



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 about their progression ambitions, and to achieve these progression ambitions. 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, to help them to develop these skills.
- 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 all of our students will have access to 'a thriving careers system' and appropriate guidance delivered at a time appropriate to them by qualified professional careers advisers.
- 1.3. The College's Careers Strategy will also promote the 8 Gatsby Charitable Foundation's standards, 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 at the College; CEIAG is everyone's responsibility, at the appropriate level.

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.

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- 2.4. To promote equality of opportunity and to 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.

3. Student Entitlement

- 3.1. Access to personal careers advice and guidance delivered by an internal team of professionally qualified Careers Advisers (qualified to Level 6 or beyond). Individual appointments can be booked with this team via the College's Moodle site, by email or by dropping in to the careers department.
- 3.2. Access to personal careers advice and guidance delivered by an external professionally qualified Careers Adviser (qualified to Level 6) from C & K Careers. This adviser is available in College one day per week and attends a number of college open days and parent events. Appointments with the C&K Careers Adviser can be booked, as detailed above.
- 3.3. Access to up to date, impartial information and guidance free from bias and stereotyping.
- 3.4. Access to up to date, impartial information and guidance throughout the academic year, and particularly key points in the academic year, 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 through the use of appropriate information technology and software
- 3.6. Regular notification of local and national higher education and career related events.
- 3.7. Encounters with Higher Education through university visits, the annual Progression Day, summer school placements etc.
- 3.8. Regular notification of local and regional labour market job opportunities
- 3.9. Encounters with employers, for example, on the annual Progression Day, through the Meet the Professionals Programme, through guest speakers, through work experience and work placements opportunities (to also provide experience of workplaces)
- 3.10. Support with applications to university, employment and apprenticeships

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- 3.11. A structured pastoral curriculum with a stable CEIAG content tailored to the meet the needs and interests the different groups of students in College as well as individual students
- 3.12. Relevant elements of CEIAG delivered by teaching staff, linking curriculum learning to careers, as part of the whole college approach to preparing students for positive progression beyond College.

4. Gatsby

- 4.1. The College embraces and will continue to ensure it maintains the eight Gatsby Charitable Foundation's standards and promotes their whole college approach to CEIAG. The Gatsby standards 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 assess ongoing progress in maintaining the Gatsby standards
- 4.3. Huddersfield New College proudly holds the National Quality Standard for CEIAG which is fully aligned to the Gatsby standards.
- 4.4. The national quality standard assessment takes place every 3 years and will next be assessed in 2023. The College will continue to work towards maintaining this national quality standard.

5. Roles and Responsibilities

Role	Name
Careers Strategic Lead within SLT	Lee Goddard (Vice Principal Student Support, Guidance & Progression)
Careers Management Lead	Dan Odlin (Trainee Careers Manager)
Careers Advisers	Claire Ridley

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Director of Pastoral	Catherine Cushnie
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 on 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

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.

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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	
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

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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)	Lee Goddard
Date:	19/1/21
Review date (if applicable):	
Approval by: (SLT Lead)	Lee Goddard
Date:	19/1/21