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| <b>Policy Name</b>                | Careers Education, Information, Advice & Guidance Policy   |
| <b>Department</b>                 | Student Services   |
| <b>Created by (Job Title)</b>     | Head of Student Services   |
| <b>Date Reviewed</b>              | August 2024  |
| <b>Date of Next Review</b>        | August 2025  |
| <b>Equality Impact Assessment</b> | This policy has been reviewed in line with the Equality Act 2010 which recognises the following categories as Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender) and Sexual orientation. We will continue to monitor this policy to ensure that it provides equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic. <i>(insert date of EIA)</i> |

# Careers Education, Information, Advice & Guidance Policy

## 1. Context

- 1.1 It is a strategic aim of The Bedford College Group to be a provider of expert careers education, information, advice and guidance (CEIAG) on learning and work, both as discrete activity and embedded within its learning programmes.
- 1.2 This policy is written in accordance with the DfE guidance:
- Careers Guidance and access for education and training providers September 2022
  - 'Careers Strategy – making the most of everyone's skills and talents' (December 2017)
  - Good Career Guidance – Gatsby Benchmarks (January 2018)
- 1.3 CEIAG is delivered at all stages of a student's learning – pre-entry, on programme and exit – and by a range of staff:
- Student Recruitment Team (pre-entry course information and advice) and All Academic Staff
  - Student Services Coordinators (pre-entry, on programme and progression guidance and career learning)
  - Curriculum tutors (individual support and career learning via the tutorial programme).

This policy relates to the delivery of careers education and guidance in the context of the College's wider CEIAG provision.

- 1.4 The policy has been written with regard to the Education Inspection Framework (EIF) and Guidance Further Education and Skills Handbook. The Education Inspection Framework states that inspectors will consider whether:
- Managers plan careers provision so that all children and students get a good start and are well prepared for the next stage in their education, training or employment
  - The extent to which the careers provision is successfully promoting and supporting learners' choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
  - The extent to which the provision is successful promoting and supporting learners' employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
- 1.5 The Bedford College Group Tutorial Competency based framework includes an entitlement to students for "accessible and informed guidance and support to address their needs in terms of personal development, career development and course progress."
- Effectiveness of the CEIAG provision is assessed using the Gatsby Benchmarks and the Bedford College group was again awarded the Full Matrix accreditation in 2022 and Continuous Improvement Check in May 2023 and May 2024

## **2. Student Entitlements**

### **2. Equality and Diversity Statement**

- 2.1 The Bedford College Group is committed to the promotion and development of equality and diversity. We aim to provide a working and learning environment which values individuals equally regardless of age, disability, race, gender, sexual orientation, gender reassignment, religion and belief or pregnancy and maternity.
- 2.2 This policy and procedure will be implemented in accordance with our equality and diversity policy, and any career learning and guidance provided will not be influenced by the student's background or situation. Advisers will promote career choice based on interests and potential and challenge stereotyping or discrimination where encountered.

### **3. Safeguarding**

- 3.1 The College has regard to the broader issues of the general health and wellbeing of our students. All Student Services staff are trained in safeguarding, and the College's safeguarding procedures are embedded in their professional practice.

### **4. Definitions**

- 4.1 **Career Education** helps (young) people develop the knowledge, confidence and skills they need to make well-informed, successful choices and plans that enable them to progress smoothly into further learning and work, now and in the future.
- 4.2 **Careers Information, Advice and Guidance** supports (young) people in using the knowledge and skills they develop to make and implement decisions about learning and work that are right for them.

### **5. Statement of Entitlement**

- 5.1 Students and potential students are entitled to career education, information, advice and guidance (CEIAG) which:
- Is impartial, client-centred and free from institutional bias
  - Is accessible, available and visible
  - Is provided by appropriately qualified, knowledgeable and experienced staff
  - Respects confidentiality
  - Supports achievement and enables progression
  - Operates in accordance with the Bedford College Group policies and procedures and the Code of Ethics of the Career Development Institute
  - Is planned, resourced and quality assured

### **6. Aim**

- 6.1 It is the aim of The Bedford College Group to provide high quality career education, information, advice and guidance (CEIAG) to all students and potential students which:
- Is integral to students' learning experience while at College
  - Contributes to the raising of student participation, achievement and progression
  - Is available at times and locations which maximise take-up and support widening participation
  - Takes place in an appropriate setting
  - Meets the statement of entitlement

## **7. Elements of Career Education, Information, Advice and Guidance**

### **7.1 Careers Advice and Guidance**

This service is available to all students and potential students of the College at the following key decision points:

- Pre-entry/entry guidance to help ensure appropriate course choice which is suitable to their long term career aims
- On programme guidance on progression into further study, training or employment
- Exit guidance including support for early leavers and a higher education clearing service

Effective careers advice and guidance should:

- Build on previous discussions about the student's progress in learning, their personal development and career development
- Enable students to make informed decisions
- Record agreed action points for use in further guidance sessions
- Be impartial and free from institutional bias

### **7.2 Career Education**

This is a structured programme of activities, which is a compulsory element of the tutorial and enhancement programmes for all full-time students.

It helps students to:

- Understand themselves and the influences on them (self-development/personal management)
- Investigate opportunities in learning and work (careers exploration/learning and work exploration)
- Make and adjust plans to manage change and transition (career management/career building)

### **7.3 Careers Information**

Careers information supports the delivery of CEIAG by providing access to a range of up to date information in a variety of formats,

- An open access careers library, with up-to-date resources.
- A virtual careers library available on the college Moodle pages
- Access to a range of diagnostic career development software

- Resources to support the delivery of career learning

## 8. Implementation

- 8.1 CEIAG is the responsibility of the Heads of Student Services, Student Services Managers, Student Services team, Learning Mentors/Personal Achievement Tutors and teaching staff.
- 8.2 To meet the requirements of the Ofsted Education Inspection Framework and the outcomes for learners we will:
- Deliver a cross-College career education framework via tutorials, the curriculum or the enhancement programme, as appropriate
  - Ensure tutors are central to the delivery of career education
  - Work with the College Learning Mentors and Personal Achievement Tutors to support students in a variety of ways in order to meet individual needs
- 8.3 The Careers Leads will disseminate good practice in CEIAG and ensure that Learning Mentors/Personal Achievement Tutors and tutorial staff understand the concepts involved. This is complemented by a cross College training course for Personal Achievement Tutors and curriculum tutors which meets the need for:
- Knowledge and information
  - Organisation and management
  - Skills and techniques
- and includes
- 1:1 guidance skills training
  - Planning and delivering careers education
  - Use of careers resources
  - Supporting students through the UCAS application process
- 8.4 It is the role of the College Student Services Team to:
- Develop the career education framework as part of the tutorial and enhancement programme
  - Support tutors in the planning/development and delivery of careers education
  - Provide individual and impartial careers advice and guidance
  - Deliver group sessions and workshops on careers topics
  - Develop/advise on resources to support career learning
  - Provide staff development for Learning Mentors/Personal Achievement Tutors and curriculum staff
  - Ensure that CEIAG is available at times and locations which maximise take up and support widening participation
  - Co-ordinate and manage the whole College UCAS application process
  - Source suitable vacancies and other opportunities, and advertise these to students and Learning Mentors/Personal Achievement Tutors through the noticeboards
  - Ensure that the careers pages on the YourSpace website are kept up to date
  - Work with local and national employers, professional bodies and to engage with student groups across college

## **9 Evaluation and Quality Assurance**

- 9.1 CEIAG is evaluated annually as part of the College's self-assessment process.
- 9.2 The service operates in line with the Matrix quality standard and the Career Development Institute Code of Ethics for IAG. It is subject to 3 yearly assessment and annual improvement checks against the Matrix standard.
- 9.3 Client feedback questionnaires are used for a representative sample of individual interviews and group sessions.

## **10 Supporting Policies and Procedures**

- 10.1 This policy should be read in conjunction with the following documents:
  - The Bedford College Group Tutorial Policy and Entitlement
  - DfE: Careers Guidance and Inspiration in Schools (last update April 2017)
  - Ofsted Education Inspection Framework
  - Ofsted Further Education and Skills inspection handbook
  - Career Development Institute Code of Ethics
  - Matrix Quality Standard for Information, Advice and Guidance Services
  - Confidentiality Procedure
  - Equality and Diversity Policy

Simone Newman  
Head of Student Services  
August 2024

## The Bedford College Group Careers Programme 2022 – 23

The Bedford College Group holds the Matrix Standard for the provision of Information, Advice and Guidance (IAG) and was rated as 'Good' by Ofsted in the most recent inspection.

We have teams of professionally qualified coordinators to offer a range of IAG services. This programme highlights the IAG offer available to our learners.

The Careers Programme is mapped against the Gatsby Benchmarks for IAG (see [www.goodcareerguidance.org.uk](http://www.goodcareerguidance.org.uk) for more information).

The Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

This Careers Programme is also mapped for all stages and ages of education and training against an adaption of the Network for Evaluating and Researching University Participation Interventions (NERUPI) framework.

This progression framework has five key principles and we have aligned our careers programme to this adaption for both further and higher education:

- A. Developing knowledge and awareness of different progression opportunities
- B. Develop the learner's capacity to make informed career progression choices
- C. Developing confident and resilience for progression
- D. Developing study skills and capacity for academic attainment
- E. Developing the learner's capacity for career decision making through contextualising subject knowledge

The Bedford College Group Careers Leader for Northamptonshire is Simone Newman - Head of Student Services. For Bedford and Central Bedfordshire campuses Danny Faulkner – Head of Student Services.

In addition to the Student Services Teams, there are a range of staff involved in the delivery of the Careers Programme including our Customer Contact Team, Academic Teachers, and Work Placement Coordinators.

### Contact Us:

Bedford Sites      Email: [studentservices@bedford.ac.uk](mailto:studentservices@bedford.ac.uk)  
Phone:              01234 291770

Tresham Sites:      Email:      [studentservices@tresham.ac.uk](mailto:studentservices@tresham.ac.uk)  
                                 Phone:      01536 413232

Central Bedfordshire sites: Email: [studentservices@centralbeds.ac.uk](mailto:studentservices@centralbeds.ac.uk)  
                                 Phone: 01582 477776



| Activity  | Learning Outcome  | Planned Date   | Target Groups  | Gatsby Benchmark | Desired Learning Outcome – Progression Framework |
|---|---|--|----------------|------------------|--|
| Careers Advice at Enrolment, GCSE Results Day & Open Events | One to one career guidance interview, discussions with parents  | August – September, November, January, March – April, June | All Learners   | 3, 8             | A, B   |
| Transition Support (SEND Learners)                          | Learners can reaffirm they are on the right programme for their intended career aspirations   | August – September   | SEND Learners  | 3, 8             | A, B   |
| UCAS Clearing Advice and Support                            | Learners will be able to access information about different HE progression options at different HEIs  | August – September, June - July                            | HE Applicants  | 3, 7, 8          | A, B, C  |
| Careers Advice at Enrolment                                 | Learners will be able to access professional careers guidance appointments and look at different progression options  | August - September, February - July                        | All Applicants | 7, 8             | A, B   |
| Change Your Mind at Interviews                              | Learners who decide that the course that they have applied for is not for them and at risk of being out of education or training are supported to consider alternative progression opportunities                | August – October   | All Learners   | 3, 8             | A, B   |
| Induction Programme   | Learners will be offered information advice and guidance, labour market information, encounters with employers and a range of induction and PDAB activities to support their curriculum and pathway development | September - October  | All Learners   | 1, 2, 3, 4, 5, 8 | A, B, C, D, E                                    |
| Introduction to Higher Education                            | To introduce students to HE pathways  | September - October  | Level 3        | 1, 7             | A  |
| Introduction to UCAS Overview                               | Learners will be introduced to the UCAS Apply system and create personal accounts to enable them to start HE applications. Learners will be informed about how to complete their HE applications.               | September - October, May - June                            | Level 3        | 3, 7, 8          | A, B, C  |
| 'Talk Don't Walk' Appointments with Student Services        | Learners who are at risk of dropping out of education or training are supported to consider alternative progression opportunities   | September - October  | All Learners   | 3, 8             | A, B   |
| Transition Checks - Right Learner, Right Course             | Learners can reaffirm they are on the right programme for their intended career aspirations   | September - October  | All Learners   | 3, 8             | A, B   |

| <b>Activity</b>  | <b>Learning Outcome</b>  | <b>Planned Date</b> | <b>Target Groups</b> | <b>Gatsby Benchmark</b> | <b>Desired Learning Outcome – Progression Framework</b> |
|--|--|---------------------|----------------------|-------------------------|---|
| Employability and Transferable Skills  | Learners will undertake activities that will develop their soft skills, employability skills, develop their resilience and well-being and enable their continuous development                | September - June    | All Learners         | 1, 3, 8                 | C, D  |
| Employer Guest Speakers / Workplace Visits   | Learners will have positive and inspirational engagement with employers  | September - June    | All Learners         | 2, 5, 6                 | A, B  |
| Inspirational / Guest Speakers   | Learners will anticipate challenges they may face in education and know what skills they need to make a successful transition to the next stage of their education or training (soft skills) | September - June    | All Learners         | 3                       | A, C  |
| Introduction to UniFrog/Grofar   | Learners will use UniFrog/Grofar to explore alternative progression routes   | September - June    | Level 1 and 2        | 1, 7                    | A, B  |
| Labour Market Information  | Learners will be given key information in relation to LMI as part of their chosen pathway of study   | September – June    | All Learners         | 2, 4, 8                 | A, B  |
| Money Skills   | Learners will be prepared with the skills needed to manage their money   | September – June    | All Learners         | 3                       | C   |
| UniFrog/Grofar Subscription Online platform to support young people explore progression opportunities. | Learners will begin the UCAS process, generate and submit a strong university application.   | September - June    | Level 3              | 1, 2, 7, 8              | A, B  |
| Work Experience / Placements   | Learners will gain employability skills and experience the workplace   | September - June    | All Learners         | 2, 3, 4, 5, 6           | A, B, C   |
| Volunteering and Employability   | Learners will learn about opportunities available to them within voluntary organisations   | September – June    | All Learners         | 3, 8                    | A, B  |
| CV Check Drop-In's   | Learners will be able to produce, develop or update their curriculum vitae to a higher standard  | September - July    | All Learners         | 3, 8                    | C   |
| Effective Personal Statement Support   | Learners will be informed about how to complete their HE applications, produce good personal statements and be prepared for interviews and/or auditions.                                     | September - July    | Level 3              | 3, 7, 8                 | A, B, C   |

| Activity  | Learning Outcome   | Planned Date     | Target Groups | Gatsby Benchmark | Desired Learning Outcome – Progression Framework |
|---|--|------------------|---------------|------------------|--|
|   | Learners will be able to create strong personal statements.  |                  |               |                  |  |
| Interview Skills                                | Learners will be given information on how to conduct themselves in an interview  | September – July | All Learners  | 3, 8             | C  |
| Job Search                                      | Learners will be supported and given guidance on how to search for a job and where this information can be found   | September – July | All Learners  | 3, 8             | C  |
| Progression Routes – Alternatives to University | To support learners not considering HE as a pathway or pathway not secured. The workshops will encourage learner to look at their life as a whole.                                   | September - July | Level 3       | 3, 8             | B, C, D  |
| UCAS Application Checking and Support           | Learners will begin the UCAS process, generate and submit a strong university application.   | September - July | Level 3       | 1, 7             | A, B   |
| University Talk                                 | Learners will have guest speakers from local Universities  | September – July | Level 3       | 3, 7, 8          | A, B, C, D, E                                    |
| Mock University Interviews                      | Learners will undergo mock interviews to develop their transition skills and potential to succeed at interview   | November - March | All Learners  | 3, 8             | C  |
| Apprenticeships Information Sessions            | Learners will be offered information about apprenticeship pathways, options and apprenticeship application processes   | January - March  | All Learners  | 7                | A, B   |
| Replying to University Offers                   | Learners will be supported to accept their University offers   | January – May    | Level 3       | 3, 7, 8          | B, C   |
| Student Finance Advice Sessions                 | Learners will be informed about student finance and how to apply for support.  | January - May    | Level 3       | 3, 7, 8          | C  |
| Careers Fair / Month                            | Learners will have targeted interventions that inform them about different career areas and employability options including employers being invited in for pop-ups and learner talks | February - March | All Learners  | 1, 2, 4, 5, 7    | A, C   |

| Activity   | Learning Outcome  | Planned Date     | Target Groups                                | Gatsby Benchmark | Desired Learning Outcome – Progression Framework |
|--|---|------------------|--|------------------|--|
| Student Finance Presentations  | Learners will be aware of Student Finance England's up to date information and have increased awareness of funding available (including bursaries and scholarships) | February - April | Level 3                                      | 1, 8             | B  |
| CV Workshops   | Learners will be able to produce, develop or update their curriculum vitae to a higher standard   | February - June  | All Learners                                 | 3, 8             | C  |
| National Apprenticeships Week  | Learners will be offered information about apprenticeship pathways, options and apprenticeship application processes  | March            | All Learners                                 | 2,5,8            | A, B   |
| National Careers Week  | Learners will have targeted interventions that inform them about different career areas and employability options   | March            | All Learners                                 | 1, 2, 5          | A, B   |
| Mock Interviews  | Learners will undergo mock interviews to develop their employability skills   | March - June     | All Learners                                 | 3, 8             | C  |
| 1:1's with EHCP & LAC Learners                                       | Professional guidance appointment to support vulnerable learner groups with careers information, advice and guidance  | All Year         | EHCP Learners<br>LAC / Leaving Care Learners | 3, 8             | A, B   |
| Career Guidance by Appointments / Drop-Ins                           | Professional guidance appointment to support learners with careers information, advice and guidance   | All Year         | All Learners                                 | 3, 8             | A, B   |
| Careers / Course Advice for FE Progression – Where next appointments | Learners will be able to access transition and progression support information to assist them with progression decisions  | All Year         | All Learners                                 | 2, 3, 7, 8       | A, B, C  |
| Community IAG / Engagement Events                                    | Prospective learners receive careers support at live or virtual community events  | All Year         | General Public / Community                   | 7, 8             | A, B   |
| Competitions - World Skills Inter-College Competitions               | Learners will participate in competitive skills based challenges that support their potential for progression to employability                                      | All Year         | Learners in Participating Departments        | 4, 6             | B, E   |
| How to Apply for an Apprenticeship                                   | Learners will be guidance on how to apply for an Apprenticeship   | All Year         | All Learners                                 | 7                | A, B   |

| Activity   | Learning Outcome  | Planned Date | Target Groups  | Gatsby Benchmark | Desired Learning Outcome – Progression Framework |
|--|---|--------------|----------------|------------------|--|
| Online Resources (YourSpace)<br>A range of online resources and tutorials, including subjects such as: exam stress, resilience and UCAS. | Learners will access the information, advice and guidance they need to make a successful transition to HE.  | All Year     | All Learners   | 3                | C  |
| Online Wellbeing Resources   | Learners will anticipate challenges they may face in education, life or work and know what skills they need to make a successful transition to further or higher education (soft skills). | All Year     | All years      | 3                | C  |
| Pre-Entry Schools' Outreach and Engagement Work / Welcome Days   | Young people are introduced to different training and education pathways and options and different career pathways  | All Year     | All Applicants | 7, 8             | A, B   |
| University Campus Visits   | Learners will have a positive first-hand live or virtual experience of student life and a university environment  | All Year     | Levels 2 and 3 | 7                | A, B, C, E                                       |