

P74 Information, Advice & Guidance (CEIAG) Policy

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1 Policy Statement

It is the policy aim of TCHC GROUP Limited to offer all learners and prospective learners (applicants) an effective and impartial programme of Careers Education, Information, Advice and Guidance (CEIAG). Our aim is to support learners in making choices which will suit their interests and abilities, sustain their personal and employability development over time and enhance their life chances. TCHC want our learners to be well-equipped for the real world so that they leave us with the attitudes and knowledge that will assure their future success. TCHC will make this happen by providing excellent advice to support every decision.

The support and guidance TCHC will offer our learners will assist in ensuring the achievement and retention of all learners irrespective of their individual needs. TCHC will work proactively with Employers, Sub-Contractors, Parents/Carers, and other External Agencies to guide the learners and promote an ethos of Lifelong Learning within our own organisation and other organisations that TCHC work with.

TCHC CEIAG provision, approach and policy are also informed by relevant statutory and non-statutory guidance including:

- [Careers Development Institute's Framework for Careers, Employability and Enterprise Education 2020](#)
- [Guidance and Access for Education and Training Providers 2023](#)
- [Career Strategy: Making the most of everyone's skills and talents 2017](#)
- [Good Careers Guidance - The Gatsby Foundation 2013](#)
- [Skills for Jobs: Lifelong learning opportunities and Growth 2021](#)

- [Special educational needs and disability code of practice: 0 to 25 years 5 Aims of the Policy](#)

TCHC is a Matrix accredited organisation that delivers our services in line with the nationally recognised matrix quality standard (<https://matrixstandard.com/>).

TCHC work hard to develop the self-esteem and self-confidence of learners and TCHC ensure that every individual is be treated with courtesy and fairness and TCHC respect the rights and beliefs of each other, regardless of gender, marital status, age, disability, race, religion, sexual orientation, or position.

In delivering the CEIAG service our objectives are:

- To make learners and potential learners fully aware of their entitlement to up-to-date, impartial, accessible CEIAG, to be available at all stages of their progression, from initial application through to completion of their courses and for an appropriate time after leaving TCHC
- To promote optimism, raise aspirations, challenge stereotypes, and encourage learners to consider a wide range of careers.
- To encourage self-development through supported self-assessment of strengths, limitations, aspirations, values, needs and potential.
- To encourage the use of information sources to explore, research and evaluate opportunities in apprenticeships and other employment, further education and training schemes, internships, work experience and volunteering.
- To encourage development of employability skills/competencies, a broad understanding of the world of work and an ability to respond to changing opportunities.
- Inform and prepare learners to understand areas of opportunity in terms of skills shortages locally, regionally, and nationally.
- To encourage learners to take advantage of work experiences/placements/insights and the full range of other progression related insight opportunities.
- To encourage participation in continued learning, through work-based training, further or higher education
- To help learners/prospective learners to establish criteria for their career management decisions and to assist them at transition stages through research, application, and interview support.
- To refer learners to other specialist support networks in centre when this is most appropriate to ensure they can address barriers to their learning and progression.
- To refer learners to specialist external agencies when this is most appropriate to ensure they receive expert, realistic and unbiased support.
- To work in support of all learners in their efforts to secure a viable, secure post-centre destination appropriate to their aims, programme of study and personal circumstances.

TCHC will handle information in compliance with the Data Protection Act and any current or subsequent human rights legislation, which guarantees a right of privacy. Information will be shared within the organisation only. TCHC acknowledge that, on occasions, it may be necessary to break the basic rules of confidentiality. These may broadly be defined as situations where the safety, rights and liberties of other people or the person giving information may be seriously at risk.

2 Definitions

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. It may require explanation of some of the information provided and a recognition of when more in-depth services may be required by the learner.

It includes activities and processes that can support choices made by learners, the key elements of which are defined as follows:

- Printed material such as leaflets.
- Audio-visual materials such as videos.
- Computer software on CD-ROM or via the internet
- Verbal information to the learner on a face basis or through local or national help line services where advice requires more interaction with the learner, usually on a one-to-one basis.

Careers education - is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work-experience and other forms of work-related learning.

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. Careers guidance is an activity carried out by an advisor which helps learners to explore a range of options, to relate information to their own needs and circumstances to make decisions about their career (i.e. their progression in learning and work).

Compass tool - This is an audit tool, that quickly and easily helps schools and colleges to evaluate their careers activity against the eight benchmarks of best practice – known as the Gatsby Benchmarks.

Gatsby Benchmarks - define what world class careers provision in education looks like and provides a clear framework for organising the provision in schools and colleges.

Labour Market Information (LMI) - is a useful tool to help research future jobs in the local area, understand the skills needed for certain roles and the demand for future employment.

Matrix - quality standard for organisations seeking to assess and measure their information, advice, and guidance services (CEIAG) in a learning or work setting.

Personal development plan (PDP) – provides up to date information on learners' progress throughout the academic year and is updated by the course teaching team.

Learning walks - Walks conducted by a team who will focus on a theme selected by the faculty area and/or area performance reviews. These are conducted by staff who have completed the learning walk training.

Study Programmes - Study programmes are programmes of learning for 16 to 19-year-olds, or 16 to 25-year-olds where the learner has an Education, Health and Care plan (EHCP).

TCHC will

- Ensure that information, advice and guidance are informed by up-to-date labour market information for local and regional employment trends, job vacancies, apprenticeship developments (at all levels), FE courses vacancies etc.
- Ensure that comprehensive, up-to-date online resources are available to learners and well promoted.
- Ensure that relevant resources are shared with other tutors and staff to support their own delivery of CEIAG.
- Ensure that all learners have regular opportunities (including by self-referral) for individual careers guidance and action planning.

3 Continuous Professional Development (CPD)

All staff must undertake regular monthly CPD to ensure they maintain and broaden their knowledge and skills throughout their careers.

4 Networking

Delivery, safeguarding, human resource, quality and business development staff should have clear links with other agencies, as well as all Leaders and Managers at TCHC in order to support the CEIAG service that is provided.

5 TCHC Deliver CEIAG at:

- **Referral stage:**

Choosing a programme with TCHC that is most suited to the learner's needs particularly in terms of location, content, level, delivery style, costs, qualification, entry requirements, support available, etc.

Prospective learners may benefit from a career's guidance interview during enrolment if they:

- are uncertain of their course choice.
- do not meet the entry criteria of the course.
- have previously attempted to study the course.

- **At Induction:**

Learners are to be informed of the facilities and support available to them through participation in the Induction programme, key information and advice related to the programme and the learning contract via learner progress reviews, advice on learner support available, possible progression routes.

- Learners who require a careers guidance interview can self-refer or be referred by any member of staff.
- Follow up appointments may also be offered where appropriate.

- **Mid way through a programme:**

On programme, learners may benefit from a career's guidance interview if they:

- Need support with planning their career path.
- Are considering changing course before their course ends.
- Are coming towards the end of their programme.
- Need help with applying to another college/ training provider.
- Would like support with job search activities and LMI information.

- **Post-Learning:**

Via final progress review, exit interview and learner questionnaire to identify further learning opportunities.

- **At any time:**

Referral to other agencies and training providers for advice on careers, work and learning that may be outside the scope of what TCHC is able to provide.

6 CEIAG Learner Entitlement

Careers strategy

6.1 Career and Labour Market Information

- All learners have access to labour market information to inform their decisions on study options.
- TCHC will explain the value of researching the labour market to both learners and parents/carers and will support them in accessing and understanding this information.

6.2 Addressing the Needs of Each Learner

- Personalised plans are in place for learners with SEND and that support is provided in helping learners with SEND to understand different career paths, and the ways in which adults with SEND or disabilities can be supported in the workplace. TCHC will build relationships with businesses, employers, employment services, and disability and other voluntary organisations to help broaden learners' horizons.
- Ensure that learners are aware of and prepared for the costs associated with staying in post-16 further education (for example, transport, accommodation, books, equipment, and childcare). Advice and guidance on available bursaries and funding will be made available to learners.
- Raise learner aspirations by providing impartial careers guidance that is tailored to individual needs to ensure that learners from all backgrounds, gender, and diversity groups, including those with special education needs and disabilities, consider the widest possible range of careers.

- Careers advice and guidance for all learners, particularly around girls and STEM, is focused on tackling gender stereotypes (for example, by providing learners with opportunities to meet with men and women in non-stereotypical jobs).

6.3 Linking Curriculum Learning to Careers

- TCHC have an ambitious curriculum which provides learners with several opportunities to access careers provision through individual development and training on the skills and progression necessary to achieve their goals. Learners are provided with opportunities to achieve a variety of vocational qualifications including Occupational Studies which allows learners to choose vocational units in an industry of their choice.

6.4 Encounters with Employers, Employees and Workplaces

- All learners are provided with several encounters with employers between years 7 and 11 and that these opportunities include STEM and technical trade employers.
- All learners are exposed to the world of work and that learners gain the confidence needed to compete in the labour market. This includes providing opportunities for learners to develop entrepreneurial skills for self-employment and establish real world connections with local employers and professional networks.
- Learners will be given opportunities to take part in work experience placements in different stages in key stage four.

6.5 Encounters with Further and Higher Education

- TCHC will work closely with post-16 providers to support learners in transitioning to post-16 training and education.
- TCHC will support providers in understanding learner needs and ways to best support our learners in their transitions.
- TCHC will provide learners with opportunities to visit local colleges and/or will arrange for local colleges to attend the school and hold information sessions. See provider access statement for more information.

6.6 Personal Guidance

- Independent and impartial personal careers advice and guidance will be provided for all learners with the support of careers leaders as well as the use of external careers advisors from local agencies.

TCHC will provide CEIAG which is:

6.7 Accessible and Visible

Access to CEIAG should be free from direct or indirect discrimination. Services should be recognised and trusted by learners, have convenient range of entry points from which learners may be signposted or referred to the services they need, and be open at times and in places which suit learners' needs.

6.8 Professional and Knowledgeable

TCHC's CEIAG frontline staff have the skills and knowledge to identify the learner's needs quickly and effectively. They also have the skills and knowledge either to address the learner's needs or to signpost or to refer them to suitable alternative provision.

Their mission is to help plan careers, support individuals to review their skills and to develop new goals and to enable learners to make best use of high-quality career related tools.

6.9 Impartial

Learners have the right to information, advice and guidance that is impartial, unbiased, and realistic. The range of CEIAG services offered reflect the diversity of learner's' needs in terms of their present and future needs.

6.10 Enabling

TCHC CEIAG services encourages and support learners to become lifelong learners by enabling them to access and use information to plan their careers, supporting learners to explore the implications of both learning and work in their future career plans.

TCHC provides a patient, welcoming and friendly CEIAG service which encourages learners to engage successfully with the service. Learners are made aware of this entitlement through the marketing materials, TCHC website and National Careers Service CEIAG guides.

TCHC is committed to create an CEIAG experience for the learner which is:

- Excellent and delivered in a suitable environment.
- Personalised to suit the learner, responding to the individual needs of each learner in a supportive and confidential manner.
- Planned to guide learners on to the right vocational and occupational path.
- Aspirational, designed to inspire, motivate, and develop self-confidence.
- Coaching them to be successful and progress on to their next steps.
- Providing good quality, comprehensive and impartial information and advice to raise awareness of educational, training and employment opportunities.
- Raising aspirations and challenging expectations and stereotypical thought processes through teaching and learning, role modelling, discussion and work placement opportunities.
- Developing and delivering a curriculum and associated provision which is aligned to the needs of learners and labour market demands of the local community and beyond.
- Enhancing the learners' experience and knowledge of digital technology to support their applications for education and employment.

7 How CEIAG is measured

TCHC will monitor the effectiveness and improve the quality of CEIAG via:

- Customer feedback

- Staff feedback
- Employer feedback
- Partner feedback
- Analysis of Initial Learner Profiles, ILPs, career aspirations and Learner Progress Reviews
- Analysis of outcomes for learners
- Annual review, renewal & update of information materials
- Provide opportunities for staff to further develop their professional training and/or qualifications in CEIAG to ensure understanding of:
 - CEIAG policy, strategy, aims, objectives, procedures, and performance indicators
 - Equality and diversity
 - Confidentiality issues
 - Learner support, including financial support.
 - Referral systems (internal and external)
 - Customer Care, Health & Safety and Safeguarding, Prevent and British Values
 - Technological support
 - Information sources

8 Management of CEIAG

Equality & Diversity

Please refer to our P17 Equal Opportunities and Diversity Policy and P17a Equality Action Plan.

Evaluation

The service is reviewed and evaluated in a number of ways including:

- Learner voice and learner governor feedback, course evaluation surveys
- Feedback from learner focus groups
- Feedback from staff via the careers working group and curriculum meetings learners.
- Completion of the COMPASS tool at least annually to monitor and assess progress against the Gatsby Benchmarks
- Maintenance of Matrix standards for CEIAG
- Annual self-assessment report (SAR) for careers and destinations
- Learning walks provide feedback on how CEIAG is embedded and delivered in the curriculum. This is reviewed via internal quality processes and contributes to teachers' personal development plans.
- Learner destinations are tracked annually and analysed to inform curriculum development and the CEIAG programme.
- All one-to-one CEIAG sessions are recorded on the learner's PDP. Learners are asked to provide feedback about the quality of their one-to-one meetings with their work placement and careers coordinator (WPCC) and the careers team. Feedback is reviewed by the careers and destinations manager.

- Curriculum teams and the WPCCC arrange for guest speakers to attend college to speak with learners. Learners are asked to provide verbal feedback on the value of the talk/event.

TCHC will:

- Endeavour to collect written feedback about the service.
- Use the information received in feedback to improve the services available.

Compliments, Concerns, Suggestions and Complaints

TCHC will:

- Treat complaints and compliments in a serious and respectful way.
- Comply with our Complaints Procedure.
- Use complaints and other feedback to inform the annual Self-Assessment Report.

Referrals

Staff offering Information, Advice or Guidance services will ensure that the procedures they adopt when referring an individual to another organisation or agency are learner centred, appropriate, and adhere to the principles and policies of equality of opportunity and confidentiality.

Referral will occur when another provider offers information or services that better meet the learner's needs.

9 Document Sign Off

Policy signed by: Kim Kitchener – Head of Quality – TCHC

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Document History

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