

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

HARROW, RICHMOND AND UXBRIDGE COLLEGES POLICY AND PROCEDURES



Policy No:	S10/21
Subject:	Careers Education, Information, Advice and Guidance (CEIAG) Policy
Origination date:	October 2002
Last approved:	May 2024
Effective date:	May 2024
Person responsible:	Director -Student Services and School Engagement
Approved by:	Senior Leadership Team
For action by:	Assistant Principals, Heads of School, Attendance Coordinators, School Administrators, School Managers and Student Support Services
For information to:	Senior Managers, Curriculum Managers

The College Group is committed to its current and prospective learners irrespective of age, level or mode of study, including learners on HE programmes and Apprenticeships to provide a comprehensive careers education programme and access to good quality impartial, information, advice and guidance.

We recognise that the provision of higher quality impartial and independent career guidance is critical to our commitment to social mobility by increasing aspiration and providing equal access to all employment opportunities.

This policy outlines the whole College Group's approach to CEIAG.

1.0 Background and Institutional Context

1.1 The principles of the CEIAG Services are governed by;

- Careers Guidance for Further Education and Sixth Form Colleges (2018)
- The Gatsby Benchmark
- The Matrix Standards
- Career Development Institute

In line with the above, we are committed to offering impartial careers advice and guidance that will result in appropriate and informed choices about future destinations.

- All FE and Sixth Form colleges in England are required to secure access to independent and impartial careers guidance, for all learners up to and including the age of 18, and 19-25 year-olds with an Education, Health and Care Plan. It can be delivered by trained college group staff but must be supplemented by external sources of support to ensure compliance with the requirement in the funding agreements.

- The College Group also has a legal requirement to provide all learners with a wide range of up-to-date reference materials relating to careers education and career opportunities.
- This policy applies as appropriate to full and part-time learners at the College Group programmes. This policy sets out the principles of independent and impartial Guidance provision at the College Group.
- Impartial Guidance is available and provided to students and prospective students.
- This policy is written in accordance with the following publications:
 - Careers Strategy – making the most of everyone’s skills & talents’ (December 2017)
 - Good Careers Guidance – Benchmarks for young people in Colleges – Gatsby Foundation (January 2018)
 - DfE guidance: Careers Guidance – Careers guidance and access for education and training providers (updated January 2023)
 - Ofsted Education inspection framework (EIF) (updated July 2023)
 - The College Group Strategic Plan 2023-2030
- As part of the policy the Government requires the College Group to use the eight Gatsby Charitable Foundation’s Benchmarks to develop and improve careers provision. *See Appendix 1.*
- To deliver the careers strategy, the College Group will work with a range of external partners including but not limited to:
 - National Careers Service
 - Careers & Enterprise Company
 - Careers Hubs
 - Local Authorities
 - Further and Higher Education providers
 - Apprenticeships Providers
 - Employers
 - Voluntary organisations
- The College Group Strategic Plan 2023 – 2030 provides the framework for all CEIAG work. It states:

“The need to support young people looking for their first career or older people looking to retrain for a new career has never been greater. This is due to the tightness of the labour market and emphasis on government policy relating to domestic skills supply. We must ensure we meet these challenges and the communities we serve.”

- 1.2 The College Group recognises the importance of quality standards and codes of practice such as:
- Matrix Quality Standard
 - UK Quality Code for HE (QAA)
 - Eight Gatsby Benchmarks – *See Appendix 1.*
- 1.3 The College Group Careers Education Information Advice and Guidance team is managed by the Student Services Managers. CEIAG Activities are reported on and discussed at SLT meetings and at the local termly Stakeholder and Scrutiny Committee meetings.
- 1.4 This policy should be read in conjunction with the College Group:
- Strategic Plan
 - Study Programme Policy
 - Equality and Diversity Policy
 - GDPR-Data protection policy
 - Admissions Policy
 - Work Placement Policy
 - EPR Policy

2.0 Scope

- 2.1 The policy outlines a whole the College Groups approach and applies to all learners who are enrolled or are considering enrolling at the College Group.
- 2.2 For learners, well developed Careers Education Information Advice and Guidance (CEIAG) will help them to develop the knowledge, confidence and skills that they need to make well-informed choices and plans that enable smooth progress into further learning and work.
- 2.3 Careers Education (CE) is also embedded within the wider curriculum. Information Advice and Guidance (IAG) is used to refer specifically to personalised support on learning and work pathways. Effective, personalised IAG - which may be delivered by a wide range of professionals within the College Group and externally - enhances and complements careers education.
- 2.4 Work Experience and work-related aspects of the curriculum are critical elements of CEIAG and the College Groups Employability Team aims to ensure that learners can access work experience opportunities that are relevant to their studies, increasing their chances of high achievement and suitable future employment.
- 2.5 CEIAG at the College Group is delivered in partnership by Student Services, curriculum teams and relevant external organisations.

3.0 Intent

- 3.1 The policy is designed to ensure that the College Group fulfils its corporate objectives as detailed in the Strategic Development plan.
- 3.2 Effective CEIAG will aim to tackle low aspirations and challenge the stereotypes that can sometimes constrain learners' choices and their ambitions for the future. CEIAG can help develop high aspirations by challenging negative stereotypes and promoting equality of opportunities in line with the College Group policy.
- 3.3 The CEIAG will respect learners as individuals and ensure that all learners are able to access the full range of services regardless of age, gender, disability, race, faith, sexual orientation or socio-economic status.
- 3.4 The responsibilities of the centrally provided CEIAG are to:
 - Provide IAG service appropriate to all potential and current learners of the College Group.
 - Provide one-to-one IAG drop-in advisory service open to all learners of the College Group.
 - Promote and support internal progression.
 - Provide job search assistance to learners to find full and part time work linked to Labour Market Information / Intelligence
 - Provide skills development opportunities to support students in the acquisition of generic career management skills.
 - Support progression to positive destinations such as Apprenticeships, Full time work and Higher Education.
- 3.5 The responsibilities of the curriculum areas are to:
 - Integrate into the curriculum, opportunities for the development of transferable and employment related skills.
 - Deliver employability and careers related tutorial sessions.
 - Ensure that opportunities to develop the full range of 'functional skills' are included in the curriculum.
 - Provide opportunities for students to identify and explore career options common to that subject area, linked to Labour Market Information/ Intelligence
 - Encourage the effective use of the work-placement to develop subject specific and transferable skills.

3.6 The responsibility of the Employability Team

Linking with curriculum areas to provide full time 16-18 learners with support and guidance to ensure quality work experience is provided and it is relevant to their programme of study.

- Tutorial visits to curriculum areas explaining procedures and the learners' responsibilities.
- Providing a safe environment for learners on placements through checks on insurance details and site visits for high-risk areas.
- Regular monitoring of the progress each team is making and producing reports.
- Facilitating access to virtual work experience opportunities
- Maintaining work experience information on the student

4.0 Entitlement

The College Group offers a stable and structured Careers programme which is evaluated as part of the College Groups quality programme. *Appendices 2 & 3* show the generic Careers programmes at the College Group.

As part of the CEIAG service it is the policy of the College Group that all students will be entitled to the following:

4.1 Pre Entry:

- The College Group staff will visit local schools and careers related events to provide IAG which enables applicants and their parents/guardians to make informed choices.
- Applicants will have a fair and transparent selection procedure based on objective criteria and will be offered the opportunity to speak to an adviser to discuss their course options. Applicants with International qualifications will have their qualifications assessed using the nationally recognised comparability service UK ENIC (UK National Information Centre for global qualifications and skills).
- Information on financial support, including bursaries and free college meals, will be offered as required. Additionally, information on support for learners with disabilities or other support needs will also be given.

4.2 On Course:

- An induction programme which includes an introduction to CEIAG services within Student Services.
- Regular feedback, from tutors, on academic progress and the opportunity to discuss progression via the ILP process.
- Access to professional, impartial Careers IAG provided by the College Group Careers Guidance Team.
- Access to a well-resourced, up-to-date Careers Library and resources (online and physical)
- Provision of labour market information (and future labour markets) to support decision making.
- Participation in publicised progression activities organised by the College Group.
- IAG about the range of opportunities available within Higher Education, work and training, including Apprenticeship programmes and other work-based progression routes.
- Participation in HE activities, such as UCAS support.
- Opportunity to participate in work related learning including work experience, enterprise education, workplace visits, mentoring, careers talks from employers, on-line resources and websites and curricular projects based on real work situations.

4.3 On Completion of Courses:

- Access to impartial IAG support in the case of early departure from courses.
- Access to individual ongoing support for the duration of study. Support to include job search activities, higher education applications and career development.

4.4 **Personal Careers Guidance offered at the College Group will consist of the following:**

- **Information:** information is data and basic factual information conveyed through different media (either printed or via ICT/online) on course opportunities, occupation or support services;
- **Advice:** advice involves helping a learner to understand and interpret how information provided might relate to his/ her personal situation. Advice helps learners to understand their abilities and targets and may involve suggestions or options on how to go about a given course of action.
- **Guidance:** guidance aims to support learners to better understand their needs, to confront barriers and to make informed and appropriate choices
- **Referral:** guidance may involve advocacy on behalf of some learners and referral for specialist guidance and support. Referral happens in person-to- person advice or guidance when another member of staff, agency or provider offers services that more closely match the learner's needs.

5. **Confidentiality**

5.1 Information entrusted to staff will be treated as confidential, in line with the College Groups GDPR Policy and will not be used for purposes other than those for which it was gathered, without the express consent of the client. Randomised or statistical information, which does not identify an individual directly and which cannot reasonably be used to determine identity, is not confidential.

Safeguarding issues override the confidentiality/GDPR requirements of this policy.

5.2 The Service has many links, internally within the institute and externally with other organisations. During the course of the CEIAG process other sources of help may be identified. Referral is always made with the client's consent and within the limits of client confidentiality.

6. **Quality Monitoring**

6.1 The College Group is committed to continuous improvement and supports the philosophy that learners and customers are central to our organisation. The College Group services are customer focused, both internally and externally.

All services and curriculum areas are subject to the College Group Quality Assurance Procedures. Student services teams are also subject to Matrix standards and the Gatsby Benchmarks.

6.2 Regular feedback from learners and internal and external customers is sought both informally and via:

- Student satisfaction surveys
- Learner Voice meetings
- Termly Group Reviews by SLT
- Employer feedback
- Internal Service Standard questionnaire (e.g. IT Services)
- Evaluation sheets given after all advice and guidance activity
- Destination data

6.3 IAG services are developed according to the College Group Self-Assessment Review process and development cycle.

6.4 Services are subject to the College Group formal complaints procedure.

6.5 Data is collected, where available, on employment or education destinations of students leaving the College Group courses. This is used to review the nature of services provided.

6.6 Regular review and evaluation of the College Group support services will be informed by their impact on the learner experience, staff skills, resources, and assessment of service performance against service standards.

7 Staff

- 7.1 The College Group will appoint a Careers Lead whose role is to oversee the design, manage and delivery of a high quality and stable careers programme which meets the expectations of the latest government /Ofsted guidance.
- 7.2 The College Group recognises that members of staff involved in the provision of CEIAG, including academic staff, must have the skills, knowledge and understanding appropriate to the roles they are undertaking.
- 7.3 Opportunities for continuing professional development, whether organised internally or externally, will be made available for all staff involved in CEIAG.

GATSBY BENCHMARKS		The College Group
1. Stable Careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	<ul style="list-style-type: none"> • Publish details of the careers programme so that it is known by learners and parents/ guardians and external stakeholders. • Work with key stakeholders to monitor and evaluate impact of the programme. • Routinely review at the strategy (operational plan) at the College Group performance review meetings
2. Learning from careers and labour market information	Every learner and their parents (where appropriate) should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • Advertising of a range of LMI and CEIAG services in accessible and learner friendly formats. • Use LMI to determine gaps in market for key skills to review curriculum offer. • Use up to date LMI to support learners with their future study options and decision making for their next steps.
3. Addressing the needs of each student	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college’s careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • Work in collaboration with curriculum and the College Group support teams to tailor CEIAG according to learners’ individual needs and embed CEIAG appropriate within each curriculum. • Provide differentiated CEIAG to ensure SEND learners have access to opportunities that support progression to positive destinations. To contribute to EHCP reviews. • Target learners identified as “at risk” via the ILP process for CEIAG intervention
4. Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	<ul style="list-style-type: none"> • Ensure that CEIAG underpins study programme offer. • Programme implemented for learners to progress to HE and to support widening participation. • Curriculum offer linked to local and regional skills shortage. • LSIP to support curriculum development. • The College Group CPD offer to include opportunities for all staff to update their knowledge outside the classroom.

5. Encounters with employers and employees	Every learner should have multiple opportunities to learn from employers about work, employment, and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.	<ul style="list-style-type: none"> • Develop CEIAG offer to include employer and employee encounters and opportunities to develop entrepreneurial skills. <ul style="list-style-type: none"> ○ Careers events and industry visits. ○ Work placements. ○ Employability skills workshops. ○ Employer delivered employability workshop. ○ Competitions
6. Experiences of workplace	Every learner should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • Further develop opportunities for learners to have appropriate work-related experience, including SEND learners • Make full use of the Turin scheme for Work experience
7. Encounters with further and Higher Education	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • To further strengthen partnerships with providers of HE and FE including Level 4 vocational providers to raise aspirations and support learners to overcome barriers to progression. <ul style="list-style-type: none"> ○ Careers events, fairs ○ subject masterclasses/workshops. ○ Visits to other providers, including Apprenticeship providers
8. Personal Guidance	Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. The college should ensure that access to a level 6 adviser is available when needed. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.	<ul style="list-style-type: none"> • Strengthen the Careers and Employability Service to ensure that all learners have access to qualified and impartial Careers Advisers for personal guidance. • Every learner has an entitlement to at least one career guidance session during their time at college. • Further strengthen links with the cross college group teams to identify and meet learner needs. • Provide e-platforms for online careers guidance. • Develop systems and processes to accurately record individual interventions.

Appendix 3 –CEIAG Programme

	A U G	S E P	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L
Enrolment/Application Service												
Enrolment IAG												
Don't Drop out Drop in service												
Local schools and community events												
Parent IAG and Tours												
Referrals from curriculum interviews (Applicants)												
Open Days												
Higher Education Support												
UCAS application Support /workshops												
Personal Statement workshops												
UCAS one to one support												
Student finance Application support												
University visits												
HE Fair												
Scholarships and bursaries applications												
UCAS Extra Applications												
Clearing Support												
HNC/HND Progression IAG												
Employability												
Part time/Seasonal job vacancies advertised												
Full time jobs and apprenticeships advertised												
Guest Speakers for curriculum teams												
CV and Application support												
Work Experience												
General Advice and Guidance												
Careers Assemblies												
What next interviews												
Targeted SEND/EHCP Learners interviews												
Targeted LACs PEPS and interviews												
Targeted L1/L2 progression interviews												
Target at risk learners identified via ILP sessions												
Parent Evening - Options after Level 3												
Internal Progression interviews and enrolment												