

Careers Education, Information, Advice & Guidance

Issue 3

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Owner Centre Principal (City Skills)

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TO BE A BEACON OF **EDUCATIONAL EXCELLENCE**,
TRANSFORMING THE LIVES OF THE **INDIVIDUALS**
AND **COMMUNITIES** WE SERVE.

Careers Education, Information, Advice and Guidance Policy

1.0 Scope and Purpose

- 1.1 SCC Group is committed to providing outstanding Careers Education, Information, Advice and Guidance for all of its students. The CEIAG Careers Education, Information, Advice and Guidance Policy (CEIAG) is in line with the vision, values and strategic objectives of SCC Group.
- 1.2 The college has merged its IAG and CEIAG Policy to ensure that notably careers support for students is embedded as part of a whole college approach to advice and guidance.
- 1.3 The college is committed to ensuring that CEIAG support is offered as part of the pre admissions, admissions process, at enrolment and on programme. Advice and guidance for next steps and progression pathways are embedded in curriculum planning and there is an expectation that the college admissions team, the college marketing team, teachers, and personal tutors, Heads of Pastoral Support, Heads of Department and Heads of Curriculum include the delivery of CEIAG as part of the student programme.
- 1.4 The college is committed to ensuring that high quality, impartial, timely and accurate Careers Education Information Advice and Guidance is provided to support students to make informed decisions and realistic choices about their future plans.
- 1.5 The policy also includes information about how the college will meet its statutory requirement for all 16-18 year olds and up to the age of 24 for those young people with Education and Health Care Plans (EHCP).
- 1.6 For higher education provision offered by the College the Careers Team adhere to the QAA guidelines for IAG.
- 1.7 The policy is written in accordance with DFE guidelines below and is in alignment with the Gatsby Benchmarks and the college is committed to ensuring that it adheres and meets the standards as set out in the Gatsby Benchmarks and are continually working towards these, in achieving all eight to a high standard.

The service is directed by a senior careers leader: Kimberly Cash/Paul Healey

2.0 Key documents that have informed the strategy are:

- 2.1 'Careers Guidance – Guidance for further education colleges and sixth form colleges' July 2021
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- 2.2 'Careers Strategy' – making the most of everyone's skills and talents' December 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

2.3 'The Gatsby Benchmark Toolkit' (Published by the Careers and Enterprise Company)
<https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>

3.0. Strategic Outline

For the purpose and provision of CEIAG this policy relates to:

- All college students studying on full time 16-18 Study Programmes, full and part time AEB (adult) programmes, Apprenticeship and HE programmes.
- Any member of the college community who seeks to access impartial initial advice and guidance and careers education, information, advice and guidance

3.1. The CEIAG Policy aims to:-

- Empower all students to plan and manage their own future
- Respond to the needs of each student as an individual
- Raise aspirations
- Promote equality and challenge stereotypes
- Develop and design curriculum provision that is aligned to industry and community growth and that underpins increased opportunities for students
- Provide opportunities for students to develop the skills and attributes employers are looking for

3.2 The college will provide a CEIAG service that is:

- Impartial, client centred and free from institutional bias
- Accessible and available
- Confidential
- Delivered by appropriately qualified and experienced staff
- Quality assured
- Forward thinking, responsive and innovative

4.0 Key Principles

The college is committed to ensuring that CEIAG is differentiated and supports individual progression and ensures that all SCC Group college students have access to impartial and confidential careers guidance with a professionally level 6 qualified careers practitioner in line with current professional standards.

This CEIAG will:

- Be personalised and provide opportunity to identify and respond to needs of the individual
- To uphold the standards and code of practice of the CDI:
- https://www.thecdi.net/write/Documents/2021_CDI_Code_of_Ethics_a_Guide_for_Employers_and_Partners.pdf (March 2021)

- Be transparent, impartial and provide opportunity for confidentiality and in a private interviewing space.

5.0 Key Objectives

- The college will embed CEIAG at every stage of the student journey through Open Events, New Student and Parents Days, CEIAG at enrolment, Right Course Reviews, Futures and Progression Weeks, Industry and HE events, the Tutorial Programme and a Destination and Next Steps Calendar that will run alongside curriculum delivery.
- The college will offer guidance to any student at risk of non-completion to either aid retention or to provide a suitable alternative destination when appropriate
- The college will work with partner schools and external providers to ensure that students receive impartial CEIAG at all stages of their journey so that they are able to be successful and secure a positive destination, be that at college or on an alternative pathway.
- The college is committed to being inclusive and promote equality of opportunity, challenge stereotypes and sensitive to faith, culture and background
- The college is committed to ensuring that students are supported by well-established networks with industry, local and regional employers and external stakeholders
- The college is committed to developing the personal, social and employability skills of its students as part of the college programme of learning.
- The college will manage the UCAS application system in the college and provide support to students and staff
- The college will work in partnership with applicants, students, their parents and external partners
- The college will provide open access to career related resources and online information for CEIAG, which meets the requirements of the Education Act
- The college will monitor student destinations at an individual, cohort and department level as part of a college wide Destinations Strategy that will highlight best practice and also address areas for development.

6.0 THE CEIAG Offer

6.1 The college will provide the opportunity to explore careers choices with relevant labour market information (LMI) that will aid future decisions and support a successful transition to and sustainability of employment throughout life.

6.2 Students will be supported to embrace and engage with the range of opportunities open to them at college and beyond. For those young people on 16-19 Study Programmes or those students

aged up to 24 with an EHCP, the college is happy for parents / carers to attend any 1:1 careers guidance appointments.

6.2 Careers Advice and Guidance is provided on an individual basis and there is an open door policy through self-referral and tutor referral at SCC Group. All interviews are confidential, impartial and free from bias. Services at the college are provided via both a drop in service for information and advice and appointments for careers guidance.

6.3 All students have access to a team of Level 6 professionally qualified Careers Advisers across the group, where appointment bookings can be made.

6.4 CEIAG will be embedded at all stages of the student journey, and access to the Careers Advisers will form part of this student entitlement.

6.3 Student Entitlement

We will provide:

- Accurate course and careers information through the college website and publications
- Impartial CEIAG before accessing a learning opportunity for all students
- Embedded CEIAG as part of the students' programme of learning
- 1:1 impartial careers advice and planning available to all students,
- Support to secure meaningful work placement opportunities that are sector relevant and develop employability skills
- Accurate and impartial progression advice
- Accurate and impartial apprenticeship pathway information

Careers Advisers will assist with the following:

- Career planning
- Progression into further learning within FE or HE
- UCAS applications and personal statements
- Job seeking strategies
- CVs and application forms
- Interview techniques and presentation skills
- Referrals to specialist agencies / providers as and when appropriate
- Provision of up-to-date careers materials

7.0 Careers Education

7.1 Full time Students: All full-time students will receive a structured programme of Careers Education delivered through the college Tutorial System that meets the learning outcomes of the DfE Guidance for FE Colleges. Provision is agreed at course level through discussion with the Head of Department, the Head of Pastoral Studies and the curriculum teacher and personal tutor. Delivery is planned to ensure it is responsive to meets the needs of students and support course objectives in addition to overarching frameworks.

7.2 Part time Students: Careers Education for part time students is identified as appropriate courses so that students have clear progression routes to higher levels and/or employment. Students on will be provided with an introduction to services available and progression presentations. Students will also have access to the college's careers team for individual careers advice and guidance.

7.3 HE Students: All students studying on a programme of higher education under the college's partnership arrangements with the Universities of Salford and Bolton or studying on the college's own FD/HNC/HND courses, will be provided with an introduction to the careers service available and progression presentations. In addition to the services offered by the college, foundation degree students also have access to staff from partner universities for individual careers advice and guidance.

7.4 Work Based Learning: All students studying on an apprenticeship programme with the College will be provided with an introduction to services available. Students also have access to the college's careers team for individual careers advice and guidance.

7.5 Targeted Support for Vulnerable and Disadvantaged Young People

The college will work closely with local authorities to support young people to participate in education or training under the September Guarantee, and provide high quality advice and guidance as part of any transition process.

The Group will closely monitor the effectiveness and impact on CEIAG for vulnerable and disadvantaged young people including:

- Looked after Children (LAC)
- Young Carers
- Students in receipt of Free College Meals
- Students with declared mental health needs

8. Management

8.1 Management of the services is reviewed through regular pastoral review and planning meetings and the service delivery is monitored and improved through user feedback and formal and informal staff feedback. CEIAG provision is regularly audited to ensure that provision meets both students' needs and associated learning outcomes.

8.2 This policy is developed with appropriate staff involved in the delivery of CEIAG and is reviewed annually. All policies are subject to the approval of the College's Senior Leadership Management Team.

9.0 Quality Assurance

The College will maintain the quality of its CEIAG Strategy through engagement with external quality boards as well as a robust internal review process. We will work with external agencies like the Careers and Enterprise Company and the MATRIX Accreditation process to ensure that we keep

up to date with best practise in the sector and are positioned to take advantage of all support available to maintain continuous development.

9.1 The standards we will undertake are:

- Matrix accreditation – renewal due in July 2022.
<https://matrixstandard.com/media/1113/the-matrix-standard-guidance-for-organisations-07-jan-2020.pdf>
- The college will follow the Matrix standards criteria closely in accordance with the ESFA guidance.
<https://www.gov.uk/government/publications/the-matrix-standard/the-matrix-standard-guidance-notes>
- Use of the Compass tool for the College to analyse the strength of Careers provision
- Engagement with Bridge GM
- Membership of the GM Careers Hub

9.2 Measuring the IAG/careers intervention objectives:

- Completed career plans (Pro-Monitor).
- Completed career intervention meetings (Pro-Monitor).
- UCAS internal tracker by college.
- Annual student survey.
- The UCAS portal to assess live applications and sent to UCAS.
- Progression interview (re-enrolment process).
- Impacting monitoring through the destination's dashboard.
- Reviews with line manager of progression events such as futures week, employers, HEI's and apprenticeship organisations.
- Work Experience logbook, reflections and impact monitoring.
- Employer reviews of IAG and preparation around work experience.
- Self-assessment report for IAG and destinations.
- Quality improvement plan for IAG and destinations.

10 Documentation

This Policy will be held in the Corporate Manual and will be available on the College Intranet. Copies of the policy are available to parents, carers, students and College partners on request.

10. Related documentation

- The Quality in Careers Standard
- National Career Benchmarks – Gatsby
- Ofsted Common Inspection Framework (EIF)
- The CDI Code of Ethics
- Provider Access Legislation
- Education Act
- The College Strategic Priorities

10.1 Other relevant policies procedures

- Equality and Diversity
- Aspire Strategy
- Admissions Policy
- GDPR Policy

11. Review and development

The Careers Strategy will be reviewed annually by the college Careers Leader and the Senior Leadership Team.

The Policy is monitored for fairness and consistency of application on a regular basis by Kimberley Cash. The policy will also be reviewed as part of the Matrix accreditation process.

Responsibility for review: Kimberly Cash, SCC Group Careers Lead

Approved by: Senior Leadership Team

Issue Date: May 2022

Next review date: May 2025