

Careers Education and Guidance (CEAG) Policy			
Current Status:	Operational	Last Review:	April 2025
Procedure Owner:	Careers Leader	Next Review:	April 2026
Roles Responsible for Review:		Originated:	April 2024
Approved by:	Resources SET	Committee:	
Type of Procedure:	Staff / Students / External	Quality Assured by:	Policy Team

1. General/Summary

1.1. All students studying within The Eastern Education Group are entitled to access careers education and information advice & guidance. This means providing a high-quality service to support current and prospective students through a reliable cross college network.

The Eastern Education Group Careers strategy is in line with the Department for Education Careers Guidance and access for education and training providers (January 2023) by ensuring students have engaging and inspirational careers education and information & guidance through access to employers and other providers. It also outlines the College’s role in supporting the student’s ability to progress effectively within learning and the labour market. We will ensure that students have access to a range of opportunities and that they receive an excellent Careers Programme with embedded advice and guidance delivered by appropriately skilled staff.

1.2. The Careers Guidance and access for education and training providers (January 2023) sets out its expectations for colleges. Eastern Education Group will work towards these requirements and expectations and will be guided by the Gatsby Benchmarks to develop and enhance its Careers provision.

1.3. We recognise that we must continue to develop students access to external partnerships with employers, multi-agency services and higher education providers so that students continue to receive a high-quality Careers experience.

1.4. In a world that is fast paced and ever changing, it is our responsibility to ensure that our students are prepared and well informed so that they can make decisions that are not based on assumptions and stereotypes. We believe that high quality careers guidance, access to quality LMI and encounters with employers is key in achieving this.

1.5. The guidance provided in this strategy covers the following:

- Our Aims

- Student entitlement
- Student outcomes and progression
- Responsibilities of staff
- Careers programme
- Supporting students considering Early Entry UCAS applications
- Developing Employer Engagement
- Parent/Carer involvement
- Supporting Social Mobility
- Quality assurance
- Our commitment to Professional Development

2. Aims

2.1. The strategy is in place to ensure that all young people have opportunities to acquire and develop the skills needed for Higher Education, Apprenticeships, employment, and training matched with the skills required by employers. We do this by providing guidance that makes a difference to young people's lives, and including those from disadvantaged backgrounds, making sure that we do not promote a narrow view of opportunities.

3. We will ensure that all students have:

- a) Access to independent and impartial career guidance delivered by a Level 6 qualified career development professional.
- b) Access to an inspirational Careers Programme that challenges stereotypes and promotes equality of opportunity.
- c) Access to information and advice about all progression pathways including Higher Education courses, Apprenticeships, work-based qualifications, and progression into employment.
- d) Encounters with Higher Education Institutions.
- e) A programme of events to allow students the opportunity to explore a variety of progressing options.
- f) Multiple meaningful opportunities to interact with employers and learn about the skills they need to develop to be successful, including in-person and virtual encounters and work placements.
- g) Access to and are made aware of relevant changes in education, training, and employment.
- h) Access to up-to-date online resources related to Volunteering, Employment, Work Experience, Higher Education, Apprenticeships, and local labour market information.
- i) All students identified as considering applications to Early Entry courses or competitive Universities will have access to support, information and guidance through a team of knowledgeable Progression to Higher Education Advisors.

4. Student Progression:

4.1. Students will be able to:

- Decide on the next steps in their career development using action planning, reviewing, and setting targets
- Develop their character strengths to be able to show employers and universities that they have the strength of character to stand out from the rest and live as independent thinkers, confident in their own choices and actions
- Prepare for transition through a variety of events and interactions
- Search for appropriate opportunities and develop networks
- Understand the steps needed to prepare an application for their chosen pathway
- Understand how to be work ready through various forms of meaningful encounters with employers, gain an understanding of the workplace to further raise their aspirations

5. Responsibilities of staff:

5.1. Futures Leadership Team:

5.1.1. The Eastern Education Group recognises the importance of putting in place effective arrangements for the management, delivery, and implementation of the Careers programme. Each College within the group has a named Careers Leader, who works closely with the College Leadership Team to provide leadership and coordination of a high-quality careers programme in line with the Gatsby Benchmarks. The Careers Programme and Gatsby Benchmarks are one of the KPI's and is monitored and reviewed to provide quality assurance and drive continuous improvement.

5.2. Careers Guidance Team:

5.2.1. This team have a responsibility to:

- a) Provide an independent and impartial career guidance delivered by a Level 6 qualified career development professional who upholds the professional standards of the Career Development Institute.
- b) Attend regular CPD to ensure that all advice and guidance provided is up to date and to the highest standard
- c) Provide a service that is targeted and varied to include 1:1s, classroom sessions, group talks and events
- d) Ensure the quality and consistency of the service meets the needs of the students and the expectations of employers and training providers

5.3. Personal Progress Tutors (PPTs)

5.3.1. This team have a responsibility to:

- a) Be the named point of contact for a student during their course.
 - Offer progression support when needed and know where to source additional advice from if needed e.g. signposting to the CEIAG adviser for specialised careers advice where appropriate.

- Have or be working towards the L3 IAG Qualification.
- b) Provide opportunities to consider course options, progression routes and signpost to careers advice.
- c) Track and monitor the progress of students by setting and reviewing realistic but challenging targets contributing to successful achievement and completion of their chosen programme.
- d) Provide initial guidance and signpost support to UCAS (Personal Statement Writing and References) and/or CV writing through Next Steps and 1:1s.
- Liaise with parents as and when required in support of a students' chosen career path.

5.4. Work Placement

5.4.1 The Work Placement Team will monitor the placement and maintain appropriate records using online tracking tools and other relevant college systems for compliance.

They will monitor and maintain the Health & Safety of students participating in placements in the workplace. To assist the College to meet its statutory duty and contractual obligations of funding agencies.

5.4.2 **The Work Placement Team will seek to obtain placements that offer the student:**

- a. A high-quality, industry relevant work placement experience of appropriate activity
- b. An induction to the workplace
- c. A safe working environment through Health and safety assessments
- d. Relevant, current insurance cover
- A period of preparation for placement

5.3. Teaching Staff

5.3.1. **This team have a responsibility to:**

- Give students progression advice which links to their subject area.
- a) Develop and/or sustain further links with HEIs and/or employers which are linked to their subject.
- Maintain current working knowledge about the employment pathways that are open to their subject.
- Identify areas within their curriculum where they can link relevant skills to industry
- Undertake regular professional development to enhance knowledge of careers and progression.

5.4 Progression to Higher Education Team

5.4.1. The Progression to Higher Education team are responsible for ensuring that students are given a range of opportunities to explore Higher Education as a progression pathway, and to ensure timely and comprehensive advice and guidance on making a successful HE application.

They implement these aims by;

- a. providing impartial, high-quality information and advice to students to allow them to make well informed and realistic University choices, and have an understanding of the range of courses available to them through a variety of events and activities through running activities and creating informative and engaging resources. Including tailored advice for Early Entry Higher Education Courses.
- b. Designing and delivering a suite of activities for parents and carers helping them to support their students with exploring HE, and imparting knowledge of particular competitive pathways such as Early Entry courses and Conservatoire applications.
- c. Holding student one to one appointments to provide bespoke advice for students around the HE application process and helping them to explore course relevant to them.
- d. Coordinating and administering the UCAS cycle, supporting and tracking students progress and adhering to timescales to ensure high quality applications are submitted by the external deadline.
- e. Working with Higher Education Institutions to build relationships and provide opportunities for student encounters through in-college talks and workshops, as well as external visits to university campus locations.
- f. Attending CPD throughout the year to ensure they are able to provide students with the most accurate and up to date information about Higher Education opportunities.

6. Developing Employer Engagement:

- 6.1. It is the responsibility of leaders in the curriculum to encourage all teaching staff to enhance their understanding and knowledge associated with opportunities for students post sixth form college in the areas of Higher Education, Apprenticeships, and employment with training, in so doing they should endeavour to make as many external links as possible with organisations who will support the development and independence of our students.
- 6.2. The Eastern Education Group are committed to creating new and developing existing links with employers, HE, local learning providers and apprenticeship providers which inform decisions on future courses and content, giving the students access to up-to-date skills content to enhance and inform their future career decisions.

7. Parent/Carer involvement:

- 7.1. We recognise the important role that parent/carers have in their child's career development. The Eastern Education Group has programme of events at each College to allow students and their parents the opportunity to explore a variety of progression options, including Open Events, Progression Evenings, Post-18 option events, and Progression to HE information. Events that are held virtually are recorded to ensure accessible to all. We regularly send out progression

information to parents. In addition, the individual College websites have up-to-date information on careers and progression.

8. Supporting Social Mobility:

8.1. We ensure that all students across the Eastern Education Group are well informed and supported to help them achieve and progress to their chosen destination be that in Higher Education, Training or Employment. We will ensure that those students who are classed as disadvantaged are targeted and offered support to ensure that they gain access to opportunities that otherwise might have been denied to them. They receive clear progression advice and where appropriate we establish contacts/links with employers and meaningful work experience to further support their chances of success.

9. Our commitment to Professional Development:

9.1. To ensure that our students receive the best possible careers education, information, advice and guidance we are dedicated to sourcing (as required) high quality continuing professional development for all staff.

9.2. All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will ensure that personal development opportunities are discussed on a termly basis and appropriate training is identified and offered.

10. Quality Assurance:

10.1. The Eastern Education Group will evaluate the impact and success of the career's strategy through a range of performance measures:

- Analysis of intended destination data at key stages of the student journey
- Student feedback 1:1 and feedback in group sessions
- Regular self-evaluation using Compass Evaluation Tool to monitor achievement of Gatsby Benchmarks, with the Careers Enterprise Company
- Further assessment where appropriate through Matrix and Quality in Careers Standard.
- Self-Assessment Report
- Quality Improvement Plan
- Annual review process

Revision History – Careers Education Guidance (CEAG) Policy

Revision date	Reason for revision	Section number	Changes made