



SCCU
group

CAREERS GUIDANCE POLICY

SCCU LIMITED

VERSION 1.1

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Version Control

VERSION	REVIEWER NAME	DATE	NEXT REVIEW	COMMENTS
1.0		May 2023	May 2024	First Draft.
1.1		Jan 2024	Jan 2025	Minor amends to scope and supporting literature section.

Introduction

Ensuring education providers provide high-quality career advice and guidance is critical for young people's futures.

As an Ofsted registered training provider, SCCU is committed to supporting its learners in self-development and achieving their goals concerning their chosen career path.

This policy sets out how SCCU has, and will continue to, develop and implement careers programmes in line with our statutory duty. To ensure quality, our programmes will be based on the Gatsby Benchmarks.

Scope

This policy applies to all staff, including but not limited to our Tutors, Assessors, Internal Quality Assurance, Board of Advisors, Directors, support staff, and third-party support staff whose services include careers guidance.

This policy applies to all learners of school-leaving age who have not yet reached their 18th birthday and those aged up to 25 with an education, health, and care plan. In some circumstances, this policy will also apply to learners outside of the above definitions who are enrolled with SCCU and would like to access our careers guidance programmes.

Roles and Responsibilities

The school/college leaders will:

- Champion efforts to promote high-quality career advice and guidance within SCCU and give their backing to the careers programmes offered.
- Ensure adequate resources are provided, enabling staff to provide the required advice, guidance, opportunities, and signposting.

TeaTutors, Assessors, and staff involved in careers advice will:

- Take steps to improve their knowledge and understanding of high-quality career advice within their speciality.
- Know their limitations and be aware of where to signpost learners as appropriate.
- Follow Careers information relevant to this policy and use such information to provide appropriate advice and guidance (as outlined in the Supporting Literature and Related Documents section).

Policy

Limitations to Careers Advice

As SCCU does not employ qualified careers advisers, we recognise our limitations in that:

- We cannot provide advice outside of our area of knowledge; the boundaries of each role regarding the type of advice that can be provided are clear.
- We are limited with the time we can allocate to providing career advice and guidance.
- We acknowledge that when learners require specialist career advice beyond our capacity or field of expertise, our staff must signpost them to the most appropriate resource.

Principles

- Careers advice will be unbiased, impartial, non-discriminatory, and based on the needs and aspirations of the learner. We are focused on the idea of 'right learner, right course' from the beginning of the learner's journey.
- Careers' advice will include information on various training opportunities, including academic and practical courses.
- Progress reviews will be used to identify opportunities and discuss progression routes.
- SCCU staff and partner employers will empower learners to identify their goals and work towards them whilst providing support as practicable.
- Information provided to learners will be high-quality and comprehensive to enable them to make informed decisions about how they may further their education to access their chosen field or develop their skills within their chosen field.
- Wherever possible, learners will have access to the world of work, where they learn 'on the job' and experience their chosen career in practice.
- Information on careers provision and provider access will be published and available to stakeholders upon request.
- Learners will have reasonable ad-hoc access to SCCU tutors to discuss their ambitions and receive support should they require guidance, support, or signposting.

Objectives

The objectives of this policy are as follows:

- To ensure that all learners at the school receive a stable careers programme.
- To enable all learners to learn from the information provided by the career and labour market.
- The careers programme should be individual and address the needs of each student.
- To link the curriculum learning to careers learning.
- To provide learners with a series of encounters with employers and employees.
- To provide learners with experiences of workplace(s).
- To ensure that learners have a series of encounters with further and higher education.
- To provide each student with the opportunity to receive personal guidance.

Gatsby Benchmarks

Benchmark 1: A stable careers programme

The senior management team will ensure that:

- All courses offered provide, upfront, the relevant information relating to:
 - Entry requirements.
 - Course commitments.
 - Learning outcomes.
 - The various career pathways options available following completion.
- Careers programmes within each pathway will be regularly evaluated.
- Career programme information will be widely available to learners, their parents and/or guardians, and partner employers where appropriate.
- A clear timetable for term/annual reviews, which will include time to discuss career opportunities and provide tailored advice and guidance, will be implemented.

Benchmark 2: Learning from career and labour market information

- SCCU possesses a live document outlining the opportunities available to learners based on their chosen career path. This document sets out pathways relating to courses and practical learning opportunities at all levels within broad sectors.
- What the learning outcomes of a course mean in terms of further learning opportunities and/or the ability to secure a role as a qualified individual will be discussed with learners.
- All learners are given access to an SCCU staff member with the time and experience in that field who will act as an impartial careers guide.
- Careers guides will:
 - Provide learners with information about how to access information about the labour market.
 - Discuss future job roles the learner may like to be able to apply for and review current job descriptions to identify current skills/knowledge gaps.
 - Signpost learners to the National Careers Service and other useful resources as appropriate.
 - Provide support to assess this information concerning opportunities, pay, hours, growing or shrinking sectors, etc.

Benchmark 3: Addressing the needs of each pupil

SCCU staff will:

- Collect and maintain accurate data on aspirations, experiences, needs, education, training, and/or employment destinations for each learner.
- Ensure that all learners can access these records to support their career development.
- Ensure that all career programmes and any advice given will focus on the aspirations of the learner.
- Challenge stereotypical thinking and support learners to overcome barriers to progression.
- Identify where learners require support with both short- and long-term development needs, and where available, refer them to the appropriate support services.
- Ensure that discussions, programmes, and documentation are available to SEND learners in a format they can meaningfully engage with.

Records may include personal development plans, specific careers meetings, and/or employer feedback sessions for apprentices.

Benchmark 4: Linking curriculum learning to careers

As a provider of apprenticeships and career-based training, SCCU ensures that courses are strongly linked to the learner's chosen career path requirements.

When a learner enters a programme which could lead to a diverse range of career paths, these will be discussed with them throughout their journey. For example, when undertaking a Level 3 administration or data analysis course, the learner will be guided through the more focused course options available at Levels 4-7.

Benchmark 5, 6: Encounters with employers and employees, Experiences of workplaces

As a provider of apprenticeships and career-based training, SCCU learners will benefit from ongoing real-world work experience with an employer.

SCCU tutors will also record and take account of learners' own part or full-time employment and the influence this has had on their personal and career development.

SCCU will work with apprenticeship employers to provide additional support for learners with SEND.

Benchmark 7: Encounters with further and higher education

While SCCU provides a range of apprenticeships and higher-level training courses, it recognises the importance of ensuring that learners are aware of the full range of education and training options.

When working with learners, advice on further education routes available will be unbiased and based on what is best for the individual. For example, where a learner wishes to progress with a particular pathway, they will be presented with the option to explore the possibility of technical training in the form of an apprenticeship or time-accredited study and, where appropriate, academic study options in the form of a degree.

Where learners wish to pursue learning opportunities outside of SCCU, tutors will support their learners to engage with alternative education providers. For example, learners will be encouraged and supported to engage with ACAS, explore the [National Careers Service Find a Course website](#), attend careers fairs and events, and/or pursue virtual encounters with other organisations where available.

Benchmark 8: Personal guidance

All learners will have a personal development plan (PDP) in which the learner will record their development needs and identify how and when they will meet those needs.

This document contains development objectives aligning with career goals and the learner's personal/health needs.

Through regular, structured interviews, SCCU tutors at the appropriate level (with feedback from employers and/or SEND and other professionals where applicable) will reflect on the contents of the PDP with the learner to identify:

- Their achievements
- Their abilities
- Their needs
- Their interests; and
- The career and learning opportunities available to them.

Within these discussions, learners will also be encouraged to set their own goals, which may include self-guided learning and development opportunities.

Personal guidance interviews will allow at least 45 minutes for discussion.

Supporting Literature and Related Documents

This policy is based on findings published by:

- Careers AIG (Internal Advice and Guidance document)
- Department for Education, Skills for jobs: lifelong learning for opportunity and growth (2021) <https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>. Accessed January 2024.
- Department for Education, Careers guidance and access for education and training providers (2024) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm ent_data/file/1127489/Careers_guidance_and_access_for_education_and_training_pro viders_.pdf. Accessed January 2024.
- Part VII of the Education Act 1997. <https://www.legislation.gov.uk/ukpga/1997/44/part/VII> . Accessed May 2023.

Policy and Programme Review

This policy will be reviewed annually or sooner should best practice or statutory guidelines change or develop.

SCCU will continuously monitor its career advice and guidance offer and seek further improvement. This will be done by gathering feedback from the personnel involved in the design and delivery of the programme, learners and their parents/guardians, and external stakeholders, e.g., Ofsted.