



South Gloucestershire and Stroud College

Careers Education, Information, Advice and Guidance Policy

**If you would like this document in an alternate format
Please contact the Human Resources Department**

Policy Prepared by:	John Walker
Job Title/Role:	Head of Careers and Schools' Services
Policy Ref. No.: Q/P 158	Date of this version: May 2023 Review date: May 2025 (Subject to any legislative change) Upload to College website? Yes
Approved by:	Senior Leadership Team
Date:	7 June 2023

MANDATORY INITIAL IMPACT SCREENING



I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy raises equality, diversity or inclusion concerns, the Inclusion Committee has been consulted?	<input type="checkbox"/>
If this policy raises environmental or sustainability issues, the Estates Team have been consulted?	<input type="checkbox"/>
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	✓

Please list each College Strategic Priority that this policy is designed to address/implement:

EQUALITY, DIVERSITY & INCLUSION IMPACT ASSESSMENT	
Characteristic	This policy seeks to:
Age	No appreciable impact
Disability	No appreciable impact
Faith or Belief	No appreciable impact
Gender	No appreciable impact
Race or Ethnicity	No appreciable impact
Orientation	No appreciable impact
Gender reassignment	No appreciable impact
Economic disadvantage	No appreciable impact
Rural isolation	No appreciable impact
Marriage	No appreciable impact
Pregnancy & maternity	No appreciable impact
Carers & care leavers	No appreciable impact
Vulnerable persons	No appreciable impact
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:	3 and 7
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/> *
	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/> Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 42 Right to know your rights Art. 2 Non-discrimination Art. 28 Right to education
Which Human Right (HRA) does this policy most protect:	Art. 14 Prohibition of discrimination Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	✓

ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT ASSESSMENT			
Does this policy relate directly or indirectly to any legal, regulatory environmental or sustainability standard(s)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
If so, please list them:			
Will any aspects of this policy result in:			
Reduced miles travelled or provide / improve / promote alternatives to car based transport (e.g. public transport, walking and cycling car sharing, the use of low emission vehicles, community transport, environmentally friendly fuels and/or technologies)		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise pollution, mining or deforestation? Or increase the amount of College waste that is recycled or composted?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced water consumption?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced instances of single use plastic?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced use of natural resources such as raw materials and energy to promote a circular economy?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Improved resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will this policy improve green space or access to green space?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please list the sections of this policy which specifically target an improved environment:			
Will any aspects of this policy result in:			
The promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Greater employment opportunities for local people?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The promotion of ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Greater support for the local economy through the use of local suppliers, SMEs or engagement with third sector or community groups?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The promotion of better health, increased community resilience, social cohesion, reduced social isolation or support for sustainable development?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The promotion of better awareness of sustainability, healthy behaviours, mental wellbeing, living independently or self-management?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please list the sections of this policy which specifically target improved sustainability:			
What is the *estimated* carbon impact of this policy (in terms of tCO2e)	Increased (+tCO2e) <input type="checkbox"/>	Decreased (-tCO2e) <input type="checkbox"/>	Net Zero CO2 <input type="checkbox"/>
Mandatory initial impact screening completed by:	John Walker, Head of Careers & School Services		
Date	01/05/2023		
Initial impact screening supported by (Please list each individual)			

Careers Education, Information, Advice and Guidance (CEIAG) Policy

1. Introduction

- 1.1. This policy relates to the delivery of careers education and guidance in the context of the College's wider Information, Advice and Guidance (IAG) Provision
- 1.2. It is the aim of South Gloucestershire & Stroud (SGS) College that current, potential and past learners of all ages have access to impartial and credible careers information and guidance.
- 1.3. As part of a wider service, SGS College delivers an impartial guidance service to a growing number of partner secondary schools, predicated on the same principles as the College's internal service (above), including impartiality, levels of training for staff, professional codes of practice and ethics. *For ease of reference and evidence of impartiality of the Schools' Service, specific additional elements for this service can be found under section 7 (SGS Schools' Careers Service)*
- 1.4. SGS College aims to provide appropriate opportunities for the aforementioned groups to develop the knowledge, skills and self-awareness needed to make successful choices and become empowered to manage their career.
- 1.5. We aim to increase the individuals' chances of leading a positive and fulfilled working life, contributing their skills to the health of the economy and society.

2. Statement

- 2.1. The Information, Advice & Guidance Service adheres to all SGS College Corporate procedures including data protection, equality and diversity, safeguarding, disability, health and safety and the College Charter.
- 2.2. **Equal Opportunities**
 - 2.2.1. The primary purpose of the Information, Advice & Guidance Service is to extend opportunities for education and training to all members of the Community wishing to access SGS.
- 2.3. **Disability Statement**
 - 2.3.1. SGS College has designated staff with special responsibility for learners, and prospective learners, with learning difficulties and/or disabilities.

2.4. Cross-Campus Provision

- 2.4.1. SGS College takes a personalised approach to careers practice across all campuses, according to cross-college standards.
- 2.4.2. For the purposes of this Policy the term 'Bristol campuses will cover the Filton Campus, Horizon Campus, WISE Campus and Bristol School of Art. The term 'Gloucestershire Campuses' will cover Berkeley and Stroud Campuses.

3. Objectives

- 3.1. To provide confidential and impartial, secure Careers Education, Information, Advice and Guidance (CEIAG) which will be available to learners at pre-entry, entry, on-programme and at exit stages, regardless of their gender, sexual orientation, age, disability, ethnic origin or religion.
- 3.2. To raise aspirations and widen horizons. Specific attention will be given to the danger of stereotyping career opportunities and all learners will be encouraged to consider the fullest range of options including, but not limited to, Universities, Technical Colleges, Employers, Apprenticeships and Training providers. A record is maintained of all career's interviews (stored in a secure location) and a log kept of appointments, referrals to external agencies and enquiries made.

3.3. Monitoring and Evaluation

We will seek feedback linked to the Gatsby framework from learners, staff and external agencies in regards to the relevance, clarity and quality of the CEIAG programme and materials used with the aim of continuously developing and improving the service.

- 3.3.1. CEIAG is evaluated annually as part of the College's self-assessment process and in line with the Ofsted Common Inspection Framework.
- 3.3.2. The service operates in line with the Career Development Institute Code of Ethics and guidelines for practice. The college is an affiliate member of CDI and encourages all advisors to become registered professionals of that body.
- 3.3.3. Client feedback questionnaires and discussions (e.g. online and student satisfaction survey, 'Voice of the Learner' feedback) are used for a representative sample of individual clients. The feedback from these is used for ongoing development and assessment of the service.

- 3.3.4. A member of Careers Team attends 'Voice of the Learner' fora in each faculty to request feedback on CEIAG provision.
- 3.3.5. All voluntary and unplanned feedback is recorded and logged with the Quality Assurance team
- 3.3.6. Ongoing external assessments to monitor CEIAG provision e.g. Matrix and Ofsted.

4. Implementation

4.1. Careers Guidance

- 4.1.1. This service is available to all learners of the College at the following key decision points:
 - 4.1.1.1. Pre-course guidance to help ensure appropriate course choice
 - 4.1.1.2. On-course guidance on progression into further study, training or employment
 - 4.1.1.3. Transition guidance including support for early leavers, a higher education application system and extensive job search/employability support.
 - 4.1.1.4. For up to one year after leaving, as an alumni service
- 4.1.2. The guidance should:
 - 4.1.2.1. Build on previous discussions about the learner's progress in learning, their personal development and career development
 - 4.1.2.2. Enable learners to make informed decisions and support them through this process in an appropriate way
 - 4.1.2.3. Record and share agreed action points contributing to a learner's long-term development plan
 - 4.1.2.4. Be impartial and free from institutional bias
 - 4.1.2.5. Be evaluated via anonymous feedback from the learner

4.2. **Careers Education**

- 4.2.1. All learners can expect to receive careers education. This may be integrated into the curriculum in the case of vocational courses and/or delivered through the tutorial programme.
- 4.2.2. Careers advisors may be asked to contribute by giving presentations or workshops.
- 4.2.3. This helps learners to:
 - 4.2.3.1. Investigate opportunities in learning and work
 - 4.2.3.2. Make and adjust plans to manage change and transition
 - 4.2.3.3. Make and implement career decisions
 - 4.2.3.4. Identify personal skills and qualities
 - 4.2.3.5. Plan ahead, think about career management
 - 4.2.3.6. Understand the local, national and global labour market (either related to subject area or more generically)
 - 4.2.3.7. Understand the local, national and international job markets and the influences on these
 - 4.2.3.8. Understand the requirements of employers and the workplace
 - 4.2.3.9. Update their long-term development plan

4.3. **Individual Careers Guidance**

- 4.3.1. Learners shall have access to a Level-6 qualified, impartial careers advisor during term time. Appointments will also be available outside of term time, although these will be limited.
- 4.3.2. Individual careers sessions cover:
 - 4.3.2.1. Career planning/options
 - 4.3.2.2. Further study/study progression
 - 4.3.2.3. Higher Education possibilities
 - 4.3.2.4. UCAS applications
 - 4.3.2.5. Job search

4.3.2.6. CVs/application form support

4.3.2.7. Interview skills – employment/Higher Education

4.3.2.8. Volunteering

4.3.3. In all cases, referrals may be made to other agencies where appropriate and with the consent of the individual concerned.

4.4. Careers Information and Advice

4.4.1. Careers information and advice supports the delivery of careers education and guidance by providing access to a range of up-to-date information in a variety of formats.

4.4.2. SGS will provide:

4.4.2.1. An open-access well stocked careers library

4.4.2.2. A confidential space will be used for careers interviews

4.4.2.3. Access to computer-aided and on-line information, advice and guidance (via Professional Futures)

4.4.2.4. Tutorial resources to support the delivery of careers education

4.4.2.5. Information stands around the college premises

4.4.2.6. Dedicated and visible jobs boards (also in virtual format)

4.4.2.7. Training to 'client focussed' staff (Customer Experience Team, Tutors, Learner Support) in essential Information Advice and Guidance processes and skills

4.4.2.8. An annual employability and progression event covering a wide range of careers

4.4.2.9. Leading and management of late information, advice and guidance sessions for new or non-progressing SGS learners

4.5. Employability Support

4.5.1. It is of the utmost importance to the service to enhance our learners' employability skills and job-readiness. We ensure this by offering the following support and services through 1-1

guidance, workshops, email services, presentations and the tutorial programme:

- 4.5.1.1. Up-to-date labour market information
- 4.5.1.2. CV Editing/application support
- 4.5.1.3. Jobs boards (virtual and physical)
- 4.5.1.4. Job search IAG
- 4.5.1.5. Interview support and Mock-interview sessions
- 4.5.1.6. In-house materials – ‘job seekers guide’
- 4.5.1.7. Access to motivational and aspirational speakers and role models and speakers from the world of work

4.6. Promoting the careers service

- 4.6.1. IAG services at SGS College will be promoted through a variety of modes;
 - 4.6.1.1. The SGS website
 - 4.6.1.2. On e-Campus - Professional Futures AI Careers portal
 - 4.6.1.3. Posters in all classrooms for guidance 1:1 bookings
 - 4.6.1.4. Via learner induction talks (provided by the Careers Team alongside tutors or digitally)
 - 4.6.1.5. Via curriculum and other interdepartmental signposting
 - 4.6.1.6. The Learner Handbook
 - 4.6.1.7. Office signposts
 - 4.6.1.8. Open Events

4.7. What Learners can expect

- 4.7.1. A confidential, impartial and high-quality CEIAG service, managed and delivered by Level 6 qualified Careers Advisors.
- 4.7.2. Unlimited, free sessions offered in line with the Career Development Institute (CDI) Code of Practice and Ethics, offered on a needs-based basis with the utmost attention to offering equality of opportunity to any learner.

- 4.7.3. All CEIAG will be offered in a clear and transparent style with no agenda or bias. The raising of aspiration will be paramount.

5. Responsibilities

- 5.1. CEIAG services for SGS learners and the Schools Careers Service are the responsibility of the Head of Careers and Schools' Services supported by Careers Advisors, teaching and support staff.
- 5.2. The Careers Advisors are responsible for the management and co-ordination of the careers programme. They will work with Curriculum staff to secure delivery of the CEIAG programme to all relevant learners.
- 5.3. **It is the role of the Careers Advisors to:**
 - 5.3.1. Continuously develop the CEIAG framework and learning outcomes to best compliment learner- need and curriculum;
 - 5.3.2. Support tutors in the planning/development and delivery of CEIAG;
 - 5.3.3. Provide individual CEIAG either – “drop-in” or pre-booked appointments;
 - 5.3.4. Deliver group CEIAG sessions – as requested by tutor;
 - 5.3.5. Develop/advise on resources to support careers education;
 - 5.3.6. Provide staff development for tutors and teaching staff;
 - 5.3.7. Maintain well-stocked, up-to-date Career resources including reference books, prospectuses, specific information booklets and access to digital careers resources;
 - 5.3.8. Co-ordinate and deliver a fully comprehensive Higher Education Programme delivered through booklets, talks, workshops, mock interviews and 1-1 careers interviews;
 - 5.3.9. Visits to Higher Educational establishments;
 - 5.3.10. Attend College open and induction events to provide potential learners with guidance and support in making good quality choices;
 - 5.3.11. Deliver the cross-college careers education framework via talks, workshops, 1-1 careers sessions, through the curriculum where appropriate;
 - 5.3.12. Work collaboratively with curriculum teams to ensure tutors are central to the delivery of career education.

6. Related Guidance, Policies, Procedures, Support

6.1. Internal Guidance, Policies and Procedures

- 6.1.1.1. [Guidance, inclusion, support and transition policy codes of practice.](#)
- 6.1.1.2. [Data Protection Policy and Procedure.](#)
- 6.1.1.3. [Safeguarding Policy and Codes of Practice.](#)
- 6.1.1.4. [Health and Safety Policy.](#)
- 6.1.1.5. [Provider Access Policy \(Baker Clause\).](#)

6.2. External Guidance

- 6.2.1. [CDI Code of Ethics.](#)
- 6.2.2. [Department of Education 'Careers Guidance and Inspiration – Guidance for general further education colleges and sixth form colleges \(October 2018\)'](#).
- 6.2.3. [Careers guidance and access for education and training providers - schools \(October 2018\).](#)

6.3. Internal Services/Departments

- 6.3.1. In addition to curriculum areas, the following services and departments are of relevance to and will often work in conjunction with the careers department:
 - 6.3.1.1. SGS Apprenticeships & Employer Engagement
 - a. Including apprenticeships, pre- apprenticeships, work- placements and employer engagement teams to support learners in an atmosphere of experiential learning;
 - 6.3.1.2. SGS Enrolment
 - a. Offering information to potential learners about course provision at all levels and stages, screening, monitoring and processing applications and enrolling learners on to selected programmes;
 - 6.3.1.3. SGS Additional Learning Support Team

- a. Supporting SGS learners by removing barriers to learning that may be caused by any disability be it learning, behavioural, social, physical or emotional etc. Putting support plans in place for learners including learning, transition and progression opportunities and support;

6.3.1.4. External organisations offering careers support

- a. Army Careers, The Learner World, UCAS, National Apprenticeship organisation, The National Careers Service, KTS training, T2 Group (apprenticeship, pre-apprenticeship and traineeship organisation), Higher Education Institutes, Learner Finance England.

(This is not an exhaustive list, but is an overview of the most frequently used organisations and services that work in partnership with SGS careers, or are commonly used in the referral process of guidance sessions)

7. SGS Schools' Careers Service

7.1. Objectives

- 7.1.1. As part of a wider service, SGS College delivers an impartial guidance service to a growing number of partner secondary schools, predicated on the same principles as the College's internal service (above), including impartiality, levels of training for staff, professional codes of practice and ethics.
- 7.1.2. The Schools' Careers service is provided on a bespoke basis for each school, which agreement is documented in the school's Initial Scope. It is accredited by Matrix.
- 7.1.3. Both Careers Services to the College and schools work in partnership on all aspects of guidance deliver and professional development to create cross-college and partner school cohesion, sharing data where beneficial to student progress.

7.2 Monitoring and Evaluation

- 7.2.1 Schools' Careers Service provides a summary of guidance and an action plan for all school students interviewed, along with a satisfaction rating questionnaire, both filed with the schools.
- 7.2.2 Review sessions are conducted bi-annually with schools' senior leadership.