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Policy Documents Careers Education, Information, Advice and Guidance

2019



THE SIXTH FORM COLLEGE, COLCHESTER

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

1. POLICY STATEMENT

- 1.1 The College will provide a planned provision of activities, courses and programmes that are inclusive and support all students' personal career development in line with the requirements of the Gatsby Benchmarks, the College Mission Statement, Student Charter and other College policies relating to student guidance and support.
- 1.2 The College will provide Careers Education, Information, Advice and Guidance (CEIAG) that is student-centred and impartial.
- 1.3 All CEIAG will be directed to the specific needs of the student and will be based on the principles of:
 - development of self-awareness and decision making skills
 - opportunity awareness and career exploration
 - career management
 - progression and transition into the world of work or Higher/ Further Education
- 1.4 The College will support all key elements of a student's entitlement to CEIAG:
 - Maintain a planned, co-ordinated programme of careers education which ensures individual progression
 - Provide all students with access to individual guidance
 - Support action planning as part of the review and reporting process
 - Provide students with access to accurate and comprehensive careers information
 - Support students looking for opportunities to access direct experience of the world of work and work related learning
- 1.5 Careers Education will be part of the centrally co-ordinated curriculum framework
- 1.6 CEIAG will be integrated within all relevant student experiences: pre-entry and applications, on course and pastoral systems, future planning and post-exit.
- 1.7 Self-Assessment of CEIAG is based on Ofsted and Gatsby guidelines
- 1.8 The policy is reviewed regularly with contributions from those involved in CEIAG.

2. AIMS

- 2.1 To co-ordinate careers activities, to meet the Gatsby Benchmarks, and link them to student development.
- 2.2 To have clearly defined aims and learning objectives for all careers education.
- 2.3 To have a programme of staff development.
- 2.4 To have clearly defined roles and responsibilities for staff involved in CEIAG.
- 2.5 To use the services of external fully qualified guidance practitioners to ensure impartiality.
- 2.6 To provide adequate resources for the provision of CEIAG.
- 2.7 To arrange contributions from parents, governors, employers, training providers, HEIs and others, as appropriate.

- 2.8 To undertake regular review and evaluation.

3 OBJECTIVES

The objectives of CEIAG provision in College are student centred and designed to meet the requirements of the Gatsby benchmarks:

3.1 To deliver a Stable Careers Programme.

- 3.1.1 To maintain a planned, co-ordinated programme of careers education which ensures individual student progression.
- 3.1.2 To support action planning as part of the review and reporting process.
- 3.1.3 To highlight career learning within curriculum areas.
- 3.1.4 To provide students with access to accurate and comprehensive careers information.
- 3.1.5 To support students looking for opportunities to access direct experience of the world of work.
- 3.1.6 To publish the Careers Programme on the College website.
- 3.1.7 To review regularly the programme with feedback from learners, parents, college staff and employers.

3.2 To provide access to good quality information about future study options and labour market opportunities.

- 3.2.1 To provide Parents and Students information at the Employability and Higher Education Briefing.
- 3.2.2 To provide students with access to information about career paths and the local and national labour market.

3.3 To meet the career learning needs of each student.

- 3.3.1 To promote awareness of the opportunities and options that are open and to know the different routes that can be followed and to assess and evaluate alternatives.
- 3.3.2 To encourage broad thinking – looking at possible career or higher education courses from a variety of viewpoints and the different rewards and demands.
- 3.3.3 To keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- 3.3.4 To develop systems to facilitate student self-recording and evaluation of career learning experiences.
- 3.3.5 To collect and maintain accurate data for each learner on their education, training or employment destinations.
- 3.3.6 To help students be aware of the various avenues of help, advice and sources of information that are available and to take the initiative in using them.
- 3.3.7 To help students to visualise themselves in new roles and to develop their career plans regardless of gender and racial stereotyping.
- 3.3.8 To help students understand application procedures and make effective applications.

- 3.3.9 To provide all students with accurate and up-to-date information, including computer programs, relating to HE, FE, Training, Employment, Year Out Opportunities and Work Related Learning.
- 3.3.10 To provide open and continuous access to students, staff, and parents during the college day and at all College events: Open Evenings, Parents' Evenings, Induction, Enrolment, etc.
- 3.3.11 To monitor information (E&D) and signpost it clearly.
- 3.3.12 To advise students how to use the main sources of information appropriate to their needs.
- 3.3.13 To respond to requests for information.

- 3.4 To ensure Careers Education, Information and Advice is embedded in the wider College curriculum framework, including the College Tutorial Programme.**
- 3.4.1 To demonstrate the relevance of a student's current studies to future planning and career aspirations.
- 3.4.2 To be aware of Employability Skills which can be developed within a student's curriculum subjects and highlight opportunities to advance these skills.

- 3.5 To provide all students with the opportunity to engage with employers and employees through curriculum areas and planned careers events.**
- 3.5.1 To encourage all students to record their work related learning experiences including their own part time work and volunteering activities and reflections on the employability skills they have developed.

- 3.6 To support students looking for opportunities to access direct experience of the world of work.**

- 3.7 To provide encounters with providers of, and learners in, Further and Higher Education and Employers and Employees.**
- 3.7.1 To provide all students with accurate and up-to-date information, including computer programs, relating to HE, FE, Training, Apprenticeships, Employment, Year Out Opportunities and Work Related Learning.
- 3.7.2 To provide all students with the opportunity to engage with Further and Higher Education providers through curriculum areas and planned careers events.
- 3.7.3 To provide students with opportunities to engage with potential education providers and/ or employers at Universities and Colleges and/or in the workplace.

- 3.8 To provide all students with access to personal guidance.**
- 3.8.1 To encourage students to look at all the options open to them and to consider the wider and longer-term implications.
- 3.8.2 To help students clarify their thoughts, attitudes and expectations as well as their anxieties and doubts.
- 3.8.3 To help students to broaden their horizons and reach their full potential while helping them to be ambitious but realistic about their plans and choices.

- 3.8.4 To share knowledge and provide relevant sources of information and contacts.
- 3.8.5 To discuss and agree a plan of action.
- 3.8.6 To support students in their decisions and applications.
- 3.8.7 To provide students with personal guidance including access to a Qualified Independent Careers Advisor.

4.0 CURRICULUM FRAMEWORK

Careers Education, Information and Advice is embedded in the wider College curriculum framework but is most clearly evident in the Tutorial Programme. The framework is informed by student needs, legislation, national and local developments and incorporates:

- Specified learning outcomes – students may also identify their own learning objectives.
- Accreditation opportunities.
- Skill development.
- Work Related Learning.
- Opportunities for recording achievement, reviewing progress, self-development, career exploration and career management.

5.0 TEACHING AND LEARNING STRATEGIES

Careers Education, Information and Advice is:

- Based on principles governing the delivery of high quality careers education/ information and advice.
- Structured with clear aims, objectives and learning outcomes.
- Integrated into learning and assessment programmes.
- Accessible to all students and supportive of equal opportunities.
- Differentiated according to student needs.
- Delivered by appropriately experienced and qualified staff.

Learning in Careers Education is:

- Assessed as appropriate, recorded, reported and evaluated.
- Informed by up-to-date information about developments in the economy and labour markets.

Support for students

- All students have the opportunity to attend careers education / information and advice sessions.
- All students have access to careers resources, equipment and information including Careers Guidance and Careers events.
- Student feedback and evaluation contributes to further developments.

6.0 RESOURCES

- There is a designated budget for Careers Education, Information, Advice and Guidance.
- Careers Education is delivered and assessed by appropriately experienced and qualified staff.
- There is an effective system for identifying and meeting the professional development needs of all staff in relation to Careers Education.
- There are (comparatively) excellent facilities and resources for Careers Education.
- Effective use is made of external and appropriately qualified guidance practitioners (impartiality)
- Effective use is made of networks, organisations and individuals outside College.

7.0 MANAGEMENT

Careers Education/ Information and Advice in the College is supported by:

- A written policy as a working document.
- Partnership working in the College.
- Effective communication systems.
- A clear line management structure with a senior manager taking strategic responsibility for Careers Education/ Information and Advice.
- A named person responsible for co-ordinating Careers Education, Information and Advice across the College.
- Defined roles and responsibilities for College staff.
- Appropriate guidance, support and access to training for staff.
- Curriculum departments have a 'Careers or Higher Education Representative' who has a specific role.

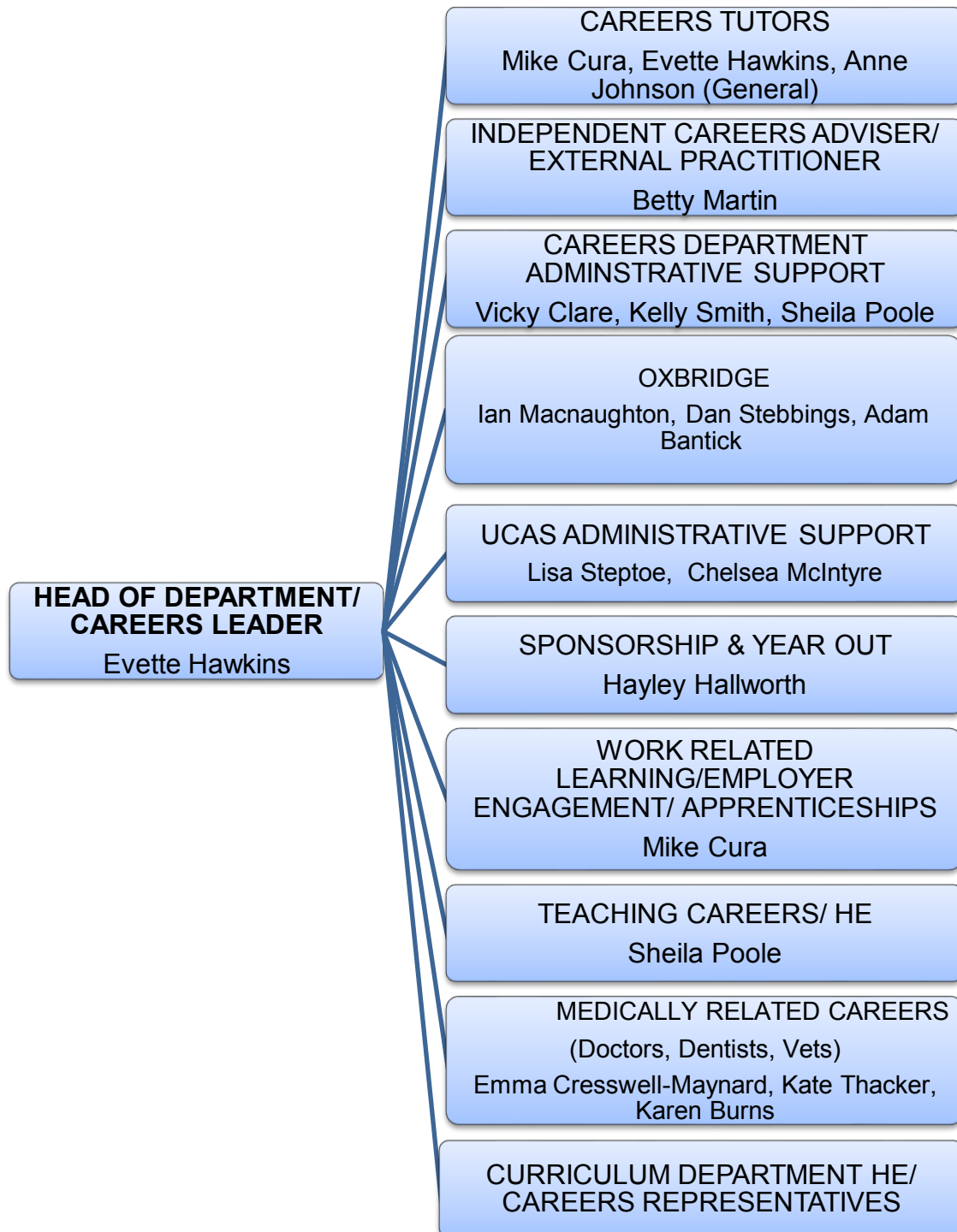
8.0 QUALITY

- Careers Education in the College is reviewed regularly.
- Quality Assurance procedures incorporate Careers Education/ Information and Advice.
- The College holds the Recognition of Quality Award for CIAEG (Quality in Careers Standard) and Work Related Learning.
- Monitoring arrangements for Careers Education, Information and Advice include:
 - Student participation in Careers Information and Advice sessions.
 - Staff development.
 - The views of participants and contributors.
 - The relevance, value and appropriateness of the content and nature of Careers Education, Information and Advice activities.
- The outcome of Quality Assurance arrangements are used:
 - To inform strategic development and operational plans.
 - To inform the content of the Tutorial Programme and Pastoral systems.
 - To maintain quality standards for Careers Education, Information and Advice.

Delivery Programme

1. STAFFING

All staff are involved in CEIAG. The work of the department is directed by Anne Johnson – Assistant Principal also has a line management responsibility for Careers. Staff within the College have specific responsibilities within the Careers Department as follows:



2. CAREERS EDUCATION

All students have the opportunity to participate in Careers Education, Information and Advice that is related to their career aims and interests.

- 2.1 THE TUTORIAL PROGRAMME: Careers Education is an integral part of the Tutorial programme for all students, which is internally assessed and accredited.
- 2.2 WORK RELATED LEARNING: All students have the opportunity to undertake Work Related Learning through the College curriculum, Additional Studies programme or IB CAS programme.
- 2.3 APPLIED GENERAL COURSES: Students studying applied courses such as Business, Health and Social Care, Performance Studies, Law, Criminology, ICT and Science may, as part of their course, undertake learning/ a module which relates directly to work related learning.
- 2.4 A Level, Applied General and IB COURSES: Careers Education, Information and Advice is the main focus of the '2day programme' – Compulsory for all Year 1 A Level/ Applied General and IB students (held in May after Internal Spring Assessments and before A level teaching commences).

3. CAREERS INFORMATION & ADVICE

- The Careers library is open and staffed throughout the College day from 8.30 am to 4.30 pm during term time.
- An extensive range of up-to-date information is available on FE, HE, Employment, Training, Year Out, Careers, Voluntary Work, Part-time and Vacation Work via the College intranet - MOODLE.
- Careers software programs are available across the College computer network and all stations have Internet access. The Careers department has a number of useful web-links identified in the Careers Information section of the College VLE (Moodle)
- Careers bulletin – distributed on a monthly basis. Advertises job vacancies (part-time and full-time), FE, HE and general Careers information.
- Student Bulletin – on line daily for students. Advertises job vacancies (part-time and full-time), FE, HE and general Careers information.
- Books and other resources in the Careers Library are available for loan, the system being linked into the main College Library.
- In April of each year a review of Careers library resources is undertaken and appropriate spending decisions are made.
- The department produces a range of In-house guides and documents for students. E.g. 'Managing Your Career' 'Completing and checking your UCAS application' (Available on Moodle).

4. CAREERS GUIDANCE

Careers interviews are available to all students. Appointments are made in the Careers Library where a working diary is kept. Interview times are available throughout the College working day. Also for the period after IB, A/ Applied General & GCSE results are published (July/August Counselling). Interviews are undertaken by appropriately qualified and experienced College and an Independent, Qualified Careers Advisor. Plans of action are discussed, agreed and recorded. Appropriately qualified and experienced staff are usually available throughout the College day for students to drop-in for information, advice or guidance.

4.1 Interview opportunities:

- Self-referral
- Referral by Personal or Senior Tutor
- Compulsory progression interviews for Advanced Foundation (AFP) students
- Follow-up interviews
- Referral by academic subject staff
- Pre-entry interview referrals

4.2 **Careers Information, Advice and Guidance** is available at College events:

- Induction
- Enrolment
- Open Evenings
- Parents' Evenings
- Briefing for Parents
- Careers / HE Convention
- '2-day' careers event

5. **CAREERS EVENTS AND ACTIVITIES**

These are an integral part of the Careers Education programme and support students' career decisions. They are supported by a wide range of Career, HE, FE, Year Out and Employment advisers/ specialists.

- **College based events:**
 - GCSE / Advanced Foundation – Progression Activity - Autumn Term
 - Introduction to Careers & Careers Convention, aimed at Year 1 IB & A Level students - Spring Term
 - Year 1 IB & A Level students Progression Activity 2 day programme
 - SummerTerm
 - The Tutorial Programme - All students - Throughout the year
- **External events:**
 - 'Essex HE Convention' – Year 1 students & parents (optional) - Summer Term
 - Local and national Careers/ HE conventions
 - all students (optional) - Throughout the year
 - University Open Day Visits (optional) - Throughout the year

6. **NETWORKING AND LIAISON**

6.1 Networking and liaison with Employers, Careers Enterprise Company, Training Providers, Higher Education Admissions Tutors, Advisers representing Career areas and Year Out activities is fundamental to Careers Information, Advice and Guidance and to the Careers Education programme. The College has maintained effective links with Employers and the local Community. Close links are maintained with IAG Participation Consultants in Essex as well as careers staff in local schools and colleges. The College hosts a Briefing Event for these staff, each September.

- Regular meetings offer continuous networking opportunities:
 - Local IAG Support group meetings
 - FE IAG meetings
 - Make Happen (Essex NCOP)
 - Essex University Schools Membership Plus Programme

7. **WORK RELATED LEARNING**

All students have the opportunity to undertake Work Related Learning, as part of their College Curriculum, to support their Career Plan/ Career exploration activities.

The College holds Essex Recognition of Quality Award for WRL.

8. **QUALITY: Monitoring, Review and Evaluation**

This is undertaken in line with the College Self-Assessment procedure. Outcomes are recorded in and contribute to the Cross College Self-Assessment Report as well as informing the College's Strategic Plan. Student and staff views and perceptions are gained from the following:

- Student Questionnaires

- Focus groups
- Evaluation of Careers Events (formal and informal)
- Informal feedback and evaluation of Careers Interviews
- Tutorial reviews
- Tutorial Working Party
- Senior Tutor Meetings
- Senior Management Meetings

The College holds the Essex Recognition of Quality Award for CEIAG.

9. STAFF DEVELOPMENT

CEG/ IAG is recognised as a dynamic and constantly changing area and there is clearly a need for on-going updating of Careers information, application procedures, etc. The College approach to staff development is therefore to concentrate on this aspect to ensure staff and students are in receipt of accurate and up-to-date information, advice and guidance.

- 9.1 Staff development programmes are arranged to meet the long and short-term needs of both the individual and the College and in response to local and national initiatives.
- 9.2 Individual staff development and training needs are identified through formal procedures, such as the Continuing Professional Development (CPD) process, Staff Development interviews, Tutorial Reviews, Department SARs.
- 9.3 Training needs are identified and discussed at the College Staff Development Committee, Senior Tutor meetings, Divisional meetings, etc.
- 9.4 Systems are established for notifying staff of training opportunities.
- 9.5 Systems are established for the dissemination of the outcomes of training sessions.
- 9.6 An introduction to CEG is an integral part of the Induction Programme for new staff.

SUPPORTING DOCUMENTS

- See SharePoint (Internal access for staff), College Public web site, MOODLE, Student Handbook, Parent Handbook, College Prospectus, Tutorial Programme, Key dates.