

# COWLEY INTERNATIONAL COLLEGE



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

Status	<b>STATUTORY</b>
Responsible Governors' Committee	Quality of Education
Responsible Person	Assistant Headteacher – Personal Development
Review date	Summer Term 2024
Date of next review	Summer Term 2025

## 1. Introduction

### 1.1 Rationale for CEIAG

Cowley International College has a statutory duty to provide careers and enterprise information and guidance to all of its students as they progress through the college. Students need the right advice, in the right place, at the right time – backed up by the experiences with employers and educators that make a difference. The advice and experiences need to take place in all years from Year 7 right up to Year 13. For those students who join our sixth form, whether from Cowley or from other institutions, the advice and experiences need to continue during their additional years of study at the college.

All young people need a planned programme of activities to help them choose the correct career pathways. They should receive information and support that has been planned and considered in advance with a view to ensuring that they are able to manage their careers and sustain employability throughout their lives.

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly states: “A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment”.

### 1.2 Commitment

Cowley International College and Cowley Sixth Form College are committed to providing careers education, information, advice, and guidance (CEIAG). In partnership with a provider of independent and impartial advice (presently Careers Connect).

We believe that CEIAG should:

- Inspire young people about their prospects.
- Raise aspirations, level the playing field, broaden horizons, and raise awareness of the opportunities available.
- Enable students to make realistic and well-informed career decisions and transitions.
- Equip students with the employability and study skills they need to succeed beyond school life.
- Be relevant, timely, and sufficient to meet students' needs, and integrated into the overall curriculum.
- Understand the context of both the students and the local area in terms of career opportunities, ensuring that guidance is appropriate to these contexts.
- Provide CEIAG in partnership with students themselves, their parents/carers, and our chosen professional and community partners.

Cowley International College endeavours to follow the guidelines set out by the DfE, QCA and Ofsted. Much of its present programme of CEIAG has been developed to reflect the aspirations of the DfE document "Careers strategy: making the most of everyone's skills and talents" (published 4<sup>th</sup> December 2017).

In December 2021, Cowley International College received the "Quality in Careers Standard," the national quality award for careers education, information, advice, and guidance (CEIAG) in schools, colleges, and work-based learning. This prestigious recognition was renewed in September 2023.

1.3 Development This policy was developed and will be reviewed in discussion with the local Career Hub, the Career Connect Personal Advisers and other relevant partners.

1.4 Links with other policies The policy for CEIAG supports and is itself underpinned by a range of key school policies, especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, equal opportunities and diversity, gifted and talented, LAC and SEND.

## 2. Objectives

2.1 Students' needs The careers programme is designed to meet the needs of students at Cowley International College and Cowley Sixth Form College. It follows the Gatsby Benchmarks and is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning, and development.

2.2 Entitlement Students are entitled to CEIAG which meets professional standards of practice, and which is person-centred, impartial, and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping, and promote equality and diversity.

### 3. Implementation

#### 3.1 Management

The Work-Related Learning Mentor will co-ordinate and administer the careers programme and is responsible to the Assistant Principal (Curriculum Developer). The Work-Related Learning Mentor will direct and monitor the Careers interview programme, working closely with the Career Connect PA team and the local Careers Hub network. In Spring 2021, the careers software package "Unifrog" was launched with all students to support their careers education and to help monitor the students' engagement in their career pathways and to gain insight into the intentions and destinations of all the students at Cowley.

#### 3.2 Staffing

The CEIAG programme is planned, monitored, and evaluated by the Assistant Principal (Personal Development) and the Work-Related Learning Mentor. They are responsible for ensuring:

- Specialist careers sessions are delivered by the Personal Development team using "Unifrog" and, when required, in conjunction with the Career Connect PA.
- Career Connect PAs provide independent and impartial CEIAG.
- Careers information is available on the college website, notice boards (both paper and electronic), and in both of the college's libraries. This information is maintained by the school librarian and the sixth form supervised study coordinator.

There is support with administrative tasks from the designated careers administration officer.

All staff are expected to contribute to the delivery of CEIAG through their roles as tutors, subject teachers, and support staff. Specialist careers education sessions are delivered during allocated curriculum time within the personal development and PSHE programme.

#### 3.3 Curriculum

Careers is embedded through the formal taught academic curriculum where appropriate. Each subject area includes links appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn.

The careers programme includes careers lessons via "Unifrog" for all students as part of the school's PSHE programme, delivered in personal development allocated lessons. It also includes career guidance activities (group work and individual interviews), assemblies, the Year 9 Options Choice Programme, and the Year 11 progression interviews. Other focused events include the Speedy Careers event for Years 7, 8, and 9, the

Futures Fair for Year 10 students, and the Year 12 Progression Week, which takes place in the summer term.

The programme is broken down into a CEIAG programme for each year group, from Year 7 to Year 13. It is clearly designed and sequenced to meet the six learning objectives of the Career Development Framework (CDI):

1. Growth throughout life
2. Exploring possibilities
3. Managing careers
4. Creating opportunities
5. Balancing life and work
6. Seeing the bigger picture

Students are involved in the evaluation of activities; feedback is collated and fed in to the CEIAG development plan and the overall school development plan. Parents are similarly asked to offer their views via an online survey on the college website.

All these evaluations are available upon request.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

### 3.4 The Gatsby Benchmarks

The Gatsby Benchmarks were set up by the Gatsby Charitable Foundation and have brought together the best national and international research to ensure high quality CEIAG provision.

These are in the form of eight Benchmarks, as set out below.

<b>The Gatsby Benchmarks</b>	
1.	<b>A stable careers programme.</b> Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2.	<b>Learning from career and labour market information.</b> Every student, 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.	<b>Addressing the needs of each student.</b> Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4.	<b>Linking curriculum learning to careers.</b> All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

<p>5. <b>Encounters with employers and employees.</b> Every student 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.</p>
<p>6. <b>Experiences of workplaces.</b> Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>
<p>7. <b>Encounters with further and higher education.</b> All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
<p>8. <b>Personal guidance.</b> Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>

Cowley International College has been following these Gatsby Benchmarks for a number of years and is now using them in conjunction with the “Compass+” software as a measure of the success of its Careers provision.

### 3.5 Partnerships

An annual partnership agreement is negotiated between the college and the provider of independent and impartial advice (currently Career Connect), outlining the contributions each will make to the programme. Additionally, the college has a partnership agreement with the St Helens and Knowsley Hospitals NHS Trust to provide work experience opportunities for our Year 12 and Year 13 students.

We also work closely with the Liverpool City Region Careers Hub, local universities, and a range of employers who meet our students in different settings. All pupils in Years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through options events, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Any provider wishing to request access should contact Danny Watkins (Assistant Head: Sixth Form/Personal Development).

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### 3.6 Work Related Learning

The Gatsby Benchmarks 5 and 6 outline the role of schools and colleges regarding students' experience of the workplace. Accordingly, the role of the Work-Related Learning Mentor at Cowley, guided by the Assistant Principal (Personal Development), is to ensure that all students have the opportunity to experience:

- A coherent programme of work-related learning and enterprise learning opportunities and activities.
- A curriculum that integrates work-related learning and enterprise to enhance students' learning. These experiences can be utilised in the college context.

Consequently, at Cowley, students are offered numerous opportunities to meet with potential employers and experience the workplace. For example:

- In Year 12 Construction and Nursing, in addition to their studies, the nursing students have two days a week on work placements with either Whiston Hospital, care homes, or school nurseries, and the Construction students have two days a week on placements with local builders.
- In Years 7-11, personal development lessons deliver careers and citizenship information, helping students gain an understanding of LMI, potential future careers, future career pathways, and workplace rights and responsibilities.
- In Year 12, all students are expected to complete an experience of the workplace placement.

To align with the college's safeguarding policy, all forms of work experience placements are processed through the college's Work-Related Learning Manager. Regular monitoring is conducted to ensure their quality complies with the college's safeguarding policy.

### 3.7 Resources

Funding is allocated in the annual budget, planning round in the context of whole school priorities and particular needs in the CEIAG area. The Assistant Principal (Personal Development) is responsible for the effective deployment of the careers budget. Sources of external funding and resources are utilised whenever they become available.

### 3.8 Staff development

Staff training needs are identified as part of the annual review of the CEIAG programme. Funding is provided both from the Careers budget and from the college CPD budget. The college will endeavour to meet training needs within a reasonable period.

### 3.9 Monitoring, review and evaluation

The CEIAG programme is reviewed and evaluated on a regular basis by the Assistant Principal (Personal Development) as it forms part of the College Improvement Plan. Annually, the programme is also reviewed to identify areas for improvement.

The Partnership Agreement with Career Connect is reviewed twice a year, with a full review of the year taking place at the end of the school year. The results of this are used to inform the Partnership Agreement for the following year.

The Careers Quality Standards and Gatsby Benchmarks for CEIAG will be used to identify desirable improvement.