

## WS Training Careers Information, Advice and Guidance Policy

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## INTRODUCTION

The primary aim of the Careers Information Advice and Guidance (CIAG) policy is to support all learners at WS Training Ltd to make informed career choices by delivering Careers Information, Advice and Guidance service on an individual basis at appropriate stages of the learner journey.

Careers, information advice and guidance services are embedded throughout the learner journey which is identified as having five stages. WS Training Ltd are responsible for providing CIAG services to prospective applicants. We are responsible for ensuring learners are appropriately supported to successfully complete their learning plan. WS Training Ltd are responsible for the learner exit process and CIAG next steps. All staff are responsible for ensuring CIAG is delivered throughout the whole process and any referrals needed are passed onto the appropriate service. WS Training Ltd will extensively monitor the quality of CIAG. Learners can meet with Career Advisors to discuss their career path.

WS Training aims to:

- Work towards and maintain the Matrix quality mark and ensure that CIAG services meet the standards within this framework
- Be transparent in our CIAG offer to ensure we are committed to careers for all
- Ensure all staff are suitably trained to identify and address learner needs
- Provide information to enable learners to make informed decisions about learning and careers, as well as personal and social aspects.
- Promote high achievement among all learners.
- Support progression into employment and/or further learning and training for all learners
- Raise aspiration and broaden learners' career options

To achieve this, WS Training will:

- ✓ Establish a clear process for CIAG services within our provision
  - ✓ CIAG progression will be monitored against the Matrix standards and current Ofsted Education Inspection Framework
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  - ✓ Discuss and reflect on the implementation and impact of CIAG services during staff CPD and standardisation meetings.
  - ✓ Ensure learners are aware of CIAG services throughout the learner journey.
  - ✓ Ensure CIAG services are accessible and meaningful for all.
  - ✓ Ensure all learners receive progress reviews at agreed stages of the learner journey with some focus on CIAG.
  - ✓ Conduct quality satisfaction surveys at regular intervals of the learners' programme.
  - ✓ Conduct focused observations/audits of the learner journey, at least three times per year per tutor.
  - ✓ Use observation, audit and survey findings, together with other key performance indicators to inform and develop CIAG practices.
  - ✓ Ensure CIAG is embedded into the curriculum which is reviewed on an annual basis to ensure we offer the most current advice.
  - ✓ Develop collaborative partnerships with specialised external agencies/services to support the referral and signposting process.
  - ✓ Develop collaborative relationships with employers who work with us to provide work experience opportunities.
  - ✓ Track and analyse destination data to measure the impact of CIAG provided by WS Training Ltd.
  - ✓ Work to embed CIAG into WS Training Ltd's Employer Engagement offer
  - ✓ Ensure learners take skills assessments and Career Action Planning throughout their time with WS Training
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## RESOURCES

WS Training Ltd provides the following resources in respect of delivery of CIAG services.

- ✓ Initial guidance at onboarding stage to ensure learners are put on to the correct programme following an assessment of their needs.
  - ✓ Initial guidance prior to onboarding for employers and potential apprentices to ensure apprentices are put on to the correct programme following an assessment of their and their employer's needs.
  - ✓ Pastoral accessible support and guidance throughout the learner journey.
  - ✓ A diverse range of professional information, advice and guidance.
  - ✓ Career information and advice on next steps during and on completing the programmes.
  - ✓ Qualified CIAG staff.
  - ✓ Approved list of specialist services and agencies to refer and signpost to.
  - ✓ Regular review of provision through CIAG action plan.
  - ✓ Careers advisors employed internally with regular learner intervention.
  - ✓ An annual CIAG plan accessible by learners, tutors, parents, and key people.
  - ✓ CIAG is embedded into Curriculum Planning.
  - ✓ WS Training Ltd will continue to develop relationships with local employers to provide learners with opportunities of valuable work placement; focusing on identifying skills needs and gaps in their sectors and inviting them in to work with learners as guest speakers, activity providers and local experts.
  - ✓ CIAG will take account of the learner voice and will ensure that CIAG services are tailored to their articulated needs. A career focus group will run with representatives from each department to ensure all careers developments meet the needs of the learners
  - ✓ Careers and employability sessions will be embedded to form a key part of the tutorial programme
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Stage	CIAG Service	Resources
<p><b>Recruitment &amp; Selection</b> As part of the onboarding process to assist applicants in making the right choice of employment/training options and referring applicants who do not currently meet eligibility and/or entry requirements to the most appropriate service/learning institute.</p>	<p>WS Training promote programmes to potential applicants, parents/carers and employers</p>	<p>WS Training Learner handbooks Apprenticeship Vacancies job description Website</p>
	<p>WS Training works in collaboration with schools to explore routes into traineeships and apprenticeships</p>	<p>School open day and careers services</p>
	<p>Individual interviews to ensure suitability and eligibility, provide CIAG on career and learning options and explain the stages of the recruitment process</p>	<p>Interview records</p>
		<p>Prior attainment tables and skill scan</p>
	<p>Applicants who do not meet the entry/eligibility requirements are provided with details of relevant external agencies</p>	<p>Referral details Learner file, including barriers to learning, prior learning, diagnostics and apprenticeship agreement.</p>
	<p>Applicants who do not successfully complete the initial assessment process are provided with details of relevant external agencies</p>	<p>Referral details</p>
<p><b>Enrolment &amp; Induction</b> By use of robust initial assessment to agree appropriate individual learning plans</p>	<p>Learner Induction to agree terms of training, kit list and discuss health &amp; safety requirements.</p>	<p>Induction handbook Induction Padlet Skill Scans</p>
	<p>Employment Rights and responsibilities</p>	<p>ERR and PHSE Curriculum</p>
	<p>Curriculum Planning &amp; Milestone Tracker to provide information of course content. CIAG Padlet – to provide information on possible progression.</p>	<p>Skill Scan revisit with occupational expert (Apprenticeships) PHSE calendar shared with 100% learners</p>
	<p>Screening for neurodiversity and learning preferences.</p>	<p>Cognassist</p>
	<p>Day one of learning is standardised to ensure all learners have the same experience at starting point which is defined by level of course undertaken.</p>	<p>Standardised learning materials Day one learning – Padlet</p>

Stage	CIAG Service	Resources
<p><b>Teaching, Learning &amp; Assessment</b> Providing ongoing guidance that gives learners the best opportunity to complete agreed learning plans</p>	<p>Teachers and assessors provide guidance to learners on educational and social matters and on their further education and future careers; providing information on sources of more expert advice.</p> <p>Provide appropriate and ongoing guidance that gives learners the best opportunity to complete the agreed qualifications.</p> <p>Learners benefit from a quarterly CIAG newsletter to provide up to date information on next steps and opportunities.</p>	<p>Caseload reviews</p> <p>Assessment plans/ Milestone Trackers &amp; tracking</p> <p>E-Portfolio progress and feedback</p> <p>Support for the talented and able</p> <p>Support for learners with learning difficulties and/or disabilities</p> <p>Laptops/tablets for useful web links for more expert advice and guidance.</p> <p>CIAG newsletter</p> <p>Bi-annual WS Training Ltd Careers conference</p>
<p><b>Reviewing progress</b> Monitoring progress at regular interviews to intervene and provide CIAG where appropriate to remain on track to achieve.</p> <p>Learners regularly review their progress toward achieving their short-and-long-term-career goals.</p>	<p>Managers gather feedback from employers, tutors/assessors, and E-portfolio to carry out progress reviews. Action plans are agreed and an opportunity for the learners to reflect on their training to date and request any further CIAG. Pastoral support and guidance.</p> <p>Career’s advisors plan sessions to mentor learners in readiness for preparing for life and work.</p>	<p>Progress reviews</p> <p>Mentor collaboration</p> <p>Mentor induction and training</p> <p>Satisfaction surveys</p> <p>Meetings with Careers Advisor by appointment</p>
<p><b>Achievement &amp; Progression</b> Assist achievers with next steps in education, training and employment</p>	<p>Progression opportunities discussed to support learners progress into relevant employment, higher education or to further advance their career prospects.</p>	<p>Exit Reviews</p> <p>Destination policy and data</p>

## Appendix 1

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### **National CIAG Board Principles for Coherent Delivery in IAG Services**

#### **Accessible and Visible**

CIAG services should be recognised and trusted by clients, have convenient entry points from which clients may be signposted or referred to the services they need, and be open at times and in places which suit clients' needs

#### **Professional and Knowledgeable**

CIAG frontline staff should have the skills and knowledge to identify quickly and effectively the client's needs. They should have the skills and knowledge either to address the client's needs or to signpost or to refer them to suitable alternative provision

#### **Effective Connections**

Links between CIAG services should be clear from the client's perspective. Where necessary, clients are supported in their transition between services

#### **Availability, Quality and Delivery of IAG services**

CIAG services should be targeted at the needs of clients, and be informed by social and economic priorities at local, regional and national levels

#### **Diversity**

The range of CIAG services will reflect the diversity of clients' needs

#### **Impartial**

CIAG services should support clients to make informed decisions about learning and work based on the client's needs and circumstances

#### **Responsive**

CIAG services should reflect clients' present and future needs

#### **Friendly**

CIAG services should encourage clients to engage successfully with the service

#### **Enabling**

CIAG services should encourage and support clients to become lifelong learners by enabling them to access and use information to plan their careers, supporting clients to explore the implications for both learning and work in their future career plans

#### **Awareness**

Adults should be aware of the CIAG services that are relevant to them, and have well informed expectations of those services.

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**Revision 2: Last updated:** September 2021 **Date of next review:** August 2022