise that IAG enhances equality of opportunity for a service.</td>
</tr>
<tr>
<td>▪ Network with local IAG organisations to increase knowledge and understanding.</td>
<td>▪ Facilitate improved communication between providers for curriculum mapping in a locality.</td>
<td></td>
</tr>
<tr>
<td>▪ Use specialist IAG staff more effectively to support tutors and others. For example: to ensure that IAG is embedded by tutors of every course; and to develop CPD for tutors and others.</td>
<td>▪ Enhance understanding within the sector of issues around EIAG.</td>
<td></td>
</tr>
<tr>
<td>▪ Co-ordinate daytime IAG with adult learning.</td>
<td>▪ Create IAG ‘clinic’.</td>
<td></td>
</tr>
<tr>
<td>▪ Include IAG in job descriptions.</td>
<td>▪ Develop monitoring systems for continuous quality improvement (CQI).</td>
<td></td>
</tr>
<tr>
<td>▪ Develop in-house Open College Network (OCN) intermediate and advanced IAG awards.</td>
<td>▪ Look at introducing curriculum structure and information sheets for staff (including tutors). Use both ICT and paper-based methods for this.</td>
<td></td>
</tr>
<tr>
<td>▪ Make IAG terminology more pervasive and explicit.</td>
<td>▪ Strengthen links with Jobcentre Plus.</td>
<td></td>
</tr>
<tr>
<td>▪ Identify ways of measuring impact.</td>
<td>▪ Make IAG terminology more pervasive and explicit.</td>
<td></td>
</tr>
<tr>
<td>▪ Achieve matrix Standard.</td>
<td></td>
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</tbody>
</table>

Continues over page
- Deliver training – based on regional groups – to enable training and networking with other organisations with similar or the same target learners.
- Explore how the findings reflect the experiences of Heads of Large former External Institutions (HOLEX) members.
- Support and inform.
- Consider where EIAG fits into PCDL provision.
- Improve access to training through, for example, nextstep provision.
- Develop this invaluable research

<table>
<thead>
<tr>
<th>Sector representative body (for example, AoC, ALP and NIACE)</th>
<th>• Provide a good staff development programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Develop a whole-organisation approach to employer IAG.</td>
</tr>
<tr>
<td></td>
<td>• Co-ordinate knowledge from resource library for all staff.</td>
</tr>
<tr>
<td></td>
<td>• Improve information sharing on measuring success.</td>
</tr>
<tr>
<td>LSC</td>
<td>• Provide funding for the training of staff within WBL.</td>
</tr>
<tr>
<td></td>
<td>• Fund time for IAG work with adults (in addition to guided learning hours (glh)).</td>
</tr>
<tr>
<td></td>
<td>• Move the targets set in nextstep to broaden the range of people suitable for delivery of IAG.</td>
</tr>
<tr>
<td>LLUK</td>
<td>• Increase the quality of training available for IAG staff.</td>
</tr>
<tr>
<td></td>
<td>• Include IAG within initial teacher training.</td>
</tr>
<tr>
<td>Sector representative body (for example, AoC, ALP and NIACE)</td>
<td>• Improve co-ordination of funds and training.</td>
</tr>
</tbody>
</table>
Annex F: NIACE Presentation Slides
Used at Dissemination Events

Embedding IAG in learning provision for adults
Part I
Research methodology and findings

Helen Plant

Methodology
- analysis of existing research
- survey of providers in FE, ACL and WBL sectors to explore current approaches to on-programme IAG
- case studies of good and interesting practice.
Research undertaken September-December 2005.

Findings
- focus
- delivery
- staffing
- impact
- quality

Focus on programme IAG

<table>
<thead>
<tr>
<th>FE</th>
<th>ACL</th>
<th>WBL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and access IAG services</td>
<td>Understand and access IAG services</td>
<td>Understand and access IAG services</td>
</tr>
<tr>
<td>Apply for further learning programmes</td>
<td>Make decisions on next steps in learning</td>
<td>Make decisions on next steps in learning</td>
</tr>
<tr>
<td>Make decisions on next steps in learning</td>
<td>Develop decision making strategies</td>
<td>Develop awareness of range of career options</td>
</tr>
</tbody>
</table>

Approaches to the delivery of on-programme IAG

Availability of IAG across the learner journey

Staff delivering on-programme IAG

Approaches to staff training and development

Measuring the impact of IAG

How impact data is used

Approaches to quality assurance

Approaches to quality improvement
<table>
<thead>
<tr>
<th>Embedding IAG in learning provision for adults</th>
<th>Focus on embedding</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II Recommendations</td>
<td>• Consider incentives for IAG across learner pathway.</td>
<td>• Train, induct and support delivery staff.</td>
</tr>
<tr>
<td>Barry Hendry</td>
<td>• Focus on pre- and post exit.</td>
<td>• Develop role of support staff.</td>
</tr>
<tr>
<td></td>
<td>• Use ICT for on-programme IAG.</td>
<td>• Enhance the role of specialists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure progression routes and referrals are understood.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Include EIA in QTLS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact and effectiveness</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Measure impact on success</td>
<td>• Support progression for vulnerable learners.</td>
</tr>
<tr>
<td>• Use IAG to inform Measures of Success</td>
<td>• Facilitate part-time learners’ progression.</td>
</tr>
<tr>
<td>• Improve inspection guidance.</td>
<td>• Use ICT and handbooks for EIA.</td>
</tr>
<tr>
<td>• Demonstrate Matrix and self-assessment links.</td>
<td>• Review capacity issues.</td>
</tr>
<tr>
<td></td>
<td>• Sell the benefits of IAG.</td>
</tr>
</tbody>
</table>
4. Recommendations

4.1 To government agencies

4.1.1 The LSC
Consider whether appropriate incentives need to be put in place nationally to shift the focus of resource to achieve a more equitable balance of IAG across the learner pathway and to support progression.

Consider how providers can be supported to measure more effectively the impact of IAG on learner enrolments and success rates.

Ensure that relevant findings from this study inform the development and piloting of New Measures for Success, particularly: the development of recognising and recording progress and achievement (RARPA) in non-accredited learning and the role of IAG to support progression within this; staff development; and work on improving information on learner destinations.

Consider how the main findings and good practice from the study can be disseminated to support quality improvements in IAG embedded in learning and increase awareness of the business benefits and potential impact of achieving Matrix accreditation for embedded IAG provision.

4.1.2 Sector Skills Development Agency
Consider how the relevant findings and good practice from the study can be disseminated to support Sector Skills Councils in the development of their IAG provision and staff development activities.

4.1.3 Lifelong Learning UK
Ensure that the need for teachers, tutors and trainers to have an understanding of their role in the delivery of IAG is taken into account in developing the benchmark qualification Qualified Teacher/Tutor/Trainer in the Learning and Skills Sector (QTLS) to be attained by new staff as a licence to practice and any other awards.

Consider how continuing professional development (CPD) can be used better to equip teaching staff already in post to deliver IAG.

4.1.4 The Inspectorate
Use the findings from this study to further inform how guidance and support, both formal and informal, is inspected.

Supplement the existing guidance given to providers with specific guidance on the inspection of embedded IAG.

4.1.5 Ento
Map the links between the self-assessment process and Matrix – and consider how evidence from Matrix should be informing self-assessment.

Increase Matrix penetration into work-based learning. For example, consider using ‘Matrix champions’ from WBL providers where business benefits have been identified.

4.1.6 QIA/LSN
Ensure that research and development activities take account of the role of IAG in supporting progression for adult learners, in order to demonstrate how IAG contributes towards addressing government priorities within the learning and skills sector.

4.2 To stakeholders

4.2.1 IAG strategic boards
Undertake a review of on-programme/progression IAG services and products delivered by members in their local area to identify and address:

• gaps and how these could be filled
• ways in which good practice can be shared both within and between sectors; and
• where necessary, ways of broadening access to a wider range of products/services for adult learners in their area.

4.2.2 ALP, AoC, and NIACE
Disseminate the main findings and recommendations of this study to members and networks.

Encourage members to share good practice to improve delivery in delivering IAG to adults in their sector.

4.3 To providers

4.3.1 Priority areas
To increase consistency in the delivery of IAG embedded in learning, and support progression, providers need to give particular attention to the following.

• Ensuring that the induction process and CPD for all staff involved in the delivery of IAG (and particularly teachers, tutors, trainers and assessors) addresses:
  • their responsibilities in relation to IAG and the principles underpinning this, commensurate with their role
  • the need for regular updating of skills and knowledge with particular reference to entry into the workplace and further learning
  • the local IAG provision to which they can refer learners; and
  • an awareness of the boundaries of their own skills and knowledge.
ii) Having appropriate IAG processes in place throughout the learning pathway, and in particular to ensure that all learners are invited to consider their next steps towards the end of their programme and are made aware of sources of further information.

4.3.2 Other areas for review and improvement

All providers

i) Capacity

Providers should assure they have the capacity to ensure that:

- appropriate individual guidance is provided, particularly for vulnerable learners who may need additional support with progression
- sufficient IAG is delivered pre-exit and post exit to support progression, particularly where further learning or employment plans are not fulfilled.

ii) Delivery

Providers should assure:

- that the skills and knowledge of specialist IAG staff are being sufficiently harnessed to support learner engagement, retention, achievement and progression
- the availability and effectiveness of their on-programme IAG services and products for adult learners
- an appropriate balance of IAG to support decisions on both learning and work is available, either embedded in programmes or through referral to internal/external specialists

Similarly, staff awareness of good practice in embedding work and learning readiness into learning programmes, and consideration of what steps could be taken to integrate ‘readiness’ approaches into their own provision
- that course information is tailored to the needs of adults and includes information on progression options.

iii) Progression

Providers should assure:

- that tutors are aware of the main potential progression routes from their provision, taking into account lateral progression as well as vertical routes, and are using this to inform ‘next step’ discussions on further learning and work with learners
- that new technologies are being used effectively to provide information on progression to adult learners, particularly where there is a clear progression pathway.

FE providers should pay particular attention to:

- assuring that adult learners on part-time programmes receive adequate and appropriate IAG to support progression
- assuring that subject and personal tutors are adequately trained and supported in the delivery of on-programme IAG.

ACL providers should pay particular attention to:

- helping adult learners to develop the skills to make and act upon decisions about learning and work
- assuring that, where appropriate, learners are adequately prepared and supported with progression into work
- assuring that subject tutors are adequately trained and supported in the delivery of on-programme IAG
- assuring that the range of approaches taken to delivering on-programme IAG is adequate to meet the diversity of learners’ needs.

Work-based learning providers should pay particular attention to:

- assuring that learners have access to the services of specialist IAG staff as necessary, through either the development of ‘in-house’ expertise or referral on
- assuring that staff delivering embedded IAG are able to access adequate and appropriate support from specialist IAG staff, either internally or externally
- reviewing how their staff handbook could be better used to support staff delivering embedded IAG
- reviewing whether greater use could be made of ICT to deliver IAG to adult learners outside timetabled learning hours
- ensuring that learners are adequately and appropriately supported to plan for progression to further learning.