

CEIAG Policy – Careers Education, Information, Advice and Guidance

STU 13

Issue	Date of 1st Issue	Last Reviewed	Date of Next Review	Responsibility of
05	June 2013	June 2022	May 2024	Head of Marketing and Engagement

This document can also be produced in alternative formats upon request.

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Careers Education, Information, Advice and Guidance Policy

1. Policy Statement

NRC is committed to providing high quality, Careers Information, Education, Advice and Guidance (CEIAG) which helps learners plan and manage their progression through learning and work. This policy responds to the college's duties, national Information, Advice and Guidance (IAG) quality standards and takes account of the findings of '*Success Through Skills – Transforming Futures-2011*' - which has highlighted the central role of effective CEIAG and its importance in enabling the economy to become highly competitive within the Global Marketplace. It contributes directly to achieving the aims set out in '*Preparing for Success - A Guide to Developing Effective Career Decision Makers-2009*' and it underpins the achievement of the College KPI's:

1. Meeting enrolment targets and achievement of qualifications
2. Improving the quality of education
3. Accelerating business and community engagement
4. Accelerating innovation and creativity

2. Policy Context

2.1. All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives.

2.2. CEIAG is designed to meet the needs of the learners at this college and those who are considering enrolling here. It is differentiated and personalised to ensure progression, through activities that are appropriate to the learners' stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential.

2.3. The key principles upon which this policy is based are that CEIAG:

- 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 transparent, impartial and provides opportunities for confidentiality;
- is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners;
- contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop career management skills;
- provides comprehensive information and advice.

2.4. Careers education includes:

- Topics linked to progression (such as UCAS) and job search activities (such as interview skills and looking for work).
- Visits to employers and universities.
- Talks from speakers, such as employers, training providers and student ambassadors.
- A range of activities supported such as Info Fest, Career Events, Open Days and Information Evenings.

2.5. Careers information, advice and guidance include:

- Pre-entry course information and advice on post 16 pathways and progression.
- On course and progression information, advice and guidance.

3. Aims of Service

3.1. To help students make well informed career decisions by providing relevant advice and guidance which will enable them to realise their choices.

3.2. To provide high quality, relevant information in an accessible format.

3.3. To maximise the use of innovative technology.

3.4. To help students and the College understand and adapt to the changing global employment market.

3.5. To facilitate student engagement with external stakeholders.

3.6. To improve professional standards and adapt to changing needs.

4. Learner Entitlement

4.1. All prospective learners are entitled to accurate course information and advice on progression routes. The careers team provides impartial guidance to assist with course choice, career planning and transition into college.

4.2. At induction all learners are entitled to receive information about Student Support and course based support.

4.3. Learners and prospective learners can access impartial, up to date information on courses, careers, funding and personal issues through Student Support.

4.4. All learners are entitled to use the full range of student support: careers guidance, funding advice, welfare and personal counselling and support.

4.5. All learners are entitled to progression information and assistance with progression choices from Tutors, Student Support and external partners.

5. Roles and Responsibilities

5.1. **Learners should:**

- be actively involved in and take ownership of their progression planning and career development;
- attend punctually all planned tutorial, CEIAG activities;

- work co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity.

5.2. The **College Management Team** is responsible for ensuring that:

- relevant staff are aware of this policy;
- there are sufficient qualified, experienced staff and up to date resources;
- all staff have access to training, support and resources which are appropriate to their role.

5.3. The **Head of Marketing and Communications** is responsible for:

- managing CEIAG activities which are planned developed and delivered by professional, specialist Careers Assistants.

5.4. **Specialist CEIAG Staff** are responsible for:

- providing training for the college on UCAS application procedures and other topics on request;
- linking with a curriculum area to plan, develop and deliver suitable careers education activities for learners;
- developing and providing workshops to support tutorial;
- making lesson plans and resources available digitally for curriculum staff to use themselves;
- ensuring that careers information resources, paper and internet based located in the careers areas, are maintained by named staff in the Careers Team;
- producing and maintaining accurate up to date resources;
- providing careers and course advice to external stakeholders.

5.5. **Curriculum staff contribute** to CEIAG through their roles as tutors, and 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;
- ensuring that learners are aware of specialist services, tutorial and course based support;
- ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to their learners' needs;
- promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.

5.6. **Support Staff** including Education Support, Student Finance, Marketing, Admissions, Campus Assistants, Libraries and Student Enrichment contribute to CEIAG through their support roles and are responsible for:

- Student referral to Specialist Careers Staff;
- Support at Careers Events;
- Providing information to students and Careers Staff appropriate to their area.

6. Procedure

6.1. Learners and potential learners who require an impartial and confidential careers guidance interview can self refer or be referred by any member of staff at the college at any point in their learner journey.

6.2. Individual, confidential interviews with qualified and experienced advisers are available on request. All learners and applicants are offered an appointment or they can attend a drop in session for shorter queries. At certain times of the year, extra facilities may be offered, such as UCAS sessions. Follow up appointments may also be offered where appropriate.

6.3. Learners/potential learners may be referred to Careers Service NI using the client referral form.

6.4. A potential learner may benefit from careers guidance, for example, if they:

- are uncertain of course choice;
- do not meet the entry requirements for their chosen course;
- have a poor rationale for their course choice;
- have previously attempted to study the course;
- have non-existent or unrealistic career plans;
- have low confidence about previous studies.

6.5. On course learners may benefit from careers guidance, for example, if they:

- need help with planning their career path;
- are considering leaving the College before their course ends;
- are coming towards the end of their course;
- need help with applying to university or to another college;
- would like help with job search activities.

6.6. Up to date information and advice is offered on learning opportunities and career choices. All learners and prospective learners can also independently access careers resources, both online and in careers areas.

6.7. Learners are offered a clear written summary of guidance to help them know what their next steps are as agreed in the interview. They may be given other written information, or advised to obtain relevant information, as appropriate.

6.8. College staff receive information about the careers guidance service during their initial induction and can contact the team at any time for advice on referring learners. Publicity leaflets detailing the service, including opening hours are available.

6.9. Tutors and subject tutors can offer career information and advice during a one to one/group tutorial or as part of embedded subject delivery for instance employability.

6.10. The service has robust quality assurance systems and is evaluated by:

- regular reviews of the delivery of CEIAG against the key principles;
- conducting regular internal reviews of the quality of CEIAG through observations, student surveys and other feedback mechanisms;
- the Matrix standard;
- reviewing regularly the annual partnership agreement with DfE;
- contributing to the college self-assessment processes.

7. Monitoring and Evaluation of the CEIAG Service

7.1. CEIAG staff will seek feedback from students and staff about the relevance of the CEIAG programme and materials used to improve the service for future students. This feedback will be reported to The Head of Marketing and Engagement to ensure delivery and identify development needs and areas for improvement.

7.2. The methods used to gain feedback include:

- student/staff survey;
- feedback form at end of workshops/talks/events;
- e-mail feedback link to 'quality improvement' sent with each e-mail.

8. Quality Assurance

8.1. Comments and complaints regarding this document will be handled through the College's comments and complaints mechanisms. If you have a comment or complaint, or require further information regarding the process, please e-mail quality.improvement@nrc.ac.uk .

8.2. The following processes must be followed to monitor and review this document:

- a. It will be monitored on an ongoing basis and subject to a full review at least every two years.
- b. It may also be updated if changes or improvements in processes or procedures are identified.
- c. In monitoring and reviewing the document, the following will be taken into consideration:
 - feedback regarding the content and format of the document;
 - uptake and usage;
 - comments or complaints regarding the document;
 - Equality information and monitoring data.

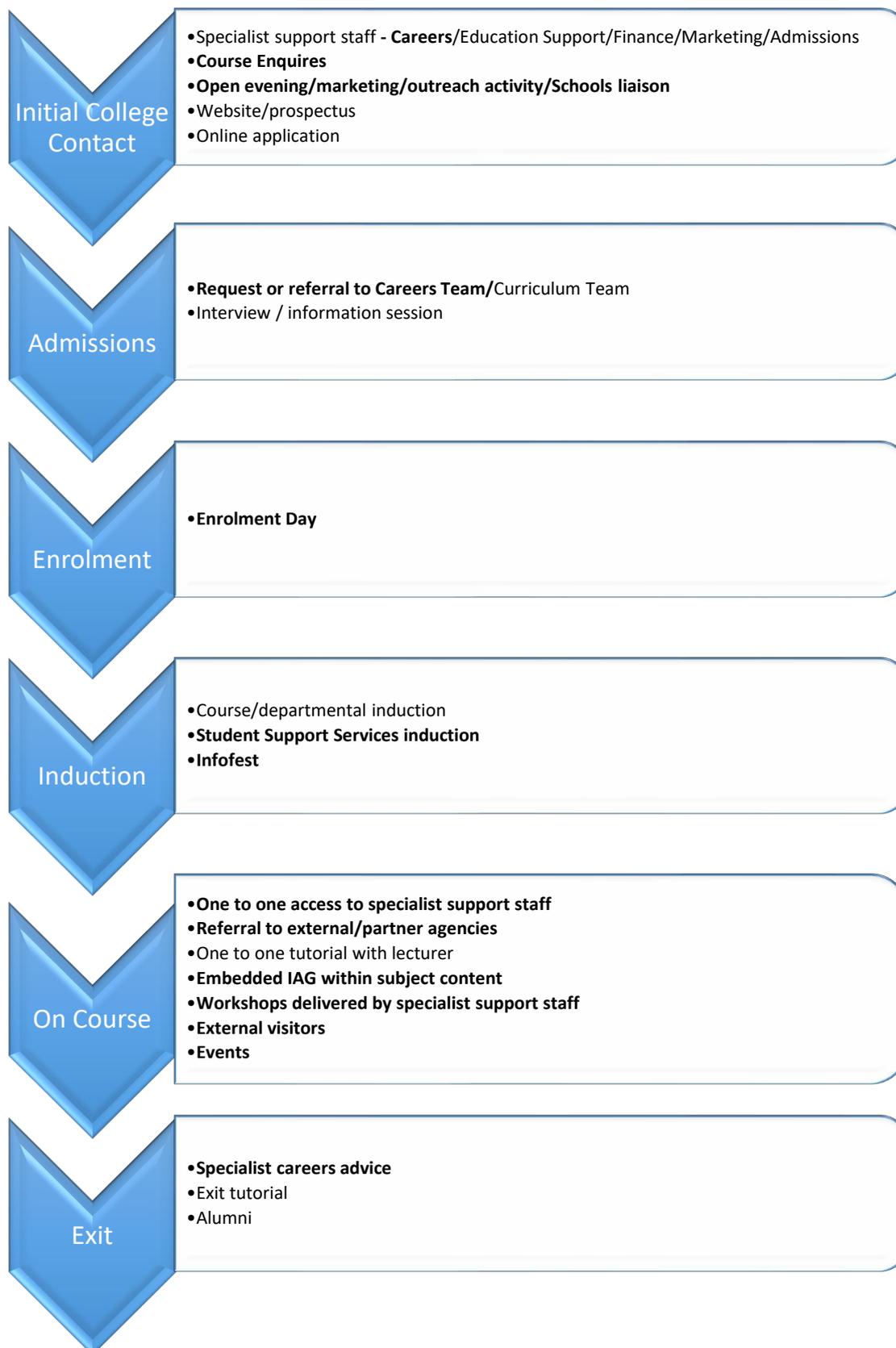
9. Links to other Documents

9.1. Internal Documents:

- Accessible Information Policy
- Acceptable Use Policy
- Admissions Policy
- GDPR Policy
- Good Relations and Cultural Diversity Policy
- Preventative Curriculum Workshop Programme
- Retention and Disposal Schedule
- Safeguarding Policy
- Student Equal Opportunities Policy
- Student Experience Framework
- Transgender and Equality Statement
- ULN Policy

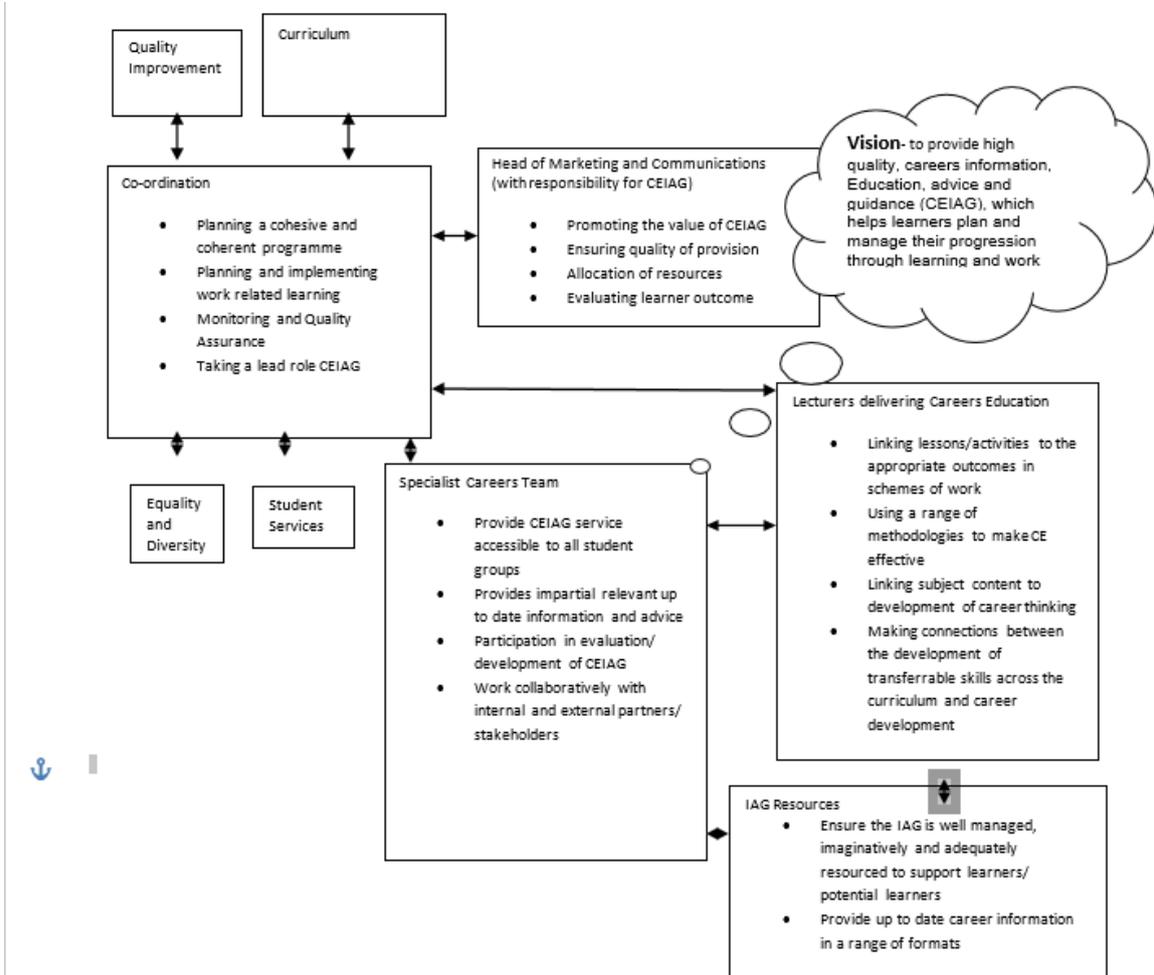
Northern Regional College

Learner Journey (*Careers team input in Bold*)



Northern Regional College

CEIAG: Organisation for Effective Implementation



Document Development

Please complete with details regarding the development of this Policy.

D1. Working Group

Details of staff who were involved in the development of this policy:

Name	Position
Julie Hemphill	Careers Advisor
Nicola Davidson	Careers Advisor
Una O'Kane	Careers Advisor
Stephen McCartney	Head of Section, Student Services

D2. Consultation

Details of staff, external groups or external organisations who were consulted in the development of this policy:

Please refer to Equality Screening Consultation Guidance.

Name	Organisation	Date

D3. Approval Dates:

Details	Date Approved
Equality Screening (<i>please refer to Equality Screening Guidance</i>)	Nov 2015
Quality Checked (<i>please refer to Quality Checklist</i>)	Nov 2015 28/05/2019
SLT	
Governing Body (<i>SLT to decide if PPS needs to go to Governing Body</i>)	

D4. Communication Plan:

Please provide details and dates as to how this policy will be communicated, implemented and disseminated:

Action:	Action by:	Date:
Staff and Student Intranet	QM	May 2019
Student Induction	Staff	Sept each year

Action:	Action by:	Date:

D5. Document History

Issue no. under review (Please see the front page)	Date of review: (Date)	Who was involved in reviewing the document? (Name/s)	Were changes made to the document after reviewing? (Yes or No)	If changes have been made, please provide brief details:	New Issue No.	If Yes, did the document need to go through consultation again? (Yes*/No)	If Yes, did the document need to be Equality Screened again? (Yes*/No)	If Yes, date those affected by document will be alerted of updated document: (Date)
03	01/05/2019	Julie Hemphill Nicola Davidson	Yes	<ul style="list-style-type: none"> • Updated documents • Updated College KPI's • Updated line management structure (5.3) • Updated 5.4.4 in line with colleges changing digital platforms • Removed 'welfare' from team (5.4.5) • Added external marketing events to responsibilities (5.4.7) • Removed working towards (6.10.3) • Changed DEL to DfE (6.10.4) • Changed Head of Student Services to Head of marketing and Communications (7.1) • Removed feedback mechanism for 1:1 as this is now gathered through student survey (7.2.3) • Update documents (11) • Learner journey updated • Organisation diagram updated 	04	No	No	

02	27/10/15	Julie Hemphill Nicola Davidson Una O Kane	Yes	<ul style="list-style-type: none"> 1. Updated College Strategic Priorities and KPI's 2.4.4 Changed 'GROW' events to 'Careers Events' 3. Added 'Aims' (subsequent numbers changed accordingly) 5.6 Section added 7.2 Changed 'will be' to 'includes' Learner Journey: added 'Libraries' to Specialist Support Staff and Learner Journey: changed 'Freshers' to 'InfoFest' 	03	No	No	
01	01/09/14	H Hagan	Yes	Document development; document history; policy monitoring and review (section 8); and complaints (section 9) added.	02	Yes	Yes	Sept 14
01	06/06/14	Julie Hemphill Nicola Davidson Una O Kane	Yes	<ul style="list-style-type: none"> 2.4. InfoFest and GROW events added. 4.4. new points at 4.4.3. and 4.4.6. 6.0. new section added 	02	Yes	Yes	Sept 14

* If you answered 'Yes' in columns E or F, you must forward details of additional consultation and/or screening to the Equality Officer.