


Hull College Group Policy	Procedure Status: Approved	 HULL COLLEGE GROUP
Title: Careers Education IAG Policy	Ref: CS1.21	Page 1 of 10
Key Policy underpinning the College's commitment to Careers Education		Next review date: September 2022

1. Policy Introduction

Since September 2013, all Further Education (FE) colleges and sixth form colleges in England have been subject to a requirement to secure access to independent careers guidance. There is also a statutory requirement for all registered pupils at schools to be provided with independent careers guidance from year 8 (12-13 year olds) and to year 13 (17-18 year olds).

Careers Education Information, Advice and Guidance (CEIAG) helps learners to acquire the knowledge, skills, attitudes and attributes to manage their life, learning and work. Young people'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. Good careers education can also have a positive effect on soft outcomes for young people such as improved attitudes, self-confidence, aspirations and decision making skills.

Careers education does not have a start and end point, it is a fluid and continuous journey supported by a range of activities that help to inform individuals to take the next step into further / higher education and ultimately into employment or self-employment. There are activities that explicitly target careers education alongside the rich activity that takes place in each curriculum area to support learner development and strengthen the transferrable skills needed for a successful career.


CEIAG can take many forms and this policy provides the framework of learner entitlement. The policy describes the entitlement for full-time learners in 14-16 College and learners in Further Education.

2. Responsibility and Implementation

2.1 Overall responsibility for CEIAG delivered by the Hull College Group lies with the Corporation through the Deputy Principal, Strategic Leadership Team. Specific responsibility for the implementation of this policy and CEIAG plan lies with the Director of Learner and Customer Services.

2.2 The College's named Governor for CEIAG is responsible for monitoring Statutory CEIAG duties.

2.3 It is the responsibility of Heads of Institutions and the Director of Pre 16 Learning to ensure that this policy and underpinning procedures are implemented within the Schools they have responsibility for the learner journey.

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2.4 Admissions are responsible for ensuring interviews are well planned and conducted as one-to-one interviews. Heads of Institutions are also responsible for leading on curriculum developments to meet the needs of learners; ensuring outcomes / positive progression are factored into the design process.

2.5 Heads of Institutions are responsible for the planning and delivery of career focussed activities as part of the Pastoral Programme and the curriculum. The Director for Pre 16 Learning is responsible for this focus being built into Personal and Social Development (PSD).

2.6 The Customer Service Manager is responsible for ensuring initial advice and guidance is provided to individuals and for ensuring key services e.g. IAG are planned and available to support individuals to make the right career choices.

2.7 The Head of Marketing is responsible for ensuring applications are processed within the SLA.

2.8 The Head of Marketing is responsible for ensuring information on careers education is well publicised through the prospectus, website and other appropriate mediums.


2.9 Learners are responsible for reflecting on their skills, qualities, attributes and career interests and engaging in activity that supports them to fulfil their future aspirations, learning and work goals.

2.10 Employers who engage with the College on a range of activities including commissioning projects, creating live briefs, providing work experience and/or visits are responsible for providing a meaningful experience for learners and a meaningful work placement.

3. Policy Details

All learners up to and including the age of 18 are entitled to independent careers guidance. 19-25 year olds with a current Education Health and Care Plan in place under section 37 of the Children and Families Act 2014 are also entitled to independent careers guidance.

This section of the policy describes how the Hull College delivers this entitlement and this is mapped against the four elements of the learner journey. Independent and impartial careers guidance is available to learners throughout each step of their journey and section 3.5 provides further description of the service.

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3.1 Engagement & Recruitment

Learners receive information on courses and curriculum via the prospectus, website, social media and at Open Events throughout the year. During Open Events individuals have the opportunity to speak to tutors to explore courses and support staff are available for further information including future careers guidance, the application process and finance. Learner Ambassadors are also available to talk to individuals about college life, learner experience and study.

Information on the website includes careers education and links to 'Employment within our Region'.

At the point of initial enquiry the Information, Advice and Guidance (IAG) team guide individuals through the application process, explore initial ideas, provide basic information about courses and would signpost them for further information on finance or other learner services. Learners who are unsure of their next steps or have a number of different options are signposted to talk to an impartial Careers Advisor.

Application


Individuals can apply direct to the College or via Log On Move On (Hull & East Riding only). Log On Move On provides young people with current course information from all local further education providers and local labour market information.

Online applications are available to individuals via the website or received through direct contact with the IAG team. Support with applications is provided via the IAG team should it be required.

Learners who submit multiple applications for courses and feel undecided are signposted to an impartial Careers Advisor.

Interview

All full-time learners have a one-to-one interview with a tutor from the Curriculum team where reasons for choice will be explored along with future goals and aspirations. The interview also provides individuals with an opportunity to find out more about the course and learner experience within the curriculum area. Interviews are planned all year round and carried out within 10 days of receipt of an application. Following the applicants interview they will then be invited to attend a taster event to ensure they are applying for the most appropriate course.

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Initial Assessment

Full time applicants Initial Assessments (IA) are carried out when the learner starts their course and can have the opportunity prior to or after interview across all Schools and sites. Initial Assessments are also carried out on all full time learners accessing education from aged 14 to assist with support needs.

IA results are captured within the learner electronic Individual Learning Plan (eILP) and used to tailor specific needs of learners. IA results also form the basis of learner profiles which course leaders produce and share with relevant team members.

3.2 Enrolment and Induction

Prior to enrolment, applicants will have the opportunity to attend one of the College's Open Event and/ or a Taster Event. Taster Events are designed to be specific to each curriculum area providing information about college life, reinforcing course requirements and there may be practical demonstrations or activities which individuals can get involved in.


Enrolment is treated as the final stage prior to the individual becoming a Hull College Group learner. There are safety nets built into this stage which supports our 'right course, right level' ethos.

Induction

Induction is a critical week for learners to settle into college life and also a further opportunity to test 'right course, right level?' A range of induction activities focus on the course, learner experience, support services and reinforcing college values and acceptable standards of behaviour.

During the two weeks post induction key questions asked during sessions include 'How is it going so far? What are your future aspirations? This is to provide early intervention where necessary but ultimately to focus the learner early on their end goal.

Learners engage in a post induction survey as part of the College's commitment to reviewing quality and continuous improvement. Feedback from this provides a safety net as to the breadth and level of information shared with learners and their experience during the induction period.


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3.3 On Programme

The programme of study provides learners with various opportunities to focus on their next steps and future aspirations. The table below provides examples of this.

14-16 College (Hull & Goole)	Further Education (FT)
Personal and Social Development <ul style="list-style-type: none"> ○ Goals / Next Steps ○ Skills and Development ○ CV Writing ○ Progression ○ Log On Move On One-to-One Tutorials Work Experience (external work placement) Experience of Work <ul style="list-style-type: none"> ○ Visiting Speakers ○ Mock Interviews Provider Open Days / Presentations Careers Fairs Online Resources e.g. NCS Access to impartial / independent careers education. Careers focused assemblies. The 14-16 College CEIAG Cycle and Progression Passport for Yr10 and Yr11 describes the above (see appendix 1-3)	Pastoral <ul style="list-style-type: none"> ○ Goals / Next Steps ○ Skills and Development ○ CV Writing ○ UCAS ○ Progression – including LMI scans / research Individual Learning and Progress Reviews (ILPR) Work Experience (external work placement) Experience of Work <ul style="list-style-type: none"> ○ Visiting Speakers ○ Live Briefs ○ Commissioned Projects ○ Skills Competitions ○ Mock Interviews Aspirations Week English and Maths for Employability Week Provider Open Days / Presentations Careers Fairs Online Resources Access to impartial / independent careers education. The 16-19 Study Programme

To narrow the gap between careers that young people want to pursue and the opportunities available, each School and Curriculum area undertake a curriculum audit, research and development activity between December and January each year.

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3.4 Completion and Destination

Progression activities take place throughout the year where learners can explore their next steps. At key stages in the year: November, January and April a number of focused activities take place including talks on Higher Education and Apprenticeships. Learner Ambassadors and Higher Education tutors also visit level 3 courses to provide talks on Higher Education. UCAS focus is a key feature of the Pastoral in Term 1.

Destination data is used to inform curriculum development, profile learners to create case studies to support the raising of aspirations and provide the data needed to evaluate how we narrow the gap between learner interests, destinations and opportunities available.


3.5 Independent and Impartial Careers Guidance

14-19 year old learners have access to Connexions and Impartial Careers Advisors (Hull) and Impartial Careers Advisor (Goole) for specialist careers advice, including help and guidance with education and career pathways. A drop in and appointment service is offered to learners including one-to-one and group sessions. Parents/Carers can also contact the service. For advice and guidance for adults, National Careers Service Advisers are also contactable at each of the two main college sites.

The National Careers Service website also provides careers advice and information on a wide range of jobs, training course resources and funding for learners who are 19+.

The College has invested in an internal impartial Careers Advisor who now work alongside external Careers Advisors to enhance the careers advice on offer to learners across the Group. The internal Careers Advisor is given opportunity and time to work and network with outside agencies to ensure they are up to date and knowledgeable regarding other training providers and opportunities for learners. The college ensure that careers advisors and learners are able to meet confidentially to discuss impartial information. The team works closely with staff, learners, external agencies and employers, across the Group, to promote careers and host a number of events to raise aspirations with learners. This includes:

- Careers Fest
- Volunteer Event
- 'Am I on the Right Course' event throughout the induction period
- Invite employers into speak to learners
- Career displays

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3.6 Curriculum Audit, Research and Development

School and Curriculum areas undertake a curriculum audit, research and development activity between December and January each year. This activity aids reflection on the following questions to support and strengthen the curriculum offer, aligned to Local Enterprise Partnership (LEP) priorities, Labour Market Intelligence (LMI) and progression outcomes for learners:

- How successful are our courses regarding destination outcomes for learners?
- How does the curriculum reflect LEP priorities and LMI?
- What are the destination outcomes for learners on current courses?
- What needs to change and be removed?
- What are the gaps in our offer and what are the suitable additions to meet learner interests, LEP priorities and LMI?
- How does the curriculum support the narrowing of attainment gaps through the use of Equality & Diversity Impact Measures (EDIM)?

4. Related documentation (policies, procedures and guidance)


- Work Experience
- Policy Learner Charter
- Home / School Agreement (14-16 College)
- SEND Policy

5. Procedure Checklist

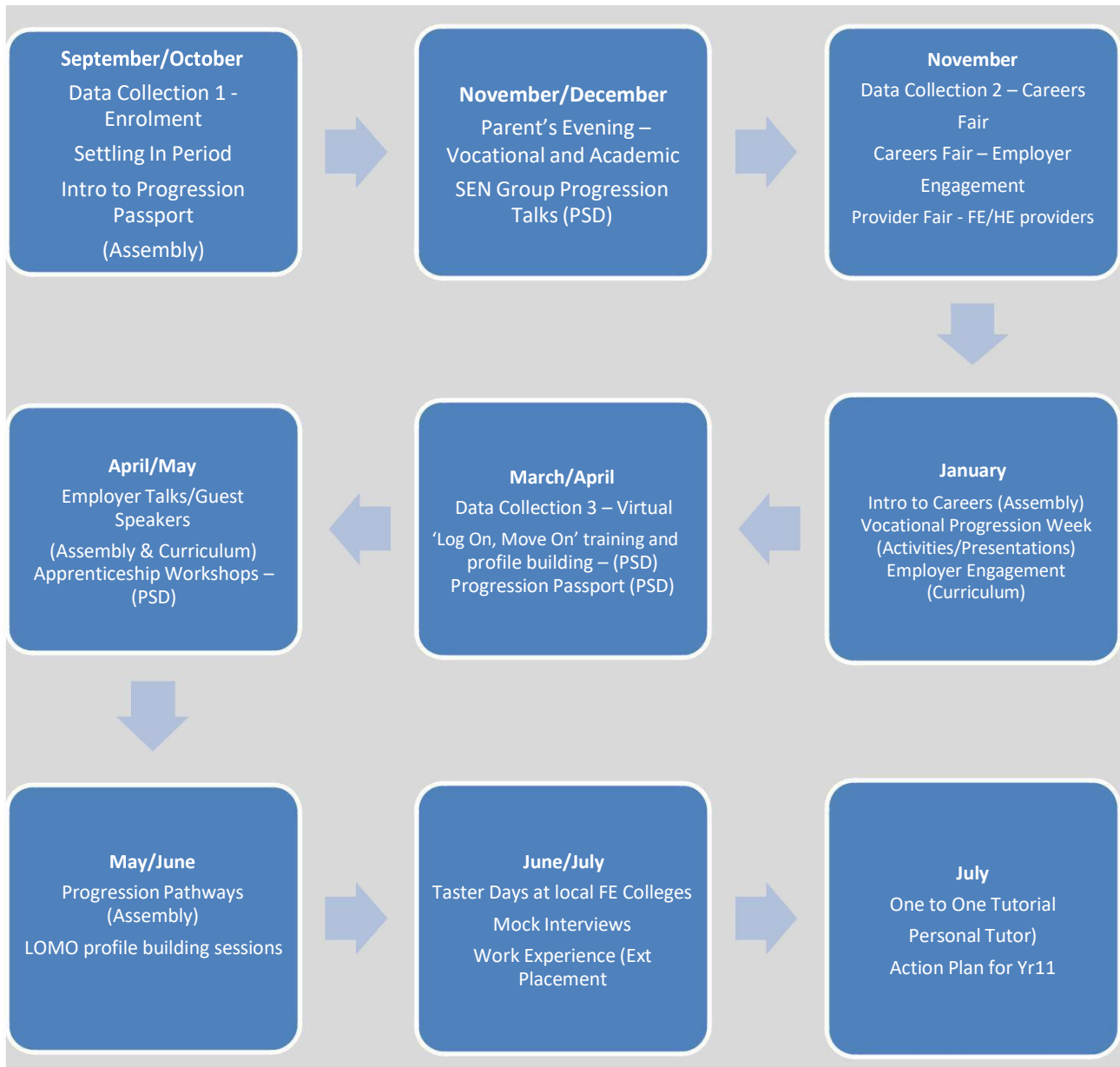
Senior manager responsible	Director of Learner Support Services
College Committee	
Date of next policy review	September 2022


6. Appendices

1. 14-16 College (Hull & Goole) Year 10 CEIAG Cycle
2. 14-16 College (Hull & Goole) Year 11 CEIAG Cycle
3. FE Study Programme Visual

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Appendix 1 14-16 College CEIAG Cycle (Year 10)



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Appendix 2 14-16 College CEIAG Cycle (Year 11)

