



**Careers Information Advice
and Guidance Policy
2021 - 2022**

Policy prepared by: Careers Officer

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Careers Education, Information, Advice and Guidance Policy

1. Policy Statement

Sandwell College is committed to providing high quality, careers information, advice and guidance, which helps learners plan and manage their progression through learning and work. This policy responds to the college's duties, Advice and Guidance (IAG) quality standards, and the Education Inspection Framework (Ofsted).

The provision of careers education, information, advice and guidance (CEIAG) at Sandwell College follows recently published guidance "Careers guidance: Guidance for further education colleges and sixth form colleges" (DfE February 2018) which incorporates activities delivered under the eight Gatsby Benchmarks⁽¹⁾.

The delivery of CEIAG also underpins the achievement of the College Strategic Objectives:

This policy supports the following strategic objectives:

- To provide our students with the highest quality education and training and an experience to match
- To provide a robust education and skills offer for Sandwell and beyond
- To achieve external recognition for the quality of teaching, learning and outcomes for learners
- To foster a culture of respect, equality and safety for all

This Policy should be read in conjunction with the Careers Programme for 2020-21

2. Entitlement Statement

All Sandwell College learners are entitled to CEIAG which meets professional standards of practice and which is person centred, impartial and confidential. It will be integrated into learners' experience of the whole curriculum and be based on a partnership with learners, and where applicable, with their parents and carers. Students are entitled to access personal guidance from appropriately qualified (Level 6) careers Advisers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

Work experience entitlement statement?

3. Policy context

The new Education Inspection Framework (EIF) has a greater focus on the 'quality of education', enabling Ofsted to assess whether learners are receiving education or training that puts them on a path to future success. Ofsted want to see providers developing the knowledge, skills and behaviours that learners need to progress and achieve. They also want to see how colleges are adding value to learners' progression or employment prospects. See Appendix A. for key areas where the Careers Policy links to the Ofsted EIF. There is an expectation that colleges will be working to achieve the Gatsby Benchmarks for good career guidance (Appendix B.) and that the college is working towards achieving the Quality in careers Standard.

- 3.1** All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives.
- 3.2** CEIAG is designed to meet the needs of the learners at this college and those who are considering enrolling here. It is differentiated and personalised to ensure progression, through activities that are appropriate to the learners' stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. CEIAG is delivered alongside opportunities for students to gain work experience.
- 3.3** The key principles upon which this policy is based are that CEIAG:
 - Is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience;
 - Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background;
 - Is transparent, impartial and provides opportunities for confidentiality;
 - Is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners;
 - Contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop career management skills.
 - Provides comprehensive information and advice
- 3.4** Careers education is delivered through a variety of approaches including planned activities delivered through curriculum areas, careers related modules on vocational courses, stand-alone careers and work related learning (wrl) qualifications.

This is supported by lessons, presentations activities and events planned through the Careers Team and student access to online careers resources, activities and careers packages maintained by the Careers Team.

Careers and wrl activities include:

- Lessons and talks on topics linked to progression (such as UCAS) and job search activities (such as interview skills and looking for work)
- Planned visits to employers and universities
- Talks from speakers, such as employers, training providers and student ambassadors
- A range of college based and off site activities such as the annual HE/ Careers Fair, visits to employers
- Access to online careers presentations and lessons through the VLE/ Moodle
- Access to careers packages

3.5 Careers information, advice and guidance includes:

- Pre-entry course information and advice on post 16 pathways for potential applicants and for students during enrolment
- On course and progression information, advice and guidance
- Individual advice, guidance and support with areas including HE choices, UCAS applications, finding jobs, apprenticeships and other opportunities, CV's and application forms, student finance.

3.6 Careers resources include:

- Careers software which is available to all students, parents/carers and tutors to support raising self-awareness, career exploration, career planning and goal setting, understanding careers and labour market information (LMI).
- Books and other reference materials are available in student and career hubs
- Dedicated areas on the Virtual College/Moodle

4. Roles and Responsibilities

4.1 **Learners**

- To be actively involved in and take ownership of their progression planning and career development;
- To attend punctually all planned tutorials, careers education and guidance activities;
- To work co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity.

4.2 **College Management Team is responsible for ensuring that:**

- The policy links to college strategic objectives and is reviewed and approved at SLT level annually
- Relevant staff and governors are aware of this policy;

- There are sufficient qualified, experienced staff and up to date resources;

- All staff have access to training, support and resources which are appropriate to their role.

4.3 The member of staff responsible for the management of CEIAG is responsible for:

- Managing CEIAG activities which are planned, developed and delivered by professions from within and external to the college
- Ensuring that careers information resources are up to date and relevant.
- Planning and delivery of small and large scale career events in the college and externally.
- Overseeing the development and implementation of systems to record careers guidance activities within the college

4.4 Specialist CEIAG staff are responsible for:

- Providing training for the college staff UCAS procedures, UCAS reference writing and other topics on request.
- Linking with curriculum areas to plan and develop suitable careers education activities for learners.
- Delivery of 1:1 CEIAG sessions for learners and potential learners.
- Delivery of CEIAG topics through tutorials to groups of learners.
- Developing resources and lessons that students and tutors can access through the VLE to support delivery of careers education through the curriculum
- Updating and maintaining careers pages on the VLE
- Recording careers related activities completed by students using Promonitor
- Managing the UCAS process for all staff and learners

4.5 Curriculum staff work with support staff through their roles as Progress and Subject tutors, and are responsible for:

- Providing sufficient course information and advice to enable prospective learners to make suitable choices pre-entry and during induction activities;
- Ensuring that they are aware of specialist services, maintaining effective working links and making referrals for pre-entry, on course and progression careers guidance when required;
- Ensuring that learners are aware of specialist services, tutorial and course based support;
- Ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to their learners' needs.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.
- Recording careers related activities completed by students using Promonitor

4.6 Work Experience staff are responsible for:

- Linking with curriculum areas to provide full time 16-18 learners with support and guidance to ensure quality work experience is provided and it is relevant to their programme of study.
- Tutorial visits to curriculum areas explaining procedures and the learners' responsibilities.
- Providing a safe environment for learners on placements through checks on insurance details and site visits for high risk areas.
- Regular monitoring of the progress each team is making and producing reports.

5. Information, Advice and Personal Guidance

5.1 Learners are informed about support available through the Careers Team and specialist advisers during their induction. Further information about the support available can be found on the College website in prospectuses and through careers pages on the VLE.

5.2 Independent specialist careers advice is offered to students with SEND through a Connexions Personal Adviser who holds a Level 6 Guidance Qualification and is experienced in working with students with SEND. Services provided by Sandwell Connexions are set out in a Service Level Agreement which is reviewed annually.

5.3 The specialist Careers Team provides individual, confidential interviews with qualified and experienced advisers by request or through drop in sessions. Learners and potential learners who require an impartial and confidential careers guidance interview (personal guidance) can self-refer or be referred by any member of staff at the college at any point in their learner journey.

5.4 A potential learner may benefit from careers guidance, for example, if they

- are uncertain of course choice
- do not have the minimum grades for the course chosen
- have a poor rationale for their course choice
- have previously attempted to study the course
- have non-existent or unrealistic career plans
- have low confidence about previous studies

5.5 On course learners may benefit from careers guidance, for example, if they

- need help with planning their career path
- are considering leaving the College before their course ends
- are coming towards the end of their course
- need help with applying to university or to another college
- would like help with job search activities

- 5.6** Relevant and up to date information and advice is offered on learning opportunities and career choices. All learners and prospective learners can also independently access the College careers resources within the dedicated Student and Career Hubs at times as advertised. They can also access the CEIAG resources available on the College VLE and use careers related software.
- 5.7** Learners are offered a clear written summary of guidance to help them know what their next steps are as agreed in the interview. They may be given other written information, or advised to obtain relevant information, as appropriate.
- 5.8** Learners may be referred to other specialist advice, either within the college such as the Welfare Service or with external agencies e.g. Jobcentre+.
- 5.9** College staff receive information about the careers guidance service during their initial induction and via the IAG Handbook. Staff can contact the team at any time for advice on referring learners. Information about the service, including opening hours can be obtained from the Careers Hub.
- 5.10** Parents are informed about CEIAG support through information on the College website and the Parents'/Carers' Handbook. Parents can also access information and advice through Open Days/Evenings, during enrolment and can attend appointment with Careers Advisers.
- 5.11** The service has robust quality assurance systems and is evaluated by:
- Regular reviews of the delivery of CEIAG against standards (at least annually)
 - Conducting regular internal reviews of the quality of CEIAG through observations, Ofsted judgements, student surveys and other feedback mechanisms
 - Ensuring that the elements of the Matrix and the Quality in Careers Standard are being adhered to
 - Contributing to the college self-assessment processes.
- 5.12** Careers and work related learning activities are recorded. These activities link to the Gatsby Benchmarks. A review of progress against Gatsby Benchmarks is conducted termly with the Careers and Enterprise Company (CEC) using the Compass self-assessment tool.

6. Location and Access to the policy

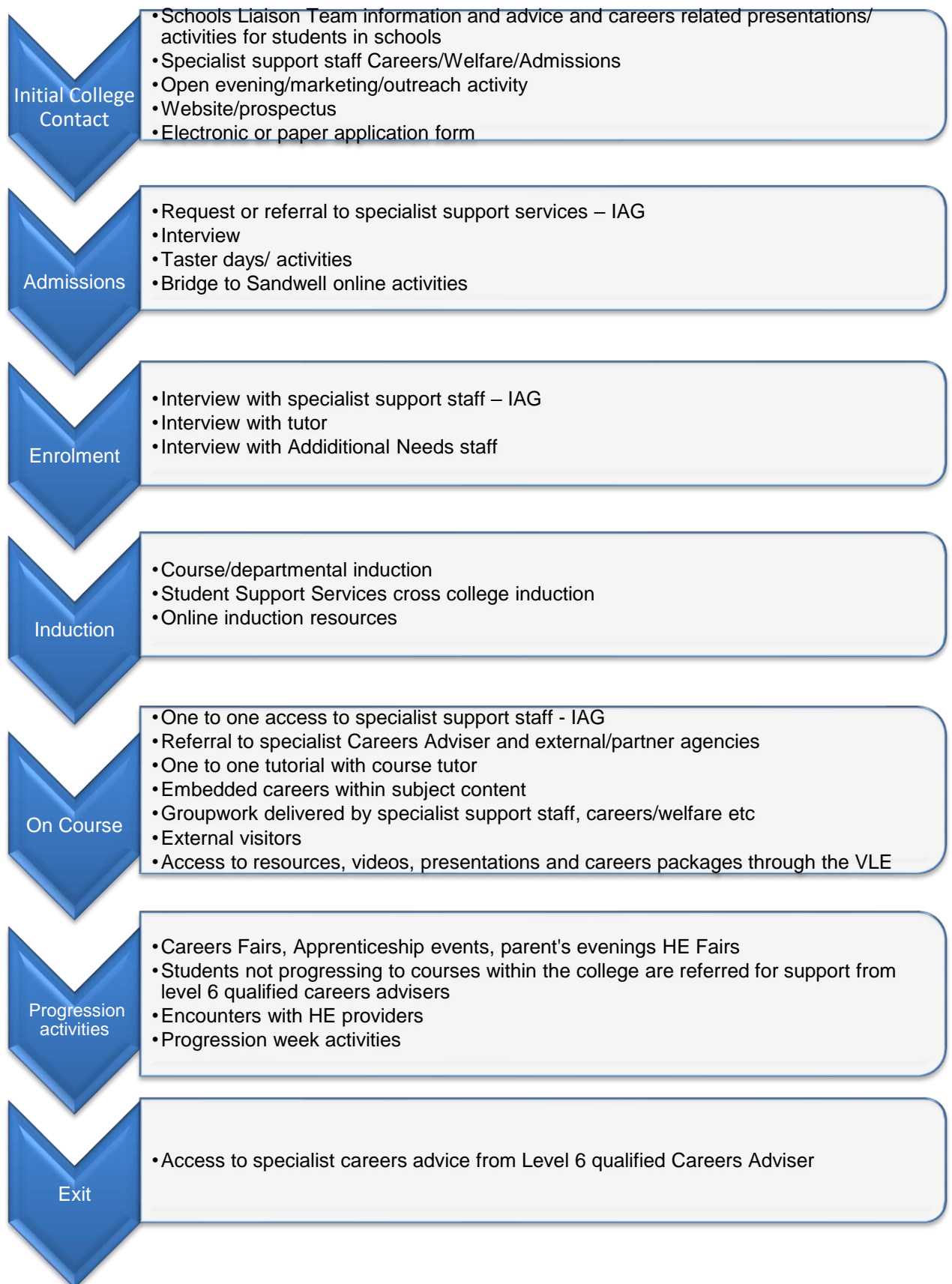
This policy is held on the college VLE under Student Support and on Teaming. A copy of the policy is publically available via the college website.

This Policy has been agreed on behalf of the college SLT by.....

Signed

This policy has been agreed on behalf of the college Governors by.....

Signed.....



Appendix A. Links Between The Careers Policy and Education Inspection Framework (EIF)

Under the the Ofsted education improvement framework (EIF) (September 2019) (8), Ofsted inspectors are expected to comment on the quality of careers provision within the college. The EIF and Further education and skills inspection handbook outline areas relating to careers which inspectors may comment on:

- The college's aims for Careers Guidance
- The college's Careers Programme
- How the Careers Programme is managed and resourced
- How staff development supports the Careers Programme

This links with their assessment of overall effectiveness in the four areas of

- Personal Development
- Leadership and Management
- Behaviour and Attitudes
- Quality of Education

There is an expectation that colleges will have a lead governor with responsibility for careers and a Carers Leader appointed. They will expect colleges to be working toward achieving the 8 Gatsby Benchmarks and to have a Careers Programme and Careers Policy which are published on the college's website. There is a requirement that all students have access to independent and impartial personal (careers) guidance offered by appropriately qualified staff. They will also expect robust data to be collected on destinations.

Inspectors will assess the Careers Programme and Policy in relation to

- Intent –what you want to do
- Implementation –how you expect you will be able to deliver on your intent
- Impact –How you will measure your success in delivering your intent.

Key linked areas:

- The college prepares learners for future success in education employment and training by providing; unbiased information for all about potential locally relevant careers guidance; and opportunities for encounters with the world of work.
- The college ensures that participation is very high, particularly among those from disadvantaged backgrounds, and all benefit from these opportunities and experiences.
- Leaders ensure that all learners including those with SEND and high needs, and disadvantaged learners get the information, advice, guidance and support they need to achieve their next steps and progress into positive destinations.

- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.
- Leaders' engagement with learners, employers, parents and the local community/ economy is very effective. They provide clear and direct evidence of the positive impact of how this engagement benefits learners and ensures continuous and sustained improvement.
- Teachers have expert knowledge of the subjects they teach.

Appendix B. Gatsby Benchmarks for Colleges

<p>Gatsby Benchmark 1 A 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.</p>	<ul style="list-style-type: none"> • Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the college’s website in a way that enables learners, parents, college staff and employers to access and understand it. • The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers.
<p>Gatsby Benchmark 2 Learning from career 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.</p>	<ul style="list-style-type: none"> • During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and study options to inform their support of the learners in their care
<p>Gatsby Benchmark 3 Addressing the needs of each learner 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 consideration throughout.</p>	<ul style="list-style-type: none"> • A college’s careers programme should seek to challenge stereotypical thinking and raise aspirations • Colleges should keep records of the individual advice given to each learner and subsequent agreed decisions • The records of advice given should be integrated with those given at the previous stage of the learner’s education (including their secondary school) where these are made available • Records should begin to be kept from the first point of contact or the point of transition • All learners should have access to these records to support their career development. • Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations
<p>Gatsby Benchmark 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.</p>	<ul style="list-style-type: none"> • Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.

<p>Gatsby Benchmark 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</p>	<ul style="list-style-type: none"> • Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area. • Colleges should record and take account of learners' part-time employment and the influence this has had on their development.
<p>Gatsby Benchmark 6 Experiences of workplaces Every learner 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.</p>	<ul style="list-style-type: none"> • By the end of their study programme, every learner should have had at least one experience of a workplace, in addition to any part-time jobs they may have.
<p>Gatsby Benchmark 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</p>	<ul style="list-style-type: none"> • By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet staff and learners.
<p>Gatsby Benchmark 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*. 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.</p>	<ul style="list-style-type: none"> • Every learner should have at least one such interview by the end of their study programme