

<b>Policy Name</b>	Careers, Information, Advice and Guidance	
<b>Policy Reference</b>	NWCS-LJ06	
<b>Policy Owner</b>	Paul Sheron	
<b>Latest Review Date</b>	31/01/2023	
<b>Next Review Date</b>	31/01/2024	
<b>Version</b>	<b>Approved by</b>	<b>Summary of changes</b>
1	PS	

<p><b>Aim and Purpose of the policy</b></p>	<p>To ensure that 100% of learners receive sufficient Careers, Information, Advice and Guidance throughout their programme.</p>
<p><b>Who is this policy for?</b></p>	<p>This policy relates to all learners undertaking learning.</p>
<p><b>Key contacts and resources</b></p>	<p><u>Resources</u></p> <p>The 'Principles for Coherent Information Advice and Guidance' as contained within the Matrix Standard.</p> <p>The 8 Gatsby benchmarks of Good Career Guidance.</p> <p><u>Key Contacts</u> Head of Centre- Paul Sheron Operational Manager- Karen Luxon</p>
<p><b>Relate Policies and Procedures</b></p>	

## Aim and Vision

North West Community Services Training Ltd (NWCS) will ensure to provide as a minimum Careers, Information, Advice and Guidance (CIAG) to our apprentices at the start and on-going during our learning programmes. The department is in receipt of the Matrix quality kite mark which formally validates this.

By delivering high quality CIAG we aim to:

- Maximise retention and success rates by ensuring that apprentices attend programmes that closely match their goals and learning needs.
- Maximise progression rates by signposting apprentices to appropriate information, organisations and further learning in order to support them to enter and progress in learning and work.
- Understand the range of opportunities for learning, work and career development available to them.
- Gather, understand and interpret information and how to apply it to their own aspirations.
- Consider and explore a range of options, according to the needs and circumstances of the apprentice, including development of realistic and informed decision-making skills.

## Rationale

NWCS will ensure that the CIAG services are delivered in accordance with:

- The 'Principles for Coherent Information Advice and Guidance' as contained within the Matrix Standard.
- The 8 Gatsby benchmarks of Good Career Guidance.

The 8 Gatsby Benchmarks of Good Career Guidance

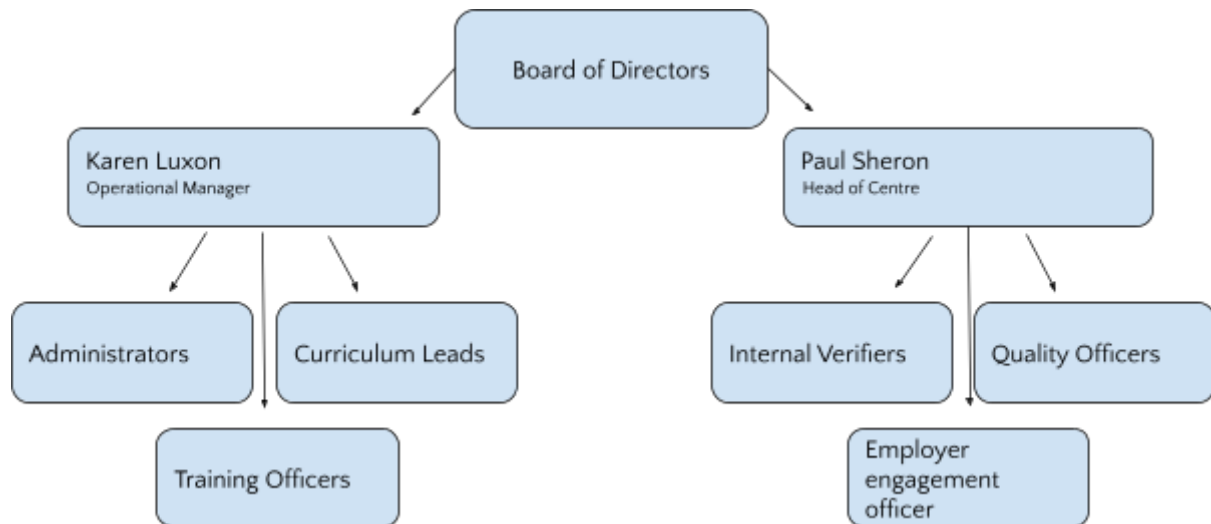
1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

These benchmarks and guidance is provided by the Department of Education and Education Inspection Framework. We will ensure that all CIAG is:

- Accessible to all learners
- Professional and Knowledgeable
- Impartial
- Responsive to learners needs
- Friendly and welcoming
- Ensuring the safeguarding and wellbeing of potential and current learners

## Intent

CIAG has been designed to be inclusive to all sectors and curriculums, additional CIAG will sit within the specialism areas of the business. NWCS recognises that the updating, monitoring and implementation of CIAG is the responsibility of all that work within NWCS.



## Implementation

The Head of Centre is responsible for:

- Ensuring that the Careers Information Advice and Guidance policy (CIAG) is implemented.
- Ensuring that the CIAG policy is operationalised through adherence to the procedures.
- All delivered CIAG is reaching the Gatsby Benchmarks.
- Ensuring the strategy implemented caters for those in vulnerable groups, including those with an Education Health and Care Plan.

Curriculum Leads are responsible for:

- That CIAG is used to support their teams to deliver on the Gatsby Benchmarks.
- Applicants and potential applicants are provided with suitable information and advice to make learning choices appropriate to their level of ability and in line with their aspirational goals.
- CIAG procedures are implemented in the department by providing opportunities for all apprentices to have access to high quality CIAG services across all provisions.
- Opportunities are identified for all apprentices to have access to timely and appropriate careers guidance to support readiness for the next phase of education, training or employment so that students can make the transition to the next stage successfully.

Training Officers are responsible for:

- The offer of high CIAG services to all apprentices at every learning intervention.
- Working closely with Curriculum Leads in order to provide tailored CIAG services in line with local market intelligence.
- That CIAG services provided to apprentices is accurately recorded.

- Ensuring that the CIAG strategy delivers on the Gatsby Benchmarks (Ref CIAG 1).
- That those providing CIAG feed into the Education Health and Care Plan process for identified students.
- The CIAG provided will be objective and impartial – for instance, where appropriate, apprentices will be signposted to other training providers (e.g. local colleges).
- We will endeavour to offer a range of choices and options and we will encourage apprentices to make their own decisions.

### **Impact**

It is a requirement that 100% of learners receive sufficient CIAG throughout their programme and this will be monitored to ensure that it is of quality through Quality Sampling, direct observations, learner and employer feedback surveys and successful case studies.

### **Definitions**

‘Learners’ refers to any individual that is undertaking learning activities with NWCS Training.

### **Key Facts**

Professionals providing this service should be aware of the following:

- Members of staff should ensure that they comply with the Careers, Information, Advice and Guidance Policy in relation to delivering effective CIAG.
- The Careers, Information, Advice and guidance is non-contractual and may be amended at any time.
- Any failure to comply with this policy can result in disciplinary action against the member of staff.

### **Policy Review and Implementation**

This policy will be updated as necessary to reflect current best practice, official guidance, and in line with current legislation.

This policy is specific to that of NWCS Training Ltd and has been ratified by Head of Centre Paul Sheron



31/01/2023

Ref - CIAG 1

Benchmark	What do we have?	What do we need?	Who	By when
1 A stable careers programme	<ul style="list-style-type: none"> <li>• CIAG policy</li> <li>• Working with other sectors - senior leaders</li> <li>• CIAG introduction sessions for new staff</li> <li>• Gather destination feedback through surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Careers program to develop - CV writing, applying for a job, employability (document to help <a href="#">here</a>)</li> <li>• Senior leader to oversee the delivery of careers education to all staff - training required around CIAG and review, self assess quarterly</li> <li>• CIAG policy to include the Gatsby benchmarks - missions and commitment.</li> <li>• Adapt the destination survey to meet the Gatsby benchmarks</li> <li>• Social media platform group for apprentices/parents/carers to give information advice guidance - Podcasts/live streaming</li> </ul>		
2 Learning from career and labour market info	<ul style="list-style-type: none"> <li>• Create a page on the website with information</li> </ul>	<ul style="list-style-type: none"> <li>• Drop in sessions for apprentices to discuss potential career pathways</li> <li>• Sector Specific CIAG guides to be released and ensure they inform this topic</li> <li>• Potential list of Trainers, managers etc that are happy to have their work phone number on the website for people to call.</li> <li>• Careers @NWCS email (create inbox)</li> <li>• Improve social media to promote careers/job opportunities within our current employers</li> <li>• School leavers 16-18 CIAG padlet</li> </ul>		
3 Addressing	<ul style="list-style-type: none"> <li>• Individualised</li> </ul>	<ul style="list-style-type: none"> <li>• Employment goals/career paths</li> </ul>		

<p>the needs of each learner</p>	<p>pathways with clear study goals that are relevant to the needs of the learner.</p> <ul style="list-style-type: none"> <li>• Learner progress from original starting points</li> <li>• Design provision to challenge and support apprentices with diverse needs.</li> <li>• Links with local authorities who are using supported internships as a pathway to apprenticeships with NWCS.</li> <li>• EHCP apprentices - annual review process, covers careers advice in preparation for adulthood areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic records of individual advice given</li> <li>• Evidence of discussions with employers in relation to career progression routes.</li> <li>• Enhanced career input for those with low levels of prior attainment</li> <li>• How we can support trainers to adapt delivery to meet the apprentices needs when there are no additional needs or welfare concerns</li> <li>• Every 12 weeks add IAG questions to the review format</li> </ul>		
<p>4 Linking Curriculum learning to careers</p>	<ul style="list-style-type: none"> <li>• 'First Conversation'</li> <li>• Embedding of Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suitable CIAG materials pre enrolment of the program</li> <li>• Trainers/Sales team need a better understanding of the assessment plans for all quals we offer</li> <li>• End CIAG needs more work - to progress with the next steps and future training</li> <li>• Use of the Social Media platform - Case studies, competitions and challenges</li> </ul>	<p>Wording on email that goes out with certificates</p>	

5 Encounters with employers and employees	<ul style="list-style-type: none"> <li>Liverpool City Region Partnerships, links with existing employers, links via Cera and their various departments</li> </ul>	<ul style="list-style-type: none"> <li>National account employers to do 'seminars/webinars on job opportunities</li> <li>Employers to do mock interviews with apprentices</li> <li>Networking opportunities for careers days/sessions</li> </ul>		
6 Experiences of workplaces	<ul style="list-style-type: none"> <li>Ensure that within our delivery model the resources encourage work shadowing</li> </ul>	<ul style="list-style-type: none"> <li>Ask current employers to 'opt in' at start of program to ask if they would be happy to provide work experience places or taster days to potential apprentices</li> <li>Within our delivery model could this topic have more emphasis on examples of this in each programme</li> <li>Taster sessions for potential apprentices</li> </ul>		
7 Encounters with further and higher education	<ul style="list-style-type: none"> <li>Link in with local universities, plus the Uni's that Cera are developing partnerships with for their higher level pathways</li> </ul>	<ul style="list-style-type: none"> <li>More opportunities to use different providers to higher level quals</li> <li>Use of Alumni to promote further education - Newsletters</li> <li>End CIAG learner survey - feedback to show learning has been facilitated. How CIAG will help them move forward? Involve SENDCo at the end for next steps.</li> <li>'Making it meaningful resource'</li> </ul>		
8 Personal guidance	<ul style="list-style-type: none"> <li>CIAG - New resources communicated via Trainers to apprentices.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance interviews with careers advisor (Career development professionals - CDI registered)</li> </ul>		



