

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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SCOPE

This policy covers Careers Education, Information, Advice and Guidance given to all students, irrespective of age and learning programme. We are committed to providing impartial, careers education, information, advice, and guidance (CEIAG) that is accessible to all students. We want students to raise their aspirations, and to manage their personal progression, planning their careers with reference to labour market information and with an understanding of the choice of pathways open to them.

1. Policy

- 1.1 The policy has been developed in response to the quality agenda and with reference to the following publications:
 - Gatsby Benchmark for Colleges.
 - Careers Impact Maturity Model (November 2024).
 - Careers guidance and access for education and training providers (July 2021).
 - Matrix quality standard for Information, Advice and Guidance (IAG).
 - Common Inspection Framework (Ofsted).
 - Skills for Jobs White Paper (January 2021).
 - West Midlands Local Skills Report (2022).
- 1.2 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. as seen in Appendix I of this policy
- 1.3 This policy covers the legal duty of schools and colleges to ensure that they provide impartial carers education, with learners able to access information form a range of training providers.
- 1.4 This policy refers to events and opportunities at all levels of study and in all years and these events will impact upon all students at the college.
- 1.5 This policy sets out the college's approach to work experience and work readiness for students on 16-19 study programmes (including students aged 19-24 years old with an Education Health Care Plan) and those on T level Foundation programmes. This policy follows the direction of the Department for Education's **16 to 19 study programmes guidance: 2024 to 2025 academic year Updated 5 September 2024.**
- 1.6 All members of staff at Dudley College of Technology including Dudley Sixth and The Black Country and Marches Institute of Technology are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; acknowledging CEIAG is not the sole responsibility of Careers Advisors.
- 1.7 It is important therefore that students leave college aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this

policy will contribute.

2. College Vision

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to all students, irrespective of age and learning programme.

‘Ensuring all learners have the skills, knowledge and behaviours to make informed careers choices, and are following appropriate learning programmes for their chosen carer pathways.’

- 2.2 The governing body have therefore adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

3. Objectives

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all learners at college receive a stable careers programme.
- To enable all learners to benefit from access to information provided by the career and labour market, including local, regional, and national Labour Market Intelligence (LMI).
- The CEIAG programme should have a degree of individualisation and address the needs of each learner by providing each learner with the opportunity to receive personal guidance.
- To link the curriculum learning to careers learning, aligning curriculum with professional standards across occupational sector areas, so that learners are fully prepared to enter the work force.
- To provide learners with a series of encounters with employers and employees.
- To promote and enhance the provision of high quality and meaningful work placements, work experience and work readiness opportunities. Outlining the minimum expectations for programmes of study regarding these opportunities.
- To provide learners with experiences of workplace(s).
- To ensure that learners have a series of encounters with further and higher education, understanding progression options open to them both now and in the future.

4. College Responsibilities

- 4.1 The college has a series of statutory duties established under The Education Act, 2011 and The Special Needs and Disability Act 2001 detailed in Careers guidance and access for education and training providers, these are.
- To ensure that young people – under 19- in England have access to careers guidance. Careers Guidance is defined by the Department for Education as: “services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training, and occupational choices to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including helplines and web-based services).”
 - This careers advice must be represented in an impartial manner, showing no bias towards any route, be that academic or technical, a particular institution, education, or work option.
 - This advice must cover a range of education or training options
 - This guidance must be in the best interests of the learners.
 - To collect destination measures providing clear and comparable data on the numbers of learners progressing to positive and sustained destinations.
 - The college will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3.
- 4.2 Dudley College of Technology and The Black Country and Marches Institute of Technology believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens horizons, challenges stereotypes, and raises aspirations. It provides learners with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.3 The college will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the college (e.g. Ofsted).
- 4.4 The college will hold and maintain the Matrix standard of accreditation for its CEIAG services.
- 4.5 For all learners, the College will endeavour to provide a minimum level of opportunity to undertake work placements, work experience, work readiness and industry placement opportunity, dependent on the nature and level of their studies. (See Appendix 5.)

5. Governor Responsibilities

- 5.1 The governing body will ensure that the college has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- Based on the eight Gatsby Benchmarks.
 - Meeting the college's legal requirements.
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access learners and that support from a range of agencies including the National Carers Service and the Institute for Apprenticeships will be promoted.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG. They will have an overview of the provision and support employer engagement.
- 5.4 The governing body will make sure the careers programme and the name of the Career's Leader are published on the website.

6. Provider Access and Student Responsibilities

- 6.1 Introduction - This section of the policy sets out the College's arrangements for managing the access of providers to learners at the college for the purpose of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All learners will have the opportunity to:
- Take ownership of their progression planning and career development through active participation in a careers programme which provides information on the full range of education and training options available at each transition point.
 - To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, tutorials, careers fairs and group discussions and taster events.
 - To understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should contact the college to gain access to learners and/or parents to inform them about further opportunities.
- 6.4 The college will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities.

7. Staff Responsibilities

- 7.1 **Senior Leaders** including Curriculum Managers and Curriculum Leaders will initiate a range of opportunities to support students in exploring their career choices. They will ensure the commitment of teams in building links between the CEIAG Service, the Tutorial programme and curriculum delivery. They will ensure industry specific careers education is embedded into course delivery in their area and they will ensure students are supported to undertake work experience in accordance with the needs of their studies.
- 7.2 **Tutors and lecturers** will deliver course and pastoral content with transparent links to progression pathways, labour market information and career options. They will record careers related activity in college systems, so that each individual learner can see their progress towards their career goals.
- 7.3 **Designated CEIAG staff** will principally but not exclusively fulfil the following responsibilities as part of their role:
- Support the development of the CEIAG programme.
 - Deliver individual and group impartial information, advice, and guidance to students.
 - Co-ordinate centrally delivered opportunities for contact with employers, recruiters and other training providers via Career Fairs and other engagement activity.
 - Work closely with staff to design and monitor the Tutorial programme.
 - Work closely with Curriculum Managers, Course Leaders, and tutors to promote Routes to Progression.
- 7.4 **The Employer Engagement Team** will principally but not exclusively fulfil the following responsibilities as part of their role:
- Support T Level students in securing Industry Placements and Extended Work Experience.
 - Liaise with Course Leaders and Tutors to ensure, where possible, the placement matches the aspirations and starting point of the student.
 - Working with employers to contribute to the wider careers' agenda e.g. Guest speakers, live briefs etc.
- 7.5 **The Employer Engagement Team** will principally but not exclusively fulfil the following responsibilities as part of their role:
- Support students in transferring or progressing to or from apprenticeships
- 7.6 **All staff have a responsibility to:**
- Support the development of students' confidence and self-esteem to access learning, apply experience and make positive progression choices

- Participate in relevant professional training and maintain an up-to-date awareness of appropriate resources that they and their students can make use of to support career decision making.
- Provide timely and sufficient course information and advice to enable prospective students to make suitable choices.

8. Work Experience

- 8.1 The college will ensure structured programmes of work placements; work experience and work readiness are put in place for all learners. (See Appendix 3 for definitions). Occupationally specific work opportunities will be sought to meet the needs of students, where employer demand is sufficient to allow this.
- 8.2 The skills, knowledge and understanding students need to develop to achieve their intended career goals will be developed through work related opportunities. These opportunities will be appropriate to the main learning aim, will be planned on timetables, and will occur within the normal patterns of attendance where possible.
- 8.3 Under the Health and Safety at Work Act 1974 and associated legislation, the college has a duty to ensure the health and safety of its employees and learners in their care is safeguarded – this extends to employer premises for work placements. College staff organising and monitoring work experience accept responsibility for the care and welfare of learners under this legislation, and will comply with policies, training and guidance provided by the College, so they can exercise this responsibility.
- 8.4 In some circumstances the College may accept its own learners to undertake work placement within its own service functions and on its own sites, (for example accountancy learners based in the Finance service,). It may also accept learners from other educational institutions including schools, colleges, and universities it works with. In these circumstances learners will be subject both to the requirements of their own institutions and those of the College.

9. Employer Provider Responsibilities for Work Placements

- 9.1 Where an external provider (organisation/employer/business/) is providing a work experience opportunity they will be responsible for health and safety in the workplace and will ensure any learner placed within their environment has an induction as to the health and safety requirements of that workplace.
- 9.2 The Health and Safety Executive (HSE) Young people at work guidance <https://www.hse.gov.uk/> will be the basis of good practice and the College will make sure employers know in advance about students who might be at greater risk, for example due to existing health conditions or learning difficulties.

10. Monitoring, Evaluation and Review

10.1 The Chief Executive Officer/Principal will ensure that

- The work of the Careers Advisor and CEIAG events are supported and monitored.
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team acting as the designated Careers Lead.
- Updates and developments led by the Careers and Enterprise Company are reviewed and responded to.

10.2 The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as student and parent surveys.
- Feedback from employers such as those providing work placements or work experience.
- By collection and publication of learner destination data. This figure can be compared to national figures as well as against the equivalent figure from similar colleges both nationally and within the county.

10.3 The governors will review this policy every two years.

Appendix I

The Gatsby Benchmarks

1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> ▪ Every school/college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. ▪ The careers programme should be published on the school/college's website in a way that enables pupils, parents, teachers and employers to access and understand it. ▪ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> ▪ By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. ▪ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

3. Addressing the needs of each student	<p>Students have different career guidance needs at various stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> ▪ A school/college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ▪ School/college's should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ▪ All pupils should have access to these records to support their career development. ▪ School/college's should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> ▪ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> ▪ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> ▪ By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. ▪ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> ▪ By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. ▪ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> ▪ Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2

Careers Strategy

The College's Careers strategic plan is available at: <https://www.dudleycol.ac.uk/Portals/0/downloads/careers-strategy-document.pdf?ver=m0tVdNp1wk1dWUnT2EM-6A%3d%3d>

Appendix 3

Application for Provider Access

Introduction

This document sets out the college's arrangements for managing the access of providers to learners at the college for the purpose of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997.

Learner entitlement

All learners in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests Procedure

A provider wishing to request access should contact the College's Careers Leader, The Broadway, Dudley, DY1 4AS.

Telephone: 01384 363 300

Email: learner.services@dudleycol.ac.uk

Opportunities for access

The college offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the College's Careers Strategy which can be seen on the college's website.

Appendix 4 Glossary of Terms

Industry Placement: is the term to describe a structured, work placement for students studying **on T level programmes**. Such placement should last a minimum of 45 days (7 hours per day), during their studies.

Placement provider: This is the organisation/business/employer who is hosting a learner for a work placement/industry placement. If this is a large global/ multi-site organisation the placement provider will be designated as site-specific.

Study programme: Is the name given to the structured way in which all students funded through the 16 to 19 funding methodology must be enrolled, with specific components being incorporate into the programme including:

- *A core aim*, tailored to the needs of and individual and typically including an academic or technical qualification.
- *English and mathematics* are a requirement of a study programme where the learners have not achieved a Grade 4 or higher in English or maths at GCSE to continue studying an appropriate qualification, such as GCSE, Functional Skills Level 2 and other 'stepping stone' qualifications.
- *Work experience*, (see full definition below)
- *Added value activity* that supports a student's goals this may not lead to a qualification but is designed to develop the social, cultural development of a student.

Work Experience: The term work experience refers to all forms of work-related activity, including work tasters, running a student enterprise, participation in a social action project, volunteering, or a placement with an external employer.

The time spent by students on work experience is funded at the same level as qualifications taught in the classroom.

Work Placement: This term is used to describe a situation where a learner attends regular job-related activity. It is undertaken in a workplace that is relevant to their course, to build on their employability skills in a practical setting. In many instances they are a core component of a students' qualification hours, without which they cannot gain accreditation.

Wherever possible, work placement will be with an external employer so that learners can experience the real demands of the working environment.

Work Readiness: This is the general term used to describe an individual's preparedness to enter the workforce It will include soft skills often known as *employability skills* which include: communication skills, teamwork, problem solving, active listening, conflict resolution, and the ability to support others.

Appendix 5 College framework for Work experience, work placements, work readiness and Industry placements.

Programme	Work placement	Work readiness A	Work readiness B
Entry & Level 1 16-18 yr old learners	Optional where opportunity arises	A minimum of one activity per term from list A	A minimum of one activity per term from list B
Level 2 16-18 yr old learners	70% of all learners should attend a work placement of at least 3 days. Where work placement is an awarding body requirement 100% of all learners should have the opportunity to attend.	A minimum of one activity per term from list A	A minimum of one activity per term from list B
Level 3 16-18 yr old learners	70% of all learners should attend an external work placement (minimum of 3 days duration), or suitable alternative where this is not possible in accordance with awarding body requirements.	A minimum of one activity per term from list A	A minimum of one activity per term from list B
T Level 16-18 yr old learners	100% of all learners should attend an Industry placement for a minimum of 45 days (7 hours per day) – or the equivalence over the course of their studies.	A minimum of one activity per term from list B	A minimum of one activity per term from list B
Adult learners		A minimum of one activity per term from list B	A minimum of one activity per term from list B

Table A: Work experience**Table B: Work readiness**

Table A: Work readiness typically curriculum led	Table B: Work readiness typically cross college led
External speakers (employers, work coaches, etc).	Virtua/online engagement sessions including external presentations from other learning providers (i.e. HEIs), Employers, Employment organisations i.e. NHS Trust, Carer Hubs.
Employer set tasks and assessments.	Investigating the jobs market including Business case studies.
Interview practice.	Job application preparation including interview practice and CV writing.
Visit to employer workplaces.	Volunteering.
Simulated work experience including charitable activities.	Working as a Team exercises.
Participation in live projects including external competitions.	Participation in International/national employment exchange activities including Turing, Career Hub Employer activity and Local Skills Improvement Fund related activity.
Social action projects.	Participation in Skills Competitions i.e. World Skills
Work tasters.	Work related additional qualifications such as First Aid.
	Investigation progression opportunities using LMI and online platforms such as Unifrog.