

# Careers Education, Information, Advice and Guidance Policy

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**Reviewed: February 2017**  
**Review Date: February 2018**

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**Students First**

## Policy Statement

1.1 The Isle of Wight of College is committed to providing high quality, independent, professional careers education, information, advice and guidance, which enables learners and potential learners to make informed decisions and plan and manage their progression through learning and work. The College will help all learners achieve their potential and work towards achieving their career aspirations by making successful choices.

1.2

This policy is mindful of the Education Act 2011 and the guidance document 'Careers guidance and inspiration, guidance for general further education colleges' produced by the Department of Education in March 2015 to provide Colleges with guidance on the requirement to secure access to independent careers guidance. The Isle of Wight College will ensure that all learners are provided with information on the full range of post-16 education, training and employment options, including apprenticeships, presented and promoted in an impartial manner. The College will ensure all learners can access careers information from a variety of sources, including face to face guidance where required, to help learners make informed decisions. The College will endeavour to ensure the best interests of students are central to this policy and its implementation. The delivery of careers education, information, advice and guidance (CEIAG) also underpins the achievement of the college strategic objectives:

## **Strategic Aim 1:**

To be the lead post-16 education provider on the island

In order to achieve this aim The Isle of Wight College will ensure that students make informed decisions and plan and manage their progression through learning and work. This requires a high level of understanding of the opportunities available to achieve their career aims and achieve their potential, through provision of up-to-date careers education and independent and impartial careers guidance that puts students first. This will ensure that students are motivated and enthused and strive to achieve the best possible results.

## **Strategic Aim 2:**

To offer a wide range of learning opportunities, which are responsive to learners' needs and enable sustainable institutional growth.

In order to achieve this aim the College will develop a close partnership with local and national employers, training providers and other educational establishments, to ensure that provision reflects the requirements and needs of the local, national and European labour market so that learners are equipped to make the most of opportunities to progress in their careers and achieve their potential. The Isle of Wight College will build a close relationship with local employers, utilising services like the National Careers Service and the National Apprenticeship Service to ensure learners have access to up-to-date information on opportunities in different sectors.

## **Strategic Aim 3:**

To provide first class resources and ensure their efficient and effective application to support learning

The Isle of Wight College will provide the careers education resources, specialist training and the access to independent and impartial advice, information and guidance required to support first class teaching and learning.

## **Strategic Aim 4:**

To recruit, develop and retain a highly skilled and motivated staff and governing body

The Isle of Wight College will employ professional careers guidance staff with a level 6 qualification in careers guidance and a qualification in careers education who abide by the professional and ethical standards set out by the Careers Development Institute, to ensure course tutors and managers have access to the specialist support and advice they require to provide learners with the best possible learning experience.

This policy is also linked to the following college policies and documents:

Equality and Diversity Policy

Safeguarding Policy

## Policy Context:

- 2.1 All learners need a planned programme of activities to support them to choose pathways that are right for them and which enable them to make informed decisions, achieve their potential and manage their life choices and sustain employability throughout their lives, where possible.
- 2.2 Careers education, information, advice and guidance (CEIAG) is designed to meet the needs of 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 learner's stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards and which are person-centred, independent, impartial and confidential. The Isle of Wight College will maintain a partnership with the National Careers Service and ensure students have access to different sources of careers information, both web-based and telephone-based. However, mindful of the current lack of nationally funded face-to-face guidance for college learners under 19 years, The Isle of Wight College is committed to providing face-to-face guidance opportunities to all learners who would benefit from this through employing its own careers adviser. The College will employ professional staff with a Level 6 qualification who are registered with the Careers Development Institute, abide by the professional and ethical standards set out by the CDI and actively engage in continuous professional development. Careers advisers will be expected to provide information on the full range of post-16 education and training options, including apprenticeships, presented in an impartial manner and designed to promote the best interests of the learner and to support them to make informed decisions to achieve their career aspirations.
- 2.3 The key principles upon which this policy is based are that careers education, information, advice and guidance:
- 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 independent. Careers advisers working in College will be expected to provide information on the full range of post-16 education and training options, including apprenticeships, presented in an impartial manner and designed to promote the best interests of the learner and to support them to make informed decisions to achieve their career aspirations
  - Is transparent, impartial and provides opportunities for confidentiality;
  - Is enhanced by strong networks and collaborative approaches involving student services, curriculum teams and external partners including employers and local Universities;
  - Provides comprehensive information and advice;
  - Contributes to increasing participation, retention and achievement and to facilitating successful progression by raising aspirations, helping students to make informed choices and to develop career management skills;
  - Is based on measurable outcomes. Key measures to assess achievement will include data from student feedback including information from the student survey - in particular the percentage of students who state they know what they can progress to: the percentage of students that feel that they are being helped to identify career and education choices in College: and the percentage of students that state they have used careers information and materials in College. This will be assessed against

benchmarks for other Further Education Colleges and compared year on year to track improvement or identify areas that require improvement;

- Data from UCAS measuring the number of students from College applying to higher education institutions and the numbers and percentages offered places by these. This will be compared to national UCAS data and tracked year on year to measure improvement. This data will also be analysed in relation to equality and diversity, to ensure ethnic minority, disabled students and other vulnerable groups are being given the support they need to overcome barriers to progression and are not disadvantaged compared to the overall student cohort in relation to achieving places in higher education;
- Destination data gathered by the College quality team measuring student destinations in terms of progression to higher education, employment and other further education courses. This will be compared to data from other local providers (where this is available) and regional and national data (where this is available) and tracked year on year to measure improvement

#### 2.4 Careers education includes:

- Topics linked to progression (such as UCAS), exploration of career ideas (KUDOS) and job search activities (such as CV preparation and interview preparation);
- Visits to employers and universities;
- Talks from speakers, such as employers, training providers and student ambassadors utilising schemes such as 'Inspiring the Future';
- A range of activities supported such as outreach activities provided by local universities
- Active promotion of apprenticeship opportunities by all providers, including use of vacancy information produced by 'Island Futures' and the national apprenticeship service

#### 2.5 Careers information, advice and guidance include:

- Pre-entry course information and advice on post 16 pathways;
- On course and progression information, advice and guidance

### 3

#### **Learner Entitlement:**

- All prospective learners are entitled to accurate course information and advice on progression routes. The student services, admissions and careers guidance teams provide impartial guidance to assist with course choice, career planning and transition into college;
- At induction all learners receive information about student services, careers advice services, support services and course based support;
- Learners and prospective learners can access impartial, up to date information on courses, careers, funding and personal issues through student services and the college careers advisor;
- All learners are entitled to use the full range of student services including careers guidance and welfare and funding advice;
- All learners are entitled to progression information and assistance with progression choices from the college careers advisor personnel tutors, subject tutors or student services teams;
- Careers education and guidance activities for full time 16-19 year old learners relate to the National IAG Quality Standards (2007) and the Education Act 2011 and the supplementary guidance issued in March 2015
- All learners enrolled on a college course can access and utilise an up-date IAG website which provides links to careers websites such as the national apprenticeship website, plotr and UCAS

## 4 **Role 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 teaching and learning activities, tutorial, 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 is responsible for ensuring that:

- Relevant staff 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 Deputy Principal is responsible for:

- Managing CEIAG activities which are planned developed and delivered by professional, specialist careers advisors, personal tutors and course tutors in the College.

### 4.4 Specialist Careers staff are responsible for:

- Providing training for the college on pre-entry interview skills, UCAS procedures, UCAS reference writing and other topics on request;
- Linking with a curriculum area to plan and develop suitable careers education activities for learners;
- Maintaining an up-to-date IAG website with links to relevant resources
- Providing face to face guidance and support
- Leading group sessions for students on careers education and guidance
- Liaising with appropriate external agencies to meet the requirements of this policy

### 4.5 Curriculum staff contribute to CEIAG through their roles as academic tutors, and are responsible for:

- Providing sufficient course information and advice to enable prospective learners to make well-informed 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.

## 5 **Procedures**

- 5.1 Learners and potential learners who require an impartial and confidential careers guidance interview can self-refer or be referred by any member of staff at the college at any point in their learner journey. Appointments can be booked through course tutors, personal tutors, admissions, student services and reception, all of which have access to the Careers Advisers electronic diary;
- 5.2 Admissions and Student Services can arrange individual, confidential interviews with a qualified and experienced Careers adviser by request. All learners and applicants are informed of the offer of a 30 minute appointment through careers education activities during their course. At certain times of the year, extra facilities may be offered, such as UCAS group sessions. Follow up appointments may also be offered where appropriate;
- 5.3 Clients who are 19 and over and have not applied to the College are referred to the National Careers Service Adviser. Any learner can also seek to arrange an appointment with a NCS Adviser. Where a face to face interview is appropriate, appointments can be arranged through reception, admissions and student services;
- 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 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 library, maintained by a designated member of the library staff, at times as advertised in the Learning Resources Centre
- 5.7 Learners may be 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 Clients may be referred to other specialist advice, either within the college or with external agencies e.g. National Careers Service or Jobcentre+
- 5.9 College staff receive information about the careers guidance service during their initial induction and can contact the team at any time for advice on referring learners. Publicity leaflets detailing the service, including opening hours can be obtained from admissions
- 5.10 Personal tutors and subject tutors have been trained to offer signposting, so they can offer career information and advice during a one to one tutorial or as part of embedded subject delivery for instance employability.

- 5.11 The service has robust quality assurance systems and is evaluated by:
- Regular reviews of the delivery of CEIAG against the key principles
  - Conducting regular internal reviews of the quality of CEIAG through monitoring of student surveys, destination information and other feedback mechanisms
  - Ensuring that the elements of the Matrix standard are being adhered to
  - Contributing to the college self-assessment processes.

6 Location and Access to the policy

**This policy is held on the college intranet under Advice and Guidance (public access) and also under Careers (student access). It can be made available in large print, Braille and other languages.**