

Name of Policy:	<b>CEIAG Policy</b>
Last Approved:	July 2017
Approved By:	SLT
Due for Review:	July 2018
SMT Owner:	Vice Principal (Curriculum and Guidance)

## 1 Introduction

This policy has been updated in line with the Government Careers Strategy <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents> and the guidance for FE and Sixth Form Colleges, updated February 2018 <https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

Associated college policies: Work experience policy.

1.1 The College has high aspirations for all young people, including those with special educational needs (SEN) and disabilities. We aim to raise the career aspirations of students with SEN or disabilities, broadening their employment horizons and supporting them in preparing for the next phase of education or training and beyond into adult life. Students with SEN or disabilities should receive independent and impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision.

1.4 The College endeavours to follow best practice guidance from the careers profession and other expert bodies such as the Careers Development Institute, Ofsted and government departments, and independent reports such as the 'Gatsby Review' of April 2014.

1.5 This policy will be reviewed on an annual basis. Each year a self-assessment review is completed where the effectiveness of the guidelines are 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.

1.6 Benchmarks will be taken from Sir John Holman's 'Good Career Guidance' <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance> and the Compass self-evaluation tool.

1.7 The College will demonstrate external quality assurance through the matrix standard award scheme.

## 2 Outcomes for students

The eight Gatsby benchmarks of Good Career Guidance

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 stereo-typing 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. Students should feel equipped for life in modern Britain and to be adaptable to a rapidly changing world. 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.

2.3 The College aims to provide direct experience of the world of work, 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.

2.4 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.

2.5 The College will ensure that all students have access to and are taking advantage of a varied progression programme, delivered in group sessions and online via the VLE. This programme includes coverage and experience of:

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

2.6 A successful careers guidance programme will be reflected in higher numbers of learners progressing to positive destinations such as apprenticeships, technical routes, 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 Management: The Head of Progression coordinates the CEIAG programme. The Head of Progression works closely with the Senior Guidance Team to ensure that the programme is integrated into the Study Programme options for students.

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 a Vice-Principal (Curriculum and Guidance).

3.2 The Vice Principal (C&G) manages the work of the Head of Progression and the Heads of Studies.

3.3 Staffing: All staff contribute to careers education, information, advice and guidance. Group sessions and face to face conversations are facilitated by Progress Coaches who are trained to Level 4 in CEIAG. The careers education, information, advice and guidance programme is planned, monitored and evaluated by the Head of Progression and, where appropriate, by the Study Programme Group. Administrative support is available from the VP's Administrative Assistant.

3.4 Curriculum: the careers programme includes progression awareness sessions, progression guidance activities (eg visiting speakers, trips to employers), information and research on Careers Moodle, opportunity for work-related learning via curriculum subjects (as part of the teaching schedule or by individual arrangement). Where appropriate curriculum areas will work with employers on curriculum design, materials or linked activities (for example real life briefs).

3.5 CEIAG is 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. Other focussed events such as a HE & Higher Apprenticeships Fair and volunteering fair, are provided at different times of the year. The Head of Progression works closely with the Work Experience Co-ordinator 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 skills. Students are actively involved in the evaluation of activities and are encouraged to record this on ProPortal as part of their ILP.

3.6 Partnerships: Links exist between course teams/departments and local further education colleges and universities; for example the University of Lincoln, and ARU. Employer links with local and national companies such as ARM, the Police, Astra Zenica, TWI and Addenbrookes are critical to building the college's presence in the world of work and helping to provide our students with real life experience. The College also considers the CEIAG received by students before enrolling at College, staff will work through partnerships such as CASSA and CAP to ensure that advice and guidance is consistent and age appropriate. Where external providers, for example the CEC, are used to support independent advice and guidance, they will adhere to the college's principles of equality and inclusion. Any activities provided by third parties will be subject to the college's policies on safeguarding students.

3.7 Resources: funding is allocated as part of the annual budget planning process, in the context of College-wide priorities and taking into account the particular needs of the careers education, information, advice and guidance programme. The Head of Progression is

responsible for identifying the effective deployment of resources, with the Vice Principal. There is an annual budget for careers education, information, advice and guidance.

3.8 Staff Development: staff training needs are identified via the annual self-assessment process and annual staff appraisals.

3.9 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.