



The Royal Belfast Academical Institution

1. Title

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

2. Introduction

- **Rationale for CEIAG** A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide careers education in Years 8-12 through the Northern Ireland Curriculum (LLW), the Entitlement Framework (14-19 only) and to give students access to careers information and impartial guidance so that they may become effective career decision makers.

- **Commitment** RBAI is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 8-14 in partnership with DE, Employers and other key stakeholders

In order to meet the aims of a good CEIAG programme, i.e:
 - **Self awareness and development**
 - **Career exploration**
 - **Career management**the school endeavours to follow the statement of careers education principles and the learning intentions for CEIAG as set out in *Preparing for Success – A Guide to Developing Effective Decision Makers*, the *Quality Indicators for CEIAG* and other relevant guidance from DE and ETI that appears from time to time.

- **Development** This policy was developed for pupils in RBAI and is reviewed annually in discussion with teaching staff, the school's Careers Staff, students, parents, governors, advisory staff and other external partners as appropriate(e.g. the NBALC).

- **Links with other policies** The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, ICT, Numeracy, Literacy, 16-19, PD, Pastoral Care, and SEN.

3. Objectives

- **Students' needs** The careers programme is designed to meet the needs of students at RBAI. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

- **Entitlement** Students are entitled to CEIAG which meets professional standards of practice and which is pupil-centred and impartial. It will be integrated into students' experience of the whole curriculum and be based on a



partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

The CEIAG programme will include the 5 component parts of an effective careers programme:

- Careers Education
- Careers Information
- Careers Advice and Guidance
- Work Related Learning
- Development of Employability Skills

4. Implementation

▪ Management

The Head of Careers co-ordinates the careers programme and is responsible to the Curriculum Vice Principal. Work experience is coordinated by one of the specialist RBAI Careers Advisers who works closely with the Head of Careers.

▪ Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Special sessions on Employability are delivered through Learning for Life and Work, whilst the discrete careers programme is delivered by specialist staff.

The CEIAG programme is planned, monitored and evaluated by the Head of Careers in consultation with the Careers Service representative and senior management. The consistency of the careers programme is ensured by working with other schools within the NBALC.

Careers information is available in the Careers Library which is maintained by the Head of Careers and pupil Careers Assistants. Limited administrative support is available to the Head of Careers.

▪ Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (eg. careers library; career websites, e.g. unifrog), work-related learning (including work experience during Year 13), individual learning and career planning activities. **Careers lessons are integrated into and taught through the Employability strand of the Learning for Life and Work programme at KS3 and 4, with discrete careers modules at the key decision points in years 10 and 12.** All of these lessons build on the other focused events, e.g. careers convention, careers days, such as the Year 10&12 Careers day, Yr 14 Assessment Centre Day, which are provided annually. Work experience preparation and follow-up take place in careers lessons and on a one-to-one basis with careers staff. Year 12 pupils in the Learning Mentor group with a desire to complete a work experience placement will also be accommodated where possible.

Students are actively involved in the planning, delivery and evaluation



- **Assessment and accreditation**

of activities.
The intended career learning outcomes for students are based on *Preparing for Success* and are assessed using feedback, both formal and informal, from pupils, parents and staff, and a review of Leavers' Destinations.
- **Partnerships**

An annual Service Level Agreement is negotiated between the school and the Careers Service which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with local universities, employers, the Instonian community, NBALC.
- **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Head of Careers is responsible for the effective deployment of resources.
- **Staff development**

Staff training needs are identified as part of the departmental development planning process and in conjunction with Curriculum Vice-Principal (who coordinates staff INSET). The Head of Careers also carries out a staff training needs audit on an annual basis. The school will endeavour to meet training needs within a reasonable period of time.
- **Monitoring, review and evaluation**

The Service Level Agreement with the Careers Service is reviewed annually by the Head of Careers and the Careers Service representative. Areas for improvement are identified using the ETI quality indicators and used to inform the careers departmental development plan which is submitted to the Principal each year.