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# MPCT<sup>TM</sup>

Motivational Preparation College for Training

## OP032 - Careers Education, Information, Advice and Guidance Policy



Authorised by Senior Director - Brian Edwards  
Reviewed by Head of Quality and Policy - Gary West

Date reviewed - Jun 19  
OP022 - Version 1.0

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e.g. Version 1

Subsequent amendments are indicated by an increase in this number.

## **Careers Education, Information, Advice and Guidance Policy**

### **1. Introduction**

1.1 MPCT is committed to the delivery of a high quality careers education, information, advice and guidance (CEIAG) programme which supports learners to achieve their goal of sustained employment or further education or training. Careers learning at MPCT is guided by legislation and best practice contained within the Gatsby Benchmarks. It is supported by guidance provided by the Careers Development Institute (CDI) and the Careers and Enterprise Company (CEC).

1.2 The making of you is the education programme, which covers all aspects of the programme framework and reflects the Gatsby benchmarks for good careers guidance.

### **2. Scope**

2.1 This policy applies to all instructional staff and curriculum managers. The policy details the intent, implementation and impact of careers learning at MPCT. The policy also demonstrates the commitment to meet and exceed the Gatsby benchmarks for good careers guidance.

### **3. Careers Education, Information, Advice and Guidance (CEIAG)**

3.1 The main aims of the CEIAG programme is to:

- a. Inspire the learners and raise their aspirations.
- b. Consider all possible transitional pathways including paid or voluntary employment, further education and training.
- c. Build the learner's skills and experiences to support and prepare them for their chosen pathway.
- d. Provide independent careers advice and guidance, ensuring learners are aware of all the available options and opportunities.
- e. Inform and communicate with parents/carers so that together we can support our young people to reach their full potential.

### **4. Gatsby Benchmarks**

4.1 The Gatsby Benchmarks comprise of 8 distinct areas covering the full range of good careers guidance principles. Each benchmark has associated tasks and actions. The Gatsby Benchmarks and their extracted associated descriptions are:

- a. A stable careers programme. MPCT should have an embedded programme

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of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.

b. Learning from career and labour market information. Every MPCT 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.

c. Addressing the needs of each pupil. MPCT 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 MPCT's careers programme should embed equality and diversity considerations throughout.

d. Linking curriculum learning to careers. All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. The MPCT Study programme should also reflect the importance of maths and English as a key expectation from employers.

c. 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 should include learners' own part-time employment where it exists.

e. Experiences of workplaces. 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.

f. 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 providers, colleges, universities and in the workplace.

g. Personal guidance. Every MPCT learner should have opportunities for guidance interviews with a careers adviser, who could be internal 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. The college should ensure that access to a level 6 careers adviser is available when needed.

## 5. Governance, Leadership and Management

5.1 The career education programme is subject to close scrutiny by governors

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and leaders at MPCT. The Chair of Governors has oversight of the careers education programme.

5.2 In line with careers guidance legislation, MPCT has appointed a career leader, who holds a Level 6 CDI Certificate in Careers Leadership. The careers leader is responsible for:

- a. Development of the careers education programme.
- b. Informing governors and senior leaders of updates on the provision and national updates in careers education.
- c. Coordination of regional careers advisor activity.
- d. Continuously monitor and measure the effectiveness of the careers education programmes in line with the CDI framework and the Gatsby Benchmarks for good careers guidance.

5.3 Wider interaction, liaison and influencing of employers is directed by the Deputy Director of Communications and supported by the Liaison Managers. This team is responsible for the identification of national employers who are able to support work experience, tasters and placements as well as engagement with Local Enterprise Partnerships (LEP).

## **6. Careers Education Intent**

6.1 It is the intent of MPCT to deliver a high quality careers education, information, advice and guidance programme to all learners. This programme includes:

- a. A stable careers education curriculum that supports learners to make realistic choices and achieve their employment or further education aspirations.
- b. Encounters with both military and civilian employers.
- c. Experiences of workplaces.
- d. Experiences of further and higher education.
- e. Access to a careers advisor before the end of their study programme.

## **7. Careers Education Implementation**

7.1 Careers education programme. The stable careers education programme is planned and delivered by MPCT staff and is programme in the weekly training programme. The careers education programme comprises of the following

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components:

- a. BTEC Level 1/2 in Workskills.
- b. Start Profile Application.
- c. PSHE sessions.
- d. Community, charity or voluntary activities.
- e. Leadership and coaching opportunities
- f. Work tasters, experience and placements.
- g. Careers guidance provided by internal staff.
- h. Careers advice provided by impartial careers advisors.

7.2 Careers advice. There are two strands of careers advice and guidance at MPCT. They are:

a. Internal careers guidance is provided by MPCT staff with current vocational knowledge and experience. This knowledge is maintained through regular industrial update opportunities with the military partners. Civilian careers knowledge is gained through labour market intelligence from LEPs and other careers services.

b. Ongoing careers guidance is provided through a range of activities, including:

- Welfare parades.
- PSHE lessons.
- Start lessons.
- Workskills units.

c. External careers advice is provided by local partner organisations and career services.

7.3 Employer engagement. Highly engaged employers are a key element of the careers education programme. High quality, appropriate and relevant experiences with workplaces and further or higher education are an essential part of the programme.

7.4 Quality assurance and improvement. The careers education programme is quality assured in accordance with MPCT quality assurance policies and processes.

The careers education programme has been developed in accordance with the MPCT curriculum development and design policy.

## **8. Careers Education Impact**

8.1 The impact of the careers education programme is measured by the following metrics and data:

- a. Destinations rates.
- b. Learner progress.
- c. Learner satisfaction.
- d. Employer satisfaction.
- e. Parent satisfaction.
- f. Achievement rates.

8.2 The effectiveness of the careers education programme will be included in the annual self assessment report and any corresponding quality improvement plans.

## **9. Implementation of Policy**

9.1 It is the responsibility of all staff to develop the knowledge and skills of careers education, choices and options.

9.2 Overall responsibility for policy implementation and review rests with MPCT Careers Leader.

9.3 This policy is contained within the following documents and libraries.

- a. Operations handbook.
- b. Inspire.
- c. HR system.

## **10. Related Documents**

10.1 Employer Engagement Policy.

10.2 Quality Policy.

10.3 Curriculum Design and Development Policy.

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10.4 Observation of Teaching, Learning and Assessment.

10.5 Gatsby Benchmarks for Good Careers Guidance

10.6 Careers Guidance: Careers guidance for further education colleges and sixth form colleges.

10.7 Education Act 2011

10.8 CDI Framework for careers, employability and enterprise education.

## **11. Appendix**

11.1 Gatsby Benchmark



## Gatsby Benchmarks

Gatsby Benchmark		Statutory Guidance	How MPCT programmes support
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 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, college staff and employers as part of the evaluation process.</li> </ul>	Start Programme Workskills MPCT Website communicating structure of CEIAG Infographic Process of learner journey. (ladder) College staff input in the curriculum. Validation with senior military leaders. Explicit support from senior leadership and management teams through quality assurance management of all policies. Review through self-assessment

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<p>2: Learning from career and labour market information.</p>	<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>Military links - AFCO LEPs Local analysis JCP clinics</p>
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<p>3: Addressing the needs of each student.</p>	<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 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 to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations</li> </ul>	<p>New curricula Workskills/ Coaching Quals MY MPCT IAG AFCO Clinics British Values ILPs Reviews Individual Learning records work experience certificates START IAG programmed sessions</p>
<p>4: Linking curriculum learning to careers.</p>	<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>FS Quals MC2 Workskills SMSC IAG START</p>

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<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 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 through their curriculum area.</li> <li>• Colleges should record and take account of learners' own part time employment and the influence this has had on their own development.</li> </ul> <p><i>*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.</i></p>	<p>Military engagement internal and external  AFCO support visits  Look at Life  Guest speakers  Environment  Experience of staff</p>
<p>6: Experiences of workplaces</p>	<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>Look at life  CETs  Simulated work environments</p>

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<p>7: Encounters with further and higher education.</p>	<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><i>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>	<p>College visits in year 13 START NCS - Apprenticeship finder Apprenticeship provision within the Military. AFC Harrogate. Co-located centres with FE colleges</p>
<p>8. Personal guidance.</p>	<p>Every student 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 whenever significant study or career choices are being made.</p> <p>* The college should ensure that access to a level 6 careers advisor is available when needed.</p>	<ul style="list-style-type: none"> <li>Every pupil should have at least one such interview by the end of their study programme.</li> </ul>	<p>AFCO FE Colleges Other Providers Self-delivered advise with ROM Aspirational approach.</p>

## Requirements and expectations of colleges

Timing	Action
<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	Every college must ensure that 16- to 18-year-olds and 19- to 25-year-olds with an EHC Plan are provided with independent careers guidance.
<ul style="list-style-type: none"> <li>From January 2018 to end of 2020</li> </ul>	Every college should begin using Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020. For employer encounters Benchmark, every college should begin to offer every learner at least two meaningful encounters with an employer each year and should meet this in full by the end of 2020. At least one encounter should be related to the learners' field of study.
<ul style="list-style-type: none"> <li>From September 2018</li> </ul>	Every college should appoint a named person to the role of Careers Leader to lead the careers programme. Every college should publish the careers programme on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.