



# **POLICY ON INFORMATION, ADVICE AND GUIDANCE**

*Including Careers Education, Information, Advice and Guidance (CEIAG) and Further Study*

---

| Document Control  |                                                                                                                                                                                                               |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy Owner      | Quality Manager                                                                                                                                                                                               |
| Approved By       | Senior Leadership Team                                                                                                                                                                                        |
| Version           | Version 3.0                                                                                                                                                                                                   |
| Last Updated      | May 2026                                                                                                                                                                                                      |
| Next Review Due   | May 2027 (or sooner if regulatory / awarding body requirements change)                                                                                                                                        |
| Related Documents | Quality Assurance Manual; IAG Process Map; IAG Useful Organisations Directory; Information, Advice and Guidance (IAG) Service Offer; Safeguarding Policy; Equality & Diversity Policy; Data Protection Policy |

# Contents

|                                                                             |           |
|-----------------------------------------------------------------------------|-----------|
| <b>1. Introduction, Aims and Objectives.....</b>                            | <b>5</b>  |
| 1.1 Purpose of this Policy .....                                            | 5         |
| 1.2 Scope .....                                                             | 5         |
| 1.3 Definitions: Information, Advice and Guidance .....                     | 5         |
| Information .....                                                           | 5         |
| Advice.....                                                                 | 6         |
| Guidance .....                                                              | 6         |
| <b>2. Principles of Information, Advice and Guidance .....</b>              | <b>7</b>  |
| 2.1 Impartial.....                                                          | 7         |
| 2.2 Confidential.....                                                       | 7         |
| 2.3 Inclusive and Accessible .....                                          | 7         |
| 2.4 Learner-Centred.....                                                    | 7         |
| 2.5 Progression-Focused.....                                                | 7         |
| 2.6 Professional and Knowledgeable Staff .....                              | 7         |
| <b>3. IAG Across the Learner Journey .....</b>                              | <b>8</b>  |
| 1. Enquiry & Initial IAG .....                                              | 8         |
| 2. Initial Assessment & Enrolment .....                                     | 8         |
| 3. Induction & IAG .....                                                    | 9         |
| 4. Diagnostic Assessment, ILP & IAG.....                                    | 9         |
| 5. Teaching, Learning, Assessment & Additional Learning Support (ALS) ..... | 9         |
| 6. Interim & Formal Progress Reviews (including IAG).....                   | 9         |
| 7. Exit Review & Final IAG .....                                            | 9         |
| 8. Destination & Progression Tracking.....                                  | 9         |
| <b>4. The Individual Learning Plan (ILP).....</b>                           | <b>10</b> |
| 4.1 What the ILP Records .....                                              | 10        |
| 4.2 ILP Reviews .....                                                       | 10        |
| 4.3 Ownership and Access.....                                               | 10        |
| <b>5. Learner Entitlement.....</b>                                          | <b>11</b> |
| <b>6. Roles and Responsibilities .....</b>                                  | <b>12</b> |
| <b>7. Internal and External Referral Pathways.....</b>                      | <b>13</b> |
| 7.1 Internal Referral Pathways.....                                         | 13        |
| 7.2 Examples of External Referral Organisations .....                       | 13        |
| <b>8. Wraparound Support.....</b>                                           | <b>15</b> |
| 8.1 Careers, Employability and Progression .....                            | 15        |
| 8.2 Wellbeing and Safeguarding .....                                        | 15        |
| 8.3 Digital Skills, English and Maths.....                                  | 15        |
| 8.4 Financial Guidance.....                                                 | 15        |
| 8.5 Employer Engagement.....                                                | 16        |
| 8.6 Labour Market Information .....                                         | 16        |

|                                                                    |    |
|--------------------------------------------------------------------|----|
| <b>9. Equality, Diversity and Accessibility</b> .....              | 17 |
| <b>10. Digital IAG</b> .....                                       | 17 |
| <b>11. Quality Assurance and Measuring the Impact of IAG</b> ..... | 18 |
| <b>11.1 Sources of Evidence</b> .....                              | 18 |
| <b>11.2 SAR and QIP</b> .....                                      | 18 |
| <b>11.3 Staff Development</b> .....                                | 18 |
| <b>12. Policy Review and Governance</b> .....                      | 18 |

# 1. Introduction, Aims and Objectives

---

CECOS College London (**CECOS** or **the College**) is committed to providing high-quality Information, Advice and Guidance (IAG) that promotes the value of learning to prospective and current learners, employers and partner organisations and that supports every learner to make well-informed decisions about their education, training and career.

This policy sets out how CECOS delivers, manages and quality assures IAG across the whole learner journey - from first enquiry, through induction, delivery and review, to exit and onward destination. It applies to all enquiring, applying, enrolled and past learners and is offered at a level and in a manner appropriate to the individual and their course.

The CECOS team is passionate about education and about enabling learners to reach their full potential. Every individual is treated with courtesy and fairness, and the College respects the rights, beliefs and circumstances of others in line with its Equality and Diversity Policy.

## 1.1 Purpose of this Policy

The purpose of this policy is to:

- set out CECOS's commitment to impartial, confidential and high-quality IAG for all learners and stakeholders
- define Information, Advice and Guidance and describe how each is delivered across the College
- describe the entitlement every learner has to IAG at each stage of their learning journey
- clarify the roles and responsibilities of staff, managers and learners in delivering and engaging with IAG
- set out the internal and external referral pathways used to support learners with wider needs
- explain how the Individual Learning Plan (ILP) is used to record goals, barriers, support, reviews and progression
- describe how the quality and impact of IAG is measured, evaluated and improved, including through learner voice activity, ILP audits, destination tracking, the Self-Assessment Report (SAR) and the Quality Improvement Plan (QIP).

## 1.2 Scope

This policy applies to all Further Education and Higher Education provision delivered by CECOS College London and covers all aspects of the learner journey, including enquiry, application, enrolment, induction, teaching, learning and assessment, progress monitoring, review, completion and progression. It applies to all staff involved in the delivery, management and quality assurance of IAG, including academic staff, tutors, lecturers, assessors, curriculum and programme managers, IAG and Student Services staff, employer engagement staff, quality staff and senior leaders.

Where provision is delivered in partnership with universities, employers, subcontractors or other stakeholders, the principles and expectations set out in this policy also apply to them.

## 1.3 Definitions: Information, Advice and Guidance

For the purposes of this policy, Information, Advice and Guidance (IAG) is used as an umbrella term describing a range of activities and processes provided throughout the learner journey. The following definitions are used consistently across the College:

### Information

Factual content about opportunities, courses, funding, rights and services, shared through a range of media, including:

- face-to-face contact with staff at any point of enquiry or delivery
- flyers, brochures, handbooks and other printed materials
- telephone helplines and email enquiries
- the College website, videos, virtual learning environment and social media.

### Advice

Support to help a learner understand and act on information, typically delivered one-to-one but sometimes in groups, including:

- interpreting information and answering questions, clarifying misunderstandings
- considering personal circumstances, abilities, targets and goals
- advising on options and how to follow a particular course of action
- signposting or referring for more in-depth guidance and specialist support.

### Guidance

A more in-depth, developmental process of working with a learner to:

- better understand themselves, their strengths and their needs
- confront and address barriers to learning and progression
- resolve issues, conflicts and uncertainty about their next steps
- develop new perspectives and solutions to problems
- take ownership of their plans, set realistic targets and take the steps needed to achieve their potential.

## 2. Principles of Information, Advice and Guidance

---

CECOS adopts a whole-organisation approach to Information, Advice and Guidance (IAG). Information, Advice and Guidance is everyone's responsibility and is embedded throughout the learner journey, with ownership at every level of the College, from initial enquiry through to learner progression and destination. The following core principles underpin every IAG interaction and reflect CECOS's wider commitment to continuous quality improvement.

### 2.1 Impartial

IAG is objective and free from bias. Learners receive advice that reflects their best interests, options and circumstances rather than the interests of any particular programme, team or funding target. Where CECOS cannot meet a learner's need, staff will say so and signpost or refer elsewhere.

### 2.2 Confidential

Information shared during IAG interactions is treated confidentially and handled in accordance with UK GDPR and the Data Protection Act 2018. Learners are told at the outset of any guidance interaction what will be recorded, who may see it, and the limits of confidentiality - for example, where a safeguarding disclosure requires information to be shared to protect the learner or others.

### 2.3 Inclusive and Accessible

IAG is free from direct or indirect discrimination and is designed to meet the needs of all learners, including those with disabilities, learning difficulties, additional learning needs, English as an additional language, or who come from disadvantaged communities or have experienced a break from learning or employment. Services are delivered in a suitable, accessible environment, at times and in formats that meet learner needs, and are recognised and trusted by those who use them.

### 2.4 Learner-Centred

IAG is personalised to the individual. It takes account of a learner's starting point, prior attainment, personal circumstances, aspirations and any barriers to learning, and is aspirational - designed to inspire, motivate and build self-confidence, while remaining realistic about the options available.

### 2.5 Progression-Focused

All IAG activity is ultimately directed towards helping learners take their next successful step, whether into further or higher-level study, an apprenticeship, employment, self-employment, professional development or further personal development. It also supports learners already studying at higher education level to make informed decisions about postgraduate study, graduate employment and their longer-term career development.

### 2.6 Professional and Knowledgeable Staff

IAG front-line specialists and the wider staff team are supported to develop the skills and knowledge to identify a learner's needs quickly and effectively, and either to work with the learner directly, to signpost, or to refer them to suitable alternative provision. The learning and development needs of CECOS's IAG service are identified through business development planning and staff development, alongside national priorities, and include professional and subject updating, employability skills, and other developmental activities. The College provides IAG training and support to front-line staff, academic staff, lecturers, tutors and assessors.

CECOS values new ideas and continually seeks opportunities to meet the changing IAG needs of learners, employers and the local community, while supporting national and regional education and economic strategies.

### 3. IAG Across the Learner Journey

IAG at CECOS is not a single event; it is a continuous thread running through the entire learner journey, from a prospective learner's first enquiry to their eventual destination and any subsequent progression. The diagram below sets out the eight stages at which IAG is formally embedded, supported throughout by the Individual Learning Plan (ILP).

The precise activities and records used at each stage may vary between Further Education and Higher Education programmes, but the underlying principles and learner entitlements remain consistent across CECOS.



Figure 1: The CECOS IAG Process - IAG across the learner journey

#### 1. Enquiry & Initial IAG

The first point of contact, whether online, by telephone or in person. Prospective learners receive clear, impartial information about programmes, entry requirements, fees, funding and support so they can make an informed choice about applying.

#### 2. Initial Assessment & Enrolment

Applicants complete the admissions, assessment and enrolment activities appropriate to their programme. This may include initial assessment in English and maths for relevant Further Education provision, or consideration of academic qualifications, prior learning and entry requirements for Higher Education programmes. Learners are



admitted to the programme that best matches their starting point, goals and support needs, informed by the outcomes of initial IAG.

### **3. Induction & IAG**

New learners receive a structured induction covering the curriculum, support services, safeguarding, and how to access further IAG, careers guidance and wraparound support throughout their course.

### **4. Diagnostic Assessment, ILP & IAG**

Diagnostic assessment identifies learning needs, prior skills and any barriers. Findings are recorded in the Individual Learning Plan (ILP), alongside initial goals, targets and any referrals required.

### **5. Teaching, Learning, Assessment & Additional Learning Support (ALS)**

IAG is embedded within delivery through tutorials, careers input, employability activities and, where needed, Additional Learning Support, so that guidance is continuous rather than a one-off event.

### **6. Interim & Formal Progress Reviews (including IAG)**

Regular ILP reviews track progress against targets, revisit goals and barriers, update support and referrals, and provide guidance on options for the next stage of learning or work.

### **7. Exit Review & Final IAG**

Before completion, learners receive a final guidance interview covering achievement, readiness for progression, and practical next steps such as applications, CVs and interviews.

### **8. Destination & Progression Tracking**

CECOS tracks learner destinations (employment, further learning or training) to evaluate the impact of IAG, inform the SAR and QIP, and identify learners who may need further support after leaving.

This cycle is deliberately continuous: destination and progression tracking at Stage 8 feeds back into the enquiry and initial guidance offered to future applicants, and supports CECOS's ongoing curriculum planning and employer engagement.

## 4. The Individual Learning Plan (ILP)

---

The Individual Learning Plan (ILP) is the primary working document through which IAG is recorded, personalised and monitored for each learner. It is introduced at induction and diagnostic assessment, and is reviewed and updated throughout the programme so that it remains an accurate, live record of the learner's journey.

For Higher Education provision, the equivalent information may be recorded through personal development planning, academic tutorials, student support records or other programme-appropriate systems.

### 4.1 What the ILP Records

The ILP is used to capture:

- the learner's starting point, including prior attainment, diagnostic assessment outcomes and initial IAG discussions
- personal goals and aspirations, both for the current programme and beyond it
- barriers to learning or attendance, and the support or reasonable adjustments put in place to address them
- targets that are specific, measurable, achievable, relevant and time-bound (SMART), agreed jointly with the learner
- additional learning support, safeguarding considerations and wellbeing needs, where relevant and proportionate to record
- dates and outcomes of interim and formal progress reviews, including revised targets
- referrals made, whether internal (for example to Student Services or Additional Learning Support) or external (for example to a specialist agency), and the outcome of that referral
- progression discussions and destination planning, culminating in the exit review and final IAG.

### 4.2 ILP Reviews

ILPs are reviewed at agreed intervals appropriate to the programme, and always at induction, at interim/mid-point review, and at exit. Reviews are learner-centred conversations, not a paperwork exercise: tutors and learners discuss progress against targets, revisit goals and barriers, and agree any new actions or referrals. Reviews are recorded in the ILP and inform the wider quality assurance framework, including work scrutiny and learner voice activity.

### 4.3 Ownership and Access

Academic staff, lecturers, tutors and assessors are responsible for maintaining the accuracy and currency of the ILP for the learners they support. Learners have access to, and ownership of, their own ILP and are actively encouraged to use it to track their own progress. Curriculum and programme managers and the Quality Team sample ILPs as part of internal quality assurance and findings inform staff CPD and the Quality Improvement Plan.

## 5. Learner Entitlement

---

CECOS is committed to ensuring that every learner, at every stage of their journey, receives IAG that is:

- delivered in a suitable, accessible environment
- respectful of the diversity of learners' present and future needs
- aspirational - designed to inspire, motivate and build self-confidence
- personalised to individual circumstances and goals
- planned to support, stretch and guide learners onto the right courses and pathways
- contributing to positive health and wellbeing
- supportive of success and progression to the learner's next steps in learning or work.

This entitlement applies to all enquiring, enrolled and former CECOS learners, and is offered at a level appropriate to the individual and their course. Learners have the right to information, advice and guidance that is impartial, unbiased and realistic; where appropriate, CECOS makes referrals to external agencies for further support or specialist services (see Section 7).

## 6. Roles and Responsibilities

Effective IAG depends on clear accountability at every level of the organisation. The table below sets out the principal responsibilities held by each role.

| Role                                                   | Responsibilities for IAG                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Senior Leadership Team</b>                          | Set the strategic direction and expectations for IAG; ensure adequate resourcing; provide oversight of quality assurance outcomes, including SAR/QIP findings and destination data; hold managers to account for the quality and impact of IAG.                                          |
| <b>Quality Manager / Quality Team</b>                  | Coordinate the quality assurance framework for IAG, including ILP audits, learner voice activity and observation of guidance practice; ensure findings feed into the SAR and QIP; lead the annual policy review and continuous improvement cycle.                                        |
| <b>Curriculum and Programme Managers</b>               | Ensure IAG is embedded consistently within their curriculum area; monitor ILP quality and completion; support tutors with CPD and resources; escalate risks or resourcing gaps to senior leaders.                                                                                        |
| <b>Academic Staff, Lecturers, Tutors and Assessors</b> | Deliver day-to-day IAG within tutorials, reviews and teaching; maintain accurate, up-to-date ILPs; identify barriers and additional needs early; make timely internal and external referrals; support learners with progression planning.                                                |
| <b>IAG / Careers Staff</b>                             | Provide impartial, in-depth information, advice and guidance, including specialist careers guidance interviews; maintain up-to-date knowledge of progression routes, funding and labour market information; manage the external referral network and useful organisations directory.     |
| <b>Student Services</b>                                | Provide wraparound pastoral, safeguarding, wellbeing and welfare support; act as a central point of referral for learners with personal, financial or safeguarding concerns; liaise with external agencies.                                                                              |
| <b>Employer Engagement Staff</b>                       | Build and maintain relationships with employers and industry partners; gather and share labour market information and vacancy/placement opportunities; support learners with work experience, mock interviews and employability activity; gather employer feedback on learner readiness. |
| <b>Learners</b>                                        | Engage honestly and openly in IAG interactions and ILP reviews; take ownership of their own goals, targets and actions; raise concerns or additional needs promptly; provide honest feedback to help CECOS improve its IAG offer.                                                        |

## 7. Internal and External Referral Pathways

Staff are trained to identify a learner's needs quickly and either address them directly, signpost, or make a formal referral. CECOS maintains clear internal referral routes and works with a wide network of external organisations, held in the CECOS IAG Useful Organisations directory, which is reviewed and updated regularly by the IAG team.

### 7.1 Internal Referral Pathways

Learners are referred internally to specialist College teams according to the nature of their need:

| Referral Point                                          | Purpose                                                                                         |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Additional Learning Support (ALS)</b>                | Learners with an identified learning difficulty, disability or need for extra support in class. |
| <b>Student Services</b>                                 | Pastoral, welfare, financial hardship, housing or wellbeing concerns.                           |
| <b>Safeguarding Team / Designated Safeguarding Lead</b> | Any safeguarding or Prevent-related concern, disclosure or referral.                            |
| <b>English, Maths and Study Skills Team</b>             | Learners requiring additional development in English, maths or digital skills.                  |
| <b>Careers / IAG Team</b>                               | In-depth, impartial careers guidance, progression planning and destination support.             |
| <b>Employer Engagement Team</b>                         | Work experience, employer contacts, mock interviews and vacancy information.                    |
| <b>Exams and Awarding Body Liaison</b>                  | Queries relating to certification, results or awarding body requirements.                       |

### 7.2 Examples of External Referral Organisations

Where a learner's need falls outside the College's own provision, staff signpost or refer to trusted external organisations, for example:

| Referral Point                           | Purpose                                                      |
|------------------------------------------|--------------------------------------------------------------|
| <b>National Careers Service</b>          | Independent careers advice, information and webchat support. |
| <b>Jobcentre Plus</b>                    | Employment and benefits support.                             |
| <b>Citizens Advice</b>                   | Independent advice on debt, consumer and legal issues.       |
| <b>The Samaritans</b>                    | 24/7 confidential emotional support.                         |
| <b>NSPCC / Childline</b>                 | Safeguarding and support for under-19s.                      |
| <b>National Domestic Abuse Helpline</b>  | Free, 24-hour confidential helpline.                         |
| <b>NHS / GP Services</b>                 | Physical and mental health concerns.                         |
| <b>Local Safeguarding Adults Board</b>   | Concerns relating to the safety of a vulnerable adult.       |
| <b>UCAS / Higher Education Providers</b> | Progression to university and higher-level study.            |

Current contact details, telephone numbers and web addresses for these and other organisations are not held in this policy, as they change more frequently than the policy is reviewed. Instead, the full, current directory of external organisations - covering safeguarding and Prevent, mental health and wellbeing, domestic abuse, health and substance use, money and housing, food and poverty support, careers and progression, and awarding bodies - is maintained separately as the CECOS IAG Useful Organisations Directory, which is reviewed and updated regularly and is available to all staff and learners.

## 8. Wraparound Support

---

CECOS programmes include elements that relate directly to IAG, including soft-skills development, work-readiness, job search, CV writing, interview preparation and safeguarding. Significant IAG also takes place within the ILP process through regular reviews and target setting. Guidance may involve advocacy on behalf of a learner and referral for specialist support delivered by trained staff, including staff external to the College.

### 8.1 Careers, Employability and Progression

CECOS staff provide impartial careers advice and guidance, and support learners with:

- understanding progression routes into further learning, apprenticeships, higher education and employment
- CV writing, job applications and interview preparation
- work experience, mock interviews and employer engagement activity
- labour market information relevant to the learner's sector and local area.

### 8.2 Wellbeing and Safeguarding

IAG staff and tutors are alert to signs that a learner may be experiencing difficulties with their wellbeing, mental health or personal safety. Concerns are addressed sensitively and, where appropriate, referred to the Designated Safeguarding Lead or Student Services, and where necessary to specialist external agencies, in line with the College's Safeguarding Policy.

### 8.3 Digital Skills, English and Maths

Where diagnostic assessment or IAG discussions identify a need to develop digital skills, English or maths, learners are supported through embedded curriculum activity, Additional Learning Support and, where relevant, referral to the College's functional skills provision.

### 8.4 Financial Guidance

CECOS staff provide assistance and information relating to:

- fees and other financial charges associated with a course of study
- financial assistance available to support learners in education and training, including student finance, Advanced Learner Loans, Learner Support Funds and other sources of financial support, where applicable
- the range of support available in class and through Student Services
- course entry criteria, qualifications, accreditation and modes of study
- equipment, clothing and materials the learner must provide.

The College works collaboratively with a range of providers and voluntary organisations across London and the regions it serves to enhance its education and training offer and wraparound support to learners.

Information on programmes and courses is provided by IAG staff, curriculum teams, enrolment teams, managers, administrators and the exams team. Where CECOS does not hold the information a learner needs, IAG staff will seek it on the learner's behalf or provide the name and contact details of the relevant organisation. Where formal advice and guidance is required, trained staff are available face-to-face, by telephone or in writing; this advice is confidential and promotes equality of opportunity so that learners can make informed choices about the most appropriate route for their personal and career development.

## 8.5 Employer Engagement

Employers are active partners in the learner journey rather than an add-on to it. Employer engagement staff build and maintain relationships with local and sector employers, and coordinate a range of activity through which employers contribute directly to learner progression, including employer events and guest talks, recruitment and vacancy opportunities, mock interviews, work experience placements, and sector insight sessions. This engagement gives learners a realistic view of employer expectations and the workplace, and generates employer feedback on learner readiness that feeds into curriculum planning, the SAR and the QIP.

## 8.6 Labour Market Information

CECOS draws on current labour market information (LMI), including local and sectoral skills needs, employment trends and growth areas, drawn from national, regional and local labour market intelligence, together with employer engagement activity. IAG and careers staff use LMI to help learners understand realistic progression routes and make well-informed decisions, while curriculum teams use it to inform course design and ensure programmes remain aligned to current and emerging employment opportunities in the areas CECOS serves.



---

## 9. Equality, Diversity and Accessibility

---

Access to IAG at CECOS is free from direct or indirect discrimination. Services are recognised and trusted by those who use them, have a convenient range of entry points from which learners or staff may be signposted or referred, and are open at times and in places which are accessible.

CECOS particularly seeks to support individuals from disadvantaged communities, and those who have been out of learning or employment, by making programmes and guidance accessible. The College works with Jobcentre Plus and a range of voluntary and community organisations as appropriate.

Any learner or prospective learner with an identified disability or additional need is provided with appropriate support to enable access to IAG services, including reasonable adjustments to how guidance is delivered. Learners and stakeholders are made aware of the advice and guidance available through the website and handbooks, and are signposted to relevant external events such as careers fairs and UCAS events as appropriate.

All IAG activity is carried out in accordance with current UK GDPR and Data Protection Act 2018 requirements, and in line with the College's Equality and Diversity Policy.

---

## 10. Digital IAG

---

CECOS recognises that learners increasingly access information, advice and guidance digitally, and complements face-to-face provision with a range of digital channels, including:

- the College website and learner handbooks, setting out how to access IAG and wraparound support
- the virtual learning environment, used to share careers resources, vacancy information and progression guidance
- email, telephone and video-call access to IAG and Student Services staff for learners unable to attend in person
- signposting to trusted national digital services, such as the National Careers Service webchat and UCAS online tools
- social media channels used to share opportunities, events and general information.

Staff delivering digital IAG follow the same principles of impartiality, confidentiality and accessibility as face-to-face guidance, and ensure that learners without reliable digital access are not disadvantaged, offering alternative formats or in-person appointments where needed.

## 11. Quality Assurance and Measuring the Impact of IAG

---

CECOS evaluates its IAG provision using the same evidence-based, triangulated approach set out in the College's Quality Assurance Manual, ensuring that judgements about the quality and impact of IAG are robust and reliable.

### 11.1 Sources of Evidence

The quality and impact of IAG is evaluated using a combination of evidence, including:

- learner feedback gathered through induction, mid-point and exit surveys, and learner focus groups
- ILP audits and work scrutiny, checking that goals, barriers, support, reviews and referrals are recorded accurately and acted upon
- observation of teaching, learning and assessment, and learning walks, where IAG and guidance activity are directly observed
- retention and achievement data, monitored alongside qualitative findings
- progression and destination data, tracking learners into further learning, employment or training
- employer and stakeholder feedback on learner readiness for employment
- outcomes of internal quality assurance and, where applicable, external inspection and awarding body monitoring.

### 11.2 SAR and QIP

Impact data for IAG - including learner feedback, retention and achievement data, and destination data - feeds into CECOS's Self-Assessment Report (SAR) throughout the academic year, and is reported through programme and annual monitoring reports. Areas for improvement identified through IAG quality assurance activity are recorded in the Quality Improvement Plan (QIP), with a clear owner, action and timescale, and progress is monitored through the College's regular quality and performance meetings.

### 11.3 Staff Development

CECOS provides ongoing training and support for staff to ensure IAG is delivered in accordance with the College's expectations for good-quality guidance. Development needs are identified through quality assurance findings and are addressed through the College's wider CPD programme, as set out in the Quality Assurance Manual.

## 12. Policy Review and Governance

---

This policy is owned by the Quality Manager and approved by the Senior Leadership Team. It is reviewed annually, or sooner where required by changes in legislation, funding rules, awarding body requirements or findings from quality assurance activity.

Any material changes to this policy are communicated to staff and learners through staff briefings, team meetings and updates to the College website and handbooks. This policy should be read alongside the CECOS Quality Assurance Manual, Safeguarding Policy, Equality and Diversity Policy, Data Protection Policy and the IAG Useful Organisations Directory.