Cenit College UK
QA7.3 IAG Policy

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Contents

1 Policy Overview 3

1.1 Policy Ownership 3

1.2 Purpose 3

1.3 Policy Scope 3

1.4 Policy Statement 4

2 Roles and Responsibilities 5

2.1 Senior Leadership/Executive Team 5

2.2 Head of Training 5

2.3 IAG Officer 6

2.4 IAG Advisors 6

2.5 Quality Assurance/Compliance Officers 7

2.6 External Partners/Stakeholders 7

3 Strategy 7

3.1 Strategic Aim 7

3.2 Strategic Objectives 8

3.3 Quality Assurance and Evaluation 9

3.4 IAG KPI's 10

4 Monitoring 10

5 Version Control 11

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1 Policy Overview

1.1 Policy Ownership

The policy owner is the Academic Committee.

1.2 Purpose

Cenit College UK recognise the essential part played by IAG in supporting learners to make choices about their education and future career. We offer remote IAG services and aim to provide honest, transparent services for all our customers to ensure they receive up to date, comprehensive and impartial information, advice and guidance. The service we provide is accessible to all and is intended to help learners make an informed decision based on their personal needs, aspirations and circumstances. Prior to any programme commencing the learner has multiple contact with our IAG team to ensure they are making informed decisions about their future career progress and education options.

The purpose of Information, Advice, and Guidance (IAG) is to provide learners with accurate, impartial, and timely information that empowers them to make informed decisions about their education, career, and personal development. Our IAG services are designed to support learners in identifying their goals, exploring available opportunities, and overcoming potential barriers. By delivering high-quality, accessible, and confidential guidance, we aim to foster independence and promote lifelong learning. This commitment ensures that every learner receives the support needed to achieve their full potential and make meaningful contributions to society.

1.3 Policy Scope

This policy is applicable to all full time and part-time Cenit college IAG Officers, Tutors, Programme Co-ordinators, Learner Support Co-ordinator, Head of Training, the Quality Team, employers, and learners who enrol in Cenit College programmes. In the IAG policy, the term "learners" encompasses all potential, active, and former participants of the adult bootcamp programmes.

1.4 Policy Statement

Cenit College UK is committed to providing high-quality Information, Advice, and Guidance (IAG) services to all learners, ensuring that they receive the support needed to make informed decisions about their education, career, and personal development. We aim to deliver IAG services that are:

1. **Impartial** – Free from bias and based on the individual's needs, ensuring that guidance is objective and in the best interest of the service user.
2. **Accessible** – Available to all learners, regardless of background, ability, or circumstances, with clear communication and accessible formats.
3. **Confidential** – Respecting the privacy of all learners and ensuring that personal information is handled responsibly and in line with data protection regulations.
4. **Accurate and Up to date** – Providing reliable and current information to enable learners to make informed and realistic choices.
5. **Supportive** – Encouraging learners to explore their options, overcome barriers, and take control of their personal development through informed decisions.

Through this IAG policy, we are dedicated to helping learners achieve their full potential by offering guidance that promotes lifelong learning, personal growth, and the achievement of their aspirations.

Signed electronically on behalf of Cenit College UK

Karl Milne

Executive Director
Cenit College UK

2 Roles and Responsibilities

To ensure the effective delivery of Information, Advice, and Guidance (IAG) services, clear management roles and responsibilities are essential. Each level of management within the organisation plays a crucial role in upholding the quality, accessibility, and effectiveness of IAG services.

2.1 Senior Leadership/Executive Team

Responsibility: Set the overall strategic direction for IAG services within the organisation.

Key Duties:

- Define the organisation's IAG mission, vision, and goals.
- Ensure alignment with national and local IAG standards, policies, and regulations.
- Allocate adequate resources (budget, staff, and tools) to ensure high-quality IAG service delivery.
- Monitor and evaluate the overall performance of the IAG service, ensuring that strategic objectives are met.
- Foster partnerships with external stakeholders such as educational institutions, employers, and community organisations to enhance IAG provision.

2.2 Head of Training

Responsibility: Oversee the implementation, management, and continuous improvement of IAG services.

Key Duties:

- Lead the development and implementation of IAG policies, procedures, and strategies.
- Supervise and support IAG teams, ensuring consistent and high-quality service delivery.
- Coordinate staff training and professional development to ensure advisors remain up to date with relevant qualifications, skills, and knowledge.
- Ensure compliance with legal, ethical, and safeguarding standards, including data protection and confidentiality.
- Oversee quality assurance processes, including regular audits, reviews, and feedback collection to drive improvement.
- Manage relationships with key external partners to broaden opportunities and resources available to service users.

2.3 IAG Officer

Responsibility: Provide day-to-day management of IAG service delivery and support for frontline staff.

Key Duties:

- Ensure the smooth operation of IAG services, including scheduling and workload management.
- Act as the first point of escalation for complex cases and provide guidance to IAG staff when needed.
- Monitor individual performance and provide feedback to staff to ensure adherence to service standards.
- Facilitate regular team meetings to discuss service improvements, updates, and challenges.
- Liaise with internal and external stakeholders to ensure that services are well-coordinated and that resources are effectively utilized.
- Assist in gathering data and reporting on service performance, user feedback, and outcomes.

2.4 IAG Advisors

Responsibility: Deliver direct IAG services to learners, providing guidance tailored to their unique needs and circumstances.

Key Duties:

- Offer impartial, confidential, and high-quality information, advice, and guidance to learners regarding their educational, career, and personal development options.
- Assess individual needs through interviews, assessments, and conversations, and create action plans to support personal goals.
- Stay informed about relevant labour market information, educational pathways, funding opportunities, and career progression routes.
- Maintain accurate and up-to-date records of all interactions and ensure compliance with data protection and confidentiality policies.
- Continuously update knowledge and skills through professional development and training opportunities.
- Provide follow-up support, monitor individual progress, and adjust guidance as needed to ensure positive outcomes.

2.5 Quality Assurance/Compliance Officers

Responsibility: Monitor and ensure that IAG services meet organisational standards, regulations, and best practices.

Key Duties:

- Conduct regular audits and reviews of IAG practices to ensure compliance with internal policies and external standards.
- Collect and analyse data on IAG outcomes, service user satisfaction, and areas for improvement.
- Report on the effectiveness of IAG services to senior leadership, identifying areas for development.
- Ensure that IAG staff are adhering to ethical standards, safeguarding policies, and legal regulations such as the General Data Protection Regulation (GDPR).
- Implement corrective actions or service improvements when necessary to maintain service quality.

2.6 External Partners/Stakeholders

Responsibility: Collaborate with the organisation to enhance IAG services and ensure alignment with wider community or sector needs.

Key Duties:

- Provide updated and relevant information to inform the guidance provided, such as labour market trends, educational opportunities, and career pathways.
- Offer partnership opportunities for work placements, internships, or training to support service users' development.
- Contribute to IAG services through feedback, joint projects, and sharing resources to benefit learners seeking guidance.

3 Strategy

Our IAG strategy is designed to provide impartial, unbiased and accessible high-quality support to learners seeking guidance on education, career, and personal development. This strategy is aligned with our mission to empower learners through informed decision-making, lifelong learning, and personal growth that meets national standards and requirements.

3.1 Strategic Aim

To enable potential learners and employers to make well informed and realistic decisions about training and development needs, which will aid career progression, help them select

progression pathways (e.g., training, employment, further education) and support company training solutions and development).

3.2 Strategic Objectives

The key objectives and principles of our IAG strategy are as follows:

1. **Delivering High-Quality, Impartial Guidance**

   Objective: Ensure that all learners receive IAG services that are impartial, accurate, and tailored to their individual needs.

   Approach: Provide ongoing training for IAG staff to maintain expertise and professionalism, ensuring they offer unbiased, relevant, and timely advice.

2. **Ensuring Accessibility and Inclusivity**

   Objective: Make IAG services accessible to all learners, regardless of background, ability, or personal circumstances.

   Approach: Develop flexible service delivery models, including face-to-face, online, and telephone options. Ensure resources are available in multiple languages and formats to accommodate diverse needs.

3. **Promoting Informed Decision-Making**

   Objective: Equip learners with the information and tools necessary to make well-informed decisions about their education, career, and personal goals.

   Approach: Provide clear, up-to-date information on opportunities, pathways, and qualifications. Utilize digital platforms and resources to ensure that learners have access to relevant data and tools for exploration.

4. **Encouraging Lifelong Learning and Development**

   Objective: Support learners in pursuing lifelong learning and continuous professional development.

   Approach: Collaborate with educational institutions, employers, and training providers to highlight opportunities for further education, upskilling, and career progression.

5. **Building Strategic Partnerships**

   Objective: Strengthen relationships with external organisations, including schools, colleges, employers, and community groups, to enhance the reach and impact of IAG services.

   Approach: Foster collaborative partnerships to extend resources, share best practices, and ensure alignment with national standards and local needs.

6. **Continuous Monitoring and Improvement**

   Objective: Ensure the effectiveness and relevance of IAG services through regular review, evaluation and adaptation to continually improved our IAG.

   Approach: Implement robust feedback mechanisms to assess user satisfaction and outcomes, allowing for continuous improvement in service delivery.

7. **Supporting Personal Development**

   Objective: Promote personal growth, self-confidence, and well-being through holistic guidance that considers each individuals unique aspirations and challenges.

   Approach: Offer tailored advice and support that goes beyond educational and career choices, addressing mental health, social challenges, safeguarding topics and other factors that influence personal success.

   By adhering to these strategic objectives, we aim to empower learners to take ownership of their future, pursue meaningful opportunities, and contribute positively to society. Our commitment to providing exceptional IAG services forms the foundation of this strategy, ensuring that all users receive the guidance they need to succeed in an ever-changing world.

3.3 Quality Assurance and Evaluation

Our Senior leadership team are responsible for monitoring the front-line delivery, including the observation of the IAG service (QA7.3.1 IAG call review template) and identifying areas for continuous improvement through our quality improvement plan. Measuring the impact of Information, Advice, and Guidance (IAG) services is essential for ensuring they effectively support learners in making informed decisions and achieving positive outcomes. To assess the effectiveness and quality of IAG services, a range of qualitative and quantitative methods are used. Here are the key approaches to measuring IAG impact:

- Customer feedback and satisfaction surveys
- Outcome tracking and progress monitoring
- Destination data
- Case studies and success stories
- Benchmarking against Key Performance Indicators (KPI's)
- Referral and re-engagement rates
- Service delivery quality audits
- Staff feedback and performance reviews
- Comparative studies and benchmarking

3.4 IAG KPI's

- Meet external accreditation of our IAG via Matrix Standard
- To ensure 100% IAG reviews are completed for all learners at the pre-enrolment stage.
- To ensure 100% of learners are on the correct programme following IA meetings
- To ensure customer satisfaction is maintained at very good or excellent with a Trustpilot rating of 4.8 as a minimum
- To ensure 100% of staff are suitably qualified to deliver effective IAG
- To check learners/employers understanding of Safeguarding/Prevent and British Values throughout learning programmes
- To support all learners to develop effective soft skills to achieve their goals and ambitions in life.
- To ensure there are appropriate resources in place for all IAG interventions across the learner journey.

4 Monitoring

This policy will be monitored and evaluated by the Head of Quality, Quality Committee and Academic Committee in accordance with our Policy on Ongoing Review and update on QA documents. The Head of Quality will conduct a monitoring of this policy through the annual QA audit.

The Academic Committee through the reports received from the programme review committee will provide oversight and where relevant will make recommendations for improvement to the Board of Directors, through the training manager.

5 Version Control

Version	Date	Description	Originator	Approved by
1.0	05/08/2024	New policy	HoQ UK	BoD
1.1	09/07/2025	Annual review. Policy number added for document library	HoQ UK	BoD
2	05/05/2026	Annual review. Role title change updated throughout policy to reflect updated company structure Section 1.4 now policy statement, CEO and signature updated. Section 1.9 - Reference to QA7.3.1 added	HoQ	Executive Board

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