

Information, Advice and Guidance (IAG) Policy

POLICY DETAILS	
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Related Policies / Procedures	Admissions Policy Academic Appeals Policy Equality, Diversity and Inclusion Policy Student Support Policy Attendance and Engagement Policy Complaints Policy Reasonable Adjustment and Fair Access to Assessment Policy
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1. Purpose

- 1.1 This Policy sets out Results Consortium's (hereafter the College) approach to the provision of impartial, accurate and accessible Information, Advice and Guidance (IAG).
- 1.2 The Policy ensures that prospective students, applicants, enrolled students and graduates receive timely and appropriate support to make informed decisions, engage effectively with their studies and progress into positive educational or graduate outcomes.
- 1.3 The Policy supports compliance with applicable legislation, statutory guidance, professional codes of practice, the Office for Students (OfS) regulatory framework, and the UK Quality Code for Higher Education.
- 1.4 Senior leadership provides oversight to ensure IAG aligns with College's objectives, student needs and labour market context.

2. Scope

- 2.1 This Policy applies to all IAG activity delivered by the College across the full student lifecycle, including:

- Pre-entry and admissions
- Enrolment and induction
- On-course study and placement
- Completion and graduate progression support

- 2.2 The Policy applies to:

- All staff involved in admissions, academic delivery, student support, employability and quality assurance
- All higher education students and applicants
- All published information and guidance materials

3. Definitions

Information, Advice and Guidance (IAG): The provision of impartial information, advice and structured guidance that supports prospective students, applicants, enrolled students and graduates to make informed decisions about learning, progression and employment

Information: The provision of accurate, current and factual information relating to programmes, entry requirements, progression routes and support services.

Advice: Support that assists individuals to understand options and make informed choices.

Guidance: A structured process enabling individuals to explore a range of options, plan and progress in learning or employment.

Service User: Any prospective student, applicant, enrolled student or graduate accessing IAG services.

Labour Market Information (LMI): Information relating to employment trends, skills demand and career opportunities used to support informed guidance.

4. Roles and Responsibilities

Role	Responsibilities
Senior Leadership	Ensure appropriate resourcing of IAG services. Promote impartiality, accessibility and continuous improvement.
Academic Teams	Provide programme-level academic guidance. Identify students requiring referral to IAG services. Support progression through academic advising and progress reviews
Careers and Employability Team	Deliver structured IAG activities and guidance sessions. Establish and maintain employer engagement. Record IAG interactions and outcomes
Admissions and Student Support Staff	Provide accurate and up-to-date information to service users. Identify individuals requiring additional guidance. Refer service users to appropriate internal or external support.
Quality Assurance Staff	Monitor compliance with this Policy. Review IAG-related data, feedback and outcomes.

5. Procedure

5.1 Pre-entry and Admissions IAG

5.1.1 Clear, accurate and current information is provided at enquiry and application stages, including programme content, entry requirements, modes of delivery, assessment methods, fees and funding. Information supports transparency, informed choice and consumer protection.

5.1.2 An IAG session is offered to applicants who are unsuccessful or undecided to support consideration of alternative pathways or support options.

5.1.3 Systems exist for signposting and referral when needs fall outside direct IAG provision.

5.2 Induction and Early Engagement

5.2.1 IAG is embedded within induction activities, including orientation to academic expectations, student support services and employability provision. Early engagement supports transition, confidence-building and retention.

5.2.2 Diagnostic and profiling activities are used to identify support needs at an early stage and appropriate referrals are initiated.

5.3 On-course IAG

5.3.1 Ongoing IAG is provided through academic advising, progress reviews and employability activities.

5.3.2 Delivery includes one-to-one guidance, group interventions and digital support.

5.3.3 Attendance and engagement data is used to trigger timely intervention and guidance.

5.3.4 Structured support is provided for placement preparation, applications and employer engagement.

5.3.5 Individual needs are explored through structured guidance conversations, goal-setting and action planning.

5.3.6 Agreed actions and next steps are documented to support progression.

5.3.7 Progress against agreed actions is monitored and reviewed where appropriate.

5.4 Progression and Post-completion IAG

5.4.1 Guidance is provided to students approaching completion on graduate employment, further study and professional development.

5.4.2 Graduates are signposted to appropriate internal or external careers support where required.

5.4.3 Guidance draws on labour-market information, employer insight and alumni experience to support realistic progression planning

5.5 Recording, Confidentiality and Data Protection

5.5.1 IAG interactions are recorded in line with institutional procedures.

5.5.2 Personal data is processed in accordance with UK GDPR, the Data Protection Act 2018 and the Data Protection Policy. Confidentiality is maintained, subject to safeguarding and legal requirements.

5.6 Equality and Accessibility

5.6.1 IAG provision is inclusive and accessible to all service users.

5.6.2 Reasonable adjustments are made in line with the Equality Act 2010 and the Reasonable Adjustment and Fair Access to Assessment Policy.

5.6.3 Targeted outreach supports under-represented groups and widening participation priorities.

5.7 Monitoring and Review

5.7.1 The effectiveness of IAG provision is monitored through learner feedback, outcome data and internal annual reviews, and findings inform service improvement.

5.7.2 Monitoring includes uptake of IAG services, referral activity, learner satisfaction, progression outcomes and graduate destinations.

5.7.3 Impact is evaluated using institutional performance indicators, progression metrics, graduate outcomes data and quality review findings.