

<u>Policy Title</u>	<b>NCG Careers Advice and Guidance Framework</b>
<u>Policy Category</u>	Cascade
<u>Owner</u>	Executive Director of Quality
<u>Group Executive Lead</u>	Executive Director of Quality
<u>Date Written</u>	September 2019
<u>Considered By</u>	Quality Forum / Executive Board
<u>Approved By</u>	Corporation
<u>Date Approved</u>	February 2020
<u>Equality Impact Assessment</u>	The implementation of this policy is not considered to have a negative impact on protected characteristics
<u>Freedom of Information</u>	This document will be publically available through the Groups Publication Scheme.
<u>Review Date</u>	September 2021
<u>Policy Summary</u>	The purpose of this policy is to put in place a Group framework for the delivery of high quality careers information, advice and guidance in line with funding requirements and recommend DfE guidance.

<b>Applicability of Policy</b>	<b>Consultation Undertaken</b>	<b>Applicable To</b>
Newcastle College	Yes	Yes
Newcastle Sixth Form College	Yes	Yes
Carlisle College	Yes	Yes
Kidderminster College	Yes	Yes
Lewisham College	Yes	Yes
Southwark College	Yes	Yes
West Lancashire College	Yes	Yes
Professional Services	Yes	No

<b>Changes to Earlier Versions</b>	
Previous Approval Date	N/A – New Policy
<b>Linked Documents</b>	
Document Title	<ul style="list-style-type: none"> <li>• NCG Unified Tutorial, Progress and Attainment Policy</li> <li>• NCG Prevent Action Plan (in context of guest speakers)</li> </ul>

## Careers Advice and Guidance Framework

### 1. Scope and Purpose of Policy

NCG is committed to providing high quality careers advice and guidance to its learners and apprentices. This aligns to the Government's careers strategy (2017) and Post-16 Skills Plan, which set out a long term plan to build a world class system to help young people and adults choose the right career. All further education (FE) colleges and sixth form colleges in England are subject to a requirement to secure access to independent careers guidance, this forms part of post 16 college funding agreements. The policy seeks to enact the DfE statutory Careers Guidance: Guidance for Further Education Colleges and Sixth Form College (Oct, 2018).

This guidance is for all FE colleges and sixth form colleges in England and applies to:

- All learners in colleges up to and including the age of 18.
- 19 to 25 year olds with a current Education, Health and Care (EHC) Plan in place under section 37 of the Children and Families Act 2014.

Whilst this guidance is out of scope for adult learners and 19+ apprentices, this NCG policy framework has been adapted to make specific reference to both groups of learners.

### 2. Policy Statement

NCG's colleges will make provision to ensure that all learners receive their entitlement to impartial and informed careers information, advice and guidance; this will follow the Gatsby Foundation 'Good Career Guidance Benchmarks' to develop and improve its careers provision:

'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance'.

#### 2.1. Statutory Requirements

There is specific guidance document from the Department of Education for college leaders and governing bodies:

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

The guidance states that whilst the Gatsby Benchmarks are not a statutory framework, by adopting them, colleges can be confident that they are complying with the careers guidance requirements set out in their funding agreement.

The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for each college and as such the expectation is that colleges begin to work towards the Benchmarks now and meet them by the end of 2020.

The careers strategy sets out that every college should have a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. In larger colleges this might be a Careers Leadership team. Every college is expected to publish information about their careers programme, including the name of their Careers Leader.

A number of key principles are highlighted in the statutory [Careers Guidance for education and training providers \(school governors, leaders and local authorities\)](#), and this provides a useful summary for the post-16 sector. The governing body must ensure that independent careers guidance provided:

- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Includes information on the range of education or training options, including apprenticeships and technical education routes.
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

### **2.2. The Matrix Standard and Quality in Careers Standard**

The Government requires all FE colleges to hold the Matrix Standard if they are in receipt of funding from the Education and Skills Funding Agency (ESFA) Adult Education Budget. The Matrix Standard is a national quality standard that helps organisations to assess, measure and improve the management and delivery of their information, advice and / or guidance services.

This governance responsibility will be delivered through a requirement that all NCG colleges have the Matrix standard. The Matrix Standard is the unique quality framework for organisations to assess and measure their information, advice and / or guidance services, which ultimately supports individuals in their choice of career, learning, work and life goals. It consists of four elements Leadership and Management, Resource, Service Delivery and Continuous Quality Improvement. Matrix is also a funding requirement from the ESFA.

In addition, the Government strongly recommends that all colleges work towards the Quality in Careers Standard - the national quality award for careers education, information, advice and guidance. The Standard has been aligned to the Gatsby Benchmarks and incorporates Compass into its processes, so that colleges achieving the Standard meet all eight Benchmarks. The Standard gives colleges the opportunity to gain formal accreditation of their careers programme for 16 to 18 year olds and 19 to 25 year olds with an Education, Health and Care Plan.



### 2.3. NCG Careers Framework linked to Gatsby Recommendations

Gatsby	Statutory Policy Statement	Statutory Action for Schools	NCG Framework Action
<p><b>1. A stable careers programme</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the college’s website in a way that enables learners, parents, college staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.</li> </ul>	<p>All NCG colleges will attain and maintain the Matrix Standard if in receipt of AEB; all colleges will preferably work toward the Quality in Careers Standard.</p> <p>NCG college principals will appoint or designate a senior leader as the Careers Strategic Lead and ensure that the careers programme is published on college websites.</p> <p>All NCG colleges will appoint careers professionals to provide impartial careers information advice and guidance; this may be overseen by a Careers Manager/Student Services Manager with operational responsibility.</p> <p>All learners will have access to tutorial provision and/or specialist/dedicated sessions on careers progression.</p> <p>All NCG colleges will undertake a formal annual review in the summer term and present to the Local Board and group Executive – this may use the Compass11 online tool to help with national benchmarking.</p> <p>Access to careers professionals for bespoke services will be clearly signposted on the college website.</p>



<p><b>2. Learning from career and labour market information</b></p>	<p>Every learner, and their parents (where appropriate), 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.</p>	<ul style="list-style-type: none"> <li>• During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.</li> </ul>	<p>NCG course planning and schemes must make clear the intent of the course and explicitly highlight the next steps and progression. Course Leaders are expected to review the quality of careers education through the annual self-assessment process, or through a careers audit</p> <p>All learner will have access to local and national LMI and awareness of career pathways associated with their study using a range of data sources.</p>
<p><b>3. Addressing the needs of each student</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</li> <li>• The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.</li> </ul>	<p>For applied and technical courses, destinations and progression data will be collated just once for sustained destinations, this will be approximately six months upon completing of the course.</p> <p>IAG associated with careers IAG must be recorded formally and reviewed as part of the learner progress eILP.</p>



<p><b>4. Linking curriculum learning to careers</b></p>	<p>All subject staff should link curriculum learning with careers, even on courses that 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 a key expectation from employers.</p>	<ul style="list-style-type: none"> <li>Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</li> </ul>	<p>Delivering a curriculum (whether academic, applied or technical) that provides learners with the opportunity to access careers in a wider range of fields (including STEM); this may take the form of industrial visits, HEI visits or careers fayres.</p> <p>All Programmes of Study will ideally have a linked Enterprise Advisor or Apprenticeship Champion (Employer Engagement mentor).</p>
<p><b>5. Encounters with employers and employees</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.</li> <li>Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to.</p>	<p>Fulfil our obligation to ensure that, wherever possible, study programme learners have access to high quality work experience, work-related learning, industrial visits, internships and specialist speakers.</p>
<p><b>6. Experiences of workplaces</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> </ul>	<p>Fulfil our obligation to ensure that, wherever possible, study programme learners have access to high quality work experience, work-related learning, industrial visits, internships and specialist speakers.</p>
<p><b>7. Encounters with further and higher education</b></p>	<p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.</li> </ul>	<p>Fulfil our obligation to ensure that, wherever possible, all learners pursuing higher education participate in visits to higher education institutions in line with this guidance.</p> <p>Adult learners and apprentice may participate in a single visit to a HEI, reflecting the fact that they may need to remain in their current location for family and/or work-related reasons</p>



<p><b>8. Personal guidance</b></p>	<p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. 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.</p> <p>*The college should ensure that access to a level 6 adviser is available when needed.</p>	<ul style="list-style-type: none"> <li>• Every learner should have at least one such interview by the end of their study programme.</li> </ul>	<p>All NCG colleges will attain and maintain the Matrix Standard if in receipt of AEB; all colleges will preferably work toward the Quality in Careers Standard.</p> <p>All NCG colleges will appoint or designate a senior leader as the Careers lead.</p> <p>All NCG colleges will appoint careers professionals to provide impartial careers information advice and guidance.</p> <p>All learners will have access to tutorial provision and/or specialist/dedicated sessions on careers progression.</p>
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**3. Location and Access to the Policy**

This policy is located as follows:

- NCG Intranet: Group Services: Group Policies and Procedures

**4. Variations**

There are no variations to this policy.