



OPERATIONAL POLICY

# CITB National Construction College

## CIAG Policy

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## Contents

|   |   |
|---|---|
| Policy Overview.....                            | 1 |
| Principles and Values .....                     | 1 |
| Aims and Objectives .....                       | 1 |
| Policy Scope .....                              | 1 |
| CIAG Programme.....                             | 2 |
| Other sources of information and guidance:..... | 2 |
| Meeting Learner Needs.....                      | 2 |
| Roles and Responsibilities .....                | 3 |
| CIAG Journey.....                               | 4 |
| Partnership working.....                        | 5 |
| Quality Assurance and review .....              | 5 |

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## Policy Overview

### Principles and Values

At CITB National Construction College (NCC), we are committed to providing high-quality, impartial Careers Information, Advice and Guidance (CIAG) that supports each learner's professional development and career progression. Through a combination of group workshops, partnership engagement, and personalised support, we aim to build the skills, knowledge, and mindset needed to transition successfully into sustained employment and beyond.

This policy outlines our approach to CIAG and how it supports our organisational purpose:

*"To support the construction industry to have a skilled, competent and inclusive workforce, now and in the future."*

### Aims and Objectives

We recognise that high-quality CIAG is essential to supporting apprentices in making well-versed, self-assured and ambitious decisions about their future. NCC aims to provide timely, relevant, impartial and effective CIAG to its apprentices to support them to develop their knowledge, skills and behaviours and raise aspirations.

### Policy Scope

This Operational Policy covers:

- All NCC apprentices across all campuses
- All applicant apprentices
- Employers
- Parents/carers
- External partners

This Policy applies to all people who work for or advise CITB including permanent, fixed term or temporary staff, contractors, interim staff under contract, people on work experience and agency workers.

## CIAG Programme

The careers programme is underpinned by current guidance to ensure that all learners receive trustworthy, impartial, and inclusive CIAG. The programme is shaped around the requirements of the Gatsby Benchmarks, which are:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance

## Other sources of information and guidance:

The careers programme considers other information and guidance:

- [Department of Education: Careers guidance and access for education and training providers](#)
- [Ofsted: Further education and skills inspection toolkit](#)
- [Career Development Institute: Career Development Framework](#)
- [Career Development Institute: Code of Ethics](#)
- [Department of Education: Identify and support young people at risk of being NEET](#)

## Meeting Learner Needs

The NCC CIAG programme is designed to ensure every apprentice receives meaningful, personalised support throughout their training and beyond regardless of background or starting point. Learners can expect NCC to:

- **Raise Aspirations:** Support apprentices to set meaningful goals and make confident, informed decisions about their future.
- **Develop Employability Skills:** Embed transferrable skills such as communication, teamwork, and problem-solving across CIAG delivery.
- **Enable Informed Choices:** Provide access to current labour market information, training options, and progression pathways.
- **Personalise Support:** Tailor CIAG to individual needs, making reasonable adjustments and offering specialist guidance where required.

- **Promote Inclusion:** Ensure CIAG is accessible to all apprentices, regardless of background or ability, in line with EDI principles.
- **Extended Support Beyond Programme:** Offer continued CIAG for up to 12 months post-apprenticeship, including for non-achievers.

### Roles and Responsibilities

**Personal Development Manager:** Strategic leadership and operational delivery of the careers programme, including design, implementation and evaluation. Provide impartial 1:1 personal guidance to apprentices supporting informed decisions about their education, training and career pathways.

**NCC Board and Senior Leadership:** Provide oversight and challenge to ensure CIAG has clear intent, is aligned with the organisations strategic priorities, has effective implementation and measurable impact.

**Learning Support Specialist and Teaching Assistants:** Provide tailored support and adjustments to learners requiring additional support to remove barriers and ensure CIAG is accessible to all learners.

**Quality Team:** Monitors and evaluates CIAG delivery, learner outcomes, and consistency across provision as part of the quality cycle.

**Safeguarding Team:** Ensures CIAG is delivered in line with safeguarding procedures, with staff trained to respond to concerns appropriately.

**Curriculum and Programme Managers:** Support staff to embed careers learning into vocational delivery and promote CPD to maintain industry relevance.

**Curriculum Instructors and Lecturers:** Integrate LMI and progression routes into teaching, linking training to real-world opportunities.

**Personal Development Lecturers:** Deliver career-focused sessions that build employability and support informed decision-making.

**English and maths Lecturers:** Embed careers context into English, maths, and digital skills to support workplace readiness.

**Teaching, Learning & Assessment Team:** Support teaching staff to successfully integrate career related learning into schemes of work. Promote best practice and consistency in CIAG across curriculum planning and delivery.

**Apprentice Development Coaches:** Facilitate career conversations from induction through progress reviews, signposting to further guidance where needed.

### CIAG Journey

NCC has adopted a whole-college approach, ensuring that careers information, advice and guidance are embedded throughout the apprentice journey. CIAG is delivered at multiple stages of the programme.

Careers education is introduced during the first block of training, helping learners explore the opportunities available to them upon completion. This early engagement sets the foundation for informed decision-making and goal-setting. At this stage, learners are encouraged to sign up to the Association of Apprentices.

Careers-related topics are further embedded throughout the Personal Development programme, delivered through individual sessions. This approach ensures that learners are consistently exposed to career pathways, employability skills, and progression opportunities.

The Personal Development programme is designed to be learner-led, allowing individuals to explore areas of personal interest and relevance. This flexible model supports autonomy, encourages aspirations, and ensures that careers education remains responsive to the diverse needs of our learners.

Sessions available in the Personal Development programme include but not limited to:

- Introduction to Personal Development and CIAG
- Personal Branding
- Next Steps
- Sole Trader
- Working & Living Abroad
- Communication in Construction
- Building Skills for Net Zero
- Personal Progression Planning
- Building Customer Relationships
- Professional Behaviours
- How to pass on Knowledge

Learners can expect to have CIAG embedded into curriculum delivery, ensuring learners regularly engage with career-related content and labour market information. Schemes of work are used to contextualise career learning, linking vocational training to progression routes and industry trends.

CIAG is integrated into progress reviews during their meetings with their Apprenticeship Development Coaches, enabling structured career conversations between apprentices and development coaches.

Apprentice Development Coaches collaborate with employers to identify opportunities for apprentices to explore roles, gain experience, and understand career pathways.

Apprentices will be offered 1:1 personal guidance from a qualified Careers Adviser, typically two-thirds into the programme, to support next-step planning. Personal guidance is learner-led and industry-informed, helping apprentices make confident, informed decisions about their future.

### Recording and Monitoring

All CIAG records will be systematically recorded on the Learner Management System to ensure delivery is traceable, learner journeys are documented and impact can be evaluated. CIAG records are used to track learner engagement and progression, support internal quality assurance, continuous improvement and external inspection requirements.

### Partnership working

We work in partnership with **parents and carers**, recognising their influence on career decisions and encouraging communication with the Careers Advisor and Apprentice Development Coach.

**Employers** play a key role in shaping apprentices' understanding of industry expectations and career pathways.

We also collaborate with **external support services**, such as Lighthouse Charity, Go Construct, UMI, and local authorities, to provide holistic guidance that meets learners' personal and professional needs. In addition, we maintain links with other providers, including specialist training organisations and universities, to support progression, transitions, and access to further opportunities.

### Quality Assurance and review

Our quality assurance approach ensures that CIAG is consistently monitored, evaluated and improved to meet the evolving needs of learners, employers and stakeholders.

- CIAG is reviewed as part of the wider quality cycle, including deep dives, desktop evaluations and stakeholder engagement.
- Learner feedback is gathered through surveys and forums to evaluate accessibility, relevance, impact and to inform improvements.

- Regular desk top evaluations are carried out to ensure CIAG is consistently recorded, compliant, reflects learner needs and supports learner progression.
- CIAG delivery is observed through teaching, learning and assessment processes ensuring guidance is current, unbiased, and aligned with learner goals.
- Staff are supported through structured CPD, ensuring CIAG is delivered confidently and consistently across roles.
- The CIAG programme is reviewed when needed and at least on an annual basis, using destination data, learner feedback and quality cycle metrics to drive continuous improvement.

Findings from the evaluation are reported to the Senior Leadership Team and the NCC Board and form the basis for the development of the next Careers Strategic Plan, ensuring continuous improvement and alignment with organisational goals.