



# Careers Education Policy

*(including Information, Advice and Guidance)*

2024 - 2025

<b>Author:</b>	<b>Name</b>	Rachael Brownhill	
	<b>Job Title</b>	Head of Studies	
<b>Date policy reviewed:</b>	September 2024	<b>Date policy to be reviewed</b>	August 2025
<b>Equality Impact assessed by:</b>		<b>Date impact assessed:</b>	
<b>GDPR Impact assessed by:</b>		<b>Date impact assessed:</b>	
<b>Policy approved by:</b>		<b>Date approved:</b>	

## Contents

---

1. Policy Statement.....	3
2. Purpose of the Policy.....	3
3. Aims and Objectives of the Policy.....	3
4. Scope of the Policy.....	4
5. Services Available .....	4
5.1 Overview .....	4
5.2 Information .....	4
5.3 Advice.....	5
5.4 Guidance .....	5
6. Partnership Working.....	5
6.1 Schools .....	5
6.2 Employers and Related Organisations .....	5
6.3 Higher Education.....	5
6.4 External Agencies.....	6
7. Admissions Interviews .....	6
8. Further support .....	6
9. Induction.....	6
10. Careers Education .....	6
11. Quality Assurance.....	7
12. Data Protection .....	8
13. Confidentiality .....	8
14. Other Relevant Documents.....	8

## 1. Policy Statement

---

- 1.1 The College is committed to recognising the importance of careers education, information, advice and guidance in the personal development of all of its learners, enabling them to gain an understanding of pre course and post course options. The service offered is impartial, transparent, and accessible and focuses on the needs of the individual learner. Learners are treated fairly in accordance with the College's Equality and Diversity Policy.
- 1.2 The College is committed to publishing its careers activities in the form of a careers calendar on each of its websites. This is available for staff, learners, parents and prospective students to view.
- 1.3 Access to the careers calendar is available here; [Careers advice | Southport College](#) and [Careers Advice & Guidance | KGV College](#).

## 2. Purpose of the Policy

---

- 2.1 This policy states the responsibilities of the College in relation to careers education and information advice and guidance for learners and potential learners.

## 3. Aims and Objectives of the Policy

---

- 3.1 The College aims to enhance the personal growth, confidence and employability of young people and adults through the delivery of high quality, professional careers education, information, advice, and guidance in line with the Gatsby Benchmarks;
  - 3.1.1 The eight Gatsby benchmarks of Good Career Guidance are:
    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

Further information on the Gatsby Benchmarks is available here; [gatsby.org.uk](https://gatsby.org.uk)

- 3.2 The policy objectives are to ensure that all learners:
  - have access to professional and impartial 1:1 career guidance, and receive an appointment within 5 working days of a referral being made
  - have access to a Careers Education programme which is designed to meet their individual needs and that enables them to gain relevant information on progression, career, and employment opportunities
  - have access to career and labour market information so that they are well informed about work, employment, and apprenticeship pathways
  - are supported in evaluating information and developing analytical and employability skills
  - receive support and guidance with training, further and higher education opportunities

- have access and opportunity within the curriculum to explore careers information and education linked to their course choice as well as wider career opportunities
- have meaningful and appropriate levels of interaction with employers within their chosen industry through a range of work experience and work-related activities
- considering progressing to higher level study should have had the opportunity for a meaningful encounter with at least two higher education providers

## 4. Scope of the Policy

---

- 4.1 The policy applies to all learners and potential learners at the College.
- 4.2 This policy also applies to all staff involved in the delivery of information, advice, and guidance; careers guidance, vocational tutors and tutors delivering enterprise and employability skills.

## 5. Services Available

---

### 5.1 Overview

- 5.1.1 The Information and Guidance team offers impartial information, advice and guidance to learners and potential learners on courses, progression and financial support along with a broad range of other support available to learners for the College. It will refer learners and potential learners to external agencies who can offer specialist support e.g. benefits or housing advice.
- 5.1.2 The Careers Co-ordinator offers impartial information, advice and guidance to learners on course changes, university progression and careers decisions post course. The Careers Co-Ordinator also runs a bespoke programme of CEAIG to all 16-19 Study Programme students.
- 5.1.3 Staff will hold (or be working towards) relevant qualifications and will operate in a client centred, non-judgemental, transparent and confidential framework.
- 5.1.4 All learners, school leavers and other potential learners are welcome to access the Information, Advice and Guidance services via the College's Reception and Information areas, telephone, website and via Teams.
- 5.1.5 Learners can self-refer to these services or can be referred to the guidance centre through pastoral or academic tutors.
- 5.1.6 Learners have access to a wide range of online Careers resources via Teams and within the Study Hubs which they can access from home as well as on the College site. Resources include UniFrog accounts as well as virtual and in-person talks from a variety of employers, universities, and organisations. Links to local job opportunities and apprenticeship vacancies are made available within the Study Hubs and promoted through the college's tutorial programme.
- 5.1.7 The College has a dedicated Careers Leader who collaborates with the Liverpool City Region Careers Hub; Rebecca Hill [Rebecca.hill@southport.ac.uk](mailto:Rebecca.hill@southport.ac.uk)

### 5.2 Information

- 5.2.1 This refers to unbiased provisions of data on learning and work opportunities, conveyed through a variety of methods including printed materials, computer software audio-visual materials, help lines, e-communication or in person.

### 5.3 Advice

- 5.3.1 This refers to providing an immediate response to the individual who needs more than straightforward information and meeting needs already understood by the client. It may involve identifying guidance and referring to a guidance provider.

### 5.4 Guidance

- 5.4.1 This refers to an in-depth interview which helps the individual identify skills and experience, explore a range of options, relate information to their needs and circumstances and make decisions about their career development i.e. progression into work or learning.

## 6. Partnership Working

---

### 6.1 Schools

- 6.1.1 The school liaison team facilitates a range of events to inform school leavers on the courses on offer to them. This includes talks and information workshops delivered in schools as well as open events within College and a range of taster sessions.
- 6.1.2 The school liaison team seeks to support schools in providing high quality careers advice and guidance to pupils on the range of options open to them, including vocational programmes, academic study, apprenticeships and higher education, at the earliest opportunity in line with the Gatsby Benchmark statements.
- 6.1.3 All school leavers and potential learners are welcome to access the Information, Advice and Guidance services via the college's Information Centres, telephone and website.

### 6.2 Employers and Related Organisations

- 6.2.1 The College works with a range of employers and related organisations in the delivery of careers education, information, advice and guidance including local and national employers, charitable organisations, recruitment consultants, apprenticeship employers and professional bodies. The College works with over 250 employers in the delivery of placements and apprenticeships. Employers also facilitate visits to their organisations and provide guest speakers and workshops to support learners in preparing for the workplace. Learners take part in mock interviews and employer set projects as part of their course where meaningful encounters with employers and workplaces are facilitated.

### 6.3 Higher Education

- 6.3.1 The College works closely with a wide range of higher education institutions to ensure that learners understand the full range of learning opportunities that are available to them, including academic and higher apprenticeship routes. The college facilitates this through a range of approaches including UCAS workshops, visits to universities and higher education fairs, focused Progress and pastoral sessions and information stands. This approach supports progression to more than 70 different providers each year. Learners progressing to higher education are supported in securing bursaries and support funds, applying for Disabled Student Allowance and applying for their courses.

## 6.4 External Agencies

- 6.4.1 The College works with a range of external agencies who provide careers advice and guidance including access to voluntary work, careers workshops and employment opportunities, e.g. Career Connect, National Careers Service and the Princes Trust. Referrals are made in line with individual learner need.

## 7. Admissions Interviews

---

- 7.1 All potential learners applying to full time or substantial part time programmes or apprenticeships will be offered an interview with a member of trained staff from our Admissions Interview Team. During this process, potential learners will be given information about the College, specific course information, details on kits, uniforms and trips along with information on progression opportunities once they have completed their course. Staff will record the results of interviews and will advise learners of the outcome. Potential learners may be declined a place on the course, in accordance with the Admissions Policy. In these cases, additional advice and guidance will be offered. In addition, all potential learners are welcome to access the Information, Advice and Guidance Services via the reception and information areas at each site.

## 8. Further support

---

- 8.1 In some cases, support staff will contact schools, training providers and other key agencies to gain a fuller picture of the learner and enable them to assess the type and level of support needed for learners. This can include support via the Safeguarding Team or Learning Support Team.
- 8.2 Supporting policies are in place to ensure that learners receive appropriate information and guidance in relation to their career aims and their fitness to practice within their chosen professions.

## 9. Induction

---

- 9.1 All learners will be given an induction into the College as part of their course. This will cover a broad range of College services including guidance and support. As part of the College's induction programme, learners will have access to a range of other external services and support.
- 9.2 All full-time learners will have an opportunity to review their course to ensure it is appropriate for them within the first 4-6 weeks of the course commencing, under the College's Course Change Request Process. If appropriate, transfers to alternative courses can be arranged.

## 10. Careers Education

---

- 10.1 Careers Education is offered to full time students through programmes delivered by Progress Tutors (study programmes) and Curriculum Tutors (full time adult courses). These programmes cover a range of associated topics including curriculum talks, general careers advice and signposting, master classes and talks from subject specialists, CV writing, specialist information

events such as apprenticeship events, university preparation, support, careers events and UCAS workshops.

- 10.2 Learners studying on Apprenticeship Programmes at the College has access to Career Education, Information, Advice and Guidance via the Apprenticeship Progress Tutor during their 1:1s as well as within their Tripartite Progress Reviews.
- 10.3 Students on Study Programmes have access to up-to-date Labour Market Information during their tutorial time by accessing bespoke LMI sessions as well as utilising resources such as Unifrog during their exploration of careers progression and development. Unifrog is also available to learners on Apprenticeship Programmes at the College.
- 10.4 Careers Education is tailored to the level at which learners are studying as well as learners' individual needs.
- 10.5 The College's Careers Education Programme incorporates the Careers Development Institute (CDI) framework to ensure learners continue to develop themselves through careers, employability and enterprise education. Through this framework, learners will have opportunity to learn about careers and the world of work and develop their career management, employability, and enterprise skills.
- 10.6 Work placements and/or work-related activity are a core component of all full time and substantial part time programmes. In addition, guest speakers, careers events, visits to employers and universities and other residential trips enable learners to develop employability skills and explore career options.

## **11. Careers Education is embedded in curriculum delivery and design. Links to industry are established in all curriculum areas, mapped to skills development to support learners in their preparation for future employment and career opportunities. Industry weeks take place within all curriculum areas and curriculum teams should link with industry experts when considering their curriculum design. Quality Assurance**

- 11.1 Careers and destinations reports are received by the governing board and the College Executive Team. The Vice Principal – Curriculum and Support is responsible for the capture of the destination of learners which is tracked annually. Destination and progression data is reviewed in self-assessment reports.
- 11.2 Learner feedback supports the development of careers services and education and is obtained through evaluations, group work, surveys, events and activities. Learner feedback forms part of the College's Quality Strategy measure and influences the development of the service.
- 11.3 To ensure that learners have access to appropriate courses, the Curriculum Development Group advises on the curriculum planning process by:
  - Using local and regional information sources, reflecting the needs of the LEP and the Combined Authority
  - Analysing past enrolment and destination trends
  - Considering and responding to local growth targets
  - Reflecting the needs of employers

Deleted: 1

## 12. Data Protection

---

12.1 The College will comply with the Data Protection Act 1998 and General Data Protection Regulation (GDPR) by ensuring that personal data is:

- Collected and processed lawfully, fairly and transparently for only specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes. Further processing for archiving purposes in the public interest, research purposes or statistical purposes may take place in line with the above purposes.
- Adequate, updated and relevant and not excessive for the purposes it was collected.
- Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures. Including not being transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed. Personal data may be stored for longer periods solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR to safeguard the rights and freedoms of individuals.

## 13. Confidentiality

---

13.1 The Data Protection Act and GDPR are not only restrictions on disclosure of information about the College, but they are also bound by a common law duty of confidentiality. This duty prevents the College from releasing information about learners, without their consent. This duty applies to manual records as well as information held on computers.

13.2 Information which must be treated as confidential includes the names and addresses of learners and potential learners and any other information about them which is not publicly known aka "personal data". Accordingly, to ensure that the College does not breach its duty, no information, even if it only exists in printed form, should be disclosed unless all the relevant procedures have been followed.

## 14. Other Relevant Documents

---

14.1 The following College documents provide links to this policy:

- Admissions Policy
- Fitness to Study and Practice Policy and Procedures
- Criminal Convictions Policy
- Counselling Policy
- Work Placement Policy
- Equality and Diversity Policy
- Disability Statement
- Safeguarding Policy and Procedures



- Positive Behaviour Policy