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Title	Careers Education, Information, Advice and Guidance Policy
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Our mission: outstanding technical and professional learning,
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Careers Education, Information, Advice and Guidance Policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

Careers Education, Information, Advice and Guidance Policy

1.0 College Vision

- 1.1 Dudley College of Technology seeks to maximise the life chances of all of our learners and so it is crucial to prepare them for life beyond college. The Careers Strategy document makes direct reference to our commitment to:

‘ensuring all learners have the skills, knowledge and behaviours to make informed careers choices, and are following appropriate learning programmes for their chosen carer pathways.’

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to all students, irrespective of age and learning programme.
- 2.2 The policy has been reviewed in line with the DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018), and the Ofsted Education Inspection Framework (EIF), government publications May 2019.
- 2.3 This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. as seen in Appendix I of this policy
- 2.4 This policy covers the legal duty of schools and colleges to ensure that they provide impartial carers education, with learners able to access information form a range of training providers.
- 2.5 This policy refers to events and opportunities at all levels of study and in all years and these events will impact upon all students at the college.
- 2.6 All members of staff at Dudley College of Technology Including Dudley Sixth and The Black Country and Marches Institute of Technology are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; acknowledging CEIAG is not the sole responsibility of the Careers Advisor.
- 2.7 It is important therefore that students leave college aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

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3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all learners at college receive a stable careers programme.
- 3.1.2 To enable all learners to benefit from access to information provided by the career and labour market, including local, regional, and national Labour Market Intelligence (LMI).
- 3.1.3 The CEIAG programme should have a degree of individualisation and address the needs of each learner.
- 3.1.4 To link the curriculum learning to careers learning.
- 3.1.5 To provide learners with a series of encounters with employers and employees.
- 3.1.6 To provide learners with experiences of workplace(s).
- 3.1.7 To ensure that learners have a series of encounters with further and higher education, understanding progression options open to them both now and in the future.
- 3.1.8 To provide each learner with the opportunity to receive personal guidance.

4.0 College Responsibilities

4.1 The college has a series of statutory duties established under The Education Act, 2001 and detailed in Careers guidance and access for education and training providers, these are:

- 4.1.1 To ensure that young people – under 19- in England have access to carers guidance. Carers Guidance is defined by the Department for Education as: “services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training, and occupational choices to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including helplines and web-based services).
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards any route, be that academic or technical, a particular institution, education, or work option.
- 4.1.3 This advice must cover a range of education or training options
- 4.1.4 This guidance must be in the best interests of the learners
- 4.1.5 To collect destination measures providing clear and comparable data on the numbers of learners progressing to positive and sustained destinations.
- 4.1.6 The college will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3.

- 4.2 Dudley College of Technology and The Black Country and Marches Institute of Technology believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens horizons, challenges stereotypes and raises aspirations. It provides learners with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.3 The college will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the college (eg Ofsted).

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the college has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Based on the eight Gatsby Benchmarks.

5.1.2 Meeting the college's legal requirements.

- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access learners and that support from a range of agencies including the National Carers Service and the Institute for Apprenticeships will be promoted.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement
- 5.4 The governing body will make sure the careers programme and the name of the Career's Leader are published on the website.

6.0 Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the college for the purpose of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All learners will have the opportunity to
- 6.2.1 To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- 6.2.2 To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, careers fairs and group discussions and taster events.

6.2.3 To understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should get in touch with the college in order to gain access to learners and/or parents to inform them about further opportunities

6.4 The college will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1 The Chief Executive Officer/Principal will ensure that:

7.1.1 The work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders through mechanisms such as student and parent surveys.

7.2.2 Feedback from employers such as those providing work placements or work experience.

7.2.2 By collection and publication of learner destination data. This figure can be compared to national figures as well as against the equivalent figure from similar colleges both nationally and within the county.

7.3 The governors of will review this policy every two years.

Appendix I

The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Every school/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. <input type="checkbox"/> The careers programme should be published on the school/college's website in a way that enables pupils, parents, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, 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"> <input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

<p>3.Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p><input type="checkbox"/> A school/college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><input type="checkbox"/> School/college's should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p><input type="checkbox"/> All pupils should have access to these records to support their career development.</p> <p><input type="checkbox"/> School/college's should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4.Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p><input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5.Encounters with employers and employees</p>	<p>Every student 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.</p>	<p><input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

6.Experiences of workplaces	<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><input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p><input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7.Encounters with further and higher education	<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><input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p><input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

Appendix 2 Careers Strategy

The College's Careers strategic plan is available at: <https://www.dudleycol.ac.uk/Portals/0/downloads/careers-strategy-document.pdf?ver=m0tVdNplwkldWUnT2EM-6A%3d%3d>

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Appendix 3

Academic Year Careers Plan by Level of Study

We cover various themes throughout the year in our Performance Improvement Programme. One of the themes is Careers & Progression. Below is a table of what we have covered this year.

Classroom sessions

Level 1	Level 2	Level 3 yr. 1	Level 3 yr. 2
Welcome to Start	Welcome to Start	Welcome to Unifrog	Introduction to Apprenticeships
Common Interview questions	CV's & Cover Letters	Workplace Skills	Introduction to HE
Interviews	Key industries	Digital communication in the workplace	Welcome to Unifrog Advanced
Job Applications	The Basics of Interviews	Workplace behaviours	Personal Statements
The Workplace	Skills Employers look for	Teamwork	Student Finance
CV Writing	Communication Skills	Problem Solving	UCAS
Communication Skills			Taking Ownership
			Post 18 Choices
Level 1	Level 2	Level 3 yr. 1	Level 3 yr. 2
Employability – Personal Goals	Employability – Personal Goals	Employability – Careers Pathways	Employability – Careers Pathways

**MyPIP
(Electronic
Resources)**

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Employability – Self Assessment	Employability – Self Assessment	Employability – Career Trends	Employability – Career Trends
Employability – Choosing a Career	Employability – Choosing a Career	Employability – Forms of Employment	Employability – Forms of Employment
Employability – Introduction to Employability	Employability – Introduction to Employability	Employability – Skills Audit	Employability – Skills Audit
	Online Job Hunting	Online Job Hunting	Online Job Hunting
Starting a Business	Starting a Business	Starting a Business	Starting a Business
How Do Education & Jobs affect life Goals	How Do Education & Jobs affect life Goals	How Do Education & Jobs affect life Goals	How Do Education & Jobs affect life Goals

In addition to the electronic modules above, learners are encouraged to use either of the careers platforms that the College subscribes to. Unifrog for Level 3, Start for Level 1 & 2

External Speakers (All levels)

Welcome to your Future sessions from Dudley College Careers Team (Teams sessions)
Student finance talks on Teams from Staffordshire University
Representatives from Birmingham, Newman, and Staffordshire Universities at Parent’s Evening. The College Guidance Team were also in attendance
The Big Yellow Bus from Nottingham University – talking about student life and student finance

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MyFuture Careers event. Local universities, companies, and organisations.
ACAS – Employee rights (Teams sessions)
Barclay’s life skills – Future Proof your Career
Barclay’s Life Skills – Boost Your Employability
Barclay’s Life Skills – Finding a Job Online

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Appendix 4

Application for Provider Access

Introduction

This document sets out the college's arrangements for managing the access of providers to learners at the college for the purpose of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact the College's Careers Leader, The Broadway, Dudley, DY1 4AS

Telephone: 01384 363 300

Email: learner.services@dudleycol.ac.uk

Opportunities for access

The college offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the College's Careers Strategy which can be seen on the college's website.