Careers, Information, Advice and Guidance Policy

Department: Key College

Owner: Training & Education Manager

Approval Route: Lifelong Learning Committee

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Table of Contents:

Policy Statement
Definitions
Student entitlement
Implementation
Monitoring
Quality Assurance and impact measuring
Responsibility
Learner Journey

1. Policy statement:

It is our aim at Key College that students of all ages and abilities have access to impartial careers, information, advice, and guidance (CIAG) that is appropriate and meaningful. We aim to provide students with opportunities and encounters that develop their knowledge, skill sets and independence to enable them to make informed, and ultimately, successful choices for their future development. We aim for students to take a leading role in their own development and strive to support students to pursue their own career, life and wellbeing choices. By these means we aim to increase the individual's chances of leading a happy and fulfilled working life, while contributing their skills to the health of the economy and of society.

2. Definitions:

Careers Education is a programme of activities throughout a student's course which helps them to develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.

The three main aims of careers education are:
- Self-development- students understand themselves and the influences on them.
- Career exploration- students investigate opportunities in learning and work.
- Career management- students make and adjust plans to manage change and transition and feel confident to take a leading and informed role with their own career choices.

Careers Guidance provides students with the support and information they require to enable them to make informed decisions. This will be provided throughout the Key College year by providing our students with opportunities that introduce them to new enriching and impartial experiences. Activities will also be focussed on students' interests that are identified within their student reviews and through use of the CIAG handbook.

Careers information supports the delivery of careers education and guidance by providing access to a range of up-to date information in a variety of formats. Careers information will be visible at all sites and what information is provided to students will be monitored and assessed throughout a student's programme of learning. Careers information will always be accessible via Key College website and visible to parents/guardians.

Cultural Capital refers to the accumulated knowledge, behaviours, communication styles, cultural experiences, and qualifications that enable individuals to understand, engage with, and progress within educational settings and broader society. Key College recognise that access to cultural capital may vary among students' and we are committed to supporting all learners in developing the cultural knowledge and skills needed for success now and in the future.

3. Student entitlement:

Aim:
- Improve the success, progression, knowledge and employability skills of our students through access to high quality CIAG and appropriate and aspirational learning opportunities. This is so learners can make informed independent decisions on their own future.

Objectives:
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- Engage with parents/carers to promote the benefits of employment and the opportunities on offer.
- Opportunity to meet with a careers guide throughout their programme.
- Opportunity to engage with visits and external speakers on a range of topics.
- Develop the cultural capital of our learners through social engagement with local partners and employers.
- Provide learners with mock interviews and support with CV writing as part of their programme.

4. Implementation:

How we implement CIAG across our programmes is achieved through, but not limited to the following:

- Tutor will initially ensure that all students on programme receive and complete an CIAG student handbook as part of their programme.
- Student inductions and reviews take place at the start and throughout the programme.
- Careers guidance is delivered by or supported by trained CIAG staff members. Where we do not have a level 6 qualified staff member in careers guidance (or equivalent), we will externally source support.
- Defined CIAG displays and information boards in all centres.
- Volunteers with skillset specific to CIAG to support the delivery and implementation of careers advice and guidance across centres.
- New members of staff to receive a copy of this policy.
- Student parents/carers to have access to this policy on our website.
- Student forums and one to ones embedded in students ILPs.
- Real working environments for studying or provided with work opportunities throughout their programme.
- External speakers and visits throughout a programme to meet with a range of employers and organisations.
- Embedded work placements for all learner suitable to engage with these opportunities

5. Monitoring:

Tutors and managers will use a range of methods to monitor and evaluate the impact of the CIAG provided throughout a student's time at Key College. Methods include:

- Soft skills analysis
- Through Individual learning Plans (ILPs)
- SPOCS analysis
- Group tutorials
- Student attendance, retention, and achievement rates.

- Staff training and development.
- Learner progression and destination data.
- Student one to ones with CIAG raised as a single agenda.
- Parental/carer feedback through surveys
- Student surveys.
- CIAG attendance tracking and monitoring (against Gatsby Benchmarks).
- A separate CIAG Monitoring log for learners on programme.
- Trustee learning walks and reports (CIAG focussed).
- Careers calendar log.
- Work placement records.
- Photos and events shared through social media.
- Thematic learning walks
- Informal student and tutor feedback.
- External/internal visit/visiting speaker request forms and logs.
- Staff meetings -all the above will feed into this meeting regularly to discuss impact.
- Leadership meetings all the above to feed into leadership meetings with specific agenda item around CIAG.
- Learner feedback forms for CIAG, events and workshops etc.

6. Quality assurance & impact measuring:

We recognise the importance of monitoring the quality and impact of the CIAG that we deliver within Key College to ensure that it is and remains effective. This will enable senior leaders, managers, tutors, support staff and volunteers to adapt and continuously develop our CIAG programme to ensure that it continues to meet the needs of our learners. We will achieve this through:

- Monitoring the standard of CIAG that we provide at Key College through learner feedback forms, soft skills, SPOCS, group tutorials, student one to ones and the student handbook. All of which feeds into team meetings and leadership meetings which create actionable and measurable targets.
- Internal audits of group tutorials with specific focus around CIAG to capture the learner voice.
- Student and parent surveys which will impact on how we develop and implement changes moving forward.
- Maintain and continue to encompass the requirements within the matrix quality standard.
- Standardisation meetings and actions focused around CIAG with actionable minutes.
- Curriculum planning meetings with employers twice yearly to ensure that courses meet the needs of the employer to be minuted and incorporated within schemes of work.
- Meet the requirements of third-party inspections and external quality assurance including Matrix standard, OFSTED, awarding bodies, EQA visits etc.
- Monitoring of learner attendance and achievement rates.
- Robust Work placement processes for developing and maintaining work placement opportunities
- Visiting speaker forms
- External visit tracking forms and processes.
- Annual CIAG internal audit
- Learner progression and destination data to measure impact.

7. Responsibilities for IAG delivery and impact measuring:

Roles shown below highlight **some** of the specific areas of responsibility in ensuring the delivery and impact measuring of IAG in all our centres.

Director of Lifelong Learning – Reports to SLT and LLL committee progression and completion rates, supports centre managers and tutors with external links for CIAG delivery.

Head of Training and Education Managers – Includes CIAG as a regular agenda item in leadership meetings, challenge managers and tutors in regard to the delivery and impact of the CIAG we deliver, provide external links to other organisations, and link other leaders, or staff members that can support Key college with the implementation of CIAG across all centres.

Training and education managers - Reports into leadership meetings CIAG activities, ensures logs of CIAG activities are recorded for each site, displays and resources in centres are up to date, supports and facilitates external visitors and trips around IAG, identify where there are gaps in knowledge and skill sets within our teams and source external or further internal support to cover these gaps, provide support to tutors in day to day delivery, enable centres to enhance the delivery of CIAG through displays, layouts etc. Has CIAG as a regular agenda item on team meetings.

Careers Co-ordinator – To support centres and tutors with sourcing work experience placements, industry speakers and visits. To provide one-to-one sessions for learners to engage with IAG talks. To maintain and update the careers calendar. To build and maintain connections with external organisations. To monitor and report on all feedback and impact of delivery, including identifying work placement, work-related learning and enrichment needs for each programme; supporting learner inductions and gathering previous work placement information; planning delivery dates for placements and activities; identifying and organising work placements for learners; leading on DBS checks for relevant courses (with admin support); facilitating employer visits and enrichment activities; and reviewing and evaluating all activities.

Programme Tutors – Embed CIAG delivery within their session plans and schemes of work, record individual learner engagement with CIAG activities, conducts one to one reviews and group tutorials, identify and organise appropriate trips and external speakers, encourage learner use of the learner handbook and careers folders and integrate the learner handbook into a student's programme, identify areas where additional support may be required and report to leadership team where gaps in knowledge are identified.

Volunteers/university placements – To support tutors and managers and careers co-ordinator in delivery of the above and provide additional knowledge and support around CIAG where appropriate and able to do so. Some volunteers will have a specific focus around CIAG and become and key tool for Key College to deliver effective CIAG within centres. Support with developing workshops and sessions to support learners with their mental health and wellbeing.

Learner Journey:

The infographic below highlights, how CIAG is implemented and the areas where CIAG impact is measured and assessed. This reflects how CIAG runs throughout a learner's programme and how we ensure we develop a learner throughout their time with us:

Interview/ Induction
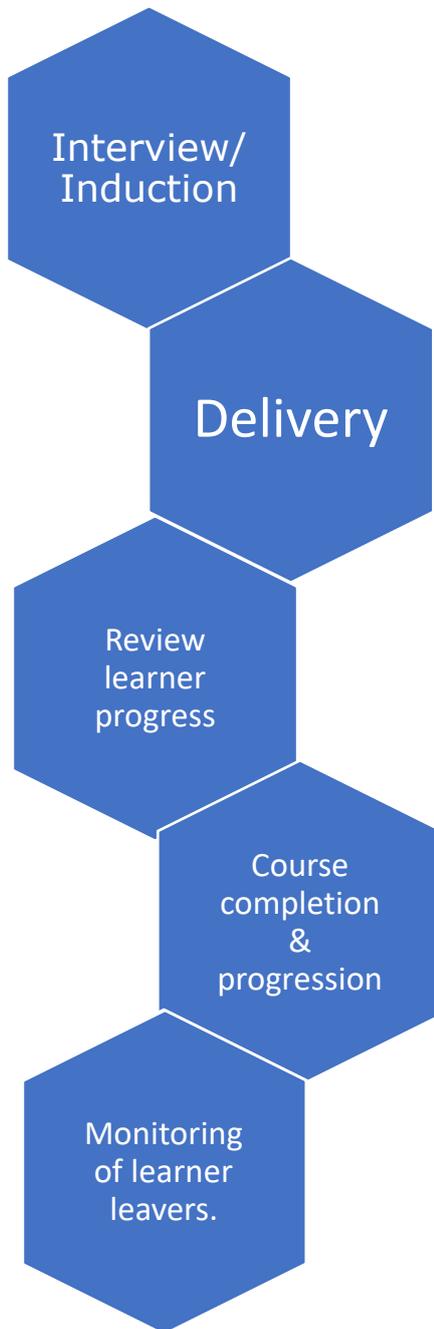
We will ensure that students are starting a course suitable for their needs and career aspirations. Initial assessments and diagnostics will support in ensuring we recruit learners that are suitable for their chosen programme. As part of their induction next steps and aspirations will be discussed with SMART targets set to support students with working towards their goals and aspirations.

Delivery

Centre displays, embedded CIAG resources and enrichment within schemes of work and sessions, external trips and speakers, interview techniques, CV workshops, work experience opportunities, work placements, real working environments for learning, employer engagement, employer curriculum development meetings, metal health and sexual health talks, and volunteers with a focus on mental health and wellbeing, partnerships with the provider networks, local authority, NHS and national careers service. Dedicated careers co-ordinator support learners across all centres.

Review learner progress

Learner progress around CIAG will be continuously reviewed through one to ones, student forums, student handbook, student surveys, soft skills, parental surveys, SPOC analysis, learner progression and destination data, learners feedback forms.

Course completion & progression

Staff will support students with their next steps through learner reviews and the 28 weeks next steps review. Staff will signpost learners onto other training providers or employers and will complete learner exit reviews and learner leaver forms identifying destinations clearly. Tutors will support with applications to next steps. Potential progression routes within Key College for learners to study a higher level.

Monitoring of learner leavers.

Learners who complete the programme will be contacted and monitored following the completion of their programme to ensure that they have progressed into positive outcomes, for 12 months following the completion of their programme.