



CEIAG (Careers) Policy
Approved by: Exec
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Strategy/Policy Responsibility: Vice Principal, Education and Quality
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At Croydon College¹ we aim to ensure all students receive effective careers guidance, meeting all Gatsby Benchmarks and enabling them to make informed choices about their future.

1 Careers Policy Statement

Croydon College 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 education (CDI, 2020).

Along with these statutory requirements it underpins the achievement of the following College Strategic Objectives 1, 2 and 3.

2 Context

2.1 This policy applies to all College's students including those on work-based programmes, subcontracted provision and higher education 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
- Work experience

¹ Croydon College includes both the Croydon and Coulsdon campuses

- Engagement activities such as open days, UCAS convention fairs, STEM, Compact Plus, Summer schools, Employability Fairs, promotion of post graduate education, etc.
- Talks from speakers, such as employers and apprenticeship training providers.
- Progression activities and seminars: UCAS, Student Finance England, application and interview skills, self-employment.
- Parents and Carers are recognised as important contributors to the development of career management and invited to a tailored HE and Apprenticeship Evening as well as having access to a Careers Adviser at Parent Consultation Evenings.

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 up to post graduate education

3 Students Entitlement

Croydon College 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 programme.

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 lifelong 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 careers guidance according to their individual needs and circumstances.

3.5 The College offers comprehensive careers resources through a range of formats including

- Moodle with supported access if requested.
- Supported access to careers assessment software.
- Eclips-online careers information software.
- Referral, where relevant, to other appropriate agencies and providers.
- An opportunity to have further appointments if required.
- Confirmation of the outcomes of a guidance interview on MyPT, and in writing, if required.
- An appointment for a guidance interview within a standard time of 15 days from request.
- Tutor referral to the Careers Service when appropriate, to support their learning with their career planning and transition.

3.6 Croydon College staff delivering Information, Advice and Guidance aim to ensure that the procedures they adopt in the utilisation of confidential information comply with the legal framework

provided by the General Data Protection Regulation. All information gathered in the course of discussion with an individual should be regarded as confidential. Any limitations with regard to confidentiality should be made absolutely clear to the client at the earliest possible stage.

4 Roles and Responsibilities

4.1.1 Student Responsibilities

4.1.1 To be actively involved in and take ownership for their progression planning and career development;

4.1.2 To attend punctually all planned tutorial, careers education and guidance activities;

4.1.3 To work co-operatively with staff and fellow students, respecting the views of others and the principles of Equality and Diversity.

4.2 Staff Responsibilities

College Management Team

4.2.1 Relevant staff are aware of this policy

4.2.2 There are sufficient qualified, experienced staff and up to date resources. All Careers Advisers are professionally qualified in a career development subject to a minimum of QCF Level 6/SCQF level 11, adhere to the CDI Code of Ethics and undertake and record a minimum of 25 hours CPD each year.

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 Manages the CEIAG activities which are planned, developed and delivered by professional, impartial and specialist Careers Advisers

4.2.6 Is responsible for ensuring that accurate and up to date resources are produced and maintained.

4.2.7 Ensures that independent Careers Guidance from outside agencies is secured to ensure impartiality

4.2.8 Develops and provide workshops to support tutorials.

4.2.9 Achieves a professional working relationship between Croydon College 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 students 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 students 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 tutorial system.

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. Careers Advisers will liaise with Additional Learning Support when necessary to support students with additional needs and can attend EHCP reviews by request.

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

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

5.4 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

5.5 Provide current information and advice on learning opportunities and career options.

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

5.7 College staff and partner organisations receive information about Careers during their induction and are aware that they may contact the team at any time for advice or to refer a student.

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

- Reviews of the delivery of CEIAG against the key principles
- Student satisfaction surveys and Learner Voice process
- Maintaining Matrix Accreditation
- 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 passed to the Head of Student Services 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 and/or the 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 or feedback from stakeholders.

Appendix 1 Gatsby Benchmarks

<p>Benchmark 1 A stable career programme</p>	<p>Every College should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers employers and other agencies.</p>
<p>Benchmark 2 Learning from career and labour market information</p>	<p>Every student 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.</p>
<p>Benchmark 3 Addressing the needs of each student</p>	<p>Students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout.</p>
<p>Benchmark 4 Linking curriculum learning to careers</p>	<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 expectations from employers.</p>
<p>Benchmark 5 Encounters with employers and employees</p>	<p>Every student 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 students' own part time employment where it exists.</p>
<p>Benchmark 6 Experiences of workplaces</p>	<p>Every student 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>
<p>Benchmark 7 Encounters with further and higher education</p>	<p>All students 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>
<p>Benchmark 8 Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a careers adviser,</p>

	<p>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 students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet individual needs. *The college should ensure access to a level 6 adviser is available when needed.</p>
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