

# Careers Education, Information, Advice and Guidance Policy (CEIAG)



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## **Introduction**

The governments' [Statutory Guidance for Careers Guidance](#) published in October 2018 set out a range of requirements around the provision of CEIAG for colleges. As stated in the guidance, colleges are committed to improving the life chances of their learners and all 16 - 19 study programmes should be focussed on progression to learning or training at the next level or to employment. In order to support this, learners need access to high quality support to make decisions about the next step that is right for them to achieve their potential. Colleges also have a legal requirement to provide all college students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities, as per section 45 of the Education Act 1997.

In January 2023 new Statutory Guidance was published from the Department for Education issued under section 45A of the Education Act 1997, which stated that all education providers must ensure that there is an opportunity for a range of providers to access learners to inform them about technical education and apprenticeships. Maintained schools, academies, further education colleges and sixth form colleges must also have regard to it when carrying out their duty or funding requirement to provide pupils with independent careers guidance.

This policy therefore should be read in conjunction with Dv8 Sussex's Provider Access Policy statement which sets out its commitment to fulfil the duty in the new 2023 statutory guidance.

This CEIAG policy sets out its commitment to the provision of comprehensive, impartial and high quality Careers Education, Information, Advice and Guidance services to students and prospective students in order to meet its responsibilities in the statutory guidance and to achieve Dv8's strategic aims and objectives in terms of supporting students into positive progression outcomes as they move into the world of work, training or further or higher education.

## **Aims**

- To raise student aspirations and expectations.
- To enable students to set personal objectives and goals in relation to their future choices.
- To engage young people in the design and delivery of advice and guidance services.
- To promote lifelong learning and education to students.
- To make sure that all students are aware of the Student Services team.
- To prepare students to independently access Information, Advice and
- Guidance.

## **Objectives**

- Students should be able to plan their future choices and understand how to access CEIAG offered by the student support team at every stage of their learning journey.
- Students should be aware of how current labour market information may affect future choices.
- Students should understand how educational achievements are linked to

- maximising their potential future choices.
- Students should be able to understand how attendance and retention on programs maximises their chance of success.
- Students should be able to identify a range of key and employability skills they have gained to help them succeed in the world of work.
- All students are given the opportunity to review their progress and set targets on their Learner Progress Reviews.
- All students no matter what their background or characteristics should benefit from the student support system to help them progress with their learning and address any issues in their personal lives.
- Curriculum across Dv8 should contain core elements to support young people in their journey into both work and independent adult life.

### **Gatsby Charitable Foundation Benchmarks and college evaluation and assessment tools**

The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision. All CEIAG provision at Dv8 will be developed in line with the guidance and requirements of these Benchmarks in order to ensure high standards and best practice across all of its' CEIAG provision which is also mapped to the CDI Careers Development Framework.

Dv8 Senior Leadership Team and the named Careers Leader will utilise the planning and evaluation tool *Compass* made available by the Careers and Enterprise Company. Compass will support us to evaluate our careers and enterprise activity and to compare our progress nationally against the 8 Gatsby Benchmarks for good career guidance.

### **The Gatsby Benchmarks**

1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.
2. Learning from Career & Labour Market Information	Every pupil, 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.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers & Employees	Every pupil 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.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

### **Dv8 Sussex CEIAG Provision**

Dv8 provides CEIAG services which are free and available to all including:

- Information and advice on learning and training opportunities available at the College.
- Information and advice on support services available to assist students on a course of study or training.
- Information and advice on support services available to assist students wishing to follow an employment or apprenticeship pathway
- A confidential and impartial guidance service available from experienced guidance staff within the student support team.

Dv8 provides through 1:1 reviews, the PSD curriculum, student support sessions, progress reviews, enrichment activities and local community partnerships:

- Accurate, up to date and objective information about personal and lifestyle issues.
- Advice through activities that help students gather, understand and interpret information and apply it to their own situation
- Guidance and specialist support to help students understand themselves and their needs.
- 'Learner Voice' activities - encourages students to meet and talk about real college based issues and help the college to advance in its policies and procedures through this collaboration.
- The student support team carry out termly evaluative surveys of their IAG support for students and at the end of their programme as well as regular half termly reviews for students throughout their time at Dv8.

### **Industry Speakers**

From time to time the Careers/Enrichment Lead, Heads of Curriculum and Academic Tutors may invite industry experts into college to deliver a session on employment opportunities in the different vocational areas throughout the academic year.

All details of visiting employers / industry speakers will be passed to the Assistant Principle Student Experience to timetable and monitor and relevant checks will be undertaken to ensure the appropriateness of messages presented as per the Safeguarding and child protection policy.

### **Destinations**

The college will endeavour to record all student intended destinations at the end of year 12, 13 and 14, by the end of February, (as well as those students who leave early or depart mid-year and will notify the local authority of these for early intervention). This data can then be used to identify and plan IAG interventions for learners with unclear plans.

Actual destinations are confirmed in the Autumn term and numbers of students who are not in education, employment or training (NEET) will be recorded and all destination data will be shared with the local authority Aspire team.

### **Staff Development**

One staff member has a Level 7 Post Graduate Diploma in Careers Guidance and a Level 6 Certificate in Careers Leadership. Another member of the CEIAG delivery team has achieved a Level 3 NVQ in Information and Advice.

Annual CEIAG CPD and Training is delivered by the L7 practitioner to enable the CEIAG Delivery team to better support learners with careers conversations and decisions.

Staff attend careers and skills events throughout the year to keep up to date with provision and knowledge.

## **Monitoring and Evaluation**

- The College has a CEIAG Strategy in place which is reviewed and updated annually and then reported to and monitored via Board Meetings.
- The Compass tool evaluates our progress towards meeting the Gatsby Benchmarks.
- Analysis of IAG interventions data and QA of Careers Action Plans by SLT for CEIAG
- Feedback from and analysis of Student and Parent Surveys
- Evaluation of our retention and destinations data will enable further measurement of success, which will be monitored by SLT and the Board.
- Analysis of Admissions Course Discussion data which is reported to the board

## **Policy Links**

Dv8 policies relating to provider access, quality of provision, equality and diversity, young people at risk and complaints, confidentiality, safeguarding and data protection will be applied to the delivery information, advice and guidance.

SLT contact: Assistant Principal Student Experience/Careers Leader

This policy will be monitored annually.