| Policy/procedure title | Policy For Careers Education, Information, Advice and Guidance | | |
|---|---|---|---|
| Review Cycle | 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 | | Careers and Destinations Manager | |
| **Types of provision this procedure applies to:** | 14-16 Study Programmes 19+ Apprenticeships Higher Education | | |

| Revision Record | | |
|---|---|---|
| Rev. No. | Date of Issue | Details and purpose of Revision: |
| 1 | 01/02/2023 | Update |
| 2 | 15/02/2024 | Update to include OU policy and Compliance feedback |
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| | | |

**Equality Impact Assessment**

Whenever a policy is reviewed or changed, it's 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: |
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| |

| Date | Action and Monitoring: |
|---|---|
| 15/02/2024 | No Actions Required HP |
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**E, D & I Statement**

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 Introduction

The College of West Anglia is committed to ensuring that all current 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.

Potential and former students can access the same high quality and impartial CEIAG (see college website Careers) by attending college open days, requesting an appointment by emailing the career team or by booking a virtual careers clinic session. The career clinic is available one evening each month and advertised through social media. There are no restrictions on the availability of this provision.

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 all-important employability skills required. This will be provided through a variety of means and at a time that is suitable to them.

Students on Open University Collaborative Provision programs are covered under this document, relating to your experience at this institution, in addition to OU careers and support services. They should also be aware of the Careers and Employability Statement of Service, Student Employability Policy Statement and the Help Centre for further information.  If you need any help or advice, please contact the college Student Services in the first instance.

## 2. Definitions of terms used in the policy

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

**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 guidance** - or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career

**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).

## 3 CWA Local and Regional Context

The College of West Anglia is a 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.

# 4 Related Policies

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

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

- [Careers Development Institute's Framework for Careers, Employability and Enterprise Education 2020](#)
- [Careers Guidance and Access for Education and Training Providers  2023](#)
- [Career Strategy: Making the most of everyone's skills and talents 2017](#)
- [Good Careers Guidance - The Gatsby Foundation 2013](#)
- [**matrix** standard](#)
- [Skills for Jobs: Lifelong learning opportunities and Growth 2021](#)
- [Special educational needs and disability code of practice: 0 to 25 years 5 Aims of the Policy](#)

# 5 Aims of the CEIAG 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.

Support inclusion, challenge stereotypical thinking, and promote equality of opportunity whilst assisting students to build on their career development skills.

Deliver CEIAG which meets with standards as outlined in;

## 5.1 Government legislation

[Education Act 1997, Section 45a](#)

[Education Act 2011](#)

[Education (career guidance in schools) Act 2022](#)

[Skills and Post-16 Education Act 2022](#)

## 5.2 National statutory and non-statutory guidance

[Matrix accreditation standards](#)

[Gatsby Benchmarks](#)

[Careers guidance and access for education and training providers](#)

## 5.3 This will be achieved by:

- Responding to the individual needs of each student 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.

# 6 CEIAG Provision

CEIAG is delivered in a variety of ways at different points of the student journey.

## 6.1 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.

Staff ensure that careers-related learning is embedded in their teaching and, where appropriate, will use labour market information (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.

## 6.2 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.

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

6.4 High needs students are provided, where required, with additional support to ensure they can access CEIAG opportunities to help them realise their potential.

6.5 Reasonable adjustments will be made for students with disabilities, this will include meeting them at a time that is mutually convenient for the student and the advisor, in an environment that is suitable to enables a confidential CEIAG meeting to be held. Resources will be differentiated to meet the students' needs as required.

6.6 Higher Education/adult students are offered the same support as study programme students. They will be made aware of the provision during their induction programme and will be encouraged to seek CEIAG through the career team email address (careerteam@cwa.ac.uk) They will be made aware and invited to attend any employer engagements and career fairs that are organised and relevant to the requirements of the students.

## 7 Methodology

**7.1 All students** are made aware of our expectations of them to be actively involved inand take ownership of their progression planning and career development. This will be provided through the induction to their studies, progress reviews and tutorials.

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

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

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

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

For further clarity on roles and responsibilities and definitions of terms, please see section 2 definitions of terms and section 17 Responsibility for the implementation of CEIAG policy

## 8 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.

## 9 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

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

# 10 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, they will be verbally informed of this at the start of their course and there are posters on display in each of the campuses. 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 (Progress reviews, feedback on summative work.) If additionalIAG 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 will be encouraged to seek CEIAG as frequently as is required until they feel confident to make informed decisions.

## 11 Handling Sensitive 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 responsibilitiesand how to handle and report any disclosure as per the [Safeguarding, Child and Vulnerable Adult Policy](#)

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 advisor 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.

## 12 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 willspeak with whole cohorts regarding employability skills and career opportunities.

Other examples of partnership working include: Local enterprise partnership (LEP), university outreach teams, West Norfolk Careers Networking Forum, NEACO.

Where relevant, appropriate data sharingarrangements are in place. All employers providing work experience placements undergo a risk assessment and safeguarding responsibilities are clarified at this stage.

# 13 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 meetingsstudents.
- 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 contributesto 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 withtheir work placement and careers coordinator (WPCC) and the careers team. Feedback is reviewed by the careers and destinations manager.
- Curriculum teams and the WPCC arrange for guest speakers to attend collegeto speak with students. Students are asked to provide verbal feedback on the value of the talk/event.

# 14 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.

Ensure termly COMPASS audits are reviewed on a termly basis

Provide regular updates to the Governing Body.

Maintain Quality in Careers Status.

# 15 Consultation & Dissemination

This policy will be reviewed (at least) annually by college leadership team (CLT) and the board of governors.

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.

# 16 Responsibility for the implementation of CEIAG policy

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| 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 CEAIG 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 with CEIAG interviews. Support each learner to undertake meaningful work experience during their course. |

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|---|---|
| Careers Team / Higher Education Champion (HEC) | 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 CEIAGresources 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. |

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| 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. This applies to under 18 year old students and those with an EHCP. |