

<b><u>Policy Title</u></b>	<b>NCG Careers Education, Information Advice and Guidance Framework</b>
<b><u>Policy Category</u></b>	Cascade
<b><u>Owner</u></b>	Head of Careers Education and Student Progress
<b><u>Group Executive Lead</u></b>	Executive Director of Quality
<b><u>Date Written</u></b>	October 2023
<b><u>Considered By</u></b>	Quality Forum / Executive Board / Policy Review Council
<b><u>Approved By</u></b>	Corporation Board
<b><u>Date Approved</u></b>	November 2023
<b><u>Equality Impact Assessment</u></b>	The implementation of this policy is not considered to have a negative impact on protected characteristics
<b><u>Freedom of Information</u></b>	This document will be publicly available through the Groups Publication Scheme.
<b><u>Review Date</u></b>	November 2026
<b><u>Policy Summary</u></b>	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>	
October 2023	Date refreshed. Specific mention of the Baker clause implications added to 2.2. Also reviewed against Ofsted's review of <a href="#">careers guidance</a> , and local skills improvement partnerships (LSIPs).
July 2021	Updates in line with updated guidance and addition of NCG Careers Framework linked to CDI Career Development Framework. Inclusion of EDI impact assessment
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>

**Equality Impact Assessment – October 2023**

	Judgement	Explanatory Note if required
<b>EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDI Intent Statement in 2.0?</b>	Yes	Yes related directly to provision of CAIG to support successful progression, thereby linked to NCG mission
<b>EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?</b>		
<b>Age</b>	No	
<b>Disability / Difficulty</b>	No	
<b>Gender Reassignment</b>	No	
<b>Marriage and Civil Partnership</b>	No	
<b>Race</b>	No	
<b>Religion or Belief</b>	No	
<b>Sex</b>	No	
<b>Sexual Orientation</b>	No	
<b>EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?</b>	No	Care is taken to make relevant the aspects on CAIG into NCG action.
<b>EIA4 - Does the policy/process discriminate or victimise any groups or individuals?</b>	No	
<b>EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?</b>	No	
<b>EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?</b>	Yes	Part of the Compass assessment seeks to address and challenge stereotypical thinking and raise aspirations (Gatsby Benchmark 3)  Some college action plans will seek to address the underrepresentation of learners in some cohorts (for example disabled learners, and learning from Black and minority ethnicities on apprenticeships)
<b>EIA 6 - How do you know that the above is correct?</b>	This policy has been reviewed by the NCG Careers Community and adheres to national standards. The Compass tool has criteria to evaluate aspects relating to EDIB (see above).	

## **Careers Education, Information, Advice and Guidance Framework**

### **1. Scope and Purpose of Policy**

NCG is committed to providing high quality careers education, information, advice and guidance (CEIAG) to its learners and apprentices. Significant work in Careers Education has been undertaken since the Government's launch in 2017 and roll-out of its career's strategy and Post-16 Skills Plan. These plans set out a long-term ambition to build a world class system to support young people and adults choose a career right for them.

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 and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form College (July 2021).

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’.

In April 2021, the Careers Development Institute (CDI) launched its new framework following a radical rethink of the aims and intended outcomes of careers programmes in schools and colleges. NCG supports the CDI’s research findings where it sets out 6 core learning areas as positive learner ‘outputs’.

### [New Career Development Framework \(the CDI.net\)](https://the CDI.net)

This framework works together with the recommended provider ‘inputs’ to delivery of careers guidance, as set out by the Gatsby Foundation Benchmarks, to develop and improve national careers guidance across all schools and colleges. The new framework replaces the *CDI Framework for Careers, Employability and Enterprise Education 7-19 (2015, 2018, 2020)* as well as its predecessor the *ACEG Framework (2013)*.

The Framework is designed to recognise the importance of high-quality, structured careers programmes and also acknowledges the value of the skills, knowledge and attitudes that individuals need to have a positive career. The framework sets out what knowledge, skills and capabilities career learning is seeking to foster and provides a useful resource that schools and colleges can use in the design and delivery of their career development programmes.

## **2.1. Statutory Requirements**

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

[Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92127/careers_guidance_and_access_for_education_and_training_providers.pdf)

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.

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.

The 'Baker Clause' was introduced as an amendment to the Technical and Further Education Act 2017. It aims to address a perceived bias towards academic routes and certain progression routes by requiring schools to provide access for post 16 training providers and colleges access to pupils in years 8 to 13 to discuss technical education and apprenticeships. The Skills and Post-16 Education Act 2022 brought in the reforms, termed the 'provider access legislation'. As of January 2023, schools are additionally required to provide at least six encounters with providers of technical education and apprenticeships. Four mandatory encounters are required to be provided during Year 8 and Year 11 (two in years 8 & (and two in years 10 & 11), followed by two optional encounters during years 12 & 13. Each NCG college will therefore work

collaboratively with their feeder schools and education partner organisations to ensure progression routes and opportunities are clearly promoted.

Additional careers leads should ensure that careers advice and guidance is aligned to local skills needs and priorities, as set out by local skills improvement partnerships (LSIPs), and the college response, as set out in college accountability statements.

## **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**

**(Expected Group Inputs)**

<b>Gatsby</b>	<b>Statutory Policy Statement</b>	<b>Statutory Action for Colleges</b>	<b>NCG Framework Action</b>
<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</p>



			signposted on the college website.
<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, including the priorities of LSIPS, 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> </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>





		<ul style="list-style-type: none"> <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><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</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>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>




	employment where it exists.	*A 'meaningful encounter' is one in which the learner has an opportunity to gain an understanding of work and employment, through work experience, industry visit, industry speakers to ask specific questions and further understanding.	
<b>6. Experiences of workplaces</b>	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.	<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>	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.
<b>7. Encounters with further and higher education</b>	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.	<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>
<b>8. Personal Guidance</b>	Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member	<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>	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>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>		<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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**2.4. NCG Careers Framework linked to CDI Career Development Framework**

**(Expected Learner Outputs)**


CDI Learning Area	CDI Learning Aim Statements	CDI Post 16 Learning Intentions	NCG Learner Expectations
<p><b>Grow throughout life</b></p> 	<p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths.</p>	<ul style="list-style-type: none"> <li>▪ Actively seeking out help, support and feedback.</li> <li>▪ Taking responsibility for their learning and aiming high.</li> <li>▪ Seeking out challenges and opportunities for development.</li> <li>▪ Reflecting on and recording achievements, experiences and learning and communicating them to others.</li> <li>▪ Planning their next steps in learning and work.</li> <li>▪ Discussing and reflecting on the</li> </ul>	<p>All NCG learners will develop their awareness of career opportunities associated with their study. Learners will evaluate, assess and reflect on their current knowledge, skills and behaviours and use this information to plan their career development requirements.</p>



		<p>impact of heritage, identity and values.</p>	
<p><b>Explore possibilities</b></p> 	<p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p>	<ul style="list-style-type: none"> <li>▪ Developing a clear direction of travel in their career and actively pursuing this.</li> <li>▪ Actively seeking out information on the labour market and education system to support their career.</li> <li>▪ Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career.</li> <li>▪ Actively researching and reflecting on workplaces, workplace culture and expectations.</li> <li>▪ Analysing and preparing for recruitment and selection processes.</li> </ul>	<p>All NCG learners will explore and have access to local and national LMI and awareness of career pathways associated with their study encountering a range of data sources.</p>
<p><b>Manage careers</b></p> 	<p>Manage your career actively, make the most of opportunities and learn from setbacks.</p>	<ul style="list-style-type: none"> <li>▪ Being able to describe the concept of career and say what it means to them.</li> <li>▪ Building their confidence and optimism about their future and acting on it.</li> <li>▪ Actively planning, prioritising and setting targets for their future.</li> <li>▪ Considering the risks and rewards of different pathways and career and deciding between them.</li> <li>▪ Managing the transition into the post-16 learning context and preparing for</li> </ul>	<p>All NCG learners will be able to communicate positively on their career intentions, be able to reflect on their learning and act responsively when faced with unforeseen challenges.</p> <p>Learners will be able to make significant informed decisions on their long-term career pathways and knowing how this will affect their career trajectories.</p>

		<ul style="list-style-type: none"> <li>▪ post-18 transitions.</li> <li>▪ Being proactive about being resilient and learning from setbacks</li> </ul>	
<p><b>Create opportunities</b></p> 	<p>Create opportunities by being proactive and building positive relationships with others.</p>	<ul style="list-style-type: none"> <li>▪ Building and maintaining relationships and networks within and beyond the school.</li> <li>▪ Being proactive about their life, learning and career.</li> <li>▪ Being creative and agile as they develop their career pathway.</li> <li>▪ Representing themselves and others.</li> <li>▪ Acting as a leader, role model or example to others.</li> <li>▪ Considering entrepreneurialism and self-employment as a career pathway.</li> </ul>	<p>All NCG learners will act professionally to build long term relationships and networks within their chosen career pathway.</p> <p>Learners can share information on their career experiences with others and develop knowledge, skills and attitudes from others when deciding on next steps in relation to career opportunities.</p>
<p><b>Balance life and work</b></p> 	<p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.</p>	<ul style="list-style-type: none"> <li>▪ Planning for the kind of balance of work and life that they want.</li> <li>▪ Taking action to improve their physical and mental wellbeing.</li> <li>▪ Beginning to manage their own money and plan their finances (e.g. thinking about student loans).</li> <li>▪ Actively shaping their involvement in their family and community as part of their career planning.</li> <li>▪ Planning for different life stages and considering the different life roles that they want to play.</li> <li>▪ Being aware of their role in ensuring</li> </ul>	<p>All NCG learners will be able to continuously contextualise their skills understanding to respond to the changing world around them, personally and professionally.</p> <p>Learners are able to demonstrate and self-manage their career expectations as positive role models and citizens in society.</p>



		<p>rights and responsibilities in the workplace and in society.</p> <ul style="list-style-type: none"> <li>▪ Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them.</li> </ul>	
<p><b>See the big picture</b></p> 	<p>See the big picture by paying attention to how the economy, politics and society connect with your own life and career.</p>	<ul style="list-style-type: none"> <li>▪ Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career.</li> <li>▪ Exploring and responding to local and national labour market trends.</li> <li>▪ Exploring and responding to trends in technology and science.</li> <li>▪ Exploring and responding to the relationship between career and the environment.</li> <li>▪ Exploring and responding to the relationship between career, community and society.</li> <li>▪ Exploring and responding to the relationship between career, politics and the economy.</li> </ul>	<p>All NCG learners will be aware of the sources of information relevant to their career pathway and apply their knowledge, skills and attitudes when making choices about their futures.</p> <p>Learners will be able to continuously contextualise their skills understanding to respond to the changing world around them, personally and professionally.</p>

### **3. Location and Access to the Policy**

This policy is located as follows:

- NCG Policy website

### **4. Variations**

There are no variations to this policy.