



Careers Education, Information, Advice & Guidance Policy

Applicability

This policy applies across all companies, subsidiaries, business units, departments, and associated organisations. It is binding on all employees, contractors, agency workers, consultants, volunteers, and other individuals undertaking work on behalf of the organisation, regardless of business area or location. All persons covered by this policy are expected to adhere to the principles, standards, and requirements set out herein.

Purpose

The purpose of this policy is to set out Twin's approach to providing high quality Careers Education, Information, Advice and Guidance (CEIAG) to learners and apprentices across its provision.

Twin is committed to ensuring that learners and apprentices receive timely, impartial and personalised careers education and guidance which supports them to understand their options, make informed decisions about their future and progress successfully into employment, further training, higher-level learning, apprenticeships or other positive destinations.

CEIAG is an integral part of the learner and apprentice journey and is designed to support individuals to recognise their strengths, develop their aspirations, understand the opportunities available to them and overcome barriers to progression.

Introduction

Twin recognises that effective CEIAG plays an important role in supporting learners and apprentices to achieve their learning, skills, employment and career goals.

Our approach is designed to ensure that careers education and guidance is relevant to the individual, informed by current labour market and progression opportunities, and appropriately linked to the learner's or apprentice's programme, learning, skills development, occupational pathway where relevant, and intended destination.

CEIAG is delivered through a combination of planned activities, individual guidance, learning, skills and employability development, employer engagement, workplace experiences, progression discussions and access to relevant information and resources.

Twin will ensure that CEIAG is appropriate to the age, stage, programme, circumstances and aspirations of learners and apprentices and that support is adapted where additional barriers or support needs are identified.



Scope

This policy applies across Twin's education, training, skills, employability and apprenticeship provision where CEIAG forms part of the learner or apprentice journey.

It applies to:

- Learners and apprentices participating in Twin provision.
- Staff involved in curriculum, apprenticeship delivery, skills and employability delivery, learner support, careers, quality assurance, progression and related services.
- External partners, employers and specialist organisations involved in supporting CEIAG delivery.

The policy applies across the learner and apprentice journey and will be implemented proportionately according to the nature, duration, level and objectives of the provision.

Where specific requirements or expectations apply to particular types of provision, including skills, employability or apprenticeship provision, these will be reflected in the relevant delivery and quality assurance arrangements.



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1. Twin's Vision and Principles for CEIAG

Twin will ensure that CEIAG:

- Is accessible, impartial, accurate and current.
- Reflects individual needs, aspirations and circumstances.
- Is appropriate to the learner's or apprentice's programme and intended destination.
- Supports informed decisions about employment, further learning, training and progression.
- Promotes equality of opportunity and challenges stereotypes and misconceptions.
- Takes account of relevant labour market and progression information.
- Is delivered by staff working within their knowledge, skills and professional boundaries.
- Identifies and addresses barriers to progression where appropriate.

2. Delivery

CEIAG will be delivered through a combination of planned careers education, information, advice, guidance, progression discussions, employer engagement and workplace activity, where appropriate.

It will be embedded within learning and training rather than being treated solely as a separate activity.

For **skills and employability provision**, CEIAG will be proportionate to the programme and may focus on occupational awareness, labour market opportunities, employability, recruitment and progression.

For **apprentices**, careers development will form part of the planned apprenticeship journey and may include consideration of occupational development, transferable skills and progression opportunities.

3. Learner and Apprentice Entitlement

Learners and apprentices will have access to:

- Information about relevant education, training, employment and progression opportunities.
- Support to understand their strengths, skills and aspirations.

- Appropriate careers advice and guidance.
- Opportunities to understand the world of work and employer expectations.
- Support to develop career management and employability skills.
- Appropriate support where barriers may affect their progression.
- Specialist careers guidance or referral where this is required.

4. Employer and Workplace Engagement

Where appropriate, Twin will provide opportunities for learners and apprentices to engage with employers and workplaces.

This may include employer talks, visits, work experience, industry activity, careers events, mentoring, mock interviews and other work-related learning.

Activities will be relevant to the programme and, wherever possible, linked to learners' and apprentices' skills, aspirations and intended destinations.

5. Labour Market and Progression Information

Twin will use reliable and current labour market and progression information to help learners and apprentices understand:

- Employment opportunities and skills requirements.
- Relevant occupations and sectors.
- Progression routes and entry requirements.
- Further learning and training opportunities.
- Changes in employment and skills needs.

This information will be used to support informed decision-making and relevant progression planning.

6. Equality, Inclusion and Additional Support

Twin will ensure that CEIAG is inclusive and accessible.

Where additional barriers or support needs are identified, appropriate adjustments, additional guidance or referral to specialist services will be considered.

Twin will seek to raise aspirations, promote equality of opportunity and challenge discrimination and stereotypes in relation to careers and progression.

7. Gatsby Benchmarks

Twin will use the Gatsby Benchmarks as a framework for planning, reviewing and improving CEIAG where relevant to the nature of the provision.

The eight benchmarks provide a framework covering:

1. A stable careers programme.
2. Career and labour market information.
3. Addressing the needs of each learner.
4. Linking learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

Application of the benchmarks will be proportionate to the type and purpose of provision and the needs of learners and apprentices.

8. Quality Assurance and Impact

Twin will monitor and evaluate CEIAG to ensure that it is effective and meets the needs of learners and apprentices.

Evaluation may include learner and apprentice feedback, employer feedback, participation, quality assurance activity, progression and destination information and evidence of career development.

For apprentices, quality assurance will consider whether careers development is appropriately incorporated into the apprenticeship journey and supports meaningful progression.

Findings will inform continuous improvement.



9. Staff Development and Responsibilities

Staff involved in CEIAG will have access to appropriate information, resources and development to maintain their knowledge and competence.

Managers are responsible for ensuring that CEIAG is appropriately embedded within relevant provision. Staff are responsible for providing appropriate information and signposting within their role and referring learners or apprentices for specialist guidance where required.

10. Review

This policy will be reviewed annually or sooner where there are significant changes to legislation, guidance, funding requirements, provision or organisational arrangements.

The review will consider relevant changes, learner and apprentice feedback, quality assurance findings, progression information and identified areas for improvement.