UCQ
UNIVERSITY
CENTRE QUAYSIDE

Information, Advice and Guidance Policy

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1. Purpose

1.1 UCQ's mission is to enable all students with whom we work, to achieve their full potential. Our Information, Advice and Guidance (IAG) offer is a fundamental enabler of this mission. It ensures that every learner is supported with accurate, impartial and timely information throughout their journey—from initial enquiry through to achievement and progression. By aligning IAG with our organisational aim of 'supporting and inspiring students to a successful outcome through gaining new knowledge, skills and behaviours', we ensure that each individual is placed on the right programme for their needs, supported effectively throughout, and empowered to make informed decisions about their future. In this way, IAG is not a standalone service but a strategic function that underpins UCQ's commitment to learner success and excellence in teaching, learning and assessment.

2. Scope

2.1 This policy applies to all programmes of learning delivered at UCQ.

3. Definitions

3.1 Information, advice and guidance (IAG) encompass a range of impartial guidance activities and processes that can support choices made by learners and ensure their career development. Key elements of which are defined as follows:

3.2 **Information** within the context of the IAG service means the provision of information on learning and work (before any discussion about options) through:

- UCQ website and other signposted websites
- printed material such as leaflets and Study Guides
- audio-visual materials such as videos
- verbal information to the student

3.3 **Advice** requires more interaction with the learner, usually on a one-to-one basis either face to face or over the telephone. It may require explanation of some of the information provided, how to access and use information, and a recognition of when more in-depth services may be required by the learner.

3.4 **Guidance** is more in-depth activity conducted by a trained member of staff, helping applicants and students to explore a range of options, to relate information to their own needs and circumstances to make decisions about their career development (i.e. their progression in learning and work).

4. Student Journey

4.1 UCQ is accredited to the matrix Standard for information advice and guidance and is committed to provide high quality IAG to applicants and students, and to focus on continuous improvement of our services.

4.2. Clear principles are set out in our Applicant Policy (GP-022) in terms of what applicants and students can expect from UCQ. This commitment is to be fair and objective, providing accessible, correct and relevant information and advice confidentially.

4.3 We strive to place the learner at the heart of everything we do, with the overall objective to equip learners with the knowledge, skills and behaviours for productive and sustainable employment.

4.4 Providing the highest quality of Information, Advice and Guidance is an integral step in successful achievement and progression for learners. Good information, advice and guidance are provided through our Business Development and Engagement Team and through assessors and tutors to ensure that students are enrolled onto the right programme to meet their needs. Good information, advice and guidance are also provided to employers through our Business Development Team to help employers create a workforce development plan tailored to their business needs. High quality and flexible support are provided to students throughout their programme by their Tutor or Professional Development Adviser, to ensure that they achieve, and at exit to enable them to progress with their learning and career development.

4.5 Careers Education Information Advice and Guidance (CEIAG): UCQ will embed CEIAG across its provision, with reference to the Gatsby Benchmarks and the CDI's Career Development Framework - the Gatsby Benchmarks are not statutory for UCQ provision, however this aligns UCQ with best practice and the CDI framework ensures UCQ take a structured approach and equip students' with recognised key career development skills. The aim of our CEIAG strategy is to provide a planned framework that helps students to make informed decisions about their employment and future career path. CEIAG is integrated from initial enquiry, through induction, teaching, and achievement, with clear signposting to labour market information, career pathways, and progression opportunities. Learners benefit from personalised guidance, regular reviews, and targeted employability support as appropriate, with activities mapped to both curriculum and learner journey to ensure relevance and impact. This approach ensures that careers guidance is not a standalone service but underpins learner success and progression.

CDI Career Development Skills	UCQ CEIAG includes:	Gatsby Benchmark
Grow Throughout Life – reflecting on your background and strengths	Initial information advice and guidance Initial and diagnostic assessments Individual Learning Plan – target setting Reflecting on new skills learned	1, 3, 8
Explore Possibilities – learning about possibilities open to you	Sharing labour market information and career pathways Exit information advice and guidance and next steps Exploring current employment vacancies	2, 3, 4, 7, 8
Manage Career – making the most of opportunities and learning from setbacks	Building resilience and confidence Exit information advice and guidance and next steps Individual Learning Plan – target setting Appropriate follow up employability support	1, 3, 4, 7, 8
Create Opportunities – being proactive and building relationships	Developing team building skills Exploring current employment vacancies and other opportunities Facilitating workplace skills development Appropriate follow up employability support	4, 5, 6, 7, 8
Balance Life and Work – balance with your wellbeing, family and community	Understanding the principles of British Values and Equality and Diversity Supporting health and wellbeing Understanding rights as an employee Supporting with reasonable adjustments as appropriate	1, 3, 4, 8
See the Big Picture – paying attention to how this connects with your career	Sharing labour market information Understanding wider curriculum topics such as British Values, Equality and Diversity, Safeguarding and Prevent	1, 2, 4

4.6 Information advice and guidance is integral throughout the journey:

5. Responsibilities

5.1 **Senior Leadership Team** are responsible for:

- Setting and reviewing this Information Advice and Guidance Policy and GP-022 Applicant Policy, following a clear ethos that places applicants and students at the heart of all we do at UCQ
- Successful implementation and monitoring of the Information Advice and Guidance Policy
- Allocating resources and developing clear and robust processes for IAG services
- Setting and monitoring Key Performance Indicators (these are highlighted in blue in UCQ KPIs)
    - Learner satisfaction
    - Stakeholder satisfaction
    - Referrals converted into enrolments onto EWS programmes
    - ILPs for all learners reflect their accurate starting points
    - Learner attendance
    - Learner retention and achievement
    - Positive destinations
- Ensure that staff are adequately inducted and trained in Information Advice and Guidance
- Quality assuring IAG services

5.2 **Business Development Team** are responsible for:

- Delivering IAG services to employers, with due regard for understanding their business needs
- As appropriate, completing organisational needs analysis for employers
- Ensuring that employers have access to current, accurate and relevant information
- As appropriate, providing information sessions for applicants
- Adhering to the principles in GP-022 Applicant Policy
- Take part in CPD activities

5.3 **Engagement Officers** are responsible for:

- Ensuring that Job Centre Plus and other referral agencies have accurate and current information about UCQ programmes
- Delivering IAG services to applicants, with due regard for their 'intent' for their programme and their career development
- Supporting delivery team with enrolment and induction
- As appropriate, completing follow-up activities with students for their career development
- Adhering to the principles in GP-022 Applicant Policy
- Take part in CPD activities

5.4 **Tutors/Lecturers/Professional Development Assessors** are responsible for:

- Delivering IAG services and support to students on programme, with due regard for their 'intent' and their starting point on the programme
- Ensuring the students have access to current, accurate and relevant information to support their achievement
- Provide IAG services regarding career development and next steps at the end of the student's programme

- As appropriate, completing follow-up activities with students for their career development
- Adhering to the principles in GP-022 Applicant Policy
- Take part in CPD activities

5.5 **Operational Team** are responsible for:

- Providing basic information if taking an enquiry from an applicant or student
- Refer applicants and students to the relevant team member to provide further advice and guidance as appropriate
- Adhering to the principles in GP-022 Applicant Policy
- Take part in CPD activities

6. Initial equalities impact assessment

Department: All	**Completed by:** Tara Henderson, Head of Policy & Governance	**Date of initial assessment:** 23/09/2021
Area to be assessed:	TLA-023 – Information Advice and Guidance Policy	
Existing or new policy/procedure:	New	
What evidence has been used to inform the assessment and policy? (please list only)		
External guidance and requirements: ➢ Matrix Standard for Information Advice and Guidance **Internal guidance and requirements:** ➢ Consultation with curriculum team		

1. Describe the aims, objectives or purpose of the policy/procedure		This policy sets out UCQ's overarching strategy for Information Advice and Guidance.		
2. Which stakeholders/groups are intended to benefit from this policy/procedure?		Applicants and students on any UCQ programme.		
The Equality Act 2010 requires public bodies to have 'due regard' to the need to:- (1) Eliminate unlawful discrimination, harassment and victimization (2) Advance equality of opportunity between different groups; and (3) Foster good relations between different groups		**3. Could the policy/procedure have a disproportionately negative effect impact in terms of the aims set out in (1) to (3) of the Act on any of the protected characteristics?:-** **High** **Medium** **Low** **No effect**	**4. Briefly explain how the policy/procedure furthers or prevents the aims set out in (1) to (3).**	**5. If there is a disproportionately negative impact on any protected characteristics, can it be justified on the grounds of promoting equality or any other reason? If yes, please explain.**
Protected characteristics	**Age**	No effect	Not applicable	Not applicable
	Disability	No effect	Not applicable	Not applicable
	Gender	No effect	Not applicable	Not applicable
	Gender reassignment	No effect	Not applicable	Not applicable
	Marriage and Civil Partnership	No effect	Not applicable	Not applicable
	Pregnancy and Maternity	No effect	Not applicable	Not applicable
	Race	No effect	Not applicable	Not applicable
	Religion or Belief	No effect	Not applicable	Not applicable
	Sexual Orientation	No effect	Not applicable	Not applicable

6. Has there been any consultation/engagement with the appropriate protected characteristics?		Not applicable as no PC impact identified
7. What action(s) will you take to reduce any disproportionately negative impact, if any?		None required
8. Based on the information in sections 1 to 7, should this policy/procedure proceed to Full Impact Assessment? (recommended if one or more 'High' under section 2)		No
Assessor signature:	**Approved by:** **Michelle Elliott**	**Date approved:** 23/09/2021