

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

1. Introduction

- 1.1 CEIAG refer to a range of activities and interventions that help students to make informed choices. This includes development of employability skills within curriculum, impartial advice and guidance at key transitional times and to access up-to-date information on careers and other issues affecting students' wellbeing and continuation in education.
- 1.2 This policy is underpinned by Sections 42A and 45A of the Education Act 1997 and has regard to the Department for Education's statutory guidance 'Careers Guidance and Access for Education and Training Providers February 2018'.
<https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>
- 1.3 Following the Ofsted Thematic Review of Careers Guidance, Sept 2013, the recommendation was made that schools and colleges should develop and implement a clear strategy for careers guidance and ensure they make good use of the National Careers Service resources, well-trained staff, careers guidance professionals, employer networks and other external agencies to ensure students are well informed and supported.
- 1.4 Under the revised guidelines of June 2015, careers is now inspected under 'Personal Development, Behaviour and Welfare'. In making a judgement, Ofsted inspectors will consider:
- *'The extent to which learners know that they have the potential to be a successful learner on their current and future learning programmes, including at work'.*
 - *'The proportion of learners who benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce'.*

- *‘How well learners develop employability skills Required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims’.*
- *‘Learners’ use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers.’*

2. Definition and Links

- 2.1 Careers education provides a way of developing knowledge, understanding and experience of progression opportunities eg, employment, apprenticeships, higher education. It is a way of helping students to apply knowledge, understanding and skills to their own circumstances with the view of enabling students to make informed decisions about their future and give them the skills they need to manage lifelong learning and career management tools.
- 2.2 Guidance is the process of helping students to make choices about their personal, social, education and vocational development. The College has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. As a process, guidance is developmental and continuous and all staff contribute alongside external agencies working in partnership. Best practice provision integrates careers guidance with a well-planned programme of careers education.
- 2.3 The College’s ‘Student Entitlement’ details the College’s commitment to providing one to one and group related employability and progression related interventions to its students.

3. Policy Statement

- 3.1 Furthermore, it can equip students with the skills and means to meet challenges positively and to learn throughout life.

4. Aims

- Ensure all students understand and take advantage of their entitlement to careers guidance and support.
- Ensure all students have the opportunity to develop employability skills and link their learning to industry and the world of work.
- Provide a more direct experience of the world of work, a clear view of the labour market and a good understanding of progression routes.

- Inspire and inform students about the full range of education, training and employment opportunities available.
- Have emphasis on linking with employers and outside agencies to offer other perspectives.
- Raise ambitions and encourage students to overcome barriers.
- To provide IAG that is impartial and independent and has the best interests of the student at the core of its delivery.

5. Objectives

5.1 The College seeks to meet its aims by adhering to the nationally recognised Gatsby (2018) benchmarks by providing:

- *An embedded programme of career education and guidance*
- *Good quality information about future study options and the labour market*
- *Opportunities for advice and support tailored to learners' needs*
- *Subject teaching linked to careers and industry*
- *Offering several opportunities to learn from employers and employees and experiences of the workplace*
- *All advice offered will be impartial, ensuring students have the best knowledge of routes available for them*
- *Opportunity for personal guidance from an appropriately trained careers adviser, at times which are pertinent to the individual.*
- *Advice is given in the best interest of the student receiving the guidance, taking into account their personal aspirations and needs.*
- *Advice consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.*

6. Criteria for Use

6.1 This policy is in constant use by curriculum managers across all academic areas. It is used to inform curriculum reviews, development and planning.

7. Implementation

7.1 The policy is a stand-alone document

8. Method of Monitoring

8.1 This policy will be reviewed annually and amended accordingly, considering up-to-date legislative guidance.

8.2 **Authorship:** Student Services Manager

8.3 **Date:** December 2020

8.4 **Reviewing Officers:** Student Services Manager

This document is available in a variety of formats. Marketing department will supply guidance on the range