

|   |                       |                                     |
|---|-----------------------|-------------------------------------|
| TITLE: Careers Education, Information, Advice and Guidance Policy | REF: LS030            | VERSION: 1                          |
| APPROVAL BODY: GET  | DATE: 23 October 2018 | REVIEW DATE: 23 October 2019        |
| LEAD PERSON: Group Manager, Activate Careers                      |                       |                                     |
| VERSION   | REVIEWER/APPROVAL     | REVIEW NOTES                        |
| 1. 21/09/2018   | Activate Careers      | New policy replaces LS022 and LS023 |

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

### Introduction

Activate Learning colleges provide learners with career-focused education and guidance that raises aspirations and enables them to transition successfully along their career pathway. All learners are prepared to become talented employees who will contribute not just to the success of the businesses they work for, but to the economy as a whole.

The drive to support both individuals and economies is a prominent focus at Activate Learning and is in our mission statement for 2021, 'Learning Re-imagined'. This outlines our mission to 'transform lives through learning' through our learning strategy, Learning Philosophy. Furthermore, all Activate staff are aware of, and work in accordance with the statement and learning strategy.

Activate Learning are undertaking different activities to respond to the disparate delivery in schools of careers education, information, advice and guidance, the higher profile of careers in national strategies and how the Gatsby's career benchmarks are embedded throughout the learner journey (see Appendix 1).

### Aim of the Careers Programme

To inspire and enable every prospective and current student to carve out their best career path and become the prized talent sought by business, throughout their lives.

### Our Approaches

Every 16-19 learner will have an entitlement to 6 experiences and interventions, as detailed below. Each faculty programme will have its own careers plan which corresponds to the CDI framework (see appendix 2) and the Gatsby benchmarks:

1. **Individual guidance** that raises their aspirations, challenges barriers and enables students to set and reflect on personal development targets, make decisions and plan short- and long-term career goals.

2. An **individual career plan** that is a live document throughout their learner journey. This plan will begin from their pre-entry career pathway interview, their FE selection through 'right student, right course' and upon enrolment, during induction for all learners study programmes. The career pathway plan is reviewed and updated at least annually to reflect their changing ambitions and progression targets.
3. Good quality **information about career pathways and labour market information** that expands their horizons and provides relevant information to raise sights and make informed choices. Students will be supported to identify and manage their career information needs, as a lifelong skill.
4. **Workplace experience** where students can gain first hand exposure to real work situations in order to find out about careers, test out career assumptions and develop skills and attributes that make them employable.
5. **Progression support** allowing students to implement their 'next step' plans by identifying opportunities (in learning and/or work), making applications, networking including on social media, presenting themselves in writing and in person.
6. **Development of attributes and skills** to make students into well-rounded, work ready candidates equipped to succeed in their careers.

### **Manner of Delivery**

Each Activate Learning careers programmes are the responsibility of multiple areas/ teams (see below) each with a specific part to play, as outlined in table 1:

- Tutorial and wellness curriculum. The tutorial curriculum provision is part of all 16-19 learners' full time study programme, where the student receives the individual pastoral and academic support to enable them to achieve their learning goals. This includes access to relevant resources, information and guidance relating to their personal development, behaviour and welfare (PDBW).
- Vocational curriculum
- Work experience and/or employment. Every 16-19 FE student should undertake a meaningful external work placement as part of their study programme at an Activate Learning college. We expect all our 16-19 FE students to receive comprehensive placement time run as an intensive block or across the duration of the academic year.

Experience of Work is gained through various strategies and can often be the precursor to external work placements or replace it if an individual is unable to attend an external work placement. Examples of 'experience of work' can include:

- Employer-led curriculum planning and associated activities
- Work practice in College based Realistic Working Environments
- Employer mentoring
- Employer led lessons on employability skills
- Business competitions, where students form learning companies
- Work shadowing
- Work practice in learning companies

- Employer Workplace Visits
- Activate Careers specialist support. Activate Learning has a strong team of qualified careers guidance professionals, who provide impartial information, advice and guidance in accordance with the core principles of CEIAG, see appendix 3. This service is available to incoming and existing learners in the colleges, alongside commercial contracts to provide guidance to local schools and adults in the community. Through the Employment Shop, Activate Careers advertises job vacancies for local employers. We aim to develop a Learner Placement Service in the future to match Activate Learning students to employment vacancies.

**Table 1: Entitlements of a 16-19 learner and where they happen at Activate Learning**

| Where they happen?→                  | Tutorial and wellness | Vocational curriculum | Work experience / employment | Activate Careers specialist support |
|--------------------------------------|-----------------------|-----------------------|------------------------------|-------------------------------------|
| Entitlement↓                         |                       |                       |                              |                                     |
| Individual guidance                  | X                     |                       |                              | X                                   |
| An individual career plan            | X                     |                       |                              | X                                   |
| Careers and LMI                      |                       | X                     | X                            | X                                   |
| Workplace experience                 |                       |                       | X                            |                                     |
| Progression support                  | X                     |                       |                              | X                                   |
| Development of attributes and skills |                       |                       | X                            |                                     |

See Appendix 4 for an overarching programme of where and how this is delivered at Activate Learning mapped to the Gatsby benchmark.

### Tools to Support Delivery

Activate Learning invest in the following resources to deliver an impartial and effective careers programme:

- Grofar careers system. This consists of 'Grofar Work experience' with the ability to add other functions.
- ProMonitor platform to record interactions, action plans and if agreed by student, to share with relevant teaching/ support staff
- Employment Shop. This is an Activate Learning supported platform to support students looking for part time, full time work and apprenticeships
- Learner placement service, being developed for pilot in 2018/19
- National Careers Service practices and quality standards
- The Matrix standard
- CDI standards and professional code of practice
- Related college policies (admissions policy, safeguarding policy, equality and diversity policy, work experience and employer engagement policy, entry to higher education strategy)

## **Roles and Responsibilities**

Group Manager, Activate Careers - Careers Leader. Leading and coordinating Activate Learnings careers programme.

Group Director of Marketing, Customers and Markets - Strategic leadership and managing contributions from staff and stakeholders into a coherent careers programme.

A designated Governor with responsibility for employer engagement and careers guidance.

## **Quality Assurance and Evaluation**

Internal quality checks of selection interviews and skills used are conducted through the licence to interview practice with all course interview staff. Careers guidance professionals have quality checks through annual and peer observations and quarterly checks of action plans produced are undertaken. In addition, the careers team gather client feedback from students seen for guidance which is reviewed regularly and actioned.

External quality checks are conducted through the Matrix accreditation process, Ofsted Common Inspection Framework and through our NCS prime contractor. We also review The results of careers interventions and impact of this strategy.

We are committed to publishing FE student/ Apprentice destinations after leaving, every year and up to 3 years and they will be published on our website (see appendix 5) .

## **Resources**

'Making the most of everyone's skills and talents', DfE Dec 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

'Good careers guidance' The Gatsby Charitable Foundation, Apr 2014

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

Careers guidance and access for education and training providers; statutory guidance for governing bodies, school leaders and school staff, DfE January 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/679639/Careers-Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/679639/Careers-Guidance.pdf)

UK Quality Code for Higher Education; Enabling Student Development and Achievement

[http://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b4\\_-\\_enabling-student-development-and-achievement.pdf?sfvrsn=100f781\\_8](http://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b4_-_enabling-student-development-and-achievement.pdf?sfvrsn=100f781_8)

<https://www.careersandenterprise.co.uk/>

<https://nationalcareersservice.direct.gov.uk/>

Legislation:

Section 42A, 42B and 45A of the Education Act 1997 (Subsection (6) of section 42A was amended by the Careers Guidance in Schools Regulations 2013

<https://www.legislation.gov.uk/ukpga/1997/44/contents>

## Appendix 1

### Gatsby Benchmarks, Dec 2017

Gatsby benchmark [www.goodcareerguidance.org.uk](http://www.goodcareerguidance.org.uk)

1. A stable careers programme.
  - *Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.*
  - *Led by a careers leader*
  - *Published on the website*
  - *Reviewed with input from students, parents, teachers*
2. Learning from career and labour market information.
  - *Every pupil, 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 best use of available information.*
3. Addressing the needs of each pupil.
  - *Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.*
  - *Challenge of stereotypes, raise aspirations*
  - *Keep records of individual advice and subsequent decisions*
4. Linking curriculum learning to careers.
  - *All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.*
5. Encounters with employers and employees.
  - *Every pupil 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 schemes.*
6. Experiences of workplaces.
  - *Every pupil 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.*
7. Encounters with further and higher education.

## Appendix 2

### CDI Framework 16-19

<http://www.thecdi.net/Careers-Framework-2018>

The overall Activate Learning career programme is shaped by the learning outcomes provided by the Careers Development Institute.

These 17 learning outcomes are grouped under three broad themes

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

| <b>Developing yourself through careers, employability and enterprise education</b> |   |
|--|---|
| Areas of learning  | Learners will be able to:   |
| <a href="#">Self-awareness</a>   | assess how they are changing and be able to match their skills, interests and values to requirements and opportunities in learning and work                 |
| Self-determination   | reflect on the positive elements of their career path to show the responsibility they are taking for managing their own progress, achievement and wellbeing |
| Self-improvement as a learner  | be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to them as a learner             |

| <b>Learning about careers and the world of work</b> |  |
|---|--|
| Areas of learning                                   | Learners will be able to:  |
| Exploring careers and career development            | reflect on changing career processes and structures and their effects on people's experience and the management of their own career development  |
| Investigating work and working life                 | recognise the personal, social and economic value of different kinds of work and be critically aware of the key debates about improving people's satisfaction with their working lives in the future |
| Understanding business and industry                 | explain what business do, the way they operate and the way they measure success is changing  |
| Investigating jobs and LMI                          | draw conclusions from researching and evaluating relevant LMI to support future plans  |

## Appendix 2

|  |  |
|--|--|
| Valuing EDI  | reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others |
| Learning about safe working practices and environments | recognise different levels of risks and understand responsibilities and rights as a student, trainee or employee for observing safe working practices                |

### Developing your career management and employability skills

|  |   |
|--|---|
| Areas of learning  | Learners will be able to:   |
| Making the most of careers education, information, advice and guidance | develop and make the most of personal networks of support and show that they are proactive and discerning user of careers information, advice and guidance  |
| Preparing for employability  | explain how they are developing their employability to meet their own expectations and the expectations of employers and co-workers   |
| Showing initiative and enterprise                                      | develop and apply enterprise qualities and skills in their approach to learning, work and career planning.  |
| developing personal financial capability                               | show how they have developed their personal financial capability to improve the future decisions they need to take about everyday living, further study, training and work                                |
| Identifying choices and opportunities                                  | be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to them. |
| Planning and deciding  | know how to make career enhancing plans and decisions   |
| Handling applications and interviews                                   | know how to prepare for, perform well in and learn from participating in selection processes  |
| Managing changes and transitions                                       | know how to develop and use strategies which will help them to deal with the challenges of managing their career transition   |

## Appendix 3

### Principles of CEIAG

Core principles underpin our strategy and support our minimum entitlement:

- CEIAG actively promotes equality and diversity, challenges stereotypes and removes barriers to personal achievement
- CEIAG is not an isolated area of learning, it is integral to whole learning programme with Activate Learning
- We engage with employers in the design and delivery of the learning programme and provide real work experience
- We design our curriculum and our referral systems to promote progression within and between all relevant learning programmes and experiences
- Tutors undertake industry specific training to inform practice and careers pathways for learners
- Activate Careers upholds the professional behaviours and code practice of the Career Development Institute code of ethics<sup>1</sup>
- Careers Advisers are qualified in Information, Advice and Guidance qualifications to level 7 and CPD is provided to support ongoing development of skills and knowledge
- CEIAG provision is supported by internal and external quality assurance procedures (incl. Matrix)
- To support occupational and career learning we engage with various people including
  - Industry partners
  - Careers specialists
  - Tutors
  - Curriculum
  - External agencies
  - Other educational institutions
- We refer to the National guidelines for CEIAG

---

<sup>1</sup> [http://www.thecdi.net/write/Documents/BP260-X8513-Code\\_of\\_Ethics-A4-digital.pdf](http://www.thecdi.net/write/Documents/BP260-X8513-Code_of_Ethics-A4-digital.pdf)

## Appendix 4

| Relevant Gatsby benchmark   | What the student entitlement might be  | Who   |
|---|--|---|
| 1. A stable careers programme   | <ul style="list-style-type: none"> <li>- Networking, self-employment and use of LinkedIn</li> <li>- Options for progression</li> <li>- UCAS workshops</li> <li>- Apprenticeship workshops</li> <li>- Development of attributes</li> </ul>  | Careers team, students  |
| 2. Learning from career and labour market information<br><br>8. Personal Guidance | <ul style="list-style-type: none"> <li>- Personal development of attributes</li> <li>- Tutorials</li> <li>- CV writing</li> <li>- Interview skills</li> <li>- Career Pathway plan meeting and review</li> <li>- Employment shop/ Learner Placement Service, matching learners to employment vacancies and opportunity awareness</li> </ul> | Careers consultants, Mentors, performance / study coaches, students |
| 3. Addressing the needs of each 16-19 students                                    | <ul style="list-style-type: none"> <li>- Licence to interview approved staff providing guidance pre entry to applicants</li> <li>- Individualised Careers Pathway Plan</li> <li>- IAG events</li> </ul>  | Tutors, students  |
| 4. Linking curriculum learning to careers learning                                | <ul style="list-style-type: none"> <li>- Vocational talks and master classes</li> <li>- Workplace Visits</li> <li>- Attribute Assessment and development</li> <li>- Wellness Curriculum - occupational wellness module</li> <li>- Highlighting relevance of STEM subjects to a wide range of career paths</li> </ul>                       | Tutors, students, employers   |
| 5 and 7. Encounters with employers, further and higher education                  | <ul style="list-style-type: none"> <li>- HE fairs</li> <li>- Apprenticeship and careers fairs</li> <li>- Master classes with employers</li> </ul>  | Students, employers, HE institutions, employers, careers            |
| 5. Encounters with employers and employees<br><br>6. Experiences of workplaces    | <ul style="list-style-type: none"> <li>- Job and apprenticeship fairs</li> <li>- Work experience placements</li> <li>- Work experience diaries</li> <li>- Industry speakers/ days</li> <li>- Employer led projects</li> <li>- Labour Market Information and opportunities</li> </ul>   | Employers, Tutors, Students   |

## **Appendix 5**

### **Destinations**

At the beginning of the academic year 2017-18, our survey with learners in all 16-19 faculties and colleges revealed that 83% of these students already have an idea about their plans for after their course. This ranges from going to University to fighting bushfires in Australia! 65% of 16-19 students had discussed their next steps with their tutors or the careers team and 100% of these students had indicated their intended destination. Furthermore, we had FE students progressing to 18/24 Russell Group Universities in 2017.

The 2016-17 actual destinations of Activate Learning 16-19 learners, compared to 2015-16 indicate that 95% progress to employment or higher level learning. This is a 3% increase of progression to employment and a 3% increase to further or higher education with a 2% decrease going to an apprenticeship.