



Information, Advice and Guidance Policy

2025-2026

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Information, Advice and Guidance (IAG) Policy and Procedure

1. Purpose of the Policy

This policy sets out how the organisation will deliver high-quality, impartial Information, Advice and Guidance (IAG) to learners, prospective learners, employers, partners and other stakeholders.

Its purpose is to ensure that IAG is **accessible, inclusive, timely and learner-centred**, enabling individuals to make informed decisions about learning, careers and personal development.

2. Scope

The policy applies to:

- All staff involved in providing IAG, whether full-time, part-time, subcontracted or voluntary.
 - All learners and prospective learners aged 16+ accessing FE or Apprenticeship provision.
 - All delivery locations, including online, off-site and partner premises.
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3. Guiding Principles (matrix Standard Aligned)

The organisation commits to the four matrix principles:

3.1 Leadership and Management

- IAG is embedded in strategic plans and quality assurance processes.
- Leaders ensure sufficient resources, staff training and continuous improvement.
- Partnerships are actively developed to enhance the IAG offer.

3.2 Resources

- Staff involved in IAG are appropriately trained, supported and supervised.
- Information provided is accurate, current and accessible in multiple formats.
- Facilities support confidential, inclusive and safe IAG delivery.

3.3 Service Delivery

- IAG is impartial, learner-centred and responsive to individual needs.
- Learners receive tailored support at recruitment, on-programme and exit.
- Services meet legal and ethical obligations, including safeguarding and equality.

3.4 Continuous Quality Improvement

- Feedback informs service development.
 - Regular reviews and self-assessment take place, including benchmarking against the matrix Standard.
 - Actions are captured in the organisation's Quality Improvement Plan (QIP).
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4. Aims of the IAG Service

The IAG service aims to:

- Support individuals to enter and progress through education, training and employment.
 - Promote independence, personal growth and lifelong learning.
 - Reduce barriers to progression by providing timely, targeted support.
 - Empower learners to make well-informed decisions through accurate, impartial information.
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5. Definitions

- **Information** – factual, impartial data about courses, support, entry requirements, funding etc.
 - **Advice** – guidance tailored to individual circumstances but not recommending a single option.
 - **Guidance** – deeper support to explore long-term goals, aspirations and potential barriers.
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6. Responsibilities

6.1 Senior Leadership Team

- Ensures strategic alignment with the matrix Standard.
- Reviews performance reports and approves IAG improvement actions.
- Ensures compliance with statutory requirements.

6.2 IAG Manager / Service Lead

- Oversees day-to-day IAG delivery.
- Coordinates staff training and CPD.
- Ensures resources are up to date and accessible.

6.3 All Staff

- Provide accurate and impartial information as appropriate to their role.
- Refer learners to specialist advisers when necessary.
- Support an inclusive, respectful environment.

6.4 Learners

- Provide honest information when seeking support.
 - Engage with IAG activities and follow up agreed actions.
 - Give feedback to support continuous improvement.
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7. IAG Delivery Model

7.1 Pre-Entry / Recruitment Stage

- Course information available online, in print and through open events.
- Initial advice to explore suitability, entry routes and support needs.
- Signposting to specialist services (e.g., careers advisers, SEND support).

7.2 On-Programme Support

- Induction covering progression opportunities, support services and expectations.
- Tutorials or progress reviews including career planning and wellbeing support.
- Targeted guidance for learners at risk of withdrawal or underperformance.

7.3 Exit and Progression Support

- Support with progression routes into higher levels of study or employment.
 - CV support, interview preparation and labour market information (LMI).
 - Planned referrals to external agencies where appropriate.
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8. Accessibility and Inclusion

- IAG provided in formats accessible to learners with disabilities, learning difficulties or language needs.
 - Reasonable adjustments are made in line with Equality Act 2010 obligations.
 - Staff receive training in inclusive practice and safeguarding.
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9. Confidentiality and Data Protection

- All personal data is handled according to UK GDPR and organisational data policies.
- Information shared during guidance sessions remains confidential unless there is a safeguarding concern or consent is given for disclosure.

10. Partnership Working

The organisation collaborates with:

- Local authorities, employers and community partners.
- Careers services and external agencies.
- Universities, apprenticeship providers and labour market specialists.

Partnerships ensure breadth of opportunity and up-to-date information for learners.

11. Staff Training and Development

- All IAG staff undertake ongoing CPD, including matrix-aligned training.
 - Staff competency is regularly reviewed through observation, supervision and self-assessment.
 - Training covers safeguarding, equality, LMI, careers theory and effective advice models.
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12. Quality Assurance and Monitoring

- Annual self-assessment against the matrix Standard.
 - Learner voice surveys, focus groups and complaints analysis.
 - Tracking of outcomes such as retention, achievement and progression.
 - Termly audits of information accuracy (e.g., course guides, website content).
 - Findings contribute to the Quality Improvement Plan.
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13. Complaints and Feedback

- Learners can provide feedback informally or through structured mechanisms.
 - Complaints are managed according to the organisation's Complaints Policy.
 - All feedback is analysed to improve the IAG service.
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14. Review of the Policy

This policy is reviewed annually or earlier if:

- Legislative changes occur.
- Feedback or audits indicate a need for revision.
- Changes to matrix Standard requirements take place.