

# Carlisle College: Careers Education, Information, Advice and Guidance Policy

**Statement of intent:** The Careers Education programme at Carlisle College reflects the college's overall mission:

*" Enabling social mobility and economic prosperity through exceptional education."*

Our careers education and guidance programme will equip learners with the tools, knowledge and skills they need to navigate their careers opportunities and choices, providing an understanding of the world at work and the skills needed to succeed in it. This policy sets out Carlisle College's commitment to providing students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The principles which underpin Careers Education at Carlisle College are:

- Informed students**
- Prepared students**
- Empowered students**

Specifically, we will ensure all students are:

- Informed** about all their future options and future routes, as well as the realities of the world of work. Students will be informed about opportunities both within their chosen area and beyond.
- Prepared** to take their next steps and secure a position by developing the necessary skills and resilience through a range of encounters with employers and experience of the workplace.
- Empowered** to create a careers programme which reflects their interests. Using student feedback, the work-related activities within each course will be tailored to fit with their goals and will be designed to give them the skills they personally require, whilst encouraging students to consider all options.

This policy reflects the standards set out through the Gatsby Benchmarks, and also reflects the outcomes of the new CDI framework (see **appendix 1 & 2**). The Careers Policy outlines our intent for all our students at Carlisle college, including 16-19 year olds, Adult Learners, Apprentices and SEN Students.

**How will we achieve this?** Students will have an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career.

**How will we measure success?** The measure of our success will be that learners feel prepared for future success in education, employment or training. They will be provided with unbiased information about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work. Evaluation will be taken from stakeholder feedback, plus destinations and retention data.

**How does this link with the College' long term strategy:** The College's long term strategy outlines our intent to provide an innovative and aligned curriculum informed by knowledge transfer from industry, which rises to the region's skills challenges and produces students ready for the workplace who can respond to the jobs of the future. This intent is reflected in the CEIAG Programme and informs the work we do in this area.

## Objectives

To help us achieve our mission, the objectives laid out below underpin our Careers Education programme, these objectives will inform our careers programme, and form the basis of the feedback and evaluation we do with all our stakeholders.

Objective	College Opportunities	Evaluation	Gatsby Benchmarks	CDI Frame work
<p><b>All stakeholders are aware of all their future choices, by providing opportunities to meet a range of Further and Higher Education providers, Apprenticeship providers and Employment routes.</b></p>	<ul style="list-style-type: none"> <li>▪ College open days</li> <li>▪ Apprenticeship provider talks</li> <li>▪ University visits</li> <li>▪ Employer encounters</li> <li>▪ Work experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student feedback</li> <li>▪ Destinations data analysis</li> <li>▪ Lesson observations/ learning walks</li> </ul>	<p><b>G2</b> <b>G4</b> <b>G5</b> <b>G6</b> <b>G7</b></p>	<p>Encourage speakers to talk about maintaining a work-life balance.</p>
<p><b>Students feel confident about making a competitive application for a range of vacancies, including how to produce outstanding University applications, CVs and application forms, and how to prepare for assessment days and interviews.</b></p>	<ul style="list-style-type: none"> <li>▪ Application workshops</li> <li>▪ National Apprenticeship Service workshops</li> <li>▪ University presentations</li> <li>▪ 1:1 IAG</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student feedback</li> <li>▪ Destinations data analysis</li> <li>▪ University application data</li> <li>▪ Employer feedback on applications</li> </ul>	<p><b>G1</b> <b>G2</b> <b>G3</b> <b>G5</b> <b>G7</b> <b>G8</b></p>	<p>Give students examples of the importance of qualifications and training and their positive impact.</p>
<p><b>Students become increasingly independent, they are able to search for local and national opportunities, know where to seek help throughout their careers journey, whilst being able to evaluate options and information self-sufficiently.</b></p>	<ul style="list-style-type: none"> <li>▪ Tutorial time – how to evaluate information and make decisions</li> <li>▪ 1:1 IAG</li> <li>▪ Workshops – job search</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student feedback – student voice and questionnaire data</li> <li>▪ Parent feedback</li> <li>▪ Exit interview feedback</li> </ul>	<p><b>G2</b> <b>G3</b> <b>G4</b></p>	<p>Students manage their careers throughout their life using labour market information.</p>
<p><b>Students are aware of the required skills and challenges within their chosen sector, by having the opportunity to meet employers, employees, alumni and complete work experiences.</b></p>	<ul style="list-style-type: none"> <li>▪ Sector specific skills talks</li> <li>▪ Employer encounters</li> <li>▪ Work experience/visits</li> <li>▪ University talks</li> <li>▪ Apprenticeship provider presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson observations</li> <li>▪ Student feedback</li> <li>▪ Employer feedback</li> <li>▪ Exit interview data</li> <li>▪ Destinations data trends</li> </ul>	<p><b>G1</b> <b>G2</b> <b>G4</b> <b>G5</b> <b>G6</b> <b>G7</b></p>	<p>Encourage external speakers to talk about their career development, their failures and challenges.</p>

## Policy Scope

Carlisle College and NCG are committed to providing high quality careers education, information, advice and guidance (CEIAG). The policy seeks to enact the DfE statutory Careers Guidance: Guidance for Further Education Colleges and Sixth Form College (Oct, 2018).

This policy covers the Careers Education, Information, Advice and Guidance activities and resources which are available all groups of learners within Carlisle College, this includes:

- 16 – 19-year-old learners
- Adult learners aged 19 and over
- Apprentices
- 19 to 25-year olds with a current Education, Health and Care Plan (EHCP) in place under section 37 of the Children and Families Act 2014.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

This policy covers the legal duty to ensure that all students have the opportunity to:

- Find out about higher and technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- Have 'meaningful' encounters with both employers and employees so that students are aware of what it is like to learn in that environment.
- Hear from a range of local providers about the opportunities they offer, including work experience, technical education and apprenticeships.
- Understand how to make applications for the full range of academic and technical courses.

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 ([theccdi.net](http://theccdi.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 DfE welcomes the new framework stating, 'the Framework recognises 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'.

## Learner entitlement

The Carlisle College CEIAG Policy of entitlement is mapped against both the CDI Framework and the Gatsby Benchmarks (please see Appendix I and 2).

Group	Entitlement
<p><b>Students on level 1, 2 and 3 courses.</b></p>	<ul style="list-style-type: none"> <li>✓ <b>Pre-enrolment visits to the College and opportunity to meet the course tutor to discuss the course 1:1</b></li> <li>✓ <b>Work experience opportunities/visits linked to their course area</b></li> <li>✓ <b>Opportunity for impartial information, advice and guidance meetings with College staff and two advisers from Inspira</b></li> <li>✓ <b>Opportunities to meet employers from their chosen sector to find out about the expectations and realities of working in their chosen area</b></li> <li>✓ <b>Opportunities to meet Education Providers which may inform the student's next steps and progression routes</b></li> <li>✓ <b>Work-related learning activities during tutorial and lesson time selected by the students to help meet their needs. Such as, University visits, apprenticeship workshops or interview skills workshops</b></li> <li>✓ <b>Support with UCAS applications</b></li> </ul>
<p><b>Adult learners on Access to HE courses</b></p>	<ul style="list-style-type: none"> <li>✓ <b>Pre-enrolment visits to the College and opportunity to meet the course tutor to discuss the course 1:1</b></li> <li>✓ <b>Opportunity for impartial information, advice and guidance meetings with College staff and advisers from Inspira</b></li> <li>✓ <b>Invitations to meet employers from their chosen sector to find out about the expectations and realities of working in their chosen area</b></li> <li>✓ <b>Support with UCAS applications</b></li> <li>✓ <b>Work-related learning activities during tutorial and lesson time selected by the students to help meet their needs. Such as, University visits, practice interviews and personal statement support</b></li> </ul>

<p><b>Apprentices</b></p>	<ul style="list-style-type: none"> <li>✓ <b>The opportunity to meet with a Careers Adviser if they wish to look at alternative pathways.</b></li> <li>✓ <b>The opportunity to attend workshops on employability related themes, such as CVs and Interview Skills, to ensure they are equipped for future careers changes.</b></li> </ul>
<p><b>Learners with an EHCP</b></p>	<ul style="list-style-type: none"> <li>✓ <b>Pre-enrolment visits to the College and opportunity to meet the course tutor to discuss the course 1:1</b></li> <li>✓ <b>Work experience opportunities/visits linked to their course area</b></li> <li>✓ <b>Opportunity for impartial information, advice and guidance meetings with College staff and dedicated Inspira Careers Adviser who support students with an EHCP or who are Looked After</b></li> <li>✓ <b>Opportunities to meet employers from their chosen sector to find out about the expectations and realities of working in their chosen area</b></li> <li>✓ <b>Opportunities to meet Education Providers which may inform the student's next steps and progression routes</b></li> <li>✓ <b>Work-related learning activities during tutorial and lesson time selected by the students to help meet their needs. Such as, University visits, apprenticeship workshops or interview skills workshops</b></li> <li>✓ <b>Support with UCAS applications</b></li> </ul>

## **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.

### **Statutory Requirements**

There is specific guidance document from the Department of Education for college leaders and governing bodies: <https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

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.

## College Responsibilities

- All registered students must have the opportunity to receive independent careers advice, represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- This advice must cover a range of education or training options, and in the best interests of the pupil.
- The College will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the College (eg. College Improvement Partner or Ofsted).
- The CEIAG Policy will be reviewed annually to reflect the changing landscape and needs of the students.
- Evaluation of the careers programme will be clearly set out and robust. Taking into account numerous sources of information, such as views of all stakeholders and after careful analysis of the destinations data.

## Delivery of IAG refers to:

**Information** – Information relates to the gathering of accurate, up-to-date, facts and data about: personal and lifestyle issues, learning and career opportunities, progression routes and choices, where to find help and advice and how to access it.

**Advice** – Experienced staff available to support learners to understand and interpret relevant information and how it can be accessed and how it can be applied to their own situation.

**Guidance** – Impartial guidance and specialist support to build upon the information and advice provided to help learners to understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives, make progress and work towards realistic goals whilst raising aspirations of learners.

## Resources

In Accordance with the Gatsby Framework and the Education Act, Carlisle College will ensure that all students are given access to a wide range of relevant, up-to-date information in a range of media formats according to the appropriate needs of learners. Learners have access to ICT facilities, including career software and the internet. Specialist support is available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in local events and activities, and work with employers, businesses and other organisations. The college works closely with local employers and welcomes external speakers and industry professionals.

## Equality and Diversity

It is paramount that all learners no matter what their background are able to build a rewarding career. Carlisle College will consciously work to prevent all forms of stereotyping in the advice and guidance provided, to ensure that learners from all backgrounds, gender and diversity groups, including those with

special educational needs and disabilities, consider the widest possible range of careers. We will actively challenge perceptions and raise aspirations so that subject and career choices are free from bias and learners look beyond their immediate environment to new and exciting possibilities. We act in accordance with the Equality Act to ensure all 9 protected characteristics are maintained and focus on the elimination of discrimination, whilst advancing equality.

### **Support for Young People with Special Educational Needs or Disabilities**

The College has high aspirations for all young people, including those with special educational needs (SEN) and disabilities. We aim to raise the careers aspirations of our learners and to broaden their employment horizons and support them in preparing for the next phase of education or training and beyond that. Young people with SEN or disabilities have access to impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision. In accordance with the Education and Skills Act (2008) and the SEN Code of Practice (2014) we will ensure that Careers Education is free from bias and work with the Local Authorities and all stakeholders to ensure young people are fully prepared for the next stage in their training or development.

### **Ethics**

The College is also proud to adhere to the Career Development Institution's Code of Ethics which governs the professional actions of our staff in relation to Careers Advice and Guidance. The CDI Code of Ethics includes:

- Accessibility
- Accountability
- Autonomy
- Competence
- Confidentiality
- Continuous Professional Development
- Duty of Care to all stakeholders
- Equality
- Impartiality
- Transparency
- Trustworthiness

### **External Partnerships and Networks**

To provide the highest quality CEIAG programme, the college works in collaboration with a range of partners to assist in the delivery of CEIAG and Labour Market Information, including local and national employers, local authorities, education institutions, training providers and local and national services.





## Careers Leader

Carlisle College has a Careers Leader who has responsibility for the operational delivery of the college's careers programme and whom reports directly to the Strategic Careers Leader, Director of Business Development & Marketing who, as a member of the Executive Leadership Team, is responsible for the strategic direction and has overall responsibility for the careers programme. The College is committed to ensure that all staff with a responsibility for careers are trained to the highest standard and are consistently updating their skills through relevant training. The Careers Leader is Student Advice Officer, David Carruthers ([DCarruthers@Carlisle.ac.uk](mailto:DCarruthers@Carlisle.ac.uk))

## Enterprise Advisors

In association with the Careers & Enterprise company, a senior business volunteer, known as an Enterprise Adviser, has partnered with Carlisle College to support the development of an effective careers programme drawing on their knowledge of the local business landscape. The College have two The Enterprise Advisors: Alan Wilson, Engineering Manager UK at Pirelli Tyres, and Amanda Wharton, Programme Manager Cumbria LEP.

## Assessing Impact and Quality – Monitoring and Evaluation

Reviewing the quality of the careers programme includes several measures and sources of information. The college also distinguishes between “*monitoring*” and “*evaluation*” – with the former aiming to look at ‘what is happening’, and the latter aiming focusing on the **impact** of the careers activities and provision. The careers programme will be reviewed on an annual basis with feedback from stakeholder groups to inform the evaluation of effectiveness. Further quality assurance will be taken from feedback on our careers programme from all stakeholders, including local businesses, staff, students and parents.

The impact of the careers programme is monitored and evaluated through:

- Destinations data tracking – a high number of positive destinations, including apprenticeships, technical routes, higher education and employment.
- Trends - Analysis of trends and changes in progression routes using destinations data.
- Student feedback – student reflections and feedback throughout the year using focus groups and questionnaires.
- All stakeholders – the college will also gather feedback from all stakeholders, including employers, Local Enterprise partnership, parents and other educational organisations.

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Reviewed: September 2019 – Version 2

Reviewed: September 2020 – Version 3

Reviewed: September 2021 – Version 4 (current)

## Appendix 1

### **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>
1. <b>A stable careers programme</b>	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.	<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> </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</p>




		<ul style="list-style-type: none"> <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>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 signposted on the college website.</p>
<b>2. Learning from career and labour market information</b>	<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 and awareness of career pathways associated with their study using a range of data sources.</p>
<b>3. Addressing the needs of each student</b>	<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</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>LAG associated with careers LAG must be recorded formally and reviewed as part of the learner progress eLLP</p>



		<p>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.</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>	
<b>4. Linking curriculum learning to careers</b>	<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>
<b>5. Encounters with employers and employees</b>	<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"> <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</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>

		<p>employment and the influence this has had on their development.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to.</p>	
<b>6. Experiences of workplaces</b>	<p>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.</p>	<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>	<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>
<b>7. Encounters with further and higher education</b>	<p>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</p>	<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>	<p>Every learner should have opportunities for guidance interviews with a career 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.</p> <p>*The college should ensure that access to a level 6 adviser is available when needed.</p>	<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>	<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>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>




## 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 for their learning and aiming high</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 impact of heritage, identity and values</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><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</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. 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>

		<p>preparing for post-18 transitions</p> <ul style="list-style-type: none"> <li>▪ being proactive about being resilient and learning from setbacks</li> </ul>	
<p><b>Create opportunities</b></p>  <p>CDI CD FRAMEWORK</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>CDI CD FRAMEWORK</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 rights and responsibilities in the workplace and in society</li> <li>▪ taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</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><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. Learners will be able to continuously contextualise their skills understanding to respond to the changing world around them, personally and professionally.</p>
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