



***Policy on Careers Education, Information
and Guidance***

Approved on

June 2018

Approved by

Academic Policy Review Group

This Policy will be subject to review in **5 years** of the approval date or earlier if required under Section 4/4 of the Academic Policy Review and Development Framework
New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

This Policy applies to all activity undertaken by the College in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

If you require this document in an alternative format and/or language, please contact the relevant Administrative Coordinator.

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments which are carried out to determine whether the policy has, or is likely to have, a different impact on those with protected characteristics.

We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

To make suggestions or to see further information please contact:

Policy Author

Head of ASC

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Progression and Student Support

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Equality Impact Assessment

A statement confirming that the policy has been subjected to a rigorous assessment for any potential impact on the full range of stakeholders with those impacts being assessed and considered and, where appropriate, suitable adjustments to the policy have been included prior to the adoption of the policy.

Footnote

In an effort to keep costs to a minimum a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Intranet.

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1. Rationale

New College Durham is committed to providing high quality careers education, information and guidance, which helps learners plan and manage their progression through learning and work. This policy responds to the College's legal duties, national Information, Advice and Guidance (IAG) quality standards, the Common Inspection Framework (Ofsted) and the requirements of the UK Quality Code.

This policy is written in accordance with the DfE guidance:

- a. 'Careers Guidance – Guidance for further education Colleges and sixth form Colleges' (February 2018);
- b. 'Careers Strategy – making the most of everyone's skills and talents' (December 2017);
- c. Good Career Guidance – Gatsby Benchmarks (January 2018).

2. Aim

The overall aim of the policy is to ensure that all learners and potential learners have access to impartial careers information, advice and guidance (IAG) and that there are appropriate opportunities for learners to develop the knowledge and skills needed to make successful choices and manage their transitions to further study and work.

3. Student Entitlements

Under the terms of this policy all full time and part time students, including apprentices at the College are entitled to:

- a. a planned programme of careers education and guidance activities which are appropriate to their needs;
- b. professional, comprehensive, independent and impartial careers advice and education that utilises Labour Market Intelligence (LMI);
- c. receive transparent information about ASC services and course based support at induction; and at timely intervals throughout the academic year;
- d. personalised IAG that provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience;
- e. IAG that is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background;
- f. accurate course and progression information and assistance with progression choices that is enhanced by strong networks and collaborative approaches involving ASC services, Curriculum teams and external partners.

4. Student Responsibilities

This policy requires students to fully acknowledge and actively engage in fulfilling their responsibilities by:

- a. being actively involved in and take ownership for their progression planning and career development;
- b. attending punctually all planned tutorial, careers education and guidance activities;
- c. working co-operatively with staff and fellow learners, respecting the views of others and the principles of Equality and Diversity (Equality Act 2010).

5. Staff Responsibilities

The policy requires teaching and support staff to ensure that:

- a. staff involved in pre-entry and induction activities provide sufficient course information and advice to enable prospective learners to make suitable choices;
- b. course and appropriate support staff are aware of ASC services, maintain effective working links and make referrals for pre-entry, progression and careers guidance when required;
- c. course staff ensure learners are aware of ASC services, tutorial and course based support;
- d. course staff aim for an appropriate combination of careers education, information, advice and guidance(CEIAG) activities which are appropriate to their students' needs; and link curriculum learning to careers;
- e. all staff promote IAG that is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background;
- f. there is a clear focus on development of enterprise and employability skills as well as experience and qualifications, including opportunities for developing entrepreneurial skills for self-employment.

6. College Management Responsibilities

College Management should ensure that:

- a. a Careers Leader is appointed;
- b. a Governor is identified for CEIAG;
- c. there is a published Careers Programme;
- d. relevant staff are aware of this policy; and promote the value of CEIAG;
- e. there are sufficient qualified, experienced staff and up to date resources;
- f. all staff have access to training, support and resources which are appropriate to their role.

7. Standards by which the Success of this Policy can be Evaluated

The following standards/measures will be considered when evaluating the success of this policy:

- a. learner voice feedback including a range of surveys showing high levels of satisfaction;
- b. positive course and ASC self-assessments;
- c. achievement of national quality standards and positive external reviews;
- d. achievement of Gatsby Benchmarks.

8. Responsibility for Implementing this Policy

Responsibility for the implementation of this policy resides at all levels of the College, specifically:

- a. the Senior Executive Group has overall responsibility for the implementation of this policy across the College;
- b. the Heads of School/Centre and Vice Principals are responsible for overseeing the operation of this policy in Schools/Centres;
- c. the Head of School/Centre and Curriculum Manager for Tutoring co-ordinate the Lead Tutor Group who share and disseminate good practice within Schools;
- d. Heads of School/Centre and Curriculum Manager(s) are responsible for ensuring that the course teams collaboratively address the requirements of this policy;
- e. the ASC Manager is responsible for the delivery of ASC services.

9. Associated Documentation

This policy should be read in conjunction with the following supporting/related documentation:

Appendix A – Equality Impact Assessment;

Appendix B – Part C;

Appendix C – The Model: ‘Gatsby Benchmarks’ of Good Careers Guidance.

Appendices

J:CP/AT/studsuppserv/safeguarding/pol&proc/CEIAG/V10

Appendix A



Equality Impact Assessment Record

New College Durham actively promotes the basic British values of democracy, the rules of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

1. Department/School:	Advice, Support Careers (ASC)
2. People carrying out the assessment:	Christine Padgett ASC Manager
3. Policy/procedure being assessed:	Careers Education, Information and Guidance Policy
4. Main aims of the policy/procedure: To ensure that all learners and potential learners have access to impartial careers information, advice and guidance and that there are appropriate opportunities for learners to develop the knowledge and skills needed to make successful choices and manage their transitions to learning and work.	
5. What examples of current good practice are there relating to the protected characteristics? The careers education, information and guidance provided is: <ul style="list-style-type: none">• inclusive, recognises and promotes equality and diversity;• enhanced by strong networks and collaborative approaches involving ASC, course teams and external partners;• contributes to increasing participation, retention and achievement by raising aspirations, helping learners and potential learners to make informed choices and to develop career management skills;• ASC service Accredited to the Matrix Quality Standard.	

6. For which of the protected characteristics could there be a negative impact? (Refer to guidance notes)

Please Tick

Age	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>
Gender Re-assignment	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	<input checked="" type="checkbox"/>
Pregnancy and Maternity	<input checked="" type="checkbox"/>

Race	<input checked="" type="checkbox"/>
Religion or Belief	<input checked="" type="checkbox"/>
Sex	<input checked="" type="checkbox"/>
Sexual Orientation	<input checked="" type="checkbox"/>

7. Describe that impact

Disability

Staff need to be aware of the individual needs of learners: mobility; hearing impairment; need for a communicator, visual impairment.

Race

Need to check learners understanding of careers education, information and guidance given.

Religion, Culture

May impact on days/times of attendance at individual guidance interviews.

8. What action needs to be taken to remove the impact?

Need to ensure that the careers education, information and guidance provided is transparent, impartial and provides opportunities to build on previous learning and experience.

9. Who will implement the action plan?

Christine Padgett, ASC Manager

10. By when?


On-going

11. Monitoring Process

The effectiveness of this policy will be monitored annually through consultation with students and staff and will be reviewed every three years.

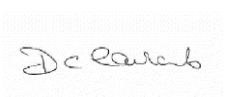
Completed by:**Endorsed by:****Signature :****Signature:****Printed name:** Christine Padgett**Printed Name:** Christine Padgett**Role:** ASC Manager**Role:** ASC Manager**Date:** June 2018**Date:** June 2018**Date for Review:** June 2023

Appendix B – Part C


Policy Review Request		Date of Request:	
Current title of Policy: Careers Education, Information and Guidance			
Is this a proposed new policy or a review of an existing policy <i>(please tick whichever is appropriate)</i>	Proposed new Policy	Review of an existing Policy	
		<input checked="" type="checkbox"/>	
	Due date for Submission	Due date for Review	
Rationale: <i>Please identify the drivers of the review/development of the stated policy</i> New College Durham recognises its legal duty under the Education Act 2002 and the 1989 and 2004 Children Acts and that it has an important role to play in helping to promote and safeguard the welfare of Young People and Adults at Risk to help protect them from abuse. This Policy has regard to the statutory guidance Working Together to Safeguard Children, 2015 and Keeping Children Safe in Education, 2016.			
Consultation (<i>Where appropriate</i>)			
Meeting <input checked="" type="checkbox"/> Matrix Assessor (achievement of national quality standards and positive external reviews) Internal Gatsby working group.		Date of Meeting(s)	Updated in line with national quality standards
Review/Development undertaken by:	Name: Christine Padgett		
Policy Review/Development Request		Date of Request:	

Policy Review Group Use only: <i>(once completed in full please forward to the VP Group)</i>				
Date draft policy submitted to PRG	Considered fit for further consideration and approval Yes/No	To be submitted to which Approval body:	Date of submission	Approved Yes/No
18/06/18	Yes	APRG	18/06/18	Yes

If <u>Not</u> fit for further consideration please provide specific feedback on how the submission needs to be improved:				Date for resubmission to PRG
Date draft policy resubmitted to PRG	Considered fit for further consideration and approval Yes/No	To be submitted to which Approval body:	Date of submission	Approved Yes/No
Signed by the Chair PRG	Name:	Signature:	Date:	

Approval Body Use only, <i>(once completed in full please return to the Policy Review group Chair)</i>				
Approval Body Title: APRG			Date Received: 18/06/18	
Policy Approved – <i>(Please delete appropriately)</i>	If No please specify the nature of the issue(s)		Chair: Dawn Fairlamb	Date: 19/06/18
Yes			Signature:	
				

Policy Review Group Chair's Actions:				
Date notifying Policy/Procedure Author of approval	Date sent to IT Services for upload to Intranet	Date Intranet checked to ensure correct and timely upload	Final sign off by Chair of Policy Review Group <i>(is fully satisfied that the policy, any accompanying procedure and EIA are fully completed)</i>	
				Signature:

9/07/18	9/07/18	9/07/18	Date: 9/07/18	
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Appendix C

The Model: ‘Gatsby Benchmarks’ of Good Careers Guidance

This Policy is based on the ‘Gatsby Benchmarks’ of Good Careers Guidance

1. A stable careers programme.	Every College should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	<ul style="list-style-type: none"> ☒ Every 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. ☒ The careers programme should be published on the College's website in a way that enables learners, parents, College staff and employers to access and understand it. ☒ The programme should be regularly evaluated with feedback from learners, parents, College staff and employers as part of the evaluation process.
2. Learning from career and labour market information.	Every learner, 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 best use of available information.	<ul style="list-style-type: none"> ☒ During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options. ☒ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.
3. Addressing the needs of each student.	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner.	<ul style="list-style-type: none"> ☒ A College's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Colleges should keep ☒ systematic records of the individual advice given to each learner, and subsequent agreed decisions. ☒ The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available.

	A College's careers programme should embed equality and diversity considerations throughout.	<p>☒ Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.</p>
4. Linking curriculum learning to careers.	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 expectation from employers.	<p>☒ Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</p>

<p>5. Encounters with employers and employees.</p>	<p>Every learner 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, and should include learners' own part time employment where it exists.</p>	<ul style="list-style-type: none"> ☒ Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area. ☒ Colleges should record and take account of learners' own parttime employment and the influence this has had on their development. ☒ *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
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6. Experiences of workplaces.	Every learner 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.	<input checked="" type="checkbox"/> By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.
7. Encounters with further and higher education.	All learners 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.	<input checked="" type="checkbox"/> By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education Colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners. <input checked="" type="checkbox"/> *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.
8. Personal encounter.	Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of College staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made.	<input checked="" type="checkbox"/> Every learner should have at least one such interview by the end of their study programme.

	<p>They should be expected for all learners but should be timed to meet individual needs.</p> <p>*The College should ensure that access to a Level 6 adviser is available when needed.</p>	
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