

Careers Education Information Advice and Guidance Policy

Effective from	01/06	Document number	
Formal review cycle:	Annual		
Next formal review	09/05/2025		
Policy owner:	Careers Manager		

Approval required

SMT Y/N	Y	SMT approved/review date	09/05/2024
Governor Y/N	Y	Governor approved date	Quality and Curriculum 09/05/2024

Publication

Website Y/N	Y	Intranet Y/N	Y	Student VLE Y/N	Y	Date published	
Audience	Students, staff, parents, employers, Governors, public						
Area/s of Staff Intranet	Staff, Students, Work Experience, Careers and Student Services						

Version	Author	Date	Section	Changes summary
2	Amanda Carr	25/03/2024	All Processes	Document reviewed Added in point on T level careers guidance grant

Careers Education Information Advice and Guidance

Introduction

- 1.1 Students are at the heart of Craven College and our strategic plan lays out how we aim to support our learners by bringing careers to life; offering them clear progression journeys into their working life and how we aim to connect with our local community and employers locally and nationally to meet their needs.
- 1.2 Careers education information advice and guidance (CEIAG) is guided by two main documents:
DFE Careers guidance and access for the education and training providers: Statutory guidance for further education colleges and six form colleges, July 2023 which includes the [Gatsby Benchmarks](#) and Provider Access Legislation.

The Skills for Jobs: Lifelong Learning for Opportunity and growth, January 2021.

Using these guidelines and legal requirements our focus is on each student gaining the skills, knowledge, and behaviours required to navigate their way around an ever-changing labour market.

- 1.3 This policy takes account of the local context and drivers concerning employment opportunities and stresses the importance of basing careers support on both local and national Labour Market Information (LMI). We share this essential information with both students, staff and their parents/carers.
- 1.4 The CEIAG Policy outlines the plans for the continuous development of the CEIAG offer within the College over the next three years, fundamental elements of which include sustained commitment to the Gatsby Benchmarks; constant evaluation of the context of careers in the labour job market and the maintenance of the below external quality standards:
 - The Quality in Careers Standard
 - The Matrix Standards
- 1.5 This policy also underpins the College's commitment to ensuring that students have access to all careers in line with external careers standards and the college's Equality and Diversity policy in that it will raise aspirations; promote equality of opportunity; celebrate diversity and challenge stereotypes for all students – existing and potential students.

Key Principles

- 2.1 The College will deliver this policy in line with the eight Gatsby Benchmarks:
 - i. A stable career programme.
 - ii. Learning from career and labour market information.
 - iii. Addressing the needs of each student.
 - iv. Linking curriculum learning to careers meet the needs of the job market.

- v. Encounters with employers and employees
- vi. Experiences of workplaces
- vii. Encounters with further and higher education
- viii. Personal guidance

More details on the Gatsby Benchmark can be found on the below link:

<https://www.gatsby.org.uk/uploads/education/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf>

2.2 The College will ensure that high quality, impartial and relevant careers education, information, advice and guidance (CEIAG) are available to all students at the College, on all sites. This support will enable our students to:

- To explore careers that meet their needs and interest including the routes into these careers
- Make the correct course choice or get help moving courses
- Access a meaningful work experience to develop their employability skills and gain an insight into industries
- Gain the skills to do job search activities and gain employment; where to find jobs including using social media, how to make a CVs, effectively complete an application form and interview skills, being self-employed or starting your own business
- Develop their knowledge of their options after completing their course e.g. Further or higher study and apprenticeships
- Gain the skills to create opportunities e.g. networking, work shadowing, gaining working experience and attending events

Responsibility

1. The Craven College Senior Management Team has overall responsibility for this policy.
2. The Careers Manager is responsible for ensuring that this strategy and its associated specific policies and procedures are developed, monitored and reviewed across the college.
3. All College teaching and support services staff are responsible for using this strategy to inspire; challenge and support our learners towards their career goals and aspirations.

Legislation

Section 42B of the Education Act 1997

Section 37 of the Children and Families Act 2014 – Education Health Care Plan

Skills and Post 16 Education Act 2022

Section 72 of the Education and Skills Act 2008

The Department of Education, July 2021: “Baker Clause” and the Provider

Access Legislation, January 2023

Equality Act 2010

Careers Education Information Advice and Guidance Procedure

Introduction

Craven College is committed to Careers Education Information and Advice (CEIAG). The following procedures detail how the objectives of the Careers Education Information and Advice Policy will be met and identified:

1. Key Processes
2. Roles and Responsibilities
3. Objectives
4. Communication
5. Implementation
6. Monitoring and review
7. Reporting
8. Assessment of Impact
9. Continuous Improvement
10. Associated Documentation

1. Key Processes

- Careers advisers, curriculum staff and SEND team will attend all Open Events and Taster Days to interact with potential students and their parents or guardians about options.
- Schools Liaison Officer and curriculum staff will attend and facilitate progression activities at feeder schools e.g. School's careers and STEM events.
- Information, advice, and guidance will be offered by the Customer Service Team on courses provided and the application process with referrals made to the Careers team when more in-depth support is required e.g. when prospective students are unsure of careers and/or course choices.
- Careers adviser staff will be involved in the enrolment process for new students, supporting them with changes to career ideas any with changed plans or with their options if they don't meet the entry requirements for their initial course choice.
- All students with ECHP will have a careers guidance interview as part of their plan, delivery by the Careers Team.
- Progress Coaches will offer students information advice as part of the tutorial programme and refer students to careers advisers for in-depth careers guidance.
- The Industrial Placement Officer will support students gaining work experience.
- A careers guidance interview will be offered to all those students during the Swap don't Drop and at risk of leaving College early to support them with exploring options to help them in achieving their career goals.

- A planned and timely careers programme will be delivered throughout the year and is embedded into the curriculum and tutorial and is supported by the careers team. It includes guest speakers from industries, industry-based projects and links with higher education institutions.
- The Careers Team will support Progression Weeks and next step choices with existing students.
- One to one careers guidance is available to all students and prior students is delivered throughout the year and is delivered by Qualified Careers Adviser (level 6 and & 7) or trainee Careers Advisers supported by qualified Advisers who all adhere to the Careers Development Institute's Code of Ethics and are in line with the Gatsby Benchmarks.
- Use of the T level Careers Guidance Grant to deliver new and additional careers information and guidance on T levels

2. Roles and Responsibilities

1. Careers focus and support for our students are a college-wide responsibility. As part of our strategic aim to prepare our learners for their next step and to develop their behaviours and attitudes required by employers, reference to careers and skills will permeate all aspects of college life.
2. All the CEIAG work at the College will be overseen by the Careers Manager who will also, in conjunction with the Head of Student Services, the Directors of Curriculum and Quality, and Governors, monitor the implementation of this policy.
3. Impartial careers guidance delivered by the Careers Team is offered in line with the Careers Development Institute Code of Ethics standard: <https://www.thecdi.net/Code-of-Ethics>
4. Progress Coaches and Programme Tutors are responsible for signposting students to the Careers team for one-to-one careers guidance interviews sessions and for inviting the Careers team to deliver workshop sessions with their groups. They are also responsible for supporting and encouraging learners in their work experience and reinforcing the College's behavioural standards.
5. The curriculum staff will be responsible for making careers 'real' by including careers-related work and activities in the curriculum and optimising the Employability Hour on the timetable. The Employability Hour Tutor will deliver the College-wide Employability programme with support from the CEIAG team. Curriculum staff will engage with HEIs to support students with their progression into higher education as part of exploring all opportunities and raising students' aspirations. They are responsible for recording all activities on Promonitor and all feedback on activities as part of the development of the provision of CEIAG.
6. The Student Support Services team, including the SEND Team Leader and the Mentors, in their role of supporting the personal and social development of our learners, are also responsible for referring students for careers guidance. The careers advisers will support the SEND team with EHCP reviews and preparation for adulthood.

3. Objectives

1. The key objective of this strategy is to support our learners with gaining the skills for progression opportunities and to develop their employability skills to make them work-ready.
2. Craven College wants to prepare and support students as they move towards their career goals and give them the skills and tools they need to succeed in a competitive, ever-changing digital world.

3. In addition, the College is guided by the objectives of the DfE Careers guidance and access for the education and training providers, The Quality in Careers Standards and the Matrix Standards (see Appendix 1)

4. Communication

The following principles are fundamental to the communication of the CEIAG policy and procedure:

1. The CEIAG Policy and Procedure will be published on a standardised template.
2. The CEIAG will be reviewed annually by the Careers Leader before being escalated to the SMT for approval.
3. The CEIAG Policy and Procedure will be ratified by the Learning, Teaching and Assessment Committee of the Governing Body.
4. The intended audiences of the CEIAG Policy and Procedure are:
 - Students and prospective students
 - Parents/guardians
 - Staff
 - Governors
 - Schools
 - Employers
5. The CEIAG Policy and Procedure will be published on the College's website; in the Parent Guide and on the Staff Intranet.

5. Implementation

Adherence to the policy will meet our obligations as outlined by the Government's national strategy for Careers as outlined in DfE Careers guidance and access for the education and training providers.

5.1 Students can access CEIAG support:

- One-to-one careers guidance interviews can be offered in person, via Team or by telephone by Careers Advisers who are members of CDI and in line with the CDI Code of Ethics and the Gatsby Benchmarks.
- Students can access the careers guidance interview by either referring themselves or being referred by staff e.g. Progress Coaches or Programme Tutors and SEND Team
- Through group tutorials designed in conjunction with curriculum teams
- Via career options and HE exploration within the Employability Hour as part of study programmes for 16-19 students or as part of enrichment sessions for adults and HE learners
- Career education is embedded into the curriculum
- Through attending internal and external events such as guest speakers; Apprenticeship Fairs, UCAS events and subject-specific trips and visits to workplaces

- By accessing the resources on the Careers, Enterprise and Employability page on MyCraven which will be continuously updated and reflective of the current labour market and workforce skill demands.

6.3 Parents and guardians can access CIAG support:

- By attending careers meetings with their son or daughter
- By attending open days, parent/carer events and parents' evenings where careers support is available as a drop-in
- By accessing information via the Parent's Guide which is available on the College's website
- Contacting the careers team

6. Monitoring

The CEIAG policy and procedures are audited and reviewed through a range of activities, including:

- Admission process prospective students' questionnaire
- Feedback from one-to-one careers guidance interviews and group work delivered by careers advisers
- Feedback from guest speakers from industries and HEI who attend- internal events
- Feedback from external visitors from industry or external events, UCAS events and university visits
- Feedback gathered from student voice/union meetings
- Annual reviews of performance against targets and the performance of comparable organisations using the Compass tracking tool to measure compliance with the Gatsby Benchmarks
- Analysis of external audit data i.e. Matrix and The Quality in Careers Standard Award review reports addressing emerging themes
- All statistical data and feedback from stakeholders will be used to review the service delivery. This information will be used annually to develop a Self-Assessment Review and Quality Improvement plan

7. Reporting

CEIAG activity will be reviewed and reported on an ongoing basis by:

1. Weekly reporting to the Head of Student Services
2. Monthly reporting to SMT
3. Annual reporting to the LTA Committee of Governors
4. Annual reporting to Matrix
5. Tri-annual reporting to the Quality in Careers Standard

8. Assessment of Impact

1. All CEIAG activities will seek feedback from the relevant stakeholders e.g. students and staff and this will be used to develop the service further.
2. The College will monitor and analyse the destination data of each academic year cohort and will use this information to further enhance and develop the CEIAG service.
3. Assessment of the impact of work experience will be analysed against student achievement and destinations and used to promote career pathways to students.
4. Assessment of 41-day data will help to monitor the impact of interventions early on with students in terms of withdrawal and movement between courses.
5. Questions relating to careers support and work experience activity will feature in annual student surveys and results analysed to improve communication and uptake of the service as necessary.

9. Continuous Improvement

The fundamental aim of the service is to be responsive and dynamic to support the students towards their career goals and longer-term plans.

The CEIAG offer at the College will be continuously reviewed and adapted using:

1. Feedback questionnaires and impact assessments will be obtained after one-to-one careers guidance interviews, one to one IAG sessions, group work and observations will be regularly analysed to identify the training need of staff which will form part of staff CPD.
2. Government guidance and national strategy
3. Local and national good practices in career guidance.
4. Careers Development Institute Code of Ethics.
5. Updates and developments led by the Careers and Enterprise Company.
6. Feedback from all stakeholders.
7. The College's and CEIAG SAR and QIP objectives and plan

Associated Documentation

6. [Gatsby Benchmark](#)
7. [Careers Development Institute](#)
8. [DFE Careers guidance and access for the education and training providers: Statutory guidance for further education colleges and six form colleges, July 2021 which included the Gatsby Benchmarks](#)
9. [The Skills for Jobs: Lifelong Learning for Opportunity and growth, January 2021](#)
10. [College's Equality and Diversity Policy](#)
11. [Craven College 2024 matrix report.pdf](#)