

BEDFORD COLLEGE

Career Learning, Information, Advice and Guidance Policy

1. Context

- 1.1 It is the strategic aim of Bedford College to be a provider of expert information, advice and guidance on learning and work, both as a discrete activity and embedded within its learning programmes.
- 1.2 IAG is delivered at all stages of a student's learning – pre-entry, on programme and on exit – and by a range of staff:
- Enquiries and Guidance Advisers (pre-entry course information and advice)
 - Careers Advisers (pre-entry, on programme and progression guidance and career learning)
 - Tutors (individual support and career learning via the tutorial programme).

Impartial IAG is also delivered to adults in the local community through our own outreach service and external contracts such as the Next Step Adult Guidance contract. This is in line with the College's mission to promote social inclusion and personal advancement within the local communities we serve.

This policy relates to the delivery of careers education and guidance in the context of the College's wider IAG provision.

- 1.3 The Ofsted Common Inspection Framework states that inspectors will consider:
- 'the extent to which learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment
 - learners' development of an understanding of careers and progression opportunities and their ability to benefit from training and development opportunities'.
- 1.4 The DCSF Principles of Impartial Careers Education state that a good quality, impartial careers programme should:
- empower young people to plan and manage their own futures
 - respond to the needs of each learner
 - provide comprehensive information and advice
 - raise aspirations
 - actively promote equality of opportunity and challenge stereotypes
 - help young people to progress.

- 1.5 The Bedford College Tutorial Policy includes an entitlement to students for 'accessible and informed guidance and support to address their needs in terms of personal development, career development and course progress'.

2. Equality and diversity statement

- 2.1 Bedford College is committed to the promotion and development of equality and diversity. We aim to provide a working and learning environment which values individuals equally regardless of age, disability, ethnic origin, gender, sexual orientation, marital status, religious belief or trade union membership.
- 2.2 This policy and procedure will be implemented in accordance with our policies on equality and diversity, disability and race equality, and any career learning and guidance provided will not be influenced by the student's background or situation. Advisers will promote career choice based on interests and potential, and challenge stereotyping or discrimination where encountered.

3. Every Child Matters

- 3.1 The College has regard to the broader issues of the general health and well-being of our students. It seeks to follow the principles enshrined in the Government's Every Child Matters agenda, and this policy is underpinned in particular by the 'achieving economic well-being' outcome.

4. Definitions

- 4.1 **Career Learning** helps (young) people develop the knowledge, confidence and skills they need to make well-informed, successful choices and plans that enable them to progress smoothly into further learning and work, now and in the future.
- 4.2 **Careers Information, Advice and Guidance** supports (young) people in using the knowledge and skills they develop to make and implement decisions about learning and work that are right for them.

5. Statement of entitlement

- 5.1 Students and potential students are entitled to career learning, information, advice and guidance (CLIAG) which:
- is impartial, client-centred and free from institutional bias
 - is accessible, available and visible
 - is provided by appropriately qualified, knowledgeable and experienced staff
 - respects confidentiality
 - supports achievement and enables progression

- operates in accordance with the Bedford College Equality and Diversity Policies, the National IAG Board Code of Principles for Information, Advice and Guidance and the Every Child Matters agenda
- is planned, resourced and quality assured.

6. Aim

6.1 It is the aim of Bedford College to provide high quality career learning, information, advice and guidance (CLIAG) to all students and potential students which:

- is integral to students' learning experience while at College
- contributes to the raising of student participation, achievement and progression
- operates as a partnership between Bedford College and IYS Connexions, as defined in annually determined partnership agreements
- is available at times and locations which maximise take-up and support widening participation
- takes place in an appropriate setting
- meets the statement of entitlement.

7. Elements of Career Learning, Information, Advice and Guidance

7.1 Careers Advice and Guidance

This service is available to all students and potential students of the College at the following key decision points:

- pre-entry/entry guidance to help ensure appropriate course choice which is appropriate to their long-term career aims
- on programme guidance on progression into further study, training or employment
- exit guidance including support for early leavers and a higher education clearing service.

Effective careers advice and guidance should:

- build on previous discussions about the student's progress in learning, their personal development and career development
- enable students to make informed decisions and support them through this process in an appropriate way
- record agreed action points for use in further guidance sessions
- be impartial and free from institutional bias.

7.2 Career Learning

This is a structured programme of activities, which is a compulsory element of the tutorial programme for all full-time and substantive part-time students.

It helps students to:

- understand themselves and the influences on them (self development/personal management)
- investigate opportunities in learning and work (career exploration/learning and work exploration)
- make and adjust plans to manage change and transition (career management/career building).

7.3 **Careers Information**

Careers information supports the delivery of CLIAG by providing access to a range of up-to-date information in a variety of formats, including:

- an open access careers library, well stocked with up-to-date resources and a virtual careers library on Moodle (VLE)
- access to a range of career development software packages
- tutorial resources to support the delivery of career learning.

8. **Implementation**

8.1 Career learning, information, advice and guidance (CLIAG) is the responsibility of the Director of Student Services and the Careers and Tutorial Manager, careers team, teaching staff and IYS Connexions.

8.2 To meet the requirements of the Ofsted Common Inspection Framework and the outcomes for learners we will:

- deliver a cross-College career learning framework via tutorials, the curriculum or the enrichment programme, as appropriate
- ensure tutors are central to the delivery of career learning
- work with Connexions and the College Student Personal Advisers to support students in a variety of ways in order to meet individual needs.

8.3 It is the role of the College Careers Service to:

- develop the career learning framework as part of the tutorial programme
- support tutors in the planning/development and delivery of career learning
- provide individual careers advice and guidance
- deliver group sessions and workshops
- develop/advise on resources to support career learning
- provide staff development for tutors
- co-ordinate the activities of, and work with, IYS Connexions
- ensure that career learning, information, advice and guidance (CLIAG) is available at times and locations which maximise take-up and support widening participation.

8.4 The Careers and Tutorial Manager will disseminate good practice in career learning, information, advice and guidance, and ensure that tutors understand the concepts involved. This is complemented by a cross-college training course for tutors which meets the need for:

- knowledge and information
- organisation and management
- skills and techniques

and includes:

- 1:1 guidance skills training
- planning and delivering careers education
- use of careers resources
- supporting students through the UCAS application process.

8.5 IYS Connexions support is available to students aged 13-19 (or up to 25 for students with additional needs), includes careers learning and guidance and can involve help with social, health, financial and emotional issues. Connexions provision is flexible and support can be offered at a level and location which suit the needs of the student. Connexions Personal Advisers work closely with College staff in order to provide a seamless service to students. Priorities for Connexions support are set out in a partnership agreement, negotiated annually and reviewed termly.

9. Evaluation and quality assurance

9.1 Career learning, information, advice and guidance (CLIAG) is evaluated annually as part of the College's self assessment process and in line with the Ofsted Common Inspection Framework.

9.2 The service operates in line with the Matrix Quality Standard and the National IAG Board Code of Principles for Information, Advice and Guidance.

9.3 It is also reviewed termly against the Connexions Partnership Agreement. Statistical data on levels of activity is collated monthly.

9.4 Client feedback questionnaires are used for a representative sample of individual interviews and group sessions.

9.5 Aimhigher activity is reported against the Aimhigher action plan devised by the Area Steering Group.

10. Supporting policies and procedures

10.1 This policy should be read in conjunction with the following documents:

- Bedford College Tutorial Policy and Entitlement
- Bedford College Tutor Guide to the Tutorial Programme
- Bedford College Equality and Diversity Policies
- Bedford College Careers Service Statement of Service
- Bedford College/IYS Connexions Partnership Agreements
- Quality, Choice and Aspiration: A strategy for young people's information, advice and guidance (DCSF 2010)
- Quality Standards for Young People's Information, Advice and Guidance (DCSF 2008)
- Statutory Guidance: Impartial Careers Education (DCSF 2009) (including the principles of impartial careers education and the careers education framework 7-19)
- Career Learning for the 21st Century (LSIS 2009)
- Ofsted Common Inspection Framework
- National IAG Board Code of Principles for Information, Advice and Guidance
- Matrix Quality Standard for Information, Advice and Guidance Services
- Confidentiality Procedure

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