

CAREERS INFORMATION, ADVICE & GUIDANCE POLICY Updated September 2020

Approved by Artemis SLT

1. Introduction

1.1 Artemis is committed to ensuring all learners acquire the skills, knowledge and attitudes to manage their career progression. In order to achieve this, Artemis recognises the importance of implementing Ofsted's Common Inspection Framework, the Gatsby benchmarks and duties regarding career guidance and skills development, and the importance of employer engagement.

1.2 Artemis also recognises its duty to secure access to independent, transparent careers advice for its learners, and to ensure that learners are supplied with guidance materials relating to careers education and progression opportunities.

1.3 The governing body reviews and monitors the quality of careers education information advice and guidance.

1.4 This document is produced with due regard to the following guidance and duties:

- Good Career Guidance: Benchmarks for Young People in Colleges (Gatsby Charitable Foundation, 2017)
- Careers Strategy: Making Most of Everyone's Skills and Talents (2017)
- Careers Guidance – Guidance for further education colleges and sixth form colleges (October 2018)
- Careers Guidance and access for education and training providers (October 2018)
- London Ambitions (London Councils) 2015
- Career Development Institute Code of Ethics (January 2019)
- Career Development Institute Framework for Careers, Employability and Enterprise Framework (March 2018)
- Ofsted Further Education and Skills Inspection Handbook (November 2018)

1.5 This policy applies to all staff involved in the delivery of information, advice and guidance, careers guidance, teaching, enterprise and employability, and to all learners up to and including the age of 18, and 19-25 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 refers to and should be read in conjunction with the following policies:

- Equal Opportunities and Diversity Policy
- Safeguarding and Child Protection Policy

1.6 Artemis recognises that the careers programme for learners forms a condition of grant funding.

2. Purpose

- 2.1 The purpose of this policy is to specify the Artemis's approach to developing learners' understanding of career and progression routes.
- 2.2. The policy takes account of the level of preparation students require for the workplace and will comply with statutory careers guidance (see Appendix A) underpinned by the Gatsby benchmarks (see Appendix B). It ensures that learners have engaging and inspirational careers education, and relevant information and guidance through access to employers and other providers.
- 2.3 The policy outlines the Artemis's role in supporting learners' ability to progress effectively within learning and the labour market and therefore underpins social mobility and economic efficiency.
- 2.4 The Careers and Enterprise Company (CEC) is the strategic co-ordinating function for employers, schools, colleges, funders and providers, supporting learners with high impact careers and enterprise advice. Artemis will liaise with this organisation for support.
- 2.5 The quality of careers education, information, advice and guidance is central to the Academy's vision of Develop Talent, Transform Lives, Create Careers.
- 2.6 Artemis's careers offer is underpinned by an embedded Self Development Programme that works with our learners to maximize potential, build resilience and reflect on their progress working towards clear targets and career goals.
- 2.7 This policy underpins Artemis's detailed careers programme, which we share with our college funders, published on the website at <http://www.bigcreative.education/>.

3. Aims and Objectives

- 3.1 Artemis will ensure that by delivering high quality, professional careers education, information, advice and guidance learners develop personal, social and employability skills and attitudes to enhance employability and are supported in their career management.
- 3.2 Artemis recognises that both coordinated external support from industry, stakeholders and local agencies and appropriately skilled and experienced careers leadership in Artemis are required to meet the benchmarks.
- 3.3 Artemis has a named Careers Leader who has the support of the Senior management Team (SMT) to ensure delivery of the careers programme across all eight Gatsby benchmarks.
The Careers Leader for Artemis is:
Rosie Hill - Rosie.Hill@artemis.college
- 3.4 Artemis ensures all learners have:
- a) access to high quality, professional and impartial one to one careers guidance with appropriately qualified staff
 - b) access to an inspirational careers education programme that challenges career stereotypes and promotes equality of opportunity (see also Equal Opportunities and Diversity Policy)
 - c) opportunity to improve employability skills and their understanding of and awareness of entrepreneurship through employer encounters
 - d) access to information about work, employment and apprenticeship opportunities that makes learners better informed of progression, career and employment routes;
 - e) encounters with higher education institutions
 - f) support with evaluating information and developing analytical skills
 - g) support and guidance with training, further and higher education routes;

- h) a programme of careers events, published annually, available on the Artemis website and on campus
- i) the opportunity of involving parents/guardians in careers decision making

4. Learner Outcomes

4.1 Implementation of Artemis's careers programme ensures learners will be able to:

- a) investigate careers and opportunities in learning, work and apprenticeships and how these meet local and national priorities
- b) access appropriate information, resources, help and guidance when planning progression, preparing for interviews or securing employment
- c) understand changes in education, funding, training and employment and the impact of these on career and working life
- d) analyse opportunities in work, training and further and higher education, using labour market intelligence and specialist sector information
- e) understand the full range of options available to them from various sources of information.

4.2 In relation to wellbeing and self development, learners will be able to:

- a) understand self and identify key qualities, strengths and weakness and skills b) develop personal and professional skills including team work, problem solving, independent enquiry, resilience, and managing their own career development through work experience, test their effectiveness in the work place and develop skills through experience
- c) engage with employers to better understand job roles, the workplace environment and the opportunities available in their chosen specialism.

4.3 For progression, learners will be able to:

- a) make, own and implement career plans
- b) decide on next step in their career development using action planning, reviewing and setting smart targets
- c) manage transition
- d) search for appropriate opportunities and develop networks
- e) prepare for work, further or higher education through written application and at selection interview.

5. Careers Education, Information, Advice and Guidance Implementation (CEIAG)

5.1 Teaching staff, careers advisors and facilitators contribute to the delivery of CEIAG through:

- a) the delivery of compulsory tutorials which include British values, PREVENT, growth mindset, safeguarding, the importance of maths and English, and equality and diversity
- b) skills for success delivered by the Wellbeing Lead
- c) support for learners in preparing Individual Learning Plans (ILP) and ensuring that learners are aware, monitor and review their individual targets and target setting
- d) conducting regular learner progress reviews and one to one reviews with learners

- e) identifying employability skills, embedding and demonstrating them in learners' main vocational qualifications
- f) maths and English qualifications taught and embedded throughout the duration of learners' vocational qualification
- g) ensuring that learners participate in careers events and industry days
- h) ensuring learners on relevant courses have encounters with industry ambassadors.

5.2 Careers advisors and student support practitioners contribute to the delivery of CEIAG through providing:

- a) accessible, professional, impartial one to one careers guidance interviews across curriculum areas, where a learner's individual support needs can be taken into account
- b) support to curriculum staff by delivering careers and progression plans, aims and objectives
- c) collaboration with the local apprenticeship providers and work experience leads in delivering employability sessions to learners

5.3 Artemis's structure for careers is set out at Appendix D.

5.4 The careers team will:

- a) organise careers events and industry specific talks for curriculum areas
- b) assist learners with enterprise activities and entrepreneurship
- c) work with employers to provide opportunities for learners to access meaningful work experience;
- d) assist UCAS applications for higher education, searching and applying for apprenticeship opportunities.

5.5 A statement of student services is available at Appendix E.

5.6 Artemis will continue to work with a range of partners to assist in the delivery of CEIAG and labour market information including local and national employers, charitable organisations, recruitment consultants, STEM Ambassadors, Careers and Enterprise Company, National Careers Service, Job Centre Plus, apprenticeship employers and professional bodies.

6. Quality Assurance

6.1 The careers team will follow the Career Development Institute Code of Ethics.

6.2 Learner feedback is key to the development of the service and quality assurance. It is obtained through evaluations after one to one guidance, group work, large scale talks, events and activities.

6.3 The Student Services Manager, is responsible for capturing the progression and destination of learners, which is tracked annually with reports provided to SMT.

Appendix A: Requirements and expectations of colleges, further education and post16 academies

TIMING ACTION

Ongoing: requirement was introduced in September 2013 through further college and sixth form college grant funding agreement. Every post 16 provider must ensure that 16 to 18 year-olds and 19 to 25 year-olds with an EHCP are provided with independent careers guidance.

From January 2018 to end 2020 Every post 16 provider should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.

For the employer encounters benchmark, every post 16 provider 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.

From September 2018 Every post 16 provider should appoint a named person to the role of Careers Leader to lead the careers programme. Every post 16 provider should publish the careers programme on their website in a way that enables learners, parents, college staff and employers to access and understand it.

From September 2018 The Careers & Enterprise Company (CEC) will take on a broader role across all the Gatsby Benchmarks. CEC will provide tools to help colleges meet the Gatsby Benchmarks. During academic years 2018-19 and 2019-20 Careers Leaders training funded for 500 schools and colleges.

By end 2020 All post-16 providers will have access to an Enterprise Adviser.

Appendix B: The Gatsby Benchmarks

1. A stable careers programme

- Every college should have an embedded programme of career education and

2. Guidance that is known and understood by learners, parents, teachers, employers and other agencies

- 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.
- The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process
- The college provide this with:
 - T-shaped employability sessions
 - Stretch & challenge
 - Industry Days/employer talks
 - Encounters with HEIs

Learning from career and labour market information

- 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.

- During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care
- Information from the labour market for all via Careerometer placed on VLE
- Careers Office information available on what do Graduates do?

Addressing the needs of each learner

- Learners have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to each learner. A provider's careers programme should embed equality and diversity considerations throughout.
- A provider's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Providers should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- The records of advice given should be integrated with those given at the previous stage of the
- Careers Guidance interviews recorded and kept on student records
- Learner Review meetings must take place
- 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.
- All learners should have access to these records to support their career

3.development.

Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.

4. Linking curriculum learning to careers

- 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.
- 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.
 - o Vocational qualifications linked to career paths
 - o Maths and English focus groups
 - o T-Shaped employability workshops

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

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.
- Employer Visits
- Industry Days
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6. Every learner should have first-hand experiences of work places

- Through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. Learners should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- Work shadowing and work place visits
- Supported internships

7. Encounters with further and higher education

- All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.
- *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.
- Apprenticeship talks
- HEI talks and taster days
- Participation in National Collaborative Programme (NCOP)

8. Personal guidance

- 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.
- Every learner should have at least one such interview by the end of their study programme.
- Level six qualified career guidance practitioner within Artemis
- Independent career guidance via Prospects

*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.

** The college should ensure that access to a Level 6 adviser is available when needed.

Appendix C: Policy statement on provider and employer access

This statement sets out Artemis's arrangements for managing the access of providers to learners at Artemis for the purposes of giving them information about the provider's education or training offer. This complies with the Artemis's legal obligations under Sections 42B and 45 of the Education Act 1997 and Section 29 of the Education Act 2011. It also takes into account recommendations from the Department of Education's (2017) Career's strategy: making the most of everyone's skills and talents.

All learners are entitled:

- to find out about apprenticeships, degree apprenticeships, higher education and employment opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local employers and institutions about the opportunities they offer, including apprenticeships, degree apprenticeships, higher education and employment – through options evenings, industry days, progression events, group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact the Careers Leader Rosie Hill, Careers Leader Rosie.Hill@artemis.college

A number of events, integrated into Artemis's careers programme, will offer providers an opportunity to come into Artemis to speak to learners and/or their parent. Artemis's Safeguarding and Child Protection Policy sets out Artemis's approach to allowing access to providers as visitors to talk to our learners.

Artemis will make appropriate spaces available for discussions between the provider and learners, as appropriate to the activity. Artemis will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant literature.

Appendix D: Careers Staffing

Student Services Manager Careers Lead
Careers Advisor

Appendix E: Statement on Student Welfare

As well as inspiring and encouraging our students, we also provide support and assistance to ensure they feel at home and have an unforgettable experience with us.

We pride ourselves on taking care of our students, and provide dedicated support who are available to contact at any time for support, whether personal or academic. Our staff are able to assist with any problems that might arise, in the quickest possible way. We make great efforts to treat our students with care and respect according to their needs and without discrimination of any kind.

Artemis aims to provide pastoral support to students. Our students face pressures in a range of ways, and can encounter problems in areas of:

- Personal and family circumstances
- Mental or physical health

- Adaptation to a changed work and study environment • Coping with workload/ exams/ work: life balance
- Financial advice and difficulties

The student service team (in conjunction with Big Creative Education) consists of a Careers Officer, Counsellor, Self-Development Programme Lead, Designated Safeguarding Lead, Attendance Officer, Bursary Administrator and Support Tutors. It is headed by the Operations Manager.

This team will support students in a variety of ways, including:

- Housing and welfare advice
- Sources of financial and hardship support
- Learner Voice and student forum
- SEN support and educational support
- Wellbeing classes and workshops
- One to one careers planning and advice for every student according to the Gatsby benchmarks

Student support can be accessed in a variety of ways including self-referral, tutor referral, and drop-ins.

Student support and welfare is promoted to all students at all stages of their engagement with Artemis e.g. course handbook, student induction and welcome talks.

Identification of support concerns is the responsibility of all staff. Once a referral is made the student services team will normally be responded to the referral within two working days. Regular meetings between academic, support staff and the core staff occur to review all learners at risk, decide on interventions and review impact and progress.

End.