

## (CEIAG)

# Careers Education Information Advice & Guidance



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Responsible committee	OAT governing body
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Date approved by committee	
Date ratified by LGB (if required)	
Description of changes from the model policy (if any)	There are some additions to the policy due to COVID.

## **policy statement**

Wodensborough Academy believes that it is every child's entitlement to receive high quality Careers advice and guidance (CEIAG) to prepare them for the 'world of work' and to improve their 'life chances'. Therefore, it is important that a broad and balanced curriculum underpins careers education to ensure that pupils can access further education, apprenticeships and training.

We provide Careers Education Information Advice and Guidance (CEIAG) from year 7 – 13 through our careers programme. We support the transition of our learners into further education, apprenticeships, internships, training and employment as well as provide after care and support to our year 11 leavers, tracking them through destinations data.

We measure the quality of our careers programmes by using the self- audit 'compass tool' recognised by the Careers and Enterprise Company in order to embed the 8 Gatsby Benchmarks:

## **8 Gatsby Benchmarks:**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

## **The policy**

Our policy is divided into sections (A-I)

Section A: Policy and management

Section B: Review and evaluation

Section C: Programme of careers education

Section D: Information

Section E: Experience of the 'World of Work'

Section F: Individual guidance, personal planning and transition support.

Section G: Working with parents and carers

Section H: Equality and Diversity

Section I: Learner Voice

## **SECTION A: POLICY AND MANAGEMENT.**

### **A.1: Policy statement:**

- We are committed to providing high quality IAG to all of our pupils through a bespoke 'careers education programme' that meets the needs of all pupils.
- We strongly believe that all pupils are entitled to 'careers education' and any information provided to pupils should be impartial guiding them to making 'good' choices about their futures.

linked CEIAG to School improvement plans by using clear stated outcomes.

- We aim to raise aspiration, promote equality of opportunity, celebrate diversity and challenge stereotypes.
- We aim to provide CPD for staff to contribute to the personal development curriculum.
- We aim to increase the number of external partners that we work with to enhance the experiences of pupils
- We will provide information to our governing body and report on outcomes
- We will review our policy every 2 years in line with National expectations.

## **A.2: Communication and entitlement of the policy:**

- Communication to key Staff will be delivered through meetings with clear agenda and minutes.
- There will be a variety of communication methods used to engage all pupils including SEND, ARC, HI, AP
- We will communicate with our External partners regularly and in a timely fashion.
- We will report to Governors and communicate progress through designated forums.
- We aim to communicate with our parents and carers using a variety of methods and use the calendared opportunities to meet with them face to face.

## **A.3: Defined roles, responsibility, resources including a named senior member of staff with CEIAG responsibility:**

- **Miss N Atkins is the 'named designated' senior member of staff** responsible and accountable for CEIAG.
- The co-ordination of CEIAG across the Academy aims to bring together STEM subjects to highlight the opportunities available for girls and boys who choose science subjects.
- There is a clear focus on Entrepreneurial skills, experience and qualifications to prepare all pupils for future employment.
- There is additional provision to support those pupils who are not ready to make decisions about their 'next steps' (SEND, ARC, HI, AP & other vulnerable groups)
- We will ensure that higher attaining pupils (HATS) are supported in making informed decisions about Universities, apprenticeships and higher apprenticeships.
- We will ensure that all pupils have access to appropriate internal/external support and to appropriate websites and materials that would support future aspirations.
- We will ensure that careers advice is wide ranging and that pupils acquire a good knowledge of maths and the sciences raising their awareness of the importance of their outcomes and how this can support them.
- There will be staff resources available to include administration.
- There will be a sufficient budget available (including PP funding) to support CEIAG events.
- There will be sufficient time allocated for the management and delivery of CPD to staff, to the delivery and organisation of the programme, the development of learning materials and to monitoring, review and evaluation activities.

## **A.4: CEIAG strategy:**

- To ensure that key careers staff are working towards the 'GATSBY BENCHMARKS' which is a nationally recognised quality standard for IAG.
- To ensure that quality assurance processes are in place and followed.
- To ensure that ongoing training and advice is available to keep staff and policies updated.
- To ensure that there is an appropriate budget available to access IAG and maximise opportunities for pupils.

## **A.5: Post holders and time management:**

- There will be appropriate time allocated to undertake duties that involve CEIAG in order to work towards the Quality Award.

## **Service level agreement:**

- Two connexions advisors are employed 2 days per week to provide quality IAG. All year 11 pupils will receive one to one personal IAG from an advisor by scheduled appointment.
- The most vulnerable pupils will be closely monitored by connexions and the dedicated lead for careers in order to reduce the number of potential NEETs.
- Connexions advisors will work with the dedicated Lead to maintain standards and ensure the best outcomes for all pupils.
- Connexions advisors will be present at all parents and career's events.
- Alternative Provision (AP) pupils will be fully supported by connexions and apprenticeship advisors.
- SIPS education will provide quality checks to assure that liability insurance is in place and that the relevant health and safety checks are in place to administer work experience and learning opportunities.

## **A.7: Working relationships between parents/carers.**

- Calendared parent's evenings will provide face to face communication to enable the discussion of academic and/or vocational progress.
- Calendared IAG events will support parent's evenings where a wide variety of external partners, colleges, apprenticeship providers and Universities will attend to support parents, carers, and pupils.
- Calendared Parents forums will provide opportunities for parents to impact change supporting the Academies aims to move towards being a 'good' school and to gain the Quality Award.
- Celebration events will provide opportunities for parents to share their child's success.
- Twitter and Facebook will provide online platforms to disseminate up to date information on Career opportunities.
- CEIAG Newsletters will be available to provide IAG and celebrate success and outcomes.

## **A.9: Curriculum development, collaboration and persons responsible:**

- Careers programme lead -NAT
- Parent Governor for careers – BLE & JFA
- PSHE and citizenship Coordinator – SWO
- STEM coordinator - KRI
- Aspire to HE - RWI
- Work experience: NAT, RPL, SIPS education
- Work related learning supporting SEN & vulnerable pupils–NAT & SENCO and team.
- Connexions – Mrs S.Ellis and M.Davies are based on site 2 days per week to support year 11 and a cohort of the most vulnerable pupils in year 11 to provide careers advice and to further reduce the number of pupils becoming NEET (Not in education or training).
- Connexions will support pupils in Alternative provision.

## **A.10: Working relationships, IAG, assessment, reporting, and training:**

- There are 2 Link Governors dedicated to careers and will represent Careers through the parents forum- Agenda and minutes will form part of the reporting and training and show where impact has been made.
- The SENCO and her provision will provide face to face advice to all SEND pupils and signpost them to appropriate support if required. The provision will support both SEND and K pupils on all college visits and when there are external visitors in school.
- The ARC provision lead will support the Autistic pupils by providing access to information about carers and support the transition to college in a one to one environment.
- The Hearing impaired provision (Deaf Academy) lead will ensure that both pupils and their parents receive IAG through alternative methods of communication (BSL/SSE) either one to one, face to face, or by text messaging and will support college and transition visits.

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- Heads of school provide initial face to face contact with pupils and ensure that form tutors are delivering quality careers during form time.
- Pastoral teams will provide ongoing face to face support to pupils on a daily basis and sign post pupils to the Senior CEIAG lead responsible for facilitating the 'next steps'.
- Form tutors will provide IAG through Friday careers form time following a careers programme. Drop down days will add additional IAG.
- SIPS advice and guidance will support pupils to find work experience (WEX) placements and provide CPD for WEX staff.
- The careers advisor will help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements.
- The Gifted and Talented lead (SLT) will provide opportunities for HATS pupils to attend Universities, facilitate external enterprise opportunities and support high quality career delivery tailored to individual needs.
- Mentors & coaches to provide a nurturing influence to some of our pupils to build confidence and resilience.
- Opportunities for pupils in year 9 and 10 to apply for a 'Talk careers' ambassador role to pass their own experiences of options and careers- peer to peer advice.
- The 'Alumni' will encourage past pupils to pass on the benefits of their experience from vocational courses, apprenticeships and degrees. Pupils will be able to relate to successful former students, who can help change their perceptions of what they are capable of achieving.

## **A.11: Training & current practice:**

- Training and CEIAG events will contribute to the development of the programme and will support CPD.
- The senior lead for CEIAG will be working towards gaining accreditation at level 6 standard – through Ambition Leaders.
- Whole school training needs analysis will be conducted annually.
- Whole school training will be devised based on outcomes of the training needs analysis.
- CEIAG steering group.
- Working towards the Careers Quality Mark.
- SIPS- CPD for work experience staff.

## **SECTION B: REVIEW & EVALUATION**

### **B.1: Review and evaluation of the policy:**

- There is an annual review and evaluation of the CEIAG policy and the 8 Gatsby standards.
- The School improvement plan (SIP) provides clear aims and objectives for the next academic year to build on good practice
- The school evaluation plan (SEF) focuses on impacts and outcomes to lead on actions and targets, this feeds into the SIP and the annual review.

### **B2: Destination statistics, inspections.**

- At Wodensborough we are fully aware of the 'Duty to participate in education or training after 16' and ensure that all pupils are clear about what this means for them.
- IAG will be provided so that pupils can decide whether to access college, sixth form, apprenticeships, traineeships or supported internship. Alternatively Full time work or volunteering (20 hours or more) combined with part time accredited study.
- We will work with Connexions and Sandwell Authority to identify those pupils in year 11 at risk of not participating post-16 and ensure that pupils have a 'September Guarantee'. Where needed they will be assisted in taking up places.
- We will ensure that any information sharing provides only relevant information about all pupils to local authority support services to include basic information such as the pupil's name, address and date of birth and

information that the local authority needs in order to support the young person to participate in education or training and to track their progress. Where pupils have been identified as being at 'risk' we may have to ask for pupils' contact details to support them on leaving school to reduce the risk of the becoming NEET. IAG will continue for those pupils until they receive the offer of a placement. This will be compliant with GDPR.

- The school adheres to the privacy notice which is the normal means of offering young people and their parents the opportunity to ask for personal information not to be shared (GDPR)
- We will notify local authorities when a pupil leaves the Academy before the age of 16 at the earliest possible time to enable the authority to support this pupil.
- Internal impact documents will present current information about destination data that feeds into the SIP and the SEF and to inform future targets, actions and recommendations.
- Destinations data will be analysed by a range of pupil characteristics, including special educational needs, eligibility for free school meals in year 11 and, at key stage 4, disadvantaged pupils who would have attracted the pupil premium.
- Destinations data from former pupils will be analysed to identify how successful transitions have been from the identified characteristics groups. This will ensure that all pupils receive the support needed to prepare for and take up education, employment or training which offers good long term prospects.
- We will work with Sandwell and connexions to track pupil's progress after they leave school in order to identify those who are not in education or training. Destination measures will be based on activity in all of the first two terms (defined as October to March)

### **B3: Review and evaluation of the programme**

- Pupil voice will be used systematically to collate information about careers and IAG events
- 'Parent Voice' will be used to gather feedback in regard to the quantity and quality of IAG received.
- Staff voice will be used to provide feedback on the delivery of careers and the quality of activities.
- 'Teaching and Learning' teams will give feedback through learning walks on the quality of delivery.
- Pastoral team's will feedback to ensure that delivery is taking place.
- Careers co-ordinator will collate all information such as feedback to identify strengths and weaknesses and inform the next steps/training needs.

## **SECTION C: Planned programme of careers education**

### **C1: Programme of careers & delivery**

- We will follow the published careers programme from year 7 to 13 that shows progressions along with clear learning outcomes. Staff will be provided with resources for delivery or have access to external agencies to support IAG.
- There will be regular IAG updates for staff uploaded onto the staff careers google classroom.
- There will be opportunities for CPD throughout the year, through training days, induction days and through the CPD programme.
- NQT s will have the opportunity for CPD as part of their NQT programme.
- The programme itself will be delivered through 'Smart Start' form time by form tutors or senior staff where appropriate. External agencies and providers will support delivery at key points during the Academic year. This will be monitored by the careers lead, head of year, steering group for CEIAG.

### **C2: Programme content (Gatsby – stable careers programme)**

- The programme will take into full account statutory duties.
- The programme will cover all 8 of the Gatsby benchmarks/National framework/areas of learning.
- The programme will include self-development opportunities
- The programme will explore careers and the 'world of work'
- The programme will encourage pupils to think about careers
- The programme aims to develop employability skills



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- Then programme of 'work experience' will provide opportunities to develop employability skills
- The programme will enable pupils to discover career wellbeing.
- The programmes are published on the Academy website by year group in the careers section and available to parents
- The programme is displayed in form tutor rooms.

## **C3: Assessment methods**

- A range of assessment materials will be used to measure pupils' learning including feedback from 'Pupil Voice'.
- Google forms will be used as questionnaires at key points during the academic year.
- Teacher voice will be used to measure the quality of resources for delivery.
- Destination data will be used to measure outcomes.
- The compass plus tool will measure the 8 Gatsby benchmarks progress.
- Parents evening surveys will provide information about careers education.
- Verbal feedback from one to one and group sessions and interventions will be used.

## **C4: The careers programme (Gatsby)**

- The careers programme will be personalised to match pupils careers aspirations and curriculum needs
- The programme will be differentiated to meet the needs of all pupils including SEND/K/HATS/Hi/ARC pupils
- Where appropriate the programme will be delivered one to one (vulnerable groups)
- The programme will enable teachers to adopt different teaching styles to mirror different learning styles in the classroom.
- All pupils will take the learning styles questionnaire to determine how they learn best.
- All delivery will remain 'impartial'
- The programme will be structured to allow for progress that matches the ages and stages of pupils.
- The programme will include College and University visits- planned for.
- The programme will provide opportunities for external partners to assist in delivery.
- The programme will provide opportunities for STEM ambassadors to enrich the curriculum
- The programme will encourage enrichment activities.
- The programme will support the transition from KS2 and KS3.
- The programme will support the transition from KS3 into KS4
- The programme will support the transition from Key stage 4 into KS5 (WOA6 and other FE/HE institutions).  
The programme will include pupils in alternative provision (AP) and those pupils following the 'exceed' and /or Team Ambition curriculum.
- Google classroom will provide a platform to support careers education and during COVID will support live assemblies, smart start, lessons and blended learning (see Academy live and blended learning policy).

## **C5 – C6: The programme outcomes and partners**

- Pupil voice will show the successful outcomes of the programme to include pupil's career journeys and be shared with both external and internal partners for IAG through meetings and events.
- The Compass Tool will measure success and provide comparisons to statistical neighbours.

## **SECTION D: INFORMATION**

### **D1: Information, advice and guidance (IAG)**

- The 'options' programme will be specifically designed for year 8 pupils moving into year 9 and 9 into 10. Parity of information will be provided for both Academic and Vocational subjects and pupils are guided through informed pathways.
- Subjects make clear links to further education routes, apprenticeships, and employment through CEIAG and this is published in options materials (curriculum on a page).

those in year 11 will be given IAG from a variety of sources that are appropriate to their needs. All year 11 pupils will receive at least one encounter that is personal guidance.

- Options booklets will be made available to parents and pupils as a paper copy and also on the school website as an electronic copy. Additional copies can be found in the LRC (Library) and in the connexions area of the library.
- Pupils in alternative provision (AP) will be provided with the same career programme that is available within school. Tutor time resources will be shared to ensure that all pupils have access to IAG through the AP provider.
- Regular visits will be made to AP providers by the designated CEIAG lead in school. Pupils in AP will be given access to a variety of external providers (connexions, apprenticeships, NCS, colleges). Any information about further education open events will also be disseminated to AP.
- Careers will be embedded into the curriculum to expand CEIAG opportunities.
- Due to COVID- The google classroom will provide a platform to share information with pupils.

## **D2: IAG and access to services**

- The career Hub based in the Learning resources centre (LRC) will provide up to date information to pupils; access to services and a base for them to recognise and source information from. Artefacts around the Academy will promote careers and current events. Curriculum displays will show how careers are becoming embedded. Form rooms will display the careers programme.
- Careers is part of the form time 'smart start' programme where information is shared and delivered to pupils
- Carers lessons in KS5: WOA6 will help pupils to understand how to access services in school and learn more about internships and preparing for adulthood and the next steps.
- Work experience coordinators will work with SIPS to provide access to services.
- Adequate support will be provided for pupils with special educational needs or disabilities (SEND)
- Pupils with SEN and disabilities will be signposted onto appropriate study programmes to support their transition into paid employment.
- SEND pupils and those with Education, health and care plans (EHCP) will be made aware of internships where appropriate and opportunities to take part in working residential's
- Work with the parents of SEND pupils will start from as early as year 7 to provide information and access to support their child in the later years in finding paid work, be supported to live independently, and participate in the community.
- Partnerships with disability organisations will be developed
- For children with Education, Health and Care plans, Personal Budgets will be used to help them to access activities that promote greater independence and learn important life skills.
- Work with Jobcentre Plus will play a role in supporting an effective transition from school to work for young people.
- Forging greater links between Jobcentre Disability Employment Advisers will support the transition for those with special educational needs or disabilities into work.

## **D3- D5: Understanding of making use of IAG and its resources**

- Pupil voice will be used to check they pupils understand how IAG can help them
- All pupils will be given opportunities to make use of IAG through WEX programmes, college and University visits, pupil voice.
- Resources will be made available to meet the needs of all learners including those with SEN needs, ESOL, Hearing impaired and ARC. Computer programmes are accessible that can support both staff and pupils – eg communication in print.

## **D6- D7: Pupils skills and access to media**



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- Pupils will be given opportunities to practice the skills that they have acquired – eg- writing a CV and becoming successful in a placement at college.
- External providers will support pupil's skills.
- CEIAG information will be regularly posted on twitter /Facebook /Website/google classroom for pupils to access at all times.
- Pupils will have access to ICT both in and out of school to be able to research using local and national sources
- A dedicated section in the library will be maintained to provide career advice where books and prospectus are readily available for pupils to take.

## **D8: Parents/careers and IAG**

- Letters will be used to make contact and pass on information to parents
- Prospectus/options booklets will be provided to pupils and parents
- Twitter/facebook will be used as a tool to pass on update information to parents
- Telephone calls will be made where appropriate
- Face to face informal interviews will be available on request
- CEIAG newsletters will be provided every term.
- Parents, options and career events will provide opportunities for face to face discussions with connexions and IAG advisors.
- Careers events will run alongside parents evening to provide parents with the opportunity to discuss relevant courses/qualifications with external further education professionals.

## **D9: Provision and management of information**

- Information will be managed and reviewed by the senior lead with responsibility for CEIAG on a termly basis. Impact documents form part of the review.
- An annual interim review to the policy will be conducted to make any adjustments to the 2 year action plan to take into account any feedback from parents, pupils, external providers and governors and any government changes.
- A full review will be undertaken every 2 years to the policy to ensure that the policy is current and reflects changes in market trends.

## **SECTION E: EXPERIENCE OF THE WORLD OF WORK.**

### **E1- E6: The world of work**

- Pupils in year 10 will have the opportunity to undertake a work experience placement for a week at the end of the academic year (wc 12<sup>h</sup> July – 16th July 2021). This week is calendared on the Sandwell WEX calendar.
- WEX placements are fully supported by SIPS education who 'quality assure' work experience organisations in terms of public liability and provide risk assessments.
- Pupils on external WEX placements will receive a work placement pack to include; advice to parents, advice to pupils and advice to employers. Some employers will provide the opportunity for pupils to pre-visit the placement or take part in an induction interview prior to the commencement of the placement.
- WEX and attendance- pupils will be expected to follow the 'normal' working day of the employer within the stated laws and regulations that state that a pupil should not work before 7am and after 7pm and that appropriate breaks are taken. These regulations form part of the checking service provided by SIPS. Internal school staff will check attendance for safeguarding through visits to the workplace and phone calls. These are logged and monitored by the careers lead, attendance officers and WEX advisors.
- WEX and evaluations- all pupils will complete a work experience log to track their progress.
- Pupils will have the opportunity to undertake a work shadowing placement in year 10 , 11 , 12 and 13 instead of or as well as a WEX placement. This is dependent on their individual needs and to suit pupils will anxiety or confidence issues or SEN needs.

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- SEND pupils will follow the 'passport2careers' programme internally if they are unable to secure external placement. Pupils who do secure an external placement will have the opportunity to receive support for example; job coach.
- HATS pupils in year 9 will be invited to take part in an enterprise competition at Dudley College.
- Enterprise activities will take place within lessons that can integrate and contextualise the activities to preserve the 'real work' environment (eg- business and hair and beauty lessons).
- Enterprise activities will take place on drop down days/through tutor times or as part of a homework task for all year groups.
- There will be growing links with Industry reflected by the increase in the number of businesses offering work experience placements.
- Where Industry days are provided this will be jointly planned with the provider to ensure that aims and objectives are appropriate and meaningful
- Work related learning opportunities will be available for 'exceed' pupils or pupils that require some aspect of re- engagement back into learning.
- Careers programme will support work experience and work related projects.
- Pupils in alternative provision (AP) will be provided with opportunities to undertake work experience and work related learning programmes.
- Pupil voice will be used to gather information about pupil's experiences and this is shared with pupils through assemblies.
- Pupils in year 11 will be provided with opportunities to take part in the National Citizen Service after leaving school to promote independence and prepare pupils for FE or the world of work. These places will be subsidised.
- World of Work (WOW) days for year 8/9.
- KS5 pupils will experience internal work placements as a transition into an external placement. This is embedded in their timetable.

### Work Experience and COVID

Due to the restrictions placed on schools and employers because of COVID safety pupils will undertake a 'virtual work experience' programme in order to meet the Gastby Benchmarks and enable pupils to have meaningful experiences.

### SECTION F1- F8: IAG, PERSONAL PLANNING AND TRANSITION SUPPORT.

#### Impartial careers advice

- Connexions and the careers co coordinator will provide timely careers advice to pupils through the use of appointments.
- All pupils will be provided with targets at the start of each term to track their academic progress, these will be reviewed at parent's evenings.
- Pupils in year 10 and 11 will be allocated to a cohort dependent on their needs. The raising achievement team will track and monitor their progress and identify any attainment gaps.
- Connexions will meet with all of year 11 pupils including 45 of the most vulnerable to support decisions about their future careers.
- A work experience coordinator will meet with all year 8 and 9 pupils to discuss "options", year 10 pupils to discuss and plan for work experience, year 11 to ensure that appropriate destinations are being made.
- Work experience booklets will provide pupils the opportunity to feedback on their experiences.
- Form tutor time will support work experience placements to review outcomes of the placement.
- Parents and external partners will be provided with work experience literature.
- SIPS advisors will meet with all of year 10 to provide group interviews to support WEX placements.
- Pupils in KS5 will receive regular ongoing IAG both internally and externally, with a dedicated lesson of careers as part of their timetable.

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## **SECTION G1- 11: Working with parents and carers.**

### **Parental engagement.**

- The whole school parent engagement strategy will be used as a point of reference when engaging with parents for CEIAG.
- We will aim to provide impartial CEIAG advice to parents to highlight the benefits
- We will aim to maintain appropriate working relationships with parents and carers.
- The CEIAG policy statement will be communicated to parents through the website and on all CEIAG materials.
- We will aim to provide parents with labour market information, local prospectus and wellbeing through CEIAG newsletters and website updates.
- We will communicate with our parents and adapt this to suit the needs of our pupils, relevant staff will be signposted to support this.
- Work related activities will be communicated to our parents through work experience procedures.
- Parents and careers will be provided with IAG at parents and options evenings
- Parents and careers will be informed about the parity of academic and vocational qualifications and routes into FE and apprenticeships.
- Parents and carers will be made aware of financial support for their child's learning.

## **SECTION H1- H6: EQUALITY AND DIVERSITY**

- The Academy will continue to develop its strong ethos on diversity and challenge stereotypes and support the Equality Act 2010.
- The Academy will continue to raise the aspirations of all pupils
- The Academy will promote equality of opportunity
- The carers programme will be differentiated and personalised to meet the needs of all pupils.
- The Academy will identify Looked after children (LAC), young carers and those with special educational needs and other pupils who are considered to be vulnerable.
- The CEIAG programme will enable the effective transitions for vulnerable pupils with appropriate identified support networks.
- The CEIAG programme will enable pupils to have timely IAG through a 'drop in' systems and where needed appointments. These appointments will include parents where needed.

## **SECTION I: Learner Voice**

- Pupil voice will be undertaken following every Sixth form, College or University visit, CEIAG event and used to inform future planning as well as measure success.
- Lunch with a leader will explore opportunities to further develop our career offer and to check that pupils understand what good quality careers look like.
- Following 'smart start' careers topics, questionnaires will evaluate the programme.
- Learners in WOA6 will complete questionnaires to share their views and opinions about careers.
- Google questionnaires will be used throughout all career programmes.