



1. Statement of Intent, Scope and Purpose

- 1.1. In keeping with the College mission our Careers Education, Information Advice and Guidance (CEIAG) provision aims to provide all students, irrespective of their background, with appropriate high-quality guidance and support enabling them to make informed decisions and achieve positive progression. It is therefore essential that we prepare young people with the necessary skills to plan and manage their career progression and that we continue to offer guidance and support to students and prospective students.
- 1.2. The Department for Education 'Careers Strategy: Making the most of Everyone's skills & talents (DfE December 2017) states "We want to create a stronger, fairer society in which people from all backgrounds can realise their potential. A thriving careers system, that is accessible to everyone, is at the heart of our focus on social mobility. We must break down the barriers to progress that too many people in our country face today, and give young people the skills to get on in life". This policy document sets out how we, as a college, will ensure that our students have access to appropriate guidance delivered at a time appropriate to them by qualified professional careers advisers, within the scope of the current Careers guidance and access for education and training providers (DfE September 2022).
- 1.3. This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They are listed in section 4.
- 1.4. All members of staff at Huddersfield New College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Team, for example, during Vision Week when all teaching staff are helping students to develop an understanding of potential careers from their subjects.

2. Core Aims & Objectives

- 2.1. To help students understand the process of career choice and provide them with the necessary skills and self-awareness to successfully plan and manage their future careers and to enable them to make the most of the educational opportunities open to them. This will involve increasing self-awareness, opportunity awareness, decision making skills, preparation for transition and a recognition of education and training as a means of empowerment.
- 2.2. To market Huddersfield New College students to local and national employers, training providers and higher education institutions. This will involve regular liaison and interactive working with a wide range of external organisations, provision of accurate up to date information on progression opportunities and application processes and a vacancy notification system for employment and apprenticeship seekers.
- 2.3. To provide user-friendly comprehensive careers resources appropriate to the needs of all student groups within the College, currently by subscribing to the Unifrog platform.
- 2.4. To promote equality of opportunity and support students in challenging prejudice and discrimination in education, employment and training irrespective of disability, gender reassignment, race, religion and belief, sex and sexual orientation. This may involve providing additional support and arbitration where necessary in order to aid transition to employment or higher education.



- 2.5. To develop and maintain close working relationships with the local careers company, the Local Enterprise Partnership and a range of relevant CEIAG related networks.
- 2.6. To develop links with parents/carers keeping them informed of opportunities and the range of support that makes up our careers development programme.

3. Student Entitlement

- 3.1. Access to individual guidance delivered by professionally qualified Careers Advisers (trained to level 6 or beyond). Interview appointments can be booked via the college Moodle system, by email or by calling in to the careers department. All students in Year 12 will be given a careers appointment to focus progression routes for year 13.
- 3.2. Students have access to independent external careers advice and guidance delivered by a level 6 qualified adviser from C + K Careers. The adviser is available in College four days per week and attends a number of college open days and parent events.
- 3.3. All students will have access to well informed, impartial information and guidance free from bias and stereotyping.
- 3.4. Careers guidance will be available throughout the academic year, but will be particularly key at certain points, including enrolment, the course change window, throughout the UCAS process and when students are applying for employment or apprenticeships.
- 3.5. Access to high quality careers information and the use of appropriate information technology, websites and software, reflecting on the various needs students have post-pandemic and the changes that have been made to college systems relating specifically to the MS Teams platform. Additionally, the college has subscribed to the Unifrog platform to support careers development work across the curriculum and pastoral support.
- 3.6. Regular opportunities to engage with university staff, employers and training providers are offered to all students both in college and via visits to external events.
- 3.7. Support for employment and apprenticeship seekers including a vacancy notification service available throughout their time at the College.
- 3.8. Regular notification of local and national career and higher education related events.
- 3.9. A structured pastoral curriculum including CEIAG content tailored to the needs of the different student groups within the College and focused on the individual and their specific needs.
- 3.10. Elements of CEIAG will also be delivered via the ASPIRE Tutors and teaching staff as part of a whole college approach to preparing students for positive progression beyond college

4. Gatsby

- 4.1. The College embraces the Gatsby Charitable Foundation's benchmarks and whole college approach to CEIAG. The Gatsby benchmarks are:
 1. A stable careers programme
 2. Learning from career 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

4.2. The Gatsby Compass tool will be used to self-assess ongoing progress against the standards

4.3. Huddersfield New College continues to hold the National Quality Standard for CEIAG which is aligned with the Gatsby benchmarks. The quality standard assessment takes place every 3 years and will next be assessed in May 2023

5. Roles and Responsibilities

Role	Name
Careers Leaders	Maria Dean (Assistant Principal) Joe Norton (Careers Leader)
CEIAG Link Governor	Keith Webb

5. Review of Policy and communication

The Senior Leadership Team approve this policy. Once approved, staff will be notified of the new policy via the staff news bulletin and the policy will be published on the internal information platform (Moodle) as well as the external College website.

Version	Date	Author(s)	Comments	Approval Route/ Date	Date of Next Review
1	May 2016	Tony Sturdy		SLT May 2016	
2	January 2021	Lee Goddard / Dan Odlin	Policy Rewrite	SLT January 2021	January 2022
3	January 2022	Catherine Cushnie	Annual update	SLT January 2022	January 2023
4	March 2023	Maria Dean & Joe Norton	Annual update	SLT March 2023	April 2024 - In line with Provider Access Policy

Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Careers Education, Information, Advice and Guidance Policy
2. Summary of aims and objectives of the policy	The purpose of the policy is to clearly identify College provision for CEIAG and to determine the student entitlement.



3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	Policy has had input from C&K careers advisor from an independent perspective, and has drawn upon information from the Gatsby national benchmarks and local / national initiatives.
4. Who is affected by the policy?	HNC students
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be the basis for all CEIAG provision in the College. The policy will be reviewed annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made)
Disability	Positive Impact	The policy sets out the College's expectations and students entitlement to CEIAG. Every student has this entitlement and access to the provision.	N/A
Gender reassignment	Positive Impact	As explained for disability	N/A
Marriage or civil partnership	Positive Impact	As explained for disability	N/A
Pregnancy and maternity	Positive Impact	As explained for disability	N/A
Race	Positive Impact	As explained for disability	N/A
Religion or belief	Positive Impact	As explained for disability	N/A
Sexual orientation	Positive Impact	As explained for disability	N/A
Sex (gender)	Positive Impact	As explained for disability	N/A
Age	Positive Impact	As explained for disability	N/A

Evaluation:

Question	Explanation / justification
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Is it possible the proposed policy could discriminate or unfairly disadvantage people?	The policy describes the processes to ensure that all students receive their entitlement to high quality and independent CEIAG	
Final Decision:	Tick the relevant Box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .	✓	The basis of the policy and expectations have been discussed at Senior Leadership Team meetings
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Reviewed by: (Author)	Maria Dean
Date:	16/3/23
Review date (if applicable):	April 2024
Approval by: (SLT Lead)	Kam Rogerson
Date:	20/3/23