



TITLE	REF	VERSION	
Careers Education, Information Advice and Guidance Policy	LS030	4.0	
APPROVAL BODY:	DATE	REVIEW DATE	
Group Executive Team	23/01/2024	23/01/2026	
LEAD PERSON	Head of Activate Careers		
EQIA DATE	23/01/2024	DPIA DATE	23/01/2024

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 by empowering every learner to reach their full potential’, Activate Learning is committed to providing students with career-focused education supported by high quality information, advice, and guidance (IAG) that raises aspirations, develops lifelong career management skills 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 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, up to date and engaging resources relating to careers education and career opportunities.
 - embed the Gatsby Benchmarks of “Good Career Guidance” throughout the learner journey.
 - publish the Careers 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 develop lifelong career management skills and to make informed decisions about their career path.

3. Scope

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

4. Commitment statements

- 4.1 We will provide all incoming students, their parents, and carers:
- with the support they need to make well-informed choices during the admissions process.
 - good quality information on our programmes and pathways via our website, course collateral and schools partnership activities.
 - relevant information and advice via Tutors, Coaches and Admissions Advisers at events.
 - impartial advice and guidance by qualified Careers Advisers at events and during interviews.

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

4.2 We will develop and publish a Careers framework 16–19-year-old students and 19-25 year old students with an EHC Plan, that demonstrates how Activate Learning will provide current students with some or all the following elements:

- a. High quality individual and **impartial guidance** provided by a qualified Careers Consultant 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. A **Career Readiness and Employability Programme**, differentiated by level and delivered through weekly timetabled sessions, to support learners to develop lifelong career management skills which prepare them for successful transition and to plan and manage their future career. Throughout their time at Activate Learning, student careers activity is recorded on the Careers Platform to create a digital portfolio which they can take with them when they leave.
- c. A **work placement** where students can gain first-hand exposure to real work situations 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 support students to become well-rounded, work ready candidates equipped to succeed in their careers.
- g. Good quality **information about all 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 all options and pathways in learning and/or work, including higher education and apprenticeships;
 - discuss their next step plans with tutors and gain their ongoing support to achieve a realistic and aspirational intended destination;
 - Research and find opportunities, make applications and present themselves in writing and in person;
- i. **Targeted support and tracking for students who are Looked After, those with an 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.
- j. **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.

- k. Tracking of **intended** and **actual destinations** of students to evaluate the impact of the Careers programme and to inform curriculum planning.
- 4.3 We will continue to 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.
- 4.4 We will train and develop our teachers, tutors, and coaches to provide good quality information and advice to support the progression of learners.
- 4.5 We will seek and act on student feedback and continually monitor the impact of services to meet quality standards defined by the Gatsby Foundation, Matrix Standard, and the Ofsted Education Inspection Framework.
- 4.6 We will promote equality of opportunity, regardless of race, gender, religion, ability, disability, social background of sexual orientation.
- 4.7 We will recognise the important role that parents have in their child's career development and work in collaboration with them to support their child's planning and decision making.
- 4.8 We will 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. We will work with the Careers Enterprise Company to support delivery of the Gatsby Benchmarks.

5. Responsibilities

- 5.1 Delivery of the Careers 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 Group Directors of Faculty ensure a rich learning environment with compelling learning experiences for students; that the career readiness programme *is* embedded into curriculum learning and that faculty progression targets are met.
- 5.3. Group Director of Student Experience and Safeguarding has strategic leadership and management oversight 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, supported by regional Career Delivery Leads, leads and co-ordinates Activate Learning's specialist careers provision and the design of the Career Readiness and Employability Programme, ensuring relevance and quality via collaboration with the Career Development Institute, the Careers Enterprise Company, and the Matrix Standard.

They support the implementation and embedding of the Career Readiness and Employability programme through the delivery of regular staff training and ongoing support to foster a whole organisation approach to career learning.
- 5.5 Careers Consultants, with a L6 Careers Guidance qualification, deliver impartial guidance which upholds the professional standards of the Career Development Institute.
- 5.6 Study Programme Owners and Progress Coaches are responsible for collaboration with the wider 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>

Careers Framework (2021) the CDI <https://www.thecdi.net/New-Career-Development-Framework>

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

[The Career Readiness and Employability Framework](#)

7. Appendices

Associated Policies and Procedures

- Learning Support Policy
- Equality and Diversity Policy
- Student Health and Wellbeing
- Progression and Destinations Procedure
- Careers Monitoring Review and Evaluation Procedure
- Withdrawal Procedure
- Retention and NEET prevention procedure
- Admissions Policy