

P O L I C Y

TITLE:	Careers Education, Information and Guidance Policy
AIM:	To ensure that all College learners receive appropriate education, information, advice and guidance on career opportunities
RELATED POLICIES & PROCEDURES:	Tutorial Policy Admissions Policy
DATE FOR IMPLEMENTATION:	March 2022
APPROVED BY:	Senior Management Team
DATE OF APPROVAL:	March 2022
DATE OF NEXT REVIEW:	March 2025
DISTRIBUTION:	All learners and staff via College intranet
VERSION CONTROL:	Previous version approved November 2015
PERSON RESPONSIBLE:	Vice Principal: Information, Planning, Learner Experience, Inclusion and Curriculum Operations

EQUALITY IMPACT ASSESSMENT		
Phase 1 Initial Screening completed	Date:	13 July 2013
Phase 2 Full impact assessment completed/ not required	<input checked="" type="checkbox"/> Not required	<i>(please tick if appropriate)</i>
	Completed on <i>(if applicable):</i>	
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CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY

1 SCOPE OF THE POLICY

This policy applies to all of the College's learners and its prospective learners including those on work-based learning programmes.

2 RESPONSIBILITY

Vice Principal: Information, Planning, Learner Experience, Inclusion and Curriculum Operations

Nominated Career Roles within the College:

Careers Leader	Head of Learner Services
Careers Co-Ordinator	School Liaison Officer
Careers Advisors	Guidance Officers

3 DEFINITIONS

Careers Education helps learners develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Careers education is available to all full-time learners and is provided in conjunction with the Youth and Family Support Service and the National Careers Service.

Careers Guidance is essential in enabling young people and adults to aim as high as they can and to develop ambitious but achievable plans which are more likely to lead to positive outcomes. Careers guidance is available upon entry, on-programme, and upon exit to all learners.

Information Advice and Guidance denotes a range of impartial guidance activities and processes that can support choices made by learners, the key elements of which are defined as follows:

Information: information is data and basic factual information conveyed through different media (either printed or via ICT) on course opportunities, occupation or support service.

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.

4 POLICY CONSIDERATIONS

The College's approach to Careers Education, Information and Guidance reflects the latest government policies and local IAG strategy including the Statutory Duty to provide Independent Careers Guidance, from September 2013, for those up to and including the age of 18 and up to the

age of 25 for those with a current learning difficulty assessment under section 139a of the Learning and Skills Act 2000, or an Education, Health and Care Plan under section 41 of the Children and Families Act 2014. The aim is to ensure that all learners have access to high quality, impartial CEIAG, delivered by qualified practitioners (both internally and externally) who are well-informed and committed to continuous professional development.

This policy also takes account of the Careers Strategy: making the most of everyone's skills and talents (published December 2017) and the Careers guidance for further education colleges and sixth form colleges (published February 2018).

The College is committed to the Gatsby Benchmarks (see Appendix 1):

1. Stable Careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The College will maintain its accreditation to the Matrix Quality Standard and to provide CEIAG which is in the best interests of the learner or potential learners. It will support clients to make informed decisions about learning and work based upon the needs and circumstances of the client, including providing access to independent careers guidance.

5 COLLEGE COMMITMENT

East Riding College is committed to providing high quality careers education, information, advice and guidance, CEIAG, in order to prepare its learners for the opportunities, responsibilities and challenges that life may present.

CEIAG enables young people and adults, regardless of background or protected characteristic, to make decisions and manage transitions throughout their lives and provides, freedom and opportunity to pursue subjects and interests which best suit the talents and aspirations of the individual.

Good CEIAG empowers young people and adults of all abilities, interests and ambitions with the knowledge and understanding they need to progress on to further and higher education and into sustainable employment.

Through the provision of high quality CEIAG the College will;

- contribute to strategies which improve attendance, retention and achievement, especially by increasing motivation
- support inclusion, challenge stereotyping and advance equality of opportunity
- encourage participation in continued learning, including higher education
- develop enterprise and employability skills
- contribute to the economic prosperity of individuals and communities

The College will work with external partner organisations including the Hull and East Yorkshire Local Enterprise Partnership, the Humber Outreach Programme (HOP), employers, universities, post 16

providers, Job Centre Plus and other relevant agencies to ensure that all learners receive careers guidance appropriate to their needs.

6 CAREERS INFORMATION ADVICE AND GUIDANCE PRINCIPLES

Service delivery will be consistent with the principles incorporated within the Matrix Quality Standard for Information, Advice and Guidance and the Gatsby Benchmarks;

Accessible and Visible - CEIAG services that are recognised and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services which most closely meet their needs and are open at times and in places which suit clients' needs;

Professional and Knowledgeable - CEIAG frontline staff will have the skills and knowledge to identify quickly and effectively the client's needs. They will have the skills and knowledge either to address the client's needs or to signpost or to refer them to suitable alternative provision;

Effective Connections - links between CEIAG services should be clear from the client's perspective. Where necessary, clients are supported in their transition between services;

Availability, Quality and Delivery of CEIAG services - should be targeted at the needs of clients, and be informed by social and economic priorities at local, regional and national levels;

Diversity - the range of IAG services will reflect the diversity of clients' needs;

Impartial - IAG services which support clients to make informed decisions about learning and work based on the client's needs and circumstances;

Responsive - to present and future needs of clients;

Friendly - welcoming IAG delivery which encourages clients to engage successfully with the service;

Enabling - services which encourage and support clients to become lifelong learners by enabling them to access and use information to plan their careers;

Learning and Work - IAG services will support clients to explore the implications for both learning and work in their future career plans;

Awareness - young people and adults will be aware of the IAG services that are relevant to them, and have well informed expectations of those services

Meet statutory requirements - a careers plan accessible on the College website and published destination data

7 SERVICE DELIVERY

Careers Education and Guidance will be delivered via:

- Guidance Services and other external providers as appropriate;
- the tutorial entitlement for full-time learners including mandatory tutorial activities relating to progression;

- vocational tutors and curriculum experts who are able to advise on vocational opportunities and progression pathways;
- The East Riding Education and Skills Partnership and Log On Move On
- individual guidance and counselling opportunities for learners, either through self-referral or tutor referral to Guidance Services;
- access to the resources and support provided by the Hull and East Yorkshire LEP, the National Careers Service, Job Centre Plus and other external IAG service providers including web resources;
- through specialist contributions from Higher Education institutions, independent qualified and skilled careers advisors visiting speakers, including employers, visits to industry work experience, and next steps events
- mentoring and coaching
- work taster events and activities
- careers fairs and career networking events, including employer mock interviews
- access to university and higher education open days and events
- the College's progression portal "My Next Step" available via the student intranet

See appendix 1 for full details.

Support for policy implementation is provided via:

- tutor training, incorporating elements of careers education and guidance and the quality review of pre-entry guidance interviews;
- continuing participation in staff development, and professional updating by guidance staff in accordance with Government policy and requirements for Careers professionals;
- tutorial materials;
- e learning resources;
- careers resources held within the e-Learning Centres;
- tutorial policy;
- Student intranet
- e-ILP

8 STAFF DEVELOPMENT

The College will maintain a team of appropriately qualified guidance officers and provide staff development, and professional updating opportunities appropriate to the needs of all staff involved in the provision of CEIAG including meeting any obligation to fulfil any statutory obligation.

9 EXTERNAL ACCREDITATION

The College will maintain accreditation to the Matrix IAG Quality Standard in addition to meeting any statutory obligation relating to the provision of CEIAG.

10 EVALUATION AND IMPACT MONITORING AND EVALUATION

The College will measure the impact of its Careers Education and Guidance Policy by;

- Feedback gathered from learners relating to the support which they receive pre-entry, on-entry, on-programme and upon progression
- Feedback received from learners relating specifically to the quality of support and careers guidance provided by the College's guidance team and the learner's personal tutor

- Evaluation of the tutorial programme
- Progression rates to further and higher education, and employment
- Learner destinations

The quality of careers education and guidance provided will be subject to review as part of the College's self-assessment arrangements at curriculum, service area and College level.

FERMATA

Appendix 1 - Gatsby Benchmarks

	Benchmark	Recommendation	Linked College Activities
1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers	East Riding College has invested in career, information advice and guidance accreditation through the National IAG Matrix Standard. East Riding College also hosts a wide range of activities and up to date resources within the East Riding College student intranet for learners to access when considering their next step decisions.
2	Learning from career and labour market information	Every pupil and their parents 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 the best use of available information	East Riding College course literature covers progression to the next levels of study and also employment. At open evenings/days, subject interviews and parents interview evenings, parents and learners can access LMI information from tutors and trained advisers. Learners can also access trained advisers for one to one personal guidance and access the 'Shape Your Future' literature provided by the East Riding Education Skills Partnership on the My Next Steps portal. The tutors provide learners with LMI relevant to their course and workshops delivered during tutorials provide learners with current LMI. Visiting employers often provide LMI to learners.
3	Addressing the needs of the pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A schools careers programme should embed equality and diversity considerations throughout.	The careers programme takes in to account the differing needs of learners. Where some learners can be provided with IAG on where to research information and be trusted to do so, others need more support. All learners receive a mandatory progression tutorial and they can also access one to one IAG when group work is not suitable for them.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	All vocational tutors are industry professionals so link learning to real work experiences. Employers and HE institutions are invited to talk to learners in lessons and students are given the opportunity to visit employers and HE institutions. All learners can access the annual "My Next Step" event during the March of that year which hosts external exhibitors from universities, employers, apprenticeship and volunteering organisations.
5	Encounters with employers and employees	Every pupil 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	Each subject area has links with employers, who are invited in to speak with learners during induction and at other points of the year. Learners also have the opportunity to attend Careers, Apprenticeships and HE events where they can meet employers. East Riding College is in partnership with the Careers Enterprise Company and attends termly meetings with the Enterprise Coordinator and Advisor to address any gaps in curriculum resources. Guest speakers are also invited to attend East Riding College to talk to larger groups of learners about opportunities with them.
6	Experience of workplaces	Every pupil 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.	Many of the courses at East Riding College have a mandatory work placement that learners have to complete to pass the course. Learners are encouraged to secure their own work placement as part of the preparing them for the world of work with support offered if needed. Many learners come to college already undertaking part time employment, and they will be given the opportunity to evaluate this experience.
7	Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in school, colleges, universities and in the workplace	Learners are given the opportunity to attend HE fairs and to meet with HE partners to discuss progression options. East Riding College delivers a bespoke UCAS programme with support from the HOP for level 3 students wishing to progress to higher education to support learners with their decision making.
8	Personal Guidance	Every pupil should have opportunities for guidance interviews with a career advisor, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	East Riding College employs qualified and experienced Careers Guidance Advisers. All learners can book Careers/Guidance appointment by going to reception, by phone or e-mail. In line with the careers strategy, East Riding College will identify eligible learners to receive personal guidance support / interviews. Through internal processes intended destination is collected and where learners have undecided on their progression route they are automatically contacted to receive a one to one personal guidance meeting. New applicants are able to book appointments to discuss courses that they may want to apply for and any potential applicant can book an appointment if they are unsure what to apply for.

Appendix 1
Careers Education, Information and Guidance Activity

Activity	Responsibility for Delivery			
	Tutor	Guidance Team	L6 Careers Advisor	Enrichment
Pre-course guidance	✓	✓	✓	
Progression guidance interview		As identified through internal application process and as required	As identified through internal application process and as required	
Careers guidance interview		✓	✓	
Personal guidance interviews (16-18)			✓	
Guidance bar - drop-in service		✓	✓	
Workplace visits	✓			
Work taster events eg competitions	✓			
Work Experience	✓			
Volunteering	✓			Volunteer Fair and promotion of volunteering opportunities
Community Engagement	Curriculum related activities including those relevant to the enterprise entitlement	Support schools with post-16 option talks, year 10 tasters, and career development days and fairs. Support local events to promote access of opportunities. Weekly support at designated JCP centres		Enrichment related activities including sport involving local organisations. Fund raising activities for local charities
College Enterprise Entitlement	✓			
College Enterprise Society				✓
Mentoring	✓			
Employer visits to College	✓			
Employment related visiting speakers	✓			✓

Activity		Responsibility for Delivery			
		Tutor	Guidance Team	L6 Careers Advisor	Enrichment
Progression Tutorial	Next Steps	✓	Maintain Next Step progression Portal including resources to support tutorial delivery. Support tutors in the delivery of Next Step tutorial activities.	Target group work where needed	
	CV writing	✓			
	Application writing	✓			
	Labour market intelligence	✓			

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Activity		Responsibility for Delivery			
		Tutor	Guidance Team	L6 Careers Advisor	Enrichment
HE Activity	UCAS application tutorial	✓	Provide resources and expertise to support tutor delivery		
	Personal Statements		Provide resources to Success Centres to support individual learners where appropriate and check applications prior to submission to UCAS		
	HE Finance		Deliver tutorial and support learners with SFE applications		
	WHY HE?	✓	Provide resources and expertise to support tutor delivery		
	University visits and virtual reality visits through tutorial		Annual programme of visits to local universities		
Progression Portal		Used to support tutorial activity including progression tutorial	Maintain and develop		
National Careers Service			Link within Next Step Portal. Referral as required		
Next Steps Fair					✓ Plan, organise and deliver Next Steps Fair