

## Careers Education and Guidance Policy

---

### Statement

Halesowen College has established a strong position from which to fulfil its responsibilities to prepare students to fully participate in training and education programmes to enable them to compete in the global marketplace and maximise their success in their future working lives.

We follow our statutory obligations in the provision of CEIAG and build on good practice to ensure that all learners are supported to choose the right pathway to enable them to make the best of the opportunities available to them. This document relates to the delivery of Careers Education and Information (CEI) and incorporates wider Advice and Guidance (A&G) provision. The policy is reviewed annually as part of our ongoing quality review cycle and the findings are presented to the College Executive and Governing body.

This policy is written in accordance with the Department for Education (DfE) guidance: [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94422/careers-guidance-and-access-for-education-and-training-providers.pdf) July 2021 and [Skills for Jobs: Lifelong Learning for Opportunity and Growth \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94422/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf) January 2021 and encompasses Gatsby Benchmarks and the CDI Framework for Career Development. It is informed by the outcomes of where our students progress and tailored to respond to this. This policy is developed through consultations with senior managers, the curriculum team and input from external partners and presented to the Governing Body for consultation and approval. It is available on the college website to be accessible to learners, parents, carers and organisations working with the college.

The overall responsibility for delivering CEIAG is held by the Deputy Director of Learner Services, Julia Edmunds, who oversees the provision of the service ensuring there is a budget for careers education, adequate staff resources, with staff holding appropriate qualifications where applicable and that the service is delivered cross-college and integral to the curriculum.

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. We follow the Career Development Institute Code of Ethics (Appendix 1).

The College provides professional career guidance and welfare advice, to support the students' learning journey and beyond to meet the Gatsby Benchmarks of Good Career Guidance (Appendix 2).

A Careers Programme is published annually and information is also available for learners and their parents/carers on different media so that learners can access the resources 24/7. The College has a comprehensive VLE – Moodle – which can be accessed while learners are on

site, or during College closures, from any digital device once they have logged in to the College portal.

We aim to provide high-quality impartial, accessible careers education, advice and guidance services to support learners in their personal/social development and self-awareness. We will prepare learners for the next stage in their life by assisting them to develop their skills, increase their confidence, independence and motivation, thus helping them overcome any potential barriers they may face in their progression from school, to college/university or the world of work. Careers is supported by a comprehensive tutorial programme that supports personal development and growth and tutorials are delivered to all learners.

Face-to-face and virtual careers advice and general IAG is available all day, every day the College is open as drop in or pre-booked appointments. Careers advice and guidance is offered on a full range of careers matters including making career decisions, apprenticeships, further and higher education courses, employment prospects, the completion of job/course application forms and the preparation of a curriculum vitae. The type and level of support will be appropriate to the needs of the learner.

Our mission statement is *Learn, Succeed, Flourish* and it drives our development of strong collaborative learning partnerships in order to meet the needs of the local economy, education and the community. In order to achieve this, we work with a range of partners which include, schools, Careers Enterprise Company, universities and employers. The nature and extent of this collaboration will build awareness of the College and what it can offer and positively enhance recruitment and retention of learners.

Our Strategy is to support learners so that they can maximise their learning experience whilst at College. We encourage learners to be independent and to develop the social, personal and enterprise skills and knowledge necessary to help them to make effective learning choices, to find and secure work and play an effective role in the economic and civic life of the nation.

## **Aims and Objectives**

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. CEIAG is designed to meet the needs of the learners at this College and those who are considering enrolling here.

It is our aim that learners and potential learners of all ages have access to impartial and personalised careers education, information and guidance and that there are appropriate opportunities for learners to develop the knowledge, skills and self-awareness needed to make successful choices and manage their careers. We aim to increase the individual's chances of achieving their goals for personal benefit so that they can make a positive contribution to the economy and society.

Our aims are to:

- build confidence
- Help learners to identify their skills, qualities and goals
- help learners understand their motivators and potential barriers
- help learners raise awareness of factors that affect their career choice

- motivate and inspire learners to take responsibility for their chosen pathways
- raise aspirations and encourage independence in our learners
- promote social mobility by informing learners about the full range of education, training and employment opportunities available to them both locally and nationally and this will be supported by good quality Labour Market Information (LMI).
- provide a planned programme of careers education and guidance activities that give them information about education and training opportunities and the chance to experience the world of work, through curriculum-based activities having access to a number of organisations to facilitate this
- promote equality, celebrate diversity and challenge stereotyping.

## Values

- We aim high and support everyone to achieve their best
- Working in partnership with employers and local providers enhances our careers education
- We will support our learners to develop the career management skills they need to be able to accommodate change
- We are inclusive and value diversity
- We recognise achievement
- Creativity is an important element which motivates and enlivens us to deliver the best service we can

This means that we will work to:

- support our learners in seeking our help
- provide personalised support
- target support focusing on progression and careers including UCAS
- review and monitor individual learner progress

## Activities, Resources and Partnerships

Guiding potential students through course options so they choose the right course for them, which best meets their individual needs and interests.

- A Careers Education Programme contributing to the Post-16 Study Programme
- Helping students to progress into positive destinations after College by raising students' awareness of opportunities, utilising Labour Market Intelligence, supporting students with employability skills and with applications to Higher Education

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;
- offers guidance for any student at risk of dropping out, to assist with retention, and referring to alternative provision where appropriate
- 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.

Learners receive CEG and IAG through accessing a range of activities. Some of these will be organised directly by the curriculum teaching staff, delivered as part of the Careers Programme which is facilitated by personal coaches/tutors, or through support from the Careers team. We also work closely with a number of universities and employers who deliver a range of workshops.

Curriculum based activities include

- Hearing **inspiring speakers** that introduce learners to a world outside their regular communities and ideas of work
- Visits to real-world workplaces, skills shows and higher education providers
- Facilitating **work experience, community projects** and **volunteering** placements.

Raising awareness of these opportunities to enhance learners' prospects

Pastoral activities

- Identification of skills, knowledge and learning and matching these to work opportunities, includes use of Careers Exploration packages
- Employability skills (job applications, CVs)
- Attendance at Job Fair/HE Fair/Skills shows

Careers team activities

- Planning and delivery of cross College provision for Careers Education
- Understanding **opportunities** in the labour market of the local community and beyond and the skills needed to maximise job chances
- Providing **advice on options** including apprenticeships, vocational pathways, higher education and employment
- Support learners to create CVs and complete job application forms
- Simulate mock interviews and group interview sessions including mentoring
- Working **in partnership** with external providers to increase awareness of the opportunities available.

Resources to support these activities are available in digital format in Moodle. This includes links to other resources such as *Start, icould*, and many other sources of information including websites, webinars, recorded sessions and paper-based materials.

Information about forthcoming events are notified to teaching staff/learners using email, the Student Bulletin, Parents' Bulletin and traditional paper-based notices such as posters.

The College has exceptionally productive partnerships with local schools, universities and local employers which help us to meet the needs of the economy, education and the community.

Advice, help and support is available to learners and their parents prior to admission to College (for example at post 16 and careers events in schools), during enrolment, at Open Days and Parents' Evenings.

## Organisational Responsibilities

- The Corporation have ultimate accountability for the Careers Programme across College, and they ensure they receive and act upon recommendations from the College Careers Leader as appropriate. The Careers Leader who has overall strategic responsibility for careers submits regular reports (every half term) for the CLT and governing body. There is a nominated 'link' governor who works closely with the Careers Leader on ensuring effective delivery of the careers and employability strategy for the College.
- The College works with external agencies including the Careers and Enterprise Company and the local network of Enterprise Co-ordinators and Advisers to support the careers programme
- Robust quality assurance systems are in place. Each team undergoes an 'operational review' during which the strategic and operational plans are examined and compared with progress made. Action plans are then compiled and shared with team members for further actions.
- Every member of the Careers and have specific roles, responsibilities and professional qualifications that are identified in their job descriptions and complete CPD in accordance with CDI guidelines identifying any appropriate training needs.
- Careers education and guidance is a whole college responsibility. Both teaching and support staff are involved in careers education and guidance in some way, whether through supporting work placements, supplying information on course and job opportunities, providing learning or tutorial support to facilitate progression.
- The College works in partnership with the local authority and local partners to focus on those young people needs.
- The advisers in Admissions and School Liaison Team offer pre-entry information to prospective learners and careers staff work with prospective and enrolled learners; whilst industry specific guidance is provided by tutors in class throughout the year.
- All College staff participate in cross-college staff development initiatives, examples of which include Safeguarding, Anxiety and Depression, UCAS reference writing. All new/updated information gained from training and development activities are reviewed and shared.

## Careers are responsible for the following

- Devising and delivering appropriate careers education programmes and publishing this annually on the website and other forms of media
- Liaising with Curriculum and Pastoral staff with regard to work related learning activities and linking subject content to development of career thinking
- Delivering information and guidance to current, potential and past learners and members of the public
- Inform learners of the range of facilities and support available through participation
- Provide an accurate and up-to-date careers library. Assist learners to use resources effectively including the use of online resources
- Enhance learners' awareness of educational and careers opportunities through individual and groups sessions and careers education
- Encouraging and assisting learners to develop, in order to achieve their personal, educational and employment goals
- Supporting learners in their career planning and in assessing interests and abilities

## Individual Careers Guidance

During a careers interview, the adviser can assist with the following:

- Defining goals
- Career planning and action planning
- UCAS applications and personal statements
- Job seeking strategies
- CVs, application forms
- Interview and presentation skills
- Volunteering

In all cases, **referrals** may be made to other agencies where appropriate and with the consent of the individual concerned.

## Group Work

All learners have access to careers education. This may be integrated into the curriculum in the case of vocational courses and/or delivered through the tutorial programme or group work activities by careers advisers and organisations assisting this provision.

Careers advisers may be asked to contribute by giving presentations or workshops. The workshops available include job searching and exploration, exploring personal skills and qualities, researching university options, online career researching, UCAS and personal finance.

## Support for young people with special educational needs or disabilities and their parents

The College has high aspirations for all young people, including those with special educational needs and disabilities (SEND). We offer a differentiated approach for all learners and particularly those with SEND. We aim to raise the careers aspirations of our learners, to broaden their employment horizons and support them in preparing for the next phase of education/training or work related activities and beyond that. Young people with SEND have access to impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision. Individualised support is provided by the Learning Support Department and through curriculum learning.

### Promotion of the Service

- Learners are made aware of the College's services in a variety of ways
- Social Media including Facebook, Instagram, LinkedIn, Twitter
- College website and the Moodle VLE
- At induction
- Leaflets and posters for specific events
- Emails and mailings directly to learners or via their Personal Coach

### Monitoring and Evaluation

We seek feedback from learners and staff about the relevance of the CEG programme and IAG provided and the materials used. Feedback is gathered from a number of sources including parents, external organisations and the CEC. This feedback is reported to the College's Senior Management Team at regular meetings, through reviews and the self-assessment report.

The methods we will use to gain feedback are:

- Social media comments and discussion
- Intensive feedback weeks including telephone calls, postcards and quick surveys
- Focus groups with learners, employers, schools and care leaver forums
- Learner Council feedback
- Online surveys
- Impact measures
- Feedback postcard at end of drop-ins and booked appointments
- Using Destination measures data to help us to measure our success as a College in supporting learners to take up education, employment or training which offers good long-term prospects

### Review

Reviewed/Approved	By	Date	Review Date
Updated by	Helen Stockdale	27.4.2022	27.4.2023

## Career Development Institute Code of Ethics

Access at: [Code of Ethics update 2018-web.pdf \(thecdi.net\)](#)

### Accessibility

Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

### Accountability

Members are accountable for their career development activities and services and must submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

Members must act in the interest of society and at all times exercise integrity, honesty and diligence.

Members must in all circumstances endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

### Autonomy

Members must encourage individual autonomy in making decisions and always act in the individual's best interests.

### Competence

Members must monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

Members must represent their professional competencies, training and experience accurately and function within the boundaries of their training and experience.

### Confidentiality

Members must respect the privacy of individuals, disclosing confidential information only with informed consent, except where there is clear evidence of serious risk to the client or welfare of others.

Members must inform clients of the limits of confidentiality and data sharing at the outset.

### Continuous Professional Development

Members must maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and the National Occupational Standards: Career Development.

### Duty of Care – to Clients, Colleagues, Organisations and Self

Members have a duty of care and are expected always to act in the best interests of their clients.



Members must develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

Members must fulfil their obligations and duties to their employer (where applicable), except where to do so would compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal integrity, personal safety and their capacity to practice in order to provide an effective service to clients.

## **Equality**

Members must actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

Members must treat clients equally regardless of their gender, age, race, ethnicity, disability, religious beliefs or sexual orientation.

## **Impartiality**

Members must ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client.

Where impartiality is not possible this must be declared to the client at the outset.

## **Transparency**

Members must provide career development services and activities in an open and transparent manner.

## **Trustworthiness**

Members must act in accordance with the trust placed in them, ensure that the clients' expectations are ones that have reasonable expectations of being met and honour agreements and promises.

## Gatsby Benchmarks of Good Careers Guidance

1] A stable careers programme	
<p>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"> <li>■ 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.</li> <li>■ 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.</li> <li>■ The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.</li> </ul>
2] Learning from career and labour market information	
<p>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"> <li>■ 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.</li> <li>■ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.</li> </ul>
3] Addressing the needs of each student	
<p>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.</p>	<ul style="list-style-type: none"> <li>■ A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>■ Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</li> <li>■ 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 from the point of transition.</li> <li>■ 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.</li> </ul>
4] Linking curriculum learning to careers	
<p>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 expectation from employers.</p>	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>

<b>5] Encounters with employers and employees</b>	
<p>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"> <li>■ 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.</li> <li>■ Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6] Experiences of workplaces</b>	
<p>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"> <li>■ By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> </ul>
<b>7] Encounters with further and higher education</b>	
<p>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"> <li>■ 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 both staff and learners.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<b>8] Personal guidance</b>	
<p>Every learner should have opportunities for guidance interviews with a career 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> <p>* The college should ensure that access to a level 6 adviser is available when needed.</p>	<ul style="list-style-type: none"> <li>■ Every learner should have at least one such interview by the end of their study programme</li> </ul>