

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

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Stanmore College

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

1. Background and Institutional Context

- 1.1 The Government published in December 2017, Careers Strategy – ‘Making the most of everyone’s skills and talents.’ It forms part of the Governments agenda to improve social mobility and offers opportunity to everyone.
- All FE and sixth form colleges in England are required to secure access to independent and impartial careers guidance, for all learners up to and including the age of 18, and 19-25 year-olds with an Education, Health and Care Plan. Colleges also have a legal requirement to provide all learners with a wide range of up-to date reference materials relating to careers education and career opportunities.
 - Stanmore College is committed to providing high quality careers education, information, advice and guidance (CEIAG) for all its learners, thereby equipping them to obtain employment training and education appropriate to their needs and to fulfil their potential. This policy applies as appropriate to full and part time learners. This policy sets out the principles of independent and impartial Guidance provision at the College.
 - Impartial Guidance is available and provided to students and prospective students.
 - This policy is written in accordance with the following publications:
 - Careers Strategy – making the most of everyone’s skills & talents’ (December ‘17)
 - Good Careers Guidance – Benchmarks for young people in Colleges – Gatsby Foundation (January ‘18)
 - DfE guidance: Careers Guidance – Guidance for further education colleges and sixth form colleges’ (October ‘18)
 - Ofsted Education Inspection Framework EIF (September ‘19)
 - Stanmore College Strategic Plan.
 - As part of the policy the Government requires all colleges to use the eight Gatsby Charitable Foundation’s Benchmarks to develop and improve careers provision. See Appendix 1.
 - To deliver the careers strategy, Stanmore College will work with a range of external partners including but not limited to:
 - National Careers Service

- Careers & Enterprise Company
- Local Authorities
- Further and Higher Education providers
- Apprenticeships Providers
- Employers
- Voluntary organisations

1.2 Stanmore College recognises the importance of quality standards and codes of practice such as:

- Matrix Quality Standard
- UK Quality Code for HE (QAA)
- Eight Gatsby Benchmarks – See Appendix 1.

1.3 The Stanmore College Careers Education Information Advice and Guidance team is managed by SLT members. CEIAG Activities are reported on and discussed at SLT (Senior Leadership Team) and AMG (Academic Management Board) meetings.

1.4 This policy should be read in conjunction with Stanmore College's:

- Strategic Plan
- Single Equality Scheme
- GDPR-Data protection policy
- Admissions Policy
- Work Experience Policy
- Tutorial Policy
- Learning Support Policy

2. **Scope**

2.1 The policy applies to all learners who are enrolled or are considering enrolling at Stanmore College.

2.2 For learners, well developed Careers Education Information Advice and Guidance (CEIAG) will help them to develop the knowledge, confidence and skills that they need to make well-informed choices and plans that enable smooth progress into further learning and work.

2.3 Careers Education (CE) is also embedded within the wider curriculum. Information Advice and Guidance (IAG) is used to refer specifically to personalised support on learning and work pathways. Effective, personalised IAG - which may be delivered by a very wide range of people within Stanmore College and externally - enhances and complements careers education.

2.4 Work Experience and work related aspects of the curriculum are critical elements of CEIAG and aim to ensure that learners are able to access work

experience opportunities that are relevant to their studies, increasing their chances of high achievement and suitable future employment.

- 2.5 CEIAG at Stanmore College is delivered in partnership by the careers team, Services for Students, curriculum teams, personal tutors and relevant external organisations.

3. **Intent**

- 3.1 The policy is designed to ensure that Stanmore College fulfils its strategic objectives around the delivery of CEIAG.

- 3.2 Effective CEIAG will aim to tackle low aspirations and challenge the stereotypes that can sometimes constrain learners' choices and their ambitions for the future. CEIAG can help develop high aspirations by challenging negative stereotypes and promoting equality of opportunities in line with Stanmore policy.

- 3.3 The CEIAG will respect clients as individuals and ensure that all clients are able to access the full range of services regardless of age, gender, disability, race, faith, sexual orientation or socio-economic status.

- 3.4 The responsibilities of the centrally provided CEIAG are to:

- Provide IAG service appropriate to all potential and current learners of Stanmore College.
- Provide one-to-one IAG drop-in advisory service open to all learners of Stanmore College.
- Promote and support internal progression.
- Provide job search assistance to learners to find full and part time work linked to Labour Market Information / Intelligence.
- Provide skills development workshops to support students in the acquisition of generic career management and employability skills.
- Support progression to positive destinations such as Apprenticeships, Full time work and higher Education.

- 3.5 The responsibilities of the curriculum areas and personal tutors are to:

- Integrate into the curriculum, opportunities for the development of transferable and employment related skills.

- Deliver employability and careers related tutorial sessions.
- Ensure that opportunities to develop the full range of 'functional skills' are included in the curriculum.
- Provide opportunities for students to identify and explore career options common to that subject area, linked to Labour Market Information / Intelligence.
- Encourage the effective use of the work-placement to develop subject specific and transferable skills.

4. Entitlement

Stanmore College offers a stable and structured Careers programme which is evaluated as part of college's provision. Appendix 2 show the careers programmes Stanmore College.

As part of the CEIAG service it is the policy of Stanmore College that all students will be entitled to the following:

4.1 Pre Entry:

- Stanmore College staff will visit local schools and careers related events, to provide IAG which enables applicants and their parents/guardians to make informed choices.
- Applicants will have a fair and transparent selection procedure based on objective criteria and will be offered the opportunity to speak to an adviser to discuss their course options.
- Information on financial support, including bursaries and free college meals, will be offered as required. Additionally, information on support for learners with disabilities will also be given.

4.2 On Course:

- An induction programme which includes an introduction to CEIAG services provided by careers staff and Services for Students.
- Regular feedback, from tutors, on academic progress and the opportunity to discuss progression via the ILP process.
- Access to professional, impartial Careers IAG provided by Stanmore College Careers staff.

- Access to a well-resourced, up-to-date Careers Library and resources (online and physical).
- Provision of labour market information (and future labour markets) to support decision making for example the Careerometer, prospectus and course information sheets.
- Participation in publicised progression activities organised by Stanmore College.
- IAG about the range of opportunities available within Higher Education, work and training, including Apprenticeship programmes and other work based progression routes.
- Participation in HE activities, such as UCAS support.
- Opportunity to participate in work related learning including work experience, enterprise education, workplace visits, mentoring, careers talks from employers, on-line resources and websites and curricular projects based on real work situations.

4.3 On Completion of Courses:

- Access to impartial IAG support in the case of early departure from courses.
- Access to individual ongoing support, for two years, by the careers staff. Support to include higher education applications and career development.

4.4 Personal Careers Guidance offered at Stanmore College will consist of the following:

- **Information:** information is data and basic factual information conveyed through different media (either printed or via ICT/on line) 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.

5. Confidentiality

- 5.1 Information entrusted to staff will be treated as confidential, in line with Stanmore College GDPR Policy and will not be used for purposes other than those for which it was gathered, without the express consent of the client. Randomised or statistical information, which does not identify an individual directly and which cannot reasonably be used to determine identity, is not confidential.

Safeguarding issues override the confidentiality/GDPR requirements of this policy.

- 5.2 The Service has many links, internally within the institute and externally with other organisations. During the course of the CEIAG process, other sources of help may be identified. Referral is always made with the client's consent and within the limits of client confidentiality.

6. Quality Monitoring

- 6.1 Stanmore College is committed to continuous improvement and supports the philosophy that learners and customers are central to our organisation. Stanmore College services are customer focused, both internally and externally.

All services and curriculum areas are subject to the Stanmore College Quality Assurance Procedures. Student services teams are also subject Matrix standards and the Gatsby Bench marks

- 6.2 Regular feedback from learners and internal and external customers is sought both informally and via:
- Student satisfaction surveys
 - Student Parliament meetings
 - Employer feedback
 - Feedback given after all careers activity
 - Destination data
- 6.3 IAG services are developed according to the Stanmore College Self-Assessment Review process and development cycle.
- 6.4 Services are subject to the Stanmore College formal complaints procedure.
- 6.5 Data is collected, where available, on employment or education destinations of students leaving Stanmore College courses. This is used to review the nature of services provided.

6.6 Regular review and evaluation of the Stanmore College support services will be informed by their impact on the learner experience, staff skills, resources, assessment of service performance against service standards.

7. Staff

7.1 Stanmore College has a Careers specialist whose responsibilities are to oversee the design, manage and delivery of a high quality and stable careers programme which meets the expectations of the latest government /Ofsted guidance.

7.2 Stanmore College recognises that members of staff involved in the provision of CEIAG, including academic staff, must have the skills, knowledge and understanding appropriate to the roles they are undertaking.

7.3 Opportunities for continuing professional development, whether organised internally or externally, will be made available for all staff involved in CEIAG

Appendix 1 – Gatsby Bench Marks

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

Appendix 2 – Stanmore College CEIAG Careers Programme?

Month	Task	Interaction with Internal Partners	Interaction with External Partners
September	<ul style="list-style-type: none"> ▪ Student enrolment ▪ UCAS tutorials for 2nd Year students – registration ▪ W/E tutorials for Levels 1 & 2 students ▪ Fresher’s Fair 	<ul style="list-style-type: none"> ▪ Personal Tutors ▪ HOS 	<ul style="list-style-type: none"> ▪ Liaise with Employers and universities
October	<ul style="list-style-type: none"> ▪ Open Evening ▪ Attend collegiate Careers Event ▪ Processing references/letters 	<ul style="list-style-type: none"> ▪ Liaise with P/Ts 	
November	<ul style="list-style-type: none"> ▪ Co-ordinate and process Work placements ▪ UCAS Destination Report submitted 	<ul style="list-style-type: none"> ▪ Liaise with various employers and P/Ts 	
December	<ul style="list-style-type: none"> ▪ UCAS Processing ▪ Work Placement processing 	<ul style="list-style-type: none"> ▪ Personal Tutors 	<ul style="list-style-type: none"> ▪ Liaise with Employers
January	<ul style="list-style-type: none"> ▪ Complete and submit UCAS applications completed online by 15th Jan deadline 	<ul style="list-style-type: none"> ▪ Personal Tutors 	
February	<ul style="list-style-type: none"> ▪ Identify and provide IAG support for learners not going to university ▪ Planning for Annual Careers Fair 	<ul style="list-style-type: none"> ▪ Liaise with P/Ts 	
March	<ul style="list-style-type: none"> ▪ Progression Interviews ▪ IAG tutorials for L1 & L2’s 	<ul style="list-style-type: none"> ▪ Liaise with P/Ts ▪ HOS 	
April	<ul style="list-style-type: none"> ▪ Careers Fair ▪ IAG Interviews for non-progressors 	<ul style="list-style-type: none"> ▪ Personal Tutors ▪ HOS 	<ul style="list-style-type: none"> ▪ Liaise with Employers and universities
May	<ul style="list-style-type: none"> ▪ Review processes and collate evaluations on W/E and IAG ▪ Progression Interviews – (L1 & L2 learners) & Referrals 	<ul style="list-style-type: none"> ▪ Personal Tutors 	<ul style="list-style-type: none"> ▪ Liaise with Employers and UCAS

June	<ul style="list-style-type: none"> ▪ Tutorial Day. ▪ Produce End of Year Work Experience report. ▪ Complete UCAS Status Report ▪ Organise UCAS workshop/Training for new staff ▪ Tracking students not going to Uni – progression interviews – L3Y2 	<ul style="list-style-type: none"> ▪ Liaise Personal tutors 	
July	<ul style="list-style-type: none"> ▪ Create new UCAS and Action Plan folders ▪ Create new Work Experience folder ▪ Update and order resources for careers library ▪ Follow up on learners on apprenticeship/training programmes to capture destinations 	<ul style="list-style-type: none"> ▪ Technical Services 	<ul style="list-style-type: none"> ▪ External suppliers
August	<ul style="list-style-type: none"> ▪ Continue the above. ▪ Archive previous UCAS applications, references & Action Plans ▪ Archive and update work experience database 	<ul style="list-style-type: none"> ▪ Personal Tutors 	<ul style="list-style-type: none"> ▪ External suppliers ▪ UCAS