NWSLC

NORTH WARWICKSHIRE & SOUTH LEICESTERSHIRE COLLEGE

Advice, Guidance & Careers Education Policy 2024(v2)

North Warwickshire & South Leicestershire College

Policy Author: Assistant Principal: Student Experience and Support

Lead Owner: (if Different from Policy Author)

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Document History

Version Number	Amended By	Date of Revision	General Revision Description
V2	APSSS	30/05/2024	Data Protection Impact Assessment Added Additional detail added to the Introduction and Rationale within this policy

Advice Guidance and Careers Education Policy 2024(v)

1 Introduction

1.1 The purpose of this policy is to ensure that all students will be able to access careers education, information, advice and guidance (CEIAG) that will support them in making informed, realistic decisions about their future careers.

Supporting students in this decision process is the responsibility of all staff involved in the student journey.

1.2 The Advice, Guidance and Careers Education Policy is informed by the *Education Act 2011* and the statutory requirement to secure access to independent guidance for students from year 8 to year 13, and 19–25-year-olds with a current Learning Difficulty Assessment or Education Health and Care Plan in place (DfE 2013)

The Policy is further informed by *Careers Guidance: for further education colleges and sixth-form colleges* published in revised form by the government in January 2023. This document outlined the need for colleges to meet the 8 Gatsby Benchmarks for high quality careers guidance by 2020 - North Warwickshire and South Leicestershire College committed to and met the 8 Gatsby Benchmarks within this deadline.

1.3 Careers Education and Guidance Services are available for all students and potential students at North Warwickshire and South Leicestershire College regardless of age or any other protected characteristic

1.4 The service will:

i. be impartial;

ii. inform individuals about the full range of education, training and employment options available;

iii. promote the best interests of those to whom it is given.

2 Definition

2.1 For the purpose of this policy, careers education and guidance is taken to include informing, advising, counselling, assessing, advocating and giving feedback.

3 Related Policies and Documents

3.1 Equality Scheme and EDI Policy

3.2 Initial Assessment Policy;

3.3 Safeguarding and Protection of Children and Vulnerable Adults Policy;

3.4 Recruitment Policy;

3.5 Special Educational Needs and Disabilities and Additional Learning Support Policy

3.6 Other policies may be identified from time to time as circumstances change and may be added to this list.

4 Rationale

4.1 North Warwickshire and South Leicestershire College is committed to providing careers education and guidance services that benefit both students and potential students of the College, and are central

to improving rates of participation, completion, achievement and progression to education, training and employment. Services are designed to inspire, inform and support individuals to develop the skills and confidence to make well informed, timely and realistic decisions about their future.

4.2 Students will benefit from planned activities in College to support careers education and initial advice and guidance, these will include:

i. Induction Week, all students will receive information about the careers and guidance service and what is available.
ii Swap don't Drop, this takes place during the first six weeks of the full-time enrolment cycle to offer the opportunity for students to swap courses, not drop out.
iii Careers Week, the College mark national careers week to promote the variety of career opportunities, students will attend careers fairs, hear from guest speakers and participate in activities to broaden horizons and have high aspirations.
iiii Higher Education Week, this week has a focus on students considering higher education and degree level study including degree apprenticeships. This is an inclusive week for all with an emphasis placed on level 3 students to support research, application and planning stages.
iiv Progression Planning, during term 3 the theme is 'Respect Your Future' where students are encouraged to commit to a planned destination and progression with taster events, employability events and support workshops taking place to ensure that every student has a planned positive destination that they can sustain over time.

4.3 Benefits to students will include:

i. learning about one's own abilities.
ii. raised awareness of the opportunities available, supporting raised aspirations and ambitions.
iii. developing decision making skills.
iv. investigating and taking advantage of new opportunities in learning and work.
v. identifying appropriate learning programmes.
vi. increasing prospects of successful completion and achievement.
vii. being able to make well informed and timely decisions about training and work options and adjust plans to manage change and transition.
viii. encountering and learning from a wide range of employers.

4.3 Benefits to the College will include:

i. better motivated students.
ii. more independent students.
iii. increased recruitment.
iv. higher retention rates.
v. better success rates.
vi. increased positive progressions.
vii. connections to the wider business community.

5. Core Principles

5.1 All students will be able to access careers education and/or guidance which could include careers information, use of the careers library, individual careers guidance, access to careers software, discrete education programmes, group sessions, College careers and Higher Education fairs, talks

and presentations, work experience, volunteering opportunities, competitions, taster events, employability curriculum events and employer career talks. These aspects in their entirety comprise the NWSLC Careers Programme which, as required within the Gatsby Benchmarks, is published on the NWSLC website https://www.nwslc.ac.uk/college-life/help-and-advice/information-advice-guidance/nwslc-and-the-gatsby-benchmarks/

5.2 The College will ensure that it provides high quality careers education and guidance exploring a full range of options including:

i. vocational and academic options;
ii. mentoring and coaching;
iii. traineeships and apprenticeships;
iv. further, higher and post graduate study;
v. work and study abroad;
vi. volunteering;
vii. sustainable employment and supported internships;

5.3 The Guidance Service will be available throughout the year at all campuses during day time hours. Provision is available for evening service when requested, and via remote means (i.e. Microsoft Teams) when requested.

5.4 The College will work to clear quality standards and characteristics for both specialist guidance services and for tutorial support.

5.5 The College will ensure that within available resources, staffing and equipment will be available and effectively deployed to deliver guidance services to the standards agreed within this policy framework.

5.6 The College will ensure that information about its careers education and guidance is available to all staff, students and prospective students. All information will be reviewed and updated at least annually.

5.7 In line with the "Baker Clause" (2018) introduced as an amendment to the Technical and Further Education Act 2017 which stipulates schools must allow colleges and training providers access to students in years 8 and above to discuss non-academic routes that are available to them, the College will ensure guidance on the College offer is available to students in the appropriate years at feeder schools and in other partner providers who service school-age students.

6. Equality Analysis

6.1 By virtue of the provision of the Equality Act 2010, the College has a duty to have due regard to the need to:

i. eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;
ii. advance equality or opportunity between people of different groups;
iii. foster good relations between people from different groups.

6.2 In implementing this Policy and associated procedures, the College will actively take these aims into account as part of its decision making process and will demonstrate how this has been undertaken.

6.3 Where necessary a full equality impact assessment will be undertaken.

6.4 The College will ensure that those who are disadvantaged in obtaining progression, employment or access to Higher Education will be identified by the Guidance Service and invited to attend an annual guidance interview.

7. Data Protection Impact Assessment

7.1 Data Protection Impact Assessments (DPIA) are an essential part of the College's accountability obligations under the UK GDPR. Conducting a DPIA is a legal requirement for any type of processing, including certain specified types of processing that are likely to result in a high risk to the rights and

freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave the College open to enforcement action

7.2 A DPIA, relating to any relevant areas within this Policy and Procedure, will therefore be undertaken to enable the systematic analysis, identification and minimisation of data protection risks and to demonstrate how the College complies with its data protection obligations.

8. Implementation, Monitoring and Review

8.1 The College will ensure that this policy is effective in terms of outcomes as well as intent. The Director of Student Experience and Support will be accountable to the Executive Team for the development and delivery of the service. Consultation with College members will form an integral part of the process.

8.2 The implementation of a coherent guidance service will depend upon an effective partnership between the specialist guidance team, employability coaches, lecturers and third party agencies as and when required.

8.3 The quality of careers education and guidance will be monitored through the review of the partnership agreements with relevant third party organisations, by students' questionnaires, Student Voice activities, tutorial observations and the monitoring and tracking of destinations.

8.4 The College will maintain the quality standard award obtained through the Matrix Award for Information, Advice and Guidance which is a requirement of ESFA funding.

8.5 The quality standards and characteristics will be reviewed annually and where appropriate modified.

8.6 The College meets 100% of the 8 Gatsby Benchmarks annually. The College will assess performance against the Benchmarks on a termly basis. The College careers programme will be evaluated annually to ensure it keeps pace with a changing labour market and content of the College curriculum offer.

8.7 This Policy will be reviewed every three years and updated, as applicable, to ensure that it remains appropriate in the light of any relevant changes to the law, organisational policies, or contractual obligations.

Appendix 1

Gatsby Charitable Foundation's Benchmarks

The Gatsby Benchmarks

1. **A stable careers programme**. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. **Learning from career and labour market information**. Every student, 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 student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. **Encounters with employers and employees.** Every student 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.

6. **Experiences of workplaces.** Every student 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 students 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.

8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.