



BCTG Career, Education, Advice and Guidance	
Reviewed by	Amy Williams
Advisory Board sign off by	<i>alau.phillips@bctg.org.uk</i>
SLT Signature	<i>Nick Holland</i>
Date	March 2024
Review date	March 2025

Appendix 2 – Career, Education, Advice and Guidance Policy

Policy Aim

To prepare all learners on BCTG programmes for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and careers.

Policy Purpose

- Ensure that learners are provided with sufficient information to enable them to choose the career that is right for them.
- Support learners with advice to further develop within their chosen career paths.
- Challenge stereotypical thinking.
- Raise aspirations.
- Provide learners with the knowledge and skills necessary to make a successful transition to the next stage of their life.

Our Objectives

BCTG as a training provider has a responsibility to ensure:

- That the Quality and Contract Leads gain a minimum level 3 qualification in information, advice and guidance and will be encouraged to raise the qualification level to level 4.
- Through training and updates, all staff will understand their role in supporting learners with progression and careers guidance as appropriate.
- Each learner will receive career and progression related information, advice, and guidance.
- Learners understand their entitlement to impartial Career, Education, Advice, and Guidance Policy (CEIAG).
- Learner induction will identify potential career or progression routes. This information will include appropriate information on the range of options, including apprenticeships, employment or further training and education routes as a result of participation in the programme(s) offered.
- At the recruitment, initial assessment or induction stage, learners will discuss their aspirations and, where appropriate, their career ambitions through an individual interview. Information will be recorded in order to inform the learning plan.
- Each learner will have guidance interviews with an appropriately experienced member of staff or an appropriately experienced external adviser.
- Guidance interviews will be presented in an impartial manner.
- Each learner will have first-hand experience of the workplace through direct employment, work visits, work shadowing and/or work experience to help their development and their understanding of career opportunities.
- Destination data will be maintained in order to demonstrate the effectiveness of the CEIAG policy.
- To benefit learners, BCTG staff and sub-contractors will actively engage with local employers, businesses, and networks to ensure real-world connections with the local economy.

Scope

This policy relates to all staff and learners including those at our sub-contractors.

The policy takes account of

- Relevant legislation including that relating to Data Protection

- The document “Careers Guidance and Access for Education and Training Providers” (DfE Jan 2023),
- The Education Inspection Framework
 - Providing an effective careers programme that offers advice, experience, and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career.
 - Supporting readiness for the next phase of education, training, or employment so that learners can make the transition to the next stage successfully.
- The Matrix Standard principles by
 - providing impartial, responsive, friendly, and enabling information, advice, and guidance services
 - being accessible and visible to our learners.
 - ensuring that staff are professional and knowledgeable to address learners’ needs.
 - making learners aware of relevant CEIAG services.
 - supporting learners to explore the implications for both learning and work in their future career plans.

Senior Leadership Team (SLT) will:

- Implement and champion this policy, ensuring that all employees and stakeholders provide learners with impartial CEIAG.
- Careers, Education, Advice, and Guidance will form part of the Personal Development Curriculum Intent and will be reported on as part of the SLT meetings.
- Conduct training sessions to ensure all members of staff are aware of their responsibilities in providing CEIAG.
- Produce and monitor data, ensuring effective CEIAG is being given.

Quality Team will:

- Complete the level 3 IAG qualification, and work towards the level 4 IAG.
- Monitor and measure the impact of CEIAG on learners through quality activities as stated in the Quality Assurance Strategy, such as but not limited to learner interviews and surveys, observations, work scrutiny, tutor interviews and impact data.
- Provide additional impartial CEIAG resources as part of the Personal Development Curriculum.

Contract Management will:

- Complete the level 3 IAG qualification, and work towards the level 4 IAG.
- Monitor and manage the use of CEIAG as part of the sub-contract performance management review.

Sub-Contractors will:

- Have an employer on-boarding discussion, to ensure the curriculum is written with the key knowledge, skills, and behaviours of the job role available.
- Invite potential learners to an information session, supported by the DWP, NCS and linked employer, to be provided with all the information required about the programme planned.
- Complete robust 1-1 initial assessments of a learner’s starting points, in order to adequately provide individualised CEIAG.
- Contextualise the curriculum to ensure learners are encouraged to aspire and make good choice and understand what they need to do in order to reach and succeeded in their chosen career.
- Provide learners with a career pathway and educational pathway following the completion of the programme.
- Provide external referrals to provide wrap around support if required for the learner.
- Provide aftercare to the learner to support into employment or sign posting to alternative employment or educational programmes.

The policy will be monitored and reviewed annually by BCTG SLT and Governance and Advisory Board.

Impact of each stage of the process

Employer On-Boarding

This enables the curriculum to be written with the employer vacancies in mind to ensure the learners are fully prepared with core knowledge, skills, and behaviours to have a higher probability of being successful during interview.

Group Information Session

The positive impact of a group information session allows all potentially learners to have all the information about the coming programme, to make an informed choice of whether this programme suits their needs before fully committing to the programme. This ensures the learners that move forward to learner on-boarding are fully informed of what to expect.

Learner On-Boarding

This allows providers and learner to ensure the right learner is on the right programme and have the motivation to want to progress in this sector. It also enables the provider to truly understand each individuals starting points, to adjust and make arrangement to ensure the learner is fully supported in order to progress on the programme and into the future.

Induction

The induction allows the learner to fully understand the expectations of the programme, and fully understand the opportunities the programme can offer into the future. The career and educational opportunities the programme can provide.

On-Programme

Throughout the programme the learner will have the opportunity to enhance their employability skills, which can support them in job interview and moving into work. The programme will offer a range of transferable skills in communication, team working, interview techniques, fit for purpose CV, as well as the core knowledge, skills and behaviours required by the employer. This will enable the learner to have a high chance of success following the job interview.

Work Experience

The work experience is a valuable stage of the programme, that will support the learner to understand the environment and have a clear understand of what to expect if they progress into work with this environment. It will give learners the opportunity to apply the transferable skills into practice and identify areas that require further development.

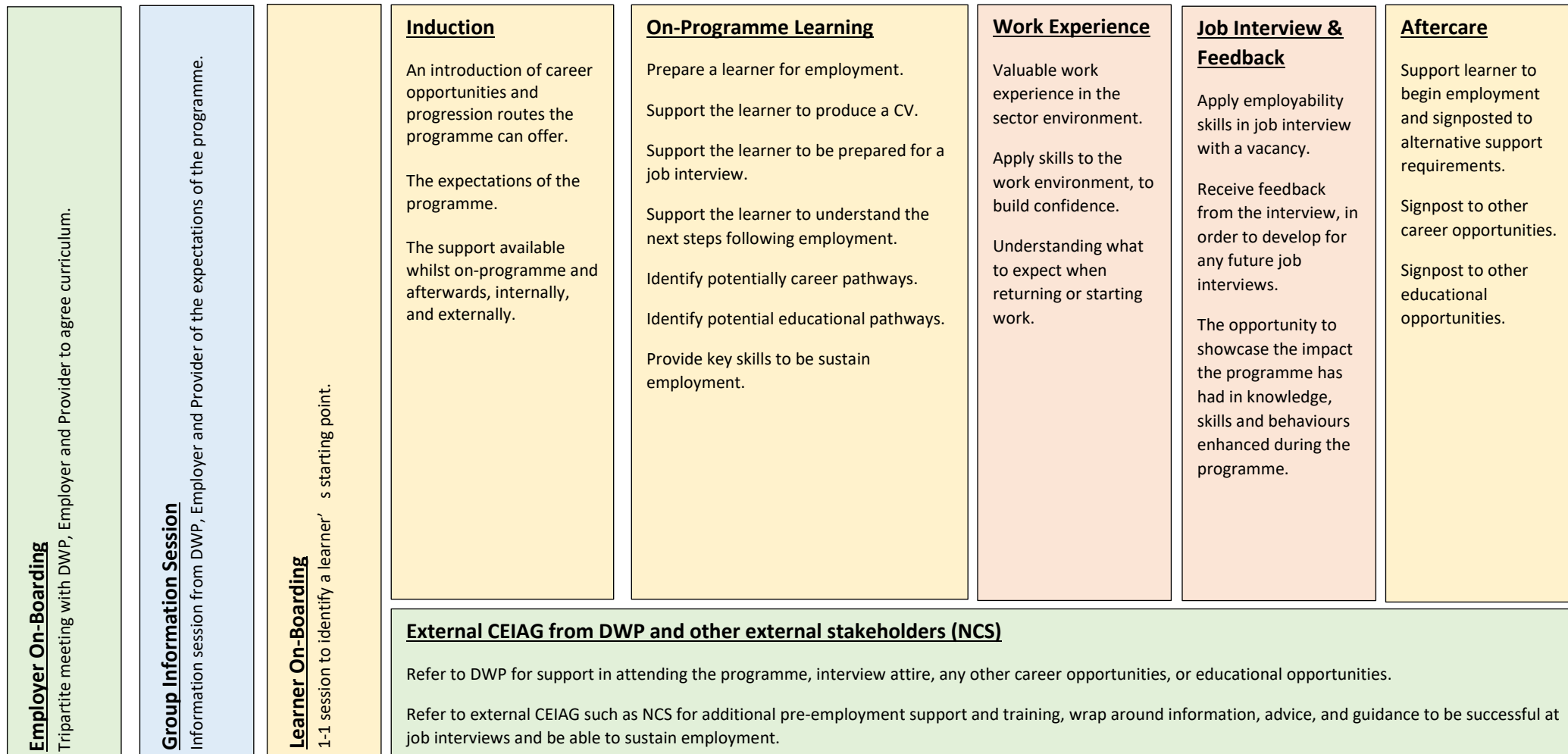
Job Interview and Feedback

The job interview will allow the learners is apply their employability and interview skills, whilst utilising their knowledge of the employer to support them to showcase themselves during the interview. The feedback provided will support the learner to understand how they performed in the interview, including the positives and the areas that may need developing further.

Aftercare

The aftercare provided will support the learner to remain motivated and positive in starting employment and any guidance they may require. Alternatively, those that have been unsuccessful, it is about supporting them with other opportunities in employment or educational opportunities for them to continue on their career path.

Career, Education, Advice and Guidance Process



Signature Certificate

Reference number: PDSKZ-A6YPL-MDKAP-AQF9H

Signer

Timestamp

Signature

Nick Holland

Email: nick.holland@bctg.org.uk

Sent: 05 Apr 2024 08:26:17 UTC
Viewed: 08 Apr 2024 07:33:37 UTC
Signed: 08 Apr 2024 07:33:49 UTC



Recipient Verification:

✓ Email verified 08 Apr 2024 07:33:37 UTC

IP address: 77.44.45.92
Location: Oldbury, United Kingdom

Email: alan.phillips@bctg.org.uk

Sent: 05 Apr 2024 08:26:17 UTC
Viewed: 05 Apr 2024 08:35:51 UTC
Signed: 10 Apr 2024 08:46:07 UTC



Recipient Verification:

✓ Email verified 05 Apr 2024 08:35:51 UTC

IP address: 77.44.45.92
Location: Oldbury, United Kingdom

Document completed by all parties on:
10 Apr 2024 08:46:07 UTC

Page 1 of 1



Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 50,000+ companies worldwide.

