

Careers Information, Advice and Guidance (CIAG) Policy V4

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Diamond People (NE) trading as Tyneside Training Services

Policy Statement

Tyneside Training Services (TTS) is committed to providing high-quality, impartial and accessible Careers Information, Advice and Guidance (CIAG) that enables learners to make informed decisions about their future learning, employment and career progression. We recognise that effective careers support contributes significantly to learner success, social mobility and personal development, helping individuals raise aspirations, achieve their goals and develop the confidence to manage their careers throughout their working lives.

Careers Information, Advice and Guidance is embedded throughout the learner journey, from initial enquiry and enrolment through to programme completion and progression. The organisation is committed to ensuring that all learners understand the opportunities available to them, are aware of current and emerging labour market trends, and receive appropriate support to progress into employment, apprenticeships, further training, higher education or career advancement opportunities.

Our careers provision is informed by the Gatsby Benchmarks of Good Career Guidance, the Matrix Standard and current Ofsted expectations, ensuring learners receive high-quality, impartial and outcome-focused careers support throughout their learning journey.

TTS is committed to ensuring that careers support remains responsive to learner needs, employer requirements and labour market developments, particularly within the transport, logistics and associated sectors.

Gatsby Benchmark Alignment

TTS is committed to developing and delivering Careers Information, Advice and Guidance that is aligned to the Gatsby Benchmarks of Good Career Guidance. The organisation uses the benchmarks as a framework for continuous improvement and to ensure learners receive high-quality careers support throughout their learning journey.

The careers programme supports:

- A stable careers programme.
- Learning from labour market information.
- Addressing the needs of each learner.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces and the working environment, where appropriate.
- Encounters with further and higher education opportunities.
- Access to personal guidance.

This framework supports the organisation in preparing learners for successful progression into employment, apprenticeships, further learning and career development opportunities.

Careers Leadership and Governance

Strategic responsibility for Careers Information, Advice and Guidance sits with the Director of Quality and Operations, who acts as the organisation's Careers Leader. The Careers Leader undertakes relevant professional development to support effective implementation of the Gatsby Benchmarks, Matrix Standard requirements and continuous improvement of careers provision.

The Careers Leader is responsible for the development, implementation, monitoring and continuous improvement of the careers programme and for ensuring that careers provision remains accessible, impartial and responsive to learner and employer needs.

Governance oversight is provided through the organisation's leadership and governance arrangements, with the impact of careers provision reviewed through quality assurance activities, learner feedback, destination outcomes and annual policy review. This oversight ensures that careers provision remains aligned to organisational objectives and quality improvement priorities.

Careers Programme

TTS maintains a stable and structured careers programme which supports learners at every stage of their learning journey. Careers support begins before enrolment through information and guidance to help prospective learners understand available pathways and determine whether a programme is appropriate for their aspirations and circumstances. Careers discussions continue throughout programme delivery and form part of induction activities, progress reviews, tutorials, vocational training sessions and progression planning.

Rather than being delivered as a standalone activity, careers learning is integrated throughout the curriculum. Tutors and trainers support learners to understand how their learning relates to employment opportunities, progression pathways, workplace expectations and long-term career goals. Learners are encouraged to develop career management skills and take ownership of their progression planning throughout their programme.

Every learner is entitled to receive careers information, advice and guidance throughout their programme and to access individual support when required.

Labour Market Information

Access to current and relevant labour market information is a central component of the organisation's careers programme. TTS regularly reviews labour market intelligence obtained from national, regional and sector-specific sources to ensure that information provided to learners reflects current economic conditions, recruitment trends and employer requirements.

Labour market information is incorporated into induction activities, progress reviews, learner discussions and vocational delivery. This helps learners understand employment opportunities, skills shortages, emerging occupations and future workforce demands, particularly within transport, logistics and related industries.

Learners are supported to understand:

- Current employment opportunities.
- Sector growth trends and skills shortages.

- Expected employer behaviours and workplace standards.
- Potential salary and progression opportunities.
- Regional and national recruitment trends.
- Future skills requirements within their chosen sector.

This information is reviewed regularly to ensure its continued accuracy and relevance.

Meeting Individual Learner Needs

TTS recognises that learners arrive with different experiences, aspirations and personal circumstances. Careers support is therefore tailored to individual needs and informed by information gathered during recruitment, enrolment, initial assessment and ongoing reviews.

Learners are supported to identify realistic career goals, understand progression opportunities and develop action plans that reflect their individual objectives. Progress towards these goals is reviewed throughout the programme, enabling careers support to remain responsive as aspirations and circumstances evolve.

Particular consideration is given to learners who may face additional barriers to progression, including learners with special educational needs and disabilities, care-experienced learners, young carers, disadvantaged learners, learners with health-related barriers and those requiring additional support in English and mathematics. Appropriate adjustments and targeted support are provided to ensure equitable access to careers guidance and progression opportunities.

Careers Learning, Employer Engagement and Workplace Experience

The organisation recognises the value of meaningful engagement with employers and industry representatives in helping learners understand workplace expectations and career opportunities. Employer involvement forms an integral part of the careers programme and supports learners in developing realistic and informed career ambitions.

Learners may engage with employers through guest speakers, industry updates, recruitment events and employer-led discussions. These activities help learners understand occupational requirements, recruitment processes, professional behaviours and career pathways within their chosen sector.

For apprentices, workplace experience is embedded within their employment and supported through collaboration between the learner, employer and, where applicable, workplace mentors. For learners who are not already in employment, workplace-related learning activities are used to develop awareness of the world of work and employer expectations.

Progression and Personal Guidance

TTS is committed to ensuring that learners understand the full range of progression opportunities available to them. Careers guidance supports learners to explore routes including:

- Sustained employment.
- Apprenticeships.
- Further education.
- Professional qualifications.
- Career change and retraining opportunities.

Where learners require more detailed careers support, individual guidance sessions can be arranged through the Careers Leader or an appropriately trained member of staff. Where specialist expertise is required, learners may be referred to external careers professionals or specialist support agencies, including the National Careers Service and sector specific professional bodies where appropriate.

Careers guidance remains impartial at all times. Learners are presented with a broad range of opportunities and supported to identify the route most appropriate to their personal circumstances, interests and ambitions, regardless of whether those opportunities are delivered by TTS.

Staff Competence and Professional Development

The organisation recognises that effective careers provision depends on knowledgeable and appropriately trained staff. Staff involved in delivering careers information, advice and guidance are expected to maintain current knowledge of progression opportunities, labour market developments and sector requirements relevant to their role.

Continuous professional development is supported through training, standardisation activities, labour market updates and quality assurance processes. Staff are encouraged to share effective practice and contribute to the ongoing development of careers provision across the organisation.

Learner Voice, Employer Voice and Continuous Improvement

TTS is committed to continuously improving the quality and effectiveness of careers provision. Feedback is gathered from learners, employers, staff and other stakeholders to evaluate how effectively careers support is meeting individual and organisational needs.

Learner feedback is routinely collected through surveys, reviews and quality assurance activities. Employer feedback is gathered through engagement activities and ongoing partnership working. This information is considered alongside destination outcomes, labour market developments and Gatsby Benchmark evaluations to identify strengths and opportunities for improvement.

The organisation conducts an annual review of careers provision against the Gatsby Benchmarks, with findings informing self-assessment and quality improvement planning.

Destination Tracking

The organisation seeks to understand the impact of its careers advice by monitoring learner progression and destination outcomes. Information relating to employment, apprenticeships, further learning, promotion and career advancement is collected and reviewed wherever possible following programme completion.

Destination information is routinely captured at programme completion and, where possible, through follow-up contact following achievement to assess the longer-term impact of careers support.

Destination information is analysed alongside learner and employer feedback to evaluate the effectiveness of careers support and identify opportunities for further improvement. Findings contribute to annual self-assessment and quality improvement activities.

Confidentiality

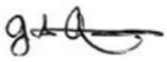
Careers guidance is delivered in a professional and confidential manner. Information shared by learners is treated sensitively and managed in accordance with the organisation's Data Protection Policy and Privacy Notice. Information will only be shared where consent has been obtained, where there is a safeguarding concern or where disclosure is required by law.

Related Policies

This policy should be read in conjunction with the:

- Learner CIAG Policy
- Safeguarding & Prevent Policy
- Equality, Diversity and Inclusion Policy
- Data Protection Policy
- Privacy Notice
- Complaints Policy
- Quality Assurance Policy

Version Control

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