

CEIAG in a Nutshell!

All students have an equal entitlement to high quality Careers Education, Information, Advice and Guidance (CEIAG) that helps to prepare them for the transition to future education, employment or training.

The Government has created a framework of guidelines that schools are expected to implement as a measure of good practice within CEIAG. These are known as Gatsby Benchmarks, 8 guidelines that define best practice and are outlined below

A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.
LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
ADDRESSING THE NEEDS OF EACH PUPIL	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A schools careers programme should embed equality and diversity considerations throughout.
LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM teachers should highlight STEM subjects for a wide range of future career paths.
ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise activities.
EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and the workplace.
PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a Career Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

For further reading <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Its important for students to recognise and understand why your curriculum is being delivered and to see a link through your subject to the world beyond school.

Some ways that this can be done

- Discuss pathways within your subject and how it could be taken further with FE, HE or through apprenticeships
- Discuss the careers and jobs that link to your subject area
- Create departmental careers displays to show routes of progression within your subject area
- Create posters to highlight courses, apprenticeships and careers linked to your subject area

- Create classroom displays to show why your subject is vital for careers and the work of work
- Invite a guest speaker from a local college or university to promote progression routes in your subject
- Arrange a visit to an FE or HE provider to look at how your subject can be taken further
- Invite a local employer or employee to speak to students about the ways they use your subjects within their work/industry
- Create links with local employers who are able to set 'real world' tasks and activities that demonstrate the links between curriculum and the work place
- Arrange a visit to a workplace related to your subject area