

## Careers Education, Information Advice and Guidance Policy

### 1. Scope and Purpose of the Policy

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

All further education (FE) colleges in England are subject to a requirement to secure access to independent careers guidance, this forms part of post 16 college funding agreements. This policy seeks to enact the DfE Statutory Careers Guidance and access for education and training providers (Updated 8 May 2025).

This guidance is for all FE colleges in England and applies to:

- All learners in colleges up to and including the age of 18
- 19-25 year olds with a current Education, Health and Care (EHC) Plan in place under section 37 of the Children and Families Act 2014.

Whilst this guidance is out of scope for adult learners and 19+ apprentices, this framework has been adapted to make special reference to both groups of learners.

### 2. Policy Statement

Halesowen College will make provision to ensure that all learners receive their entitlement to impartial and informed careers information, advice and guidance, this will follow the Gatsby Foundation "Good Career Guidance Benchmarks" to develop and improve its careers provision:

"Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or name support suffer most from poor career guidance."

In April 2021, the Careers Development Institute (CDI) launched its new framework following a radical rethink of the aims and intended outcomes of careers programmes in schools and colleges. Halesowen College supports the CDI's research findings and the definition of 6 core learning areas as positive learner 'outputs'.

### **New Career Development Framework (the cdi.net)**

This framework works together with the recommended provider 'inputs' to delivery of careers guidance, as set out by the Gatsby Foundation Benchmarks, to develop and improve national careers guidance across all schools and colleges.

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

## **2.1 Statutory Requirements**

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

Careers guidance and access for education and training providers – Gov.uk ([www.gov.uk](http://www.gov.uk)).

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 the elements of an excellent careers programme, based on the best National 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 and access for education and training providers, 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.
- Considers the best interests of the students to whom it is given

The overall responsibility for delivering CEIAG is held by the Assistant Principal of Safeguarding and Students, who oversees the provision of the service ensuring there is a budget for careers education, adequate staff resources, with staff holding appropriate qualifications and that the service is delivered cross-college and integral to the curriculum.

It is differentiated and personalised to ensure progression, through activities that are appropriate to the learners' stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. We follow the Career Development Institute Code of Ethics (Appendix 1).

The College provides professional career guidance and welfare advice, to support the students' learning journey and beyond to meet the Gatsby Benchmarks of Good Career Guidance (Appendix 2).

A Careers Programme is published annually and information is also available for learners and their parents/carers on different media so that learners can access the resources 24/7. The College has a comprehensive careers resources platform which can be accessed via the Careers link on MyHalesowen– which can be accessed while learners are on site, or during College closures, from any digital device once they have logged in to the College portal.

We aim to provide high-quality impartial, accessible careers education, advice and guidance services to support learners in their personal/social development and self-awareness. We will prepare learners for the next stage in their life by assisting them to develop their skills, increase their confidence, independence and motivation, thus helping them overcome any potential barriers they may face in their progression from school, to college/university or the world of work. Careers is supported by a comprehensive tutorial programme that supports personal development and growth and tutorials are delivered to all learners.

Our college enrichment programme will support careers education, advice, and guidance by offering learners practical experiences, exposure to diverse opportunities, and tailored support. Interactions within the programme will ensure learners are well-prepared and informed about their career options and equipped with the skills needed to succeed in the ever-changing job market.

Face-to-face and virtual careers advice and general IAG is available all day, every day the College is open as drop in or pre-booked appointments. Careers advice and guidance is offered on a full range of careers matters including making career decisions, apprenticeships, further and higher education courses, employment prospects, the completion of job/course application forms and the preparation of a curriculum vitae. The type and level of support will be appropriate to the needs of the learner.

Our Strategy is to support learners so that they can maximise their learning experience whilst at College. We encourage learners to be independent and to develop the social, personal and enterprise skills and knowledge necessary to help to them to make

effective learning choices, to find and secure work and play an effective role in the economic and civic life of the nation.

### 3. Aims and Objectives

All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives. CEIAG is designed to meet the needs of the learners at this College and those who are considering enrolling here.

It is our aim that learners and potential learners of all ages have access to impartial and personalised careers education, information and guidance and that there are appropriate opportunities for learners to develop the knowledge, skills and self-awareness needed to make successful choices and manage their careers. We aim to increase the individual's chances of achieving their goals for personal benefit so that they can make a positive contribution to the economy and society.

Our aims are to:

- build confidence
- help learners to identify their skills, qualities and goals
- help learners understand their motivators and potential barriers
- help learners raise awareness of factors that affect their career choice
- motivate and inspire learners to take responsibility for their chosen pathways
- raise aspirations and encourage independence in our learners
- promote social mobility by informing learners about the full range of education, training and employment opportunities available to them both locally and nationally and this will be supported by good quality Labour Market Information (LMI).
- provide a planned programme of careers education and guidance activities that give them information about education and training opportunities and the chance to experience the world of work, through curriculum-based activities having access to a number of organisations to facilitate this
- promote equality, celebrate diversity and challenge stereotyping.

#### 3.1 Values

- We aim high and support everyone to achieve their best
- Working in partnership with employers and local providers enhances our careers education
- We will support our learners to develop the career management skills they need to be able to accommodate change
- We are inclusive and value diversity
- We recognise achievement
- Creativity is an important element which motivates and enlivens us to deliver the best service we can

This means that we will work to:

- support our learners in seeking our help
- provide personalised support
- target support focusing on progression and careers including UCAS

- review and monitor individual learner progress

### 3.2 Activities, Resources and Partnerships

Guiding potential students through course options so they choose the right course for them, which best meets their individual needs and interests.

- A Careers Education Programme contributing to the Post-16 Study Programme
- Helping students to progress into positive destinations after College by raising students' awareness of opportunities, utilising Labour Market Intelligence, supporting students with employability skills and with applications to Higher Education

The key principles upon which this policy is based are that CEIAG:

- is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience;
- is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background;
- is transparent, impartial and provides opportunities for confidentiality;
- offers guidance for any student at risk of dropping out, to assist with retention, and referring to alternative provision where appropriate
- is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners;
- contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop career management skills.
- provides comprehensive information and advice.

Learners receive CEG and IAG through accessing a range of activities. Some of these will be organised directly by the curriculum teaching staff, delivered as part of the Careers Programme which is facilitated by personal coaches/tutors, or through support from the Careers team. We also work closely with a number of universities and employers who deliver a range of workshops.

Curriculum based activities include

- Hearing inspiring speakers that introduce learners to a world outside their regular communities and ideas of work – including “6 in 6”
- Visits to real-world workplaces, skills shows and higher education providers
- Facilitating work experience, community projects and volunteering placements.

Raising awareness of these opportunities to enhance learners' prospects

Pastoral activities

- Identification of skills, knowledge and learning and matching these to work opportunities, includes use of Careers Exploration packages
- Employability skills (job applications, CVs)
- Attendance at Job Fair/HE Fair/Skills shows

### Careers team activities

- Planning and delivery of cross College provision for Careers Education
- Understanding opportunities in the labour market of the local community and beyond and the skills needed to maximise job chances
- Providing advice on options including apprenticeships, vocational pathways, higher education and employment
- Support learners to create CVs and complete job application forms
- Simulate mock interviews and group interview sessions including mentoring
- Working in partnership with external providers to increase awareness of the opportunities available.

Resources to support these activities are available in digital format via the careers link on MyHalesowen. This includes links to other resources such as *Start*, *iCloud*, and many other sources of information including websites, webinars, recorded sessions and paper-based materials.

Information about forthcoming events are notified to teaching staff/learners using email, Tutorials and the career resources platform, Parents' Newsletter and traditional paper-based notices such as posters.

The College has exceptionally productive partnerships with local schools, universities and local employers which help us to meet the needs of the economy, education and the community.

Advice, help and support is available to learners and their parents prior to admission to College (for example at post 16 and careers events in schools), during enrolment, at Open Days and Parents' Evenings.

## 4. Organisational Responsibilities

- The Corporation have ultimate accountability for the Careers Programme across College, and they ensure they receive and act upon recommendations from the College Careers Leader as appropriate. The Careers Leader who has overall strategic responsibility for careers submits regular reports (every half term) for the SLT and governing body. There is a nominated 'link' governor who works closely with the Careers Leader on ensuring effective delivery of the careers and employability strategy for the College.
- The College works with external agencies including the Careers and Enterprise Company and the local network of Enterprise Co-ordinators and Advisers to support the careers programme
- Robust quality assurance systems are in place. Each team undergoes an 'area review' during which the strategic and operational plans are examined and compared with progress made. Action plans are then compiled and shared with team members for further actions.
- Every member of Careers has responsibilities and professional qualifications that are identified in their job descriptions and complete CPD in accordance with CDI guidelines identifying any appropriate training needs.
- Careers education and guidance is a whole college responsibility. Both teaching and support staff are involved in careers education and guidance in some way,

whether through supporting work placements, supplying information on course and job opportunities, providing learning or tutorial support to facilitate progression.

- The College works in partnership with the local authority and local partners to focus on those young people needs.
- The advisers in Admissions and Schools Outreach offer pre-entry information to prospective learners and careers staff work with prospective and enrolled learners; whilst industry specific guidance is provided by tutors in class throughout the year.

#### 4.1 Careers are responsible for the following

- Devising and delivering appropriate careers education programmes and publishing this annually on the website and other forms of media
- Liaising with Curriculum and Pastoral staff with regard to work related learning activities and linking subject content to development of career thinking
- Delivering information and guidance to current, potential and past learners and members of the public
- Inform learners of the range of facilities and support available through participation
- Provide an accurate and up-to-date careers library. Assist learners to use resources effectively including the use of online resources
- Enhance learners' awareness of educational and careers opportunities through individual and groups sessions and careers education
- Encouraging and assisting learners to develop, in order to achieve their personal, educational and employment goals
- Supporting learners in their career planning and in assessing interests and abilities

#### Individual Careers Guidance

During a careers interview, the adviser can assist with the following:

- Defining goals
- Career planning and action planning
- UCAS applications and personal statements
- Job seeking strategies
- CVs, application forms
- Interview and presentation skills
- Volunteering

In all cases, **referrals** may be made to other agencies where appropriate and with the consent of the individual concerned.

#### Group Work

All learners have access to careers education. This may be integrated into the curriculum in the case of vocational courses and/or delivered through the tutorial programme or group work activities by careers advisers and organisations assisting this provision.

Careers advisers may be asked to contribute by giving presentations or workshops. The workshops available include job searching and exploration, exploring personal skills

and qualities, researching university options, online career researching, UCAS and personal finance.

## Support for young people with special educational needs or disabilities and their parents

The College has high aspirations for all young people, including those with special educational needs and disabilities (SEND). We offer a differentiated approach for all learners and particularly those with SEND. We aim to raise the careers aspirations of our learners, to broaden their employment horizons and support them in preparing for the next phase of education/training or work related activities and beyond that. Young people with SEND have access to impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision. Individualised support is provided by the Learning Support Department and through curriculum learning.

## Promotion of the Service

- Learners are made aware of the College's services in a variety of ways
- Social Media including Facebook, Instagram, LinkedIn, Twitter
- College website and through careers resources platform on MyHalesowen
- At induction
- Leaflets and posters for specific events
- Emails and mailings directly to learners or via their Personal Coach

## Monitoring and Evaluation

We seek feedback from learners and staff about the relevance of the CEG programme and IAG provided and the materials used. Feedback is gathered from a number of sources including parents, external organisations and the CEC. This feedback is reported to the College's Senior Leadership Team at regular meetings, through reviews and the self-assessment report.

The methods we will use to gain feedback are:

- Social media comments and discussion
- Focus groups with learners, employers, schools and care leaver forums
- Student Board
- Online surveys
- Impact measures
- Feedback questionnaires at the end of drop-ins and booked appointments
- Using Destination measures data to help us to measure our success as a College in supporting learners to take up education, employment or training which offers good long-term prospects

Reviewed / Approved	By
Reviewed by	Jo Williams/Sarah Bullus/Erika Walkington
Consulted	-
Approved	-
CLT approved	Yes
Website	Yes
Policy Code	06z



## Career Development Institute Code of Ethics

Access at: [Code of Ethics update 2018-web.pdf \(the CDI .net\)](https://the CDI .net /Code_of_Ethics_update_2018-web.pdf)

### Accessibility

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

### 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 interest 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.

### Autonomy

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

### 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 experience.

### Confidentiality

Members must respect the privacy of individuals, disclosing confidential information only with informed consent, except where there is clear evidence of serious risk to the client or welfare of others.

Members must inform clients of the limits of confidentiality and data sharing at the outset.

### 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.

### 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 practice in order to provide an effective service to clients.

### **Equality**

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

Members must treat clients equally regardless of their gender, age, race, ethnicity, disability, religious beliefs or sexual orientation.

### **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.

### **Transparency**

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

### **Trustworthiness**

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

## Gatsby Benchmarks of Good Careers Guidance

<b>1] 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, and carers, staff, those in governance roles, 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 those in governance roles, leadership and the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from learners, parents, and carers, subject staff and other staff who support learners, careers advisors and employers to increase its impact.</li> <li>• The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the college development plan. It should also set out how parents and carers will be engaged throughout.</li> </ul>
<b>2] Learning from career and labour market information</b>	
Every learner, and their parents and carers (where appropriate), subject staff and other staff who support learners should have access to good quality, up to date information about future pathways and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. They will need the support of an informed adviser to make best use of available information.	<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 or next steps.</li> <li>• Parents and carers should be encouraged and supported to access and use information about labour market to inform careers, pathways and the support to the learners in their care.</li> </ul>
<b>3] Addressing the needs of each student</b>	
Learners have different career guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable to and disadvantaged learners, young people with SEND and those who are absent.	<ul style="list-style-type: none"> <li>• A college's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> <li>• Colleges should keep systematic records of participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.</li> <li>• The records of participation and advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All learners should have access to these records and use them ahead of key transition points to support their career development.</li> </ul>

	<ul style="list-style-type: none"> <li>Colleges should collect and maintain accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</li> <li>Providers should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</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. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wider range of future career paths.</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 knowledge and skills developed in their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</li> <li>Careers should form part of the college's ongoing staff development programme for subject staff and all staff who support learners.</li> </ul>

<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 could 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> </ul> <p>*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.</p>
<b>6] Experiences of workplaces</b>	
<p>Every learner should have first-hand experiences of the workplaces 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 meaningful experience of a workplace, in addition to any part-time jobs they may have.</li> </ul>
<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>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<b>8] Personal guidance</b>	
<p>Every learner should have opportunities for guidance meetings 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 careers leader should work closely with the career's adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</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 personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners.</li> <li>• Information about personal guidance support and how to access it should be communicated to learners, parents and carers, and other stakeholders, including through the provider website</li> </ul>

## Careers Framework linked to Gatsby Recommendations

Gatsby	Statutory Policy Statement	Statutory Action for colleges	Halesowen College Framework Action
1. A stable careers programme	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 those in governance roles, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li> <li>• The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole college development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the provider's website in a way that enables learners, parents, college staff and employers to access and understand it</li> <li>• The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process to increase its impact</li> </ul>	<ul style="list-style-type: none"> <li>• Halesowen College will attain and maintain the matrix standard and the Quality in careers standard</li> <li>• A senior leader will be designated as the Careers Strategic Lead and the Principal will ensure that the careers programme is published on the college website</li> <li>• The college will appoint careers professionals to provide impartial careers information advice and guidance</li> <li>• All learners will have access to tutorial provision and/ or specialist dedicated sessions on career progression</li> <li>• The college will use the compass online tool to help with national bench marking</li> <li>• Access to careers professionals for bespoke services will be clearly signposted</li> </ul>
2. Learning from career and labour market information	All learners, parents and carers, subject staff and other staff who support learners should have access to good – quality, up-to-date information about future pathways study options and labour market opportunities. Young people with special educational	<ul style="list-style-type: none"> <li>• During their programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Halesowen College planning and schemes must clearly state the intent of the course and explicitly highlight the next steps and progression.</li> <li>• All learners will have access to local and national LMI and</li> </ul>

	needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.	<ul style="list-style-type: none"> <li>Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the learners in their care</li> </ul>	awareness of career pathways associated with their studies using a range of data sources.
3. Addressing the needs of each student	Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.	<ul style="list-style-type: none"> <li>A provider's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> <li>Providers should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.</li> <li>The records of participation and advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>All learners should have access to these records and use them ahead of key transition points to support their next steps and career development.</li> <li>Provider's should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations for inform personalised support.</li> </ul>	<p>Collecting sustained destinations.</p> <p>IAG associated with careers IAG must be recorded formally and reviewed as part of the learner progress ILP.</p>

		<ul style="list-style-type: none"> <li>Providers should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>	
4. Linking Curriculum Learning to career	As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.	<ul style="list-style-type: none"> <li>Throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations</li> <li>Careers should form part of the provider's ongoing staff development programme for subject staff and all staff who support learners.</li> </ul>	<ul style="list-style-type: none"> <li>Delivering a curriculum (whether academic, applied or technical) that provides learners with the opportunity to access careers in a wider range of field, this way take the form of industrial visits, HEI visits or careers fayres.</li> <li>All programmes of study will have a linked placement officer or employer engagement lead</li> </ul>
5. Encounters with employers and employees	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 could include learners' own part-time employment where it exists.	<ul style="list-style-type: none"> <li>Every year, alongside their programme of study, learners should participate in at least 2 meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.</li> </ul>	Fulfil our obligation to ensure that wherever possible, study programme learners have access to high quality work experience, work related learning, industrial visits, internships and specialist speakers
6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks	<ul style="list-style-type: none"> <li>By the end of their programme of study, every learner should have had at least one meaningful experience of a workplace, in addition to any part-time jobs they may have.</li> </ul>	Fulfil our obligation to ensure that wherever possible, study programme learners have access to high quality work experience, work-related learning, industrial visits, internships and specialist speakers.
7. Encounter with further and higher Education	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training	<ul style="list-style-type: none"> <li>By the end of the 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 stages of their career. This should include, as appropriate, further</li> </ul>	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. Adult learners and apprentices may participate in a single visit to a HEI,



	providers (ITPs), universities and in the workplace.	education colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.	reflecting the fact that they may need to remain in their current location for family and/ or work-related reasons
8. Personal Guidance	Every learner should have opportunities for guidance meetings with a career adviser, who could be internal or external, provided they are trained to an appropriate level. These meetings 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 scheduled to meet individual needs. The careers leader with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	<ul style="list-style-type: none"> <li>• Every learner should have at least one personal guidance meeting with a career's adviser</li> <li>• Meetings should be scheduled in the careers programme to meet the needs of learners</li> <li>• Information about personal guidance support and how to access it should be communicated to learners, parents and carers, and other stakeholders, including through the provider website.</li> </ul>	<ul style="list-style-type: none"> <li>• College will attain and maintain the Matrix Standard and work toward the Quality in Careers Standard</li> <li>• A Senior Leader will be appointed as the Careers Lead</li> <li>• The college will appoint careers professionals to provide impartial careers information advice and guidance</li> <li>• All learners will have access to tutorial provision and/ o specialist/ dedicated sessions on careers progression.</li> </ul>

CDI Learning Area	CDI Learning Aim Statement	CDI Post 16 Learning Intentions	Halesowen College Learner Expectations
Grow Throughout Life	Grow throughout life by learning and reflecting on yourself, your background and your strengths	<ul style="list-style-type: none"> <li>• Actively seeking out help, support and feedback</li> <li>• Taking responsibility for their learning and aiming high</li> <li>• Seeking out challenges and opportunities for development</li> <li>• Reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>• Planning their next steps in learning and work</li> <li>• Discussing and reflecting on impact of heritage, identity and values</li> </ul>	All Halesowen college 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
Explore Possibilities	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces	<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 research and reflecting on workplaces, workplace culture and expectations</li> <li>• Analysing and preparing for recruitment and selection processes</li> </ul>	All Halesowen College 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
Manage Careers	Manage your career actively, make the most of opportunities and learn from setbacks	<ul style="list-style-type: none"> <li>• Being able to describe the concept of career and say what it means to them</li> </ul>	<ul style="list-style-type: none"> <li>• All Halesowen College learners will be able to communicate positively on their career intentions, be able to reflect on their learning and act</li> </ul>

		<ul style="list-style-type: none"> <li>• Building their confidence and optimism about their future and acting on it</li> <li>• Actively planning, prioritising and setting targets for their future</li> <li>• Considering the risks and rewards of different pathways and career and deciding between them</li> <li>• Managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>• Being proactive about being resilient and learning from setbacks</li> </ul>	<p>responsively when faced with unforeseen challenges</p> <ul style="list-style-type: none"> <li>• Learners will be able to make significant informed decisions on their long-term career pathways and knowing how this will affect their career trajectories.</li> </ul>
Create opportunities	Create opportunities by being proactive and building positive relationships with others	<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> </ul>	<p>All Halesowen College learners will act professionally to build long term relationships and networks within their chosen career pathway</p> <p>Learners can share information on 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>
Balance Life and Work	Balance your life as a worker and/ or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	<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> </ul>	<ul style="list-style-type: none"> <li>• All Halesowen College learners will be able to continuously contextualise their skills understanding to respond to the changing world around them, personally and professionally.</li> <li>• Learners are able to demonstrate and self-manage their career expectations as positive role models and citizens in society</li> </ul>

		<ul style="list-style-type: none"> <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>	
See the big picture	See the big picture by paying attention to how the economy, Politics and society connect with your own life and career	<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 trend 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 Halesowen College students will be aware of the sources of information relevant to their career pathway and apply their knowledge, skills and attitudes when making choices about their futures.</p> <p>Student will be able to continuously contextualise their skills understanding to respond to the changing world around them, personally and professionally.</p>