

Newcastle College Procedure

Careers Education, Information, Advice and Guidance

Document Details

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| Responsible Managers | Ronald Burn, Head of Careers Education and Student Progress |
| Group Executive Lead | Steve Wallis, Director of Quality |
| Accessible to Students/Customers | Yes / No |

Applicability of Procedure

| | | |
|---|-----------------|------------------|
| 16-18 full time learners | Yes / No | If no, refer to: |
| 19+ full time learners | Yes / No | If no, refer to: |
| 19+ substantive part time learners | Yes / No | If no, refer to: |
| 19+ non-substantive part time learners | Yes / No | If no, refer to: |
| Apprentices | Yes / No | If no, refer to: |
| Higher Education students | Yes / No | If no, refer to: |
| Employers | Yes / No | If no, refer to: |
| Other Newcastle College customers/stakeholders | Yes / No | If no, refer to: |
| Newcastle College employees | Yes / No | If no, refer to: |

Version History

| Version | Date | Reason for release/version update | Issued by |
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| 1.0 | 21/12/2023 | New procedure developed to replace 22/23 version. Now includes merged Work Experience Policy into procedure | Director of Learning and Quality Enhancement |
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1. Purpose

The purpose of this procedure is to clearly outline Newcastle College’s approach to providing effective information, advice, and guidance and to ensure that careers education, information advice and guidance (CEIAG) is delivered and managed consistently. It sets out to achieve high standards and expectations for applicable learners and staff in line with the NCG Careers Education, Advice and Guidance Framework (2023).

It reflects statutory guidance from the Department of Education to ensure all learners receive their entitlement to impartial and informed careers information, advice and guidance and is relevant and contextualised to their learning goals and career ambitions.

2. Introduction

Newcastle College is committed to offering all prospective learners (applicants) and enrolled learners, access to an effective and impartial curriculum programme of CEIAG.

This procedure outlines the CEIAG offer which includes:

- Transition Support (Pre-enrolment)
- On-Programme Engagement
- Progression, Achievement and Destination
- Preparation for Work and Work Placement

The College is committed to ensuring an enriched learning experience which provides learners with the essential skills to be able to make meaningful choices about their intended career destination. Learners will have the confidence to build new skills, understand the behaviours required for them to progress, and develop the awareness to seek guidance when needed to make decisions to realise their career aspirations.

3. Scope and Responsibilities

The procedure applies to the following groups of funded learners:

- Study Programme learners (16-18; 19+)
- Adult provision including:

| | |
|--------|---|
| Type 1 | infill into a Study Programme |
| Type 2 | over 24 weeks and 3 days or more per week |
| Type 3 | over 24 weeks and less than 3 days per week |
| Type 4 | between 6 – 24 weeks |

| | |
|--------|-------------------|
| Type 5 | Less than 6 weeks |
|--------|-------------------|

- Apprenticeships (all ages and levels)

Newcastle College is committed to safeguarding and promoting the welfare of children, young people, and adults at risk and expects all staff and volunteers to abide and share this commitment.

This document is available in the following alternative formats.

- Large print
- Coloured paper
- Braille and Tactile diagrams
- Audio
- Subtitling
- Simplified document content

If you require this document in an alternative format, please contact CSS@ncl-coll.ac.uk

This procedure is regularly reviewed to ensure it is accessible and fair to all. The implementation of this procedure is not considered to have a negative impact on protected characteristics.

This procedure of CEIAG for Newcastle College sets out a commitment to all learners, College staff, employers, parents and carers and other agencies to ensure full CEIAG support is embedded at every stage of a learner's journey.

The Newcastle College Careers Leader is responsible to ensure this procedure is strategically implemented and coordinated across all relevant departments.

Curriculum Management has responsibility to ensure this procedure is operationally implemented.

Curriculum Intent

The intent of the College curriculum is to.... *develop the skills that students need for their next steps in education, training, or employment.*

A statement of the intent of curriculum is made by provision type, i.e. Education Programmes for Young People, Adult Learning Programmes, Provision for Learners with High Needs, and Apprenticeships as outlined below:

| Provision Type | Strategic Intent |
|---|---|
| E&T – Education Programmes for Young People | Programmes intended to prepare people to progress to their next level of study or employment. |

| | |
|--|--|
| Adult Learning Programmes | Programmes intended to enable adults to lead fulfilling lives and prepare them for work by developing the skills required by the region. |
| Apprenticeships | Programmes intended to provide full occupational competence in a recognised occupation. |
| Provision for Learners with High Needs | Programmes intended to prepare learners for their next steps in education, training, or employment, and promote independence. |

Every taught session at Newcastle College aims to include a focus on the ‘big picture’; the purpose of activities and the content of every session is to prepare learners for their chosen employment sector, linking the development of skills, knowledge and behaviours to their career and progression goals. The intent is to ensure learners are aware of the importance of developing these new skills which are reviewed at sequential points throughout their course of study.

4. Definitions

FE – all further education provision incorporating both education and training and apprenticeships which includes 16-18 years old and adults.

Education and Training (E&T) – provision formerly known as ‘School based provision’.

Apprenticeships – includes both infill provision and offsite apprenticeship provision.

Learner – The term ‘learner’ includes trainees, apprentices, students, pupils, and others, including in some cases employer’s own employees who receive training or learning.

Work Placement – A placement on an employer’s premises in which a learner undertakes a range of planned tasks and duties, relevant to a particular job role, with an emphasis on learning new skills and behaviours and demonstrating these in practice.

5. Procedure

The following details the College approach to how CEIAG at Newcastle College is fully embedded across provision. It provides both strategic and operational mechanisms to deliver timely support throughout a learner’s journey, so they are equipped with the knowledge, skills, and behaviours they need to make positive career decisions and improve their employment opportunities.

This procedure is embedded into the study programme or apprenticeship and includes activities that aim to:

- develop learners through positive engagement of careers, employability and enterprise and work experience activities (where appropriate)
- provide opportunities for learners to learn more about the labour market and the world of work
- increase awareness of opportunities to enhance learner's prospects such as social action, volunteering, and citizenship
- provide timely progression advice and support on next steps including Further Education, Apprenticeships, Higher Education, and into employment.

Newcastle College is committed to supporting all students to be confident and competent about their future career development and for them to achieve well.

Transition Support (Pre-enrolment)

Learners, parents and carers, and employers have access to unbiased information about career development opportunities. Newcastle College's aim is for all students to understand the progression pathways and the skills required to be part of the local and national workforce. Learners are also able to make the link between course content, their next steps, and opportunities to experience the world of work.

The Newcastle College website integrates EMSI careers data into subject and course pages. This information supports prospective learners to identify career opportunities aligned to their area of interest and includes information on job tasks, skills, and salaries. In addition, learners can perform a career search and view associated College courses.

Newcastle College's offer includes access to:

- Information, Advice and Guidance College Events and Open Days which take place at intervals throughout a year.
- The College's Education Partnerships Team who engages collaboratively with schools from across the region offering general and bespoke course and career presentations and on-campus tours and taster days.
- The College's website which provides a 'shop window' to all the information students, parents and carers need on courses and the support we offer including full and part time courses, Apprenticeships and Higher Education through Newcastle College University Centre.
- Student Services and Careers Guidance Section – Financial support with course fees, study costs and other financial support available e.g. Free school meals, support with travel and college bursaries, childcare and accommodation, IT support and DBS Application support.
- 1:1 Course and Careers advice appointments which are available to book through our Student Services Team at enquiries@ncl-coll.ac.uk .
- Offer of an external referral service to the National Careers Service, signposting to local authority Careers Hubs providing further support and access to labour market information.

- Transition support for students with a special educational need and/or disability.
- Support to meet outcomes detailed in Education, Health, and Care Plans, including those which reference Preparation for Adulthood and progression.

On-Programme engagement

Support is provided to students to help them positively engage throughout the duration of their course to make good choices about what they need to do to successfully achieve their personal and career aspirations and progress in their working life.

The aim of induction is to prepare students to be:

- ready to learn
- skilled in the techniques to learn and understand the journey they are taking
- able to plan their intended next steps to reach their career destination
- inspired and dedicated to meet the requirements of the course and achieve well

Study Programme Learners

All study programme learners will create and complete a 'Career Plan' using eTrackr during the initial weeks on their course. This plan will act to promote the intent of a student and demonstrate the progress they need to make to successfully achieve.

At planned milestones throughout a course, a student will engage in group and individual tutorial sessions to reflect on current progress and will update their Career Plan, this includes:

- Engaging in 1:1s with Personal Tutors where their Skills, Knowledge and Behaviours are reviewed at intervals across the course.
- Timetabled employability sessions with the Work Experience Team throughout the year, during which their Career Plan will be updated.
- Progress Reviews, which are conducted twice a year, ensure students are on track based on their initial target setting at the beginning of their course.
- Reviewing and recording their own progress using action plans and adding updates.
- Demonstrating essential and transferrable skills development by adding and updating evidence and justification statements to reflective logs.

Apprentices

All apprentices will create and complete a 'Career Plan' at the start of their apprenticeship and upload this to Smart Assessor. This plan will act to promote the intent of an apprentice and demonstrate the progress they need to make to successfully achieve.

At planned milestones throughout a course, an apprentice will engage in group and individual tutorial sessions to reflect on current progress and will update their Career Plan, this includes:

- Engaging in 1:1s with Skills Trainers where their Skills, Knowledge and Behaviours are reviewed at intervals across the course.
- Progress Reviews, which are conducted every eight weeks, ensure apprentices are on track based on the progress they are making.
- Reviewing and recording their own progress using action plans and adding updates.
- Demonstrating essential and transferrable skills development by adding and updating evidence and justification statements to reflective logs.

Adults

Adults are supported through a range of opportunities to develop their skills.

A qualified external Careers Adviser is based at Riverside Dene two days per week to provide careers advice and guidance, CV creation, job search and employability mentoring.

Adults aspiring to start their own business are also supported with translating qualifications from their home country and arrangements for 1:1 career appointment bookings are also available through a dedicated booking service with a trained National Career Service Advisor. Alternative advice and guidance for adults is also available from [The Skills Hub at Newcastle City Library](#)

Progression, Achievement and Destination

All students are entitled to impartial CEIAG to assist them with progression and career planning.

This is delivered by a range of support staff and departments and is embedded into schemes of learning at sequential points in the year. Curriculum teams delivering study programmes are supported by the Work Experience Team, Student Services, the Education Partnerships Team, and Higher Education Recruitment Coordinators to ensure all students are appropriately supported to make informed choices regarding their next steps.

All students can undertake a formal guidance interview with a trained Careers Advisor to inform and support a student's next steps and progression. Guidance interviews are bookable through Student Services.

All students on Level 3 programmes participate in activities to promote progression either onto an Apprenticeship, into employment, or onto further studies through Higher Education. A variety of supported progression related activities, as part of the tutorial activities and preparation for work timetabled sessions, are planned, and delivered to inform and provide awareness of progression options.

This includes:

- Understanding Apprenticeships
- Job interview support and preparation
- Support on making an application to Higher Education
- Progression to Newcastle College University Centre (NCUC),
- Student Finance and applications through UCAS – delivered by the Newcastle College University Centre (NCUC) team.

Intended, actual and sustained destination information is collected following the Learner Destination Collection Procedure (QPRO 04) for Education and Training Programmes of Study, Adult students, and Apprentices.

Referral to appropriate support staff is also offered throughout a student's course to allow them to make early informed decisions regarding their next steps.

Planned review, evaluation and self-reflection of a student's progress is core to the success of a student achieving their intended career destination. Monitoring of progress on a course will differ depending on what provision type a student is enrolled on. The overall intent of Newcastle College's CEIAG Procedure is to ensure that all students know all opportunities available to them and are aware of all possibilities and future challenges and can manage these accordingly.

Through positive engagement in all aspects of a student's course they will:

- Make a positive contribution to their personal and career development, taking ownership of their needs and responsibilities to explore and maximise the range of opportunities available to them.
- Make informed decisions at sequential milestones on their course to review their targets and proactively build on feedback from a range of relevant stakeholders including personal tutors, vocational tutors, work experience coordinators, careers advisors and employers as part of the wider resources and support they have access to.
- Understand the balance of life and work to contribute effectively to the world around them and consider their responsibilities within the workplace and within society in general.

Exit interviews in the form of 1:1's take place at the end of a course, where progression either to the next level of qualification, an apprenticeship or higher education options are discussed with a student's personal tutor or skills trainer.

Preparation for Work – Work Placement on Programmes of Study

'Preparation for Work' is an essential component of a 16-18 Study Programme and helps learners successfully prepare for employment in a range of contexts. It includes content to improve learners' general awareness of the world of work, as

well as their understanding of sectors in relation to their career ambitions so they can make informed career choices.

Study programme learners must complete a minimum of 52.5 hours of planned employability activities which are recorded through the development of a portfolio of evidence / workbooks and the hours are recorded using eTrackr.

| Description | Criteria - below are example activities that will act as evidence that the Learning Outcome has been achieved. It is not an exhaustive list and they <u>do not</u> all have to be completed. |
|--|--|
| A) Explore the range of organisations and job roles related to your career ambitions | <ul style="list-style-type: none"> • explore how to find a job / source a suitable work placement linked to career ambitions. • investigate different organisations: public, private, voluntary, self-employment, entrepreneurship. • investigate different career opportunities within the different organisation types. |
| B) Review and build on employability skills (behaviours, attitudes, and attributes) required to be successful in a career. | <ul style="list-style-type: none"> • investigate employability skills needed to be successful in wider employment and in relation to the learners' career ambitions, e.g., communication, teamwork, problem solving, using your initiative, time management, flexibility, creativity, positivity, leadership skills, independence, understanding how to stay safe at work. • self-assess employability skills. • develop employability skills. |
| C) Carry out and review work-preparation activities. | <ul style="list-style-type: none"> • complete a work placement / internship (primary focus) • career planning • applying for jobs, e.g., CVs, cover letters, job application practice, interview preparation (1-to-1 Personal Careers Guidance Interviews, National Career Service Personal Interviews) • attending career events, e.g., career fairs, networking/employer events, career insight talks and presentations, apprenticeship events • employer engagement activities, e.g., visits, guest lectures, professional discussions, live projects • participate in skills competitions, e.g., World Skills • participate in community/voluntary activities, e.g., charity events, National Citizen Service, fund raising projects, 'The Key' Social Action project(s) • complete relevant additional activities/qualifications that supports learners to move towards employment, e.g. First Aid, Keeping Safe and Healthy projects, • complete reflective activities, e.g., in a logbook or on the learner eILP |

A student's personal and social development, professional behaviour and continuous reflection of their performance is supported through high-quality meaningful experiences of work and placements and engagement in related group and 1:1 tutorial activities.

All full-time students enrolled to a Study Programme are offered:

- opportunities that prepare them to access work placements with an employer external to the college, undertake work experiences and work-related activities which enhance their prospects of employability and develop awareness to make career decisions.
- purposeful and substantial work experiences and activities that offer challenge and that are relevant to their main study programme and intended career destination.
- if appropriate to the level of study programme, an approved employer placement offering a safe and well managed environment which provides a genuine learning experience suited to the needs of the student.
- full support at every stage of their work experience journey through preparation, understanding employer requirements, reflection of learning and follow up impact on knowledge, skills, and behaviours on return to college.

6. References/Linked Policies and Procedures

NCG and NCL Policy and Procedures:

- NCG Careers Education Advice and Guidance Framework
- NCG Teaching Learning and Assessment Policy
- NCG Educational Visit Policy
- NCL Further Education and Admissions Policy
- NCL Tutorial Procedure
- NCL Stakeholder Engagement Procedure FE
- NCL Learner Destination Collection Procedure (QPRO 04) for Education and Training Programmes of Study, Adult students, and Apprentices.

External Frameworks:

- The Matrix Standard
- The Gatsby Benchmark Framework
- The Career Development Institute (CDI) Careers Development Framework (April 2021)
- DfE Careers guidance and access for education and training providers (January 2023)
- House of Commons Education Committee – Careers Education, Information, Advice and Guidance (June 2023)
- House of Commons Education Committee - Careers Education, Information, Advice and Guidance: Government response to the Committee's Fourth Report (19 September 2023)

7. Variations

This procedure is new and therefore no current variations are available.

8. Appendices

Appendix 1: CEIAG Key Contact Information

Careers Leader

Ronald Burn (Head of Careers Education and Student Progress)

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| Email | ronnie.burn@ncl-coll.ac.uk |
| Telephone Number | Internal Direct line: 0191 200 4862 Mobile: 07909334592 |

Student Services

Roz Kirton (Student Services Manager)

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|---------------------------------|--|
| Email | enquiries@ncl-coll.ac.uk |
| Student Services Enquiries line | 0191 200 4000 |

Education Partnerships Team

Katherine Robson (Education Partnerships Manager)

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|--|--|
| School Liaison and Transition Coordinators | Katie McCluskey, Tom Goundry, Lauren Entwistle |
| Student Recruitment Coordinator | Emily Atkinson |
| Marketing Events Officer | Kimberley McGinty |

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|---------------------------------------|--|
| Email | enquiries@ncl-coll.ac.uk |
| Education Partnerships Enquiries line | 0191 200 4000 |

Work Experience Team

Yvonne Tallen (Work Experience Manager)

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| Email | yvonne.tallen@ncl-coll.ac.uk |
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|------------------|--|
| Telephone Number | Internal Direct line: 0191 200 4863 Mobile: 07789750721 |
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Chris Byrne (Work Experience Manager)

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| Email | chris.byrne@ncl-coll.ac.uk |
| Telephone Number | Internal Direct line: 0191 200 4921 Mobile: 07554455956 |

Higher Education Progression
Chris Towers (Higher Education Recruitment Coordinator)

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|------------------|--|
| Email | chris.towers@ncl-coll.ac.uk |
| Telephone Number | Internal Direct line: 0191 2004459 |

CEIAG Performance Review Meeting Schedule

| Week No/Dates | Information |
|-------------------------------|--|
| Week13 Wednesday 06/12/23 3pm | Data collection/Sources of Evidence Classic Compass Tool Audit 1 /Action Planning |
| Week26 Wednesday 28/03/24 3pm | Data collection/Sources of Evidence Classic Compass Tool Audit 2 / Action Planning |
| Week35 Wednesday 20/06/24 3pm | Data collection/Sources of Evidence Classic Compass Tool Audit 3 / Action Planning |

Published CEIAG Information Schedule

| Term/Dates | Information |
|-----------------------------------|--|
| Term 1 - Week Commencing 11/12/23 | CEC (Careers and Enterprise Company) Classic Compass Tool Audit 1 |
| Term 2 - Week Commencing 04/04/24 | CEC (Careers and Enterprise Company) Classic Compass Tool Audit 2 |
| Term 3 - Week Commencing 24/06/24 | CEC (Careers and Enterprise Company) Classic Compass Tool Audit 3 |