



# Careers, Education, Information, Advice & Guidance (CEIAG)

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Policy 2022-2023

Head of Student Entitlement

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## **1. Purpose**

- 1.1 City of Wolverhampton College Careers Education, Information, Advice and Information Service is available to anyone who wishes to access it whether they are a current student or apprentice, intended student or apprentice or not. The service provided is impartial and accessible to all.
- 1.2 Every student and apprentices at City of Wolverhampton College is also entitled to continual Careers Education, Information, Advice and Guidance throughout their studies and support into Further, Higher Education or employment.
- 1.3 This policy supports the College's vision and contributes to meeting the overall strategic objectives.

## **2. Commitment Statement**

- 2.1 City of Wolverhampton College is fully committed to providing impartial careers education advice and guidance to all students, apprentices, and members of the community.
- 2.2 Careers education helps students and apprentices to acquire the knowledge, skills, attitudes and attributes to manage their life, learning and work. A student's and apprentice's understanding of career and progression routes, as well as their level of preparation for the workplace, supports their ability to progress effectively within learning and the labour market and consequently underpins social mobility and economic efficiency.
- 2.3 Good careers education can also have a positive effect on soft outcomes for students and apprentices such as improved attitudes, self-confidence, aspirations and decision-making skills. City of Wolverhampton College is committed to delivering a careers related learning programme and access to careers guidance to support the development of our students.
- 2.4 The College recognises that a successful Careers Education, Information, Advice and Guidance (CEIAG) programme is a partnership between the College, HE establishments, Employers, Connexions and each student and apprentice. The guidance provided will recognise the individual needs of each student and apprentice and be provided in an independent and impartial manner.

## **3. Policy**

- 3.1 Careers education is seen as an integral part of the curriculum, providing students and apprentices with an opportunity to access a planned and co-ordinated range of activities that will enable them to deal with choices and transitions related to their future education, training, employment, and life in modern Britain.
- 3.2 The careers education programme is a continuous, progressive process with a sustained application over a student's College career helping them to develop their

capacity to make decisions and develop their personal qualities to enable them to live satisfying and effective lives in a changing society in which paid employment is a part.

#### **4. Entitlement**

4.1 All students and apprentices are entitled to access a careers education programme, students are helped to become more self-aware, provided with better information about opportunities; supported with evaluating information and making decisions; helped with planning their admissions and applications tactics and to ensure that staff who support students are knowledgeable about new opportunities.

4.2 All students and apprentices have opportunities to acquire and develop the basic skills and attitudes needed and provided guidance that makes a difference to their lives.

4.3 Students and apprentices will be provided with the tools to support their:

##### 4.3.1 Self development

- Understand themselves so they are self-aware, have a flexible outlook and realistically high expectations
- Develop key skills including communication, teamwork, reflective thinking, problem solving, independent enquiry and attributes including resilience needed for planning and managing their own career development for employability
- Be able to analyse critically existing structures or opportunities in work, training and further and higher education
- Know and understand the full range of options available to them from various sources of information to manage their own career.

##### 4.3.2 Career Exploration

- Understand changes in education, training and employment and the impact of these on career and working life
- Investigate careers and opportunities in learning, work, and leisure and how these meet local and national priorities
- Be able to prepare for work
- Awareness of enterprise and how to start their own business
- Know where and how to access appropriate information, resources, help and guidance
- Through work experience, test their effectiveness in the workplace and develop social capital through first-hand experience.

##### 4.3.3 Career Management

- Make and implement career plans
- Decide on and take next steps in their career development using appropriate techniques such as action planning, reviewing, and setting smart targets
- Manage transition

- Search for appropriate opportunities and develop networks and select method of application fit for purpose
- Be able to prepare for work by presenting themselves well through written application and at selection interview.

#### 4.3.4 Parent/Carers

- The website has a dedicated area for parents – Parent’s Hub. This includes information on the career related learning programme and opportunities to monitor their young person’s progress
- Progress Evenings provide for the opportunity for Parent/Carers to discuss with Tutors and Managers student’s progress and achievements
- Dedicated line to report absence and punctuality.

## 5. Our Commitment

### 5.1 The College will:

- Provide every full-time student with a Personal Tutor as a named point of contact during their course
- Ensure each student has a minimum of one 1-1 with their Personal Tutor per term in addition to a minimum of two 1-1’s per half term with their subject teachers to set targets
- Track and monitor students’ academic progress, by setting and reviewing realistic but challenging SMART targets
- Advise students on personal, social and financial issues which impact on achievement and progression
- Provide students with the opportunity to consider course options, progression routes and careers advice
- Evaluate the impact of the career’s education programme through the tracking and analysis of students’ destinations, taking into consideration relevance and appropriateness when considering their starting point.

5.2 Personal Tutors are aware of their increasingly important role in the provision of progression advice. Basic provision is included in the Tutorials Scheme of Work. Tutorials are a dedicated session on every full time or substantial student’s timetable weekly. The session is led by their Personal Tutor who is usually a member of the teaching team for the area. The focus is around achievement and progression to meet career aspirations.

### 5.3 Personal Tutors further assist students by:

- Ensuring that students are aware of College based HE activities and local HE visits as advised within College communications and through the central College Careers Guidance team
- Booking students in and encouraging them to attend special careers focused talks such as HE preparation and Student Finance
- In discussion with the guidance team, arranging specialist sessions in addition to those on the Tutorials Scheme of Work

- Ensuring that where possible work experience supports and adds value to the student's ultimate career objective
- Facilitating workshops related to Equality, Diversity, and Inclusion along with Safeguarding and PREVENT.

5.4 Each Apprentice has a dedicated Trainer/Assessor who will support them through a pastoral programme.

## **6. Responsibility**

6.1 The Deputy Principal Student Engagement oversees the delivery of Careers Guidance in the College. There is a link Governor for careers who sits on the College's governing body.

6.2 The Head of Student Entitlement is the Career Leader for the College and manages the central Careers Guidance team leading on the organisation of the Personal Tutors and Career Related Learning Programme in Tutorials.

6.3 Personal Tutors have a responsibility for the day-to-day delivery of the careers related learning programme within the Tutorials weekly session with the support of the central Career Guidance team.

6.5 All teaching, training, or assessing staff are expected to contribute to the delivery of CEIAG through their roles as vocational tutors with specific knowledge of their sector.

6.6 Specialist careers sessions are delivered by members of the Careers Guidance team.

6.7 The CEIAG programme is implemented by the Personal Tutors as part of the Tutorial programme and monitored and evaluated by the Head of Student Entitlement.

6.8 Online information is developed and maintained by the Careers Guidance on the College VLE which is available to all staff and students. Material from tutorials is also available.

## **7. Involvement of Curriculum**

7.1 The Careers Related Learning Programme for each course group is constructed around the Tutorials Scheme of Work.

7.2 College events such as 'Apprenticeship week', HE activities, Progression week and Careers week include goal setting using Ontrack. All students have access to 1:1 Guidance appointments.

7.3 Students are actively involved in the selection, delivery, and evaluation of key activities through the 'Speak Out' process.

## **8. Central Careers Guidance team**

- 8.1 Funding is allocated to the central Careers Guidance team for the provision of Careers resources and the management of the online resources. The Team Leader for Careers Guidance is responsible for the effective deployment of these resources.
- 8.2 The College works with a range of partners including training providers, charitable organisations, and local employers to secure further access to resources and information. This includes partnerships with HEIs to secure specialist delivery of HE preparatory sessions and access to taster sessions at a range of universities. Our students also have opportunities for funding support through bursaries and scholarships.
- 8.3 The College is a member of Aim Higher West Midlands and the 'Cafe' networking group enabling access to a wide range of careers professionals and information sharing.
- 8.4 The College is a member of West Midlands Career Hub enabling networking and sharing good practice with other providers in the region

## **9. Staff Development**

- 9.1 Staff training is identified through the College appraisal system and fed through managers to Human Resources (HR). Informal and formal training is delivered by members of the Guidance Team and the Head of Student Entitlement to ensure an effective delivery of services.
- 9.2 When a training need is identified for a Personal Tutor with their role, a Learning Innovator is assigned to support in liaison with a Quality Manager.

## **10. Monitoring and Evaluation**

- 10.1 The College has successfully retained the Matrix standard which reviews the careers education provision across the College. Detail from this informs annual planning and the Self-Assessment Review (SAR) of the Guidance team.
- 10.2 The College has successfully gained the Careers Education Information, Advice and Guidance Quality Mark.
- 10.3 Analysis is produced and reports compiled on a regular basis from activities such as audits on Ontrack, Student Council Meetings, destination data analysis and College surveys.