

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



## Change Control

<b>Author</b>	Simon Birch
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### Aim/Scope

This policy applies to all learners and potential learners, both full-time and part-time learners. The College has a statutory duty to provide all 19–25-year-old learners with an Education Health Care Plan (EHC) with access to independent careers guidance. This policy responds to the College's statutory duties, national Information, Advice and Guidance (IAG) quality standards, the Education Inspection Framework (*Ofsted*) & Skills and Post-16 Education Act 2022.

### General Policy Statement

The College recognises that high quality careers education and guidance is critical to learners' development and future opportunities. Supporting learners to acquire self-development and career management skills will aid their transition into further training and employment, thus supporting the economy.

### Petty Pool College is committed to:

- Providing all learners and potential learners with access to informed, impartial, and supportive careers education and guidance.
- Establishing and maintaining strong working relationships with feeder schools to promote a wide range of vocational pathways available.
- Working closely with industry and employer partnerships to ensure learners leave the College with the skills, knowledge and attributes required by employers.

The College works towards the eight Gatsby Benchmarks as a national measure of best practice within the sector, ensuring the careers programme:

### **Provides a stable careers programme- At Petty Pool we are working towards this benchmark by.**

Embedding career development throughout the curriculum offer

- Delivering bespoke sessions including careers week exploring key IAG principles.
- Exploring real life work experience environments to enhance the development of individual resilience and self-confidence.

- Working with Industry Advisors to maintain a current and sustainable curriculum.
- Using feedback from parents/carers and learners to support the annual review of the careers offer.
- Working in partnership with CIAG provider.

### **Evidence.**

- Matrix Standards review.
- Learner and staff information. (posters)
- Links to external Information Advice & Guidance providers.
- Learner Voice/Student Union Board
- Parent/Carer survey.
- CV writing.
- CIAG provider reports.

### **Learns from career and labour market information- At Petty Pool we are working towards this benchmark by.**

- Offering Level 6 career advice that is reflective of national developments in relation to support networks and opportunities within learners' home area.
- Providing support to parents/carers through the Admissions and Transition Team, guiding them to access information, advice, and guidance away from the college setting.
- Working in Partnership with Cheshire College South and West to Anal current LMI data.
- Delivering bespoke sessions exploring key IAG principles.
- Working in partnership with local LEP LMI steering group.

### **Evidence.**

- Admission process.
- Curriculum offer.
- Education, Health and Care Plan (EHCP)/Learning Support Plan (LSP)
- Review minutes.
- Work experience opportunities.
- Destination Data.

### **Addresses the needs of each student- At Petty Pool we are working towards this benchmark by.**

- Embedding career development throughout the curriculum offer.
- Delivering discrete sessions exploring key IAG aspects.
- Offering Level 6 career advice workshops.
- Exploring real life work experience environments to enhance the development of individual resilience and self-confidence.
- Offering Continuing Professional Development (CPD) opportunities for key staff.
- Using feedback from parents/carers and learners to support the annual

review of the careers offer.

### **Evidence.**

- Matrix Standards review.
- Information Advice & Guidance Overview.
- Learner and staff information. (posters)
- Links to external Information Advice & Guidance providers.
- Learner Voice/Student Union Board.
- Parent/ Carer survey.
- CV writing.
- RARPA Portfolios.

### **Links from curriculum learning to careers- At Petty Pool we are working towards this benchmark by.**

- Using current destination data and learner aspirations to inform our curriculum offer.
- Partnering with Industry Advisors ensuring the curriculum offer reflects industry standards – developing a strong core skill set for each of our pathways.
- Delivering bespoke programmes that are reflective of individual needs with a strong discrete and embedded focus on essential skills.
- Providing information that is reflective of a range of possible outcomes post college – paid, voluntary and further education.
- Developing core skills at an individual rate focusing on; E-Safety, Health & Safety, Independence, Teamwork, Equality & Diversity, Raising Aspirations, Building Resilience, Budgeting and Travel Training.

### **Evidence.**

- Curriculum offer.
- EHCP outcomes.
- Learner Evaluations.
- Individual Learning Plans.
- Skill based competitions.
- Pastoral support.
- Learner Voice/ Student Union Board.
- RARPA Portfolios.
- Destination Data.

### **Provides encounters with employers and employees- At Petty Pool we are working towards this benchmark by.**

- Accessing industry standard information, advice and guidance from Industry Advisors, through regular college visits and guest speaking opportunities.
- Accessing a varied range of internal and external work experience opportunities that are reflective of destination data and learner aspirations.

## **Evidence.**

- Individual Work Experience Tracking Documents.
- Review minutes.
- Learner Evaluations.
- Work experience offer.
- CV completion.

## **Provides experiences of workplaces- At Petty Pool we are working towards this benchmark by.**

- Offering workplace visits and shadowing opportunities.
- Enabling learners to develop their own core skill set within their desired employment sector.
- Providing bespoke support within work experience placements.
- Offering a Supported Internship programme.

## **Evidence.**

- Individual Work Experience Tracking Documents.
- Review minutes.
- Learner evaluations.
- Work experience offer.
- CV completion.

## **Provides encounters with further and higher education- At Petty Pool we are working towards this benchmark by.**

- Providing a range of qualification suites within each pathway that enhances learner progress towards industry standards.
- Providing post-college information, advice and guidance to families and external agencies.
- Organising transition visits to explore potential opportunities - meeting new care providers, further educational establishments or working environments.

## **Evidence.**

- Student review minutes.
- Information Advice & Guidance overview.
- Review minutes.
- Transition process.

## **Provides personal guidance- At Petty Pool we are working towards this benchmark by.**

- All students allocated a Personal Tutor and Job Coach.
- Discussions with Industry Advisors.

- Discussions with Job Centre Plus.
- Meetings with CIAG provider.
- Meeting with Employability and Transition Team.

## **Evidence.**

- Seesaw entries.
- Databridge entries.
- Review minutes.
- Individual Work Experience Tracking Documents.
- Work experience offer.
- CV completion.

The operational responsibility for implementing this policy lies with the designated Careers Lead. This policy will be monitored by Senior Management and the designated Careers Lead at appropriate intervals and will be reviewed on a regular basis.

The College recognises under the 'Baker Clause' that it has a statutory duty to ensure learners have access to impartial information, advice and guidance and to promote a range of options to learners when making decisions about their next steps. In doing so, the College works closely with both feeder schools, employers and other providers to meet the demands of this requirement.

The College holds the Matrix Standard, a quality assurance framework formally adopted by the Department for Education as the industry standard for ensuring the quality for delivery for Information, Advice and Guidance services. Providers are assessed against the standard every three years, with continuous improvement checks completed annually.

The College is Committed to ensuring the Careers, Education Information, Advice and Guidance:

- Provides learners with a person-centered, impartial, and confidential service that meets the needs of its learners.
- Provides learners with access to one-to-one Careers Advice and Guidance by a Level 6 qualified external provider during their programme of study.
- Promotes the use and understanding of Labour Market Information (LMI) to learners and their parents/guardians to support career and learning choices.
- Develops robust links between curriculum/pastoral and careers to ensure the careers programme is relevant and meet the needs of the cohort.
- Develops close working relationships with employers and local organisations to ensure that curriculum delivery closely aligns with the skills and demands required by employers and the economy.
- Develops strong relationships with employers and local organisations to provide learners with access to a range of work experience opportunities and contacts.
- Provides a differentiated and personalised offer, ensuring activities are appropriate to learners' stages of career learning, planning and

development.

- Is incorporated into all aspects of teaching, learning and assessment.

### **Designated Responsibilities**

- There will be a member of the College Senior Leadership Team with lead responsibility for Careers, Information, Advice and Guidance. There will be a dedicated qualified careers team with a requirement to update their skills and knowledge annually.
- Senior Leaders will be responsible for ensuring the quality of provision, integrating into current observation practices of Teaching, Learning and Assessment.
- Evaluation of the provision will be the responsibility of the identified Careers Lead within the College Senior Leadership Team, including feedback from Learners, Employers, Parents & Colleagues.
- Learner destinations, retention, achievement and success will be analysed annually in relation to CEIAG.
- Careers, Information, Advice and Guidance workshops will take place to ensure up-to-date current information and practice. This will be chaired by the Director of Enrichment & Partnership and attended by Employment and Transition Manager and designated Job Coaches. Key stakeholders will be invited to these events at appropriate times.

### **Designated Member of Staff with Lead Responsibility**

The Colleges named Careers Leads are the Director of Curriculum & Director of Enrichment and Partnerships, who have overall responsibility for the delivery of Careers Education, Information, Advice and Guidance.

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

- Ensuring the careers programme meets the expectations of the Gatsby Benchmarks.
- Publishing current and accurate information on the College's website.
- Collecting destination data for learners and ensuring that this information is used to support curriculum planning.
- Planning, implementing and quality assuring the careers programme.
- Managing the delivery of careers guidance.
- Ensuring that staff have received appropriate training to their role.
- Providing advice and support to staff on CEIAG.
- Advising the Senior Leadership Team (SLT) on updates policy, guidance and national context for CEIAG.
- Ensuring compliance with the legal requirement to provide independent career guidance.

### **Designated Staff Members**

Staff involved in the planning and delivery of teaching, learning and assessment are responsible for:

- Understanding, promoting and contributing to the careers programme.
- Providing information, advice and guidance to any learner or potential

learner.

- Attending relevant training to maintain currency in their role.
- Supporting learners with their career exploration.
- Recording all known learner destinations centrally.

### **Designated Governor**

The Designated Governor is responsible for:

- Understanding, promoting and contributing to the careers policy.
- Reviewing and challenging the effectiveness of the careers programme.
- Ensuring the careers provision is regularly reviewed at Governor committee.