

PRE-ENTRY AND INTERNAL PROGRESSION ADVICE & GUIDANCE POLICY



Policy Review					
Author/Owner	Position	Approved by:	Approval Date	Review Cycle Review Date	Published on Website Y/N
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Document Control – Revision History (Policies only)					
Author	Summary of Changes	Date	Version	Date last reviewed by SED	Recommend to SED Y/N
Stephen Pyle	Minor amendments to reflect changes in job titles/responsibility	23.01.18	13.01.16		N
Donna Short	Minor amendment to include CEIAG information	17.02.20			
Donna Short	DoCs changed to APs and some minor amendments	07.03.22	V1		
Donna Short	Minor amendments made at the OU's request. Includes reference to SEND and iZone services delegate to Gayle Pogson Head of Careers, Work placement and Employability	10.07.23			

Initial Equality Impact Screening					
Has anyone else been consulted on this policy and/or procedure?					
What evidence has been used for this impact screening (e.g. related policies, publications)?					
Declaration (please tick one statement and indicate any negative impacts)					
<p><input checked="" type="checkbox"/> I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.</p> <p><input type="checkbox"/> I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender Reassignment <input type="checkbox"/> Race <input type="checkbox"/> Religion or belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Marriage & civil partnership <input type="checkbox"/> Pregnancy & maternity 					
Completed by:	Donna Short	Position:	VP Q of E	Date:	10.07.23
Reviewed by Equality & Diversity Group: _____ If Yes: Date: _____					
I confirm that any recommended amendments have been made					

Summary of Comments including Recommendations from Equality & Diversity Group Review:			
Amended by Author:		Position:	Date:

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1. PURPOSE OF THE POLICY

- 1.1 The purpose of pre-entry advice and guidance is to ensure the most appropriate programme is chosen to meet each student's needs and future career aspirations.
- 1.2 This policy responds to the colleges responsibility to offer impartial Careers Education, Information, Advice, and Guidance (CEIAG), in line with the Education Inspection Framework (Ofsted). The College also has a duty to provide reasonable adjustments for any learner that has special educational needs or disabilities (SEND), in line with the Education Act 2020. In context of CEIAG services must be provided in a way that takes into account the learners need. The purpose is to provide sufficient information about proposed study programmes to allow learners to make informed choices and will provide the opportunity to discuss career aspirations and options with careers advisors and other relevant experts. The college is committed to ensuring all learners have the opportunity to access guidance interviews with a qualified career advisors whenever significant study or career choices are being made. All CEIAG guidance meets professional standards of practice and is person centred, impartial and confidential.

2. SCOPE

- 2.1 All students considering or intending to study at college are entitled to pre-entry Careers, Education Information, Advice and Guidance (CEIAG). Advice and guidance will be provided in many forms such as: prospectuses, college website, social media, open days, taster events and enrolment events; by telephone; and face-to-face through the iZone Team, the Careers team, curriculum staff, the Employer Engagement team, and the Student Services Team.
- 2.2 Careers, Education, Information, Advice, and Guidance can be provided on any one of the following:
 - 2.2.1 When transitioning from school to Further Education (FE)
 - 2.2.2 Returning to education and training
 - 2.2.3 Advice on funding opportunities and support for both individuals and employers
 - 2.2.4 Updating skills
 - 2.2.5 Explaining the value of current qualifications including Maths and English
 - 2.2.6 Qualifications and accreditation for courses offered by the college
 - 2.2.7 Learning and practical support for those who need it including emotional support and transitions programme

- 2.2.8 Starting or continuing professional qualifications
- 2.2.9 Training needs analysis for employers
- 2.2.10 Labour Market information
- 2.2.11 Advice on transport and support services
- 2.2.12 Progression examples of how qualifications can lead to other training and/or job opportunities
- 2.2.13 Specialist advice and guidance on education and training opportunities at Yeovil College and The Yeovil College University Centre (YCUC)
- 2.2.14 Choosing and applying to higher education

2.3 Pre-Entry

- 2.3.1 The College will provide information and advice to potential learners about the full range of study programmes, eligibility criteria, qualifications available on each programmes and support through their learning journey.

2.4 On Programme

- 2.4.1 The College will provide learners with information about the requirements of the programme they are studying, their individual learning plan and support arrangements.
- 2.4.2 The College will provide support for learning as well as pastoral and additional confidential support for learners who need it.
- 2.4.3 The College will help learners overcome barriers to achievement by helping them access internal and external support where necessary.

2.5 On Exit

- 2.5.1 The College will provide support to learners to complete their programme objectives and confidential, impartial CEIAG in order for them to progress. This will be through one to one and group support sessions.

- 2.6 All full-time and part-time students and apprentices will be offered an initial interview, with an appropriate member of the iZone team before committing to enrol onto a course. School leavers will be offered an interview when they first apply, with the opportunity to access further CEIAG as part of the application and/or enrolment process. The initial interview will normally take place at either the College or via Microsoft Teams/telephone and parents/guardians are invited to attend the interviews if they wish. Where an applicant requires a face-to-face

interview and has difficulty in getting to the College, an interview may be arranged at their school or mutually agreed venue.

- 2.7 Any students attending a school who are 14-16 or part of a Partnership programme arrangement with their school will also be invited to interview, which may involve a practical assessment.
- 2.8 All part-time students will have the opportunity to access further CEIAG as part of the application and/or enrolment process with a member of the iZone team, or specialist staff, at or before enrolment. Some courses may not require advice and guidance before enrolment (but full details will be available on the website and through the prospectus)
- 2.9 In special circumstances, the College accepts part-time applications from students under the age of 16. The College reserves the right to offer a limited and part time programme to students under the age of 16. To provide appropriate CEIAG such students will normally be required to attend an interview with a parent or guardian present.
- 2.10 Employers will be given advice on the most appropriate training for their employees by curriculum staff and the Employer Engagement team.
- 2.11 Applicants for full-time Higher Education courses will use the UCAS system and will be invited to attend an open day to gain specific CEIAG from programme managers. For part time courses, CEIAG will be offered on receipt of application. Open events, the prospectus and website provide detailed information of the courses.

3. RESPONSIBILITY AND AUTHORITY

- 3.1 The scope covered by this policy is wide, and responsibility for the implementation of various aspects of pre-entry advice and guidance falls within the roles of several different staff, coordinated by the appropriate member of the Senior Management Team (SMT).
- 3.2 The application to interview process and its associated arrangements are managed by the iZone team in collaboration with Curriculum Leaders, Head of Student Services, College SENCo, and the Head of Marketing and Communications.
- 3.3 The implementation of the policy is monitored through meeting the standards set by the Matrix Quality Award for CEIAG services and by quality assurance checks on interviews and enrolment procedures. Further review takes place at enrolment events, an enrolment survey

of part-time students, and through the Student Survey. The processes are overseen by SMT via the Curriculum Leaders.

4. RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

Tutorial Policy¹

Yeovil College Careers Strategy²

Yeovil College Careers Hub Website³

¹ Available to College staff via the Policies and Procedures section of the Yeovil College SharePoint.

² <https://www.yeovil.ac.uk/careers-hub/careers-strategy/>

³ <https://www.yeovil.ac.uk/careers-hub/>