

INFORMATION ADVICE & GUIDANCE POLICY Including Careers Education and Guidance and Work Related Learning

1 INTRODUCTION

It is the expectation of the colleges that all students should be able to move on to either Further/Higher Education, training or other career opportunities and that they should be able to access information, advice and guidance relating to personal and social issues that could impact upon this goal. In turn, this should help them to be informed of their own continuing education and training needs, possible career paths and be more self-aware of where to access support.

2 THE PURPOSE OF THE PROVISION IS TO:

Provide effective and impartial information, advice and guidance is an essential part of the preparation for the opportunities, responsibilities and experiences of adult life.

Help students to be more self-aware, informed of their own continuing education and training, and about possible career paths.

Enable students to manage transition to new roles and situations throughout their lives and help them to achieve their aspirations.

3 GUIDELINES

An information, advice and guidance service is available to all students, staff and parents.

Timetable of activities

<u>Year</u>	<u>Self-development</u>	<u>Career exploration</u>	<u>Career management</u>
7	<ul style="list-style-type: none"> • Understanding myself • Strengths and weaknesses • The Real Game Topics 1-6 	<ul style="list-style-type: none"> • Introduction to Connexions resources/careers library • The world of work (LMI) • Job Families • Work – challenging stereotypes • School as a place of work 	<ul style="list-style-type: none"> • Managing transition from Year 6 to Year 7 • Expectations – staying on in education or employment with training until the age of 18
8	<ul style="list-style-type: none"> • Learning styles (matched to qualifications) • The Real Game Topics 7 onwards 	<ul style="list-style-type: none"> • LMI – changing world of work (Labour Market Information) • Information skills • KUDOS • Qualifications and levels • Introduction to coursefinder • Connexions/Connexions direct 	<ul style="list-style-type: none"> • Building up list of those who can help
9	<ul style="list-style-type: none"> • Preparation for ILP – skills, qualities, recognising achievements • ILP interviews • Preparing for option choices • Aspirations • Decision making 	<ul style="list-style-type: none"> • ILP interviews • Higher education • Post 14/16/18 options • Subject pathways • Plan It • Using the Connexions resources/careers library 	<ul style="list-style-type: none"> • ILP interviews • Option choice process • Coursefinder • Decision making – choices, consequences, changing my mind • Individual action plan

<u>Year</u>	<u>Self-development</u>	<u>Career exploration</u>	<u>Career management</u>
10	<ul style="list-style-type: none"> • Work experience preparation • Employability skills • Progress check • Lifestyle – influences, values, beliefs 	<ul style="list-style-type: none"> • Work experience preparation – rights and responsibilities, health and safety, challenging stereotypes • Work experience • Work experience debrief • LMI • Pathfinder +HE • Coursefinder • Apprenticeships • Information handling (bias/partiality) 	<ul style="list-style-type: none"> • Transition from KS3 to KS4 • Work experience preparation • Interview techniques (including phone) • ILP reviews • Time management
11	<ul style="list-style-type: none"> • Employability skills • Action plan • Preparation for a careers interview • Adjusting to 6th Form, FE College, work environment 	<ul style="list-style-type: none"> • Coursefinder • Post 16 options – all 4 • Finance • LMI • Using the Connexions resources/careers library 	<ul style="list-style-type: none"> • Post 16 options • Targeted CV writing • Letter of application • Personal Statements • Interview techniques (including phone) • Action plan • Preparing for transition

All students from year 7 now have access to an interactive web based program called Plan-it, which gives them the tools to self assess their aspirations and qualities for the world of work. It also helps them to assimilate information ready for the Individual Learning Plan (ILP) meeting with a member of staff, the purpose of which is to enable students to begin to consider potential career paths and possible barriers to success. The ILP process encourages students to begin planning for their future and help them identify further access to relevant information, advice and guidance. This information is stored on a secure, pass worded database which students and parents can access at home or college.

Key Stage 3

There is a transition process for KS2 to KS3 including parents evenings, Designated Liaison officer, LRC Workshops which are held through the year.

Parents and also welcome to visit at anytime by appointment. Interagency meetings highlight any issues prior in registration. Regular IAG is delivered by their personal (form) tutor through the PSHEE (CEG) lessons as per table.

Key Stage 3 to 4

Emphasis is placed on the Guided Curriculum and consultation/parents evenings are offered in year 9. Each pupil will receive a personalised letter stating which pathway is recommended with further information through assemblies etc. SLT are available for one to one consultation at year 9 parent and pathways evenings.

Year 9 will have the opportunity to experience one day with a Parent/carer – work shadowing which is certificated. They will also attend the Post 16/18 roundabout in the Summer term in college. They will partake in workshops with the Connexions Personal adviser and the LRC Manager. See table.

Key Stage 4

Students in Key Stage 4 have access to ILP Reviews, and their Plan-it data to allow them and staff to monitor to ensure targets are met and plans are in place for transition at 16+.

Any student who is 14-19 can request or be referred to the Connexions Personal Advisor and/or the College's Work Related Learning & Careers Co-ordinator for more detailed access to careers advice and support. Parents/carers can also request an appointment with the PA and their son/daughter. Students who are considered to be at risk or vulnerable may be referred to the Connexions Intensive Advisor for further support, in line with their identified needs. Pupils Personal Tutor will have constant access to Plan-it and tutor time for IAG.

All interviews with students are recorded, with a copy going to the student, form tutor and the Connexions Personal Advisor.

Visits to all local FE colleges and at least one university are offered to year 10/11. The college organises a Post 16/18 Convention each year. Year 11 have the opportunity to attend the 'Skills Cambridgeshire' event – LMI. will be made aware of the LMI and where to look for vacancies. Any vacancy alerts are advertised in the LRC including apprenticeships and the on-line apprenticeship application system.

Key Stage 5

Parents and pupils are given the opportunity to be made aware of the various on-line information advice and guidance, including UCAS. Training will be given in the use of UCAS applications, writing CVs and interviewing skills. Visits to universities, workshops by various outside agencies and corporate companies are available. They will be made aware of the LMI and where to look for vacancies. Any vacancy alerts are advertised in the LRC including

apprenticeships and the on-line apprenticeship application system. One to one Personal Time is available during General studies sessions.

- . All students in Years 7 to 13 record achievements and plans through target setting in the Year 9 Individual Learning Plan and through action planning in Key Stage 4 using Plan-it, plus hand written logs.
- . Student data is held confidentially and recorded for access by college or pupil on Plan-it, as appropriate.
- . Students are encouraged to set individual targets for academic performance through the Assessment for Learning process which runs throughout the College, in all subjects and in all years.

NEET – Not in Education Employment or Training

Every effort is given to help pupils to either find employment or enrol in Further Education. This is mainly supported by our system of logging all applications from year 11 and 13 pupils. This allows us to highlight any pupil who may need support. The Connexions Personal Advisor will give priority time to these pupils. Support is also given by their Personal Tutor, Head of Progress Head of Vocational Education and SLT. Possible NEETS are enrolled in workshops which encourage and raise aspirations by developing Skills for work. The colleges NEETS figures are considered as evidence showing outstanding IAG/CEG policies and processes.

Benchmarking

The College's NEETS figures are considered as evidence showing outstanding IAG/CEG policies and processes. Applications to Universities before and after the opening of the 6th form.

Health Related survey of year 8 and 10 pupils.

Regular in house reviews.

Low fall-out figures at post 16 showing sound and impartial IAG.

4 ENGAGING WITH PARENTS/CARERS

Parents and carers remain the single most important influence on young people's learning and career choices and can make a critical contribution to their children's success at school. Parents and carers will be made aware of the various links and help sites from newsletters and blogs on the Cromwell web site. At parents consultation evenings they will always be some form of help desk – either senior managers, The Connexions Manager or Connexions Personal advisor available. The Connexions Manager or Head of Progress would be available to answer any queries or advise on progression.

5 Staff Training

All staff will have in-house training in the use of Plan-it and the delivery of 'Real Game' in years 7 and 8. All staff will also attend training on the Pathways delivered by SLT. Also one to one support is available by Head of Vocational Education to any staff member on request. Updates and workshops will be available to all staff by Connexions Personal Advisor.

6 CONCLUSION

The college's students in Years 9 to 13 are entitled to information, advice and guidance from staff and the Connexions team which is independent, impartial, confidential and integrated into their educational experience. This process is based upon an effective partnership with students and their parents /carers, and which embraces equality of opportunity regardless of gender, race or disability.

This Policy should not be viewed in isolation and additional aspects of supporting students regarding Information, Advice and Guidance can be drawn from other relevant College Policies.

To be read in conjunction with

Appendix A – CEG

Appendix B – WRL

Appendix A

1. PRINCIPLES

CEG develops a number of attributes including knowledge; of oneself and of possible opportunities, skills; including decision making and action planning, attitudes; self-reliance, responsibility to self and others and positive self-esteem.

Cambridgeshire County Council Connexions Service provides all students at the Colleges with information, advice, guidance and support on a number of areas including Careers Education.

The Careers Education and Guidance (CEG) programme is an important structure set in place to motivate students to raise their aspirations and attainments. All students from Year 7 through to Year 13 are entitled to a programme that will encourage their career development to be a continual process. We work in conjunction with parents, carers, teaching staff and local industry to provide a high quality programme for the students of The Colleges.

Therefore, we ensure that:

- . individuals are treated without prejudice and have an entitlement to CEG regardless of race, gender, religion, ability, disability, social background or sexual orientation;
- . individuals have equal access to accurate, up to date and impartial information free from stereotyping and bias;
- . the individual's personal aspirations are the most important factor in any activity and should be treated with respect;
- . CEG runs through the whole curriculum.

2 AIMS AND OBJECTIVES

To prepare all students, regardless of ability, for adult life by providing a coherent programme of preparation, guidance and counselling from 11-19 years.

In particular we aim to achieve the following:

- . to reflect positive equality for all students;
- . to develop sound skills in making choices and be flexible and adaptable in relation to opportunities available locally, nationally, in Europe and world wide, both now and later in life;
- . to develop an awareness of themselves as individuals, and how they interact with others;

- . to have an ability to be flexible, to adjust to change and to make effective use of it;
- . to prepare students for the transfer from school to adult life including further education, training and work;
- . to prepare and move towards personal autonomy in important aspects of life.

We hope to achieve our aims by establishing a framework and structure to reach the following goals and objectives:

- . to establish a coherent CEG programme 11-19;
- . to review annually and revise, where necessary, and evaluate the provision made;
- . to develop staff expertise, especially tutors;
- . to identify INSET needs;
- . to provide students with advice and vocational guidance;
- . to encourage students to be actively involved in Work Experience, preparing a Curriculum Vitae, have access to the Connexions Library, the College's Work Related Learning & Careers Co-ordinator and Cambridgeshire County Council Connexions Personal Advisors;
- . to continue to develop links with the local community, including local industry and business resources;
- . to examine cross-curricular themes as identified in the National Curriculum.

3 PROCEDURES AND RESPONSIBILITIES

Organisation and Teaching of CEG

CEG is a complex part of the statutory requirements for The Colleges, therefore it is fed through the curriculum in a variety of ways. The main events are organised through the Work Related Learning and Careers Co-ordinator and then further strands are linked to Tutor Time, Personal development lessons and Work Experience alongside individual subject work.

On a regular basis the Connexions team meets with staff and partnership members through the IAG Fenland Committee. This also involves an evaluation of the previous year and new strategies are discussed, agreed and put in place.

All students have an opportunity to meet with the Connexions Personal Advisor and/or the College's Work Related Learning and Careers Coordinator on an individual basis and each student is provided with a Careers Guidance Action

Plan at the conclusion of the Interview. Parents/carers are also welcome to attend the interview.

The Connexions Personal is present at Parents' Consultation Evenings from Year 9 (transition year) to Year 13. Also the Connexions Personal Advisor and the College's Work Related Learning and Careers Coordinator are present at most Year Open Evenings. Also Head of progress and Senior Managers are always available at all Parents Consultation evenings.

The College's Work Related Learning and Careers Coordinator is involved in the annual Year 9 Options Choices interviews.

In relation to Work Experience, all Year 10 students take a two week placement to experience the world of work.

Each year The Colleges hold and take part in, several enrichment activities e.g Post 16 conventions and skills events.

A variety of teaching and learning styles are employed for CEG. This can range from an introductory talk for all students in the Careers Library with the Connexions Personal Advisor and Work Related Learning and Careers Coordinator, group activities to combat stereotyping of jobs, individual research using the IT software Kudos, open day visits, speakers and individual research activities.

Differentiation is provided through the variety of resources used, tasks provided and through the individual support and guidance of groups and individuals.

Assessment

Assessment within CEG is chiefly in the form of student self-assessment supported by discussion with tutors, teachers, Work Related Learning and Careers Coordinator and Connexions Personal Advisor. The process of assessment follows the whole school assessment policy.

Moral and Spiritual Education

CEG will contribute to each student's moral, spiritual and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country as a whole.

Equal Opportunities

CEG will help to promote the College's policy on equal opportunities by providing a range of resources, which match individual needs, helping students recognise the importance of equal opportunities in working life and monitoring resources to ensure the absence of stereotyping.

Special Education Needs

CEG will promote the College's policy on SEN by providing a specialist Connexions Personal Advisor and a range of resources to match individual needs.

Staff Development

All staff involved are entitled to CEG training on request. Training is always given when linked to year 9 ILPs and the Real game in Year 7/8. Any request for extra support or training would be dealt with on a one to one basis.

Resources

The CEG has a number of resources that can be used by the students. As far as possible these are regularly updated. They currently include:

- . Careers Library and Work Related Learning and Careers centre with a range of literature including books, leaflets, college prospectuses, reading books and magazines on topical careers issues and computers with Kudos careers programmes.
- . Computers located elsewhere within the College with Kudos, Plan-it CD Roms, videos, posters and jobseekers guides.

Partnership

We work in partnership with the following:

- . Cambridgeshire County Council Connexions Service – who will support and complement careers education and provide guidance to individuals.
- . Local industry and businesses – who will support Work Experience, Careers Convention and numerous activities.
- . Further and Higher Education Institutions – who attend the Careers Convention and exchange up to date information and advice.
- . Parents and carers – who will exchange information, contribute to the programme, and, where appropriate, evaluate provision.

4 EVALUATION

The CEG policy and programme will be regularly monitored and evaluated, through a variety of techniques, to ensure as far as possible:

- . relevance to student needs;
- . to link with the whole school plan;
- . effective response to change eg OfSTED recommendations.
- . Effective response to NEET figures.

Appendix B – Work Related Learning

1 INTRODUCTION

There is a statutory requirement under Section 351 of the 1996 Education Act for the College to provide a balanced and broadly based curriculum which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life. The College operates within the guidelines set out in the “National Framework for Careers Education and Guidance (Non Statutory) Work Related Learning for All (2004)”. The College is committed to and works in accordance with the Equal Opportunities Policy and the SEN and Inclusion Policy.

The Colleges are committed to maximising the benefits for every student, in the development of a whole school approach to work-related learning. The Colleges recognise that there should be some work-related learning for all pupils, and more for some. The Colleges promote work-related learning as part of the learning entitlement for all students and as a means for learning ‘about work’, learning ‘through work’ and learning ‘for work’

2 RATIONALE

Work-related learning has an important contribution to make to the education of all our students in order for them to make an effective transition from the College to adulthood and employment. In order that students are able to make this effective transition, the Colleges provide a wide range of opportunities for students to learn about, through and for work, in a range of activities. The Colleges have clearly identified work-related learning outcomes for all students together with a set of procedures for assessing individual student’s progress.

3 PURPOSE

Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. The Colleges encourage innovative approaches to work-related learning in order to motivate students and to raise standards. The accreditation of students achievements in work-related learning has an important role to play in supporting the College’s objectives.

The main purpose of work-related learning is to provide students with a range of activities as part of a balanced and integrated curriculum. The work-related learning opportunities provided by the College contribute to:

- attainment in individual subjects by increasing students understanding;

- achievement of vocational qualifications by enhanced understanding and relevance to general and specific occupations;
- achievement and development of the main key skills and the wider key skills;
- careers education and guidance by providing an insight into the factors which can inform career choice;
- learning about the world of work and better preparation for the transition from education and training to work;
- personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility; and
- increasing the breadth of curriculum experience for every student to support them in their preparation for adult life.

4 AIMS FOR WORK RELATED LEARNING

The aims for work-related learning focus on the provision the Colleges make for opportunities for students to prepare for adult and working life and include:

- to improve educational standards through using contexts that improve motivation and attainment for all students;
- to ensure that students follow courses and programmes which are appropriate to their longer term aspirations and needs;
- to improve students understanding of the world of work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all students;
- to improve the transition of students from school to adult and working life

5 THE COLLEGE'S OBJECTIVES

The key objectives for work-related learning are:

- to raise levels of attainment through high quality work-related learning for all students;
- to develop a range of opportunities which enhance the curriculum;
- to promote greater awareness for students about the world of work, the development of key skills and employability;
- to develop a range of appropriate and relevant activities which assist in raising all students aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- to promote awareness and understanding of work, industry, the economy and community;
- to relate skills, attitudes, concepts and knowledge learned in the colleges to applications in the wider world;
- to develop students personal and social skills in relationships in a range of contexts;
- to provide pupils with informed and impartial guidance on the choices available for education, training and employment as well as other interests;
- to improve employability through work-related learning
- to develop effective links with key partners.

6 CURRICIULUM PROVISION

The colleges offer a wide range of activities that contribute towards work-related opportunities in order to help effectively prepare students for adult and working life. These activities complement subject teaching, contribute towards the development of students key skills as well as contributing to lifelong learning opportunities. Work Related Learning, Enterprise and Careers Education is planned in line with the National Frame Work for Careers (Non Statutory).

The range of activities the College is currently using in order to help meet its objectives.

Work-related learning within the College enables each curriculum area to make a full contribution through:

- the development of schemes of work that recognise the importance of work-related learning in preparing students for adult and working life;
- ensuring that all students have access to some work related activities which are appropriate to their needs;
- the use of appropriate teaching and learning strategies;
- the regular review of learning outcomes and assessment arrangements for all work related programmes and courses;
- ensuring maximum understanding for students of the various aspects of work related learning to adult and working life;
- ensuring continuity and progression in schemes of work, so that all students can build on work-related experiences from previous levels.

7 WORK EXPERIENCE

Work Experience is part of the Work Related Learning Programme available for all students at the Colleges. Work Experience provides young people between the ages of 14-18 the opportunity to discover the realities, responsibilities, opportunities and challenges of a rapidly evolving and constantly changing world of work. The College is committed to providing a planned programme of work experience to help students make realistic informed decisions about career choices as follows:

- . Work experience at Key Stage 4 in Year 10 for all students for a period of two weeks in the Summer Term;
- . A number of students (years 10-13) have opportunities to take part in an extended work experience or a college placements.

8 DISAPPLICATION USING SECTION 363 REGULATIONS

Under Section 363 of the 1996 Education Act the school is able to disapply, for any one student, up to two National Curriculum subjects, in order to provide for wider opportunities for work-related learning. The school is able to set aside up to two subjects from design and technology, modern foreign languages and science. The school can only do this if it meets the statutory criteria for disapplication.

9 MANAGEMENT OF WORK RELATED LEARNING AND CAREERS

The Work Related Learning and Careers Co-ordinator is responsible for:

- The management and co-ordination of the various aspects of work-related learning;
- The range of activities in each key stage;
- Curriculum development linked to work experience: providing lesson resources to help students explore their work related skills;
- Planning the return from Work Experience package in which students reflect upon and evaluate their work experience;
- Setting up the annual work experience programme in consultation with Cambs County Council Connexions Service Work Experience Team;
- Liaising with Form Tutors and SENCO, so that they can be actively involved in supporting the work experience programme and ensure that vulnerable students are given suitable placements;
- Reviewing the Work Experience programme annually to ensure that all students have a quality placement that enhances their understanding of the world of work and their aspiration for future development;
- How the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated;
- The assessment procedures and strategies for student evaluation of activities and learning outcomes;
- Ensuring appropriate channels of communication at senior management level, governing body, and consortium and across LEA/CEBLO.;
- Attending relevant work related learning and work experience meetings.

10 STAFF DEVELOPMENT

The College provides a number of opportunities for staff to undertake relevant and appropriate professional development to support the teaching of work-related learning.