


# Careers Education, Information, Advice & Guidance and Work Experience Policy

## POLICY APPROVAL

| | | | | | |
|---|---|---|---|---|---|
| **Approval Required** | Indicate with a tick (✓) | | **Annual Review Required** | Indicate with a tick (✓) | |
| | Yes ✓ | No | | Yes ✓ | No |
| **Approval Panel** | Loren Janes | | | | |
| **Approved by** | Name: Loren Janes | | Signature: | Date: September 2025 | |
| **Policy Review Date** | September 2026 | | | | |
| **Policy Writer/s:** | Charlotte Manford | | | | |

## About this Policy

At Futures Changing Ltd, Careers Education information, advice and guidance are embedded throughout all our policies and procedures and integral to our 5-year strategy. CEIAG is heavily represented in many of the priority actions we have identified to promote the importance of supporting our learners achieve their potential. Our primary aim is to ensure all learners have access to high quality CEIAG services that are impartial, offering bespoke support where identified. All key staff members have signed to their commitment of CEIAG services to promote the importance of supporting an equal support system regardless of individuality both presently and relating to their background. All our staff will be party to regular discussions promoting best practice to support this set agendas with an agreed events calendar have been introduced.

Futures Changing Ltd is fully committed to delivering CEIAG in line with the 2025 Gatsby Benchmarks. Our provision will be regularly reviewed to ensure personalisation, integration with curriculum, equitable employer engagement, high-quality guidance, and structured transitions. Continuous improvement will be achieved through stakeholder feedback and benchmarking tools.

## Scope

This policy covers all our learning programmes, functional skills, additional qualifications, and certificates delivered by Futures Changing Ltd. Any learner who attends our centre will be challenged to raise their aspirations and given access to additional support to reach their personal potential.

## Aim

To engrain this policy in our culture at Futures Changing Ltd, all relevant policies will be adjusted on their renewal dates to consider how they can reflect our commitment to CEIAG. We aim to be the catalyst of change and inspiration to our learners offering both individual and group activities to raise their progression plans, supporting them with the tools to remove barriers, either by seeking external support or by managing obstructions themselves. Futures Changing Ltd offers a lifelong commitment to all our learners past and present to support their personal growth journey at any stage they identify the need. We aim to deliver the fundamental function of self-development and be a source of inspiration to aim for more in their careers, both now and in their future.

Futures Changing Ltd is committed to carrying out CEIAG services in line with National Principles, our service aims to conform to national standards and benchmarks including the Matrix Standard and guidance provided by the Department for Education and Competition and Markets Authority ensuring CEIAG is at all times:

- Accessible and Visible
- Professional and Knowledgeable
- Impartial
- Responsive to learners needs (both present & future)
- Friendly and welcoming
- Ensuring the safeguarding and wellbeing of potential and current students
- Open and Transparent
- Confidential
- Committed to Equality & Diversity

Futures Changing Ltd seeks to provide an outstanding programme of careers education, information, advice, and guidance (CEIAG) delivered by all staff supported and led by our dedicated careers leader in collaboration with employers, partners, parents and staff. We want our learners to realise their potential by offering a multi-dimensional approach to equip them with the relevant skills and knowledge they need to prosper and flourish.

We have six key aims which reflect the CDIs revised framework these include:

1. Grow throughout life – grow throughout life by learning and reflecting on yourself, your background, and your strengths.
2. Explore possibilities – explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces
3. Manage career – Manage your career activity, make the most of opportunities and learn from setbacks
4. Create opportunities – Create opportunities by being proactive and building positive relationships with others
5. Balance life and work – Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community
6. See the big picture – see the big picture by paying attention to how the economy, politics and society connect with your own life and career

These themes have been considered to create this document.

- We want every person, no matter what their background is, to be able to build a rewarding career.
- We want to challenge perceptions and raise aspirations so that subject and career choices are free from gender bias.
- We want to end the generational cycle of disadvantage which means that people from poorer backgrounds earn significantly less than those with wealthier parents, even when they have the same job, experience, and qualifications.
- We want to break down the barriers that currently mean that people with special educational needs and disabilities, or those from disadvantaged groups, experience significantly lower employment rates
- We want all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace
- We want everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers
- We want our Learners to understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go
- We want out Learners to be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve
- We want our Learners to understand their own knowledge and skills and how they can be used in the workplace
- We want our Learners to be able to get, hold and progress in a job, whatever their age, ability, or background
- We want to increase the amount our Learners earn across their working lives
- We want to improve the well-being of our Learners through doing a job they are good at and enjoy

We are committed to meeting and exceeding the statutory guidance set out in the DfE statutory guidance ‘Careers guidance and access for education and training providers’ July 2021.

## Objectives

Our services are available to enquirers, prospective learners, current learners and past learners. We will ensure that learners are aware of our commitment to lifelong support of their development.

Our CEIAG services aim to be fit for purpose for every individual and that service will be impartial.

Our services will be accurate and professional providing the most relevant and up to date information available.

Training & Professional Development opportunities will be targeted for all staff to educate and empower, reinforcing the difference careers advice can make to others.

We will endeavour to remain responsive to learner needs and capture this information through both qualitative and quantitative measures at appropriate intervals throughout the learner's journey.

We will ensure the safeguarding and wellbeing of potential and current students.

We will raise the profile of our CEIAG services to promote use of the services and the attendance of the Raise the Bar workshops.

We will appoint a designated lead for Information, Advice & Guidance.

We will reflect to ensure that our services are inclusive to all without exception. We will promote equality and challenge viewpoints when they negatively discriminate both directly or indirectly against a group or individual for any reason.

We will include CEIAG as a permanent agenda point on our centre meetings.

We will feedforward suggestions for improvement to all parties to improve the support and advice we deliver, adding additional external and internal resources to our 'Raise the Bar' workshop plan to remain relevant in industry.

We will ensure all learners to undertake meaningful CEIAG activities when on following their programme of study.

We will ensure that there is an accurate and detailed recording of meaningful CEIAG activities with feedback to appraise the effectiveness of the provision.

We will build a network of inspiration and information, including employers and external agencies for our learners to educate on possible career routes and further education.

We will stretch and challenge all learners to promote personal growth and to be a beacon of hope and inspiration, proving a practical toolkit to enable change.

We will offer a friendly and approachable service to all.

We will work with employers to create effective links between their needs and the information we provide to support individual learner growth.

## Work Experience (WEX) Provision

Futures Changing Ltd recognises the importance of high-quality, meaningful work experience as a key element of our CEIAG and 'Raising the Bar' programmes. Work experience supports learners in understanding the world of work, developing essential employability skills, and making informed decisions about their future education and career pathways.

## Our Aims:

- To provide all learners with access to at least one meaningful work experience placement or workplace encounter during their time on programme.
- To ensure all WEX placements are safe, structured, and tailored to individual learner goals and aspirations.
- To prepare learners for the workplace, supporting them with CV writing, interview preparation, and workplace behaviour.
- To ensure all placements reflect equality, diversity, and inclusion values, offering opportunities for learners from all backgrounds and with a range of needs.

## Work Experience Offer:

- A minimum of one workplace experience per learner per academic year (years 10 & 11), which may include:
  - In-person work placements (1–5 days or extended models)
  - Workplace visits or job shadowing
  - Employer-led projects or virtual work experience
  - Sector-based taster days or insight events
- WEX experiences will be linked to learners' areas of interest, programme of study, and long-term career ambitions.
- All WEX activities will be logged as part of the Raising the Bar Passport and reflected upon in post-placement reviews.

## Responsibilities:

**Learners** will be supported to take ownership of the placement process, including researching options, applying where appropriate, and preparing for their placement.

**Futures Changing Ltd staff** will:

- Support with sourcing placements and developing employer relationships
- Ensure appropriate safeguarding and health and safety checks are completed (in line with our Safeguarding and Risk Management Policies)
- Provide pre-placement preparation and post-placement debrief and reflection activities

**Employers** will:

- Provide meaningful and inclusive opportunities aligned with the learner's goals
- Offer constructive feedback to learners and to the Futures Changing Ltd team
- Be encouraged to host talks or videos to support learners who are unable to access in-person placements

## Evaluation and Monitoring:

- Learners will complete a standardised Work Experience Reflection Form after each WEX opportunity.
- Feedback will be collected from learners, employers, and staff to assess impact and ensure continuous improvement.
- WEX experiences will be tracked and reviewed termly and evaluated during our internal CEIAG quality reviews.

## Commitment to Inclusion:

- We are committed to ensuring every learner has access to workplace experiences, regardless of their background, SEND status, or any personal barriers.
- We will offer supported placements, virtual alternatives, and tailored preparation to ensure all learners benefit equitably from WEX opportunities.

## Our Commitments to Careers Education, Information, Advice and Guidance

- Providing appropriate learning resources to our Learners differentiated for learners with SEND or barriers to learning.
- Make alternative efforts to secure alternative employment if a Learner on programme is made redundant by their Employer
- Promote the skills, knowledge and behaviours to help our Learners succeed in their chosen career

- Keep abreast of changes in industry to ensure our Learners are given accurate and relevant information
- Provide ongoing support to help our Learners both past and present to achieve their potential.
- To be a point of contact to support with signposting for the future learning needs of our Learners
- To provide an unbiased, safe and supportive environment for our Learners to develop the skills needed for a career in Construction.
- Systematic records of the individual advice given to each Learner, and subsequent agreed decisions are recorded to improve the t experience. All Learners have access to these records to support their career development. All are stored securely. Further details can be found in our Data Security Policy.
- Periodic reviews of both our services alongside data collated from the next and future destinations of our Learners.
- All staff will receive training to link curriculum learning to careers
- Schemes of work will reflect opportunities for careers exploration.

- We will work with employers from diverse sectors and backgrounds to reflect our learners' communities and their personal aims, interests and aspirations.
- All learners will have access to employer encounters throughout their learning journey.
- All staff involved with CEIAG will be encouraged and supported in completing personal qualifications relevant to CEIAG.
- We aim to offer all learners access to at least two employer encounters annually.
- Relevant and current Labour Market Information will be integrated into our sessions.
- All learners will complete a personalised Vocational Profile with support and an individual transition plan and handover will be created and shared where appropriate with appropriate contacts within their destinations to support ongoing personal growth. This will be with the agreement of the Learner.
- Feedback from learners, staff, and employers, parents and other suitable stakeholders will shape the CEIAG improvement plan

A commitment statement has been signed by all our director and careers lead as part of our strategy in prioritising Careers Education. This is displayed in our centre and on our website.

## Delivery of the Raising the Bar Careers Educational Passport

The Raising the Bar Career Passport will provide a range of careers educational opportunities tailored to meet the needs of the individual.

Delivering a careers toolkit that promotes personal ownership; we will enable individuals to plan and navigate their own future; the programme aims to help overcome barriers effectively applying personal resilience.

We will embolden individuals, providing unbiased education alongside clear routes of progression. Our ultimate ambition is to have a positive impact on both the personal lives of our learners and their families; alongside the communities we work within.

Further develop the 'Raising the Bar' Careers Programme will be made by Head of Quality (Careers Leader). This will include:

- Ensuring all learners receive unbiased careers education that prepares them for the next stage of their education or employment
- Ensure that learners have access to external and independent sources of careers guidance.
- Involve learners, parents, and carers in the further development of the careers educational programme
- Provide access to a range of activities that inspire our young people
- Work in partnership with DWP, Careers hubs and our funding
- Analyse and report on destination data
- Ensure compliance with the legal requirements to provide independence guidance

- Monitor, review and evaluate the range and quality of personal guidance delivered to our young people.

**Middle Leaders will:**

- Ensure that careers education is recognised as part of the overall curriculum
- Promote career learning, events, visits and opportunities
- Ensure that staff support students in attending careers appointments
- Assist with the identification and support of those at risk of leaving prior to their completion of ILP activities

**Learner facing staff will:**

- Highlight careers learning and use this in student conversations
- Signpost to appropriate careers resources
- Support students before, during and after careers appointments
- Encourage and support students to engage in careers events
- Incorporate careers learning lessons
- Challenge career related stereotypes at every opportunity

Raising the Bar careers education programme is delivered through a combination of personal and group lessons and events. It is flexible to meet the needs of students at different stages of their learning journey.

All Learners will successfully complete a minimum of 10 sessions to achieve their Raising the Bar Passport including a WEX placement, Employer Talk and Mock Interview.

These include two mandatory sessions and 7 optional sessions (one from each section as a minimum). All sessions have been mapped to the Career Development Institute (CDI) Careers Framework.

Mandatory sessions are:

- “Your Future, Your Choices” - Introduction to Careers Education, Information, Advice & Guidance (CEIAG)
- "How to Stand Out" – Showcasing My Strengths

34 additional optional units - learners will need to select 7 sessions from these to complete their passport- 1 session will need to be selected from each of the sections as detailed within the session plan.

Learners will have an individual 1-1 careers session to make their choice of units and a timetable of learning created.

Learners will have their *Passport* ‘stamped’ on successful completion of a session.

Achievement of their passports will be celebrated in our centers. All learners who achieve their passport whilst on programme with us will be asked to join our ‘Learner Mentor’ register.

An alumni & mentorship programme along with a structured KIT policy/ procedure will enable us to utilise this resource and continue supporting previous learners where needed.

All sessions to be evaluated using a standardised feedback form. Feedback to be periodically evaluated and actioned to continually improve the educational programme.

Employer talks to also be delivered to groups and recorded, these to be shared on our YouTube channel with links on our website so future cohorts have access along with absent learners and learners from other groups.

Full programme overview available.

## Review and Evaluation of CEIAG services within Futures Changing Ltd

Futures Changing Ltd is committed to continual improvement and the evolution of our services to meet the everchanging needs of both our learners, industry, and the communities we work within. Evaluation of the programme of learning will be ongoing and carried out after every session and on completion and achievement of their passports, learners will be requested to provide formal feedback to help shape the sessions for future learners. We understand that for a learning programme to be as effective as possible we need to commit to listening, reviewing, and acting upon the thoughts, feelings, and suggestions of those involved. We will therefore carryout 6 monthly reviews of Raising the Bar Careers Educational Programme with learners though focus groups to discuss their understand, needs and expectations.

Employee and stakeholder feedback will also be requested annually in line with internal engagement surveys to specifically focus on the delivery and perceived effects of the services delivered to support careers education.

In addition to this, and as part of our long-term commitment to CEIAG within the business comparison tables will be completed as part of the self-assessment process- the focus relating to CEIAG to compare positive leaver destinations and retention rates in comparison with the data collected prior to the introduction of RtB and then subsequently against the previous year's analysis.

All data collected at the 6-monthly review points of July and January each year will be discussed with the delivery team at our internal meetings and agreed actions will be included within our team action plan.

Futures Changing Ltd is also committed to achieving external accreditations for its services. Data and feedback including areas of best practice to be shared with the internal team and be actioned as part of our commitment to careers excellence.

**This policy will be reviewed on an annual basis at a minimum.**