



**CAREERS EDUCATION,
INFORMATION, ADVICE AND
GUIDANCE
POLICY**

Contents

1	Policy Statement.....	3
2	Context	4
3	Students Entitlements.....	4
4	Roles and Responsibilities	5
5	Procedures	7
6	Monitoring and Evaluation of the Service	8
7	Review of Policy	8
8	References to Policy.....	8
9	Version summary.....	9
10	Appendix 1	10

1 Policy Statement

East Sussex College Group is committed to provide high quality, Careers Information, Education, Advice and Guidance (CEIAG) which helps students and clients plan and manage their progression through learning and work. It is underpinned by the Careers strategy: making the most of everyone's skills and talents (DfE 2017), Statutory Guidance for further education colleges and sixth forms (DfE 2018), Gatsby Good Career Guidance (Gatsby, 2014), Code of Ethics (CDI, 2014) and the National Framework for careers, employability and enterprise (CDI, 2018).

Along with these statutory requirements it underpins the achievement of the College Strategic Objectives:

Strategic Aim 2 – to provide outstanding and good skills provision that is in high demand from the local and regional community and meets national priorities.

Objective 1 - Develop a curriculum offer that provides pathways from foundation to higher level technical and professional skills in areas that meet local, regional and South East LEP priorities.

2 Context

2.1 This guidance applies to all of the College's students and its prospective students including those on work based programmes.

2.2 All students need a planned programme of careers activities to help them decide appropriate pathways.

2.3 CEIAG is designed to meet the needs of students both current and prospective. Each student is entitled to CEIAG that is of professional standards of practice, person centred, impartial and confidential.

2.4 CEIAG provided at the College (s) will follow these principles:

- Be personalised, provide opportunities to identify and respond to the needs of the individual, build on previous learning and experience.
- Be inclusive, recognise and promote Equality and Diversity, challenge stereotypes and be sensitive to faith, culture and family background
- Be transparent, impartial and provide opportunities for confidentiality
- Be enhanced by strong networks and collaborative approaches involving Student Services, course teams and external partners
- Contribute to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and develop career management skills.

2.5 Careers education include:

- Visits to employers and Universities
- Social action and Work experience
- Engagement activities such as open days, UCAS convention fairs, STEM, Compact Plus, Summer schools
- Talks from speakers, such as employers and training providers.
- Progression activities/ seminars – Such as UCAS, Student Finance England, Not going to Uni, application and interview skills, self-employment.

2.6 Careers Information, Advice and Guidance include:

- Pre entry course information and Advice on post 16 pathways through open evenings, school assemblies and career fairs
- On course and progression

3 Students Entitlement

East Sussex College Group will offer a programme of high quality impartial careers information and guidance that is stable, structured and delivered by staff equipped with

the right skills and experience. The Gatsby Careers Benchmark model (Appendix 1) will be used to measure the results and impact of the below:

- 3.1 All students have the opportunity to access high quality, impartial careers information, advice and guidance to help support their aspirations for progression and work. For students to understand the options available to them and be able to make informed decisions in terms of job, career progression and training.
- 3.2 All students will receive support to develop their skills and knowledge to enter the labour market and have confidence of the journey to take them there and manage their life long careers.
- 3.3 All students will receive support to find suitable work placements or work experience, necessary to develop employability skills required to secure and sustain meaningful employment.
- 3.4 All students are entitled to receive tailored support, which include the full range of Student Support Services: careers guidance, funding advice, welfare and support.

4 Roles and Responsibilities

4.1 Student Responsibilities

- 4.1.0 To be actively involved in and take ownership for their progression planning and career development;
- 4.1.1 To attend punctually all planned tutorial, careers education and guidance activities;
- 4.1.2 To work co-operatively with staff and fellow learners, respecting the views of others and the principles of Equality and Diversity.

4.2 Staff Responsibilities

College Management Team

- 4.2.0 There is a link Governor appointed to Careers Education, Information, Advice and Guidance
- 4.2.1 Relevant staff are aware of this policy
- 4.2.2 There are sufficient qualified, experienced staff and up to date resources
- 4.2.3 All staff have access to training, support and resources which are appropriate to their role.

Head of Student Services

- 4.2.4 Is nominated as the Careers Leader, to ensure the leadership and coordination of a high quality careers programme.
- 4.2.5 Manage CEIAG activities which are planned developed and delivered by professional, impartial and specialist Careers Advisers
- 4.2.6 That independent Careers Guidance from outside agencies is secured as to ensure that careers guidance provided is of an impartial manner
- 4.2.7 Producing and maintaining accurate up to date resources
- 4.2.8 Ensuring that careers information resources, paper and internet based, which are located in the careers areas are maintained
- 4.2.9 Develop and provide workshops to support tutorials
- 4.2.10 That a professional working relationship exists between East Sussex College Group, Youth Employment Service, National Careers Service, My Future Starts Here and other external agencies

Curriculum Staff

- 4.2.11 Staff involved in pre-entry and induction activities provide sufficient course information and advice to enable prospective learners to make suitable choices;
- 4.2.12 Course and appropriate support staff are aware of services available through Student Services, maintain effective working links and make referrals for pre-entry, progression and careers guidance when required;
- 4.2.13 Course staff ensure learners are aware of support available through Student Services, tutorial and course based support;

4.2.14 Course staff ensure that there is an appropriate combination of careers education, information, advice and guidance activities which are appropriate to their students' needs.

4.2.15 All staff providing careers education, information and guidance have a responsibility to promote equality of opportunity, to be aware of confidentiality issues and deal sensitively with information disclosed by students.

5 Procedures

5.1 Students are to be informed of the facilities and support available to them through participation in the Induction programme on entry to the College and through the Student Handbook.

5.2 Students and potential students who require a careers guidance interview can self-refer or be referred by any member of staff at any point during their student journey. Follow up appointments may also be offered where appropriate.

5.3 At certain times of the year extra career guidance appointments may be available through independent careers advisers.

5.4 Potential students may benefit from a careers guidance interview, if they:

- are uncertain of their course choice
- do not meet the entry criteria of the course
- have nonexistent or unrealistic career plans
- have previously attempted to study the course

5.5 On course students may benefit from a careers guidance interview, if they:

- Need support with planning their career path
- Are considering changing course during the right choice period or before their course ends
- Are coming towards the end of their course
- Need help with applying to University or another college/ training provider
- Would like support with job search activities and LMI information

5.6 Provide current information and advice on learning opportunities and career options. All current and prospective students may access careers resources at each college site.

5.7 Current, prospective students or clients are provided with a written summary of their guidance. Clear steps and action points are given in order that they feel ready and confident to move forwards on their learning or career journey.

5.8 College and partner organisations staff receive information about the services of Student Services during their induction and are aware that they may contact

the team at any time for advice or to refer a student. Leaflets detailing the service, including opening hours are available.

5.9 The service has robust quality assurance systems and is evaluated by:

- Reviews of the delivery of CEIAG against the key principles
- Observations of CEIAG staff, customer satisfaction surveys and other feedback procedures
- Maintaining Matrix accreditation and Investors in Careers (Quality in Careers).
- Careers and Enterprise Company Compass Tool
- College Self-Assessment review processes.

6 Monitoring and Evaluation of the Service

6.1 CEIAG staff will request feedback from students and staff about the available resources for CEIAG and requirements to improve the service for future students. The feedback is disseminated to the Head of Student Services as to ensure that the delivery and efficiency of the service meets the needs of the students.

6.2 Feedback methods include:

- Student/ staff survey
- Evaluation forms at the end of talks/ events
- Feedback received at the end of CEIAG Appointments
- Email feedback received by advisers/ quality department

7 Review of Policy

7.1 The policy document will be reviewed regularly and a full review completed annually. The document will be changed in line with any enhances to processes or procedures, along with legislative announcements. In order to review the document feedback will be considered that has been collated.

8 References to Policy

- Additional Learning Support Policy
- Admissions Policy
- Employability Strategy
- Complaints Procedure
- Equality and Diversity Inclusion Statement
- Safeguarding and Prevent Policy
- Tutorial Policy

9 Version summary

Version no.:	Eff. from:	Change summary: (The actual change marked in left margin)	Prep. by:	Approved. by:
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10 Appendix 1

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.
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 the best use of available information.
3). Addressing the need of each student	Learners have different careers 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 to careers	All subject staff should link curriculum learning with careers, even on courses that 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 expectations from employers.
5). Encounters with Employees and Employers	Every learner should have multiple opportunities to learn from employers about work, employment and skills that are valued in the work place. This can be done 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 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.
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	<p>Every learners should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided that 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> <p>*The college should ensure access to a level 6 adviser is available when needed.</p>
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