

**LINCOLN COLLEGE**

**CAREERS GUIDANCE POLICY**  
**(2024-25)**

**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 all forms of unlawful discrimination, specifically across all protected characteristics. We will work towards a fair and just organisation and promote inclusion for all those impacted by Lincoln College and the wider community.

# **LINCOLN COLLEGE**

## **CAREERS GUIDANCE POLICY**

### **CONTENTS**

<b>Section</b>	<b>Contents</b>	<b>Page Number</b>
1	Introduction	1
2	Background	1
3	Purpose	2
4	Aims	3
5	Management	4
6	Our Careers Programme	9
7	Funding and Resources	11
8	Staff Development	11
9	Personal Careers Guidance Entitlement	11
10	Pre-Entry Information, Advice and Guidance	12
11	Employers	12
12	Parents and Carers	13
13	Outcomes and Destinations	13
14	Quality Assurance	14
15	Other Policies	15
16	Annual Review	15

### **APPENDICES**

Appendix A: Gatsby Benchmarks	16
Appendix B: Career Development Framework	17
Appendix C: Curriculum and Quality Meeting membership	18

# **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, see 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 and again in January 2023<sup>iii</sup>, covering both schools and colleges which superseded previous published guidance. The January 2023 update included the new Provider Access Legislation requirement.

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 an extraordinary employer-led organisation; producing a highly skilled and productive local workforce.

**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 progress to positive destinations
- 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 Strategic 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 Coordinator(s)

The College is a member of the Greater Lincolnshire and the East Midlands Combined County Authority (EMCCA) Careers Hubs. An Enterprise Coordinator from each Hub provides support to the Careers Leader with regard to Lincoln College and Newark College.

### Enterprise Adviser

The **Enterprise Adviser** is a role supported by the Careers Hubs 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.

### Strategic Leadership

The Careers Working Group provides recommendations and advice on the Strategic Careers Plan to the Curriculum and Quality Meeting (CQM) and in turn to the Senior Leadership Team (SLT). The Careers Working Group members have responsibility for setting the strategy for the delivery of careers education, information, advice and guidance.

The **Careers Leader** is responsible for oversight of the College's career programme; advising senior leaders and making recommendations. The Careers Leader's name is published on the College website, as required by government guidance. The Careers Leader:

- Attends the Careers Working Group and Operational Careers Group
- Monitors and reviews the careers programme, providing updates for the Careers Working Group and CQM
- Coordinates any cross-college staff careers 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
- Develops and maintains relationships with key careers contacts e.g. Careers Hubs, Careers and Enterprise Company etc.

### **Operational Leadership**

The role of the **Operational Careers Group** is to operationally deliver the strategic careers plan by:

- Making, agreeing and owning decisions
- Communicate and drive actions
- Lead and inspire within and across teams
- Ensure careers is on the agenda in team meetings.

The **Assistant Principal 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 **Assistant Principals** are responsible for the delivery of a stable careers programme to the learners and apprentices in their curriculum areas.

**Curriculum Leads** are responsible for:

- The delivery of a stable careers programme to the learners and apprentices in their curriculum areas
- 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.

The **Progress Coach Team Leader (Study Programmes)** is responsible for:

- Overseeing and developing careers education through the tutorial provision to support the delivery of the overall careers programme to study programme learners



- Managing the quality of the careers education programme delivered by Progress Coaches through the weekly CPD sessions
- Overseeing the Progress Reviews provided by the Progress Coaches and their quality
- Providing support, training and staff development to the Progress Coaches in the provision of careers education, information, advice and guidance to learners.

**Progress Coaches (Study Programmes)** 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 twice 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
- Supporting learners to be ready for their next steps including support with application and recruitment processes.

**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 progress reviews
- Liaising with the Business Development Team, teachers, instructor/assessors and employers regarding progress.

**Instructor/Assessors** are responsible for:

- Linking curriculum learning to careers
- Conducting individual progress reviews with apprentices three times each academic year
- Supporting apprentices with their career development through the Apprenticeship Career Programme
- 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.

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 and prospective learners through the website, email, phone and in person
- Managing the UCAS Adviser Platform
- 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 information and advice to local employers who provide work experience and industry placements to learners.

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

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

**HE Tutors** are responsible for:

- Conducting individual tutorials throughout the academic year
- Discussing and recording students intended destinations following completion of their HE programme
- 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.

## 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 **Progress Coach Team Leader** and delivered by Progress Coaches. The framework for delivery of careers education through the CPD sessions is overseen by the **Progress Coach Team Leader** with oversight of the Careers Working Group. The framework is differentiated by course level.

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

- Prepare our learners for their next steps by developing the essential 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:

- Meaningful encounters with employers
- Visits to work places
- Work experience or Industry placements
- Linking curriculum learning to careers
- 1-2-1 Progress Reviews with a Progress Coach
- Meaningful Career encounters
- 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 our careers programme for apprentices is to support our apprentices to develop their knowledge, skills and behaviours for the world of work. We intend to support them to develop their personal skills and strengths, their career management skills and their awareness of opportunities so they are prepared to make decisions for their future career journey.

The Careers Programme for apprentices is delivered throughout their apprenticeship and includes the following elements

- Setting career goals
- Creating opportunities
- Work-life balance
- Social networks
- Next steps

### **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 enables Higher Education students to enhance their academic programme of study. There are a number of bursaries available aimed to allow 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.

*\*Specific access and participation criteria will be used to prioritise awards*

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
- Digital Careers Platform
- 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. Staff development audits will inform training needs with regard to the careers programme, careers education, information, advice and guidance.

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.

## **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
- Pre-enrolment communication with applicants
- 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 (GLLEP) and East Midlands Combined County Authority (EMCCA) Careers Hubs through our allocated Enterprise Coordinators 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 EMCCA for Nottinghamshire, the Chamber of Commerce and Institute of Directors. Those who have direct responsibilities in this area include:

- Group Leadership Team
- Assistant Principals
- 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 plan opportunities to engage with parents/carers to support them to understand and access information about different career pathways, labour market information and progression options. Parent/Carer voice will be strategically collected and analysed to inform evaluation and improvement of the careers programme.

Some of the ways we provide information and engage with parents/carers of current and potential learners include:

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

## **13. OUTCOMES AND DESTINATIONS**

### **a. Further Education and Apprentices**

Intended destinations for all Study Programme learners are recorded twice 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 in the Autumn Term following the year that learners have completed their studies at the College. The findings are analysed and feed into the annual curriculum planning cycle. This data informs curriculum intent, curriculum planning and assessment of impact and how well the College fulfils its purpose.

Former learners of **Lincoln College** and **Newark College** can join the College's Alumni Association. 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 has also achieved the Quality in Careers Standard through the Career Mark approach (Feb 2023).

This section sets out the methods which will be used to 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 Impact System Internal Leadership Review, Compass Tool for Colleges)
- Peer to Peer (Careers Impact System, Careers Hub Community of Practice)
- Auditing records (e.g. My Career platform activity, personal careers guidance, employer encounters, experience of workplaces)
- Sampling learner records
- Observations and peer observations of information, advice and guidance including personal guidance
- Self-assessment impact review meetings
- Impact monitoring reviews
- Deep dives

- Learning walks and learning talks
- Feedback from clients and key stakeholders (including parents and employers)
- Learner views and feedback (e.g. student consultative committees, learner surveys)
- Monitoring and evaluating destination data
- External review of information, advice and guidance (Matrix Standard, Career Mark).

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 ~~23-24~~
- Customer Complaints and Grievance Policy
- Data Protection Policy
- Employer Engagement Strategy
- Equality and Diversity Policy
- Experience of Work Policy
- Fees Policy
- Learning, Assessment and Teaching Strategy
- Safeguarding Policy
- Stakeholder Voice Policy.

## **16. ANNUAL REVIEW**

The Policy will be reviewed on an annual basis by the Sponsor.

The Policy will be formally approved by the Performance and Quality Committee.

## **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

### Curriculum and Quality Meeting membership

Deputy Principal  
Vice Principal  
Assistant Principals  
Head of Newark Campuses  
Director of Performance and Standards  
Head of Central Information Services  
Executive Support Officer to Deputy Principal (Minutes)

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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 (2023) *Careers Guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form college*.

<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.