



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY



Foreword

It is Truro and Penwith College's aim that students should fulfil their academic and personal potential, including a meaningful progression into society when they leave.

Truro and Penwith College has committed itself to maintaining Investor in Careers status, first awarded in 1996. IIC is a management framework through which organisation, delivery and evaluation of Careers Education, Information, Advice and Guidance (CEIAG) can proceed. From our opening, we have had a CEIAG Policy which is fully operational, and which is designed to permeate to all staff and students of the College. We have also been awarded the matrix Quality Standard in information, advice and guidance services.

In keeping with statutory legislation, we will continue to offer informed, impartial, supportive and timely careers and welfare guidance. This process begins with pre-entry meetings and interviews and continues through a student's time with us to include guidance on appropriate post-college options as well as personal support. Our support system is such that information, advice and guidance is available from course or personal tutors, Programme and Deputy Team Leaders, Careers Advisers and CSW Group Advisers (for specific groups of students) and from extensive careers, welfare and educational literature and computer software held in the Student Services Areas and Job Shops. We also organise a broad range of workshops, talks, presentations and conferences from outside employers, universities and agencies to enrich the student experience and diversity of careers and welfare education.

Students are assigned to tutor groups and Programme Team Leaders, who will implement CEIAG and personal support through the Tutorial Programme and individual vocational guidance interviews. There are regular meetings on careers or continuing educational matters, again with parents invited as major partners in the process of decision-making. Individual Learning Plans and Action Plans are integral parts of this work, reflecting individual needs. Workshops and presentations are offered across the College by specialist staff to complement the Tutorial Programme. Conferences and conventions are arranged or visited, and students are encouraged to participate in work experience and to visit university or College Open Days.

Through CEIAG opportunities, information and guidance, students should be able to make rational reasoned choices as they make their important career, educational and life-influencing decisions.

Truro and Penwith College is a major Post-16 provider in the county. We take our responsibilities regarding the future of all students very seriously. This policy is inclusive and operates in tandem with the College's Equality and Diversity Policy to be found on the intranet.

Caroline Keech - Student Services Team Leader
David Walrond – Principal

1. Scope and Purpose

Educational institutions are required to provide a balanced and broadly-based curriculum, which prepares students for the opportunities, responsibilities and experiences of adult life. As a major Further (FE) and Higher Education (HE) provider in the county, we extend this entitlement to our full and part-time under 19 students and mature students in day or evening courses, and Higher Education students (Foundation Degree, HND & Degree).

This policy responds to the quality agenda and requirements identified within the Careers Strategy: making the most of everyone's skills and talents (Department for Education 2017), Careers Guidance for further education colleges and sixth form colleges (Department for Education 2018), Quality in Careers Standard, matrix quality standard for Information, Advice and Guidance (IAG), Education Inspection Framework (Ofsted) and HE Teaching Excellence Framework.

Truro and Penwith College is committed to ensuring a CEIAG provision that provides individuals with the ability to make informed decisions about vocational or educational aspirations.

2. Mission Statement

This policy acts in support of the College mission statement:

The purpose of the College is to provide the best possible learning experience, leading to the highest possible level of achievements by our students.

This will be achieved by working in partnership with individuals and organisations to raise expectations, fulfil potential and promote and support individuals to ensure a skilled, economically successful and socially inclusive community.

3. Policy Statement

The College aims to:

- Empower students to plan and manage their own futures
- Respond to the needs of each learner
- Provide comprehensive information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenge stereotypes
- Help students to progress and track their progression and destination
- Develop and support the continuous improvement of the quality of the entire student experience
- Develop and deliver a curriculum and associated provision which is aligned to the needs of business, industry and the local community.

4. Policy Details

4.1 CEIAG provision in line with the Careers Strategy 2017

The provision:

- is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience.
- is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background.
- is within a framework of appropriate confidentiality, data protection, record keeping and safeguarding policies.
- offers guidance for any student at risk of dropping out, to assist with retention, and referring to alternative provision where appropriate.
- involves collaborative approaches and partnerships including tutorial and course staff, support services and external agencies.
- contributes to widening participation, student retention and achievement by raising aspirations, helping individuals to make realistic, informed choices and to develop career planning and management skills.
- responds to different types of student and affords parity of esteem for all appropriate progression routes into careers.
- provides comprehensive information and advice.

4.2 Accessibility

5. Roles and Responsibilities

5.1 The College Corporation:

- has ultimate accountability for the Careers Programme across College.
- should ensure that they receive and act upon recommendations from the College Careers Leader as appropriate.
- should appoint a nominated 'link' governor to work closely with the College Careers Leader on ensuring effective delivery of the Careers and Employability Strategy for the College.

5.2 College Senior Management Team is responsible for:

- ensuring a Careers Leader is appointed.
- relevant staff are aware of this policy.
- there are enough qualified, experienced staff and up to date resources.
- ensuring all staff have access to training, support and resources which are appropriate to their role.

5.3 The Careers Leader is responsible for:

- influencing the development of strategy and implementing the delivery of the College's programme of career advice and guidance
- establishing a quality Careers Programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of students with SEND.
- ensuring that the College has published on our website details of the Careers Programme and the role of the Career Leader.
- ensuring the destinations of young people from the College are tracked and that this information is used to improve the effectiveness of the College's Careers Programme.

- quality assuring the Careers Programme for the College to ensure it continuously improves and that it delivers the kinds of impacts that are needed for young people.
- liaising with external partners, such as employers, learning providers and career guidance services, as well as ensuring that the various elements of the College's careers provision are coordinated and managed through a stable and embedded programme.
- working with the 'link' governor on Corporation and members of SMT to ensure the Careers Programme is resourced to meet government guidelines.
- working with Marketing to support the development of alumni networks.
- working with external agencies including the Careers and Enterprise Company and the Careers Hub and Enterprise Advisers to support our Careers Programme.
- work with other IAG providers within the College to ensure consistency of service and share best practice – this is to include Ambitions Project Team, Job Shop staff and other ESF Project staff.

5.4 The Team Leader for Student Services is responsible for:

- developing the Careers Strategy for the College, including activities which are planned, developed and delivered by the Careers Coordinator.
- Establishing sound information sharing agreements with the local authority and other providers where appropriate.

5.5 The Careers Coordinator is responsible for:

- linking with curriculum areas to plan, develop and deliver suitable careers education activities for learners.
- developing and providing workshops to support student CPD and Professional Development.
- making lesson plans and resources available on Moodle for staff to use themselves.
- ensuring that careers information resources, paper and internet based located in the Student Services area are maintained.
- producing and maintaining accurate up to date resources.
- ensuring the central IAG is well managed, imaginatively and adequately resourced to support learners/ potential learners.
- offering a differentiated approach for learners with SEND.
- ensuring that gender stereotyping is avoided in all career interventions and that they adhere to College principles of equality, diversity and inclusion.
- making effective use of LMI to support careers interventions, making resources widely available to students, and parents / carers as appropriate.
- ensuring access to info on full range of learning and progression opportunities, including academic and technical options – need meaningful encounters with a range of providers including other FE providers, universities, apprenticeship and training providers, and opportunities to meet staff and other learners at those institutions.
- ensure there is a consistent approach to keeping records of individual guidance given to learners.
- maintaining their own CPD and be qualified at Level 6.
- Collaborating with CEIAG staff from the Ambitions Project and Job Shop

5.6 Programme Team Leaders are responsible for:

- promoting the value of CEIAG.

- working with curriculum staff and the Careers Coordinator to identify students 'at risk' – including looked after children, care leavers, students with EHCPs in order to ensure a consistent and effective approach to careers provision for those students to meet their needs.

5.8 Tutors and Curriculum Staff are responsible for:

- providing sufficient course information and advice to enable prospective learners to make suitable choices pre-entry
- ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance when required.
- linking LMI to their schemes of work in their specialist subject areas, delivering information in tutorials and advising students in 1:1 meetings
- keeping up to date with careers materials on Moodle

5.7 Learners should:

- should be actively involved in and take ownership of their progression planning and career development.
- attend punctually all planned tutorial and CEIAG activities
- work co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity.

6. Resources

The Careers Coordinator and Team Leader for Student Services have the following responsibilities regarding resources:

- to ensure that advice and guidance are informed by up-to-date labour market information
- to ensure that comprehensive, up-to-date online and hard copy resources are always available to students in the Student Services area
- to ensure that relevant resources are shared with other student-facing staff in order to support their own delivery of IAG e.g. at school liaison events, admissions staff, interviewers, subject lecturers etc.
- to ensure that the delivery of careers education through the tutorial system is properly resourced with activities and information appropriate to the needs of different groups of students
- To ensure that regular opportunities exist (including by self-referral) for individual careers guidance and action planning with subject lecturers, tutors, DTLs, PTLs, Job Shop staff and the College's Careers Coordinator where appropriate
- To ensure the monies allocated for careers work are properly allocated in the interests of students and the objectives of the service

7. Quality / monitoring and evaluation

The College is committed to maintaining the national standards established for the award of Investors in Careers, which was first gained by the College in 1996. We are also committed to the matrix Quality Standard in Information, Advice and Guidance services, first awarded to the College in 2007.

As part of the continual improvement of College services, the provision will be reviewed annually. The Careers Leader and Team Leader of Student Services will use a range of sources to review usage of the service and ensure that students, parents, carers,

employers and partner services feedback is regularly requested and fed into meetings and decisions about development of all aspects of the service.

Evaluations and feedback will be sought using a range of devices including:

- Autumn Cross-College Survey of first year students
- Annual Tutorial Reviews
- Annual Course Reviews
- Learner Voice Meetings
- Student Services feedback forms
- Careers Appointment feedback forms

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. A college's careers programme should embed equality and diversity considerations throughout.	<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. Records should begin to be kept from the first point of contact or from the point of transition. • 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.
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.	<ul style="list-style-type: none"> • 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.
5. Encounters with employers and employees	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.	<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 part-time employment and the influence this has had on their development. <p>*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.</p>

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	<p>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. 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>	<ul style="list-style-type: none"> • Every learner should have at least one such interview by the end of their study programme