

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

1. Introduction

- 1.1. The purpose of this Careers Education, Information, Advice and Guidance (CEIAG) policy is to outline the provision and direction of Careers Information Advice and Guidance at Bishop Burton College and Riseholme College, including the University Centre; all committed to raising the aspirations of its students by ensuring all students have access to high quality, independent, impartial careers education, information, advice and guidance to:
- Support future aspirations.
 - Assist them to plan and manage their personal progress and career planning.
 - Develop essential employability skills that are valued in the workplace.
- 1.2. Aligned to the college's vision, we will:
- Prepare our students both for future employment and to be good citizens who will make a positive contribution to society.
 - Embed opportunities for developing student employability within the curriculum.
- 1.3. This policy makes direct reference to the college's Strategic Aims 2 - Our Students.
- Provide support to meet the needs of all students, enhancing their employability skills and enabling them to progress into meaningful careers.
- 1.4. It is important that students leave on completion aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.
- 1.5. Both the Strategic Leadership Group and Corporation have adopted this policy to provide a clear commitment to, and framework for, CEIAG.

2. Definition and Links

- 2.1. CEIAG refers to a range of activities and interventions that help students make informed choices. This includes development of employability skills within curriculum, impartial advice and guidance at key transitional times and to access up-to-date information on careers and other issues affecting students' wellbeing and continuation in education.
- 2.2. Careers education provides a way of developing knowledge, understanding and experience of progression opportunities. It is a way of helping students to apply knowledge, understanding and skills to their own circumstances with the view of enabling students to make informed decisions about their future and give them the skills they need to manage lifelong learning and career management tools.

- 2.3. Guidance is the process of helping students to make choices. The College has a significant contribution to make, along with, where relevant, parents/guardians and other support agencies in providing careers education and guidance. As a process, guidance is developmental and continuous and all staff contribute alongside external agencies working in partnership. Best practice provision integrates careers guidance with a well-planned programme of careers education.
- 2.4. This policy is underpinned by Sections 42A and 45A of the Education Act 1997 and has been reviewed in line with the following published DfE guidance documents:
- Careers Guidance - Guidance for further education colleges and sixth form colleges. (DfE October 2018)
 - Careers guidance and access for education and training providers - Statutory guidance for governing bodies, college leaders and college staff. (DfE, October 2018).
 - Careers Strategy – making the most of everyone’s skills and talents. (DfE December 2017)
- 2.5. The College’s CEIAG Policy is in alignment with the eight Gatsby Benchmarks of Career Guidance, which underpin the DfE Careers Strategy and set the standards for good career guidance for all learning providers. The benchmarks define world-class career guidance and were developed on behalf of Gatsby by Sir John Holman as part of an international study. They detail how good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them and tips on how these can be achieved.
- 2.6. Under Ofsted’s revised guidelines of June 2015, careers is now inspected under ‘Personal Development, Behaviour and Welfare’. In making a judgement, Ofsted inspectors will consider:
- The extent to which students know that they have the potential to be a successful learner on their current and future learning programmes, including at work’.
 - ‘The proportion of students who benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce’.
 - ‘How well students develop Employability skills required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims’.
 - ‘Students’ use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers.’
- 2.7. The College will continue its commitment to retain the Quality in Careers Standard (QiCS) and will apply for re-evaluation in Spring 2022. This is the single national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning. It will also continue its commitment to retain the Matrix

Standard in Advice and Guidance. Matrix recognises an extremely high quality of service provided to students and is used as a quality assurance tool.

2.8. This policy links with the following college procedures, statements and action plans:

- Student Entitlement Statement.
- Provider Access Policy Statement.
- CEIAG Action Plan.
- Careers Calendar.

3. Policy Statement

3.1. The college will support the aspirations of all students by ensuring access to high quality, independent, impartial careers education, information, advice and guidance.

3.2. This policy applies to all students at the College (both further education and higher education students) and is inclusive of all levels and modes of study. CEIAG is also offered to applicants through the admissions process.

4. Aims

4.1. The aims of the policy are to broaden our students' horizons and empower them to make informed and realistic decisions at all key transition points throughout their journey. It is essential that the college challenges student perceptions and raises their aspirations so that subject and career choices are free from discrimination.

4.2. We aim to:

- Ensure all students understand and take advantage of their entitlement to careers guidance and support.
- Ensure all students have the opportunity to develop employability skills and link their learning to industry and the world of work.
- Provide a more direct experience of the world of work, a clear view of the labour market and a good understanding of progression routes.
- Inspire and inform students about the full range of education, training and employment opportunities available.
- Have emphasis on linking with employers and outside agencies to offer other perspectives.
- Raise ambitions and encourage students to overcome barriers.
- Provide IAG that is impartial and independent and has the best interests of the student at the core of its delivery.
- Ensure its careers staff are professionally qualified (to a minimum of level 6 or are working towards this level of qualification).
- Ensure all members of staff are aware of this policy and the importance of CEIAG in the education of students.

5. Objectives

5.1. The College seeks to meet its aims by using the Gatsby Benchmarks to deliver:

- An embedded and stable programme of career education, information, advice and guidance.
- Good quality information about future study options and the labour market.
- Opportunities for advice and support tailored to students' needs.
- Support curriculum delivery to link careers and industry.
- Several opportunities to learn from employers and employees and experiences of the workplace.
- Advice that is impartial, ensuring students have the best knowledge of routes available for them.
- Opportunity for personal guidance from an appropriately trained careers adviser, at times which are pertinent to the individual.
- Advice that is given in the best interest of the student, considering their personal aspirations and needs.
- Advice that consists of a wide range of information on the availability of further education, higher education and training options, including apprenticeships and vocational pathways.

5.2. The Careers Team will:

- Provide impartial CEIAG to all students', with a particular focus on 1:1 appointment's for 16-19 year olds and those aged up to 24 with an ECHP who are in full time further education.
- Be a key point of contact for progression and ensuring students make the right next steps in education and into the world of work .
- Provide sufficient course information and advice to enable prospective students to make suitable choices during interview or enrolment activity.
- Ensure that students develop knowledge and understanding of employability skills and how they can develop these skills further through effective career planning, engaging with employers and undertaking work related learning and placements.
- Work with the Careers Leader, Quality Office and Senior Academic Staff to ensure the required resources and support are provided to ensure effective delivery of the college's Personal and Professional Development (PPD) Framework for FE students and the Academic Skills Development (ASD) for HE students.
- Provide effective support with UCAS applications, delivering workshops and advice about how to apply, writing a great personal statement and student finance.
- Ensure effective and appropriate careers information and resources are updated, regularly reviewed and maintained on the College VLE and that they are clearly accessible to all students and staff.
- Make effective use of labour market information to support careers interventions, including making resources widely available to students.
- Ensure students have access to a wide range of careers and employability interactions through meaningful encounters with employers, colleges, universities and other training providers, where appropriate.

6. Criteria for Use

6.1. This policy applies to all.

7. Implementation

7.1. This policy will be implemented through actions in:

- The College Quality Improvement Plan.
- Course Team Quality Improvement Plans.
- Service Area Action Plans.
- Self-Assessment

7.2. The designated Careers Leader, supported by the Careers Coordinator and working in partnership with the nominated 'careers link' Governor, has overall responsibility for the implementation and effective delivery of this policy.

8. Method of Monitoring

8.1. This policy will be reviewed annually by the Careers Leader.

8.2. The college will evaluate the impact and success of its CEIAG provision by a range of performance measures and achievement of quality measures, to include:

- Feedback from applicants, students, parents/guardians, employers and external stakeholders.
- Analysis of progression data.
- Matrix accreditation and Quality in Careers Standard.
- Termly self-evaluation to monitor achievement of Gatsby Benchmarks through the use of the Compass tool.
- Quarterly self-evaluation of the CEIAG action plan.
- Self-Assessment Report.
- Annual Appraisal and review process.

8.3. **Authorship:** Careers Coordinator

8.4. **Date:** September 2021

8.5. **Reviewing Officers:** Student Services Manager and Careers Lead

This document is available in a variety of formats. Student Services or main reception will supply guidance on the range