



Careers, Education and Guidance Policy (Further Education and Apprenticeships) 2025-2027

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. POLICY STATEMENT

1.1 Askham Bryan College is committed to providing high quality careers education, information, advice and guidance (CEIAG) for all its learners thereby equipping them with the necessary skills, attributes and confidence to successfully progress in their chosen careers. This will be supported through:

- embedding industry skills into programmes of study;
- facilitating industry links/employer engagement;
- providing industry specific guidance and networking opportunities;
- providing access to careers information, advice and guidance.

2. PURPOSE

2.1 Askham Bryan College is committed to ensuring consistency of careers support and guidance to all full time FE learners and apprentices at the college.

2.2 The College aims to:

- provide an accessible careers service for all full time FE learners and apprentices.
- clearly communicate to learners what support they can expect and where to access that support and guidance.
- evolve its career support and guidance by understanding learners progression routes.
- ensure all learners are fully informed of the progression opportunities, presenting technical and academic routes impartially.

3. SCOPE

3.1 This policy applies to all learners enrolled on full time FE programmes or apprentices at Askham Bryan College, across all campuses.

4. DUTIES OF THE COLLEGE

- 4.1 Deliver an inclusive careers programme that is in line with learners' needs and to inform key decision-making points.
- 4.2 This programme will include:
- pre-entry information and advice about the full range of learning opportunities that are available at Askham Bryan College, through open events and information evenings.
 - information and advice about the range of employment opportunities linked to each curriculum area.
 - first-hand experience of the workplace through work placement, industry placement and industry visits.
 - encounters with employers through guest speakers, career events and careers fairs.
 - support and guidance in planning progression steps, apprenticeships and higher education. This will be appropriate to learners' study programme area and level.
 - ensure that all learners have opportunities for personal guidance meetings with qualified and suitably trained staff.

5. RESPONSIBILITIES

- 5.1 Relevant Curriculum Heads of Department and the careers leader will have overall responsibility for ensuring compliance with this policy. They will be assisted by careers advisers, course managers and curriculum team leaders to ensure compliance with this policy.
- 5.2 The Askham Bryan College Careers Service will:
- Employ qualified and suitably experienced careers advisers.
 - Ensure implementation of this policy at the college.
- 5.3 The careers advisers will:
- work with course managers to ensure they understand the service offer and make refinements as required.
 - provide activities throughout the academic calendar that raises aspirations and awareness of opportunities for further study and employment.
 - provide impartial careers support, advice and guidance to learners, which support with career decision making.
 - support in the monitoring of learner destinations.
 - consult with students to understand their career support needs.
 - utilise Labour Market Intelligence to support learners with employability skills and with applications to Higher Education, apprenticeships or further training.

6. MONITORING AND REVIEW

- 6.1 The policy and implementation arrangements which underpin it will be reviewed every two years by the Vice Principal (Students) who will be assisted by the Work Placement Team Leader.

7. SUPPORTING DOCUMENTS

FE Work Experience Policy

8. STATUTORY FRAMEWORK/PRINCIPLES

Gatsby Benchmarks
CDI Framework and Code of Ethics
CEC Guidance for Colleges
OFSTED Education Inspection Framework

9. DOCUMENT HISTORY

Date of Issue: 23rd October 2025
Approved on: 22nd October 2025
Next review: October 2027
SLT Owner: Assistant Principal – Student Life
Author: Work Placement Team Leader
Publication requirements: PUBLIC

THE MODEL: ‘GATSBY BENCHMARKS’ OF GOOD CAREERS GUIDANCE

This Policy is based on the ‘Gatsby Benchmarks’ of Good Careers Guidance

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.	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.
2. 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.
3. Addressing the needs of each student	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.	- A college’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. - Colleges 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 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 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.

CAREERS EDUCATION AND GUIDANCE POLICY (FURTHER EDUCATION AND APPRENTICESHIPS) 2025-2027

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. *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.
6.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.	• 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.
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.
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. * The college should ensure that access to a level 6 adviser is available when needed.	• Every learner should have at least one such interview by the end of their study programme