

# College Group Policy

## Careers, Education & IAG

**Manager Responsible:** Director of Business Services

**Version Number:** 5.1

<b>Approval Date:</b>	14 Jan 2023
<b>Approved by:</b>	Senior Management Team
<b>Minute number:</b>	
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<b>Review Date :</b>	14 Jan 2024
<b>Author / Editor:</b>	EasdownS@chelmsford.ac.uk

<b>Intended Audience:</b> <i>(Check appropriate box)</i>			
Staff:	<input checked="" type="checkbox"/>	Governors:	<input checked="" type="checkbox"/>
Students:	<input checked="" type="checkbox"/>	External:	<input checked="" type="checkbox"/>



**Chelmsford College**

**Dovedale  
Nursery** 

## **AMENDMENT SUMMARY**

<b><u>Version</u></b>	<b><u>Date</u></b>	<b><u>Remarks</u></b>
5.0	January 23	Periodic Review and Update.
5.1	September 23	Review to take into account structural changes

### **Age, Disability, Gender & Race Equality Statement**

Age, Disability, Gender and Race Equality Impact Measures will be set and monitored through analysis of all data related to potential suspected or actual abuse of this policy.

A copy of the Equality Impact Assessment Initial Screening Form is attached as an Annex to this document

**Chelmsford College Careers, Education, Information, Advice and Guidance (CEIAG) Policy has been developed to meet the needs of all learners and potential learners. The policy will be available to staff, students, potential students and parents/carers.**

**Principles:**

- Guidance will be impartial and will give equal emphasis to all types of provision.
- The guidance process will be confidential and this will be made explicit to learners. Personal information will **not** be passed on without prior permission. Any limitations on this, e.g. safeguarding issues, will be made clear at the outset.
- The guidance process will focus on the needs of the learner whose interests are paramount.
- The Careers Advice Zone team will publicise, signpost and ensure the service is accessible to all learners.
- Access to CEIAG will be facilitated through a structured and integrated programme of careers education and guidance.

**Aims:**

- To provide, in a supportive and professional manner, appropriate IAG to learners and potential learners that is timely and responsive to their needs.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To contribute to strategies aimed at raising the retention and achievement of our learners.
- To encourage continued participation in education and training to meet local and national economic needs.
- To support learners in developing the skills and confidence to make realistic and informed decisions about their future beyond their current programme of study.
- To support learners in making the transition from college into higher education, training, employment, supported internships, traineeships, or apprenticeships.
- To continually promote the importance of working towards GCSE Grade 4 in English and maths or Functional Skills level 2.

**Objectives:**

- To offer IAG services before enrolment/admission to ensure potential learners embark on a programme of study that is appropriate and recognises their aspirations.

- To attend open evenings and outside events to ensure that young people in local schools, training providers and in employment have the necessary information about college provision to enable them to make informed choices.
- To support our learners in making informed and realistic decisions about progression from their current programme of study.
- To support learners in implementing their career plans, offering assistance with applications, c.v. writing and interview skills.
- To make available, in a range of media, information to support decision making for potential and current learners and their parents and carers.
- To support learners who may wish to withdraw from their current programme of study, providing them with appropriate IAG for the transition to other options.
- To continue our own professional development by attending back to the floor days, training, webinars, other virtual events and by working with local stakeholders including employers, training providers, colleges, universities, Essex County Council and our own employer engagement, industry placement, T Level, and apprenticeship team to keep abreast of local and national labour market information.
- To work closely with our local stakeholders and partners including, employers, training providers, the NEET team, Essex County Council, The Youth Service, Princes Trust, colleges, and universities, to support our leavers with their progression.
- To work closely with all relevant staff within Chelmsford College and to contribute to their CPD to ensure that they are up to date with CEIAG and the services that the Careers Advice Zone Team can offer our students.

### **Provision:**

- CEIAG will be delivered to students through the Life Skills Programme and the embedded in the curriculum with support the academic tutors, life skills tutor's stakeholders and the Careers Advice Zone team where appropriate.
- Part time learners will receive CEIAG from the course team and CAZ team when relevant.
- Apprentices receive CEIAG from Work Based Learning Assessors whilst on programme as well as the CAZ team. This is delivered in college and in their workplace dependent on the course they are studying.
- All learners will have equal, but proportionate entitlement to the same provision according to their need.
- Impartial IAG interviews will be available to all learners, enabling them to progress by setting clear targets and achievable goals.
- Group sessions and workshops delivered by the CAZ team, life skills tutors, and other stakeholders will be available via the Life Skills programme and in tutorials and classroom sessions.

- Students will have the opportunity to participate in industry placements, work experience, voluntary work and enrichment activities which support their career aims.
- Information will be made available via print-based media in the Learning Resources Centres and Careers Advice Zone. Information will also be made available via student email, the college intranet, teams channels for Job Club and HE and apprenticeships, the college website, and through social media. Information is also posted out to students and parents and carers.
- Students can attend college-based activities related to their current, and future course of study, e.g., Progression Fair, Higher Education and Alternatives to Higher Education Evening, Job Club, post-exam results service, Showcase Information events, industry days, visiting speakers, trips and other events.

### **Review and evaluation:**

The CEIAG policy will be subject to review and will operate within the available resources of the college. Developmental goals will be set against the College priorities, whole college improvement plan and the department's self-assessment review.

The CEIAG programme will be evaluated on the basis of feedback from service users, and more formally via the Matrix framework, the Eight Gatsby Benchmarks through Compass and Ofsted and will be amended and updated as appropriate to ensure quality and relevance of provision.



**Equality Impact Assessment (EIA) Initial Screening Form**

Name of the Policy, Procedure, Practice or Proposal being screened:

Careers, Education &amp; IAG Policy

Provide a brief description of its purpose:

This policy describes how information, advice and guidance will be provided to learners and potential learners in order that they can select the most appropriate education pathway to achieved their desired endpoint.

Are there controls in place to monitor the uniform application of this practice? (if no please explain below)

**Yes****No**

Does the policy or process have the potential to affect a particular group disproportionately in either a positive or negative way? Please provide comments with supporting evidence:

The policy is applied uniformly to all learners and is designed to support their own decision making. Thus it will not affect any particular group in a disproportionate way.

If you have identified a medium or high equality impact please complete the following, otherwise leave blank. Add additional comment below the questions as necessary.

Are there any other policies or practices that need to be assessed alongside this screening?

**Yes****No**

Should the policy or practice proceed to a full Equality Impact Assessment?

**Yes****No**

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If the answer to the above question is no, please give the reasons for this decision:

If a full impact assessment is required, please give the date by which it will be completed

**(Note – If you have assessed a negative impact as high, you must seek advice and conduct a full EIA on a high priority basis)**

**Declaration:**

We are satisfied that an initial screening has been carried out and a full Equality Impact Assessment [~~is~~ / is not] required at this time.

(If a full EIA is required, a template form is available within the EIA Guidance Notes which must be read before completing a full EIA).

**Manager:**

Signature:

S-J Easdown

Date:

13.03.23

**Countersigned**

Signature:

A Davies

Date:

14.3.23