



CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY (CEIAG)



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1. VISION AND VALUES

We are committed to providing all students with access to an effective careers programme that offers advice, experience and contact with employers to encourage them to aspire, make good choices and understand what they need to do to reach and succeed in their next step. To enable students to develop the skills necessary to become proactive, fully functioning adults able to progress onto further or higher education, training, employment, volunteering opportunities or independent living.

We are committed to supporting students with SEND or who are disadvantaged to raise their aspirations and to make positive, informed decisions about their progression from college.

We are committed to providing our students with meaningful work related learning and work experience as well as opportunities to meet with employers, training providers, colleges and universities through visits and participation at careers fairs and events.

We are committed to challenging stereotypes, questioning biases and supporting a healthy attitude towards those with differing views.

We take a whole team approach to careers education and information, embedding it throughout our curriculum, whilst also providing our students with access to qualified careers advisers for advice and guidance which is student-centred, impartial and confidential.

1. LEGAL FRAMEWORK

This policy considers relevant statutory requirements and national guidance in respect of careers guidance. See Appendix A. This policy operates in conjunction with the following policies:

- Complaints Procedures Policy
- Data Protection Policy
- GDPR Policy
- Provider Access Policy Statement
- Safeguarding Policy
- Work Experience Policy

2. STUDENT ENTITLEMENT

Every student is entitled to high quality, impartial careers education, information, advice and guidance (CEIAG). We will do this through:



- Provision of a consistent and planned programme of high-quality careers education, impartial information advice and guidance for all prospective and current students as well as ex-students who would like CEIAG support.
- Provision of a termly careers meeting for all students which will reflect their learning journey
- Supporting the needs of those with SEND, who are vulnerable and disadvantaged.
- Supporting our students to identify their skills, qualities and goals, and to encourage independence and raise aspirations
- Opportunities for meaningful work experience for those that are able
- Opportunities to meet with employers, education and training providers and the voluntary sector.
- Supporting students to make informed choices about what they progress onto through personal guidance.
- Ensuring equity of opportunity and equity of access to courses, complying with our legal obligations and good practice in relation to the Equality Act (2010)
- Working with stakeholders and partners to develop our careers provision and keep up to date with local opportunities

3. WORK EXPERIENCE

Work experience is one part of the work related curriculum. Work experience will be:

- Available to all students who are ready and able to complete external work experience.
- Aligned with the overall careers programme and Gatsby Benchmarks.
- Relevant and meaningful to students' programme of study and their progress within it.
- Assessed as safe for health, safety, and safeguarding.
- Monitored and supported by the employer engagement and CEIAG team.
- Integrated into the course scheme of learning and to the individual students' study programmes.
- Be supported by appropriate student preparation and induction.
- Subject to standardised paperwork, recording and quality standards within their Careers Portfolio.
- Compliant with funding requirements.

4. ROLES AND RESPONSIBILITIES

4.1 Advisory Board, through the Advisory Board Careers Lead, is responsible for:

- Ensuring that all students are provided with impartial personal careers guidance from a qualified careers adviser
- Ensuring that students are not discriminated against on any grounds.



- Monitoring complaints regarding this policy as outlined in the Complaints Procedures Policy.
- Providing clear advice and guidance to the Senior Leadership Team on which they can base a strategy for careers education and guidance which meets legal requirements.

4.2 Senior Leadership Team are responsible for:

- Liaising with the advisory board and Careers Leader to review the careers policy and provision.
- Supporting staff training for careers development.
- Ensuring that arrangements are in place to enable students to meet with employers and education and training providers.

4.3 Careers Leader is responsible for:

- Developing the careers strategy and policy in conjunction with the Advisory Board and Senior Leadership Team (SLT).
- Working with careers advisers to create a high-quality careers programme which meets the Gatsby Benchmarks.
- Reporting to SLT using the monthly CEIAG report from Databridge to produce a summary of all centre careers activities.
- Liaising with SLT on the development, progress and needs of careers.
- Building networks with the enterprise coordinator, stakeholders, education and training providers, employers, and third-sector staff.
- Overseeing the quality of delivery of the careers programme.
- Managing and supporting the careers team.
- Responsible for overseeing the development of careers resources to ensure they are up to date and reflect the local opportunities for students.
- Publishing a college annual calendar of careers events.
- Setting up employer events, in partnership with the employer engagement team.
- Recording of intended and actual destinations and ensuring tracking is completed for three years after students have completed their course and left college.
- Supporting Careers Advisers and Employment Engagement Officers to develop skills and knowledge through continuous professional development (CPD).
- Observation of careers advisers delivering careers and initial advice and guidance sessions.
- Collecting feedback from students on their experiences of career development.
- Responsibility for maintaining Matrix accreditation.
- Ensuring that careers provision meets the Gatsby Benchmark.

4.4 Careers Advisers are responsible for:



- Delivering high quality impartial careers information, advice, and guidance (CIAG) to all students, and ex-students seeking support for up to 3 years after completion of their course/s. Providing individual student appointments and facilitating group activities
- Liaising with course tutors to arrange group sessions, eg introduction to careers and careers related workshops.
- Ensuring that all students benefit from careers guidance, including those with low attendance or are attending through online learning.

4.5 Employer Engagement Staff are responsible for:

- Liaising and networking with local employers to identify work experience and supported internship placements.
- Supporting students to understand the importance of work experience placements and the development of transferable skills.
- Reviewing placements from the student and employer perspective and addressing any issues that arise.

4.6 Teaching staff are responsible for:

- Ensuring careers education is planned into lessons, activities or visits that can be linked to careers.
- Ensuring students complete relevant activities in their Careers Portfolio following visits, events or careers sessions.
- Liaising with Careers Advisers to set up group sessions, eg, intro to careers and the various careers-related workshops.
- Liaising with Employment Engagement Officers to arrange work experience placements and to be involved in reviewing these.
- Promoting careers guidance in the classroom through posters and class work, eg the Careers Vision Boards.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop transferable skills that can be applied to the workplace.

4.7 Job Coaches are responsible for:

- Supporting students in work experience placements and supported internships.
- Supporting those leaving Supported Internships to apply for employment or volunteering. This will include making necessary amendments to their CVs which have already been created with the Careers Advisers.
- Liaising with Employer Engagement Officer and Careers Advisers to support students.



5. MONITORING AND REVIEW

The Careers Leader will review this policy every 3 years or when legislation, funding requirements or careers and guidance quality standards change. Next review due September 2028.

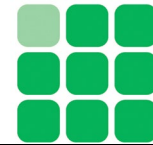
APPENDIX A - Statutory requirements and expectations

This policy responds to the requirements and guidance identified within the following nationally published documents:

- Careers guidance and access for education and training providers, DfE September 2023
- Education Act, 2011
- Education and Skills Act 2008
- Mental Capacity Act 2005
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Gatsby Benchmarks - Framework for Careers Guidance
- Matrix quality standard for Information, Advice and Guidance (IAG)
- The Career Development Framework (CDI)
- Ofsted Handbook for Inspectors of Further and Adult Education.

APPENDIX B - Observation Record - Group Sessions**Observation of Group Sessions – Careers Education, Information/Advice**

Date:	Duration of Observation	Group name:	Site:
Time:	From:	No on register:	Other staff present:
	To:	No present:	
How well has the CE/IA been planned and prepared to meet group needs?			
Were session objectives made clear?			



How did the session meet the needs of the student/s?

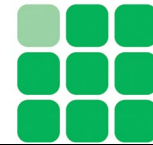
How well did the session objectives relate to students' career, learning or other aspirations?

(Pre-programme only)

Have students been placed on an appropriate programme to meet their abilities and aspirations?

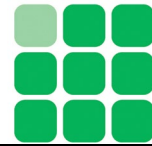
How effective is the Next Steps Action Plan?

Adviser/Tutor's recent CPD activities:

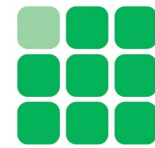


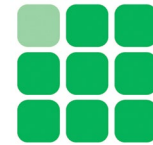
How did this impact on the observed session?	
Key strengths & good practice:	Key areas for development:
•	•
Adviser/Tutor comments:	

Actions Agreed Following Observation			
Actions to be taken	By whom	By When	Review/Outcome



Observer's Signature: Name:			Date:
Adviser/Tutor's Signature: Name:			Date:





APPENDIX C – Observation Record Individual Sessions

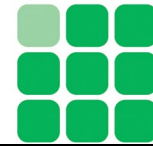
Observation of Information, Advice and Guidance Intervention (Individual Guidance)

Careers Practitioner:		Observer:	
Observation date:	Duration:	YP/Student name:	
Site:	From:	Others present:	
	To:		

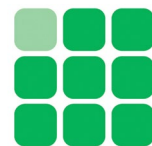
Green – achieved. No concerns; Orange – covered but scope for improvement; Red – requires immediate attention

Personal Guidance Intervention:
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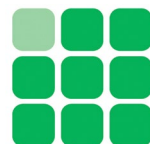
1 Core generic skills, knowledge and attitudes that should be demonstrated throughout the interaction	Green	Comments/Judgements
	Orange	
	Red	



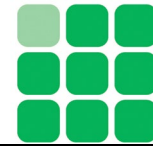
<ul style="list-style-type: none">• Empathy• Genuine concern• Ethical and reflective practice• Use of skills and strategies to ensure that the student is engaged from the outset• Noting and responding to the student's verbal and non-verbal signals• Adapting and tailoring communication to meet the needs and specific requirements of the student including language and pace• Use of a range of skills including:<ol style="list-style-type: none">1. Listening		
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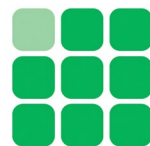
<p>2. purposeful and pertinent questioning</p> <p>3. paraphrasing, reflecting, summarising</p> <p>4. challenging</p>		
2 Establishing a positive working relationship	<p>Green</p> <p>Orange</p> <p>Red</p>	Comments/Judgements
<p>Ensures that the environment provides a safe physical and psychological space.</p> <p>Provides warm welcome to the session.</p>		



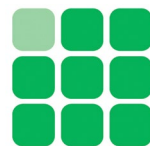
<p>Ensures that the student is settled in and comfortable and is ready to engage.</p> <p>Timely introduction of confidentiality to ensure that the student is informed about and understands what information will be shared and how information will be used and shared including safeguarding considerations</p>		
3 Contracting and setting the agenda	Green Orange Red	Comments/Judgements
<p>Discusses and clarifies the student's presenting needs and situation and what they would like / what they expect from the interaction. Any unrealistic expectations are addressed.</p>		



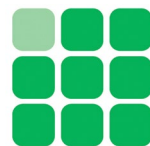
<p>Use of reflection to understand and clarify the student's Information and Advice needs</p> <p>Ensures the student understands the role of the practitioner. Agrees how they will work together / <i>agrees</i> the nature of their working relationship.</p> <p>Negotiates and agrees with the student how the interaction will proceed including how the interaction will result in an action plan.</p> <p>Reviews previous action plan(s) including the impact of Information, Advice and Guidance. This review is used to help plan the student's further Information, Advice and Guidance needs.</p>		
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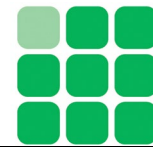
4 Exploring and agreeing the client's career guidance needs	Green Orange Red	Comments/Judgements
<p>Uses a range of skills and strategies to enable the student to explore their situation, thoughts and feelings in more detail.</p> <p>Identifies and agrees career development strengths, needs and barriers</p> <p>High leverage issues are identified, e.g. issues which may not be the immediate presenting issues but which are having significant impact on the student's decision making</p> <p>Student's opportunity awareness is explored and understood</p>		



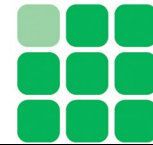
<p>Supports the development of the student's confidence and skills to determine their own Information, Advice and Guidance needs</p> <p>Re-contracting takes place as appropriate</p>		
<p>5 Addressing the student's Information, Advice and Guidance related needs</p>	<p>Green</p> <p>Orange</p> <p>Red</p>	<p>Comments/Judgements</p>
<p>The student's immediate needs are addressed as appropriate.</p> <p>A range of skills and strategies are used to jointly explore possible options and select the preferred solution including the use of career related information (CRI) and labour market information (LMI) as appropriate to inform the discussion.</p>		



<p>Provides support to the student to interpret CRI and LMI and tailors information to meet their needs.</p> <p>Provides advice to the student on the nature of applications for learning, training and work and support to help them to prepare for applications and interviews. Reviews with the student lessons learned from application processes and how they will apply this learning in future.</p> <p>Reviews with the student specialist support needs and referral options and plans and facilitates referral based on the student's needs.</p> <p>Student's responses are summarised and reflected back in order to check their understanding.</p>		
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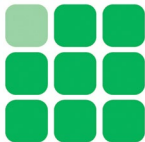


The student's autonomy is confirmed		
6 Planning action	Green Orange Red	Comments/Judgements
<p>The student's preferred way forward is discussed and agreed/revised.</p> <p>Clarifies further needs and the range of further/alternative support available</p> <p>Actions are agreed and recorded appropriately</p> <p>The student's autonomy is confirmed</p> <p>The student's response to the interaction is sought</p>		



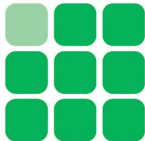
Records are completed appropriately and in line with organisational procedures

Observer to obtain **student's view** of the session (e.g. Did it meet their expectations? What did they feel they gained from the session? Did they feel that the Careers Practitioner helped them to move forward in their thinking/planning? Are they clear about the actions agreed?)



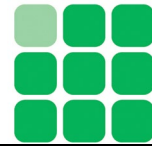
Careers practitioner reflection:

Development areas	Recommendations
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Actions agreed following IAG Observation			
Actions to be taken	By whom	When	Review/Outcome



Observer's Signature:			Date:
Name:			
Careers Practitioner's Signature:			Date:
Name:			