

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Policy Reference	SS-04		
Issue Date	22 September 2020	Review Date	22 September 2022

Document Control

Owner	Director Student Services
Audience	All Moulton College Stakeholders
Confidentiality	Low

Version Control

Version	Description/Changes	By	Date
1.0	Review and update	DSS	17 Sep '20

Approval

Approved By	Meeting Date	Next Review
Senior Leadership Team	22 September 2020	22 September 2022
TLA Committee	4 October 2022	

Related Policies

Ref.	Policy
	Work Placement policy
	Admissions Policy
	Equality Policy
	Safeguarding Policy
	Health & Safety Policy
	Data Protection Policy (GDPR)

Equality Impact Assessment

Equality Impact Assessment
An Equality Impact Assessment is not required for this policy.

Careers Education, Information, Advice and Guidance (CEIAG)

Scope of the Careers Education, Information, Advice and Guidance work

Scope

1. This policy relates to:
 - All students currently attending Moulton College
 - Enquiring students, applicants, alumni and parents/guardians
 - Apprentices
 - Employers
 - All staff involved in the delivery of careers guidance, teaching, enterprise, work experience and employability

Statutory Responsibilities

2. The college is committed to fulfilling its statutory duties in relation to CEIAG. FE Colleges are obliged to have in place an Independent Careers Guidance Team to provide their students with information in relation to career education and opportunities in line with The Gatsby Charitable Foundation's Benchmarks (Appendix A).

Aims

3. Moulton College CEIAG aims to:
 - Provide a planned programme of careers education guidance activities.
 - Help learners identify their skills, qualities and goals.
 - Motivate and inspire learners to take responsibility for their chosen pathways.
 - Raise aspirations and encourage independence
 - Promote social mobility by providing information about the full range of opportunities available and supported by up to date high quality LMI.
 - Promote equality, diversity and challenge stereotyping.

Policy Statement

4. The college will use the Gatsby Benchmarks and Compass online self-evaluation tool to assess, develop and improve its cross college career provision. This will be repeated in October 2020. The college will also make use of the Careers and Enterprise Company and our allocated Enterprise Advisor to move forward.
 - All students attending a study programme at Moulton College are entitled to make use of the CEIAG provision.
 - Full-time Further Education courses will have a programme of CEIAG embedded within the curriculum.
 - All students have access to one to one support within the college, use of the Careers Library within the LRC and access to the Careers Area on Moodle.
 - Students will have access to up to date Labour Market Information.

5. The information for how to make contact with the careers team is advertised within the college for staff and students and available for parents/guardians on the external website. See Student Careers Entitlement Statement (Appendix B) .
6. All College students will have the offer of a careers guidance interview. The Careers Team will target groups of students who may need additional help to access this service such as those with an EHCP, Looked After Children and those in receipt of Free School Meals.
7. Additional provision will be investigated for High Needs students within the College
8. The Pastoral Support programme will supplement the curriculum with integrating employability tutorials into the scheme of work.
9. Higher Education students will have use of the Careers Centre, access to the careers advice provided by the college and the careers area on the virtual learning environment.
10. Work experience is expected to be undertaken by the students (link to Work Placement policy).

Management and Delivery

11. The Careers Lead is responsible for taking a lead for careers work in the college; working under the direction of the Director of Student Services who has responsibility for careers and employability. The Careers Lead has the Level 6 Careers Lead qualification and is currently on the Level 6 Careers Adviser Diploma with CDI. Due to the whole college remit of careers work, the range of staff involved in supporting careers activities is large and includes a wide range of people and job roles as outlined in section.

Responsibilities and Accountabilities

Corporation Board

12. The Corporation Board will contribute to the delivery of this policy through:
 - Oversee the statutory duties of the College regarding the provision of impartial careers guidance, ensuring that information on the full range of education and training options is offered to all students.

Strategic Careers Lead - Director of Student Services

13. The Strategic Careers Lead will contribute to the delivery of this policy through:
 - Line management of the Careers team to ensure an integrated approach to CEIAG planning and delivery.
 - Approve the college programme of CEIAG and quality assure all aspects of delivery.

Operational Careers Lead - Senior Librarian and Careers Lead

14. The Careers Lead (Operational) will contribute to the delivery of this policy through:
- Lead the team providing career guidance, advising senior leadership on policy and strategy while ensuring compliance with requirements.
 - Work with the curriculum and pastoral teams to link their teaching to careers and lead the development of a stable careers programme.
 - Monitor delivery of the Gatsby Benchmarks across the college and support the CPD of all staff responsible for delivering CEIAG.
 - Ensuring that a range of cross college activities are provided for the students such as Careers Fairs and UCAS information events.

Careers Education & Guidance Officer

15. The Careers Education & Guidance Officer will contribute to the delivery of this policy through the provision of:
- Accessible, appropriate and impartial 1-1 careers guidance interviews generating clear and concise action plans.
 - Signposting to external agencies where appropriate and where specialist further help is needed.
 - Ensuring that up to date Labour Market Information is available for students in a variety of accessible formats.
 - Supporting the delivery of employability workshops within the college.
 - Providing support with UCAS Applications and employability related activities such as creating a high quality CV and developing interview skills.
 - Ensuring that a range of cross college activities are provided for the students such as Careers Fairs and UCAS information events.
 - Providing targeted support to all students unsure of their next step after the completion of their current course.
 - Providing specific support for SEND students and students on HE courses within the college.

Trainee Careers Advisers

16. The trainee Careers Advisers will contribute to the delivery of this policy through:
- Two librarians are currently on Level 4 Careers Information Advice course with the Open University. Part of their working week is divided between library and careers work.
 - Support the Careers Education & Guidance Officer; this includes providing careers information and guidance to students and offering drop-in support.
 - Assist in the development of careers education resources. Including offering careers advice on CV writing, interview techniques and career options.

Heads of School

17. The Heads of Schools will contribute to the delivery of this policy through:

- Work with the careers guidance team to link teaching to careers and contribute to the development and delivery of a stable careers programme.
- Embed careers learning in each school as per the agreed timeline.
- Know where to access careers related information with the college.
- Ensure that the school staff identify vulnerable students who may need additional support in relation to the planning of their career/future learning.
- Enable students to access appropriate work experience placements during the duration of their course which are relevant to the student's planned career or programme of study.

Course Managers

18. The Course Managers will contribute to the delivery of this policy through:

- Work with the careers guidance team to link teaching to careers and contribute to the development and delivery of a stable careers programme.
- Embed careers learning in each subject area.
- Know where to access careers related information with the college.
- Identify vulnerable students who may need additional support in relation to the planning of their career/future learning and ensure that they are given access to the careers guidance team.
- Enable students to access appropriate work experience placements during the duration of their course which are relevant to the student's planned career or programme of study.
- Support students who are applying for University through UCAS by providing them with a reference, ensuring the accuracy of the qualifications inputted and the grades attained on their course (including additional qualifications and GCSE/Functional Skills resits) and providing predicted grades for the UCAS form where needed.

Pastoral Officers

19. The Pastoral Officers will contribute to the delivery of this policy through:

- Work with the careers guidance team to link delivery of pastoral support to careers and contribute to the development and delivery of a stable careers programme.
- Work with the careers guidance team to ensure that all the material used with tutorials based around employability is relevant and up to date.
- Embed careers learning in each subject area.
- Know where to access careers related information with the college.
- Identify vulnerable students who may need additional support in relation to the planning of their career/future learning and ensure that they are given access to the careers guidance team.
- Assisting students with registering, completing the form and writing their personal statement.

Staff Development

20. All staff are expected to contribute to the careers learning and development of students in their different roles. To meet the training needs that arise from this, a training needs analysis will be done and the careers team will contribute to CPD days in the college.

Stakeholders and Partners

21. Links with employers, businesses and other external agencies will develop by building on local community connections; as well as through the support of the school's Enterprise Advisor (through Careers & Enterprise Company). A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers or staff from various projects.
22. We recognise the importance of parents and carers in their child's career development. The website has a designated area for careers information for parents which is updated regularly with resources, useful links and the latest labour market information.

Review and Evaluation

23. The operation of the CEIAG policy within Moulton College will be reviewed by the Careers Lead and the Careers Education & Guidance Team at the end of each academic year and recommendations will be discussed with the Senior Leadership Team.
24. Information in relation to the effectiveness of the College's CEIAG will be collected from:
 - student feedback (following both group and one-to-one interventions)
 - student destinations,
 - Audits
 - Student Focus Groups

Linked Policies/Documents

25. This policy should be read and considered in conjunction with the following policies and documents:

Internal

- Work Placement policy
- Admissions Policy
- Equality Policy
- Safeguarding Policy
- Health & Safety Policy
- Data Protection Policy (GDPR)

External

- Gatsby Charitable Foundation Benchmarks
- Ofsted Common Inspection Framework (2019)
- DfE Careers Guidance for FE Colleges and Sixth Form Colleges (October 2018)

Appendix A

The eight Gatsby Benchmarks are:

Benchmark	Description
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 and employers.
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 best use of available information.
3. Addressing the needs of each 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 school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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.
6. Experiences of workplaces	Every pupil should have first-hand experiences* 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 pupils 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 pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) 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.

Appendix B

Student Careers Entitlement

The Moulton College Careers Guidance and Education Team aims to provide independent, impartial and inspirational Careers Education, Information, Advice and Guidance (CEIAG) that offers students external perspectives beyond college, raising their ambitions and enabling them to overcome barriers to success.

All students will receive the following:

- An induction programme which will make each student aware of the CEIAG opportunities available at the college; including the online resources accessible via the virtual learning environment, the location of the careers centre in the LRC at the Main Campus and the identity of the Careers Team (Senior Librarian & Careers Lead, Careers Education & Guidance Officers and trainee Careers Advisers).
- A CEIAG/employability tutorial programme delivered by Pastoral Officers, Tutors and Course Managers.
- Access to high quality work/commercial experience relevant to their chosen subject of study.
- Access to relevant careers based events such as Careers Fairs and UCAS Information Events.
- Access to a one-to-one careers guidance interview at any point in their studies, with information on how to book these sessions available via the virtual learning environment, tutors and the LRC. This careers guidance interview will be with an impartial careers professional who can offer support in the following areas - Course progression, UCAS applications, Interview Skills, Searching for a job/apprenticeship, Creating a CV, Writing a personal statement, Volunteering and General careers guidance.
- After attending a guidance interview the students will receive a personal action plan with SMART (specific, measurable, achievable, realistic and time driven) career and educational goals.

As a result of the CEIAG programme students will be able to:

- Understand the importance of developing personal skills and be aware of their own strengths, weaknesses and barriers, with a view to building on strengths, improving weaknesses and finding possible solutions to barriers through tutorial support, self-evaluations and guidance from careers professionals.
- Define the range of options and opportunities available at the end of their programme and understand what is required in order to pursue these opportunities through effective labour market information and careers guidance intervention.
- Complete course applications, job applications and write a CV to a high standard according to their industry requirements.

- Investigate programmes of further study and progression routes within their chosen field and make informed career decisions based on current and specific labour market information.
- Understand and appreciate the value of work/commercial experience and how this can support their progression into employment or further study.

Appendix C

Careers Programme Calendar 2020/21

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Gatsby
Tutorials delivered by pastoral officers													
UCAS registration			⊕										G7
Personal Statements				⊕									G7
UCAS researching courses										⊕			G7
Interview/ Communication skills								⊕					G4, 8
Apprenticeships							⊕						G7
Careers and LMI, CVs and Covering Letters								⊕					G2,5,7
Volunteering										⊕			G8
Curriculum based activities													
Employer visits to college					⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	G5
Trips to employer workplaces					⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	G5
Trips to University/HE Fairs		⊕	⊕	⊕									G7
Experience of workplaces													
Work Experience		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕		G6
Employability events													
National Apprenticeship Week							⊕						G5,7
National Careers Week / Fair								⊕					G5,7
College Live Event				⊕									G5
Careers Advice & Guidance from the careers team													
Careers Guidance 1-2-1		⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	G2,3,8
Drop in Careers Advice in UCAS			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	G2,3,8

Student Finance talk				•			•						G7
Careers Advice at Open Days		•		•		•		•	•		•		G2,8

Equality Impact Assessment (EIA)

Please complete both sides of this Equality Impact Assessment and ensure that the latest copy of this is recorded as part of the appendices of the specific policy.

Policy Reference and Name	
Assessment date	
Completed by	
What are the aims of the policy?	
Who does the policy affect?	
Who is involved in implementing the policy?	
What information is currently available about the impact of this policy and its associated procedures?	
Do you need more information to help you make an assessment about the impact of this policy and its associated procedures?	
Do you have any examples that show how this policy will have a positive impact on any of the equality characteristics listed in the table below?	
Which other policies does this policy link with?	
What consultation has taken place in the development of this policy?	

Use the table below to assess the impact of this policy on each of the listed characteristics. Your decision must be evidence based. Sources of evidence might include success rates, achievement gaps, application and enrolment data, student voice, consultation outcomes, recruitment and employment data, customer feedback or complaints, meeting minutes.

Characteristic (These characteristics are protected under the Equality Act 2010)	Negative impact? Y / N	Evidence to support your impact assessment decision	Requires further action? Y/N
Age			
Disability			
Race			
Gender, inc. re-assignment			
Sexual orientation			
Religion / belief			
Pregnancy / maternity			
Marriage / civil partnership			
Socio-economic			

Overall EIA judgement

Select	
✓	No change required - The assessment is that the policy is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review
	Adjust the policy or practice - This involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. This may involve removing or changing the aspect of the policy that creates any negative or unwanted impact. It may also involve introducing additional measures to reduce or mitigate any potential negative impact
	Continue the policy - This means adopting/continuing with the policy despite the potential for adverse impact. Set out the rationale for this decision, including how the decision is compatible with our legal obligation. Where there is discrimination, but it is considered not to be unlawful – the objective justification must be recorded
	Stop the policy - If there would otherwise be unlawful discrimination or adverse effects that are not justified and cannot be prevented/mitigated