

INTERNAL PROCEDURE



Title: Careers Education and Guidance incorporating Information, Advice and Guidance Statement of Service 1920

POLICY HOLDER: Alexandra Miller
EXECUTIVE TEAM OWNER: Helen Richardson-Hulme
VERSION NO: 7 (2019)
DUE DATE FOR REVIEW: August 2020

SUMMARY: Statement on the College's careers education and guidance and IAG service, setting out the context for advice and guidance, statement of service (including what clients can expect from us) and arrangements for monitoring and evaluating the service.

Accessibility: If you would like this information in an alternative format, e.g. Easy to Read, large print, Braille or audio tape, or if you would like the procedure explained to you in your language, please contact the Communications & PR Officer on 01603 773 169.

Further information: If you have any queries about this policy or procedure, please contact the named policy holder or the Communications & PR Officer on 01603 773 169.

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1. Statement

This procedure relates to the delivery of Careers Education and Guidance (**CEG**) and incorporates the College's wider Information, Advice & Guidance (**IAG**) provision.

In Student Services we support students so that they can maximise their college experience and integrate their learning with their personal development. We encourage their independence and help to prepare them for the next stage in their life.

Our strategy to achieve this is by delivering a connected set of support services and interventions to students which are;

- interdependent and integrated
- integral to the academic mission of the College

We aim to provide impartial, accessible careers education, advice and guidance services to support students in their personal development and self-awareness. We aim to prepare students for the next stage in their life by helping them to develop their soft skills by increasing their confidence and motivation, helping them overcome any barriers they are facing in their learning and progression.

The CEG and IAG service is based at City College Norwich and our service adheres to the CDI Code of Ethics and the **matrix** Quality Standards on impartiality. The performance of our service is not measured by the number of students enrolled as a result of our work. The IAG service also operates at our Norfolk House campus, Paston College campus and Aviation academy.

Careers, financial, apprenticeship, international and general course information advice and guidance is offered by pre-booked appointments and drop in services at certain times of day to any student or potential student of City College Norwich. Careers advice and guidance is offered on a full range of careers issues including making career decisions, further and higher education courses, employment prospects, the completion of job/course application forms and the preparation of a curriculum vitae.

2. Strategy

The College's Strategic Framework has four pillars. These guide what we will do in our College and are supported by four Overarching Strategies, which guide how we do it. The four pillars of our Strategic Framework are

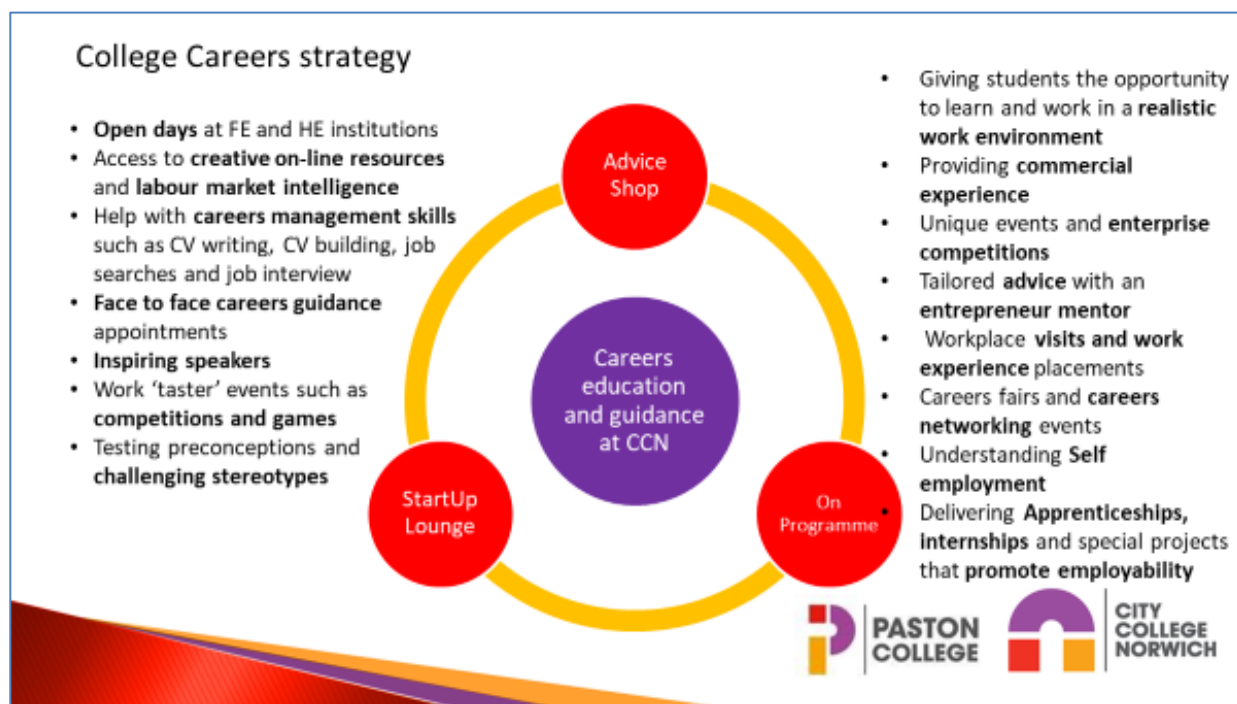
1. Students
2. Culture of Excellence
3. Growth and sustainability
4. Community, employers and stakeholders

In the Careers Education, Information Advice and Guidance we have identified areas where our Service contributes to the overall Strategic Framework. This can be found in Appendix 4.

In addition to the Strategic Framework the College has set out its Annual Targets for 2019. Targets are derived out of our Strategy and actions from our annual Self-Assessment Report. The Targets that relate to Student Services are outlined in Appendix 5.

Careers overview

Our Careers education and guidance service is part of the wider College's strategy to provide all of our students with the tools they need to make informed decisions about their careers. The overall College's approach to Careers delivery in is outlined below:



3. Aims and Objectives

It is the aim of City College that students and potential students of all ages have access to impartial careers information, and guidance and that there are appropriate and meaningful opportunities and encounters for students to develop the knowledge, skills and self-awareness needed to make successful choices and manage their careers. By these means we aim to increase the individual's chances of leading a happy and fulfilled working life, contributing their skills to the health of the economy and of society.

Our aims are to;

- Build confidence in our students
- Help students to identify their goals

- Motivate and inspire students
- Inform students about the full range of education, training and employment opportunities available to them
- Promote the best interests of students
- Provide our service in an impartial manner
- Provide meaningful encounters within the workplace or working environment
- Provide an embedded programme of careers education and guidance
- Ensure inclusivity of service for all students
- Encourage parental input
- Provide a range of tailored resources to support our learners

Our **targets** are to;

1. **Careers:** We will upload onto student eLP, all completed action plans for enrolled students who have received careers appointment, within 2 weeks of their interaction.
2. **International:** We will process and file all documentation collected during enrolment by October half term and have run the first report for anomalies.
3. **Finance:** We will have processed the full allocation of 16-18 bursary funds to students by October half term, thereby ensuring timely distribution of funding to those most in needs of financial support.
4. **Apprenticeships:** We will run two Get Hired events every academic year open to potential apprentice students to provide advice and guidance and assist them in making successful applications.

The purpose of this Statement is to recognise that our students need to have access to high quality CEG and IAG services and to outline how we ensure that we provide this.

4. Values

- A student centred approach to the leadership and delivery of our service
- Careers education is about aspiration as much as advice¹
- Information is widely available. As well as advise, we need to inspire our students
- The best mentoring and motivation comes from people in jobs. Our staff are our best assets for motivating and mentoring our students
- Working in partnership with employers, schools and local providers enhances our careers education
- Careers last a lifetime so we will support our students to develop the career management skills they need
- Integrity – belief in what we do
- Creativity is an important element which motivates and enlivens us to

¹ HM Government Inspiration Vision statement, September 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/238841/bis-13-1176-inspiration-vision-statement-R2.pdf Accessed 09.07.2019

deliver the best service we can

This means that we will always work to:

- Support early self-identification and involvement from students seeking our help
- Provide personalised support
- Target support focusing on progression and careers including UCAS
- Review and monitor individual student progress
- Ensure that our students' experiences and their voice are at the heart of what we do
- Support students to remain healthy by addressing their wider wellbeing

5. Definition

We define Careers Education and Guidance (CEG) as advice and information about careers that helps individuals decide on a career and which also teaches them how to pursue their chosen career.

We define broader Information, Advice and Guidance as providing factual, current and impartial advice to clients, presenting the information in an accessible form for clients to consider and providing routes which could assist clients to reach their goals.

6. Scope

This Statement of Service relates to the delivery of Careers Education and Guidance and incorporates Information, Advice and Guidance services.

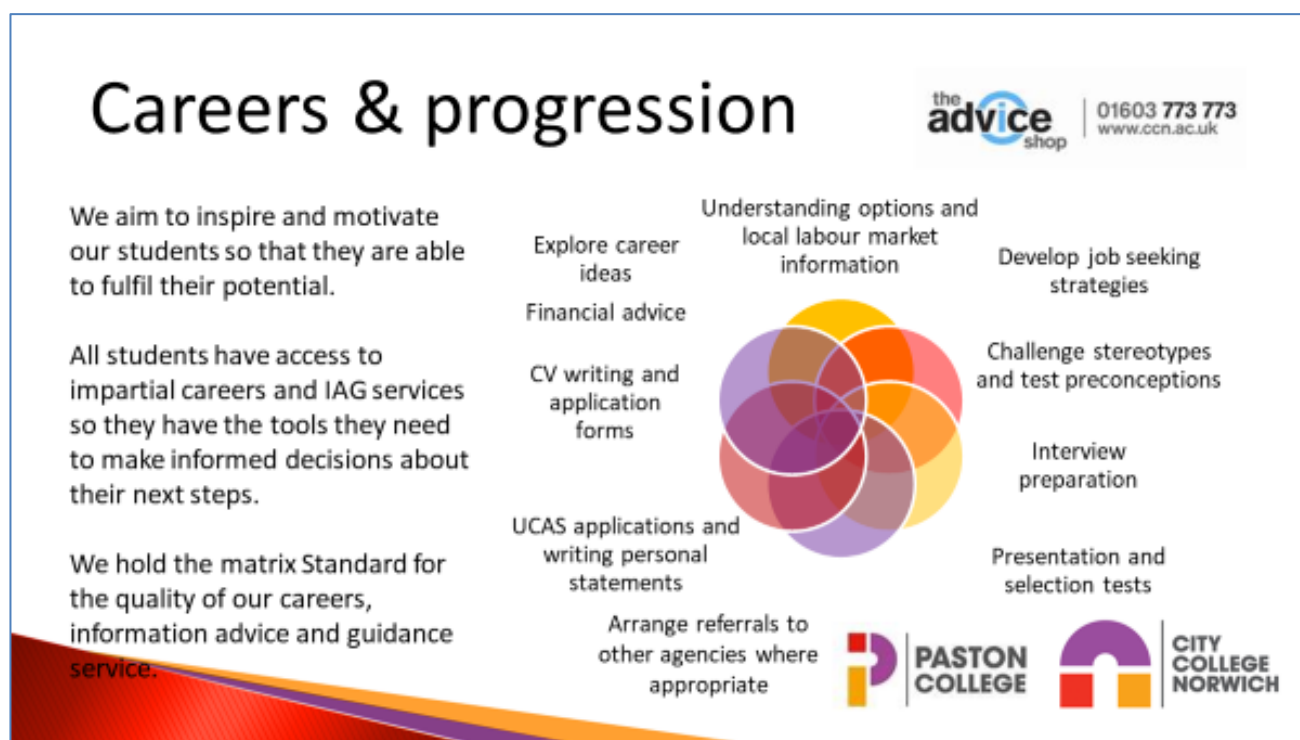
7. Activities

Students receive CEG and IAG through accessing a range of activities through their course, through Student Services, the Advice Shop and our Start-Up Lounge. Activities include but are not limited to;

- Hearing **inspiring speakers that** introduce students to a world outside their regular communities and ideas of work
- **Visits** to real-world workplaces
- **Understanding opportunities** in the developing labour market, using imaginative resources and **testing preconceptions** of careers such as in engineering
- **Providing advice on options** to include apprenticeships, entrepreneurialism or other vocational routes alongside A-levels and University
- High quality **work experience** that properly reflects individuals' studies and strengths and supports the academic curriculum

- Help with **CVs and mock interviews**
- **Mentoring and support** for those who need it most and are at risk of becoming NEET (Not in education, employment or training) to help build the confidence and character needed to ensure a successful career.²
- **Working in partnership** with external providers such as **Norfolk County Council Children's Services** and **referring to National Careers Service** to provide careers information and advice to young people through its website and its telephone helpline. We also **arrange referrals for adults** to face to face services.

The methodology we use in Student Services to deliver our Careers and IAG service this year is outlined below:



8. Legal requirements

Documentation which underpins this statement

- The Gatsby Benchmarks
- Careers guidance for colleges, February 2018
- Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff, January 2018
- CDI. Careers Guidance in Schools and Colleges: A Guide to Best Practice and Commissioning Independent Career Guidance Services, June 2018
- Department for Education. Careers strategy: making the most of everyone's skills and talents, December 2017
- The Education Act 2011 Statutory Guidance for School

² HM Government Inspiration Vision statement, September 2013. Accessed 09.07.2019

9. Organisational Responsibilities

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 Guidance Advisers focus on those young people whose IAG needs are greatest and who are most 'at risk' of dropping out of College or becoming NEET.

The Advisers in Student Services offer pre-entry advice and guidance and assist current students with exploring their next steps and progression planning whilst industry specific guidance is provided by teachers in class throughout the year.

Tutorial Supervisors supplement this support within the curriculum throughout the year.

The Advice Shop staff also offer this service to ex-students as part of their continued careers education support.

10. The Advice Shop

The Advice Shop is responsible for the following;

- Deliver information and guidance to current, potential and past students.
- Inform students of the range of facilities and support available through participation in the formal induction programme on entry to college³
- Provide accurate and up-to-date careers information, including access to interactive guidance programmes, through useful websites and resources including the National Careers Service.
- Enhance students self-awareness and awareness of educational and careers opportunities through knowledge/experience of the world of work, individual and group sessions and careers education
- Encourage and assist students to develop in order to achieve their personal, educational and employment goals
- Provide appropriate support and guidance to students with learning difficulties and disabilities
- Support students in their career planning and in assessing interests and abilities.
- Devise and deliver appropriate careers education within course programmes by request through academic colleagues.
- Make available resources for staff to deliver careers education through Blackboard
- Assist students to produce an action plan when necessary
- Provide at least one follow up call or email to each client who has

³ See Student Service's induction on Blackboard > Info > Induction

- received a careers appointment
- Provide course and careers advice externally to prospective students through various school liaison events, activities and careers fairs.

11. Individual careers guidance

Students have access to a Careers adviser during term time. Appointments are available outside of term time, although these will be more limited during staff holidays and the enrolment period. Appointments can be made by telephone or in person at the Advice Shop.

Career advice drop-ins are available all day every day and there are extra staff available at key times of the year e.g. A Levels and GCSE results.

During a careers interview, the Adviser can assist with the following;

- career planning
- further education
- higher education
- UCAS applications & personal statements
- job seeking strategies
- CVs, application forms
- interview & presentation skills
- volunteering

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

12. Careers Information Library

- The Information Store houses up-to-date and appropriate careers information in the form of reference and loan books along with employability skills books/DVDs. There is also access to relevant online resources.
- Norfolk House library houses relevant careers and employability resources, which can be accessed through catalogue.
- The Startup Lounge houses information leaflets on careers and world of work and has access to online resources
- Careers leaflets are available in the Advice Shop covering a range of employability skills including CV writing, application techniques, Interview tips and the HE process.

13. Group Work

All students can expect to receive careers education. This may be integrated into the curriculum in the case of vocational courses and/or delivered through the tutorial programme.

Careers advisers may be asked to contribute by giving presentations or workshops. The workshops available are;

- How to put yourself into words – Make yourself stand out to employers by identifying your skills and qualities and learn how best to describe them.
- Your CV Passport – The ‘Dos and Don’ts’ of how to write an effective CV
- Where are those jobs? – A guide to the tools and resources that will help you find the right job opportunities.
- Making a Successful Application – Learn what employers are looking for by analysing the job description and then tell them how you tick those boxes.

- Interview Skills – The ‘Dos and Don’ts of interview techniques
- Presentation Skills – How to plan and deliver a successful presentation.

Support materials and talks for tutors delivering careers are available

14. 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 students 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. One of our level 6 careers advisers has completed a post graduate certificate in Education (Autism) to further benefit the students and service we provide.

15. Promotion of the service

Students are made aware of the College’s CEG & IAG services in a variety of ways

- Social Media including Twitter and Facebook
- College website and Blackboard
- Enrolment information
- Induction
- Leaflets
- Emails and mailings
- Posters on campus advertising the various services available each term.
- The Student Union through various senior management meetings

16. What visitors can expect from us

CEG and IAG services adhere to the Career Development Institute’s (CDI) Code of Ethics and meet the criteria set out in the Matrix Standard⁴

Clients will see an Adviser who is qualified to either IAG NVQ level 3/4 and/or working towards these or the full Level 6 Careers Practitioner qualification.

17. Monitoring and Evaluation

We will seek feedback from students and staff about the relevance of the CEG programme and IAG provided and the materials used. This feedback will be reported to the Information, Advice and Guidance Team Leader to ensure that the service is to identify areas for continuous improvement. An Annual Report will be produced each year and CEIAG is part of the College’s annual self-assessment report.

The methods we will use to gain feedback are:

- Social media comments and discussion
- Intensive feedback weeks including telephone calls, postcards and quick

⁴ See appendices 1 and 2 for details

- surveys
- Focus groups
 - Student Parliament and HE Student Forum
 - Feedback forms at end of workshops/talks
 - Feedback postcard at end of drop-ins and booked appointments
 - Survey monkey thread sent with each email
 - Using Destination measures data to help us to measure our success as a college in supporting students to take up education, employment or training which offers good long-term prospects

18. Feedback

Feedback about the Statement of Service should be given to the Policy holder names at the front of this document.

This statement was last updated in July 2019 and will be reviewed again in August 2020 or earlier if new legislation or guidance is published that affects the College and its responsibilities relating to Information, Advice and Guidance or Careers Education and Guidance.

19. Complaints process

There may be an occasion when you need to tell us that something has gone wrong.

Complaints that may point to poor practice by a member of staff, will be dealt with firstly through the complaints procedure.

You should take any serious concerns about the behaviour of a staff member directly to the Principal. Examples of serious concerns include those involving violence, anything of a sexual nature or persistent bullying or humiliation.

Otherwise, the complaints procedure has three stages.

Stage one - Informal

You may first speak to the member of staff concerned in your complaint. If you are able to telephone, or come into college and speak to the member of staff, you may be able to resolve your worries. If speaking to the staff member does not resolve the issue, or if you do not want to speak to the staff member directly, you should then move to stage two.

Stage two - Informal

You should now discuss your complaint with the Team Leader or Manager for the area. You can do this by telephone, letter, or arrange to meet at college. The nominated member of staff may need to make enquiries into your concern, including speaking with any people involved. They may also ask you to record your complaint on the college's complaints form.

You will want the manager to find out what has happened, and the time this takes will depend on a number of things. They will agree with you the date by which they will contact you again. At this second contact, the member of staff will either tell you that enquiries are continuing, or report that enquiries are complete and offer a suggested resolution. Possible resolutions include:

- there was no evidence to support the complaint
- the complaint is upheld

Stage three - Formal

If you feel that the resolution offered in stage two is inadequate, you may forward your complaint to the Principal. You will need to complete a formal complaints form and send it to the College. The Principal will listen to your complaint and your reasons for rejecting the previous resolutions. The Principal can then either dismiss the complaint, or uphold the complaint, in full or in part, and offer some resolutions. You will be given a date by which a decision will be taken and you will be notified in writing. The letter should be in your preferred language.

This is the final stage of the college-based complaints procedure.

Appendix 1 – Career Development Institute Code of Ethics



CAREER DEVELOPMENT INSTITUTE CODE OF ETHICS

Purpose

- To cover the professional behaviour and practice required of all CDI members.
- To inform the public of the ethical principles to which all CDI Members adhere.

The CDI, whilst recognising the diversity of backgrounds and work settings of its members, requires all members to adhere to the highest standards of professional behaviour as set out in the twelve principles below:

1. Accessibility

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

2. 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.

3. Autonomy

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

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. Justice

Members must be just and fair to all clients, respect their human rights and dignity and adhere to any legal requirements and obligations.

11. Transparency

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

12. 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.

N.B. Within this code of ethics reference to specific job roles or services has been avoided. Instead reference is made to career development activities and services which is taken as including career information, advice, guidance, development, coaching, education and talent management.

A complaint of a breach of this Code of Ethics will be dealt with in accordance with the CDI Discipline and Complaints Procedure.



Appendix 2 – The Matrix Standard

Available at: <https://matrixstandard.com/view-the-standard/>

Accessed on 09.07.19

The screenshot shows a web browser displaying the Matrix Standard website. The browser's address bar shows the URL <https://matrixstandard.com/view-the-standard/>. The website's navigation menu includes 'The Standard', 'Preparing for Assessment', 'Assessment Journey', 'Holders & Stories', 'Online Booking Form', and 'Contact'. The main heading is 'The Standard & Guidance'. On the right side, there is a search bar and social media links for Facebook and Twitter. Below the social media links, there is a section titled 'Our Latest Tweets' with three tweets listed. The main content area features a list of four elements: Leadership and Management, Resources, Service Delivery, and Continuous Quality Improvement. A photograph of a person working on a laptop is also visible. At the bottom of the content area, a pagination bar shows 'Page 5 / 24'.

The **matrix** Standard comprises of four elements:

- 1 Leadership and Management
- 2 Resources
- 3 Service Delivery
- 4 Continuous Quality Improvement

Each element contains assessment criteria, all of which must be met to achieve accreditation.

The full standard is shown at Appendix 1 along with guidance to illustrate how the criteria can be applied to maximise the quality of IAG outcomes in a range of settings. The standard is flexible. It recognises that while some organisations focus exclusively on IAG provision, others offer IAG as an integral feature of other services.

Our experienced Advisers can advise you how best to apply the **matrix** Standard in your organisation.

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Search

Social

Our Latest Tweets

- <https://t.co/UxQCS7F4t1>
about 5 hours ago
- <https://t.co/qft5m4SemK>
about 5 hours ago
- <https://t.co/hG5r4RLPQC>
about 5 hours ago

Appendix 3 – Contacting the Advice Shop

HOW TO CONTACT US

Course advice and guidance at Norwich

The Advice Shop is situated on the ground floor of the Norwich Building
City College Norwich
Ipswich Road
Norwich
NR2 2LJ

Opening hours:

Monday-Wednesday 8:30am – 5pm Thursday 8.30 – 7pm Friday 8.30 – 5pm term
time Monday-Friday 8.30 am – 5 pm out of term time (except public holidays).

Our opening hours are extended during late August to early September, where we
open until 6pm Monday to Thursday.

Course advice and guidance at Paston

Paston College,
Grammar School Road,
North Walsham,
NR28 9JL

Opening hours:

Monday-Friday 8:30am – 4.30pm term time (except public holidays).
Outside of term time, please contact the Norwich Advice Shop.

You can telephone us at our Norwich site
on 01603 773773 or at our Paston site on
01692 668080

You can email us at
information@ccn.ac.uk

You can visit our websites at www.ccn.ac.uk or www.paston.ac.uk and find us under *Support & Advice / The Advice Shop*. You can also email us regarding our courses via the *Ask us a Question* tab on each course page.

We aim to respond to messages and provide information within 5 working days of receiving an enquiry.

If all Advisers are busy or it is outside of our published opening hours you may have to leave us a message.

Careers, financial and international advice and guidance interviews

Interviews are available Monday to Friday between 9am and 5pm with drop in questions available daily. International drop in and Financial drop in sessions are available daily.

Booking appointments

At the time of booking a careers guidance, finance, international appointment, the Receptionist or Adviser will take a contact number and the client will be given written details of the appointment.

Appendix 4 Strategic Framework

The College's Strategic Framework has four pillars. These guide what we will do in our College and are supported by four Overarching Strategies, which guide how we do it. The four pillars of our Strategic Framework are

1. Students
2. Culture of Excellence
3. Growth and sustainability
4. Community, employers and stakeholders

In Careers Education, Information Advice and Guidance we have identified areas where our Service contributes to the overall Strategic Framework. This can be found below.

Strategic Framework Pillar	How we identify with it in our practice	How might we...	How we measure ourselves
Growth and Sustainability	We identify gaps in the market, provide information to curriculum managers on potential areas to broaden our delivery or identify emerging niche areas	Capture data at initial enquiry stage	Through effective reporting to the Heads of areas and Exec management team
Growth and sustainability	We actively pursue new partnerships that enhance our service to students. This is by either adding value to what we currently do or by increasing our capacity to deliver our service.	We foster new relationships and are collaborative and proactive in our attitude to working with others	Annual self-assessment report and by gaining feedback from our partners (reported through our Annual Report)
Growth and sustainability	We utilise the expertise of others and bring them in to speak to our students in order to maximise the impact and effectiveness of our goal to deliver an outstanding service	How do I become a...? talks	Through feedback from guest speakers and students and reported through our Annual Report
Students	We help our students to access our service at a time that suits them and we provide course advice and general careers and employability advice that is impartial and we refer when appropriate externally	We utilise social media and online resources	Through feedback gained from students during surveys, intensive feedback weeks and at Student forums such as Student Parliament and School Council meetings
Culture of Excellence	We are constantly striving to deliver the best possible service and we recognise that developing our staff is key to this.	We are committed to developing our staff so that they are qualified to level 6	Through CPD records on iTrent

Appendix 5 – Annual Targets 2018/2019

College Quality Improvement Target 2018/19 and Compass Self-Assessment

CEC Compass Careers Benchmark Tool evaluations

Progress against the Gatsby Benchmarks

First self-evaluation in November 2018

Compass Self-Evaluations were completed for both sites (Norwich and Paston) in November 2018 at the start of the 18/19 academic year.

We made the decision to undertake separate site evaluations to look for examples of good practice and areas of development and where each site might be able to support the other's development of the provision.

Results in November 2018

November Compass evaluation ratings for both sites across all 8 Benchmarks were:

- Norwich 78%
- Paston 72%

The College Target for 18/19 academic year

The Cross-College (Enhancement) target for 2019 is: *Increase Compass self-evaluation scores for Norwich and Paston to an average score across all of the Gatsby Benchmarks to 85% for Norwich and 80% for Paston by the end of the 18/19 academic year.*

Further Compass evaluations were carried out in June 2019 towards the end of the 18/19 academic year.

Results in June 2019

The results were:

- Norwich increase to 84% (+6%)
- Paston increase to 85.5% (+13.5%)

The eight Gatsby Benchmarks are:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Version Control Document

	Reason for Revision	Author	Date	Change log
1	Annual update	Charlotte Williams	March 12	
2	Annual update	Alexandra Miller	March 13	
3	Annual update	Alexandra Miller	March 14	
4	Revision August 14	Helen Richardson-Hulme	August 14	
5	Revision Nov 14	Alex Miller	Nov 14	
6	Revision Jan 15 In line with new Strategy launch 14-19	Helen Richardson-Hulme	Jan 15	
7	Revision May 15 in line with update from Head of Library Services	Helen Richardson-Hulme	May 15	
8	Annual Review	Helen Richardson-Hulme	July 15	<p>Updated strategy images on pages 4 and 7</p> <p>Review of Strategy Targets and Strategic Pillars in Appendix on pages 16-18</p> <p>Updated reference to the matrix standard in appendix on page 23</p>

9	Annual Review	Alexandra Miller	Sept 16	<p>Addition of apprenticeship drop in availability on page 3</p> <p>Refreshed link to vision statement, footnote page 5</p> <p>Updated list of documents which underpin the statement page 7</p> <p>Refreshed links to CDI Code of Ethics and Matrix page 13</p> <p>Updated Advice Shop opening times page 14</p> <p>Updated International drop in times page 15</p>
10	Annual Review	Alexandra Miller	July 17	<p>Updated dates throughout</p> <p>Update of CCN Careers Strategy page 6</p> <p>Update of the legal documents adhered to page 9</p> <p>Update the location of the careers information available in the Info Store page 10</p> <p>Addition of SU as a form of promotion page 11</p> <p>Updated links to websites page 14</p> <p>Updated link to Gazelle colleges page 15</p> <p>Removal of link to CCN gazelle article page 15</p> <p>Appendix 6 – Update of CCN Strategy page 17 & 18</p>

11	Annual Review	Alexandra Miller	July 18	<p>Updated dates throughout</p> <ol style="list-style-type: none"> 1. Updated which CCN sites the IAG team operate in. 1. Updated booking / drop in offer 2. Update College Careers Strategy 3. Refreshed link to Gov.uk Inspiration Vision Statement 8. Refreshed links and added links to new legislation and guidance. 12. Updated library resources on each site. 20. Refreshed link 21. Refreshed link 23. Updated how to contact us via new website. 25. Updated Annual targets.
12	Annual review	Alexandra Miller	July 19	Updated dates throughout

