

*Building
Beyond*

CAREER ADVICE HUB

- EMPLOYABILITY SKILLS
- UNIVERSITY ASPIRATIONS
- ADULT LEARNING COURSES
- NEXT STEPS AWARENESS
- CV BUILDING
- INTERVIEW SKILLS

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) PLAN



Sixth Form Centre



APPRENTICESHIPS



BURNLEY COLLEGE
UNIVERSITY COURSES



ADULT LEARNING

NORTH WEST
BUSINESS TRAINING

DISCOVER • EMPOWER • DEVELOP

Purpose

The Careers Education, Information, Advice and Guidance (CEIAG) Plan outlines the careers programme and activity for all learners in Burnley College. This plan outlines how we raise the aspirations of all our learners and support them to ensure they have a clear career plan and access to a range of advice, guidance and activities which enables them to make considered, ambitious choices and reach their full potential. This plan is in line with and informed by relevant external initiatives, statutory policies and organisations, such as [Gatsby Benchmarks](#), [Ofsted](#), [Matrix](#), [Department for Education](#) and [Office for Students \(OFS\)](#).

Through a robust Careers Programme, we are committed to, and pride ourselves on delivering, excellent independent careers education, information, advice and guidance (CEIAG). The framework has been developed and informed by the eight Gatsby Benchmarks.

Gatsby Benchmarks of good careers guidance:

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of Each Young Person
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

The Careers Programme also embeds the College's six Core Values which have been designed to support all learners' personal development, readiness and success in their transition to further education, training or employment.



1 A Stable Careers Programme

Our Aims and Objectives:

A high-quality embedded programme of careers education and guidance within our Personal and Professional Development (PPD) and curriculum offer, that is known and understood by learners, parents/guardians, staff, leaders, governors, employers and other agencies.

What we do:

- Offer a clear, structured CEIAG programme with an identified and appropriately trained Careers Lead, which is communicated to and accessible for learners, parents/guardians and employers
- Ensure the careers programme is tailored to the needs of learners, appropriately sequenced and underpinned by learning outcomes linked to the College Core Values and the Gatsby Benchmarks
- Ensure the careers programme is clearly visible for all learners in both physical and online spaces across Burnley College
- Ensure parents/guardians are engaged in the careers programme

The Careers Lead is appropriately trained and responsible for:

- The design, development, implementation, monitoring and evaluation of the careers programme
- Management and planning of the careers resources.
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- Liaising and collaborating across College to embed the careers programme
- Networking and coordinating with external stakeholders such as employers, parents/guardians, universities and Independent Training Providers (ITPs).

The CEIAG offer:

- Provides the offer of impartial Information Advice and Guidance (IAG) for all learners via a range of mechanisms, including 1:1 support, group activities, drop-in and 'self-serve'
- Provides an innovative and engaging schedule of activities focused on our Core Value of Building Beyond and including focus on higher qualifications, employment, training, independent living, and incorporating encounters with employers and HE institutions
- Ensures all activities are regularly tracked and evaluated to measure and increase impact, using feedback from learners, parents/guardians, employers, staff, and careers advisors.

2 Learning from Career and Labour Market Information (LMI)

Our Aims and Objectives:

To ensure all learners, staff who support learners, and parents/guardians have access to good quality, up-to-date careers and Labour Market Information to ensure they can make informed choices about their future pathways. To ensure learners are supported by trained advisors to make the best use of available information, and that support and information is tailored to individual needs, e.g. Special Educational Needs and Disabilities (SEND).

What we do:

- Regularly review curriculum programmes offered by Burnley College against the demographic, geographical and economic setting of the region
- Develop relationships and regularly collaborate with employers and stakeholders to ensure the curriculum is fit for purpose
- Critically analyse labour market information and destinations data to inform curriculum planning and development
- Ensure careers and Labour Market Information (LMI) is embedded into subject and Personal and Professional Development (PPD) curricula
- Ensure all learners have access to a range of CEIAG resources, including 1:1 support, group activities, drop-in and 'self-serve', so that they can use information about careers, pathways and the labour market to inform their own decisions on study options or next steps
- Create online/digital spaces where learners and parents/guardians can access careers and Labour Market Information via platforms such as the Burnley College website, MyBC, MyProgress, One File, BCUC One Place, UniFrog and Pathways LMI
- Ensure learners, parents/guardians have access to digital and face-to-face information and advice e.g. Parents/Guardians University Advice Event, Careers Events, Apprenticeship Events
- Encourage and support parents/guardians to access and use available information about careers, pathways and the labour markets to inform their support for learners in their care.



3 Addressing the Needs of Each Young Person

Our Aims and Objectives:

Ensure that all Burnley College learners receive appropriate high quality careers education, information, advice and guidance appropriate to their different needs and different stages, including a focus on the additional needs of vulnerable and disadvantaged learners.

What we do:

- Create an embedded CEIAG programme that actively seeks to challenge misconceptions and stereotypes, showcase a diverse range of role models and raise aspirations, tailored to the needs of learners at different stages and levels
- Create a programme of touchpoints for all levels appropriate to the learner's needs, including that of high needs learners
- Identify learners' starting points in relation to careers education and guidance and ensure visibility of the learner's journey to help inform appropriate support and guidance needed
- Integrate careers education records with academic and welfare records to give a more complete picture of progress
- Ensure a referral process is in place enabling learners to receive timely 1:1 IAG support and guidance
- Ensure that all staff involved in careers education and guidance receive the appropriate training to address and support the needs of all learners, challenge stereotypes and ensure equality, diversity and inclusion is embedded throughout
- Use destination data (including aspirations, intended and immediate education, training and employment destinations) to inform personalised support and evaluate activity. This includes the use of longer-term destination data and alumni of Burnley as part of the evaluation process to inform and enhance the careers programme.

4 Linking Curriculum Learning to Careers

Our Aims and Objectives:

Ensure that ambitious careers education is embedded into all programmes of study, and support staff's professional development to ensure they effectively embed employer-informed careers, employability and skills into the curriculum, and can confidently highlight progression routes for subjects, as well as the relevance of knowledge and skills developed on their programme for a wide range of ambitious future career paths.

What we do:

- Embed careers education within our Learning and Teaching Strategy and Learning and Teaching Standards e.g. Learning and Teaching Standard 4.1 – *'Staff use labour market information to develop learners' employability skills (appropriate to the level, session, and context). Staff collaborate with employers to ensure learning is responsive to local and national skills needs.'*
- Ensure all learners receive enrichment and work experience that embeds careers education in both Personal and Professional Development (PPD) curriculum and subject specific curriculum
- Ensure learners have opportunities throughout their programme of study to experience how knowledge and skills developed in their studies help gain entry to, and be more effective workers within, a wide range of occupations
- Professional development opportunities are available for staff to improve their skills in how to effectively embed careers, employability and skills into the curriculum, including sessions embedded into staff induction and teacher training programmes.





5 Encounters with Employers and Employees

Our Aims and Objectives:

All learners have opportunities to learn from employers in a meaningful and purposeful way about work, employment and the skills that are valued in the workplace.

What we do:

- Create regular enrichment and work experience opportunities both inside and outside of curriculum, e.g. guest speakers, workplace visits, careers fairs, mentoring, mock interviews, enterprise activities
- Record all enrichment and work experience, and discuss with learners the impact on their personal and professional development.
- Ensure all learners have at least two meaningful encounters with employers for each year of study

6 Experiences of Workplaces

Our Aims and Objectives:

Ensure all learners have first-hand, real-life experiences of workplaces, to help them expand their networks, explore and inform their future career plans, and develop skills to enhance their employment opportunities and independence.

What we do:

- Create opportunities for all learners, appropriate to individual needs and level, to have at least one meaningful experience of the workplace through activities such as work visits, work experience, work shadowing before the end of their programme of study (in addition to any part-time jobs)
- Create and support learners to secure ambitious and varied employer and workplace opportunities.



7 Encounters with Further and Higher Education

Our Aims and Objectives:

Ensure all learners understand the full range of academic, technical and vocational opportunities available to them as future options.

What we do:

- Record intended destinations throughout the learner's journey to ensure the appropriate careers education and guidance is personalised and meaningful
- Create a schedule of opportunities for learners to experience the full range of options available with a range of providers of learning and training, such as university visits, ITPs, careers fairs, apprenticeships and degree apprenticeship visits, talks and workshops, UCAS fairs etc
- Enable those learners intending to go to university to have visited/encountered at least two universities before applying
- Support learners' university application process beginning in year 1 of their study programme.

8 Personal Guidance

Our Aims and Objectives:

Ensure all learners have access to careers education, information, advice and guidance delivered by an appropriately trained careers advisor, specifically at times when choices are being made.

What we do:

- Ensure all learners have access to at least 1 personalised IAG appointment, scheduled to meet individual needs
- Enable access to a range of appropriately trained careers advisors
- Ensure information about personal guidance support and how to access it is communicated to learners, parents/guardians and other stakeholders, including digital resources
- Offer impartial careers information, advice and guidance co-creating with the learner a clear action plan with agreed SMART targets
- Use academic and Personal and Professional Development progress data to contextualise and integrate careers advice and guidance
- Work closely with SEND staff to ensure personal guidance is effective and embedded
- Evaluate and quality assure the effectiveness of 1:1 guidance and support.



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