



CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

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Approved by: Harlow College Corporation	Review Date: March 2024

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Policy Statement

Harlow College is fully committed to ensuring that all learners acquire the skills, knowledge and attitudes to manage their learning and career progression. In order to achieve this, the college recognises the importance of delivering on its vision of 'Careers, not Courses'.

Purpose

The purpose of this policy is to specify the college's approach in developing learners' understanding of career and progression routes and the level of preparation required for the workplace. The College's role in supporting our learners' ability to enter the labour market and to progress effectively within their sector.

At the core of our strategy are our values:

- *Students at the heart*
- *Be your best, be your future*
- *Work hard, work together*
- *Be innovative and enterprising*

Scope

This policy relates to all enquiring students, applicants, current and past students, apprentices or employers irrespective of race, gender, disability/difficulty or any other protected characteristic at Harlow College. It is for all staff involved in the delivery of information, advice and guidance; careers guidance; teaching; enterprise and employability.

Aims & Objectives

The College will ensure that by delivering high quality, professional careers education, information, advice and guidance to all of our student body it will develop/enhance personal, social and employability skills and attitudes to enhance employability and are supported in their career management. To achieve the college aim the 8 Gatsby benchmarks will be at the core of all our careers education, information, advice & guidance and applied appropriately across all levels of study.



Outcomes

1. A stable careers programme	A coherent careers statement and programme targeted at stakeholders (Students, Parents, Employers, Governors and Teachers)
2. Learning from career and labour market information	Enable access to high quality relevant, up to date, robust information with easily accessible support from well trained staff.
3. Addressing the needs of each student	Ensure that high quality careers guidance is readily available to all before, throughout and after their programmes
4. Linking curriculum learning to careers	Curriculum planning and delivery have a strong influence on relevant careers and industry requirements
5. Encounters with employers and employees	All employer encounters to be logged on a central system with a targeted approach to ensuring learners have significant and varied meaningful interactions.
6. Experiences of workplaces	Further develop work experience activities to increase relevant work experience and implement substantial work placements for T Levels
7. Encounters with further and higher education	HE programme that enables all groups to access the right support and information regarding all HE opportunities to include top-up course or post graduate study
8. Personal guidance	Qualified staff to be available and accessible to all at throughout the academic year

CEIAG Implementation

Curriculum/Teaching Learning and Assessing

Teaching staff contribute to the delivery of CEIAG through:

- The delivery of tutorials which include Career Planning, College Values, Equality Diversity and Community Cohesion and Study Skills.
- Employability skills that are identified, embedded and demonstrated in all learners' main vocational qualifications.
- Identifying the current 'super six' careers within their sector to inform curriculum content.
- Support for learners in preparing Individual Learning Plans (ILP) and ensure that learners are aware, monitor and review their individual targets and target setting.
- Conducting regular one to one reviews with learners
- Maths and English that is linked to careers and is taught and embedded throughout the duration of learners' vocational qualification (where applicable)
- Supporting the process of learner work placements or work-based learning which are relevant/essential to the learners planned career or programme of study
- Ensure all employability and Higher Education activities are logged on central systems
- Ensuring that learners participate in centrally planned careers events and industry days that provide good career opportunities including Graduate and Apprenticeship jobs.

STAR Agency

The Careers Leader (CL), Placement and Progression Officers (PPO) and Work Placement Officers (WPO) contribute to the delivery of CEIAG through providing:

- A published careers programme accessible to all stakeholders including students, parents and employers (CL)
- Professional development opportunities for all staff required to provide CEIAG (CL)
- Accessible, professional, impartial 1:1 careers guidance interviews across campuses - PPO

- Independent external careers advice to learners through National Careers Service –up to level 6 - PPO
- Support to curriculum staff by delivering careers and progression sessions – PPO
- Accessible and impactful resources through both digital and traditional channels – PPO & WPO
- An active schools liaison programme both on campus and in schools- PPO
- Annual Moving On careers and employability events across the college –PPO & WPO
- Up to date records of all Source, work placement activity for learners - WPO
- 1:1 support to all learners that are not sure of what they plan to do in the future or the experience to gain on route - –PPO & WPO
- Regular Information, advice and guidance sessions to support the progression into work placement, apprenticeships, employment and graduate opportunities –PPO & WPO
- Careers practitioners who work collaboratively with curriculum staff, external agencies, employers, universities and volunteering organisations for the benefit of learners

Partnership Work

The College will continue to work with a range of partners to assist in the delivery of CEIAG and labour market information including local and national employers, charitable organisations, recruitment consultants, apprenticeship employers and professional bodies.

Quality Assurance

The College hold the Matrix quality standard successfully accredited in November 2020. Learner feedback is key to the development of the service and is obtained through evaluations after 1:1 guidance, group work, large scale talks, events and activities. Learner feedback forms part of our Quality Assurance measure and consequently influences the development of the service.

Destinations

Executive Director of Information, Data and Support is responsible for learners data capture and destination of learners is tracked annually and reports given to managers and governors to analyse and incorporate into self-assessment reports.

TRACKING and REFERENCE INFORMATION

Date Approved: March 2021

Review Date: March 2024

Author/Responsibility: Executive Director with responsibility for CEIAG

Equality Impact Assessment: TBA

List of related policies, procedures and other documents:

- Admissions Policies
- Work Experience Policy
- Equality & Diversity Policy
- Complaints Policy
- Safeguarding Policy
- Data Protection Policy

Complaints: If you wish to submit a complaint about the application of this policy or the procedure of it, please send your request in accordance with the provisions of the Grievance Procedure.

Monitoring: The application of this policy and associated procedure will be monitored by Executive Director with responsibility for CEIAG.

Easy reading: To receive this policy/procedure in a different format, please contact HR Services