

**DOCUMENT DETAILS**

Document Name:	Nottingham College Careers education, Information advice and guidance policy			
Approval body:	L&Q committee			
Approval date:	7 th June 2023			
Review date:	June 2024			
Document author	Helen Bird, Head of Student Operations and careers leader			
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Applicability	Students	x	Staff	x
	Governors	x	Other	
Summary	The purpose of this document is to outline the provision of careers education, information, advice and guidance (CEIAG) given to students and prospective students at Nottingham College of any age, although predominantly 14-18.			

DOCUMENT CONSULTATION & APPROVAL

Consultation person / body	Date passed
Rachel Wadsworth	

Approval body	Date approved
Board	July 23

IMPACT ASSESSMENT

A significant negative impact has been identified in the following area and a full impact assessment / risk assessment is available.

Equality & diversity	Yes / No
GDPR	Yes / No
Health & safety	Yes / No
Safeguarding	Yes / No

Friendly version of policy available	Yes / No
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POLICY CHANGES

Key updates	Impact	Section reference
Mission, vision updated to reflect new college strategy	None	1, pg 3
Publications	None	9, pg9

CONTENTS

1. NOTTINGHAM COLLEGE VISION	3
2. POLICY SCOPE	3
3. OBJECTIVE	3
4. AIMS	3
5. LEGISLATION AND WIDER STRATEGY WHICH UNDERPINS THIS POLICY	4
6. RESPONSIBILITIES	5
7. NOTTINGHAM COLLEGE ENTITLEMENT TO CAREERS EDUCATION	6
8. MONITORING AND QUALITY ASSURANCE	9
9. PUBLICATIONS WHICH ARE RECOMMENDED TO BE READ IN CONJUNCTION WITH THIS POLICY	9
10. APPENDIX 1: CDI'S CAREER DEVELOPMENT FRAMEWORK (2020)	10
11. APPENDIX 2: THE GATSBY BENCHMARKS	11

1. NOTTINGHAM COLLEGE VISION

Nottingham College's vision is to be recognised as an outstanding provider of choice for education and skills training, its mission to unlock potential through learning. The values and principles within this document demonstrate the college's commitment to providing opportunities to develop personal effectiveness skills and attributes, such as confidence and resilience, and developing career management knowledge which will support progression and decision making.

The governing body have adopted this policy to provide a clear commitment and framework for careers education, information and advice and guidance delivered at Nottingham College

2. POLICY SCOPE

This policy covers the provision of careers education, information, advice and guidance (CEIAG) given to students and prospective students at Nottingham College of any age, although predominantly 14-18.

The college works in partnership with the National Careers Service to support prospective Nottingham College students aged 19+ and community-based learners.

All members of staff at Nottingham College are expected to be aware of this policy and the importance of careers education, information advice and guidance in the education of students. CEIAG is not the sole responsibility of the careers leader or careers adviser.

It is important the college prepares students to become aware of themselves as individuals, to be informed of opportunities available to them and to have the skills to make decisions about their own life and their transition to the world beyond Nottingham College. It is to these aspects of personal and social development that this policy will contribute.

3. OBJECTIVE

The objectives of this policy are as follows:

- To ensure Nottingham College delivers a high quality, personalised, professional careers education, information, advice and guidance service, which helps students and prospective students to make informed choices about their next steps.
- To ensure that all students at Nottingham College have access to a stable and progressive careers programme which provides a variety (tailored to individuals) of rich experiences including encounters with employers and employees; a curriculum which embeds careers learning in curriculum learning; experiences of workplaces; encounters with further and higher education including apprenticeships and other technical education opportunities; and, high quality personal guidance which addresses individual needs.

This policy will provide a framework to ensure all its practices support students to be prepared for the next stage of their education, employment, self-employment or training.

4. AIMS

The Nottingham College CEIAG policy will ensure all students, potential students, parents / carers and stakeholders have access to impartial information, advice and

guidance with specific reference to progression opportunities, careers, training programmes / courses and opportunities to develop a range of employability skills.

The overarching aim of the careers provision at Nottingham College is to inspire people to make well informed choices about their education, training and careers in the future economy by delivering a programme of careers inspiration which meets the needs of both the individual and the local economy.

Providing outstanding CEIAG will connect learning to an individual's future. It will motivate all students by giving them a clearer idea of the routes into careers that they will find engaging and rewarding. It will widen students' horizons, challenge stereotypes and raise aspirations, alongside supporting social mobility by improving opportunities for all, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The college careers programme will be based around the updated career development framework (updated in 2020) and will focus on development of specific career skills which individuals need to support themselves to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. The career development framework can be found in appendix 1.

5. LEGISLATION AND WIDER STRATEGY WHICH UNDERPINS THIS POLICY

The baker clause, introduced as an amendment to the Technical and Further Education Act 2017, stipulates that schools must allow colleges and training providers access to all students in years 8-13 to discuss non-academic routes available to them. It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd, 2018.

This policy has been reviewed in line with the DfE guidance document 'careers guidance and access for education and training providers – statutory guidance for governing bodies, school leaders and school staff' (last updated July 2021).

The refreshed D2N2 strategic plan – vision 2030, which details its eight priorities, including delivering careers inspiration for a current and future workforce, supporting inclusion and progression in the labour market and, developing skills and leadership for productivity growth.

Ofsted

Ofsted's education inspection framework (September 2019) outlines that inspectors will consider if the curriculum design of the college is ambitious and that it provides the knowledge and cultural capital learners need to succeed in life. It will also consider whether teachers create an institutional environment that is ambitious for its learners. Its impact should be that learners are ready for their next stage of education employment or training. In particular, the curriculum should extend beyond the technical, academic or vocational allowing individuals to develop more broadly, including their character, specifically their resilience, confidence and independence. This policy provides the framework in which to deliver outstanding careers education and guidance provision at Nottingham College.

Gatsby benchmarks

Colleges should follow the Gatsby benchmarks and meet them in full. The benchmarks are not a statutory framework but, by adopting them, colleges can be confident they are complying with the career guidance requirements set out in their funding agreement. Funding will not be withdrawn if reasonable steps are taken by an institution to comply with the guidance. Nottingham College will base its careers provision around the Gatsby benchmarks. A summary of these can be found in appendix 2 and they cross reference the objectives in section 3.

6. RESPONSIBILITIES

Governor responsibilities

The governing body will ensure that the college has a clear policy on CEIAG and that it is communicated to all stakeholders. They should ensure that this policy is:

- Based on the eight Gatsby benchmarks.
- That there is a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.
- That the college meets the statutory requirements.

Careers leader

- The college has a named careers leader who is responsible for the policy, strategy development and resources to provide qualified careers guidance at Nottingham College and who reports to the director of student services.
- This role leads the delivery of the vision and direction of the careers provision with the senior leadership team and the governing body. They should be suitably qualified and experienced having undertaken and achieved the careers leader training ideally to level 7.
- They will ensure the provision of CEIAG at Nottingham College provided by the team of careers advisers is of high quality and meets all external requirements including the college's funding agreement to provide impartial information, advice and careers guidance which is externally quality assured (matrix quality standard).
- The careers leader will support heads of centre and Faculty area managers and curriculum managers develop specific curriculum careers programmes throughout the student journey which are progressive enough to support their students to grow throughout life, explore possibilities, manage careers, create opportunities, balance life and work and see the big picture (Career Development Institute's - career development framework).
- They will also lead and manage the careers advice team who will work collaboratively with faculty area managers and curriculum managers to support them in planning bespoke programmes of activities for their students. The careers leader will also support the quality of the programme ensuring that it meets the Gatsby benchmarks and is modelled around the Career Development Institute's career development framework of 2020.

College responsibilities

- A range of opportunities to engage students in careers learning should be embedded throughout curriculum including tutorial (within main qualification delivery) and work experience and throughout a range of enrichment activities including careers / industry expo events, guest speakers and competitions.
- The careers leader will ensure that appropriate opportunities are made available for training and development to support the delivery of the careers programme



including supporting teaching and pastoral staff along with the college's careers guidance professionals.

- The careers leader, along with the link careers adviser, will support and advise curriculum managers about the development and delivery of a suitable progressive careers programme which meets the individual needs of students.
- The careers leader will lead a team of careers guidance specialists and evaluate the quality and reach of the delivery provided by the careers advice team. They will also signal to all college staff the importance of careers guidance and inform all career guidance activities, ensuring that they all meet the needs of the college's diverse range of learners. Other quality assurance of careers programmes related to the Gatsby benchmarks will take place within the

Work placement coordination

- College teams will source and provide opportunities for relevant, meaningful work experience for students to access as part of their programme of study.
- Initial advice and guidance will be provided to learners around the benefits of securing work experience to future progression will be provided.
- A process of matching placement vacancies with the most suitable learner applicants will take place. The team will review applications for work placement opportunities to ensure they appropriately map to a student's study programme and their career aspirations. This process will allow students to self-assess their 'soft skills' such as communication, teamwork and time management along with technical skill development targets and understand how these can be developed within the placement.
- A range of pastoral, support and guidance staff will encourage students to prepare for and access these work experience activities. After placement course tutors and careers advisers will support students to reflect on these experiences and record them onto their eLLP and ultimately their CV.

7. NOTTINGHAM COLLEGE ENTITLEMENT TO CAREERS EDUCATION

Curriculum tutors and wellbeing mentors – teaching, learning and assessing

- Staff will provide course advice and guidance at meet the tutor events / interviews / taster events, open days, and at enrolment which will enable prospective students to make informed choices pre-entry and at induction.
- Pastoral tutors will contribute to the delivery of tutorials which will include equality & diversity, employability skills and careers and progression planning.
- Students are supported to complete the passport to study at induction which outlines their long-term goals in terms of progression to further study or employment and commits to the college's promise which outlines:
 - Their commitment to having realistic and challenging plans to achieve their goals and future career.
 - Seek guidance to help progress to their next steps.
 - Their commitment to developing their personal and employability skills.

Appropriate to learners needs, curriculum will:

- Provide a range of opportunities to engage students in careers learning by embedding it within curriculum planning and schemes of work including tutorial, and within main qualification delivery through work experience and throughout a range of enrichment activities including careers / industry expo events, guest speakers and competitions.



- Identify and embed employability skills within the main vocational qualifications and deliver within tutorial sessions.
- Conduct regular one to one reviews with students to identify students who need extra support with decision making, progression and transitions and refer them to careers guidance professionals where required.
- Ensure that maths and English is linked to careers and is taught and embedded throughout the vocational programme, to make it relevant to the skills employers need (where applicable).
- Provide opportunities for students to access a range of enrichment, employability and pastoral activities to enhance the student journey experience and which are relevant to the student's programme of study and enhance their personal and career development.
- Ensure that students have opportunities to engage with the world of work through work experience / placement opportunities or to engage with guest speakers at careers events or industry days and that these activities are logged and reflected upon, on the student's individual learning plan. At Nottingham college our aim is for all full time 16-18-year-old students to have at least three opportunities to engage with employers and the world of work throughout the year.
- Support students who wish to progress to higher education to prepare a quality personal statement and provide timely references through UCAS where required.

Careers advice team

- All careers' advisers will be qualified to or working towards at least level 6 in careers guidance and provide personalised, confidential, impartial and client centred 1:1 careers interviews with students of all ages and prospective students at school leaver age, which will help students interpret a range of information available to them around careers and progression.
- Provide group workshops on a variety of careers related subjects including employability skills, such as interview skills and CV writing; careers learning activities, which help students understand themselves, their needs and potential barriers and develop skills around making successful decisions; apprenticeships as a progression option, including higher apprenticeship opportunities; volunteering, work experience and gap year; progression into higher education including UCAS application process; and, student finance.
- Provide extensive support to students who are applying to higher education, involving researching universities, applying through UCAS and supporting students submit a quality personal statement.
- Provide up to date, accurate and impartial information to students, which includes labour market information around employment opportunities to assist in making appropriate choices for their future.
- Provide a range of appointments to suit individual needs and at the point a student requires support, whilst ensuring the support is tailored to the needs of students especially those with SEND.
- Work with parents to raise awareness of careers and progression opportunities available to their young person at suitable transition points and through a variety of interventions such as parents' evenings, open days, careers and apprenticeship and enrolment events.
- Provide dedicated appointments for 1:1 support, around key points in the year including enrolment, when a more flexible reactive service is required, such as "swap don't drop", progression, personal statement support and CV writing.
- Provide an individual detailed action plan which references steps to be taken to achieve individual progression aspirations.



- Work with external partners to ensure as wide a group of students as possible across the college benefit from appropriate support, such as universities, employers and employees and Futures.
- Ensure the service is accessible and meets the needs of every individual learner and that it embeds equality and diversity throughout its delivery
- Provide a range of online resources to both students and staff to enhance careers education and employability including a dedicated careers page on Studentnet and resources in INTERACT, and access to virtual careers sessions via MS Teams.
- Act as a business partner between specialist careers teams, external networks such as employers, universities, Futures and Outreach teams. and the curriculum
- Support the provision of progression and careers events with interactive and informative stands for students working in collaboration with the Employer engagement and work placement team.

Student operations team will:

- Triage enquiries made to Nottingham College and provide initial advice and information around courses that the college offers, signposting to specialist careers staff as required.
- Discuss entry requirements for courses and offer information about routes and pathways available to applicants.
- Provide support with application processes and provide careers guidance appointments where required.
- Provide advice and information about available student financial support and support students and parents to apply for funding to help informed choices.
- Provide information and advice around course fee payment and the Nottingham College fees policy including, fee remission or payment methods e.g. loans or instalment plans and refunds to support decision making.

Schools' and events team (marketing)

- Deliver initiatives to local schools via workshops and/or presentations to groups or individuals, which will provide information on college pathways and course options. This includes broader themes around pathways post-16, applying to college, understanding apprenticeships, interview skills and understanding further and higher education.
- Offer opportunities for school students to attend the college to gain an insight into career pathways, including tours of college campuses and areas of study, taster sessions and open events throughout the year.
- Deliver apprenticeship and employability fairs involving local employers which provides enrolled and prospective students the opportunity to find out key information about what an apprenticeship is and how to apply.
- Promote initiatives such as industry insights, providing students with an opportunity to meet an industry expert in their chosen field, wherever possible to break down stereotypes within industries. Marketing resources seek to reflect a diverse workforce with all public facing materials i.e. course guides, posters, flyers etc. visually promoting equality and diversity.

Derbyshire and Nottinghamshire collaborative outreach programme (DANCOP)

- Offer a broad range of workshop programmes which provide transferrable skills such as motivation, resilience and financial management, as well as careers information and management techniques which focus on progression into higher education.



- Work closely with students that live in specific wards of Nottingham where progression to higher education is low, to inspire and inform them about HE opportunities.

8. MONITORING AND QUALITY ASSURANCE

The college will use a variety of quality assurance mechanisms to evaluate the impact of its provision of CEIAG:

- Student feedback will be gathered through student voice boards, Students' Union, student surveys and learning walks.
- The impact of the service provided during individual interventions will be measured using a distance travelled online survey; the expectation is that every student taking part will improve their starting point by one distinct point on the scale across all three measurable statements.
- Students can provide feedback on the service via the careers area on Studentnet.
- The careers programme will be reviewed annually using a student survey.
- The quality of group sessions will be monitored through questionnaires, learning walks and peer to peer observation.
- The external matrix quality assurance process will be used to measure effectiveness of the careers guidance service provided by the careers advice team and the information and advice provided by the wider college.
- Numbers of student interventions by faculty teams will be used to identify gaps in provision areas of risk and priority.
- Destination data will be analysed to identify areas of improvement in careers programmes.

9. PUBLICATIONS WHICH ARE RECOMMENDED TO BE READ IN CONJUNCTION WITH THIS POLICY

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957856/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957856/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version.pdf)

<http://www.gatsby.org.uk/education/latest/good-career-guidance-benchmarks-for-colleges-booklet-published>

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073_gatsby_toolkit_for_colleges_final.pdf

<https://www.legislation.gov.uk/ukpga/2017/19/section/36> (Technical and FE Act, 2017)

10. APPENDIX 1: CDI'S CAREER DEVELOPMENT FRAMEWORK (2020)¹

The six learning areas



'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 their *career development skills* throughout their lives.

The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to contribute to your community and being able to have a decent standard of living.

Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment).

¹ <https://www.thecdi.net/New-Career-Development-Framework>

**11. APPENDIX 2: THE GATSBY BENCHMARKS**

- 1 • A stable careers programme
- 2 • Learning from career and labour market information
- 3 • Addressing the needs of each pupil
- 4 • Linking curriculum learning to careers
- 5 • Encounters with employers and employees
- 6 • Experiences of workplaces
- 7 • Encounters with further and higher education
- 8 • Personal guidance

1	Embed a coherent programme of careers education and guidance throughout the student's journey, which will be published internally and externally so that students, parents, teachers, employers, governors and partners understand it.
2	Provide access to good quality, up to date information about career paths and the labour market to inform decisions about progression opportunities which is supported by easily accessible well trained and highly qualified staff.
3	Provide opportunities for advice and support which is tailored to the individual needs of students and a college careers programme which raises aspiration and challenges stereotypical thinking, embedding equality and diversity considerations throughout.
4	Ensure all curriculum learning links-in careers, even when it is a non-specific occupation-led course, for example STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. This also enables students understand they are taking the course to progress their careers and eventually enter employment, and should detail progression routes and pathways to employment.
5	Ensure all employer encounters are logged on students' individual learning plans, and the college supports students to learn from employers about work, the workplace and the skills that are valued by employers, through a range of enrichment activities, visiting speakers or enterprise activities.
6	Ensure a structured programme of experience of the workplace is offered across all faculty areas, which provides insights into employability skills, technical skills and where appropriate links to current career plans. Every student should have the opportunity to undertake at least one experience of a workplace by the end of their programme of study.
7	Provide opportunities for students to explore a range of progression options which may form the next stage of their career. These will include further and higher education and apprenticeships options, and the college will provide opportunities to discuss the pros and cons of different pathways to allow students to make informed decisions about their next steps.
8	Every Nottingham College student will have the opportunity to access a personalised guidance interview with a qualified careers professional at a point that is relevant to their individual needs. It will support individuals to develop realistic aspirations and support them to take ownership for the skills and knowledge they need to manage their own career transitions.