



Pathway Group

Careers Education, Information, Advice & Guidance Policy

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V2.1	Review	M Chandler	Sajad Ali	Amendments	01/03/2024

Review

This policy will be regularly monitored to ensure that the objectives are achieved and are compliant with stationary guidance set by the Department for Education issued under Section 45A of the Education Act 1997. In addition to the annual review cycle for this policy, this policy will also be reviewed and, where necessary, revised in case of legislative or organisational changes.

Next Review Date
03/03/2025

Pathway Group has a statutory duty to provide independent careers advice and guidance for learners (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018).

Careers education and guidance programmes play an important role in helping our learners choose future pathways that suit their interests, abilities and individual needs and attends to the needs of local, regional and national labour market needs.

The Careers Guidance programme at Pathway Group will help learners plan and manage their future pathways effectively, ensuring progression which is ambitious and aspirational.

It will promote equality of opportunity, embrace diversity and challenge stereotyping.

We will support learners in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that will most likely help them achieve their ambitions.

Our careers programme complements and should be read in conjunction with the organisation's vision and values statement, in particular, "Changing lives through skills and work".

Pathway Group values are as follows:

- Quality is everyone's responsibility
- Ownership, accountability & responsibility in all that we do
- Always start with the best intent
- Act in the best interests of us all
- Gain and build trust in all we do

We believe culture is the foundation of business success. Company culture is the combination of vision statements and values, combined with the harder-to-see norms; behaviours, languages, beliefs, and systems often referred to as the company's unwritten rules. Culture is what the business stands for and what makes us different. When you 'connect the dots' with Leadership and Culture of an organisation you can seriously transform any business and make a real difference and that's what our aspirations are at Pathway Group.

We achieve this with a comprehensive Careers Education, Information, Advice and Guidance Programme that addresses the needs of individual learners, their classes and the needs of the labour market. By working closely with employers we are able to address the challenges that they face in meeting skill gaps.

Careers Education is essential. With a changing landscape of education, training and employment, our learners must be offered the highest quality education, advice, information and guidance to support and assist them in making choices and managing transitions. By helping learners with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for the world of work, whichever pathway they choose.

Careers Guidance at Pathway Group aims to encourage Learners to consider a wide range of options and opportunities and ultimately to go into courses and jobs which suit their needs, skills, ambitions, interests and qualities. Careers education and guidance programmes make a major contribution to preparing learners for the opportunities, responsibilities and experiences of life. A planned and progressive programme of activities supports Learners in choosing pathways into further and higher education as well as employment.



Pathway Group

Changing lives through skills and work

Page 4 of 14

Date: 01/03/2024

Title: Careers Education, Information, Advice & Guidance Policy

Our Careers Plan sets out our careers programme for the calendar year, a programme which is designed to support, inspire and motivate learners to take ownership of their own choices and consider action plans to enable them to succeed in life beyond the Pathway Group.

Careers provision within the organisation is mapped and gapped against the DfE Careers Guidance and access for education and training providers and is mapped against the Gatsby Benchmarks and the CDI framework for careers, employability and enterprise education.

The programme is reviewed annually, and we assess the impact of the careers programme with feedback from Learners, tutors and employers so that we can continue to provide and improve the quality of our careers provision.

Intent

Pathway Group seeks to improve and maximise our learners' life chances, career development, and progression. Learners will 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. 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. This policy will contribute to these aspects of personal and social development.



Safaraz Ali
Chief Executive Officer



Pathway Group Aims

Our Careers Guidance programme will enable Learners to:

- Receive advice, information and guidance which is impartial and unbiased,
- Develop a broad understanding of the world of work and an ability to respond to changing opportunities,
- Make best use of the Information, Advice and Guidance (IAG) both independently and with support,
- Develop essential careers skills promoted through our Teaching and Learning ethos, including creativity, perseverance, resilience, good self-presentation, taking responsibility, and adaptability.
- Manage transitions in their lives such as from one course to another or from course to employment
- Raise their aspirations, broaden their horizons and challenge stereotyped thinking about what they and others can achieve within our society.
- Engage in opportunities to work in partnership with employers, higher education providers and others to provide opportunities to inspire learners through real-life contact with the world of work
- Develop enterprise and employability skills.
- And encourage learners to see career development as a life-long process.

Our Learners can expect the career development journey at the Pathway Group to include:

- Finding information about their careers programme on our website and learning environment
- Accessing and using Labour Market Information (LMI)
- Information about how they approach career development and planning
- Engaging in at least two meaningful encounters (course and stage-dependent)
- Engaging in at least one careers guidance interviews
- Engaging in meaningful encounters with employers and employees (course and stage-dependent)
- Engaging in meaningful work experience opportunities,
- Engaging in visits to universities (course and stage-dependent)
- An invitation to join the alumni network and other relevant events
- And access to records on their individual careers related activities.

Careers Education and Guidance at the Pathway Group four elements:

Initial Careers EIAG: Learners will first experience IAG upon enquiry whereby a BDM, Centre Manager, Careers Adviser, or Skills and Progression Coach will make an assessment of Careers EIAG needs (referring if needed).

Careers Education: Learners will have access to a planned careers programme in the curriculum giving Learners knowledge and skills to help them to plan/manage their own career. Events are shared outside the curriculum, e.g. Chutney and Chat, and the Festival of Apprenticeships, whereby Learners can engage with extracurricular career activities. Learners will have access to an online programme of career development.

Careers Advice and Guidance: Independent and impartial careers advice and guidance provided by our careers adviser.

Careers Information: Learners access information and options relating to skills, occupations, Labour Market Information (LMI), pathways and progression routes throughout their course.

End of course assessment: All learners can meet with an independent and impartial Careers Adviser for personal guidance. Where Learners are highlighted at risk or need additional support, they are referred to the careers team.

The Careers Team

Martin Chandler - Careers Leader

- To ensure strategic leadership of Careers Guidance (CG) across the organisation
- To lead the team of tutors, administrators and external partners who deliver CG
- To report to SLT and Governors on CG
- To review and evaluate CG and providing information for development planning and Ofsted
- To prepare and implement CG programme and ensuring that details are published on the website
- To understand the implications of a changing education landscape for CG
- To ensure compliance with legal requirements to provide independent CG and access for providers
- To monitor the delivery of CG across the eight Gatsby Benchmarks
- To manage the work of the Careers Advisers
- To co-ordinate careers education at critical stages, e.g. end point assessment
- To monitor access to and take up of, Careers Guidance including the tracking of Learners
- To establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- To promote Careers across the curriculum; liaising with Subject Leaders to plan careers education
- To brief and support staff involved with the delivery of CG including careers advisers, form tutors, Pastoral Leaders, SENDCO
- To maintain own CPLD and support the CPLD of colleagues in the Careers Team
- To manage the Careers budget
- To communicate with Learners and where necessary their parents
- To attend Career Hub meetings and liaise with other key stakeholders in the area.



Careers Advisers

- To provide independent and unbiased advice, information and guidance to Learners
- To create action plans in conjunction with the Learner
- To support with the creation and curation of relevant careers information

IQAs

- To review and plan induction
- To promote careers EIAG throughout the learner journey with relevant staff members
- To review careers EIAG at critical points

Vocational Tutors

- To integrate careers into the delivery of their curriculum
- To engage with careers CPLD
- To promote progression routes within their curriculum area
- To develop external links to support CG within curriculum areas
- To feedback specific Learner needs (or opportunities) to the CG team including referrals to the Careers Advisers. To signpost Learners to appropriate CG advice and information.

Skills and Career Progression Coach

- Work with the learners across our provision providing support and guidance in overcoming barriers to employment, setting and achieving realistic job goals
- To support the delivery of the Careers and Employability Plan
- 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.



Additional staff responsibilities:

Safaraz Ali - Chief Executive Officer

- To build a network of stakeholders who can support the organisation with the delivery of Careers Education, Information, Advice & Guidance
- To support the careers programme.

Safeguarding and SEND Lead

- To provide support to SEND Learns to help them generate their individual careers action plans
- To attend 1:1 Careers Guidance interviews for SEND Learners where required
- To review SEND Learner's career action plans with their parents (if needed) to ensure they are engaged and supportive of the plans
- To ensure the Careers Leader and Careers Advisers understand the statutory responsibility to Learner's

The Gatsby Benchmarks

The Government's careers strategy, published on 4 December 2017, sets out a long-term plan to build a world-class careers system that will help young people and adults choose the career that is right for them. To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

Under the Government's Careers Strategy (2017), Learners are entitled to careers education and guidance, which is therefore independent and impartial, integrated within their overall education and structured to provide help at decision points and to meet their continuing needs. Learners are also entitled to access a range of technical education providers and apprenticeships to inform them about technical education qualifications or apprenticeships

*We have amended the terminology to reflect the nature of the business e.g. switching school/college for training provider and Learner for Learner

Benchmark	Description	Required	Evidence
1. A stable careers programme	Every Training Provider should have an embedded programme of career education and guidance that is known and understood by Learners, parents (where applicable), teachers, governors and employers.	Every Training Provider 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 Training Provider's website in a way that enables learners, parents, Training Provider 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, Training Provider staff and employers.	Learners can access this independently online resources. This is underpinned by a careers education content plan that covers careers and employability, the content plan supports tutors with their delivery.
2. Learning from career and labour market	Every Learner, and their parents (where applicable), should have	During their study programme, all learners should access and use	LMI features heavily throughout career learning. Each Learner is



<p>information</p>	<p>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>	<p>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.</p>	<p>given LMI insights relevant to their career aspirations and are empowered to access resources to help them access LMI. We utilize our network to come into our centres to inform and inspire learners with “insight talks”.</p>
<p>3. Addressing the needs of each Learner</p>	<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 Training Provider’s careers programme should embed equality and diversity considerations throughout.</p>	<p>A Training Provider’s careers programme should seek to challenge stereotypical thinking and raise aspirations. Training Providers 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. Training Providers should collect and maintain accurate data for each learner on their education, training or employment destinations.</p>	<ul style="list-style-type: none"> • We survey the needs and interests of Learners at the point of enrolment, ensuring the course they are on aligns to their career aspiration and goals. We address their needs throughout their course assessing their curriculum and career needs at critical points. At the end of their programme we undertake an end point assessment to ensure learners have a destination in mind.
<p>4. Linking curriculum</p>	<p>All teachers should link curriculum learning with</p>	<p>Providing career learning as a subject in its own</p>	<p>We run a labour market insights each month. We</p>



<p>learning to careers</p>	<p>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 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>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 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. 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.</p>	<p>actively use Burning Glass. Tutors receive training on how to use LMI to shape curriculum delivery.</p>
<p>5. Encounters with employers and employees</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 employment where it</p>	<p>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. Training Providers should record and take account of learners' part-time employment and the influence this has had on</p>	<p>Each centre delivers an events programme for their learners. Learners have access to events including "Coffee and Natter", the Festival of Apprenticeships and we share events with Learners that they can access independently.</p>



	exists.	their development. *A 'meaningful encounter' is one in which the Learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.	
6. Experiences of workplaces	Every learner should have firsthand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	By the end of their study programme, every learner should have had at least one experience of a workplace, in addition to any part-time jobs they may have.	We provide learners with access to employers with talks and visits to employers. Most of our programmes include a workplace experience e.g. work experience and our apprentices get firsthand experience of workplaces throughout their programme.
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 Training Providers, universities and in the workplace.	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 Training Providers, higher education and apprenticeship and training providers. This should include the opportunity to meet staff and learners. *A 'meaningful encounter' is one in which the Learner has an opportunity to explore what it is like to learn in that environment.	Learners can access FE and HE providers at our Festival of Apprenticeships events. We run a programme of talks/events designed to include FE and HE providers.
8. Personal guidance	Every learner should have opportunities for guidance interviews with a Careers	Every learner should have at least one such interview by the end of their study	Learners have access to a team of IAG Advisers as well as a Level 4, 6 and a



	<p>Adviser, who could be internal (a member of Training Provider 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 Training Provider should ensure that access to a level 6 adviser is available when needed</p>	programme.	registered careers professional at level 7.
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The CDi

Pathway Group is a member of the CDi and we adhere to the Code of Ethics