

Careers Education and Guidance Policy



1. Statement

Halesowen College has established a strong position from which to fulfil its responsibilities to prepare students to fully participate in training and education programmes to enable them to compete in the global marketplace and maximise their success in their future working lives.

We follow our statutory obligations in the provision of CEIAG and build on good practice to ensure that all learners are supported to choose the right pathway to enable them to make the best of the opportunities available to them. This document relates to the delivery of Careers Education and Guidance (**CEG**) and incorporates wider Advice & Guidance (**AG**) provision. The policy is reviewed annually as part of our ongoing quality review cycle and the findings are presented to the College Executive and Governing body.

A shorter user summary is available on the VLE – Moodle pages.

We aim to provide high quality impartial, accessible careers education, advice and guidance services to support learners in their personal/social development and self-awareness. We will prepare learners for the next stage in their life by assisting them to develop their skills, increase their confidence, independence and motivation, thus helping them overcome any potential barriers they may face in their progression from school, to college/university or the world of work.

Face to face careers advice and general IAG is available all day, every day the College is open as drop in or pre-booked appointments. Careers advice and guidance is offered on a full range of careers issues including making career decisions, apprenticeships, further and higher education courses, employment prospects, the completion of job/course application forms and the preparation of a curriculum vitae. The type and level of support will be appropriate to the needs of the learner.

Information is also available for learners and their parents on different media so that learners can access the resources 24/7. The college has a comprehensive VLE – Moodle which can be accessed while learners are on site, or during college closures, from any digital device once they have logged in to the College web site.

2. Strategy

Core/enabling strategy C3 drives our development of strong collaborative learning partnerships in order to meet the needs of the local economy, education and the community. In order to achieve this, we will work with a range of partners which will include, schools, universities and employers. The nature and extent of this collaboration will build awareness of the college and what it can offer and positively enhance recruitment and retention of learners.

Our Strategy is to support learners so that they can maximise their learning experience whilst at college. We encourage learners to be independent and to develop the social,

personal and enterprise skills and knowledge necessary to help to them to make effective learning choices, to find and keep work and play an effective role in the economic and civic life of the nation.

3. Aims and Objectives

It is our aim that learners and potential learners of all ages have access to impartial, independent and personalised careers education, information and guidance and that there are appropriate opportunities for learners to develop the knowledge, skills and self-awareness needed to make successful choices and manage their careers. We also aim to increase the individual's chances of achieving their goals for personal benefit so that they can make a positive contribution to the economy and society.

Our aims are to;

- Build confidence
- Help learners to identify their skills, qualities and goals
- Help learners understand their motivators and potential barriers
- Help learners raise awareness of factors that affect their career choice
- Motivate and inspire learners to take responsibility for their chosen pathways
- Raise aspirations and encourage independence in our learners
- Promote social mobility by informing learners about the full range of education, training and employment opportunities available to them both locally and nationally and this will be supported by good quality LMI
- Provide a planned programme careers education and guidance activities that give them information about education and training opportunities and the chance to experience of the world of work, a variety of independent and impartial organisations will assist us to achieve this aim.
- Promote equality, celebrate diversity and challenge stereotyping

The purpose of this statement is to recognise that our learners need to have access to high-quality CEG and advice services to enable the above to occur.

4. Values

College values are at the heart of what we do. They are Commitment, Learning, Partnership, Respect, Standards and Trust

- Learners are empowered to make informed decisions to maximise their future potential
- Working in partnership with employers and local providers enhances our careers education
- We will support our learners to develop the career management skills they need to be able to accommodate change
- Integrity – belief in what we do
- Creativity is an important element which motivates and enlivens us to deliver the best service we can

This means that we will work to:

- Support our learners in seeking our help
- Provide personalised support
- Target support focusing on progression and careers including UCAS

- Review and monitor individual learner progress

5. Activities, Resources and Partnerships

Learners receive CEG and IAG through accessing a range of activities. Some of these will be organised directly by the curriculum teaching staff, delivered as part of the Steps to Success Programme (S2S) which is facilitated by personal coaches/tutors, or through support from the Careers team. We also work closely with a number of universities who will deliver a range of workshops.

Curriculum based activities include

- Hearing **inspiring speakers that** introduce learners to a world outside their regular communities and ideas of work
- **Visits** to real-world workplaces, skills shows and higher education providers
- Facilitating **work experience** and **volunteering** placements. Raising awareness of these opportunities to enhance learners' prospects

Pastoral activities

- Steps to Success – study skills unit 1
- S2S Unit 2– identification of skills, knowledge and learning and matching these to work opportunities, includes use of Careers Exploration programme – Kudos
- S2S – Unit 3 – employability skills (job applications, CVs)
- Attendance at Job Fair/HE Fair

Careers team activities

- Planning and delivery of cross college provision for Careers Education
- **Understanding opportunities** in the labour market of the local community and beyond and the skills needed to maximise job chances
- **Providing advice on options** including apprenticeships, vocational pathways, higher education and employment
- Support learners to create CVs and complete job application forms
- Simulate mock interviews and group interview sessions
- **Working in partnership** with external providers to increase awareness of the opportunities available.

Resources to support these activities are available in digital format in Moodle. This includes links to other resources such as Plotr, Icould and many other sources of information.

Information about forthcoming events will be notified to teaching staff/learners using email, facebook, buzz and traditional paper based notices such as posters.

The College has exceptionally productive partnerships with local schools, universities and some local employers which help us to meet the needs of the economy, education and the community.

Advice, help and support is available to learners and their parents prior to admission to college (for example at post 16 and careers events in schools), during enrolment, at Open Days and Parents' evenings.

6. Organisational Responsibilities

The member of staff who has overall responsibility for careers is Janet Williams, who submits regular reports (every half term) for the CE and governing body. The Policy is reviewed each year in March.

Robust quality assurance systems are in place. Each team undergoes an 'operational review' during which the strategic and operational plans are examined and compared with progress made. Action plans are then compiled and shared with team members for further actions.

Every member of the Careers and School Liaison team have specific roles and responsibilities that are identified in their job descriptions.

Careers education and guidance is a whole college responsibility. Both teaching and support staff are involved in careers education and guidance in some way, whether through supporting work placements, supplying information on course and job opportunities, providing learning or tutorial support to facilitate progression.

The College works in partnership with the local authority and local partners to focus on those young people whose IAG needs are greatest and who are most 'at risk' of dropping out of College or becoming NEET.

The advisers in Admissions and School Liaison Team offer pre-entry advice and guidance to prospective learners and careers staff work with enrolled learners; whilst industry specific guidance is provided by tutors in class throughout the year.

All college staff participate in cross college staff development initiatives, examples of which include Safeguarding, Anxiety and Depression and PREVENT training. In addition to this the Careers and School Liaison team undertake a range of training and development activities as continuing professional development. All new/updated information gained from training and development activities are reviewed and shared.

7. Careers are responsible for the following

- Devising and delivering appropriate careers education programmes
- Liaising with Curriculum and Pastoral staff with regard to work related learning activities
- Delivering information and guidance to current, potential and past learners and members of the public.
- Inform learners of the range of facilities and support available through participation
- Provide an accurate and up-to-date careers library. Assist learners to use resources effectively including the use of online resources.
- Enhance learners' awareness of educational and careers opportunities through individual and groups sessions and careers education
- Encouraging and assisting learners to develop, in order to achieve their personal, educational and employment goals
- Supporting learners in their career planning and in assessing interests and abilities
- Assisting learners to produce an action plan when necessary

8. Individual Careers Guidance

During a careers interview, the adviser can assist with the following:

- Defining goals
- Career planning
- UCAS applications & personal statements
- Job seeking strategies
- CVs, application forms
- interview & presentation skills
- volunteering

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

8. Group Work

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 or group work activities by careers advisers.

Careers advisers may be asked to contribute by giving presentations or workshops. The workshops available include job searching and exploration, exploring personal skills and qualities, researching university options, online career researching, UCAS and personal finance.

9. Support for young people with special educational needs or disabilities and their parents

The College has high aspirations for all young people, including those with special educational needs (SEN) and disabilities. We aim to raise the careers aspirations of our learners, to broaden their employment horizons and support them in preparing for the next phase of education/training or work related activities and beyond that. Young people with SEN or disabilities have access to impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision.

10. Promotion of the Service

Learners are made aware of the College's services in a variety of ways

- Social Media including Facebook
- College website and the Moodle VLE and BUZZ
- Leaflets and posters for specific events and notice boards
- Emails and mailings directly to learners or via their Personal Coach

11. Monitoring and Evaluation

We seek feedback from learners and staff about the relevance of the CEG programme and IAG provided and the materials used. This feedback is reported to the College's Senior Management Team at regular meetings, through reviews and the self-assessment report.

The methods we will use to gain feedback are:

- Social media comments and discussion

- Intensive feedback weeks including telephone calls, postcards and quick surveys
- Focus groups
- Learner Council feedback
- Online surveys
- Impact measures
- Using Destination measures data to help us to measure our success as a college in supporting learners to take up education, employment or training which offers good long term prospects

March 2017

12. Appendix 1 – Career Development Institute Code of Ethics

Access at:

http://www.thecdi.net/write/Documents/BP260-X8513-Code_of_Ethics-A3-digital.pdf

Impartiality

We provide unbiased information, advice & guidance that allows you to consider all of the options available to you

Accessibility

We are committed to making all clients aware of the services we offer and to make sure that all clients can access the service. We do this by working together to provide facilities and materials suitable for all clients in a way that does not exclude anyone from benefiting from the service.

Confidentiality

We will treat all information about our clients as strictly confidential as required by the Data Protection Act. We can provide a private setting for pre-booked careers appointments. Drop in sessions will be within an open space unless otherwise requested. We will not pass on any information without the written permission of the client with the exception of safeguarding disclosures.

Equality of Opportunity

We are committed to equality of opportunity for all our clients, and will monitor services on a regular basis to ensure that we uphold this principal in delivering our IAG service. We will provide a copy of our equal opportunities policy to any client on request.

Transparency

The information, advice & guidance process should be made clear to every client. We aim to use clear language and ensure that all clients understand what is available through the IAG service, including our roles and responsibilities.

Individual Ownership

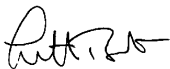
We ensure that the information, advice and guidance we provide is focused on the needs of the individual and that the service is welcoming and responsive to their present and future needs. We encourage client feedback on our service and provide opportunities for clients to give us their opinion.

Professional

We ensure that our staff have the skills and knowledge to identify and address our clients' needs. The College is committed to providing opportunities for continuing professional development to IAG staff.

Client Referral

We will refer clients within the College as appropriate and onto other agencies following prior agreement with the client.



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