



**College of
West Anglia**

**Policy for Careers Education,
Information, Advice and Guidance
(CIEAG)**

This policy aims to ensure all students receive high quality and impartial careers education, information, advice and guidance.

Assistant Principal, Student Services

01st February 2023

1. Introduction

The College of West Anglia is committed to ensuring our potential, current and former students receive high quality and impartial career education, information, advice and guidance (CEIAG) to support and inform effective decision-making about careers, employment and further study, based on their skills, interests and abilities. Our whole college approach enables curriculum and support staff to embed CEIAG in all aspects of the student's experience, which allows them to make informed decisions regarding their next steps and future career plans by creating and exploring opportunities.

High-quality careers provision contributes to raising aspirations, improving attendance and motivation, as well as providing the opportunity for students to gain the employability skills required for employment. This will be provided through a variety of means and at a time that is suitable to them.

Related Policies

CEIAG is underpinned by a range of CWA policies and procedures, including the Career Strategy, Teaching, Learning & Assessment Strategy, Work Experience Policy, Equality, Diversity and Inclusion, Safeguarding.

Our approach and policy are also informed by relevant statutory and non-statutory guidance including:

- Good Careers Guidance - The Gatsby Foundation 2013
- Careers Strategy: Making the Most of Everyone's Skills and Talents – DfE December 2017
- CDI's Framework for Careers, Employability and Enterprise Education 2020
- Skills for Jobs: Lifelong learning opportunities and Growth 2021
- Careers Guidance and Access for Education and Training Providers 2021 & 2023

Description of CWA

The College of West Anglia is a large general further education college serving a predominantly rural catchment area in Norfolk and Cambridgeshire, providing programmes in all 15 Sector Subject Areas (SSAs). The main teaching sites include King's Lynn, Wisbech and Cambridge (Milton). Just under 75% of all full-time students live in the West Norfolk and Fenland area.

The proportion of school pupils reaching five or more GCSEs at 9- 4 including English and mathematics in West Norfolk and Fenland is below the national average. A far smaller proportion of the local population is educated to levels 3 and 4 than nationally. Around 37% of the workforce in Norfolk and Cambridgeshire are educated to NVQ level 4, in contrast to 43% across the rest of the UK. Skill levels are markedly lower in Fenland and West Norfolk.

The proportion of students with Special Educational Needs and Disabilities (SEND) is above national averages. Additionally, the proportion of students who need to achieve basic skills in English and maths is 10% above similar providers nationally.

2. Aims of the Policy

The aims of our CEIAG policy are to:

- Broaden students' horizons and empower them to make informed and realistic decisions about their personal career goals.
- Help prepare students for the workplace by providing clear understanding of employability skills and meaningful work experience to support them to achieve positive employment destinations.

- Deliver CEIAG which meets with standards as outlined in government legislation, national statutory and non-statutory guidance, and the Matrix accreditation standards
- Support inclusion, challenge stereotypical thinking, and promote equality of opportunity whilst assisting students to build on their career development skills.

This will be achieved by:

- Responding to the individual needs of each learner in a supportive and confidential manner.
- Providing good quality, comprehensive and impartial information and advice to raise awareness of educational, training and employment opportunities.
- Raising aspirations and challenging expectations and stereotypical thought processes through teaching and learning, role modelling, discussion and work placement opportunities.
- Developing and delivering a curriculum and associated provision which is aligned to the needs of students and labour market demands of the local community and beyond.
- Enhancing the students' experience and knowledge of digital technology to support their applications for education and employment.

3. CEIAG Provision

CEIAG is delivered in a variety of ways at different points of the student journey. The following are key aspects of our provision:

- Provide an educational experience for students which will encourage and enable them to recognise and develop their career management skills (CDI 2021)
- Staff ensure that careers-related learning is embedded in their teaching and, where appropriate, will use LMI to inform their work and student learning.
- All students on Study Programmes participate in a careers & employability-focused tutorial programme.
- Many of our vocational qualifications have an employability-related unit as part of the study programme, which is formally assessed and contributes to a student's overall grades.
- Student progression towards achieving their vocational qualifications is reviewed regularly throughout the academic year by course directors and recorded on the student portal.
- Students are provided with CEIAG which meets professional standards of practice and which is person-centred, impartial, and confidential (except where a safeguarding concern exists).
- All full-time students are supported to achieve a meaningful work experience placement as part of their study programme.
- Employers, aspirational guest speakers, university representatives and alumni are invited in to speak with students at various times in the academic year to enhance teaching and learning and inform about opportunities available to students.
- High needs learners are provided, where required, with additional support to ensure they can access CEIAG opportunities to help them realise their potential.

- Teaching and support staff maintain CPD related to their own professional development to ensure CEIAG is current and relevant for the students and linked to LMI.

Methodology

All students are made aware of our expectations of them to be actively involved in and take ownership of their progression planning and career development.

Target setting of expected and aspirational final grades are shared with the students to support them to achieve their full potential and raise aspirations.

Decision-making processes are supported through individual and group discussions. Staff encourage the development of team working, research and information-sharing skills within the classroom and work placement settings.

Through the tutorial programme, students are encouraged to challenge beliefs, values and stereotypical thinking and adopt safe and healthy approaches as a preparation for good career choices.

Student feedback on the effectiveness of the CEIAG curriculum is gained through student voice, student governors, focus groups and surveys.

Assessment, Recording and Reporting

Student progress, meetings and experiences throughout the academic year are recorded on the Personal Development Plan.

Gradebook is used to record summative assessments.

Information & Resources

Vocational and careers-related books and materials are available for students and staff in our learning resource centres and online in the careers section of LEARN.

Additional funding for employer visits, visiting speakers and outreach events to universities can be provided through the NEACO project and faculty budgets.

Display boards in faculty areas include posters and other materials linked to careers, LMI, work placement and Gatsby Benchmarks.

Advice and Guidance

All potential students can access impartial CEIAG at open days or by making contact through a dedicated career team email address / telephone. Individual needs are addressed through remote or face to face meetings.

All potential students are interviewed prior to being offered a place on their course of study. Their motivation and interest for this choice will be explored to ensure their decisions fit within their career plan, and that the career plan is of their choosing based on their own skills and qualities.

All CWA students are made aware of how they can access CEIAG at a time that suits their needs. This includes one-to-one sessions with the work placement and careers co-ordinators, the careers team or the higher education champion.

Student progress is regularly monitored throughout the academic year. If additional IAG is required, the course director will signpost the student to the relevant team to provide support.

All students requiring additional CEIAG personal guidance have the opportunity to meet with a level 6 careers advisor or can be referred to the National Career Service helpline.

Students who are unsure about their next steps decisions regarding continuing in education, training or gaining meaningful employment are provided with additional support.

Staff Development

All staff have an annual appraisal which includes a review of training needs for the coming year.

A cross-college careers working group meets regularly and support the dissemination of information to colleagues regarding the careers agenda.

There are a range of opportunities (e.g. training days, golden hours, etc) for staff to focus on the requirements of the careers agenda and embedding careers in the curriculum.

4. Role of Careers Leader

Lead on the development of strategy and implementing the delivery of the college's programme of career advice and guidance.

Raise awareness amongst staff of their contribution to the careers programme and agree the overall aims, objectives and priorities, which are based on DfE statutory guidance.

In conjunction with the assistant principal student services, hold termly meetings with key staff to ensure a cross college approach to CEIAG is maintained.

Direct and oversee the work placement and career co-ordinator team, supporting them to embed the Gatsby Benchmarks within their curriculum area, and ensuring all students receive their entitlement of work placement hours and a minimum of two CEIAG interviews within an academic year.

Ensure the destinations of CWA students are tracked and reported effectively to contribute to the development of the curriculum offer and the CEIAG programme.

Monitor, review and evaluate the career programme, including the use of outside organisations, and students' responses to the programme.

Ensure that the CWA website is kept up to date with careers IAG, including information for parents and employers.

Attend relevant training and network meetings and liaise with external partners and employers to support the ongoing development of our CEIAG programme.

5. Handling Sensitive and Controversial Issues

The nature of CEIAG means that sensitive or controversial information may arise during a careers IAG session. All staff are aware of their safeguarding responsibilities and how to handle and report any disclosure.

When a careers IAG session takes place, the adviser will introduce the session and state the objectives so the intended outcomes are clear.

If any information is shared by the student that is deemed to be of a safeguarding nature, the adviser will stop the careers interview and will follow the safeguarding policy. This will include informing the student of the potential need to share the information with a designated safeguarding officer.

6. Partnership Working

A key part of our CEIAG provision is working in partnership with many local employers, who support students by providing work experience placements. Some employers will speak with whole cohorts regarding employability skills and career opportunities.

Other examples of partnership working include: LEP, university outreach teams, West Norfolk Careers Networking Forum, NEACO. Where relevant, appropriate data sharing arrangements are in place. All employers providing work experience placements undergo a risk assessment and safeguarding responsibilities are clarified at this stage.

7. Monitoring, Review and Evaluation

The service is reviewed and evaluated in a number of ways including:

- Learner voice and student governor feedback, course evaluation surveys
- Feedback from student focus groups
- Feedback from staff via the careers working group and curriculum meetings students.
- Completion of the COMPASS tool at least annually to monitor and assess progress against the Gatsby Benchmarks
- Maintenance of Matrix standards for IAG
- Annual self-assessment report (SAR) for careers and destinations
- Learning walks provide feedback on how CEIAG is embedded and delivered in the curriculum. This is reviewed via internal quality processes and contributes to teachers' personal development plans.
- Student destinations are tracked annually and analysed to inform curriculum development and the CEIAG programme.
- All one-to-one CEIAG sessions are recorded on the student's PDP. Students are asked to provide feedback about the quality of their one-to-one meetings with their WPC and the careers team. Feedback is reviewed by the careers and destinations manager.
- Curriculum teams and the WPC arrange for guest speakers to attend college to speak with students. Students are asked to provide verbal feedback on the value of the talk/event.

Quality Standards

The Compass Tool is used for audit purposes by SMT, Careers Governor & Careers Lead once a year as a minimum.

Working towards achieving Quality in Careers Standards. The Careers Working Group will audit changes and develops on a termly basis.

Assistant Principal and Careers and Destinations Manager will provide regular updates to the Governing Body.

8. Consultation, Dissemination & Review

This policy will be reviewed (at least) annually by SMT, careers governor, careers leader and the careers working group.

The policy will be available on staff intranet for all staff to refer to as required and on the CWA website for students, parents and other stakeholders.

Responsibility for the implementation of CEIAG policy

Assistant Principal Student Services	Ensure the policy is reviewed and updated annually and approved by governors. Update SMT / governors regarding CEIAG provision and progress being made towards achieving the CEIAG agenda/quality standards. Ensure that the college meets the requirements of the Careers Quality Standards.
Careers Link Governor	Advise and support the career lead on the development of policy. Hold career lead and SMT to account regarding CEIAG provision. Keep governors up to date on progress and developments with the careers agenda
Careers and Destinations Manager	Act as the CWA Careers lead. This involves planning, implementing and quality assuring a careers programme for the college; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of academic and support staff.
Work placement & Careers Coordinators	Provide their cohort of students a minimum of two career interviews per academic year, including one in the autumn term to ensure they are on the right study programme to meet their career aspirations, and one in the summer term to review next step options in preparation for destination data gathering. Support each learner to undertake meaningful work experience during their course.
Careers Team / Higher Education Champion	Ensure all students are aware of the careers team and the service on offer. Provide impartial CEIAG to students on an individual or group basis as required.

	Provide career club provision for current students and careers clinic (one evening per month) for local community. Arrange guest speakers linked to NEACO project.
Heads of Faculty & Programme Managers	Ensure their staff are aware of their responsibilities and are contributing appropriately to the CEIAG provision and policy. Oversee the implementation of this policy within their faculties.
Learning Experience Manager	Ensure careers and employability are embedded within the tutorial programme and ensure suitable CEIAG resources are made available for staff across all campuses to deliver careers education. Responsible for collecting and collating student views on CEIAG provision via student voice activities and reporting this information to relevant staff.
Quality Coordinator	Ensures that the policy is written within the correct format, meets the requirements of CWA and remains current. Collate reports from learning walks
Teaching Staff	Know their responsibilities and expectations of delivering to the CEIAG policy. Remain up to date with professional advances within their areas of expertise through CPD.
Support Staff	Know and understand CEIAG policy and refer students as appropriate for IAG.
Additional Learning Support Manager	Understand the role of additional learning support staff in meeting the careers agenda for their students. Ensuring career IAG forms part of the EHCP review.
Students	Participate appropriately in their study programme, attend CEIAG meetings and take ownership for their own career development and employability skills
Parents/Carers	Support their child to recognise their skills and qualities linked to career choices. Encourage them to seek additional support as required.

Definitions of terms used in the policy

Careers Education - is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work-experience and other forms of work-related learning.

Careers information - is the provision of information and resources about courses, occupations and career paths.

Careers advice - is more in-depth explanation of information and how to access and use information.

Careers guidance - or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career (Education Committee 2013)

NEACO - Network for East Anglian Collaborative Outreach. A regional project that targets students who have little or no experience of university to explore the possibilities and benefits that higher education could have on the student's career prospects.

Matrix - quality standard for organisations seeking to assess and measure their information, advice and guidance services (IAG) in a learning or work setting.

LMI - Labour Market Information. refers to any relevant information about the current state of the jobs market. LMI can include information on, for example, the industries and businesses that operate in a certain location, the types of jobs that exist and what they involve, and the demand and supply of labour for those

