**CEIAG audit**

This is an extract from *Careers engagement* (April 2014). To gain an overall picture of your institution’s current position and to identify areas for further development, carrying out an audit of existing CEIAG is a good starting point. In many institutions there are a number of standalone careers‑related activities taking place, but because they are not centrally coordinated, many go unrecognised or are even duplicated by different members of staff. A strategic, coordinated, whole‑institution approach is required to maximise impact on young people and outcomes.

**School or college CEIAG audit**

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| **Strategic** | **Not yet** | **Planned** | **Actioned** | **Impact** |
| The organisation has a member of the leadership team with responsibility for and an understanding of CEIAG.[[1]](#footnote-1) |  |  |  |  |
| The organisation has a member of staff responsible for coordinating CEIAG through phases including transition between key stages. |  |  |  |  |
| The organisation has a CEIAG policy that has been shared among staff and parents. |  |  |  |  |
| An annual CEIAG plan is developed each year and is included or linked to the whole‑school or college development or improvement plan (through the leadership and management section). |  |  |  |  |
| The organisation has achieved (or at minimum is working towards) accreditation of its provision of CEIAG using a dedicated CEIAG quality award that has gained national validation under the Quality in Careers Standard (QiCS).[[2]](#footnote-2) (QiCs-Guide-JANUARY-2014-revision) |  |  |  |  |
| The organisation regularly monitors, reviews and evaluates its CEIAG strategy and provision. |  |  |  |  |
| The organisation gathers its own destinations data and evaluates its progression data against national data to identify the impact of its careers plan and areas for improvement. |  |  |  |  |
| A member of the governing body is a local employer. |  |  |  |  |

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| **Careers education**  | **Not yet** | **Planned** | **Actioned** | **Impact** |
| All students are provided with the underpinning careers education (and work‑related learning) that is planned and delivered in line with accepted best national practice.[[3]](#footnote-3) |  |  |  |  |
| Curriculum time is allocated for the teaching of careers education, preferably from year 7 (but definitely from year 8). |  |  |  |  |
| Students are taught how to access, interpret and use labour market information to help them make informed career choices. |  |  |  |  |
| Careers education is delivered as a cross‑curricular theme and embedded into all subject areas across education phases and transition between key stages. |  |  |  |  |
| Students learn about careers and the world of work and are able to match their skills, interests, learning styles and values to requirements and realistic opportunities in learning and work. |  |  |  |  |
| On leaving the institution all students have a CV, personal statement and record of all their academic and extra‑curricular achievements.[[4]](#footnote-4) |  |  |  |  |
| Students have access to career resources and drop‑in careers sessions, and there is a careers section on the school’s or college’s website. |  |  |  |  |
| Parents are made aware of the careers education programme from year 7. |  |  |  |  |

| **Careers information, advice and guidance** | **Not yet** | **Planned** | **Actioned** | **Impact** |
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| Students are given the opportunity to explore career ideas through face‑to‑face discussions with a range of people including [**role models and inspiring individual**s](http://www.inspiringthefuture.org/), alumni from universities and colleges and mentors and coaches.  |  |  |  |  |
| Independent and impartial careers information, advice and guidance can be accessed by any student on request.  |  |  |  |  |
| All students receive at least one face-to-face careers interview preferably with a level 6 trained careers adviser. |  |  |  |  |
| All students receive a face-to-face interview at key decision‑making points during their education (years 9, 11, 12 and 13) to inform progression and are made aware of all available learning pathways open to them. |  |  |  |  |
| During a careers interview, all students are helped to develop a careers action plan. |  |  |  |  |
| There is a system in place for centrally storing, distributing and following up student action plans. |  |  |  |  |
| Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one‑to‑one careers interviews.[[5]](#footnote-5) |  |  |  |  |
| Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one‑to‑one careers interviews. |  |  |  |  |
| The institution organises information events for pupils and their parents to which all local providers of education and training are invited and actively engaged in offering advice. |  |  |  |  |
| The institution advertises the open days and evenings for all local education providers to all pupils and their parents throughout education phases and transition between key stages. |  |  |  |  |
| Students are made aware of the National Apprenticeship Service[[6]](#footnote-6) and National Careers Service[[7]](#footnote-7) and there is a link to both websites on the institution’s website or virtual learning environment (VLE). |  |  |  |  |
| Learner views are sought on the best way to offer provision. |  |  |  |  |

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| **Employer engagement**  | **Not yet** | **Planned** | **Actioned** | **Impact** |
| Employer engagement is integrated in the school’s or college’s CEIAG programme.[[8]](#footnote-8) |  |  |  |  |
| Students are taught employability skills and given opportunities to practice these skills in real working environments. |  |  |  |  |
| All key stage 5 students are given the opportunity to participate in work experience, which is well‑evaluated. |  |  |  |  |
| All key stage 4 students are given the opportunity to participate in work experience, which is well‑evaluated. |  |  |  |  |
| [**Employer volunteers come**](http://www.inspiringthefuture.org/) into the school or college to talk to students about careers, the world of work and the value of employability skills. |  |  |  |  |
| The institution runs events such as careers fairs, which are attended by employers. |  |  |  |  |
| Employers help develop students’ employability skills through activities such as interview days, job application feedback and visits to employer sites. |  |  |  |  |
| Employers help to inspire[[9]](#footnote-9) and raise student aspirations[[10]](#footnote-10) and demonstrate how subject‑specific qualifications and subject matter can be related to the world of work. |  |  |  |  |
| Employers are used to mentor young people where appropriate. |  |  |  |  |

1. www.ascl.org.uk/professional-development/courses.html [↑](#footnote-ref-1)
2. www.careersengland.org.uk/quality.php?page=ceiag-quality-awards [↑](#footnote-ref-2)
3. The accepted best is the CDI *ACEG Framework for careers and work-related education*. See www.thecdi.net/write/CWRE\_User\_Guide.pdf [↑](#footnote-ref-3)
4. www.cipd.co.uk/ypemployment [↑](#footnote-ref-4)
5. https://www.nfer.ac.uk/publications/INDS02/INDS02.pdf [↑](#footnote-ref-5)
6. www.apprenticeships.org.uk [↑](#footnote-ref-6)
7. https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx [↑](#footnote-ref-7)
8. www.ukces.org.uk/assets/ukces/docs/publications/not-just-making-tea-guide.pdf [↑](#footnote-ref-8)
9. https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/238841/bis-13-1176-inspiration-vision-statement-R2.pdf [↑](#footnote-ref-9)
10. www.inspiringthefuture.org [↑](#footnote-ref-10)