



CEIAG Policy

Date ratified: November 2024

Date policy to be reviewed: November 2026

Committee responsible for policy: Board of Governors

Geraldine Kelly – Chair of the Board of Governors

Geraldine Kelly

Review No.	Date	Summary of Changes	Reviewer
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This policy should be read in conjunction with the associated policies, including: OTLA and Equalities Policies and Provider Access Policy

Good careers guidance is distinctive to the needs of individual learners so the college's overall strategy is shaped accordingly. Colleges are expected to work in partnership with local employers and other education and training providers such as colleges, universities, and apprenticeship providers. This will ensure that young people can benefit from direct, motivating, and exciting experiences of the world of work to inform decisions about future education and training options.

1. INTRODUCTION

1.1 This policy document sets out the college's aims, principles, and strategies for the delivery of Career Education Information Advice & Guidance (CEIAG).

1.2 This policy was developed in the Autumn Term 2018 and updated considering current legislation September 2022, January 2023 and November 2024

1.3 The implementation of this policy is the responsibility of all teaching and non-teaching staff.

2. THE NATURE OF CEIAG

2.1 Careers Education Information Advice & Guidance (CEIAG) is specifically aimed at enabling the learner to make well informed and realistic decisions about their future opportunities. It is provided through a progressive, differentiated programme that is an integral part of the wider curriculum, and will support inclusion, challenge stereotyping, and promote equality of opportunity. The career preparation of learners is important not only to learners themselves but also to their families, to employers, to Government, to the tax-payer and to the economic prosperity of the country. These various stakeholders are entitled to expect that the provision of CEG is quality assured with the same rigour as other aspects of academic provision. The Ridge Employability College (TREC) believes that good quality, objective Careers Education and Guidance can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and through their adult lives. Careers Education and Guidance is viewed as an integral part of college life and learners have access to a named careers advisor that are in college on a weekly basis for bespoke 1:1 discussion prior to the learner's Annual Review. As part of the curriculum some teachers deliver PSD and PHSE lessons dedicated to Careers. Teachers and teaching support staff are all expected to play a role in helping learners to make well informed realistic decisions about future study and employment.

2.1 Careers Education Information Advice & Guidance (CEIAG) aims to provide learners with a variety of opportunities and experiences in a range of activities. TREC aim to provide a range of learning possibilities and specialist visits to give learners opportunities that they may not otherwise experience.

3. ENTITLEMENT.

3.1 The Colleges White Paper 2010, updated April 2012 and changes made by the Education and Skills Act 2008 require colleges, in the delivery of their statutory duty, to provide careers education to ensure that information about learning options *and* careers is presented independently, impartially and that advice promotes the best interest of learners.

TREC is committed to a planned programme of careers education within the curriculum for ages 16 to 25 that addresses the requirements of the National Quality Standards for Information, Advice and Guidance (IAG). The college's vision is that all learners will continue to access some form of future learning, and where appropriate, to achieve gainful employment. Independence will be facilitated

for those who could achieve this and planned participatory dependence for those who would not. The college recognises the importance of every learner receiving appropriate and impartial information and guidance. Young people receive information and guidance from many diverse sources including parents, teachers, learning support staff, specialist guidance providers and others. Through Careers Education and Guidance, our learners will:

- Develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment and recording of their abilities and aptitudes.
- Acquire aspirations for their future based on a sound understanding of the range of immediate and lifelong opportunities available through learning and work, and of career progression structures.
- Develop skills to form and implement effective decisions and a reflective approach to learning from experience.

4. IMPLEMENTATION.

4.1 The Career Education Information Advice & Guidance entitlement at TREC consists of a range of elements which, when combined, provide a coherent and progressive programme for all learners at each stage of their development.

- Education Health & Care Plan Outcomes & Steps
- Individual Learning & Development Plan
- My Learning Steps
- Work Related Learning (Training platforms and external work placements)
- Experience of Work
- Information
- Advice
- Guidance
- Action Planning & review (Assessment and development of personal knowledge, skills, and abilities)

4.2 Delivery of Career Education Information Advice & Guidance Entitlement:

Every young person should leave college prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills, and behaviours they need to get on in life. All young people should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping learners emerge from college more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions

The duty on colleges from the Government's careers strategy, published on 4 December 2017, sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. The aim set out in the strategy to make sure that all young people in secondary college get a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience.

Therefore, the careers strategy sets out that every college and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what colleges need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, colleges can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access learners to inform them about technical education qualifications or apprenticeships.

The Benchmarks go further by defining all the elements of an excellent careers programme, based on the best national and international research. The careers strategy explains that both coordinated external support and an appropriately skilled and experienced leader in college are important to help colleges meet the Benchmarks. The careers strategy sets out that every college needs a Careers leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every college will be asked to name this Careers Leader. This requirement was introduced in September 2018.

A successful careers guidance programme will also be reflected in higher numbers of learners progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, or employment. Destination measures provide clear and comparable information on the success of colleges in helping all their learners take qualifications that offer them the best opportunity to continue in education or training.

Colleges should have a strategy for the careers guidance they provide to young people.

The strategy should be embedded within a clear framework linked to outcomes for learners. This should reflect the college's ethos and meet the needs of all learners. Colleges should consider the following principles as depicted below, for good practice when developing their strategy:

The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, governors and published on the college's website in a way that enables learners, parents, teachers, and employers to access and understand it. It should be regularly evaluated with feedback from learners,</p>	<p>Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for</p>
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	parents, teachers, and employers as part of the evaluation process	
2. Learning from career and labour market information	<p>Every learner, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information</p>	<p>By the age of 14, all learners should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3. Addressing the needs of each learner	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.</p>

<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths</p>	<p>By the age of 14, every learner should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5. Encounters with employers and employees</p>	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes</p>	<p>Every year, from the age of 11, learners should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p>
<p>6. Experiences of workplaces</p>	<p>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>By the age of 16, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every learner should have had one further such experience, additional to any part time jobs</p>

		they may have.
7. Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in colleges, colleges, universities and in the workplace	By the age of 16, every learner should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and learners. considering applying for university should have had at least two visits to universities to meet staff and learners. *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every learner should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. Careers advisers working with young people with special educational

		<p>needs or disabilities should use the outcome and aspirations in the Education, Health, and Care plan, where they have one, to focus the discussion. Similarly, when working with looked after children or care leavers, their Personal Education Plan or pathway plan should be used to help focus the discussion. It is good practice for these young people to have a named adviser who can build a relationship with them and better understand their individual needs</p>
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Responsibilities of colleges

The careers strategy explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens learners' horizons, challenges stereotypes, and raises aspirations. It provides learners with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The Government has set a clear expectation that the quality of careers education and guidance should be raised in all colleges. The statutory framework requires every college to secure independent careers guidance for all year 8 to 13 learners. This makes sure that all learners have access to external sources of information on the full range of education and training options. Colleges should help every learner develop high aspirations and consider a broad and ambitious range of careers. Inspiring every learner through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Using the Gatsby Benchmarks to develop and improve careers provision, and putting in place a clear plan that is based around meeting them, will also help colleges to ensure they are complying with their legal duties.

The department expects all schools & colleges to use the internationally recognised Gatsby Benchmarks to develop a careers programme to reflect the new guidance

The statutory duty requires colleges & governing bodies to ensure that all registered learners at the college are provided with independent careers guidance from age 12, therefore the college will continue to provide guidance from age 16 - 25,

To achieve this outcome colleges must meet the Gatsby Benchmarks
Benchmark 1: A stable careers programme
Benchmark 2: Learning from career and labour market information
Benchmark 3: Addressing the needs of each learner

Benchmark 4: Linking curriculum learning to careers

Benchmark 5: Encounters with employers and employees
Benchmark 6: Experiences of workplaces

Benchmark 7: Encounters with further and higher education

Benchmark 8: Personal guidance

(See previous table with the summary of each Benchmark)

The college & governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the

learners to whom it is given All learners have discreet Information Advice and Guidance/Citizenship/PSHE as well as access to Career Education Information Advice and Guidance through other areas including Open Awards, NOCN, External work placements and internal work experience

Careers Information:

Learners have access to a range of careers themed resources.

Work Related Learning:

A main element of work-related learning is: WORK EXPERIENCE. Work Experience for all learners takes place throughout their time at The Ridge Employability College. On work placement learners take part in routines normally carried out by employees, The college provides a level of support in relation to Individual learner needs to ensure access to opportunities on an equitable basis. All external work placements are checked for Health and Safety and Safeguarding, Experience of work is a key component of **16 to 25 study programmes** and all learners are expected to undertake work experience or some form of work-related training as part of their study programme 'non- qualification activity', This applies to academic, vocational, and mixed pathways. The time spent by colleges, and training providers in planning, organising and supervising work experience for learners is funded at the same level as qualifications taught in the classroom. This provides college with the flexibility to assign staff to engage employers and secure high quality work experience placements for our learners.

(Post-16 work experience as a part of 16 to 19 study programmes and traineeships - Departmental advice for post-16 education and training providers - March 2015)

Study programme principles

All learners should be given the opportunity to follow a study programme that:

- provides progression to a level higher than that of their prior attainment
 - includes qualification(s) that are of sufficient size and rigour to stretch the learner and that are clearly linked to suitable progression opportunities in training, employment, or higher levels of education.
 - includes work experience -that relates to the learner's study programme, develop employability skills and/or create potential employment options for those who cannot do substantial vocational qualifications
- includes other activities unrelated to qualifications which develop the character, skills, attitudes, and confidence that supports progression
 - learners who are not yet ready to study for a substantial qualification can undertake a program focused on work experience and the development of employability skills.

Guidance:

Guidance is provided through a partnership between the Careers Adviser (IAG) and Transition Mentor. A partnership agreement is drawn up in collaboration.

Action Planning:

Learners action plan through Transition plans, programmes of study, completion of Independent Learning Logs and by attending Annual Review meetings to ensure they have opportunities to express their views and ideas. Learners meet professionals and take part in

the discussions using personal and differentiated methods of communication.

4.3 Throughout the whole curriculum, opportunities exist to extend and promote CEIAG. Teachers seek to take advantage of all opportunities and are encouraged to incorporate activities across their teaching and learning programme. Learners attend out of college events to build knowledge through experience. (College visits, LA (Local Authority) career event, employer visits)

4.4 No commercial scheme is used as core material; however, a wide variety of commercial resources are available to use as teacher reference and as learner material where appropriate to activities that have been planned.

4.5 Learners are taught in mixed class groupings with appropriate adult support as required.

4.6 Activities are planned in such a way as to encourage full and active participation by all learners Irrespective of ability. Additional support staff are available to support groups or individual learners and they work collaboratively with the class teacher.

4.7 All staff are encouraged to use ICT (information and Communication Technology) within their teaching and are required to identify this aspect within their weekly planning. To this end all teachers are in possession of a laptop and classrooms are equipped with Interactive whiteboards and data projectors.

4.8 Activities will be planned so they meet the full range of the learners' needs, regardless of race, gender, or disability. All learners should develop an enjoyment of learning and a positive attitude towards the subject is encouraged in both boys and girls.

4.9 CEIAG can make a contribution within many subjects across the curriculum and teachers seek to take advantage of all opportunities to draw experience out of a wide range of activities. This allows learners to begin to use and apply skills in real contexts.

4.10 All activities involving learners and staff will be organised within the framework and guidelines of the College Health and Safety Policy

4.11 Parents & Carers are welcome to give feedback on any aspect of the Career Education Information Advice and Guidance (CEIAG) programme to teachers or the Careers Advisor at the Annual Review or Parents/Carers evenings. Parents/Carers are also asked for their comments on work experience via a report form.

4.12 There are a wide range of resources available for the effective teaching of CEIAG and these are stored centrally by subject.

5, ASSESSMENT.

5.1 The college's format for planning; monitoring and scrutiny of work will be used to review curriculum quality.

5.2 During Work Related Learning opportunities, learners' performance is monitored and reported on by the supporting staff and by placement providers on the external

work placement review form,

6, BACKGROUND DOCUMENTATION.

a. This policy was Informed by the following; Education White Paper 2022

- i. Careers guidance and inspiration in colleges, Statutory guidance for governing bodies, college leaders and college staff-(Updated January 2023)
- ii. Post-16 work experience as a part of 16 to 19 study programmes and traineeships, Departmental advice for post-16 education and training providers (March 2015)
- iii. 16 to 19 study programmes, Departmental advice, for senior leadership teams, curriculum planners, teachers, trainers and co-ordinators on the planning or delivery of 16 to 19 study programmes (March 2015)
- iv. Careers Education and Guidance In England -A National Framework 11-19 (DfES, 2003)

- v. 14-19 Opportunity and Excellence (2003)
- vi. Statutory Guidance: Impartial Careers Education (DCSF 2009)
- vii. Quality, Choice, and Aspiration -A strategy for young people, Information, Advice and Guidance - (OCSF, 2009)
- viii. Quality Standards for Young People's Information, Advice and Guidance (IAG) (OCSF 2007)
- ix. PSHE Education - Economic Wellbeing and Financial Capability programmes of study for Key Stage's 3 and 4 {QCA 2008}
- x. The Work<-Related Learning Guide, second edition {OCSF 2009}
- xi. Work Related Learning for all at l{ey Stage 4 (QCA 2004)
- xii. Careers, Worl< Related Learning and Enterprise 11-19-A framework to support Economic Wellbeing {QCA 2008}
- xiii. National guidelines for work experience.
- xiv. DCSF 14-19 Reform (DCSF 2009)
- xv. OCSF 14 -19 Education and Skills White paper chapter 3.12
- xvi. Every Child Matters Agenda.
- xvii. Careers guidance and aspiration in colleges
Statutory guidance for governing bodies, college leaders and college staff March 2015.