



TITLE	REF	VERSION	
Careers Education, Information Advice and Guidance Policy	LS030	2	
APPROVAL BODY:	DATE	REVIEW DATE	
Group Executive Team	23/06/2020	23/06/2021	
LEAD PERSON	Group Director of Student Services		
EQIA DATE	26/06/2020	DPIA DATE	26/06/2020

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

1. Policy Statement

1.1 In achieving its mission ‘To provide talent for business, transforming lives through our Learning Philosophy’, Activate Learning is committed to providing students with career-focused learning programmes supported by high quality information, advice and guidance (IAG) that raises aspirations and enables them to transition successfully along their career pathway. All students are prepared to become talented employees who will contribute not just to the success of the businesses they work for but to the wider economy.

1.2 The policy states how Activate Learning fulfils its statutory duties¹ in relation to careers education which are to:

- provide access to impartial careers guidance to all 16-19 year-old students and 19-25 year-old students with an EHC Plan, to prepare them for future success in their next steps;
- promote equality of opportunity, regardless of race, gender, religion, ability, disability, social background or sexual orientation;
- provide wide ranging and up to date guidance materials relating to careers education and career opportunities;
- embed the Gatsby Foundation Benchmarks of “Good Career Guidance” throughout the learner journey;
- publish the career programme and the name of the Careers Leader.

2. Purpose

2.1 This policy outlines how Activate Learning uses IAG and careers education to inspire and enable students to carve out their best career path and become the prized talent sought by business, throughout their lives.

3. Scope

3.1 This policy applies to applicants and current learners on learning programmes in further education, higher education and apprenticeships and those applying for this provision.

4. Commitment statements

We will:

4.1 Provide all incoming students and their parents or carers with the support they need to make good choices during the admissions process:

- good quality information on our programmes and pathways is provided via our website, course collateral and schools liaison activities;
- relevant information and advice is provided by Tutors, Coaches and Admissions Advisers at

¹ <https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

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>

events and during interviews;

- impartial advice and guidance is provided by qualified Careers Advisers on a referral or self-referral basis.

4.2 Develop and publish a Careers Programme for 16-19 year old students and 19-25 year old students with an EHC Plan, differentiated at programme level, that demonstrates how Activate Learning will provide current students with some or all of the following elements:

- a. Individual and **impartial guidance** provided by a qualified Careers Adviser to raise aspirations, challenge barriers and enable students to set and reflect on personal development targets, make decisions and plan short- and long-term career goals.
- b. An **individual career plan** that is a live document, developed throughout their learning journey. The plan starts at the pre-entry career pathway interview and the course selection through the 'right student, right course' period and upon enrolment, during induction for all students' study programmes. The career pathway plans are updated annually (at a minimum), to reflect changing ambitions and progression aims.
- c. A **work placement** 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.
- d. **Experience of Work** which supports the curriculum:
 - Employer-led curriculum planning and associated activities such as projects
 - 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
- e. A **personal development and wellness programme**, delivered through tutorial sessions and underpinned by individual pastoral and academic support to enable students to achieve their learning goals.
- f. **Development of attributes and skills** to make students into well-rounded, work ready candidates equipped to succeed in their careers.
- g. Good quality **information about education, training and career pathways and labour market information** that expands their horizons and provides relevant information to raise aspirations and make informed choices. Students are supported to identify and manage their career information needs, as a lifelong skill.
- h. **Progression support** allowing students to:
 - discover and evaluate options and pathways in learning and/or work, including higher education and apprenticeships
 - find opportunities, make applications and present themselves in writing and in person
 - access to a job matching service
 - network and use social media
- i. **Targetted support and tracking for students who are Looked After, those with and EHCP and/or additional learning needs** and disabilities as well as those at risk of becoming NEET to ensure that barriers to positive progression outcomes are addressed.

- i. **A curriculum of learning in which careers education outcomes are achieved** with opportunities to explore their chosen field and engage directly with employers through projects, visits, research, presentations and talks.
 - j. Tracking of **intended and actual destinations** of students to evaluate the impact of the Careers Programme and to inform improvements.
- .4.3 Develop Activate Careers, a team of qualified careers guidance professionals, who provide impartial information, advice and guidance in accordance with the core principles of CEIAG to incoming and existing learners in the colleges, alongside commercial contracts to provide guidance to local schools and adults in the community.
- 4.4 Train and develop our teachers, tutors and coaches to provide good information and advice to support the progression of their learners.
- 4.5 Seek and act on student feedback and continually monitor the impact of services in order to meet quality standards defined by the Gatsby Foundation, Matrix standard and the Ofsted Education Inspection Framework.
- 4.6 Promote equality of opportunity, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- 4.7 Recognise the important role that parents have in their child's career development and, will work in collaboration with them to support their child's planning and decision making.
- 4.8 Work closely with employers to clearly understand their recruitment needs so that we can prepare our students well for work and facilitate their employability pathway. We will collaborate with local apprenticeship and other training providers, higher education institutions and employers to ensure equality of opportunity for our students' next steps plans.

5. Responsibilities

5.1 Delivery of the Career Programme is a shared responsibility across Activate Learning with each area having a specific part to play:

5.2 A 'designated Governor' has oversight of Careers and the Student Experience.

5.3 Curriculum Directors and Career Pathway Directors ensure a rich learning environment with compelling learning experiences for students; that careers education is embedded into curriculum learning and that faculty progression targets are met.

5.3. Group Director of Student Services has strategic leadership and management oversight of to ensure integrated delivery to students from each support services area, managing budgets accordingly to ensure the resourcing of these areas achieves the aims of this Policy.

5.4 Group Head, Activate Careers - Careers Leader. Leading and coordinating Activate Learning's career programme and ensuring the quality of delivery of specialist support. Addressing training needs that arise in regard to the 2019 code of ethics of the Career Development Institute.

5.5 Career Consultants – with a Level 6 Careers Guidance qualification, deliver impartial guidance which upholds the professional standards of the Career Development Institute.

5.6 Personal Tutors and Progress Coaches are responsible for collaboration with the Student Services team and Faculty to ensure that each student makes the progress required to achieve their potential.

6. References

Gatsby Good Career Guidance <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Interpreting the Gatsby Benchmarks for Students with Special Educational Needs and Disabilities <https://www.gatsby.org.uk/uploads/education/send-joint-statement.pdf>

The Careers & Enterprise Company Gatsby benchmark toolkits for colleges
https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073_thegatsbybenchmarktoolkit_colleges_online3.pdf

Legislation

<https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

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>

CDI Framework 16-19 <https://www.thecdi.net/Careers-Framework-2018>

CDI Code of Ethics <https://www.thecdi.net/Code-of-Ethics>

7. Associated Policies and Procedures

- Learning Support Policy
- Equality and Diversity Policy
- Student Health and Wellbeing

- Activate Learning Careers Programme
- Progression and Destinations Procedure
- UCAS Procedure
- Careers Monitoring Review and Evaluation Procedure
- Withdrawal Procedure
- Retention and NEET prevention procedure