



Pathway Group

Careers Education, Information, Advice & Guidance Policy

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Version	Action	Author	Verifier	Comments	Date
V1.0	Created	S. Johnston	Sajad Ali	Original	12/08/21
V1.1	Review	M Chandler	Sajad Ali	Amendments	22/02/22

Review

This policy will be regularly monitored to ensure that the objectives are achieved. In addition to the annual review cycle for this policy, this policy will also be reviewed and where necessary revised in the event of legislative or organisational changes.

Next Review Date

21/02/2023

Intent

Pathway Group seeks to improve and maximise life chances, career development, and progression of our Learners.

Therefore, Learners must leave their programme of learning aware of themselves as individuals, aware of the opportunities available to them and able to make informed decisions about their lives.

We believe that good Careers Education, Information, Advice and Guidance (CEIAG) connects learning to the future. It motivates Learners by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.

Good CEIAG widens Learner's horizons, challenges stereotypes and raises aspirations. In addition, it provides Learners with the knowledge and skills necessary to progress and achieve positive employment destinations.

This supports social mobility by improving opportunities for all, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

Learners should be prepared for their next steps in education and employment. It is to these aspects of personal and social development that this policy will contribute.



Safaraz Ali
Chief Executive Officer



Implementation

Pathway Group recognises our responsibility in setting Learners on the path that will secure the best outcome, which will enable them to progress in education and work and give employers the highly skilled people they need in line with our statutory duty and contractual requirement.

This policy covers Careers Education, Information, Advice and Guidance given to Learners undertaking programmes of learning with Pathway Group in preparation for their next steps in education, employment or training.

This policy has been written 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. (DfE, July 2021)

This policy has the intent of meeting the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance and defined in "*The Gatsby Benchmark Toolkit for Colleges*" (see Appendix 1) and the Career Development Institute's Code of Ethics (see Appendix 2).

Pathway Group recognises that, while the benchmarks are not a statutory framework, by adopting them, we can be confident that we are complying with the career's guidance requirements set out in our funding agreements.

Pathway Group holds the Matrix Standard. We use this national quality standard to help assess, measure and improve the management and delivery of our information, advice and guidance services, using this to evaluate our leadership and management of service provision and the quality of delivery, using this, alongside destination and other data, to monitor and assesses the impact of the careers programme, and continuously develop our careers programme.

All members of staff and others working on behalf of Pathway Group are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of Learners; CEIAG is not the sole responsibility of the Careers Advisor.

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all Learners with Pathway Group receive careers advice and guidance as part of their learning programme.
- To enable all Learners to learn from the information provided by their tutors and local and national labour market.
- The CEIAG programme should be individual and address the needs of each learner.
- To link the curriculum learning to career learning.
- To provide Learners, where appropriate, with encounters with employers and employees.
- To provide learners, where appropriate, with workplace experience.
- To provide each learner with the opportunity to receive personal guidance.

We recognise and ensure that the careers advice provided:

- It is represented impartially, showing no bias towards a particular institution, education or work option.
- The advice will cover a range of education, training and employment options.
- This guidance must be in the best interests of the learner.
- Pathway Group will base its careers provision on the Gatsby Benchmarks (See Appendix 1).
- We will continuously monitor our CEIAG provision and work toward continuous improvement. This will be done by the personnel involved in the design and delivery of the programme and as well as by external stakeholders who assess the work of Pathway Group (e.g. Ofsted)

Provider Access to Schools

In compliance with the school's legal obligations under Section 42B of the Education Act 1997, pupils in years 7-13 are entitled to:

- To learn about technical education qualifications and apprenticeships opportunities as part of a careers programme that provides information on the full range of education and training options available at each transition point.
- To hear from local training providers about their opportunities, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.

Pathway Group staff and those acting on their behalf who work with schools in order to identify the most effective opportunity for them to share information about education and training opportunities will do so entirely in line with Pathway Groups CEIAG Policy, Pathway Groups Safeguarding Policy and the individual schools CEIAG and Safeguarding Policies.

Roles and Responsibilities

Governance

Pathway Board of Governors will ensure that Pathway Group has a clear policy on Careers Education, Information and Guidance (this policy) and that this is clearly communicated to all stakeholders.

This policy is:

- Based on the eight Gatsby Benchmarks
- Meets our contractual and statutory requirements

A member of the governing body takes a strategic interest in CEIAG and encourages employer engagement.

Careers Lead

The Careers Lead is responsible for developing and implementing our careers programme. The Careers Lead works directly with the Senior Leadership Team and is responsible and accountable for delivering the careers programme.

The careers Lead is responsible for developing, running, and reporting on the careers programme; they plan careers activities, manage the careers budget, and establish and develop links to employers.

Details of the careers programme, the Careers Lead and contact them are published on our website.

Skills and Career Progression Coach

Skills and Career Progression Coach's work with the learners across our provision providing support and guidance in overcoming barriers to employment, setting and achieving realistic job goals.

The Skills and Career Progression Coach is responsible for building relationships with referral partners and employers and using local employment market information in order to support the development and progression of learners into meaningful, rewarding Apprenticeships, employment or further education opportunities.

Tutors

Tutors plan and deliver Functional Skills and sector-based vocational training to learners. This includes the delivery of the broader curriculum covering occupational specific



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knowledge of job roles, career opportunities and progression pathways for occupations in which the Tutors have proven track records and experience

The Gatsby Benchmarks (Appendix 1)

Source: *The Gatsby Benchmark Toolkit for Colleges - Practical information and guidance for colleges*

<p>1. A stable careers programme</p>	<p>Every college should have an embedded programme of career education and guidance that is known and understood by students, parents (where applicable), teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every college should have a stable, structured careers programme and a strategic careers plan that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • 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. • The careers programme and related strategic careers plan should be regularly evaluated, with feedback from learners, parents, college staff and employers.
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents (where applicable), 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"> • 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. • Parents should be encouraged to access and use information about labour markets and study options to inform their support of the learners in their care.



3.Addressing the needs of each student	<p>Learners have different careers 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">• A college's careers programme should seek to challenge stereotypical thinking and raise aspirations.• Colleges should keep records of the individual advice given to each learner and subsequent agreed decisions.• 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 the point of transition.• All learners should have access to these records to support their career development. <p>Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.</p>
4.Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. Science, Technology, Engineering, Maths (STEM) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. All subject staff should link curriculum learning</p>	<ul style="list-style-type: none">• Providing career learning as a subject in its own right - in this approach careers content is delivered as a discrete curriculum, e.g. via tutorial programme or life skills, etc.• Incorporating career learning within

	<p>with careers, even on courses which 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. 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.</p>	<p>curriculum areas - in this approach careers learning outcomes are delivered through subjects. Ideally this approach both provides career learning and enhances the subject learning e.g. by showing how a mathematical technique is used in the real world and bring employers into lessons.</p> <ul style="list-style-type: none"> • Offering career learning through extra curriculum activities - in this approach careers content is delivered through informal and voluntary learning activities e.g. STEM initiatives, entrepreneurial activities, social action, etc.
5.Encounters with employers and employees	<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"> • 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. • Colleges should record and take account of learners' part-time employment and the influence this has had on their development. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	<p>Every learner should have first-hand</p>	<p>By the end of their study programme, every</p>

	experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	learner should have had at least one experience of a workplace, in addition to any part-time jobs they may have.
7.Encounters with further and higher education	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 colleges, universities and in the workplace.	<p>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 staff and learners.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every learner should have opportunities for guidance interviews with a Careers 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.	Every learner should have at least one such interview by the end of their study programme.



	*The college should ensure that access to a level 6 adviser is available when needed	
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Career Development Institute's Code of Ethics (Appendix 2)



Purpose

- To cover the professional behaviour and practice required of all CDI members.
- To inform the public of the ethical principles to which all CDI members adhere.

The CDI, whilst recognising the diversity of backgrounds and work contexts of its members, requires all members to be just and fair to all, to respect human rights and dignity and to adhere to legal requirements and obligations. All members are required to uphold the highest standards of professional behaviour as set out in the principles below.

1. Accessibility

Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

2. Accountability

Members are accountable for their career development activities and services and must submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

Members must act in the interests of society and at all times exercise integrity, honesty and diligence.

Members must in all circumstances endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

3. Autonomy

Members must encourage individual autonomy in making decisions and always act in the individual's best interests.

4. Competence

Members must monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

Members must represent their professional competencies, training and experience accurately and function within the boundaries of their training and expertise.

5. Confidentiality

Members must respect the privacy of individuals. Personal guidance interactions/interviews should be conducted in an agreed and suitably private environment. Clients must be informed of the limits of confidentiality and data-sharing at the outset. Disclosure of confidential information should only be made with informed consent or when required by law.

6. Continuous Professional Development

Members must maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and the National Occupational Standards: Career Development.

7. Duty of Care – to Clients, Colleagues, Organisations and Self

Members have a duty of care and are expected always to act in the best interests of their clients.

Members must develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

Members must fulfil their obligations and duties to their employer (where applicable), except where to do so would compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal integrity, personal safety and their capacity to practise in order to provide an effective service to clients.

8. Equality

Members must actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

9. Impartiality

Members must ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client.

Where impartiality is not possible this must be declared to the client at the outset.

10. Transparency

Members must provide career development services and activities in an open and transparent manner.

11. Trustworthiness

Members must act in accordance with the trust placed in them, ensure that the clients' expectations are ones that have reasonable expectation of being met and honour agreements and promises.

Within the Code of Ethics reference to specific job roles or services has been avoided. All career development activities and services are covered by this code regardless of how they are delivered, e.g. face to face, in groups, by telephone or web-based.

A complaint of a breach of this Code of Ethics will be dealt with in accordance with the CDI Discipline and Complaints Procedure.

<https://www.thecdi.net/Code-of-Ethics>

For further information on the legal requirements please see www.gov.uk. Links to specific legislation for each of the principles can be found at: <https://www.thecdi.net/Code-of-Ethics>

