



Careers Education, Information, Advice and Guidance (CEIAG) Policy 2019/20

1. Scope & Purpose

Hopwood Hall College is committed to providing high quality, impartial Careers Education, Information Advice and Guidance (CEIAG) for its learners and employers through a structured and responsive programme of CEIAG and related activity.

The College CEIAG programme will support the entire learner journey and will therefore be delivered by a diverse range of staff from across the College, as appropriate to meet the needs of learners and employers.

The purpose of this policy is to ensure staff, learners and employers understand the CEIAG offer and how they will support its implementation across the college throughout the year.

It is expected that this policy will support College staff to understand their role in supporting potential and existing learners to enrol on the most appropriate programme of study and to promote aspirational careers thinking with learners support to develop appropriate progression planning and career management skills.

This policy and procedure will not discriminate either directly or indirectly against any individual on the grounds of gender, gender identity, race, ethnicity or national origin, sexual orientation, marital status, religion or belief, age, trade union membership, disability, socio-economic status, offending background or any other personal characteristic.

2. Aims and Objectives

The aims of the policy is to make sure all learners and employers have access to impartial, aspirational and appropriate CEIAG to meet their needs in line with professional guidelines such as those set out by the Career Development Institute (CDI) and are aligned to the Gatsby Benchmarks of Good Career Guidance.

CEIAG provided by the College will be impartial and delivered in such a way that it meets professional standards of practice, remains confidential within the confines of the College, and takes into account current best practice.

The key objectives of this policy are:

- To ensure learners know what CEIAG services are available in the college and how to access them;
- To raise learners' aspirations from application to destination; this will be delivered by a variety of staff through pre-enrolment, tutorials, focus weeks, learner engagement activities, encounters with employers and education providers, exposure to apprenticeship and training providers/ opportunities, career guidance appointments, and activities in the Careers Zone.
- There will also be supplementary support available online through itsLearning to encourage independent learning;
- To ensure the college careers adviser has or is working towards a suitable professional qualification at Level 6 or above;
- To deliver support to learners who wish to progress to Higher Education or Employment or Apprenticeship
- To manage and support UCAS applications from all applicable learners;
- To promote partner IAG services based within the college;
- To ensure topics such as employability, values and IAG are provided during tutorials and via iLearn;
- To ensure employers are provided information to make informed decisions and support to employ apprentices.
- Ensure that elements of the matrix standard are adhered to

- The provision is reviewed annually taking into account progress made against the Gatsby Benchmarks and feedback from key stakeholders including learners, parents/carers, and employers

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 confidential within the organisation;
- Is enhanced by strong networks and collaborative approaches involving Student Support Tutors, Curriculum Teams including ACE tutors, the college Careers and Work Experience Team, and external partners including Positive Steps and National Careers Service;
- Contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop their independent career management skills, and;
- Provides comprehensive information and advice to empower learners to make informed choices and decisions about their future with careers guidance made available to those most in need of it

3.1 The Gatsby Benchmarks

The college fully embraces the research, recommendations and obligations outlined in the Government's Careers Strategy: Making the Most of Everyone's Skills and Talents and is committed to achieving the 8 Gatsby Benchmarks of Good Careers Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Further guidance on the Benchmarks, including an interpretation for FE Colleges, can be found on the Good Career Guidance section of the Gatsby Charitable Foundation website: www.gatsby.org.uk

3.1 Recording The Gatsby Benchmarks on ProMonitor

Labour Market – Benchmark 2

- To record when learners have been referred to sources of labour market information (Start website, icould.com, HE prospectus, apprenticeship website etc) or a talk on the job market
- Name of the website, social media account, flyer, poster, book or other resource to be included
- Good practice to encourage learners to share this with their parent / carer

Needs of Each Learner – Benchmark 3

- Activity that challenges stereotypical thinking, e.g. gender roles.
- Activity that helps to raise the aspirations of learners (e.g. learner reflection after a guest speaker / attending a visit, watching an aspirational video, a goal setting exercise etc)

Course to Careers – Benchmark 4

- Sessions / lessons that enable learners to understand their courses can lead to multiple careers
- Competitions, challenges, performances, national awareness events
- Enrichment activity learners undertake in their own time that is relevant to their course, e.g. building a PC / repairing a car / creating their own website / writing a blog

Part Time Work – Benchmark 5

- All part time work undertaken by learners should be recorded with the name of the employer.
- Tutors also need to record a comment that enables learners to see how their part time work aides their development & will benefit them at college; behaviour / time management / personal responsibility / communication

Employer Encounter – Benchmark 5

- Employer name needs to be recorded
- Type of activity, e.g. guest speaker, placement interview, mock interview, any employer led activity / any contact with an employer on HHC premises

Visit to Workplace – Benchmark 6

- Any activity that happens in a place of work; tour, mock interview, etc
- If visiting any venue off site then staff should encourage learners to consider job roles in that environment and then record these visits under this category
- Excludes external work experience which will be captured through Connect
- Any learners that have done work experience for a department within Hopwood Hall College will need this to be recorded here

HE Encounter – Benchmark 7

- HE Institution name needs to be recorded
- Type of activity, e.g. guest speaker, taster day, visit to HE, HE Fair etc
- Any contact a learner has with a HE provider inc GM Higher activity

Other Encounter – Benchmark 7

- FE, apprenticeship or training provider name needs to be recorded
- Type of activity, e.g. guest speaker, taster day, visit to learning provider, careers fair etc
- Any contact a learner has with another FE, apprenticeship or training provider inc careers fairs that take place in another training or education providers establishment

Personal Guidance – Benchmark 8

- The Careers Team will take responsibility for this benchmark so curriculum colleagues won't need to use it

4. Careers Management Skills

CEIAG will be differentiated and personalised to enable learners to develop their career management skills in a progressive, developmental and meaningful way for each individual. This will be achieved by ensuring that careers and employability activities, both within and outside of the curriculum, are appropriate to the learners' stage of learning, understanding, development and careers decision making readiness.

ACE Tutorials will enable learners to develop key career management skills linked to the Gatsby Benchmarks through the following static / mandatory careers related sessions. These will be delivered by curriculum and will, along with all other relevant activity, be recorded under the appropriate benchmark on the enrichment and employability section of ProMonitor.

Term 1:

- Goal Setting
- Link Curriculum to Careers
- Career Values
- Decision Making and Motivation

Term 2

- LMI link to National Apprenticeship Week (NAW2020)
- Link to National Careers Week (NCW2020)
- Effective Applications

Term 3

- Link Curriculum to Careers Review: Learner Presentations

Support is available to ACE Tutors, primarily through the staff sessions in the careers zone (or other appropriate space) at regular intervals throughout the year.

4.1 UCAS Applications

ACE Tutors will provide support to learners progression to Higher Education. It is expected that all level three learners will have at least one encounter with higher education (benchmark 7) to enable them to decide if this is a pathway that is right for them. This also links to benchmark 4 where HE is not typically seen as a progression route: the ACE Tutor will encourage learners to think about careers they may not have considered.

The UCAS Process for Level 3 Year 2 is as follows:

- 9/9/19 – ACE Tutorial: Research post college options: Prefer HE or Vocational?
- 16/9/19 – Practice Applications (to focus on structure, facts, capitalization etc). Real UCAS form to be used for anyone that might apply to university and a template job application form (name and facts only) for learners progressing to apprenticeship or employment.
- w/c 23rd September – UCAS application form moderation undertaken by Careers where a sample will be reviewed. Feedback will be provided to Programme Managers where further action is needed.
- 7/10/19 – Potential HE progressers to be introduced to / start the Personal Statement Guide that is on itsLearning. Vocational progressers to complete the introduction to employability badge.
- w/c 14th October – HE Week. Learners to be encouraged to explore course and university choices, enquire about finance, and ask about personal statements. All level three year two learners should attend the HE fair at their respective campus and this needs to be recorded as Benchmark 7 by the ACE Tutor.
- 11/11/19 – Learners should submit their first draft UCAS Personal statements to their ACE Tutors for review. ACE Tutors to ensure all feedback is provided to learners by 22/11/19. All references must be complete by this date also.
- w/c 25th November – Careers team will sample first draft feedback and references, providing feedback where further action is required
- 25/11/19 to 2/12/19 – Learners to work on and complete second draft personal statement

- 2/12/19 – ACE Tutorial to discuss how values and motivation contribute to an effective personal statement for university or work. Learners to tidy and finalise second draft personal statement.
- 2/12/19 to 20/12/19 – ACE Tutors to ensure final draft personal statements are complete
- 9/12/19 to 13/1/20 – Careers adviser to track UCAS applications through the UCAS website and feedback any obvious errors to be to the learner via ACE Tutor, or direct to learners in exceptional circumstances, for correction by the UCAS deadline.

Learners applying for University using the college check and send service must ensure they pay the appropriate fee to Student and College Services.

5. CEIAG Services

Careers Education:

Will be delivered in the class room by tutors and ACE tutors according to the needs of learners. Vocational subjects will be relevant to industry and provide learners the opportunity to understand how the skills, knowledge and experience they gain through their studies prepare them for the workplace. To complement this, ACE Tutors will provide learners with structured Careers Education sessions to enable learners to develop a broader set of career management skills to enable them to effectively understand and navigate the labour market.

ACE Tutors will be responsible for delivering sessions around: goal setting, understanding traditional and non-traditional career paths available based on the qualification and subject studied, understanding careers values, motivation & decision making, the labour market, and making effective applications (employment and progression e.g. to university). These sessions should be delivered sequentially to ensure that learners are able to assess their careers and progression goals throughout the year so they are prepared to make effective choices in advance of Stepping Up Week.

All tutorials, trips, visits, guest speakers and any other activity that meets the criteria for the Gatsby Benchmarks must be recorded by the curriculum tutor that is leading or organised the activity using the appropriate benchmark on the Enrichment page on ProMonitor.

Careers Information and Advice

All learners are eligible to request careers information and advice and will have their needs met by the college utilising a careers triage service. The College Careers Adviser and Careers Leader will work with the Head of E-Learning to ensure there are suitable and sufficient Careers Information and Advice resources available online via ItsLearning for learners to access and self-serve where appropriate.

Careers Information and Advice (Adults Aged 19+)

Adult learners will be eligible for impartial careers information and advice from suitably IAG qualified Student & College Services staff on a drop-in basis. The remit of Student and College Services is to: provide funding information and support, respond to course enquiries and enable learners / potential learners to make appropriate course choices, signpost to other sources of support. If a learner is unsure of their career goals the SCS team member will arrange for a National Careers Service appointment on site at either of the college campuses and will request learner permission to enter their details into the National Careers Service appointment booking system, CAS. If CAS is unavailable, the appointment will be booked into the Careers Calendar on OneDrive. ACE Tutors can request access to these calendars by emailing the Careers Leader.

Careers Information and Advice (Young People Aged 16-18)

Impartial information and advice is a likely outcome of Careers Education from Tutors, ACE Tutors, Alumni, and Guest Speakers. This type of information and advice is likely to be informal and provide rich dialogue for learners to reflect upon. All learners that receive Careers Education must be encouraged and supported to reflect on their careers learning as this will help to prepare them for independence and will also be beneficial preparation for any subsequent formal careers' intervention.

Student and College Services will be able to meet the Information and Advice of our 16-18 year old learners on a drop-in basis, supporting with funding enquiries, course information and options, and comparing UK and non-UK qualifications using NARIC. Where a learner is unsure about their career goal, how to make a choice between the options or expresses a risk of dropping out of college a referral should be made to the College Careers Adviser for Guidance using the Careers Appointment Calendar on OneDrive. If no appointments are available this should be flagged with the Careers Adviser in the first instance and the next stage would be to escalate the matter to the Careers Leader for review.

Careers Information and Advice (Apprenticeships)

ACE Tutors and Student and College Services will be able to make learners aware of the application process for registering an interest in an apprenticeship.

Training at Hopwood will provide initial impartial IAG regarding apprenticeships. Where a learner does not meet the criteria of a Training at Hopwood apprenticeship or they are interested in an apprenticeship that the college does not offer, they will be provided with details regarding other providers that may offer the route they are interested. All learners in this situation would also be encouraged to speak with the SCS team if a full or part time programme may be a more suitable alternative. All IAG sessions delivered by Training at Hopwood must be recorded on EBS.

Careers Guidance

The careers guidance service will prioritise learners at risk of dropping out of college and will be:

- Delivered by a professionally qualified careers adviser and will be informed by up to date labour market information;
- Facilitated by a member of the College, Positive Steps or National Careers Service; or other appropriate external agency
- Free to access, impartial and will aim to empower the learner;
- Available to all learners regardless of disability, ethnicity, background, sex or sexual orientation;
- Available all year round;
- Delivered in an appropriate and suitable confidential environment;
- Recorded on Promonitor under Benchmark 8 Personal Guidance and objectives set where appropriate;
- Provide the final check and send for UCAS after learners have been supported to develop their personal statement and application form by their ACE Tutor;
- Up to date and in line with changes in government legislation and funding changes.

IAG Interviews will:

- Consist of the three stages outlined in the Skilled Helper Model: contract, exploration and action planning
- Be recorded on ProMonitor under Enrichment Benchmark 8 with agreed actions and target dates saved as a SMART Target;
- Make well-informed and realistic career decisions;
- Identify sources of information or marketing material;
- Make referrals to partners or external agencies where appropriate; and
- Be recorded on college systems to measure the service impact and outcomes.

- The careers adviser will inform ACE tutors of any learners that fail to attend their in house careers appointment utilising the ProMonitor system or email

6. Hopwood Hall College Higher Education Learners

Learners studying at level four and above will be expected to take greater ownership of managing their careers. To support learners on higher level courses, including higher education, the college careers team will offer a dedicated careers day each term for learners at this level. This may take the form of one to ones, group sessions, lectures, or networking events. Curriculum colleagues will engage with the Careers Leader in order that other organisations can be timetabled to provide careers support for these learners, where available and relevant to learner need, for example National Careers Service. Initial IAG will be provided by curriculum during the admissions and enrolment process to ensure learners are enrolling on the correct course.

7. Implementation

All staff and learners are responsible for implementing this policy. This policy is available to all staff and learners on the Hub and the ItsLearning platform. The Student and College Services Team will support staff the operational delivery of this policy.

Monitoring of this policy will be carried out by the Student and College Service Manager and will be reported back to the Executive Director.

8. Roles and Responsibilities

The Careers Leader will:

- Ensure appropriate staff are aware of the policy;
- Ensure the careers team manage and undertake appropriate CPD;
- Review the service annually to make sure the service is to industry standards and is aligned to learner voice to ensure a high quality, responsive service;
- Ensure the policy and provision are compliant with regulatory requirements such as Matrix, IAG and work with colleagues to meet the Gatsby Benchmarks;
- Conduct and receive peer observations,
- Engage with appropriate stakeholders, and;
- Make recommendations and implement improvements
- Link with external agencies including Positive Steps and National Careers Service
- Ensure a well-planned series of activities are available during National Careers Week
- Work with the Careers Adviser and Marketing to ensure accurate and up to date careers pages are available on the College website
- Observe admissions presentations and interviews and report findings
- Engage with all stakeholders including colleagues, learners, parents, employers, and partner organisations to ensure feedback is received annually that will help to shape and enhance the college's CEIAG provision
- Work with MIS to update ProPortal with relevant careers information for parents and monitor parental engagement

The Careers Adviser will:

- Work with the Careers Leader and Marketing to ensure marketing is accurate, relevant and up to date including the careers pages of the college website
- Make sure resources are available to learners; including digital resources through the VLE
- Conduct impartial careers guidance interviews and record them on ProMonitor;
- Log all career guidance sessions appropriately under Benchmark 8 Personal Guidance
- Provide follow up support to learners where appropriate in person, by email, over the phone or via itsLearning
- Work with ACE Tutors, SSTs and SCS Colleagues to meet the careers needs of learners

- Ensure priority appointments are made available for EHCP learners that will be leaving college or at risk of dropping out of college
- Capture and record feedback from learners, parents and stakeholders
- Sign post to external partners
- Provide timely feedback to ACE Tutors on their UCAS work with learners where appropriate

Student & College Services Assistants will:

- Advise on Hopwood Hall courses and help learners to make appropriate choices;
- Support learners with NARIC enquiries to unofficially compare UK and international qualifications
- Maintain the UCAS website with Hopwood Hall provision and help learners make choices
- Book careers appointments through the Shared Careers Appointment Calendar / CAS / advise learners of drop-in times where available
- Sign post to external organisations including Student Finance as appropriate;
- Provide course information to learners electronically and face to face;
- Provide education financial information and guidance to learners and their parents;
- Provide support with financial support applications including for Higher Educations;
- Provide careers information and advice to adult learners on a drop in basis

Training @ Hopwood will:

- Ensure resources are available to learners, applicants and employers;
- Conduct impartial apprenticeship guidance and advice interviews;
- Provide apprenticeship advice and guidance for employers;
- Signpost employers to the other providers for apprenticeships which the college does not provide;
- Signpost learners who are not job ready to Traineeships or other alternative provision;
- Support learners with applications to employers; and
- Update the SCS, Careers, and ACE Tutor teams with updates or changes to apprenticeships.
- Plan and undertake a range of activities for National Apprenticeship Week and ensure that ACE Tutors are aware to record activities on Promonitor under the most appropriate Gatsby Benchmark
- Remain current and up to date with Apprenticeship funding and GM offer.

Marketing will:

- Ensure marketing is accurate and relevant;
- Work with the Careers Leader to develop the careers pages of the college website
- Maintain the Pathways LMI package on the college website
- Review and check marketing requests for consistency of branding
- Promote careers related activity through a range of channels including digital and print
- Maintain good links with schools and ensure IAG provided to prospective learners including via school links

ACE Tutors will:

- Deliver pre-defined, sequential careers sessions to develop learners' career management and decision making skills
- Support learners with the development of their employability skills linked with the college's Employability Framework
- Support learners with CV's and interview techniques;
- Facilitate UCAS sessions;
- Support learners with UCAS and HE applications including the completing of the online application form and with the writing and completion of personal statements

- Write UCAS references for learners by the designated deadline and ensure that these meet minimum quality standards
- Provide careers information e.g. through guest speakers and presentations;
- Provide opportunities for personal development; and
- Support learners with internal enrolment and next steps.
- Identify learners at risk of dropping out of college and refer to the careers adviser for guidance
- Ensure all careers and employability activity is logged appropriately on Promonitor under the correct Gatsby Benchmark, with the exception of external work experience and industry placements which must be recorded inline with the Work Experience Policy

Curriculum staff will:

- Conduct admissions presentations followed by 1:1 admissions interviews to ensure learners are enrolling onto the correct course;
- Support the Talk Don't Walk campaign during Welcome Month; guaranteeing an admissions interview learners that would like to switch courses
- Support learners to recognise their employability skills;
- Support learners with internal enrolment and progression next steps;
- Support with vocational careers information and provide UCAS advice and guidance;
- Make sure staff are experienced and qualified; and
- Make sure learning programmes are to industry standards.
- Update the SCS, marketing and the careers team with updates or changes to curriculum

Learners will:

- Attend all timetabled ACE tutorials, PDP sessions, guidance appointments and careers events; and
- Engage with staff, visitors, host organisations, and other learners, respectfully
- Undertake research to enable them to make effective and timely decisions regarding their future and progression pathways
- Be eligible to take authorised absence in line with the attendance policy to attend university open days
- Take ownership of their own progression and career development;
- Will complete their Individual Learning Plan throughout their ACE Tutorial programme to enable reflection on the career management skills they have gained throughout the year
- Be expected to make the most of opportunities available to them to develop their employability, including work placements, industry placements, work shadowing, taster days, master classes and online learning through the VLE
- Have access to a stable careers programme and will be able to access a calendar of activities through the Hopwood Hall College website and the VLE

9. Appendix

The following documents are linked to this policy:

- Careers Strategy
- Provider Access Statement
- Work Experience Policy
- External Speakers Policy
- Attendance Policy

10. Document Review Information

Policy Date: 21st August 2019

Equality Impact assessment completed: Yes **EIA Date:** 21st August 2019

Completed By: Michael Monks

Policy Review Date: 21st August 2020