



## Calderdale College Careers Education, Information Advice and Guidance (CEIAG) Policy

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**VERSION** 2

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## **1. Purpose**

To ensure learners and visitors of Calderdale College have access to high quality impartial CEIAG throughout their learning journey to enable them to make informed and accurate decisions, free from bias.

To work within Government guidelines and legislation to including the Gatsby Benchmarks; meeting the College's statutory duties in providing information relating to careers, up-to-date relevant and realistic pathways and options for consideration of those engaging with Calderdale College.

## **2. Scope**

This policy applies to all types of provision including further and higher education, apprenticeships and traineeships irrespective of the location of provision.

It is applicable to learners aged 14 and over and is inclusive of those with additional needs and Education and Health Care Plans (EHCP's).

## **3. Details of policy**

### **3.1. Policy Statement**

Calderdale College is committed to providing high quality impartial careers education, information, advice and guidance to learners and prospective learners across all aspects of the College's provision. Calderdale College strives to achieve local and national accreditation and recognition for the quality of the service provided. In 2021 in recognition of the high standards of impartial CEIAG delivered the Matrix Quality standard was re-awarded to Learner Services. In February 2019 validation for the Calderdale & Kirklees (C&K) Careers quality standard was achieved; measuring against the Gatsby Benchmarks. In addition to these specific awards, the Advice and Guidance Team's impact is measurable through external Ofsted Inspections and through the QAA standard for Higher Education.

The team will provide impartial guidance to support chosen careers but also aims to instil skills into individuals to equip them for the future, including how to map out their lifelong learning and the ability to access external careers guidance and support.

Calderdale College has embedded careers guidance into the learner journey regardless of the length of time spent at the College. It aims to identify those who are unable to continue on their chosen programme of study and to offer alternatives, either internally or externally, based on individual need. Calderdale College engages with parents and carers through events at the beginning, middle and end of the learner journey.

### **3.2. Objectives**

The College's mission statement is "Excellence in skills training for students and employers." This CEIAG policy reflects the mission through the impartial guidance given based on the individual plans and needs to succeed on their chosen journey and most appropriate pathway for the learner to achieve.

The CEIAG policy is aimed to support the learners and prospective learners, employers and higher education networks. It also aims to address the priorities of the Gatsby report (2018) alongside the

Local Enterprise Partnership (LEP) priorities, to develop both the local community and support the local economy.

The careers guidance process will take into account individual circumstances, learning preferences and aspirations to deliver a person-centred approach aimed to motivate and encourage learner's high aspirations and setting realistic goals to enable high levels of achievement and social mobility.

### 3.3. Gatsby Benchmarks:

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.
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.
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.
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
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.
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.
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.
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.

### 3.3.1. What this means?

All learners and prospective learners will have access to a Careers Adviser. An Adviser qualified to level 6 will be available on an appointment basis.

All Study Programme learners will receive opportunities to impartial advice and guidance, in group-based sessions or on a one to one basis as required.

One to one sessions will be available for all that request this, particularly those resulting in significant study or career choices. In addition to this, guidance interviews offered to learners deemed to be at risk; for those with unfocussed or un-realistic career goals are a priority.

All Study Programme learners will have access to impartial advice and guidance through the Step Up to Success progression process.

All College learners identified as having SEN will receive access to an independent Careers Adviser from C & K Careers on the premises that will focus on reviews and additional support workshops, as required

Apprenticeship learners will receive access to the same initial provision as Study Programme learners, with a follow up for progression opportunities as referred by the training officer prior to or at the exit review.

Careers guidance is deliverable in an accessible and transparent manner to enable all learners to understand their choices and have opportunities to query or confirm their understanding and the next steps.

CEIAG is delivered and applied in accordance with the College's Single Equality Scheme and is inclusive to learners from all protected characteristics, positively supporting those learners who have any additional needs or requirements.

### 3.4. Directive and Management of this Provision

The CEIAG programme is managed by the senior management team and delivered by the Learner Services Team, and embedded through curriculum and admissions processes. The provision is

coordinated and developed by the Manager of Learner Services and Admissions, and is embedded within the current Learner Admissions Policy and Procedure.

Learner Services staff are trained in relevant Information Advice and Guidance qualifications, with at least one team member qualified to Level 6. Careers guidance staff will undergo continuous professional development, and are committed to their own professional development and ensuring that they are aware of any changes in guidance and statutory legislation relating to CEIAG.

Careers resources are updated and readily available in the Learner Services Unit, on Staff Intranet and Student Moodle and in other shared areas such as the Learning Centres. Access to online resources is available through the VLE and is promoted and easily accessible. Alternative formats of resources are made available on request.

Calderdale College will commission the services of C&K Careers and has a service level agreement in place for this partnership for the benefit of learners. All Heads of Faculty, teaching staff and Progress Coaches contribute to CEIAG, offering pre entry advice at open evenings, admissions and enrolment events in addition to external events.

The senior management team and Vice Principal - Curriculum Quality & Student Services will be responsible for the monitoring, review and evaluation of the provision. Learners will be consulted on the impact of the CEIAG being offered and any resulting changes will be implemented based on the evidence. External auditing of the CEIAG provision will be organised by the College to assist with reviewing policies and procedures and produce recommendations to support the service where required.

### **3.5. Available Provision**

The CEIAG provision is available to learners from Calderdale College, including those accessing the following provision:

- Further Education
- Higher Education
- Apprenticeships and Work based Learning
- Potential learners making enquiries

The types of CEIAG activities available include:

- Individual sessions offered to all learners
- Access to an independent Careers Adviser
- Group presentations for both current and prospective learners
- Parent and carer talks
- Careers related events such as 'Pop up job shops', National Careers Week information events, Labour Market Information (LMI) events
- Employability related sessions including CV workshops and mock interviews
- Information on university open days and transport to the UCAS convention
- Presentations on UCAS and support with the application process
- Learner finance talks
- Parents evening, open evening and staffing of Admissions and enrolment events by Careers Advisers to support with CEIAG and funding advice
- Close monitoring and supporting of vulnerable learners

When leaving Calderdale College all learners will have:

- Been given the tools to enhance their self-knowledge, career management and the confidence to access relevant information to assist with lifelong learning
- Know how and where to access relevant and up to date careers information and further support
- Had relevant work experience and/or developed their employability skills to broaden their career options
- Been provided with the necessary resources and support to progress to their next stage of their career path, including CVs, preparation for interview and personal statements
- Been given appropriate advice about available funding
- Ability to plan their career pathways, utilising Labour Market information and develop SMART objectives to assist in achieving them

#### 4. Monitoring, review and evaluation of the service

Provision for the CEIAG offering is reviewed annually by the Manager of Learner Services and Admissions. Feedback from the Learner Voice, Customer Complaints, Staff and partnership feedback external inspection recommendations are evaluated, strengths and areas for improvement are identified; incorporating outcomes into the Unit's Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) to monitor and aid progression of the service.

#### 5. Related policies/procedures/documents

Learner Admission Policy & Procedure

#### 6. Policy review

Change(s) Made		Reason for Change			
Mission statement		Mission statement has changed since the policy was created & has been amended			
Assistant Principal Quality to Vice Principal Curriculum, Quality & Student Services		Changed due to change in the senior leadership team.			
Matrix Accreditation date		Learner services gained re-accreditation in May 2021			
Gatsby Bench Mark		Comprehensive information added in relation to the Gatsby bench marks.			
Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
Apr 2019	Natalie Smith Manager of Learner Services and Admissions	Policies & Procedures Committee	Policies & Procedures Committee	Apr 2021	2 Years
Apr 2021	Manager of Learner Services and Admissions	Policies & Procedures Committee	Policies & Procedures Committee	Apr 2023	2 Years

## 7. Equality impact assessment

<b>First Assessment Conducted by:</b>	<b>Date:</b>	<b>Final/Approved Assessment Conducted by:</b>	<b>Date:</b>
Natalie Smith Manager of Learner Services and Admissions	26/03/2019	David Ellis Quality Systems Manager	26/03/2019

## 8. Publication

<b>Audience:</b>	<b>Published:</b>
Staff	Staff Internet