

# **Careers Education, Information, Advice and Guidance (CEIAG) Strategy**



## **Mission Statement**

Preparation for Adulthood Citizenship and Employability

### Preparation for Adulthood, Citizenship and Employment

At Valley College learners are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood, citizenship and employment. We aim for learners to access a curriculum which gives them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability.

### **Rationale and commitment to CEIAG (Careers Education, Information, Advice and Guidance)**

At Valley College careers education, information, advice and guidance is at our forefront ensuring learners leave with the right tools and values to help prepare them for adulthood. We support learners to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare and support learners on their Aspirations Learning Journey whether that is to continue in education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to learners throughout their time at Valley College.

We ensure that learners are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.

We work closely with the local authority due to the vulnerable nature of our learners who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support learners, to access these and share this knowledge amongst our community. We all share the presumption that many of our learners are capable of sustaining paid employment with the right preparation and support. We aim to celebrate, showcase and promote the achievements of our learners who are volunteering or in paid employment at every possible opportunity.

We underpin our strategy with the National Careers Council objectives;

- Ensure that all learners understand the range of career routes open to them and how to access information necessary to underpin informed choices
- Make available face-to-face guidance to all learners
- Have strong links with employers who are able to contribute to learners' education by raising their awareness and giving insights about the range of careers open to them
- Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all education and vocational education training routes.
- Help learners develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies
- Work with advocates to raise awareness about career routes and to challenge stereotypes
- Have access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance
- Ensure that all leavers have a planned progression route
- Integrate career management skills into the PACE curriculum.

We underpin our strategy with the Gatsby Benchmarks.

## **Government Policy**

Several different resources have been used to underpin our strategy including:

- January 2018 – Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.

- December 2017 - Careers strategy: making the most of everyone's skills and talents
- February 2017 - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities
- October 2018 - Careers guidance: Guidance for further education colleges and sixth form colleges

## **Directors**

Our directors will ensure;

- Careers guidance is presented in an impartial manner.
- Careers guidance includes information on a range of options, including supported internships.
- Careers guidance given promotes the best interests of the learner to whom it is given.
- They provide clear advice to the Head of College on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the college's requirements.
- They are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance: Guidance for further education colleges and sixth form colleges' government paper dated October 2018.
- They strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- There is supporting CPD for the Careers Leader.

## **Terminology**

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- Careers education is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to employment experience and other forms of work related learning.
- Work-related learning is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- Careers information is the provision of information and resources about courses, occupations and career paths.
- Careers advice is more in-depth explanation of information and how to access and use information.
- 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 options.

## **Curriculum outline**

### **Careers Education**

Lecturers fully support learners by delivering careers lessons which embed inspiration and aspiration, not just advice. This includes challenging stereotypical thinking about the kind of careers which individuals might aspire to. They use appropriate methods to do this which might include group or one-to-one teaching, coaching or mentoring methods.

Raising the aspirations of our learners is a key value at Valley College, ensuring the information we provide is current and relevant.

Lecturers work with learners and advocates to identify the interests, strengths and motivations of learners and use these as a basis for planning support for the Aspirations Learning Journey.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG. CEIAG is able to be delivered across the PACE curriculum throughout the academic year. Our scheme allows lecturers to track the progress of learners during their time at Valley College, whilst being flexible to differentiate appropriately to meet learners' needs. Our learners are able to access external work placements, enterprise

activities, on site work placements in the Garage Café, The Den shop and site maintenance, work place visits, work related learning sessions and talks as appropriate.

Some of the career education areas covered include;

- Curriculum Vitae (CVs)
- Interview techniques
- Job searches/LMI
- Making telephone calls for information and advice
- Attire/PPE in the workplace
- Volunteering and Work Placements and Experience
- Role expectations/Consequences in Employment
- Work related skills and knowledge

### **Community involvement and events**

Learners in Valley College are highly involved in charity and community events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including team work.

Learners have for example raised money for Red Nose Day, Children in Need and written to local elderly residents in care homes during the Covid19 pandemic.

### **Work Related Learning**

Work related learning is an important part of PACE in Valley College. For example, learners plant and then sell hanging baskets locally alongside a range of other products they design. This provides learners with the opportunity to understand the world of work and relate functional skills such as English and Maths. Gaining these workplace skills, such as communicating with a variety of different people, team work and independence, in turn, increases learners' confidence.

### **Employment Networks**

We work in partnership with a variety of employers and businesses within the local area in order to provide opportunities for our learners to complete work placements.

### **Work Placements at College**

Learners undertake work placements on site at the college with access to The Garage Café, the Den (on site shop) and site maintenance. All learners have access to a uniform or the appropriate PPE to differentiate between being a learner and being at work. Where appropriate, learners may apply and are interviewed before gaining the position to enhance their employability skills. Learners are encouraged to reflect on their work placement and complete feedback following a placement with an employer.

### **National Careers Service (NCS)**

The NCS provides a careers service with information, advice and guidance on learning, training and work opportunities. Whilst available to any individual aged 13+, the National Careers Service focuses on supporting six priority groups to get into work. These include: young people aged 18–24 who are not in education, employment or training; those unemployed for more than 12 months; low-skilled adults; single parents; unemployed adults over 50; and adults with special educational needs or who have a disability.

The NCS website contains over 750 job profiles, and each of them gives the essential information needed on what the job involves and how to get into it. The site also has a job market information section about the job situation in a local area and either phone or face to face contact with an adviser – [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk). The service offers confidential and impartial advice, supported by qualified careers advisers.

## **Lancashire Careers Hub**

Valley College and the Careers Leader work closely with the Lancashire Careers Hub. The Lancashire Careers Hub is a collaboration of 154 secondary schools and colleges across the whole region who work together to deliver the Gatsby benchmarks. Collaborating with business partners, the public, education and voluntary sectors, they help improve careers outcomes for young people. <https://lancashirecareershubs.co.uk/>

## **Lancashire County Council: Preparing for Adulthood**

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/preparing-for-adulthood/>

The link to the LCC Preparing for Adulthood is aimed at young people (aged 14 to 25 years) with Special Educational Needs and Disabilities (SEND), their parents, carers, advocates and health and care professionals to find out about the wide range of options available for young adults post-16.

## **External Partners**

When possible, we aim to invite employers and previous learners (alumni) to college to speak with learners about the world of work, college and opportunities available.

Employers may be able to;

- Volunteer and attend events
- Mentor and give learners/staff advice
- Deliver business presentations or workshops
- Provide learners with work placement opportunities
- Offer mock interviews

All our learners within college have access to work placements during their time at college as part of the PACE curriculum with at least 2 days spent within the community and the remainder based within college.

## **Careers Advice and Guidance**

We are currently in the process of commissioning the service of a qualified careers advisor with a minimum and relevant level 6 qualification, and who is experienced at providing careers advice to learners with special education needs and disabilities. We understand that it is crucial for young people to have high quality and impartial information and guidance to inform the important choices that young people make for future career aspirations. The service we buy in is external to the college ensuring impartiality, ensuring no bias or favouritism towards a particular education, training or profession. We will ensure that advocates are part of this process to ensure a collaborative approach.

We remind our learners and advocates that:

- With the right support, the majority of young people with SEND can find paid work and be supported to live independently and participate in the community.
- Valley College promotes gender-neutral careers and ask that advocates do the same.

## **Destination Data, Recording and Measures**

At Valley College we take our statutory duties seriously and record our success data and destination data accurately. Data regarding outcomes for our learners is published on our website on an annual basis.

## **Quality in Careers Standards**

We are committed to continued improvements and quality assurance at Valley College and will annually ensure that our Careers Strategy is working towards meeting all of the Gatsby Benchmarks using the Compass online self-assessment tool.