

# Careers Education, Information Advice and Guidance Policy (CEIAG) 2020-21

Effective for employees, children, governors and volunteers September 2020

Overall responsibility:	The Principal
Implementation:	Head of Student Services
Date issued:	September 2020
Date for review:	August 2021
Endorsed and approved by P&SG:	_____ (signature)
	Pat Brennan-Barrett          Principal

**CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE POLICY (CEIAG) 2020-21**

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## **RATIONALE FOR CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE POLICY (CEIAG), WORK SKILLS AND PROGRESSION 2020-21**

### **1) Scope and purpose**

Northampton College is committed to providing high quality, careers education, information, advice and guidance (CEIAG) for all its students thereby equipping them to obtain employment, training and education appropriate to their needs and to fulfil their potential. It is also our policy to ensure they are prepared for the responsibilities of higher education and employment and progress successfully. This policy sets out the principles of independent and impartial guidance provision at the College. Impartial guidance is available and provided to students and prospective students. This policy is written in accordance with the DfE guidance:

- 'Careers Guidance – Guidance for further education colleges and sixth form colleges' (October 2018)
- 'Careers Strategy – making the most of everyone's skills and talents' (December 2017)

Effectiveness of the CEIAG provision is assessed using the Gatsby Benchmarks and Northampton College was again awarded Matrix accreditation in 2018.

### **2) Policy statement**

Northampton College aims to:

- Empower students to plan and manage their own futures.
- Respond to the individual needs of each student.
- Provide good quality, comprehensive and impartial information and advice.
- Raise aspirations and challenge expectations.
- Actively promote equality of opportunity and challenge stereotypes.
- Help young people to progress and track their progression and destination.
- Develop and support the continuous improvement of the quality of the entire student experience.
- Develop and deliver a curriculum and associated provision which is aligned to the needs of business, industry and the community.
- Deliver services to students using both physical and digital means to support remote working during either lockdown or periods of limited social contact.

### **3) Provision**

All students need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives. CEIAG is designed to meet the needs of the students at this college and those who are considering enrolling here. Staff ensure that curriculum learning is linked with careers, with CEIAG embedded in their teaching.

CEIAG is differentiated and personalised to ensure progression, through activities that are appropriate to the students' stages of career, learning, planning and development. Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial, and confidential (where appropriate).

Northampton College's Futures team provide professional careers information, advice and guidance to support the students' learning journey and beyond.

#### **4) Principles**

The key principles upon which this policy is based are that CEIAG:

- Is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience.
- Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background.
- Is transparent, impartial and provides opportunities for confidentiality.
- Offers guidance for any student at risk of dropping out, to assist with retention, and referring to alternative provision where appropriate.
- Is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners.
- Contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop career management skills.
- Provides comprehensive information and advice.

#### **5) Values and benefits to students**

- Guiding potential students through course options so they choose the right course for them, which best meets their individual needs, interests and aspirations.
- A Careers Education Programme contributing to the Post-16 Study Programme.
- Helping students to progress into positive destinations after college by raising students' awareness of opportunities, utilising Labour Market Intelligence, supporting students with employability skills and with applications to Higher Education.

A potential student may benefit from careers guidance, for example, if they:

- are uncertain of course choice;
- do not meet the entry requirements for their chosen course;
- have a poor rationale for their course choice;
- have previously attempted to study the course;
- have non-existent or unrealistic career plans;
- have low confidence about previous studies.

On course students may benefit from careers guidance, for example, if they:

- need help with planning their career path;
- are considering leaving the College before their course ends;
- are coming towards the end of their course;
- need help with applying to university or to another college;
- would like help with job search activities.

## 6) The Model: 'Gatsby Benchmarks' of Good Careers Guidance

This Policy is based on the 'Gatsby Benchmarks' of Good Careers Guidance

<p><b>A stable careers programme</b></p>	<p>Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.</p>	<p>Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the College's website in a way that enables learners, parents, college staff and employers to access and understand it.</p> <p>The programme should be regularly evaluated</p>
<p><b>Learning from career and labour market information</b></p>	<p>Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.</p>
<p><b>Addressing the needs of each student</b></p>	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.</p>	<p>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</p>

		<p>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment</p>
<b>Linking curriculum learning to careers</b>	All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.
<b>Encounters with employers and employees</b>	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part time employment where it exists.	<p>Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.</p> <p>Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>Experiences of workplaces</b>	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.

<p><b>Encounters with further and higher education</b></p>	<p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<p><b>Personal guidance</b></p>	<p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.</p> <p>* The College should ensure that access to a level 6 adviser is available when needed.</p>	<p>Every learner should have at least one such interview by the end of their study programme</p>

## **7) Our offer to students**

We offer:

- Professional, independent and impartial careers advice and education.
- Information about course choices and options.
- Guidance around progression routes.
- Employability support and advice.
- Careers and welfare related workshops, group work and events.
- Careers resources for tutors for use in class and staff training around UCAS reference writing.

Careers education includes:

- Topics linked to progression (such as UCAS) and job search activities (such as interview skills and looking for work).
- Virtual talks from speakers, such as employers and lecturers from local universities.
- A range of activities such as recruitment fairs and virtual information evenings. Parents are also invited to virtual information evenings on topics such as higher education and apprenticeships.
- Work experience placements (if work experience is not possible during lockdown then work related projects or virtual work experience will be used).

Careers information, advice and guidance includes:

- Pre-entry course information and advice on post 16 pathways and progression.
- On course and progression information, advice and guidance.

## **8) Service Standards**

The College aims to be as accessible as possible in line with current restrictions and provide services across all sites, offering:

- Advice and guidance by email or telephone, or in person where appropriate / necessary. We aim to respond to all enquiries within 5 working days.
- Appointments of 45 minutes for more complex enquiries.
- We will offer a booked appointment within 15 working days of request.
- We provide follow up appointments where required.

## **9) Student Entitlements**

- All prospective students are entitled to accurate course information and advice on progression routes. The careers team provides impartial guidance to assist with course choice, career planning and transition into college.
- At induction all students are entitled to receive information about Futures and course-based support.
- Students and prospective students can access impartial, up to date information on courses and careers through Futures as well as through curriculum teams.
- All students are entitled to progression information and assistance with progression choices from tutors, Futures and external partners.
- The CEIAG service is available to current and potential students of all ages and abilities.

- The service is concerned with promoting equality and raising aspirations and aims to meet the diversity of student needs.

To maintain confidentiality, we will share personal information about students with others outside of our service only with students' permission or where we are legally obliged to do so.

We will provide access to ICT resources to support with research and planning. We also aim to provide current information, advice and guidance, in a range of formats, on careers and educational opportunities.

Appointments will usually last between 30 and 45 minutes, and follow-up appointments are welcomed.

After exploring the nature and level of support needed, we will provide as much of it as we can, with an action plan where appropriate, and / or refer on to other people or agencies that may be able to support.

We will try to improve the quality of our services by following the College procedure for any complaints, comments or compliments.

## **10) Roles and Responsibilities**

### **Corporation:**

- Have ultimate accountability for the Careers Programme across College.
- Should ensure that they receive and act upon recommendations from the College Careers Leader as appropriate.
- Should appoint a nominated 'link' governor to work closely with the College Careers Leader on ensuring effective delivery of the Careers and Employability Strategy for the College.

### **College Senior Management Team is responsible for ensuring that:**

- A Careers Leader is appointed.
- Relevant staff are aware of this policy.
- There are sufficient qualified, experienced staff and up to date resources.
- All staff have access to training, support and resources which are appropriate to their role.

### **The Careers Leader is responsible for:**

- Developing the Careers and Employability Strategy for the College, including activities which are planned, developed and delivered by professional, specialist Careers Advisers within the Futures team.
- Establishing sound information sharing agreements with local authorities and other providers where appropriate.
- Working with the 'link' governor on Corporation and members of SMT to ensure the Careers Programme is resourced to meet government guidelines.

### **The 'Futures' Team Leader is responsible for:**

- Influencing the development of strategy and implementing the delivery of the College's programme of career advice and guidance.
- Developing digital means of delivering services due to current restrictions.

- Establishing a quality Careers Programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of students with SEND.
- Ensuring that the College has published on our website details of the Careers Programme and the role of the Careers Leader.
- Quality assuring the Careers Programme for the College to ensure it continuously improves and that it delivers the kinds of impacts that are needed for young people.
- Liaising with external partners, such as employers, learning providers and career guidance services, as well as ensuring that the various elements of the College's careers provision are coordinated and managed through a stable and embedded programme.
- Working with the Marketing team to support the development of alumni networks.
- Working with external agencies including the Careers and Enterprise Company and the local network of Enterprise Co-ordinators and Enterprise Advisers to support our Careers Programme.

**Student Services staff are responsible for:**

- Promoting the value of CEIAG.
- Working with curriculum staff and Futures Careers Advisers to identify students 'at risk' - including care leavers, looked after children, students with EHCPs in order to ensure a consistent and effective approach to careers provision for those students to meet their needs.

**Specialist CEIAG staff are responsible for:**

- Providing training for the College on UCAS application procedures and other topics on request.
- Linking with a curriculum area to plan, develop and deliver suitable careers education activities for students.
- Developing and providing workshops to support student CPD and Professional Development.
- Making lesson plans and resources available on Moodle for staff to use themselves.
- Ensuring that careers information resources, paper and internet based located in the careers areas, are maintained.
- Producing and maintaining accurate up to date resources.
- Ensuring the central IAG is well managed, imaginatively and adequately resourced to support students/ potential students.
- Offering a differentiated approach for students with SEND.
- Ensuring that gender stereotyping is avoided in all career interventions and that they adhere to College principles of equality, diversity and inclusion
- Making effective use of LMI to support careers interventions, including use of LMI for ALL, and making those resources widely available to students, and parents / carers as appropriate.
- Ensuring access to information on the full range of learning and progression opportunities, including academic and technical options.
- Arranging meaningful encounters with a range of providers including other FE providers, universities, apprenticeship and training providers, with the opportunity to meet staff and other students at those institutions.
- Ensuring there is a consistent approach to keeping records of individual guidance given to students.

- Maintaining their own CPD and be qualified or working towards being qualified at Level 6, either holding the Qualification in Career Development or Level 6 Diploma in Career Guidance and Development.

**Curriculum staff contribute to CEIAG through their roles as tutors, and are responsible for:**

- Providing sufficient course information and advice to enable prospective students to make suitable choices pre-entry.
- Ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance when required.
- Ensuring that students are aware of specialist services, tutorial and course based support.
- Ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to their students' needs.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by students.
- Linking lessons/activities to the appropriate outcomes in schemes of work.
- Using a range of methodologies to make CE effective.
- Linking subject content to development of career thinking.
- Making connections between the development of transferrable skills across the curriculum and career development.

**The work experience manager is responsible for:**

- Ensuring the College's Work Experience Programme supports the Futures team and curriculum staff (subject specialists) in their career development work with students.
- Ensuring a clear focus on development of employability skills as well as experience.

**Students should:**

- Be actively involved in and take ownership of their progression planning and career development.
- Attend punctually all planned tutorial and CEIAG activities.
- Work co-operatively with staff and fellow students, respecting the views of others and the principles of equality and diversity.

**11) Procedures and Activities**

<b>Careers interventions</b>	
Initial College Contact	Specialist support staff - Careers/Education Support/Finance/Marketing/Admissions Course Enquires/live chat Virtual open evening/marketing/outreach activity/schools liaison Website Electronic application form
Interview /Admissions	Request or referral to Futures team/course Team Interview Keep warm information Group Information Sessions Aptitude Tests

	Interview with tutor
Induction	Course/departmental induction Student Services induction/Tutorials, including Futures and Work Experience
On course	One to one access to specialist support staff Referral to external/partner agencies reviews with tutor Embedded IAG within subject content Group work delivered by specialist support staff Right Course Review Progression guidance through tutor referrals
Exit	Specialist careers advice Exit appraisal

Students and potential students who require an impartial careers guidance interview can self- refer or be referred by any member of staff at the College at any point in their learner journey.

Individual, impartial interviews with qualified and experienced advisers are available on request. All students and applicants are offered an appointment. At certain times of the year, extra facilities may be offered, such as UCAS sessions. Follow up appointments may also be offered where appropriate.

Up to date information and advice is offered on learning opportunities and career choices. All students and prospective students can also independently access careers resources, both online and in careers areas.

Students are offered a clear written summary of guidance to help them know what their next steps are as agreed in the interview. They may be given other written information, or advised to obtain relevant information, as appropriate.

College staff receive information about the careers guidance service “Futures” during their initial induction and can contact the team at any time for advice on referring students.

Academic coaches and subject tutors can offer career information and advice during a one to one/group tutorial or as part of embedded subject delivery for instance employability.

Futures Careers Advisers will work with Curriculum staff at the point of ‘Right Course Review’ and with UCAS.

## 12) Quality Assurance

The service has robust quality assurance systems and is evaluated by:

- Use of evaluation tools to ensure the Careers Programme meets the requirements of the Gatsby benchmarks.
- Regular reviews of the delivery of CEIAG against the key principles.
- Conducting regular internal reviews of the quality of CEIAG through observations, student surveys and other feedback mechanisms.
- Maintenance of the Matrix Standard.
- Achievement and maintenance of the Quality in Careers Standard.
- Contributing to the College self-assessment process.

## 13) Monitoring and Evaluation of the CEIAG Service.

CEIAG staff will seek feedback from students and staff about the relevance of the CEIAG programme and materials used to improve the service for future students.

This feedback will be reported to the Assistant Principal - Student Services to ensure delivery and identify development needs and areas for improvement.

The methods used to gain student feedback will include:

- Student surveys
- Feedback form at the end of workshops/talks/events
- Feedback survey at the end of guidance appointments
- E-mail feedback link to 'quality improvement' sent with each e-mail

#### **14) MONITORING AND REVIEW**

This policy will be reviewed annually in line with the College's quality systems, following evaluation of the service and monitoring of the students' destination information.

#### **15) LINKS TO RELATED COLLEGE POLICIES / PROCEDURES:**

- College Admissions Policy
- Work Experience Policy
- Data Protection Policy

## **APPENDIX A**

### **STANDARDS FOR IAG INTERVIEWS**

## ASSESSING THE SERVICE

Students and potential students who require an impartial careers guidance interview can self-refer or be referred by any member of staff at the College at any point in their student journey.

The specialist Futures team provides individual, impartial interviews with qualified and experienced advisers by request or at drop-in sessions.

A potential student may benefit from careers guidance, for example, if they:

- Are uncertain of course choice.
- Does not have the minimum grades for the course chosen.
- Have a poor rationale for their course choice.
- Have previously attempted to study the course.
- Have non-existent or unrealistic career plans.
- Have low confidence about previous studies.

On course students may benefit from careers guidance, for example, if they

- Need help with planning their career path.
- Are considering leaving the College before their course ends.
- Are coming towards the end of their course.
- Need help with applying to university or to another college.
- Would like help with job search activities.

## THE INTERVIEW

The following standards have been identified as the key factors in ensuring that interviews carried out by relevant staff as part of the IAG process meet the needs of the interviewee.

Interviews would ideally be expected to last for 30 minutes

	<b>Standard</b>
<b>Initial contact</b>	<ul style="list-style-type: none"><li>• The interviewing environment will be appropriate for discussion.</li><li>• Sufficient space for people to sit comfortably.</li><li>• The correct documentation will be available.</li><li>• Leaflets about support will be available.</li><li>• Up to date information will be available.</li></ul>
<b>Opening strategy</b>	<ul style="list-style-type: none"><li>• Rapport with the client will be established at an early stage.</li><li>• The purpose and structure of the interview will be explained.</li><li>• Opportunities for the client to check understanding will be explained.</li><li>• Clients will be encouraged to question the interviewer.</li></ul>
<b>Exploration &amp; checking</b>	<ul style="list-style-type: none"><li>• The client's present situation will be discussed.</li><li>• Anticipated grades if still at school – skills and knowledge gained through previous work or experience will be explored.</li></ul>

	<ul style="list-style-type: none"> <li>• Reasons for choice of progression will be explored.</li> <li>• Medium and long-term career goals will be explored.</li> <li>• Support needs will be discussed.</li> <li>• The financial implications options will be discussed.</li> <li>• Issues surrounding social/family support will be discussed.</li> </ul>
<b>Information giving</b>	<ul style="list-style-type: none"> <li>• Any course content and entry requirement details will be clearly explained and discussed.</li> <li>• Alternative options will be discussed.</li> <li>• Information on student support / finance / will be supplied and discussed.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Interviewers will summarise the discussion, ensuring that client is aware of the next steps in the process.</li> <li>• Summary of interview and the outcome of the interview will be confirmed and recorded.</li> <li>• Any action agreed will be recorded.</li> <li>• Documentation will be completed and distributed.</li> <li>• Opportunity will be provided for client to ask questions to clarify any issues.</li> </ul>

Relevant and up to date information and advice is offered on learning opportunities and career choices. Students can also access the CEIAG resources available on the College's VLE.

Students are offered a clear written summary of guidance to help them know what their next steps are as agreed in the interview. They may be given other written information, or advised to obtain relevant information, as appropriate.

Clients may be referred to other specialist advice, either within the College such as the Welfare Service or with external agencies e.g. Jobcentre+.

## APPENDIX B

### EQUALITY & DIVERSITY IMPACT ASSESSMENT

This form should be used by managers and policy authors within their area of responsibility to carry out Equality & Diversity Impact Assessments (E&DIAs) in relation to protected characteristics including: Age, Sex, Disability, Gender/Trans, Racial or Ethnic Group, Religious Belief and Sexual Orientation.

The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

The Impact Assessment may be carried out on any policy, service, function or plan you are engaged in, or are about to commence. All policies should be clearly stated. However, in reality, some policies are built into everyday procedures and customs, therefore not all policies are open to inspection and review. Any assessment of a policy should include these customs and practices as well as the formal written policy. 'Functions' means your duties and powers and includes internal and external functions, including service delivery.

#### 1. Name of policy

Careers Education, Information Advice and Guidance Policy (CEIAG)

#### 2. What is the aim(s), objective(s) and/or purpose of the policy?

To ensure service users are able to access high quality CEIAG

#### 3. Who is the policy lead?

Mark Owen

#### 4. Which of the following groups could be affected by this policy?

(Tick all that apply)

Students



Staff



Wider community



#### 5. Team

Names and position of Impact Assessment Team (min of 3 preferably from areas across the College):

Name	Position
Mark Owen	Assistant Principal Student Services
Patrick Leavey	Vice Principal Curriculum Services and Quality
Alex Summers	Enrolment Centre Manager

Date EDIA undertaken: \_\_\_\_\_

EDIA undertaken as a result of:

Renewal / Revision of Policy / Procedure

New Policy / Procedure

SAR process

Other  Please state \_\_\_\_\_

Date of last EDIA (if applicable) \_\_\_\_\_

## 6. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

No

## 7. The Impact

Four possible impacts should be considered as part of the assessment:

1. **Positive impact** – Where the policy might have a positive impact on a particular protected characteristic.
2. **None or little impact** – Where you think a policy does not disadvantage any of the protected characteristics.
3. **Some impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristics is likely to be greater than on another.
4. **Substantial impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another

Gender/ Age	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Women		x		
Men		x		
Age		x		

Disability	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Visually impaired		x		
Hearing impaired		x		
Physical disability		x		
Specific Learning difficulties		x		
Global learning difficulties		x		

Autistic Spectrum Disorder		x		
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Any other disability - various		x		
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Race or Culture	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
White		x		
Other minority groups		x		

Other Factors	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Religious Belief		x		
Sexual Orientation		x		
Trans		x		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the attached action plan.  
 Policy has been updated to reflect changes in legislation and procedure. The procedure ensures a fair process is carried out for all staff and as such has a positive impact.

**8. Is there anything that cannot be changed?**

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		

e.g. Disabled people can be treated more favourably under the 2005 DDA. If a policy appears to treat disabled people more favourably than other equality groups, the disadvantage may be justifiable.

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

**EQUALITY & DIVERSITY IMPACT ACTION PLAN FOR INCLUSION IN QUALITY IMPROVEMENT PLAN**

Area for Improvement and expected impact (linked to Corporate Objectives)	N/A	
SMART actions/activities		N/A
Staff development or Resources required	N/A	
Timescale including Milestones		N/A
Success Indicators and evaluation		N/A

DISTRIBUTION: Copies of the final E&DIA and QIP should be sent to:

Jan Hutt -Director of HR, Patrick Leavey - Vice Principal Curriculum Services and Quality and Jenny Thorpe – Assistant Principal Teaching, Learning and Quality

**And** to those whom this Impact Assessment will cause to have further work to do in either changing processes or re-writing the policy(s) concerned.

All actions recorded here should be carried forward into your QIP, so that actions can be monitored and evaluated to measure the impact. There will be random sampling of action plans through the Equality & Diversity Forum

## Appendix C

### COMMUNICATIONS PLAN

<b>TITLE OF COLLEGE POLICY:</b>			<b>DATE APPROVED BY EMT/CORPORATION:</b>		
Careers Education, Information Advice and Guidance Policy (CEIAG)			September 2020		
<b>AUDIENCE (select appropriate with ✓)</b>					
Managers		Curriculum teams		Business Support teams	
All staff	✓	Suppliers		Partners	✓
Other (please state)					
<b>CHANNEL (select appropriate with ✓)</b>					
<b>Policy &amp; Strategy Team (PST)</b>		<b>Quality Improvement Network (QIN)</b>		<b>Marketing team</b>	
e.g. Meeting Email	✓	e.g. Meeting Email	✓	e.g. NC Update Managers' Update Intranet Website	✓  ✓
<b>Individual team</b>		<b>Suppliers</b>		<b>Partners</b>	
e.g. Document Library Noticeboards Team meeting Email	✓	e.g. Letter or email Meeting		e.g. Letter or email Meeting	
<b>College Management Team (CMT)</b>		<b>JCNC</b>		<b>CORPORATION</b>	
e.g. Meeting Email		e.g. Meeting Email	✓ ✓	e.g. Meeting Email	✓

**COMMUNICATIONS PLAN ACTIVATED BY:****Name: Mark Owen****Job title: Assistant Principal  
Student Services****Date: September 2020**