

### **Accessibility, responsiveness and quality of Careers Education, Information, Advice, Guidance (CEIAG)**

The WAES admissions process includes a CEIAG interview as a mandatory requirement for all provision, with the exception of Family and Community Learning. WAES has developed a flexible course file, which allows learners to have multiple entry points across the academic year. New learners are able to access twice-weekly 'drop-in' sessions, giving structured CEIAG. All courses have entry criteria and, in the case of learners who do not hold qualifications, they are required to complete Initial Assessments. Learners who are unclear about the next steps are referred to see a careers advisor. In addition to these resources, a team of Learner Experience Officers provide a first point of contact for CEIAG.

Across the academic year, WAES integrate core themes where learners can explore CEIAG relating to further study, self-employment, internal progression and securing employment and progressing to FE and HE. The career themes include Work Week, Enterprise Week and Progression Week. Within all themed weeks learners have the opportunity to engage and participate in various interactive activities, meet local employers, explore progression options and acquire work related IAG across all WAES centres. The section below offers a wider explanation of the activities held at WAES:

#### Enterprise Week (November)

- IAG focusing on self-employment and entrepreneurship
- Learners set-up mini stalls to include ceramics and art sale, hairdressing pop-up shop and a mini café open to learners and the public

#### Work Week (February)

- External organisations come to WAES to offer employment opportunities to learners
- Volunteering organisations promote opportunities available within Westminster and London

#### Progression Week (May)

- Learners are able to look at career options, focus on job opportunities and progress onto the next level of their course or career pathway
- IAG and progression opportunities into Vocational and Creative courses
- UCAS application process and pathways to university

#### Apprenticeship Week (March)

- Support with progression onto an Apprenticeship programme
- Employer stands providing IAG relating to work and study
- IAG – Careers advice provided
- Apprenticeship workshops – understanding Apprenticeships, what they are and what they mean for adults

#### Learners with Disabilities and/or Difficulties (LDD) into Employment

- Increased CEIAG support given to LDD learners, assisting with progression into employment or volunteering
- During 2017/18 15 LDD learners found paid employment or a volunteering opportunity

#### Partnership Work with other City Council services

- Providing interview skills workshops for the shortlisted apprentices for the City Council's own Apprenticeship programme
- Westminster Employment Service hosted recruitment events on behalf of ISG, Wilmott Dixon and their supply chain. Local residents and learners accessed IAG, CV workshops, direct careers advice and preparation for job interviews.

- Attended interviews for live roles
- Working with Westminster Employment Service to tackle in-work poverty through using WAES provision as a way to upskill those on low incomes and in entry level positions.

### Parental Employment Coordinator

- Offering IAG to learners who are unemployed with children, supporting them into work
- Works across WAES and Westminster more widely

### Work Experience/Volunteering

- CEIAG on volunteering opportunities available within the Employability Hub
- WAES provides internal work experience to enable students to acquire real life work experience, increase their knowledge of working life and improve work skills.
- Volunteering opportunities at WAES are also available for external applicants promoted through One Westminster and the WAES website.

### EHCP – High Needs Learners

- WAES currently have 115 LDD learners with moderate to high needs
- Two learners have an EHCP; both are on vocational courses. The Learner Inclusion Manager meets with learners every half term. Both learners are high needs and very vulnerable, and are both doing extremely well. One learner will progress into employment and one will progress their studies at WAES.

### Achievements

- Learners who access support achieve better overall than learners who do not access support. In 2017/18 learners who accessed support achieved 4% higher than learners who did not access support.
- For learners in receipt of Discretionary Learning Support Fund (DLSF) in 2017/18, their achievement rates were 84.7%, compared with 82.7% for other learners.

A focus group of learners rated the IAG provided by WAES highly commenting that they are encouraged to consider what the careers and future use of the learning will be even if they aren't currently sure what they want to do after the course – WAES are guiding them by providing them with information and advice on what they can do.