Careers Education, Information, Advice and Guidance (CEIAG) Policy

APPROVED BY (SELT) ON (April 2022)

Applies to:	
Harrogate College	x
Keighley College	x
Leeds City College	x
Leeds Conservatoire	

CHANGE CONTROL

Version:	2	
Approved by:	SELT	
Date approved:	April 2022	
Name of author:	Georgina Yates	
Name of responsible committee:		
Related policies: (list)	Work Experience Policy and Procedures FE Observation of Teaching and Learning Policy Employer Engagement Strategy Adult Additional Learning Support Policy Statement	
Equality impact assessment completed	**Date:**	31/3/22
	Assessment type ☐ **Full** ☐ **Part** x **Not required**	
Policy will be communicated via:	SharePoint, College websites – LCC, KC, HC	
Next review date:	March 2024	

Contents

1. POLICY AIM/SCOPE

The policy supports the CEIAG programme for Luminate Colleges and is designed to inspire, inform, advice and guide individual students towards their progression goals. The policy outlines how curriculum, central teams, employers, and external partners collaborate to support students to overcome barriers to progression and to address social mobility through exposure to a wide variety of opportunities and interventions.
The student cohorts in scope of the policy are 16-19 study programme, 19-24 EHCP, 14-16 and 19+ adult provision.

Additional elements of the policy relating specifically to age 14-16 students in the 14+ Academy are identified under the subheading "14+ Academy" in each section of the policy. Please note that 14-16 students studying with 14-19 school partnerships are enrolled with their school and are not enrolled at Leeds, Keighley, or Harrogate College. The responsibility and accountability for careers education and IAG therefore remains with the schools but where possible students will receive elements of CEIAG whilst studying at college.

2. POLICY STATEMENT

The Careers education, information, advice, and guidance (CEIAG) policy is integral to Luminate Colleges strategic priorities. Through its implementation, students will be supported to make informed choices about their career pathway and be equipped to manage their life choices and sustainable employment.
The policy outlines how internal and external stakeholders collaborate to support student progression in an impartial manner. Intervention includes curriculum delivery, employer input through talks, visits and work experience activities, progression events, online resources, external and internal specialist advice and personalised guidance. The CEIAG policy addresses:

- The aims of the National Careers Strategy (published December 2017) and the embedded Gatsby benchmarks

- The key priorities of the LEP and feedback from employer surveys at national and regional level which focus on the soft skills needed for successful employment; resilience, initiative, communication, self-motivation and attitude, organisation, team working complementing English, maths, digital literacy, and technical skills

- The IAG good practice that will be integral to high-quality work placements including the implementation of technical qualifications

The Careers, Work Experience & Progression team leads on the capacity building and destination led model. This is delivered through: digital tools and resources; staff training to build capacity for curriculum knowledge and assurance; presentations and workshop delivery to students; personal guidance from the internal career advisers and external careers service; specialist input from HE institutions, employers, apprenticeship, and other training providers; work experience and enrichment and progression activities and projects.

2.1. Policy context and rational

The National Careers Strategy and the embedded Gatsby Benchmarks set out a long-term plan to build an outstanding careers system that will help young people and adults to choose a career pathway that is right for them and enable them to manage their choices so that they can be resilient to the rapidly changing jobs market and economy, including automation. The national strategy and DfE statutory guidance 'Career guidance and access for education and training providers' has set out a series of recommendations to formalise the delivery and expectations of careers education, information, advice and guidance for schools, sixth form and

FE colleges. The Post 16-Skills Plan has been instrumental in driving the strategy with reference to technical qualifications and the revised occupational pathways.

Ofsted will continue to hold colleges accountable for the quality of their careers provision. The Education Inspection Framework (EIF), places focus on careers education and IAG for all students. The EIF embeds the building blocks of the Gatsby Benchmarks. This good practice is aligned to study programme criteria and funding compliance.

3. POLICY AIMS/OBJECTIVES

The policy is based on the Gatsby Benchmarks and informed by the following priorities to:

- Provide students with information about the range of progression pathways from their course or apprenticeship

- Embed a positive work culture through engagement activities and events and through meaningful work experience, volunteering, employability skills and digital literacy

- Develop skills for work readiness and support student progress through work placements, enterprise and employer led activities

- Ensure CEIAG is well embedded in vocational areas drawing on industry specialism and labour market information

- Guarantee that every student has the opportunity to receive careers planning and that resources and delivery are differentiated to meet individual learning support needs

- Develop transition and career management skills through activities and resources to help students find, secure, and sustain employment, apprenticeships, or higher education destinations

- Contribute to improvements in achievement, punctuality, attendance, retention, and progression to positive destinations through work related activities

- Build impactful, long-lasting relationships with employers based on agreed expectations, common understanding, well planned activities, ease of access for employers and clearly defined needs for the curriculum

- Invest in tracking to ensure our students plan their progression and move into positive destinations with emphasis on those most disadvantaged and most likely to be become NEET i.e. EHCP, care experienced, second language students, SEND and students from Black and Asian minority ethic backgrounds.

- Build strong external partnerships and community relationships to enhance the student experience and ensure our network organisations support the diverse needs of our student cohorts from un accompanied asylum seekers to adult returners to education

- The planning of careers delivery is informed by the systematic collection of student career pathways and student destinations and is also informed from feedback by students, staff and other stakeholders

14+ Academy

- Provide students with information about the range of post-16 options (both internally and externally)

- Ensure CEIAG is well embedded in all subject areas, including English and Maths

- Encourage parents and carers to use career and labour market information to aid the support given to their children use accessible format and community languages

4. COMPLIANCE TO REGULATORY REQUIREMENTS AND EXPECTATIONS

Every college should have a Careers Leader who has the skills, commitment and backing from SLT, ELT and governors. The Head of Careers, Work Experience & Progression will lead the work of the Leeds City College, Keighley College and Harrogate College careers leadership team

The Careers Leader/s will:

- Work with senior leaders to develop a vision for the careers provision that includes high aspirations for all students and ensures that the college meets the Gatsby Benchmarks

- Work with Careers, Work Experience and Progression, wider Student Life teams, curriculum departments and service areas to ensure that the programme is well planned, managed, and includes internal and external stakeholders

- Ensure that strong systems are in place to quality assure the delivery of the programme, including continuous improvement and review of meaningful impacts for individual students

- Ensure that processes are in place to meet the diverse experience of different kinds of learning needs including students with special educational needs and disabilities (SEND) and those with protected equality characteristics

- Establish and monitor quality assurance mechanisms that will align the programme with good practice, such as the internal Careers and Work Experience Plan, ProMonitor and Navigate reporting platform

- Seek, evaluate, and act upon feedback from internal and external stakeholders and meet external standards through the Quality in Careers Standards and Matrix.

- Ensure that tracking and reporting systems are in place and used effectively to capture intervention and scope of engagement

- Monitor destination data to make sure that students are progressing to positive destinations and analyse data to measure the impact of delivery to drive improvement. This includes information and analysis around equality characteristics and identified barriers to social mobility

4.1. Every college is expected to publish information about their careers programme on the website. This includes:

- the name and contact details of the Careers Leader/s

- summary of the career programme / plan including how the college/s measures and assess the impact of the career programme for students

- policy/strategy

- Baker Clause/Policy statement for provider access (not statutory for FE colleges)

14+ Academy

- 14+ Academy will publish the above information on its own website, in addition to the main college website

4.2. Gatsby Benchmarks Appendix 1 and 2

5. IAG STRATEGIES TO DRIVE THE SCOPE, IMPACT AND QUALITY OF CEIAG

5.1. Capacity Building

The Careers, Work Experience and Progression teams will provide:

- Professional careers education to staff and students about labour market information (LMI), which is accessible and embedded into course programmes through a Google Site careers classroom, Google chat forums and Gatsby aligned careers digital platforms. A range of accessibly formats will be used to communicate LMI information, with consideration of language and visuals. Student feedback will be sought to ensure this is fit for purpose.

- Careers information and guidance to all staff so they can access up to date, impartial & specialist IAG resources, as well as signposting and support from the central team to designated sector-based online resources, staff intranet, and the annually published career menu of services and support. This includes subscription to the ECCTIS database (formerly NARIC) to 'convert' qualifications achieved overseas for our students

- Bespoke LMI and careers education campaigns including comms, campus displays and posters

- Progression events and employer talks and projects brokered for each academic year to bring employers, industry specialists, higher education, and apprenticeship providers into college to engage with and add to student and staff knowledge

- Access and signposting to Student Life enrichment activities that enable students to gain skills that help them progress. These will include volunteering opportunities in local communities. A central activities and enrichment team supports students to engage, record and understand the transferable skills gained as well as offering opportunities for additional qualifications and experience

- Work experience opportunities, including external work placements and substantial industry placements, work tasters, virtual work experience, simulated work environment, volunteering, and social action projects. By the end of their study programme, all 16-19 students should have had a least one experience of a workplace, additional to any part-time jobs

- Staff training for curriculum teams and service areas to enable staff to utilise career platforms, LMI software, UCAS applications & employability workshops to support their students' career planning

- Staff training for curriculum and service areas to inform staff of work experience opportunities and processes including international placements and T-Level Industry placements

- Staff training for IAG qualifications (Level 3) and non-accredited Progression (triage) CPD

- Digital forums to promote opportunities and engagement for students such as Google classrooms and chat for jobs-part time, and Student Life Google Site

- 'Start' (or agreed alternative) to provide a comprehensive guidance platform (aligned to Gatsby) to support career planning and linked LMI. This will be used in conjunction with tutorial resources and other LMI sources such as LMI for All and Future Goals

- Stakeholder engagement, including parents, employers, HE institutions and Alumni to drive awareness of opportunities for students and promote case studies and other success stories

- With reference to the Stakeholder and Employer Engagement strategies to build and manage external relationships including co-ordination of feedback / evaluation and alumni activity
- Overview and monitor the quality of reporting on ProMonitor, ProEngage and Navigate
- Up to date careers information, including LMI on the careers landing page of the college website. This resource is aimed at current, prospective, former students, and parents/carers

14+ Academy:

- Work experience opportunities for Year 10 and 11 students. For the overwhelming majority of students these will be external work placements. For students who are not yet ready to undertake an external work placement, an internal work placement will be arranged. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.

5.2. Personalised, impartial careers advice

Careers advice is led by L6 qualified careers specialists and available to current and prospective students who need support with their career decision making. For the latter this will nominally take place at open events &/or enrolment

- Each main campus has a designated L6 qualified career adviser, work experience and industry placement dedicated leads as well as staff with Level 2 and 3 qualifications including those leading on school liaison and admissions. College campuses have allocated adviser support and appointments.
- Every 16-19 student will have the opportunity to receive careers advice at least once by the end of their study programme.
- The central team provides a drop-in service for 16-19 and signposts 19+ students to external career advice, namely the National Careers Service (NCS). Through negotiation with curriculum departments, drop ins for 16-19 students are hosted in curriculum spaces and appointments can also be made through student self-referral and tutor referral
- L6 career advisers support with Education, Health and Care Plans and provide curriculum and the transitions team with careers options to help guide students through transition whether pre-entry, on course and at exit. A SEND specialist career adviser supports with a high need caseload and develops best practice for the wider Careers, Work Experience & Progression team
- Career advisers work with curriculum to support students in danger of becoming NEET, students that are care experienced and students that are young carers / parents. These students will be identified, and targeted interventions and outcomes monitored
- A referral system is in place to make appointments with the campus career adviser
- Email studentadvice@leedscitycollege.ac.uk is in place for enquiries and non-face to face advice and information sharing

14+ Academy

- The Park Lane Campus designated Careers Adviser will offer one to one careers guidance interviews and create individual careers action plans with each student

- Every 14-16 student will have the opportunity to receive impartial careers advice at least once to ensure they are moving toward their preferred destination

- The Park Lane Campus designated Careers Adviser will provide small group and one to one interventions for those who need further support with planning their next steps

- Careers Advisor to attend progress days to speak with students and parents/carers to provide advice and guidance

5.3. Curriculum delivery of careers education

Curriculum departments deliver careers education supported by the central team.

- Careers IAG and LMI is delivered through the curriculum and tutorial programme supported by digital tools, resources, and staff training

- Every student has the opportunity to receive careers planning support, resources, and delivery, differentiated to meet individual learning or support needs, age and stage of learning

- Curriculum departments build their careers plans from the career's menu, online platforms and brokered activities and engagement informed by career pathways and intended destinations

- Online platforms link job options to LMI data and are sector specific to curriculum departments. Others are more generic in content, informing students and staff of the knowledge, actions and skills that are required for careers management including progression to apprenticeships, higher education, and post 16 options. Attention is placed on use of diverse images that challenge stereotypes and inclusive language

- Students on study programmes, if work ready, participate in meaningful work placements, some of which are European and International based through Erasmus+ and Turing programme. Students who are not able to attend external work placements are involved in social action projects, work tasters, virtual work experience, work simulation, volunteering, and internal placements, which meet Study Programme criteria

- Students participate in meaningful enrichment activities that build employability and social skills. Students are able to engage in leadership opportunities through student voice, student leaders, social action projects and Duke of Edinburgh award as well as participating in sport/physical activities, skills-based activities and student led societies

- Curriculum staff engage with Parents/Carers at student reviews, enrolment, and other campus events

14+ Academy and other 14-16 provision

- Careers IAG and LMI is delivered through weekly progression lessons supported by digital tools, resources, and staff training

- Students undertake vocational study one day a week in a sector of their choosing

- Post-16 Leeds City College departments and the apprenticeship team deliver progression talks to students about the courses they can offer and the sector specific career pathways

- Students where work ready participate in meaningful external work placements in both Years 10 and 11. Students who are not work ready attend internal placements

5.4. Stakeholder engagement and partnership work

- HE and apprenticeship external providers/specialists attend HE fairs, progression events; deliver workshops to students, as well as staff training i.e., higher-level apprenticeships, student finance and UCAS. Students visit university open days, applicant days etc. The Uni Connect 'Go higher West Yorkshire' Programme to widen participation in higher education has enhanced the college offer, providing opportunities for students to address barriers to HE progression. This includes promotion of bursaries, DEA, funding for carer experience and estranged young people and information for students with caring responsibilities

- Curriculum departments invite employers into college to talk to their students and develop relationships

- National Careers Service (NCS) delivers advice and guidance to 19+ students including Adult & Community and HE and the NCS offer is actively promoted.

- The Stakeholder and Employer Engagement Strategies frame the colleges approach to manage, build, and sustain relationships

- Departments produce and agree Careers and Work Experience Plans to measure the departmental response (& development) of delivery against Gatsby Benchmarks and record all planned work experience activity. Plans are reviewed with Head of Careers, Work Experience & Progression and departments record careers and work experience activity on Navigate or ProMonitor to capture the scope of engagement

- 16-18 Students record their engagement with Careers & Work Experience activities on Navigate which is departmentally and centrally monitored

- Employer engagement activity is recorded on ProEngage to ensure a cross college approach to liaison activity

14+ Academy & other 14-16 provision (see Notes for 14-16, Page1 - Scope/Aims)

- 14-16 students are welcome to attend whole college events such as the Higher Education Fair, and Jobs & Apprenticeships Fairs.

14+ Academy

- Students have opportunities to engage with external FE and apprenticeship providers, for example by attending the National Skills Show (Birmingham), Skills Yorkshire, Leeds Apprenticeship Fair and also participate in the Go Higher West Yorkshire 'Uni Connect' programme

- Groups of learners attend takeover days, including First Direct and Leeds City Courts

- Students visit local universities for tours, workshops and aspiration raising talks

- Students participated in the Go Higher residential project where they 'live like a student' for a week

- Go Higher delivers workshops on university life, personal statement writing, CV building, interview skills, career planning and study skills

- All students on external work placements are visited by Academy staff during their placement, to assess student progress and to build relationships with employers

- Academy staff engage with parents/carers at progress days, enrolment, and other 14+ Academy events

5.5. Monitoring & reporting

- Interventions and activities are recorded and tracked on Navigate and ProMonitor. Student enrichment activities are recorded on their ILP to enable tracking of student progress throughout the year. All student voice activity is recorded to ensure that it can be used to bring positive changes in college. Student surveys using QDP allows the college to determine where its strengths are and areas for improvement

- The curriculum Heads of Departments will record their student's engagement with career pathways, work experience and intended and actual destinations as KPIs in Performance Review and QDP

- The Head of Careers, Work Experience and Progression will monitor Navigate and ProMonitor Reports, intended, actual and sustained destination data. The CEIAG programme will be reviewed and developed through action planning and through the Performance Review process. This will include analysis of CEIAG delivery against destination data to identify the impact of the programme and where to direct future growth

6. LINKED POLICIES

Work Experience Policy and Procedures
FE Observation of Teaching and Learning Policy
Employer Engagement Strategy
Adult Additional Learning Support Policy Statement

7. REFERENCES

Education Inspection Framework and further education and skills handbook (February 2022)
Education inspection framework - GOV.UK (www.gov.uk)
Further education and skills handbook - GOV.UK (www.gov.uk)
Further education guide to the 0 to 25 SEND code of practice (September 2014)
Advice template (publishing.service.gov.uk)
Gatsby Benchmarks for Colleges
final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf (gatsby.org.uk)
National Careers Strategy (December 2017)
Careers strategy: making the most of everyone's skills and talents (publishing.service.gov.uk)
DfE Careers guidance and access for education and training providers – statutory guidance for schools and guidance for further education colleges and sixth form colleges July 2021
Careers guidance and access for education and training providers (publishing.service.gov.uk)
Post 16 Skills Plan (July 2016)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf
Further Education White Paper (January 2021)
Skills for Jobs: Lifelong Learning for Opportunity and Growth (publishing.service.gov.uk)

Appendix 1   Gatsby Benchmarks for Colleges

1. A stable careers programme	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.	- 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. - 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. - The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process
2. Learning from career and labour market information	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.	- 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. - 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.
3. Addressing the needs of each student	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.	- A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. - Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. - 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. - 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 destinations.
4. Linking curriculum learning to careers	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.

5. Encounters with employers and employees	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.	• 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. • Colleges should record and take account of learners' own part time employment and the influence this has had on their development. *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.*
6. Experiences of workplaces	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.
7. Encounters with further and higher education	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.	• 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. *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.*
8. Personal guidance	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. * The college should ensure that access to a level 6 adviser is available when needed.	• Every learner should have at least one such interview by the end of their study programme.

Appendix 2   **Gatsby Benchmarks for secondary schools (applicable to 14+ Academy)**

1. A stable careers programme	Every school and college should have an embedded programme of career education and	• Every school 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

		guidance that is known and understood by pupils, parents, teachers and employers.	• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2. Learning from career and labour market information		Every pupil, and their parents, 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 the best use of available information.	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children
3. Addressing the needs of each student		Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4. Linking curriculum learning to careers		All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers
5. Encounters with employers and employees		Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer *** A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.**
6. Experiences of workplaces		Every pupil 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 age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have
7. Encounters with further		All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational	• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth

and higher education	routes and learning in schools, colleges, universities and in the workplace	forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.*
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18