Name of Document:	Managing Information (incorporating Advice and Guidance) Policy & Procedures
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Last review by:	Chris Baynard-Smith
Policy Owned and approved by:	Higher Education Admin Team (HEAT)
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Summary of changes since last version	Page number
Change job title to Head of Marketing and Communications	Throughout
Various changes to data ownership and processes	Pages 3,4,5

The Higher Education Centre at David Game College (DGHE) recognizes the need to effectively manage all stages of how information is developed, presented and communicated. There are clear procedures in place to manage the information published in the public domain to ensure that it is accurate, complete and up-to-date regardless of the channel employed. In addition, equal importance is placed on ensuring that policies and systems are operational with regards to how staff delivers information, advice and guidance to all its stakeholders – including students, staff, clients, suppliers and collaborative partners.

DGHE approaches the management of this information within a framework consistent with the expectations of the Matrix Standard (http://matrixstandard.com/). In addition, the College follows the guidelines for Higher Education institutions published by the Consumer Markets Authority (CMA)

IAG (Information, Advice and Guidance) is addressed at three levels:

➢ Organisation
➢ Service
➢ Client

The business of DGHE is the delivery of high-quality education and training which is only made possible if there are the information and support services which run in parallel with and are complementary to the academic objectives of the college. The IAG service applies throughout the student life-cycle from marketing and recruitment to university progression and/or employability.

As an organisation, DGHE constantly reviews and evaluates its IAG services with a view to identifying areas for improvement. As a College, we identify our students as being our main clients and the IAG service primarily aims to ensure that suitably qualified and motivated students are enrolled onto courses that meet with their expectations and helps to fulfil their academic and career objectives. The college solicits feedback from its students throughout the year in order to support and improve the service delivery.

We aim to offer services that support individuals in their choice of learning and therefore ultimately in their work, career and life goals.

The college also recognizes that within the client category there are other stakeholders with whom interaction takes place and where IAG is equally important. In our case, this includes external organizations such as: recruitment agents, partner institutions, awarding bodies and funding agencies, and internally: departmental staff.

There are systems in place, described in the following section, that ensure that written information is complete, accurate and up-to-date. Advice and guidance typically come through face-to-face interactions but is also supported through a variety of college handbooks and guides.

The College ensures that staff are aware of consumer protection law and that they understand the importance of the accuracy of material information and pre-contract information according to the guidelines given to Higher Education institutions by the Consumer Markets Authority.

Procedures for Managing Public Information

DGHE is responsible for ensuring that its public information is accurate, complete and up-to-date. Information about the College and its courses for those considering joining the DGHE is made available to an audience both in the UK and overseas and the primary means of distribution is through the website – www.dghe.ac.uk. Additionally, for enrolled students the College publishes various policy and procedure documents and guidance handbooks which are distributed by email or on the College's VLE Moodle. Hard copies are available from Student Services.

Public information in this context means information in the public domain about academic standards and the quality of learning opportunities available at DGHE. This includes information available to its students (both current and potential) and staff as well as all other publics.

Information displayed in DGHE's literature may have been supplied by a collaborative partner such as an awarding body, but the majority of content will have been produced and published by the College itself. DGHE is however, responsible for all such content and has therefore implemented procedures for ensuring that the information that it has published about itself is accurate and complete.

These procedures have been designed to ensure that the College:

- Recognises all the information that it is responsible for publishing
- Has rigorous mechanisms for the management of these responsibilities
- Can supply evidence that this is the case

In broad terms the type of information that procedures have been designed to manage are:
- General contextual information about the institution
- Information about the academic standards and quality of programmes

External References

If content being published refers to arrangements in place with a collaborative partner, awarding body, etc., copy text would be sent to the external body prior to publication for approval. In some circumstances, the external body (e.g. Pearson) may issue the College with advertising and publishing guidelines that would clearly state what is or is not permitted, and in some cases also provide the acceptable wording for any references to their organisation and/or the relationship.

Monitoring Effectiveness of Publishing Arrangements

The College's administrators receive enquiries and applications almost on a daily basis so are in a position to identify the effectiveness of the College's published material through verbal feedback taken at the time. In addition the student questionnaires issued on a termly basis solicit feedback on the accuracy of published information prior to enrolment and whether the course has met with their expectations.

The Admissions Team also works closely with the Head of Marketing and Communications (HMC) to ensure that all contextual information prepared for publishing is appropriate and relevant to the enquiry needs of the potential applicants/market.

Information made available to enrolled students via the College's VLE is easily accessible and serves as an essential reference point covering all aspects of their learning experience – including: programme specifications; assessments; appeals and complaints, careers guidance; student representation. Again, the effectiveness of this content and its accessibility is measured through soliciting student feedback on a termly basis.

1. Information for the Public about the Higher Education Provider

Information available to the public comprises: DGHE website & prospectus, social media (Facebook, Twitter, LinkedIn, Instagram, YouTube), publicity materials (inc. advertisements, leaflets, posters, banners), Open Days. See the chart below for details on the mechanism for maintaining accuracy of this information.

2. Information for students (prospective, current, and completers)

Information given to students can best be described if divided in to the 5 stages of the Student Lifecycle. These are Marketing, Admissions, Transition to study, Ongoing study, and Post study.

	Channel	Mechanism for maintaining accuracy of information, advice and guidance
	Marketing	
Prospective students	DGHE website & Prospectus	The College has procedures in place for ensuring that the information it puts into the public domain is accurate and complete.
		The content of the marketing and publicity material is owned by various staff across the functions of the College. As data owners they have responsibility for keeping the information current and informing the HMC of any changes needed through the various channels (e.g. prospectus, flyers, website, advertisements, social media. .New materials for publicity are drafted by the HMC and sent to information owners to check for accuracy. The draft material is then returned to the HMC who makes a final check to ensure text meets with the publishing guidelines of any associated external body (e.g. Pearson, collaborative partner, etc). Changes to course content are notified to the HMC by the Programme Manager responsible for each relevant course.
	Social media (Facebook, Twitter, LinkedIn, Instagram, YouTube)	The HMC ensures that the prospectus, promotional material, advertisements, social media and the college's website information is

	Publicity materials (inc. advertisements, leaflets, posters, banners)	complete, accurate and provides clear information to prospective students, parents/guardians and all other relevant third parties. Course entry requirements are clearly stated on the website as well as in Programme Specifications. The HMC reviews website content on a regular basis and annually updates it according to the recommendations and action points derived from any relevant committee. Advertisements and other publicity materials are signed off by the HMC.
	Agents	Agents are given initial training during the on-boarding process and are subsequently offered regular support and guidance. Any changes to course admissions requirements are notified to them in writing. They are issued with an agent handbook which contains full information on the offering and the process to apply. The handbook is kept current by the HMC.
	Open Days	There are Open Days three times a year which are run by the Marketing and Events Team and include activities led by Programme Managers. These introduce new and exciting content to appeal to applicants as well as information on the admissions process.
Current students	**Admissions**	
	Induction	Every course induction is carefully tailored to the needs of the cohort. Subjects covered include an introduction to the College, academic governance, Advice and Wellbeing, Library resources, Careers Service, Academic Administration, Health and Safety, Events and Study Skills. Each of these themes is delivered by a member of staff from the corresponding department to ensure accuracy of information. Prior to Induction day students on all HND courses are required to complete a "Starter Pack" on the VLE comprising of important materials and activities to test their understanding. Again this content is curated by the various teams listed above. This method of information delivery reinforces the information given on Induction Day and introduces the use of the VLE early on.
	Transition to Study	
	Student Support and Success Officer	Any student identified as "At Risk" is invited to a meeting with the Student Support and Success Officer (SSSO) during which anything which is a barrier to progress is identified. An action plan is agreed which could include signposting to other College services such as study skills, academic matters, drop in sessions, Student Services or the Advice and Wellbeing Service.
	Advice and Wellbeing Service (AWS)	The AWS staff have received training in common themes such as mental health, learning differences and stress management and can signpost students to specialist services.
	Programme specifications and module descriptors	Published information that relates to the post-enrolment period is managed by the Head of Academic Development. This covers documents such as: Student handbooks; Programme specifications and Module descriptors and all relevant policy & procedure documents. The majority of the College's policy, procedure and guidance handbooks are scheduled for annual review, in order to identify any gaps and also bring

	Student handbooks	content up-to-date.
	Ongoing study	
	College VLE – (Moodle)	The academic content published on the VLE (Moodle) is kept up to date by means of an audit system. The "Moodle audit" is completed by Programme Managers once per term for each programme. Any missing materials are identified and completed.
	Careers Services (Job search)	The Careers Service is managed by a Registered Careers Development Practitioner (RCDP) and the College is a member of AGCAS. Our affiliation with these organisations ensures that the IAG given is accurate and complete. A Career's Fair is organised every term. Recruitment agencies and employers are invited to offer insight into job opportunities and provide updates on the latest trends in the students' chosen field. A specialist in CV writing is also in attendance. A workshop on LinkedIn profiles is offered as part of this service.
Completers	Post Study	
	Alumni communications	The College LinkedIn page (managed by the Marketing Team) is used for maintaining communications with alumni. The Careers service is open to alumni for 3 years after leaving and some alumni act as Student ambassadors. Further developments are planned in this area.

3. Information for those with responsibility for academic standards and quality

Issues concerning academic standards and quality are discussed and approved at:
1. the Programme Management Committees (termly)
2. the Academic Board (termly).

Minutes of these meetings are published on Moodle for staff and students to access.

Appendix 1: The Expectation and Indicators Information about higher education provision

DGHE uses the new UK Quality Code which is based on a number of elements that together, provide a series of reference points which enable us to have effective quality assurances in place.

These reference points have within them certain Expectations which express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision

In turn there are Core Practices which represent effective ways of working that underpin the delivery of the above Expectations and result in positive outcomes for students.

Both Expectations and Core Practices are mandatory requirements for all UK providers

For Advice and Guidance there are 12 Themes designed to support new and existing providers in meeting the mandatory requirements of the Quality Code. These themes are as follows:

QAA UK Quality Code: ADVICE AND GUIDANCE	DGHE Reference/ Comments
ADMISSIONS, RECRUITMENT AND WIDENING ACCESS The provider is to ensure that there are effective quality assurances across the multiple and varied pathways open to students entering higher education.	Student Admissions and Recruitment Policy Managing Information Policy and Procedures
ASSESSMENT The provider will clearly outline how assessment is a fundamental aspect of the student experience. Students learn from assessment activities, interact with staff and peers, and gain feedback on their progress and performance. Assessment enables them to reflect and continually build on their learning	Assessment & Internal Verification Policy Programme Handbook Managing Information Policy and Procedures
CONCERNS, COMPLAINTS AND APPEALS The provider will clearly outline the processes for someone to raise their dissatisfaction, promotes equality of opportunity and the rights of all students to benefit from a high-quality academic experience, and to access the support they need to succeed.	Academic Appeals Policy Student Complaints Policy Managing Information Policy and Procedures
COURSE DESIGN AND DEVELOPMENT Information on the programme of study is made available to current students at the start of their programme and throughout their studies. Providers are to ensure that:	Design, Development & Approval of New Programmes Policy Managing Information Policy and Procedures

• The academic standards of courses meet the requirements of the relevant national qualifications framework. • The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards. • Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed	
ENABLING STUDENT ACHIEVEMENT Providers ensure a system is in place for developing effective approaches to student support, encompassing curriculum design, and learning and teaching. This applies across all areas of provision, and focuses on active engagement with students and staff to ensure the continual evaluation and development of the student experience. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education	Academic Governance Framework Quality Assurance Handbook Learning & Teaching Strategy Student Engagement Policy Student Academic Development Policy Managing Information Policy and Procedures
EXTERNAL EXPERTISE The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks. The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent	Assessment & Internal Verification Policy Quality Assurance Handbook
LEARNING AND TEACHING Providers support the provision of high-quality learning opportunities for all students, guiding them in developing effective learning and teaching activities and environments. Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed	Learning & Teaching Strategy Design, Development & Approval of New Programmes Policy Managing Information Policy and Procedures
MONITORING AND EVALUATION Providers have systems for monitoring and evaluation, enabling staff (and students) to think about how learning opportunities may be improved.	DGHE Self-Assessment Reviews (for Services and Delivery) Student/Staff Liaison Committee External mechanisms: Pearson – APMR and AMR Partner Universities – Module reports and Annual reporting

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PARTNERSHIPS Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Collaborative Working Policy
STUDENT ENGAGEMENT Providers ensure that students are able to meaningfully participate in the quality assurance and enhancement processes, helping improve their own educational experience as well as benefiting the wider student body, the provider and sector.	Student Engagement Policy DGHE Managing Information Policy and Procedures
WORK-BASED LEARNING Providers work closely with organisations outside the sector to give students authentic, structured opportunities for learning in a workplace setting.	Careers Strategy DGHE MIPP/ Collaborative Working Policy