



# Careers Education, Information, Advice and Guidance (CEIAG) policy and procedure





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Date:	October 2021
Review date:	October 2022
Version:	ATL 1.0
Owner:	Director of Quality and Compliance
Approval Board:	The Board of Operational Directors

## 1. Policy intent

The key strategic aim of this policy is to enable staff, learners, employers and other stakeholders to make informed training and development choices when career planning. Aspiration Training believes that good quality Careers Education, Information, Advice and Guidance (CEIAG) are essential for effective knowledge transfer, learning and development. As such, CEIAG at Aspiration Training will provide:

- Accurate and impartial information, advice and guidance to potential and existing learners, employers and other key stakeholders
- A confidential service which is tailored to individual needs
- A service which meets or exceeds the standards required by Matrix accreditation

## 2. Scope of policy

This policy applies to all Aspiration Training learners. This policy and procedure cannot be viewed in isolation and must be read in conjunction with the following documents, policies and resources:

- ATL Career Hub
- ATL Equality and Diversity policy
- ATL Recognition of Prior Learning policy and procedure
- ATL Teaching, Learning and Assessment strategy

## 3. Impact on the learner

The implementation of this policy will ensure that learners are fully informed and supported to:

- Identify transferable skills
- Identify potential career pathways
- Build confidence, self-esteem and motivation.
- Identify progression opportunities and the knowledge, skills and behaviours required to access these opportunities

## 4. Definitions:

### 4.1 Career:

A career is the job or series of jobs that you do during your working life, especially if you progress, get better jobs, and earn more money.

### 4.2 Career planning:

Career planning involves self-evaluation, learning about different careers, understanding and selecting relevant career pathways and successfully applying for learning and employment.

### **4.3 Careers advice:**

Careers advice is an in-depth explanation of information related to employment, as well as how to access and use this information.

### **4.4 Careers education:**

Careers education is the delivery of learning about careers as part of the curriculum, and has a clear focus on the knowledge, skills and behaviours required to be successful in the world of work. Careers education is often closely related to work-experience and other forms of work-related learning.

### **4.5 Careers information:**

Careers information is the provision of information and resources about courses, occupations and career paths.

### **4.6 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.

(Definitions based on the House of Commons (2016) CEIAG First Joint Report of the BIS and Education Committees of Session 2016-17)

## **5. Procedure**

CEIAG is provided by many different members of the ATEL team, and is woven throughout the learner journey, beginning before a learner enrolls onto a programme of learning and ending after they have progressed onto their next stage of learning or employment. A summary of the three main stages of CEIAG at Aspiration Training are as follows:

### **Stage 1: Enquiry, interview and enrolment:**

Initial IAG will be conducted by the Business Development team to ensure that, at the recruitment stage, individual career aspirations and the relevant training options for these are discussed. Additional information outlining the different career pathways and job opportunities linked to their chosen qualification will also be discussed at this stage. The main aim of CEIAG at this stage is to ensure that each learner is on the right course, at the right level and with the right employer.

### **Stage 2: Induction and on-programme:**

CEIAG will form a part of the continuous dialogue the learner has with their Vocational Coach and Skills Coach (if relevant). The main aim of CEIAG at this stage is to provide ongoing guidance and coaching to develop the knowledge, skills and behaviours required for their chosen career, or for a different sector of employment if their career aspirations change during this time.

### **Stage 3: Destination / exit:**

Towards the end of a learner's qualification, Vocational Coaches will provide further advice and guidance related to the learner's planned destination, including signposting to any additional training or support required to meet their career goals. The main aim of CEIAG at this stage is to ensure learners are fully informed and prepared for progression to the next level of employment or training.

Learners are contacted after they have completed their training to identify the impact their learning has had on their career and to identify any additional training needs.

In addition, learners can book individual session with specialists, who have been trained to CEIAG Level 4 or above, to obtain personalised support and guidance relating to their own career journey.

## 6. Responsibilities:

### 6.1 The Board of Directors:

- Ensuring Aspiration Training is fully compliant with legal and regulatory requirements
- Ensuring effective implementation of this policy
- Ensuring this policy is reviewed on a regular basis

### 6.2 Managers:

- Ensuring this policy is fully supported by their team
- Ensuring that all employees are aware of this policy and receive adequate training to ensure its implementation
- Ensuring public-facing programme information relating to qualifications and training is current and accurate at all times

### 6.3 Staff:

- Ensuring all CEIAG information provided is accurate and current
- Ensuring all CEIAG activity undertaken with learners is documented appropriately
- Ensuring regular CPD related to CEIAG is undertaken

## 7. Communication:

This policy is available on the Aspiration Training website and may be provided in hard copy upon request. This policy is available in Welsh on the Aspiration Training (Wales) website.

## 8. Monitoring and review processes:

This policy will be reviewed on an annual basis, or when statutory guidance changes, to ensure it continues to meet the needs of the organisation and its stakeholders. The review will be conducted by the Aspiration Training Board of Operational Directors.

## 9. Contact details:

If you would like to discuss this policy further, please contact:

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