



**LINCOLN COLLEGE**

**CAREERS GUIDANCE POLICY  
(2022/23)**

**POLICY CQ/PO/10**

**SPONSOR**

Careers Leader

## **Equality and Diversity Statement**

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

# LINCOLN COLLEGE

## CAREERS GUIDANCE POLICY

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# LINCOLN COLLEGE

## CAREERS GUIDANCE POLICY

### 1. INTRODUCTION

Our Careers Guidance Policy is informed by statutory responsibilities, government policy and sector guidance.

This policy sets out our vision and aims (intent) of our careers programme. It explains how, when and by whom careers guidance activities will be delivered within the College (implementation). It also explains how we assure the quality and impact of our careers guidance activities (impact).

Careers guidance includes all activities intended to assist individuals in making decisions about their future education, training and employment; this may also be referred to as careers education, information, advice and guidance (CEIAG).

### 2. BACKGROUND

The Government published its Careers Strategy in December 2017<sup>i</sup>; using the eight Gatsby Benchmarks to set a standard of excellence for careers guidance in schools and colleges. Our Careers Guidance Policy is underpinned by the Gatsby Benchmarks (Appendix A).

The Government updated its careers guidance for Further Education colleges in February 2018 and again in October 2018<sup>ii</sup> for young people up to and including the age of 18 (and up to and including the age of 24 for those with Education and Health Care Plans). In July 2021, the Government published new guidance, updated in September 2022<sup>iii</sup> covering both schools and colleges which superseded previous published guidance. This guidance outlines the expectation of colleges to publish the following information about their careers programme on its website:

- Name, email address and telephone number of the Careers Leader
- Summary of the careers programme including details of how learners, parents, teachers and employers may access information about the careers programme
- How the college measures and assesses the impact of the careers programme on learners
- The date of the college's next review of the information published.

Ofsted have a statutory requirement<sup>iv</sup> to comment in college inspection reports on the careers guidance provided to young people. Careers Guidance is included in the Ofsted Education Inspection framework under the personal development theme, stating: *“providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and*

*understand what they need to do in order to reach and succeed in their chosen career”.*

The Government requires all FE colleges to hold the Matrix Standard if they are in receipt of funding from the ESFA Adult Education Budget. The Government strongly recommends that all colleges work towards the Quality in Careers Standard to support the development of their careers programme.

The Government has also stated in its guidance to colleges that personal guidance should be delivered by careers professionals qualified to at least Level 6 in Information Advice and Guidance (IAG). The Government’s expectation is that every learner *“should have the opportunities for guidance interviews with a qualified careers adviser.”* *“These should be made available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs”.* This includes the opportunity for a guidance interview by the age of 18.

The Career Development Institute (CDI) provide frameworks for the careers sector including a framework for careers (Career Development Framework)<sup>v</sup> and a Code of Ethics<sup>vi</sup> for Careers Guidance Advisers; the Career Development Framework is recognised in the Government statutory guidance.

As a provider of higher education, the College is regulated by the Office for Students (OfS). Their Access and participation plan (APP) guidance<sup>vii</sup> sets out their requirements for how *“higher education providers will improve the equality of opportunity for underrepresented groups to access, succeed in and progress from higher education”.* The APP includes details of how the College will deliver targets which include employability skill development and progression after graduation.

### **3. PURPOSE**

Lincoln College’s purpose is to be employer-led; producing a highly skilled and productive workforce. The College believes that all learners should have the opportunity to develop their talents so that they can add recognised social and economic value to our local communities.

**The intent of our careers programme** is to inform, inspire and stimulate action to enable our learners to develop their personal skills, behaviours, attitudes and resilience to be a productive member of society. We intend to support them to develop their career management and employability skills so they can make a successful transition into the world of work or higher education. Our learners will experience a range of encounters which meet their individual needs including; encounters with employers, work experience, social action projects, encounters with higher education and apprenticeships, insight into the local labour market and personal careers guidance.

The following **values** underpin our careers programme:

- We recognise the value of the Gatsby benchmarks to support us to develop our careers guidance programme
- Our relationship with employers is a cornerstone of our careers programme
- We value one-to-one personal careers guidance whenever learners are making significant study or career choices. We will ensure all our learners have access to the opportunity for a personal careers guidance interview with a qualified careers professional
- We recognise our wider responsibilities to our communities to ensure young people have access to accurate information, advice and guidance pre-entry, so that they can make well-informed decisions.

#### **4. AIMS**

The College recognises the Career Development Framework and its definition of career and the learning outcomes identified in the framework as detailed in Appendix B.

- The primary aim of our careers programme is to offer advice, experience and meaningful encounters with employers to encourage our learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- We aim to facilitate the self-development of our learners so they can realistically appraise their qualities, skills, values, attitudes, interests and aptitudes to better understand themselves in order to make informed choices and relate well to others
- Provide the opportunity, resources and advice so they can explore their career options and are fully informed of their options at key decision-making moments
- Equip our learners with the skills to make well-informed and realistic decisions about their own future and progression
- Prepare our learners for their next steps by developing the transferable/soft skills which employers are looking for, including; communication, teamwork, resilience, creativity, leadership and problem-solving
- To ensure all our learners have access to the opportunity for a personal careers guidance interview with a qualified professional careers adviser whenever they are making significant study or career choices.

## 5. MANAGEMENT

The College takes a whole organisational approach to the careers programme, with staff throughout the organisation contributing to the delivery of the programme. This section sets out specific responsibilities.

### **Governing Body**

As detailed in government guidance<sup>iii</sup>, the **Governing Body** must make sure that independent careers guidance is provided to all 16-18 year olds and learners aged up to and including 24 with an education, health and care plan, and that:

- It is presented in an impartial manner
- Includes information on a range of education and training options, including apprenticeships and technical education routes
- It is guidance that the person giving it considers will promote the best interests of the learners to whom it is given.

### **Link Governor for Careers**

The **Link Governor for Careers** is a member of the Performance and Quality Committee. They take a strategic interest in careers education and guidance and encourage employer engagement. Their role includes:

- Supporting the Careers Leader through regular meetings
- Offering feedback on the College's policy, strategy and development plans for careers
- Reporting back to the Governing Body on the careers programme and how it is contributing to strategic priorities
- Reporting back to the Governing Body on how the careers provision is contributing to learners' career decision-making.

### **Enterprise Adviser**

The **Enterprise Adviser** is a role supported by the Local Enterprise Partnership (LEP) and the Careers and Enterprise Company. The Enterprise Adviser supports the College at a strategic level to develop the careers programme, in particular to connect with the local labour market, develop relationships with employers and create opportunities for learners to engage with local employers.

The **Strategic Careers Group** oversees the careers programme through strategic planning and oversight. The group has responsibility for the strategy, policy and resources for careers education, information, advice and guidance. See Appendix C for details of the remit and membership of the Strategic Careers Group.

The **Operational Careers Group** is responsible and accountable for the delivery of careers education, information, advice and guidance across all eight Gatsby benchmarks.

The **Directors of Education and Training** are responsible for the strategic development, delivery and quality of the curriculum in their areas including CEIAG.

Additionally, the **Director of Study Programmes** is responsible for the design, oversight, delivery and quality of the Continuing Personal Development (CPD) programme which is delivered to all study programme learners through discrete timetabled CPD sessions. The Director of Study Programmes is also responsible for the work experience and industry placement elements of study programmes.

The **Director of Higher Education** is responsible for the strategic development of the higher education programmes and the quality of the careers programme and CEIAG for higher education students.

The **Careers Leader** is responsible for the overall delivery of the College's career programme. The Careers Leader's name is published on the College website, as required by government guidance. The Careers Leader:

- Attends and reports to the Careers Strategic Group
- Monitors and reviews the careers programme
- Coordinates any cross-college staff IAG skills development needs
- Raises awareness amongst staff of their contribution to the careers programme
- Oversees the provision of careers information made available through Career Libguides and Canvas
- Develops and maintains relationships with key careers contacts e.g. LEP Enterprise Coordinator, local career networks including Career Hubs, STEM Learning.

**Heads of Learning and Education/Skills** are responsible for:

- The delivery of a stable careers programme to the learners in their curriculum areas as defined by the Gatsby benchmarks
- Providing pre-entry information to potential learners through the College website including information and advice provided at open events
- Providing support, information and resources to support schools liaison activity
- Taking positive action to ensure the quality of the careers programme in their curriculum area evidenced by their Quality Improvement Plan.

**Learning/Training and Skills Leads** are responsible for:

- The delivery of a stable careers programme to the learners in their curriculum areas as defined by the Gatsby benchmarks
- Providing pre-entry information to potential learners through the College website including information and advice provided at open events
- Providing support, information and resources to support schools liaison activity
- Taking positive action to ensure the quality of the careers programme in their curriculum area evidenced by their Quality Improvement Plan.



**Progress Coaches** are responsible for:

- The delivery of the CPD programme to their learners
- Conducting individual Progress Review meetings with learners three times each academic year
- Discussing and recording learners' intended destinations three times in each academic year including when they complete their programme
- Having career conversations with their learners and providing information
- Referring learners for personal careers guidance
- Supporting learners before and after personal careers guidance.

**Online Progress Coaches** are responsible for:

- Providing initial information and advice to adult learners who have applied for online courses
- Referring applicants to appropriate support services within and external to the College
- Liaising with Student Services as required to ensure support is put in place for any learner who has identified a need for learning support
- Conducting individual progress reviews with learners enrolled on online courses
- Referring applicants and learners for personal careers guidance as appropriate.

**Adult Progress Coaches** are responsible for:

- Providing assessment and identifying learners with a need for learning support
- Liaising with Student Services as required to ensure support is put in place for any learner who has identified a need for learning support
- Facilitating the delivery of learning support to improve outcomes
- Supporting individual learning needs effectively
- Supporting learners before and after personal careers guidance.

**Apprenticeship Progress Coaches** are responsible for:

- Supporting the delivery of induction for new apprentices
- Providing careers education, information and advice, and referring to career guidance where appropriate
- Conducting regular reviews to provide pastoral support
- Liaising with teachers, trainers and employers regarding progress.

**Trainer/Instructors** are responsible for:

- Linking curriculum learning to careers
- Conducting individual reviews with apprentices
- Referring apprentices for personal careers guidance
- Supporting apprentices before and after personal careers guidance.

**Teachers** are responsible for:

- Linking curriculum learning to careers
- Having career conversations with their learners/apprentices
- Providing information and advice to potential applicants at Open Days
- Making offers to applicants at Welcome Days.

The **Careers Guidance Team** is responsible for:

- Providing personal careers guidance interviews to enrolled learners
- Providing careers guidance to external clients prior to enrolment
- Providing up to date, relevant and impartial initial information and advice to current learners through the website, email, phone or in person
- Providing accurate, up to date and relevant course information to prospective learners who enquire through the website, email, phone or in person
- To maintain and develop careers information available to learners via Libguides, Canvas and other platforms as appropriate
- Referring clients to external organisations where appropriate for the client e.g. Not in Education Employment or Training (NEET) provision.

The **Work Experience and Industry Placement Team** is responsible for:

- Coordinating encounters with employers through visits, placements, virtual WEX opportunities and question & answer sessions
- Coordinating work experience and industry placements with external clients and employers
- Supporting learners whilst on industry placements via progress meetings, setting and reviewing GROWTH targets and supporting next steps.
- Supporting study programme learners who have identified planned destinations that include apprenticeships and/or employment
- Providing personal careers guidance interviews to learners undertaking industry placements
- Providing careers guidance to external clients and learners to support the Careers Guidance Team
- Providing information and advice to local employers who provide work experience and industry placements to learners.

The **Learning, Employment and Progression (LEAP) Team** support those at risk of becoming NEET or already NEET. They are responsible for supporting the following activities:

- CVs and cover letters
- Interview preparation
- Job search
- Supporting with reading and completing application forms
- Communicating with employers
- Transport issues (job related)
- Referrals to wellbeing services.

The **HE Widening Participation Lead** is responsible for:

- Coordinating widening participation recruitment activities for higher education
- Supporting individual learners to progress to higher education.

The **HE Engagement Officer** is responsible for:

- Providing progression to higher education group sessions for level 3 widening participation learners
- Liaising and working with LincHigher on the widening participation agenda
- Building partnerships with external agencies and stakeholders.

**HE Pastoral Tutors** are responsible for:

- Conducting individual progress review meetings at least 4 times per academic year
- Discussing and recording students intended destinations following successful completion of their HE programme once per year
- Referring students for personal careers guidance
- Supporting students before and after personal careers guidance.

The **Marketing Team** is responsible for:

- Planning and delivery of open events (physical and virtual) for prospective learners to enable them to find out about the opportunities the College offers them to progress in their career journey
- Planning and delivery of welcome days
- Ensuring that the website is accessible and contains appropriate information to support prospective learners in their decision making
- Coordinating schools liaison activities for transitions to further education, with feeder schools in Lincolnshire and Nottinghamshire
- Developing and maintaining relationships with school careers leaders
- Working with colleagues across College to provide information and advice to schools to support post 16 choices
- Managing the Alumni service and database.

The **Student Recruitment Team** is responsible for:

- Providing applicants with information and advice about course choices and entry requirements
- Confirming offers to applicants
- Referring applicants to the Careers Guidance Team for careers guidance
- Coordination of the collection of actual destination data.

The **Apprenticeship Engagement Team** is responsible for:

- The effective onboarding of employers and apprentices, ensuring students and employers understand their respective responsibilities.

The **Business Development Team** is responsible for:

- Providing information about apprenticeship vacancies

- Matching potential apprentices with opportunities
- Providing information and advice to employers about skills, training and apprenticeships to meet their needs.

The **Student Services Team** is responsible for:

- Liaising with the Careers Guidance Team regarding referrals for personal careers guidance for Looked After Children and Care Leavers
- Liaising with the Careers Guidance Team regarding personal careers guidance for learners with Education and Health Care Plans.
- Managing transitions into College for learners with Education and Health Care Plans.

The **Library** is responsible for:

- Maintaining current, impartial and comprehensive careers information resources in the Library (print and online).

## **6. OUR CAREERS PROGRAMME**

### **a. Study Programmes**

All 16–18 (and up to 24 with an EHCP) learners and adult learners enrolled on a study programme will have dedicated careers education through their weekly Continuing Personal Development (CPD) Programme. This programme is overseen by the Director of Study Programmes and delivered by Progress Coaches. The framework for delivery of the CPD sessions is managed by the Director of Study Programmes and is differentiated by course level. The CPD sessions are timetabled for online delivery.

The **intent** of the CPD programme is to:

- Prepare our learners for their next steps by developing the transferable/soft skills which employers are looking for, including; communication, teamwork, resilience, creativity, leadership and problem-solving
- To facilitate the self-development of our learners so they can realistically appraise their qualities, skills, values, attitudes, interests and aptitudes to better understand themselves in order to make informed choices and relate well to others.

The Careers Programme also includes the following elements which may be delivered in person or virtually:

- Encounters with employers
- Work experience or Industry placements
- Linking curriculum learning to careers
- 1-2-1 Progress Reviews with a Progress Coach

- Curriculum careers activities and events
- Encounters and support for progression to higher education
- Encounters and support for progression to apprenticeships.

## **b. Apprenticeships**

Each Apprenticeship Standard consists of knowledge, skills and behaviours (KSB) which support the transferable skills required for employment. Apprenticeships provide hands-on experience whilst studying for an industry-recognised qualification.

The **intent** of apprenticeships is to prepare our apprentices for permanent employment in their chosen sector or industry by supporting the development of knowledge, skills and behaviours. Behaviours in particular are the vital transferable skills which employers demand.

The Careers Programme for apprentices includes the following elements which may be delivered in person or virtually:

- Linking curriculum learning to careers
- 1-2-1 Progress Reviews with an Instructor/Assessor
- Support for progression to Higher Apprenticeships
- The opportunity for a personal careers guidance meeting with a qualified Careers Guidance Adviser.

## **c. Adult Learners**

The **intent of our programmes for adults** is to provide high quality learning opportunities for adults from Entry level 1 up to Level 4 which are developed with employers and local stakeholders to improve progression opportunities within work, into work or education. We run our provision in a flexible way to meet needs of adults by running courses throughout the academic year, using differing modes of learning and running courses at times to suit them. Labour market intelligence is used to structure curriculum and we work with key partners such as DWP to fill local skills gaps and support recruitment.

The careers offer/programme for our adult learners includes the following elements:

- Linking curriculum learning to careers
- The opportunity for a personal careers guidance meeting with a qualified careers guidance adviser.

## **d. Higher Education**

The **intent** of our Career Degrees is to:

- Prepare graduates for employment or career progression in their chosen sector or industry by supporting the development of both academic knowledge, vocational skills and professional behaviours.

The Career Degree bursary was established in order to enable Higher Education students (not Apprentices) to enhance their academic programme of study. The bursary funds are allocated in order for students to access additional qualifications, events and/or resources that complement their main qualification – making them more employable, industry prepared and equipped for life as a graduate within their chosen field. The Career Degree bursary has two components:

- The Independent Study Bursary
- Course-level funding.

The Independent Study Bursary enables students (full time up to £500 and part time up to £250) to access financial support to purchase equipment or resources that will facilitate study remotely or at college (eg. IT equipment, office furniture, software or licencing, academic books or materials). These funds can be spent in full or part at any time across the duration of continuous enrolment.

Course-level funding is managed by the programme team in order to provide groups of students with additional enhancements and career-development opportunities (eg. Additional qualifications, professional body membership, DPD workshops or events, vocational placements). Please see the full 'Career Degree Bursary Guidelines 2022/23' document for more information.

Career degrees include the following elements which may be delivered in person or virtually:

- Work experience or industry placements
- Embedded opportunities within the curriculum to undertake work-based assessments
- 1-2-1 tutorials with a pastoral academic tutor
- Activities and events to support career progression (e.g. Preparation for self-employment workshops)
- Activities and events to support progression to postgraduate study.

## **7. FUNDING AND RESOURCES**

The College will ensure that learners have access to relevant careers resources to support the careers guidance programme. This includes but is not limited to:

- Career Coach – local labour market information
- MyCareer (AbIntegro) – careers information and employability skills
- Promonitor – to record learners' individual learning plans
- Apprenticeship ePortfolio
- Careers resources in the Libraries
- Careers information on LibGuides.

## **8. STAFF DEVELOPMENT**

The College recognises the importance of developing and training our staff to ensure they have the skills to deliver the careers guidance programme to our learners. Regular IAG skills audits will inform the IAG Staff Development plan and priorities.

The College recognises that Personal Careers Guidance should be delivered by qualified careers professionals and is supportive of dedicated staff in the Careers Guidance and Industry Placement Team achieving a Level 6 careers guidance qualification.

The College supports all staff with responsibilities relating to information and advice to gain a Level 2 information, advice and guidance qualification.

The College recognises the importance of impartial careers guidance and supports the Career Development Institute (CDI) Code of Ethics.

The Strategic Careers group will prioritise training and development through an annual IAG Staff Development plan.

## **9. PERSONAL CAREERS GUIDANCE ENTITLEMENT**

We will ensure that all learners have access to impartial personal careers guidance from a professional careers adviser (with a Level 6 careers guidance qualification or actively working toward a Level 6 qualification).

Pre-application prospective learners may also access impartial personal careers guidance.

- Learners/clients will be entitled to an interview of a minimum 30 minutes duration
- Interviews will be confidential, impartial and client-centred
- Interviews will be conducted in an appropriate room, by telephone or virtually
- All learners/clients attending a careers guidance interview will be entitled to an action plan describing what steps need to be taken to achieve their stated aim
- All interviews will be conducted in line with the CDI Code of Ethics
- Learners may receive support from a Careers Guidance Adviser on an ongoing basis if required
- All personal guidance appointments will be followed up by an Adviser as agreed with the client
- Clients whose needs cannot be met by the College or cannot be met within the client's timescale will be referred to other appropriate organisations

- Learners/clients are entitled to seek redress through the College Complaints and Grievance Procedure should they not be satisfied with the service they receive
- All information pertaining to clients will be held in line with the College Data Protection Policy.

## **10. PRE-ENTRY INFORMATION, ADVICE AND GUIDANCE**

The College recognises the importance of pre-entry support to match potential learners to the most appropriate choice of programme at Lincoln College. Pre-entry information, advice and guidance activities include:

- College website
- Course Prospectus
- Information on social media
- Initial information and advice provided by phone, email, live chat and in person
- Schools liaison activities with feeder schools
- Widening participation activities for higher education entry
- Open Events
- Welcome Days
- Conditional offer phone calls
- Individual appointments with a professional Careers Guidance Adviser.

## **11. EMPLOYERS**

The College works closely with employers to achieve its mission of producing a highly skilled and productive local workforce. Staff from across the organisation work with employers to ensure programmes meet the needs of the local economy and that our learners have both meaningful encounters with employers and experiences of workplaces in line with the Gatsby benchmarks.

Formal relationships include a memorandum of understanding with the Greater Lincolnshire Local Enterprise Partnership through our allocated Enterprise Coordinator and appointed Enterprise Adviser. This is a national initiative jointly funded through the Careers and Enterprise Company. The Enterprise Adviser is a voluntary position filled by a local senior business person who supports the College at a strategic level to develop the careers programme.

Relationships with employers are developed through a range of mechanisms including the GLLEP and also D2N2 for Nottinghamshire, the Chamber of Commerce and Institute of Directors. Those who have direct responsibilities in this area include:

- Executive Leadership Team
- Directors, Heads & Leads of Education and Training



- Work Experience & Industry Placement Team
- Business Development Team.

## 12. PARENTS AND CARERS

We recognise the importance of the role of parents/carers in their young person's career development. We will identify opportunities to invite regular feedback from parents and carers. We will provide information and advice to parents of potential and current learners through the following methods:

- College website
- Careers webpages
- Course Prospectus
- Open Events
- Parent/Carer Handbook
- Parent/Carer Information Events
- Parents Evenings
- Social Media
- Parent Proportal.

## 13. OUTCOMES AND DESTINATIONS

### a. Further Education and Apprentices

Intended destinations for all Study Programme learners are recorded at three points during each academic year by Progress Coaches. Intended destinations of apprentices are regularly collected whilst they are enrolled on their apprenticeship standard and at their exit interview.

Actual destinations are collected approximately 6 months after learners and apprentices have finished their studies at the College. This task is undertaken by the Student Recruitment and Marketing Teams in conjunction with an external provider. Learners are contacted on behalf of the College and this information is collated into a destination report. The findings are analysed and fed into the annual curriculum planning cycle. This information helps to shape the future curriculum offer.

Former learners of **Lincoln College** and **Newark College** can join the College's Alumni Association. This provides them with their own personal Alumni Profile, where they can access the alumni benefits and let the College know a bit more about their interests, what they are doing now and how they could get involved with the College. The alumni association is all about building lasting connections, enriching education and giving something back to our former learners. The aim is to support a better learning environment for our former learners, strengthen our alumni network and create a richer community around the College for past, present and future learners. There are opportunities to help their career, recruit employees and enjoy a range of great discounts.

## **b. Higher Education**

Intended destinations of higher education learners are recorded by tutors in year.

Graduate destinations are gathered by HESA (Higher Education Statistics Agency) 15 months after graduation through the Graduate Outcomes Survey.

Graduates are asked to report on their main role or activity at the time of the survey, their annual salary, and their views on:

- Whether their current activity is meaningful
- Whether their current activity keeps them on track to achieve their career goals
- Whether their current activity requires them to use skills developed as part of their undergraduate study.

## **14. QUALITY ASSURANCE**

It is important that quality assurance and evaluation methods are put in place to support the policy and to ensure that the College continues to meet the Matrix Standard. The College will also work towards achieving the Quality in Careers Standard.

This section sets out the methods which will be used measure the quality of personal guidance, monitor all eight Gatsby Benchmarks and ensure continuous improvement of careers guidance. The following methods will be used:

- Self-audit (Careers and Enterprise Company Compass Tool for Colleges)
- Auditing records (e.g. careers guidance, personal guidance, employer encounters, experience of workplaces)
- Sampling learner records
- Observations and peer observations of information, advice and guidance including personal guidance
- Learning walks and learning talks
- Feedback from clients and key stakeholders (including parents and employers)
- Surveys
- Learner views (e.g. Student Council, learner surveys)
- Monitoring and evaluating destination data
- External review of information, advice and guidance (Matrix Standard).

The following quality assurance activities specifically support careers guidance relating to higher education provision:

- HE Annual Monitoring Report
- Access and Participation plan (Office for Students)
- Teaching Excellence Framework (Office for Students).

## **15. OTHER POLICIES**

The following policies are also relevant to the delivery of our Careers Guidance Policy:

- Admissions Policy
- Career Degree Bursary Guidelines 22-23
- Customer Complaints and Grievance Policy
- Data Protection Policy
- Equality and Diversity Policy
- Experience of Work Policy
- Fees Policy
- Learning, Assessment and Teaching Strategy
- Safeguarding Policy
- Stakeholder Voice Policy.

## **APPENDIX A**

### **GATSBY BENCHMARKS**

#### **1. A stable career programme**

Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.

#### **2. Learning from career and labour market information**

Every learner, 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 learner**

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

#### **4. Linking curriculum learning to careers**

All subject staff should link curriculum learning with careers even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as key expectations from employers.

#### **5. Encounters with employers and employees**

Every learner 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, and should include learners' own part-time employment where it exists.

#### **6. Experiences of workplaces**

Every learner 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**

All learners should understand the full range of learning opportunities that are available for them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.

#### **8. Personal guidance**

Every learner should have opportunities for guidance interviews with a careers adviser who could be internal (a member of college staff) or external, provided they are trained to an appropriate level (Level 6). These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.

## APPENDIX B

### Career Development Framework (CDI)

<https://www.thecdi.net/New-Career-Development-Framework>

Career describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on career development skills throughout their lives.

For a positive career you need to:

- **Grow throughout life**  
Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
- **Explore possibilities**  
Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- **Manage career**  
Manage your career actively, make the most of opportunities and learn from setbacks.
- **Create opportunities**  
Create opportunities by being proactive and building positive relationships with others.
- **Balance life and work**  
Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- **See the big picture**  
See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

## APPENDIX C

### STRATEGIC CAREERS GROUP

Membership of the group:

- Director of Planning and Performance [Chair]
- Designated Careers Leader
- Directors of Education and Training
- Director of Study Programmes
- Director of Apprenticeships
- Group Director of Marketing and Communications
- Head of Marketing and Engagement
- Head of Student Services
- Head of Quality Improvement
- Director of Business Development and Partnerships
- Director of Higher Education
- Enterprise Adviser [External member]
- Link Governor for Careers

Remit of the group:

- To agree the vision and direction of the College's career provision
- To have responsibility for the strategy, policy and resources for careers education, information, advice and guidance.
- To track the outcomes of the Operational Careers Group in their implementation of the Career Development Plan.
- To be proactive in supporting the designated Careers Leader in their role of leading and managing career guidance at the College by:
  - Individual members leading on career guidance within their remit/role
  - Signalling to all College staff that career guidance is important and should inform their activities
- To ensure that destinations of learners are tracked and that this information is used to improve the effectiveness of the College's career programme
- To monitor the quality of career guidance activities within the College.

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<sup>i</sup> Department for Education (2017) *Careers strategy: making the most of everyone's skills and talent*.

<sup>ii</sup> Department for Education (2018) *Careers guidance: guidance for further education colleges and sixth form colleges*.

<sup>iii</sup> Department for Education (2022) *Careers Guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges*.

<sup>iv</sup> Section 125 (4)(aa) of the Education and Inspections Act 2007, as amended by Section 41 of the Technical and Further Education Act 2017.

<sup>v</sup> Career Development Institute (2021) Career Development Framework. <https://www.thecdi.net/New-Career-Development-Framework>

<sup>vi</sup> Career Development Institute (2019) *Code of Ethics*. <https://www.thecdi.net/Code-of-Ethics>

<sup>vii</sup> Office for Students (2020) *Regulatory notice 1: Access and participation plan guidance*. OfS 2020.25.