



Careers Education Information Advice and Guidance Policy

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1. Context of City of Wolverhampton College

The 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, intended student or not. The service provided is impartial and accessible to all.

Every student at City of Wolverhampton College is also entitled to continual Careers Education, Information, Advice and Guidance throughout their studies and support into Higher education or employment.

This policy will support the implementation of the College's Mission:

'To equip people in Wolverhampton and beyond with the skills to succeed and excel'

Our Vision

- City of Wolverhampton College is a place of aspiration, inspiration and success.
- Employers choose us because we equip people with the skills they need to help their organisations thrive.
- We work with partners to create prosperity.
- The college is an outstanding environment in which to learn and work.

The Careers Education Information Advice and Guidance Policy will contribute to the meeting of the College's overall strategic objectives:

Our Strategic Objectives

- 1 Increase participation in education, training and skills development.
- 2 Deliver outstanding teaching, learning and business services.
- 3 Deliver excellence.
- 4 Develop a highly engaged and skilled workforce.
- 5 Strengthen effective partnerships.
- 6 Achieve financial sustainability and improve efficiency.

Our Strategic Priorities



2. Commitment Statement

City of Wolverhampton College is fully committed to provide impartial careers education advice and guidance to all students and members of the community.

Careers education helps students to acquire the knowledge, skills, attitudes and attributes to manage their life, learning and work. Student'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 students such as improved attitudes, self-confidence, aspirations and decision making skills. City of Wolverhampton College is committed to delivering a careers education programme and access to careers guidance to support the development of our students.

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. The guidance provided will recognise the individual needs of each student and be provided in an independent and impartial manner.

3. Policy Statement

Careers education is seen as an integral part of the curriculum, providing students 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.

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

All students are entitled access to 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.

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

Students will be provided with the tools to support their:

Self development

- Understand themselves so they are self-aware, have a flexible outlook and realistically high expectations
- Develop key skills including communication, team work, 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

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 work place and develop social capital through first-hand experience

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

Parent/Carers

- Portal available for Parent/Carers to view students progress and achievement.
- Progress evenings one each term for the opportunity for Parent/Carers to discuss with Tutors and Managers students progress and achievements
- Dedicated line to report absence and punctuality

City of Wolverhampton 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 1-1s 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 student with the opportunity to consider course options, progression routes and careers advice.
- Evaluate the impact of the careers education programme through the tracking and analysis of students' destinations, taking into consideration relevance and appropriateness when considering their starting point.

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 is a session of two hours on every full time 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.

Personal Tutores 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
- Attending and participating in the annual Careers Skills Show
- 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 students ultimate career objective

5. Links to other policies and documents

- Service Level Agreements for Student Hub
- Service Level Agreements for Additional Learning Support
- Service Level agreements for IAG
- British Values/College Values document
- Equality, Diversity and Inclusion policy
- Learner Involvement Strategy
- Safeguarding Policy

6. Implementation

Leadership and management for Careers Education is led by the Director of Student Services who is a member of the Executive Management Team in the college. The Manager of Frontline Services manages the central Careers Guidance team and leads on the organisation of the Personal Tutores and the Tutorials Scheme of Work.

Personal Tutores have a responsibility for the day to day delivery of the careers programme within the Tutorials weekly session with the support of the central Career Guidance team.

The Curriculum Managers in each area review and quality assure the delivery of the Tutorials programme and Scheme of Work.

7. Resource

Staffing:

All teaching staff are expected to contribute to the delivery of CEIAG through their roles as Personal Tutores or vocational tutors with specific knowledge of their sector. Specialist careers sessions are delivered by members of the careers Guidance team. The CEIAG programme is planned by Personal Tutores as part of the Tutorials programme and monitored and evaluated by the Curriculum Managers and the Manager of Frontline Services.

Online information is developed and maintained by the Careers Guidance on moodle which is available to all staff and students. Tutorials material is available on the Personal Tutor site within moodle.

Curriculum

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

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

Students are actively involved in the selection, delivery and evaluation of key Activities through the Learner voice (Learner Voice Strategy).

Central Careers Guidance team

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.

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.

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.

Staff development

Staff training is identified through the DNA (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 Manager Frontline Services to ensure an effective delivery of services.

When a training need is identified for a Personal Tutor with their role a Teaching and Learning Coach is assigned to support.

8. Monitoring

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.

Monthly monitoring of ProMonitor focussing on target setting, disciplinary meetings and delivery of the Tutorials Scheme of Work is carried out by the Quality audit team and the Manager of Frontline Services.

Managers representing each area both curriculum and Business support areas are invited to attend Student Council meetings each half term with Class Representatives from all areas.

Feedback is sought after large scale events, group work and Community Campus events and activities. This feedback feeds into a Plan Do Review cycle. Students answer questions relating to Guidance services as part of College surveys, and also at the end of 1:1 guidance.

Destination of students is tracked annually and reports analysed by level and SSA. Analysis of destination data is triangulated to help inform function and curriculum SARs as an impact assessment tool.