



Name of Policy:	<b>CEIAG Policy</b>
Last Approved:	September 2022
Approved By:	Standards committee
Due for Review:	September 2025 (3 year minimum)
LT Owner:	Assistant Principal (Student Care, Guidance & Progression)

## 1) Introduction

This policy has been updated in line with the [statutory guidance for FE and Sixth Form Colleges](#) (updated August 2022) and the provisions of the Skills and Post-16 Education Act 2022, which implements measures set out in the Skills for Jobs White Paper.

1.1 The College has high aspirations for all young people, including those with special educational needs (SEN) and disabilities. All students should receive independent and impartial advice about all the education, training and employment opportunities on offer, including specialist provision. Any students (including those with SEN or disabilities) requiring additional careers support will be referred by Academic Support to the Careers and Employability office for one-to-one guidance.

1.2 The College endeavours to follow best practice from the careers profession including the Careers Development Institute's Careers Development Framework, guidance from the Careers and Enterprise Company, and the eight [Gatsby Benchmarks](#). Progress on the Benchmarks is reported through termly Compass returns and discussed with the College's Enterprise Co-ordinator and Enterprise Advisers.

1.3 This policy will be reviewed every 3 years. Each year a self-assessment review is completed where the effectiveness of the guidelines is reviewed in discussion with senior managers and by governors. The Governing Board will contain a designated role with responsibility for scrutinising careers and progression guidance.

1.4 The College has been awarded the Quality in Careers Standard and will seek to maintain this as necessary.

## 2) Outcomes for students

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education

## 8. Personal guidance

2.1 Students are entitled to careers education, information, advice and guidance which is inspirational, meets professional standards of practice, is delivered by trained staff, which is student-centred, impartial and confidential. Parents/carers are entitled to receive information and support advice in their capacity of supporting students to make well-informed realistic decisions. The careers education, information, advice and guidance available to students will raise aspirations, challenge stereotyping and promote equality and diversity.

2.2 All students should leave college, following the successful completion of their Study Programme, with confidence regarding their next steps and with a recorded plan for the future. Every student has a [Unifrog](#) account, the College's careers platform, and can use this to create destination plans and shortlist universities and apprenticeships. Students should feel equipped for life in contemporary Britain and to be adaptable to a rapidly changing world.

2.3 The College has a duty to notify local authorities, or the service provider of the local authority, whenever a 16 or 17 year old leaves an education before completion.

2.4 The College will provide employer encounters, experience of the world of work through employer and workplace visits, a clear view of the labour market, and a good understanding of progression routes which will inspire students and help them understand where their choices will take them in the future. In addition, the College will encourage and facilitate all students to secure meaningful work experience.

2.5 The College aims to ensure that students understand that self-employment or setting up their own business is one of the options open to them. The College aims to develop an enterprising culture to help students obtain the skills needed to succeed in self-employment, closely linked to the development of employability skills such as those set out in the [Skills Builder Framework](#).

2.6 The College will ensure that all students have access to and are taking advantage of a varied progression programme, delivered in group sessions and through Unifrog, the College's VLE, and a range of other external online resources. This programme includes coverage and experience of:

- Vocational and academic routes
- Employability Skills
- 'Green Jobs'
- Traineeships and apprenticeships, including higher apprenticeships
- Further, higher, and postgraduate study
- Work experience
- Work and study abroad
- Volunteering
- Supported internships and sustainable employment.

2.7 A successful careers guidance programme will be reflected in higher numbers of learners identifying and progressing to positive destinations such as higher apprenticeships, higher education or employment. Destination measures are published in performance tables on gov.uk. The college will include these measures in self-assessment, as well as in year monitoring.

### 3) Policy Implementation

3.1 Governance: To achieve the objectives of this policy, the College ensures the governing body is actively involved in shaping careers policy and strategy through the Standards Committee, with ultimate responsibility resting with the Assistant Principal (Student Care, Guidance and Progression).

3.2 Leadership: The Assistant Principal has **strategic** leadership responsibilities for careers education, information, advice and guidance. The Careers and Employability Lead has **operational** leadership responsibilities for careers education, information, advice and guidance. The Careers and Employability Lead is the College's named **Careers Leader**.

3.3 Management: The Assistant Principal (Student Care, Guidance and Progression) manages the work of the Directors of Student Care, Guidance and Progression and the Careers and Employability Lead. The Careers and Employability Lead coordinates the CEIAG programme. The Careers and Employability Lead works closely with the Senior Guidance Team and the Progress Coaches to ensure that the programme is integrated into the Study Programme options for students.

3.4 Staffing: All teaching, guidance and progression staff contribute to careers education, information, advice and guidance. Group sessions and face to face conversations are facilitated by Progress Coaches who are either trained to Level 4 in CEIAG or are in the process of completing the training. The careers education, information, advice and guidance programme is planned, monitored and evaluated by the Careers and Employability Lead. Administrative support is provided by the Careers Assistant.

3.5 Careers Programme is updated every year, and is planned to support the various stages of the student lifecycle at Long Road, with activities and events timed to support self-awareness, opportunity awareness, decision-making and transitions into HE or employment. The programme includes post-18 choice and opportunity awareness sessions, careers events, LMI, progression guidance activities (e.g. visiting speakers), employability knowledge, skills and behaviours development (e.g. skills workshops, WEX, live briefs, or trips to employers), information and guided independent research using online tools and Careers SharePoint.

3.6 Curriculum: careers activities are embedded in the subject curriculum, including subject-related career awareness sessions, expert visiting speakers, University taster lectures, employer visits, and opportunities for work-related learning (as part of the teaching schedule or by individual arrangement). Where appropriate curriculum areas work with employers on curriculum and/or assessment design, materials and linked examples (including live briefs).

3.7 CEIAG forms a core part of the College's progress coaching, with students leading the reviews on their progression aims and the Progress Coaches helping to identify appropriate activities and experiences to supplement their qualification aim and increase their employability chances. CEIAG is embedded in weekly tutorials delivered to all Year 1 students and to Year 2 students in 'ADVance' sessions. CEIAG is also delivered through focused events e.g., Higher Education & Higher Apprenticeships Fair and Volunteering Fair. The Careers and Employability Lead works closely with the Careers Assistant to provide support and opportunities for students seeking to develop employability skills and source internships. The College's enrichment programme is promoted as a way for students to further develop their transferable and employability skills. Students are actively involved in the evaluation of activities and are encouraged to record this on Unifrog as part of their ILP.

3.8 Careers Guidance: Progress Coaches, Directors of Student Care, Guidance, and Progression, Academic Support staff, and teachers can refer students to the Careers and Progression

Office for one-to-one careers guidance of at least 45 minutes. Students will also be able to book shorter drop-in sessions directly with the Careers and Progression Office.

**3.9 Partnerships:** the Careers and Employability Lead supports course teams/departments to develop links with local further education colleges and a variety of universities. Strategic links with local employers such as ARM, the Police, Astra Zeneca, TWI and Cambridge University Hospitals aim to introduce our students to the region's global industries and local labour market opportunities. These links are critical to building the college's presence in the world of work and helping to provide our students with real life experience.

**3.9 Level 2:** Students on Level 2 programmes, particularly those from less-advantaged backgrounds, will receive additional support either sourced internally or from external partners. In 2022-23, this will take the form of additional funded one-to-one careers guidance and CV and Mock Interview workshops provided by the Regions of Learning Programme through Form the Future. The objective is to maximise their chances of progression onto Level 3 programmes and to increase social mobility by providing careers guidance tailored to the needs of each individual student. Our aim is to identify students who are at risk of not progressing as soon as possible and to use Unifrog to target additional intervention and resources to that group.

**3.10 Resources:** funding is allocated as part of the annual budget planning process, in the context of College-wide strategic priorities and taking into account the particular needs of the CEIAG programme. The Careers and Employability Lead is responsible for identifying the effective deployment of resources, with the Assistant Principal. There is an annual budget for careers education, information, advice and guidance.

- 3.11 **Staff Development:** staff training needs are identified via the annual self-assessment process and annual staff performance review and development (PRD).
- 3.12 **Monitoring, Review and Evaluation:** the self-assessment report, including the quality improvement plan, is reviewed with SLT annually. It incorporates a review of the progression, including statistical analysis of destinations and UCAS.

Associated college policies: Work experience policy.