

Local Procedure Title	Careers Education and Guidance Local Procedure
College	Aspris College North Wales
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Local Procedure Author(s)	Daniele Kennaugh-Langford
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1. Introduction

At Aspris College North Wales, Careers Education, Information, Advice and Guidance (CEIAG) is delivered through our LEAP Programme, which supports learners to explore their strengths, aspirations and future pathways in a meaningful and personalised way. The LEAP Programme is built around four key principles:

- Learner Voice
- Employers
- Ambition
- Personalisation

The LEAP programme forms the college's Careers Education, Information, Advice and Guidance offer and provides the framework through which the college delivers Careers and Work-Related Experiences (CWRE) in Wales. The programme supports learners to develop aspirations, explore opportunities, understand the world of work and prepare successfully for adulthood.

Careers education forms an integral part of our wider curriculum and contributes to the development of independence, employability, community participation, wellbeing and successful transitions.

We recognise that learners with Additional Learning Needs may require varying levels of support, different experiences and personalised pathways when preparing for life beyond college. Careers education is therefore delivered through a trauma-informed, person-centred, strengths-based approach which promotes aspiration whilst recognising individual needs, interests and outcomes.

The college is committed to ensuring that all learners have access to high-quality, impartial, inclusive and aspirational careers education and guidance that enables them to make informed choices about their future education, training, employment and adult life opportunities.

2. Aims

The aim of careers education and guidance at Aspris College North Wales is to ensure that every learner is supported to:

- Develop an understanding of their strengths, interests, preferences and aspirations.
- Recognise their skills and identify areas for further development.
- Explore a broad range of education, employment, volunteering and training opportunities.
- Develop confidence, independence and self-advocacy skills.
- Gain meaningful experiences of work and community participation.
- Make informed choices about their future.

- Prepare successfully for adulthood and transition beyond college.
- Achieve positive and sustainable destinations.

The programme supports the four 'pillars of learning' pathways:

- Community Inclusion.
- Health and Wellbeing.
- Independent Living.
- Employability.

Careers planning is integrated into IDP, LSP and EHCP outcomes and contributes directly to each learner's goals and aspirations.

3. LEAP Careers Programme

The LEAP Programme provides a structured and progressive careers curriculum which is adapted to meet the needs of all learners.

Learner Voice

Learners are supported to:

- Explore their strengths, interests and aspirations.
- Understand their support needs.
- Identify their skills and achievements.
- Develop confidence and self-awareness.
- Contribute to person-centred reviews and future planning.
- Develop vocational profiles and portfolios.

Learner voice forms the foundation of future planning and career development, ensuring that aspirations and preferences remain central to all decision-making.

Employers

Learners are provided with opportunities to:

- Meet employers and employees.
- Participate in employer encounters.
- Experience workplace visits.
- Take part in enterprise activities.
- Access work experience opportunities.
- Develop workplace skills and knowledge.

Experiences are tailored to individual pathways and levels of independence to ensure they are meaningful, achievable and aspirational.

Ambition

Learners are supported to:

- Explore future destinations.
- Develop realistic aspirations.
- Build vocational profiles, portfolios or CVs.
- Develop interview and application skills.
- Participate in transition planning.
- Understand available post-college options.

The programme supports learners to identify clear next steps and develop increasing independence in planning for their future.

Personalisation

Every learner's pathway is personalised to reflect:

- Communication needs.
- Learning profiles.
- Emotional wellbeing needs.
- Support requirements.
- Personal interests.
- IDP, LSP or EHCP outcomes.
- Intended destinations.

The level of support, challenge and independence is adapted to ensure learners can successfully engage with careers education and future planning.

4. Independent and Impartial Careers Guidance

All learners have access to independent and impartial careers information, advice and guidance.

This may be provided through:

- Careers Wales.
- Disability Employment Advisers.
- External training providers.
- Further Education providers.
- Higher Education institutions.
- Supported employment services.
- Apprenticeship providers.
- Employer encounters.
- Individual tutorials.
- Annual review and transition meetings.

Guidance supports learners and families to consider the full range of education, training, volunteering and employment opportunities available to them and is delivered in a manner that is person-centred, accessible and responsive to individual needs.

5. Labour Market Information

Learners are supported to understand local, regional and national employment opportunities through:

- Careers Wales resources.
- Employer encounters.
- Workplace visits.
- Careers events.
- Enterprise activities.
- Work experience placements.
- LEAP lessons and tutorials.

Information is adapted to meet learners' needs and helps learners to make informed decisions about possible future pathways and destinations. Particular emphasis is placed on opportunities available within North Wales and surrounding communities.

6. Pathway-Specific Careers Provision

Adventurers

Careers learning focuses on:

- Communication.
- Sensory exploration.

- Independence.
- Community participation.
- Awareness of work and workplaces.

Success is measured through increased participation, communication, self-expression and development of individual vocational profiles.

Explorers

Careers learning focuses on:

- Self-awareness.
- Confidence building.
- Developing aspirations.
- Exploring opportunities.
- Community engagement.
- Future planning.

Support is delivered through relationship-based approaches and meaningful experiences.

Navigators

Careers learning focuses on:

- Employability skills.
- Workplace expectations.
- Work experience.
- Self-advocacy.
- Destination planning.

Learners are supported to identify realistic and achievable next steps.

Pioneers

Careers learning focuses on:

- Career exploration.
- Labour market awareness.
- Work experience.
- Further and Higher Education opportunities.
- Interview and application skills.
- Independent transition planning.

Learners are encouraged to take increasing ownership of career planning and decision making.

7. Learner Consultation

Learner voice is central to the development and evaluation of careers provision.

Learners contribute through:

- Tutorials.
- Student voice surveys.
- Work Experience Logs.
- Student Council meetings.
- Annual reviews.
- Informal discussions.

Feedback is used to shape careers provision and ensure that opportunities remain meaningful, relevant and responsive to learner needs.

8. Parent, Carer and Advocate Consultation

The college values partnership working with parents, carers and advocates.

Consultation takes place through:

- Annual reviews.
- Transition meetings.
- Parent surveys.
- Progress meetings.
- Careers events / drop-in sessions.
- Individual discussions.

Families are encouraged to contribute to future planning and career discussions to support successful outcomes for learners.

9. Partnerships and External Agencies

The college works collaboratively with:

- Careers Wales.
- Local Authorities.
- Disability Employment Advisers.
- Employers.
- Supported Internship providers.
- Training providers.
- Further Education colleges.
- Higher Education institutions.
- Community organisations.
- Voluntary sector organisations.

Partnership working broadens opportunities and supports learners to access meaningful experiences and positive destinations.

10. Work Experience and Employer Encounters

Meaningful employer encounters and workplace experiences form an integral part of the LEAP Programme.

Opportunities may include:

- Supported work experience.
- Internal work opportunities.
- Enterprise activities.
- Volunteering.
- Employer visits.
- Workplace visits.
- Careers fairs.
- Reverse Job Fairs.
- Supported Internships.

Work experience opportunities are matched carefully to learners' interests, aspirations, strengths and support needs.

11. Risk Assessment and Safeguarding

Prior to work placements or workplace activities the college ensures that:

- Appropriate risk assessments are completed.
- Safeguarding arrangements are in place.
- Employer responsibilities are understood.

- Health and safety requirements are met.
- Reasonable adjustments are considered.
- Learner support needs are identified.

Ongoing communication is maintained with learners, families and employers throughout placements to ensure opportunities remain safe, positive and beneficial.

12. Record Keeping

The college maintains accurate and secure careers records for all learners.

Records may include:

- Learner aspirations.
- Vocational profiles.
- Tutorial records.
- Careers action plans.
- Work experience placements.
- Employer encounters.
- Destination planning.
- Annual review outcomes.
- IDP, LSP and EHCP outcomes.
- Transition plans.
- Destination data.

Records support continuity of provision and evidence learners' personal careers journeys.

13. Staff Roles and Responsibilities

Careers Leader – Eleanor Crabtree

The Careers Leader is responsible for:

- Strategic oversight of CEIAG.
- Coordination of the LEAP Programme.
- Developing external partnerships.
- Monitoring career outcomes and destinations.
- Evaluating the effectiveness of provision.

Curriculum Lead for Employment Pathways – Eleanor Crabtree

Responsible for:

- Coordinating work experience.
- Developing employer partnerships.
- Supporting Supported Internships and volunteering opportunities.
- Monitoring workplace provision.

Principal

Responsible for:

- Ensuring compliance with policy requirements.
- Allocating appropriate resources.
- Monitoring strategic development.
- Reporting to governance.

All Staff

Careers education is a whole-college responsibility.

All staff contribute by:

- Promoting aspiration.
- Supporting Pillars of Learning outcomes.
- Encouraging independence and self-advocacy.
- Developing employability skills.
- Supporting transition planning.

14. Quality Assurance, Monitoring and Benchmarking

The college monitors the effectiveness of careers provision through:

- Learner voice.
- Parent and carer feedback.
- Employer feedback.
- Destination tracking.
- Learning walks.
- Quality assurance processes.
- Annual reviews.
- Pillars of Learning outcomes.
- Work experience evaluations.

The college completes an annual review of careers provision using:

- College self-evaluation activities.
- Destination analysis.
- Stakeholder feedback.
- College improvement planning.

Evaluation findings are used to identify strengths, priorities and future developments within the LEAP Programme and wider careers provision.

15. Review

This procedure will be reviewed annually, or sooner in response to:

- Changes in legislation.
- Changes to Welsh Government guidance.
- Updates to Aspris policy.
- Findings from quality assurance activities.
- Learner, parent, carer or stakeholder feedback.

The college remains committed to providing an inclusive, ambitious and personalised careers programme that enables all learners to achieve meaningful and sustainable adult outcomes.

Records support continuity of provision and evidence learners' personal careers journeys.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions