

| | | |
|--|---|--|
| Policy/Procedure Title | CWP001 CEIAG Policy | |
| Review Cycle (*Please specify) | 1 year | |
| Responsible Department | Work placement & Careers | |
| Procedure *Owner (*Overall responsibility) | Assistant Principal Student Services | |
| Responsible *Person (if different to above) *responsibility for communicating changes and staff training where appropriate | Head of Careers and Destinations | |
| Types of provision this procedure applies to: (delete as appropriate) | 14-16 Study Programmes 19+ Apprenticeships Higher Education | |
| Revision Record | | |
| Rev. No. | Date of Issue | Details and purpose of Revision: |
| 1 | 01/02/2023 | Updated to reflect statutory guidance |
| 2 | 15/02/24 | Updated to include OU policy and compliance feedback |
| 3 | 15/10/25 | Updated & removal of OU policy and compliance feedback |
| 4 | 16/02/26 | Reviewed and updated |

Equality Impact Assessment

Whenever a policy is reviewed or changed, its impact assessment also must be updated. The Equality Act 2010 seeks to simplify discrimination law and introduced statutory duties to promote equality whereby The College of West Anglia must, in the exercise of its functions, pay due regard to the need to promote equality in relation to the protected characteristics.

Could any staff or students be adversely impacted by this policy/process? If yes give details and how this will be mitigated: No

| Date: | Action and Monitoring: |
|-------|------------------------|
| | |
| | |
| | |

E, D & I Statement

Policy Number:

Version Number:

Last Reviewed:

This procedure has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment., Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual Orientation and Disability. We will continue to monitor this procedure to ensure that it allows equal access and does not discriminate against any individual or group of people.

Contents

| | |
|--|---|
| 1 Policy Statement | 4 |
| 2. Purpose | 4 |
| 3. Scope | 4 |
| 4. Statutory and Quality Frameworks | 4 |
| Related CWA policies..... | 5 |
| 5. Definitions | 5 |
| 6 Aims of the Policy: | 6 |
| 8 Address the needs of each learner/Personal Guidance | 7 |
| 9. Vulnerable Learners & SEND | 7 |
| 10 Provider Access (Baker Clause Compliance) | 7 |
| 11. Employer Engagement | 7 |
| 12. Roles & Responsibilities | 8 |
| Senior Management Team | 8 |
| Head of Careers & Destinations | 8 |
| Careers Coordinator | 8 |
| • Deliver professional, impartial guidance | 8 |
| • Support WPCG with career activities and guest speakers | 8 |
| • Maintain up to date understanding of CEIAG provision across college | 8 |
| • Maintain Level 6 qualification and CPD..... | 8 |
| Work Placement & Career Coordinators | 8 |
| • Coordinate meaningful work experience and Industry placements | 8 |
| • Encourage reflection of learning linked to work experience | 8 |
| • Develop and maintain employer partnerships, guest speakers, career events/fairs..... | 8 |
| • Engage in destination data collection..... | 8 |
| • Provide CEIAG as part of next steps process | 8 |
| Curriculum teams | 8 |
| Governing Body | 8 |
| 13. Monitoring and Evaluation | 8 |
| 14. Data Protection | 9 |
| 15. Policy Review | 9 |

1 Policy Statement

1.1. The College of West Anglia (CWA) is committed to providing potential, current and former learners with high-quality, impartial careers education, information, advice and guidance (CEIAG). Our aim is to empower individuals to make informed and effective decisions about their future career pathways, employment opportunities and further study, based on their skills, interests and aspirations.

We take a whole-college approach, ensuring that both curriculum and support teams embed CEIAG throughout every aspect of the learners' experience. This integrated model enables learners to explore opportunities, understand their options and confidently plan their next steps.

High-quality careers provision plays a vital role in raising aspirations, improving attendance and motivation, and equipping learners with the employability skills needed for successful progression into the workplace. Our support is delivered through a variety of accessible methods, ensuring learners receive timely and appropriate guidance to meet their individual needs.

2. Purpose

2.1 This policy outlines CWA's approach to the design, delivery and quality assurance of CEIAG. It ensures that provision:

- Is inclusive, impartial, and accessible to all learners
- Complies with statutory and regulatory frameworks
- Supports positive destinations and long-term career development
- Responds to labour market needs and employer demand
- Embeds a whole-college approach to careers education

3. Scope

This policy applies to:

- All enrolled learners (full-time, part-time, apprentices, and adult learners)
- All staff delivering or supporting CEIAG
- External providers including employers, universities, and training organisations
- Potential and alumni learners

4. Statutory and Quality Frameworks

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

- [Careers guidance and access for education and training providers – GOV.UK](#)
- [CDI Framework - Career Development Institute](#)
- [Careers Impact Maturity Model - FE.pdf](#)
- [Gatsby Benchmarks | Good Career Guidance | Gatsby Education](#)
- [Post-16 Education and Skills white paper Accessible Version.pdf](#)
- [Skills and Post-16 Education Act 2022](#)
- [Main home - The matrix Standard](#)
- [Further education and skills inspection: toolkit, operating guides and information - GOV.UK](#)

Related CWA policies

- [Equality Diversity and Inclusion EDI Policy and Single Equality Scheme.pdf](#)
- [External Speaker Policy.pdf](#)
- [Safeguarding Child and Vulnerable Adult Protection Policy 2025.pdf](#)
- [Student Behaviour Policy.pdf](#)
- [Strategic Plan 2025 2028 - Final.pdf](#)

5. Definitions

| | |
|----------------------------------|---|
| Careers advice | more in-depth explanation of information and how to access and use information. |
| Careers Education | 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 guidance | or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career |
| Career Impact Maturity Model | The Career Impact Maturity Model is a structured framework created by The Careers & Enterprise Company (CEC) to help schools, colleges and specialist settings evaluate and improve the quality and impact of their careers provision. It outlines what effective careers leadership and delivery look like at different stages of development. |
| Careers information | is the provision of information and resources about courses, occupations and career paths. |
| Compass tool | This is an audit tool, that quickly and easily helps schools and colleges to evaluate their careers activity against the eight benchmarks of best practice – known as the Gatsby Benchmarks. |
| Gatsby Benchmarks | define what world class careers provision in education looks like and provides a clear framework for organising the provision in schools and colleges. |
| Gradebook | Allows teaching teams to track student progress on their course of study |
| Labour Market Information (LMI). | is a useful tool to help research future jobs in the local area, understand the skills needed for certain roles and the demand for future employment. |
| Matrix | quality standard for organisations seeking to assess and measure their information, advice and |

| | |
|--|---|
| | guidance services (IAG) in a learning or work setting. |
| Network for East Anglian Collaborative Outreach (neaco). | 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. |
| Personal development plan (PDP) | provides up to date information on students' progress throughout the academic year and is updated by the course teaching team. |
| LEARN | CWA's learning platform which provides students with resources linked to their studies and further relevant information to support their studies. |
| Learning walks | Walks conducted by a team who will focus on a theme selected by the faculty area and/or area performance reviews. These are conducted by staff who have completed the learning walk training. |
| Study Programmes | Study programmes are programmes of learning for 16 to 19 year olds, or 16 to 25 year olds where the student has an Education, Health and Care plan (EHCP). |

6 Aims of the Policy:

- Ensure all learners have access to timely impartial information, advice and guidance to enable them to make informed and realistic decisions about their personal career goals.
- Help prepare learners for the workplace by providing clear understanding of employability skills and meaningful work experience to support them to achieve positive employment destinations.
- Support inclusion, challenge stereotypical thinking, and promote equality of opportunity

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.
- Developing and delivering a curriculum and associated provision which is aligned to the needs of learners and labour market demands of the local community and beyond.
- Enhancing the learners experience and knowledge of digital technology to
- support their applications for education and employment.

7. Careers Provision

- Ensuring all staff embed careers-related learning within their teaching and, where appropriate, draw on labour market information (LMI) to support curriculum planning and student understanding.

- Providing all students on Study Programmes with a structured tutorial programme focused on careers and employability.
- Incorporating employability-focused units within many vocational qualifications, which are formally assessed and contribute to students' overall grades.
- Regularly reviewing learners' progress towards their vocational qualifications throughout the year, with updates recorded on the student portal by course directors.
- Delivering CEIAG that meets professional standards, is person-centred, impartial and confidential, except in circumstances where safeguarding concerns arise.
- Supporting all full-time students to secure a meaningful work experience placement as part of their study programme.
- Enhancing learning through visits from employers, inspirational speakers, university representatives and alumni, who share insights and highlight available opportunities.
- Providing additional, tailored support for high-needs learners to ensure they can fully access CEIAG opportunities and work towards achieving their aspirations.

8 Address the needs of each learner/Personal Guidance

All learners will:

- Receive at least one 1:1 CEIAG meeting during each programme of study
- Be able to self-refer for additional guidance
- Have guidance recorded on the college's careers management system

9. Vulnerable Learners & SEND

The college ensures inclusive CEIAG by:

- Providing targeted support for SEND, care-experienced, young carers, ESOL and adult learners
- Aligning guidance to EHCP outcomes and transition planning
- Working with parents/carers and external agencies

10 Provider Access (Baker Clause Compliance)

The college will ensure:

- FE colleges, universities, training providers and employers can access learners to promote technical, vocational and academic pathways
- All visiting providers are treated equally and opportunities are publicised to learners

11. Employer Engagement

The college commits to building strong partnerships with employers to provide:

- Work experience and industry placements
- Mock interviews, CV support, masterclasses and workplace visits
- Employer involvement in curriculum design and delivery
- Industry insight aligned with local and regional labour-market needs

12. Roles & Responsibilities

Senior Management Team

- Provide strategic oversight and resourcing
- Ensure policy compliance

Head of Careers & Destinations

- Lead and evaluate the careers programme
- Manage WPCC, Careers Coordinator and Higher Education Champion
- Meet termly with careers governor
- Report annually to governors

Careers Coordinator

- Deliver professional, impartial guidance
- Support WPCC with career activities and guest speakers
- Maintain up to date understanding of CEIAG provision across college
- Maintain Level 6 qualification and CPD

Work Placement & Career Coordinators

- Coordinate meaningful work experience and Industry placements
- Encourage reflection of learning linked to work experience
- Develop and maintain employer partnerships, guest speakers, career events/fairs
- Engage in destination data collection
- Provide CEIAG as part of next steps process

Curriculum teams

- Embed careers learning into study programmes
- Support employer and provider encounters
- Monitor learner progress against targets

Governing Body

- Monitor statutory compliance and impact
- Review annual reports on destinations and careers quality

13. Monitoring and Evaluation

The college will:

- Use compass to measure Gatsby Benchmark progress
- Gather feedback from learners, employers, staff and partners
- Track learner progression and destinations
- Review the careers programme annually

14. Data Protection

All careers records, guidance notes and destination data will be stored in line with the college's Data Protection Policy and GDPR requirements.

15. Policy Review

This policy will be reviewed annually by the Head of Careers & Destinations and approved by the governing body.