

## **Career Learning, Information, Advice & Guidance Policy**

### **1. Context**

- 1.1 It is a strategic aim of the Bedford College Group to be a provider of expert information, advice and guidance on learning and work, both as discrete activity and embedded within its learning programmes.
- 1.2 The Education Act 2011 placed a duty to “secure access to independent careers guidance” upon General FE colleges for their students aged 16-18 from September 2013
- 1.3 IAG is delivered at all stages of a student’s learning – pre entry, on programme and exit – and by a range of staff:
  - Student Recruitment Team (pre-entry course information and advice)
  - Careers Advisers (pre-entry, on programme and progression guidance and career learning)
  - Personal Achievement Tutors (individual support and career learning via the tutorial programme)

This policy relates to the delivery of careers education and guidance in the contact of the College’s wider IAG provision.

- 1.4 The policy has been written with regard to The Ofsted Common Inspection Framework and the Further Education and Skills Inspection handbook. The Common Inspection Framework states that inspectors will consider whether:
  - Managers plan careers provision so that all children and students get a good start and are well prepared for the next stage in their education, training or employment
  - The extent to which the careers provision is successfully promoting and supporting learners’ choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
  - The extent to which the provision is successful promoting and supporting learners’ employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

The Further Education and Skills Inspection handbook includes references to Careers provision in only the Outstanding and Good grade descriptors for:

- Effectiveness of leadership and management
- Personal Development, Behaviour and Welfare
- 16-19 Study Programmes
- Adult Learning Programmes
- Apprenticeship Programmes
- Traineeships
- Provision for learners with high needs
- Full time provision for 14-16 year old learners

1.6 The Bedford College Group Tutorial Policy includes an entitlement to students for “accessible and informed guidance and support to address their needs in terms of personal development, career development and course progress.”

## **2. Equality and diversity statement**

2.1 The Bedford College Group is committed to the promotion and development of equality and diversity. We aim to provide a working and learning environment which values individuals equally regardless of age, disability, race, gender, sexual orientation, gender reassignment, religion and belief or pregnancy and maternity.

2.2 This policy and procedure will be implemented in accordance with our equality and diversity policy, and any career learning and guidance provided will not be influenced by the student’s background or situation. Advisers will promote career choice based on interests and potential and challenge stereotyping or discrimination where encountered.

## **3. Safeguarding**

3.1 The College has regard to the broader issues of the general health and wellbeing of our students. All Careers staff are trained in safeguarding, and the College’s safeguarding procedures are embedded in their professional practice.

## **4. Definitions**

4.1 **Career Education** helps (young) people develop the knowledge, confidence and skills they need to make well-informed, successful choices and plans that enable them to progress smoothly into further learning and work, now and in the future.

4.2 **Careers Information, Advice and Guidance** supports (young) people in using the knowledge and skills they develop to make and implement decisions about learning and work that are right for them.

## **5. Statement of entitlement**

5.1 Students and potential students are entitled to career education, information, advice and guidance (CEIAG) which:

- Is impartial, client-centred and free from institutional bias
- Is accessible, available and visible
- Is provided by appropriately qualified, knowledgeable and experienced staff
- Respects confidentiality
- Supports achievement and enables progression
- Operates in accordance with the Bedford College Group policies and procedures and the Code of Ethics of the Career Development Institute
- Is planned, resourced and quality assured

## **6. Aim**

6.1 It is the aim of The Bedford College Group to provide high quality career education, information, advice and guidance (CEIAG) to all students and potential students which:

- Is integral to students' learning experience while at College
- Contributes to the raising of student participation, achievement and progression
- Is available at times and locations which maximise take-up and support widening participation
- Takes place in an appropriate setting
- Meets the statement of entitlement

## **7. Elements of Career Education, Information, Advice and Guidance**

### **7.1 Careers Advice and Guidance**

This service is available to all students and potential students of the College at the following key decision points:

- Pre-entry/entry guidance to help ensure appropriate course choice which is suitable to their long term career aims
- On programme guidance on progression into further study, training or employment
- Exit guidance including support for early leavers and a higher education clearing service

Effective careers advice and guidance should:

- Build on previous discussions about the student's progress in learning, their personal development and career development
- Enable students to make informed decisions

- Record agreed action points for use in further guidance sessions
- Be impartial and free from institutional bias

## 7.2 Career Education

This is a structured programme of activities, which is a compulsory element of the tutorial and enhancement programmes for all full time students.

It helps students to:

- Understand themselves and the influences on them (self-development/personal management)
- Investigate opportunities in learning and work (careers exploration/learning and work exploration)
- Make and adjust plans to manage change and transition (career management/career building)

## 7.3 Careers Information

Careers information supports the delivery of CEIAG by providing access to a range of up to date information in a variety of formats,

- An open access careers library, well stocked with up-to-date resources in Careers & JobShop
- A virtual careers library on Yourspaceonline.net (Bedford College, Shuttleworth and Bedford 6<sup>th</sup> Form College)
- Access to a range of diagnostic career development software
- Resources to support the delivery of career learning

## 8. Implementation

8.1 CEIAG is the responsibility of the Director of Student Services and the Careers Leads, Careers team, Personal Achievement Tutors and teaching staff.

8.2 To meet the requirements of the Ofsted Common Inspection Framework and the outcomes for learners we will:

- Deliver a cross-College career education framework via tutorials, the curriculum or the enhancement programme, as appropriate
- Ensure tutors are central to the delivery of career education
- Work with the College Personal Achievement Tutors to support students in a variety of ways in order to meet individual needs

8.3 It is the role of the College Careers Service to:

- Develop the career education framework as part of the tutorial and enhancement programme

- Support tutors in the planning/development and delivery of careers education
- Provide individual careers advice and guidance
- Deliver group sessions and workshops on careers topics
- Develop/advise on resources to support career learning
- Provide staff development for Personal Achievement Tutors and curriculum staff
- Ensure that CEIAG is available at times and locations which maximise take up and support widening participation
- Co-ordinate and manage the whole College UCAS application process
- Support students who visit the Careers & Job Shop drop in/Employability Lounge
- Source suitable vacancies and other opportunities, and advertise these to students and Personal Achievement Tutors through the Jobs and Opportunities Bulletin
- Ensure that the careers pages of Yourspaceonline.net are kept up to date
- Work with local and national employers, professional bodies and to engage with student groups across College

8.4 The Careers Leads will disseminate good practice in CEIAG and ensure that Personal Achievement Tutors understand the concepts involved. This is complemented by a cross College training course for Personal Achievement Tutors which meets the need for:

- Knowledge and information
- Organisation and management
- Skills and techniques

and includes

- 1:1 guidance skills training
- Planning and delivering careers education
- Use of careers resources
- Supporting students through the UCAS application process

## 9 **Evaluation and quality assurance**

9.1 CEIAG is evaluated annually as part of the College's self-assessment process

9.2 The service operates in line with the Matrix quality standard and the Career Development Institute Code of Ethics for IAG. It is subject to 3 yearly assessment and annual improvement checks against the Matrix standard

9.3 Client feedback questionnaires are used for a representative sample of individual interviews and group sessions

## 10 **Supporting policies and procedures**

10.1 This policy should be read in conjunction with the following documents:

- The Bedford College Group Tutorial Policy and Entitlement
- DfE: Careers Guidance and Inspiration in Schools (last update April 2017)
- Ofsted Common Inspection Framework
- Ofsted Further Education and Skills inspection handbook (last update July 2017)
- Career Development Institute Code of Ethics
- Matrix Quality Standard for Information, Advice and Guidance Services
- Confidentiality Procedure

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