

Career Guidance & Destination Policy 2024 - 2026

APPROVED BY (Group Board) ON (September 2024)

Applies to:	
Harrogate College	X
Keighley College	X
Leeds City College	X
Leeds Conservatoire	
Leeds Sixth Form College / Pudsey Sixth Form College	X
Luminate Group Services	
University Centre Leeds	

CHANGE CONTROL

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1. POLICY STATEMENT & CONTEXT

The policy supports the Career Guidance programme for Luminate FE (Further Education) Colleges and is designed to inspire, inform and guide individual students and apprentices towards their progression goals. Career Guidance is the preferred DfE (Department for Education) term replacing CEIAG (Careers Education, Information, Advice, and Guidance) for all aspects of careers education.

The policy outlines how curriculum, central services, employers, and other external stakeholders collaborate to support students to manage their choices to achieve positive destinations. And in doing so to build skills in resilience so students are equipped to:

- adapt to the changing jobs market, emerging technologies, digitalisation of roles and work settings, skills, and sector demands
- overcome barriers to progression and to address social mobility through exposure to a wide variety of opportunities and interventions

1.1 Compliance to statutory requirements and recommendations

The 2017 English Career Strategy and the embedded Gatsby Benchmarks set out a long-term plan to build an outstanding careers system. This ambition is central to the DfE guidance 'Career guidance and access for education and training providers.' This document sets out a series of statutory requirements and recommendations to formalise the delivery and expectations of career guidance for schools, sixth forms, FE colleges and training providers. Luminate FE is compliant with all statutory requirements and recommendations

Statutory requirements

- 14-16 Provider Access Statement
- Careers Programme published on the college's website/s
- Named Careers Leader with contact details on the LCC website & linked to KC and HC sites
- Published Career Guidance & Destination Policy on the LCC college website & linked to the KC and HC sites
- All college students have access to guidance resources and a wide range of up-to-date reference materials relating to careers education and career opportunities
- Named governor/s linked to career guidance

Recommendations

- Matrix Standard Assessment
- Quality in Career Standards
- Representation at regional and local career hubs
- Engagement with the Careers & Enterprise Company through collaboration with the WYCA (West Yorkshire Combined Authority) Enterprise Coordinator and York & North Yorkshire Operational Hub Lead (Enterprise Coordinator)
- Compass

Ofsted, through the Education Inspection Framework (EIF) holds colleges and training providers accountable for the quality of students' experience of careers guidance. The EIF embeds the building blocks of Gatsby Benchmarks, and this exemplar of good practice is aligned to study programme criteria and funding compliance for 14-19 students.

2. POLICY AIMS/OBJECTIVES

Careers guidance is an integral part of the students and apprentices' journey (all ages) beginning in the pre-entry phase and following through to their progression destination. This is a collective responsibility to ensure students are informed, inspired, and have the best holistic experience to develop their knowledge, skills, and behaviours to make the right decisions for their future goals and available choices.

The following students are in scope of the policy (this is inclusive of all underrepresented groups (URG):

- 16-19 study programme (including SEND / EHCP)
- 19-24 EHCP
- 14+ Academies
- 19+ adult provision
- Apprentices

The policy outlines how internal and external stakeholders collaborate to support Progression and correlates to:

- the strategic aims of the Careers and Enterprise Company, West Yorkshire Combined Authority (WYCA), York and North Yorkshire Operational Hubs and Local Enterprise Partnerships (LEPs)
- the key priorities of the Local Skills Improvement Plans (LSIP) for West Yorkshire and York and North Yorkshire
- employer surveys/reports at national, regional & local level

2.1 Universal Approach

The Career Guidance policy is informed by the following universal approach:

- All Students and Apprentices are provided with information about the range of progression pathways for their course or apprenticeship
- Career Guidance is embedded in all curriculum departments, drawing on industry specialism, progression pathways and labour market information (LMI)
- Career guidance is embedded in the Tutorial Programme for all students
- All students and apprentices have the opportunity to access impartial personalised one to one career guidance and career planning resources and delivery. Career advisors for 14-19 students and apprentices are located on each large campus and linked to smaller centres. Career guidance meeting can be in person or remote
 - Students and apprentices (all ages) can make an appointment for a career guidance meeting through the linked [Student / Apprentice referral form](#)
 - Curriculum staff can refer a student /apprentice through the linked [Tutor / Assessor referral form](#) (this includes referrals for careers interviews for those with EHCPs (Education and Health Care Plans and/or Care Experienced)
 - Students / Apprentices at risk of becoming NEET should be referred early to college career advisers to enable timely intervention and signposting where necessary
 - 19+ students and apprentices will be signposted, through this process, to the National Careers Service (NCS).
- Intervention and resources are differentiated to meet individual learning and support needs
- Transition and career management skills are developed through activities and resources to help students find, secure, and sustain employment, apprenticeships, or higher education destinations
- Careers delivery is informed by the systematic collection of career pathways, intended destinations, student voice and input from internal and external stakeholders
- Partnership work with external organisations, employers and higher education and training providers contributes to the scope and quality of career guidance
 - external stakeholders have an integral role to inform student decision making, and parents and carers play an influential role
 - sustainable relationships established by LEG will create opportunities for student engagement and staff insight into sectors, work settings and progression pathways
 - community relationships enhance the student experience and ensure network organisations support the diverse needs of all student cohorts

- Labour market Intelligence (LMI) is proactively used to inform curriculum knowledge, skills, and behaviours
 - parents and carers are encouraged to use career and labour market information to aid the support given to their young people
- Accessibility, quality, and impact of intervention are monitored and recorded to ensure students plan their progression and move into positive destinations with emphasis on those most disadvantaged and at risk of becoming NEET
- Intended destinations and career pathways are embedded to ensure students and apprentices are on the right course / apprenticeship and inform career guidance and student experience
- Use of destination data (intended, actual & sustained) to drive improvements in the career guidance programme and to understand the impact and relevance of wider curriculum content and design

3. STUDENT JOURNEY - EXPECTATIONS AND DELIVERY OF CAREER GUIDANCE FROM PRE-ENTRY, ENROLMENT & GRADUATION

Every student and apprentice will have the opportunity to engage with the following Universal offer. Where difference occurs, this is specified.

3.1 Pre-Entry

The following engagement and activity are available pre-entry:

- Engagement with School Liaison through events, school engagement activities and visits to college sites, introduction to college provision and keep warm activities
- Engagement with external careers events i.e. Next Gen Careers, Digital Careers Fair, Apprenticeship Fair
- Engagement with college curriculum teams, career advisers and Student Life at college Open Events including Quiet Open Events and Parent / Carer events
- Access to the college website for course / qualification details, progression opportunities and careers information about pathways
- IAG (Information, Advice, and Guidance) provided by the SEND central team as part of the EHCP consultation process
- IAG provided at enrolment from curriculum specialists and where required career Information, advice, and guidance (CIAG) from college career advisers

3.2 From Enrolment

Students and apprentices enrolled at Luminare FE can expect a careers guidance programme embedded in curriculum delivery / workplace setting and / or tutorial programme including Labour market information (LMI) and the skills and attitudes specific to industry sectors and progression pathways.

Once enrolled students and apprenticeships can expect to experience the following:

- A careers guidance programme embedded in all subject areas, including English and Maths. This will include progression events, talks and projects
- A tutorial programme with embedded career guidance and supporting resources
 - 14+ Academies - PSHE and Development programme
 - 16-19 - Student Life Information Hub
 - 19+ - Adult Learning Site / ESOL (English for Speakers of Other Languages) 19+ site
 - Apprentices - Apprenticeship PDBA (Personal Development, Behaviour and Attitudes) Site
- Complete their Career Pathways and Intended Destinations at the start of the academic year (Progress Review 1) to ensure they are on the right course. The Intended Destinations will frame intervention and will be revisited at subsequent progress reviews and at the exit review before graduating from college.

- Information about the purpose of destination collections and the value of their engagement for future cohorts and their continued access to learning and guidance opportunities / signposting
- Access to L6 qualified careers advisers for 1:1 personalised and impartial guidance as well as group sessions. Personalised 1:1 can be booked through student self-referral &/or tutor referral bookings or at the designated campus/centre drop in sessions
 - 14-19 (including students / apprentices with SEND & EHCPs 14-24) will have access to college career advisers managed through CWP (Careers, Work Experience and Progression)
 - Students with EHCPs are entitled to have a careers guidance meeting at key transition points and EHCP reviews
 - 19+ will have access to the National Career Service working in close collaboration with Luminate FE
- Access to information and support about their next steps on graduation from college or completion of apprenticeship and how to research, apply and prepare for chosen pathways i.e. Higher education, apprenticeships, and employment
- Access to digital 'Chats' and Google Classrooms and Sites to support information and advice including UCAS, Jobs and apprenticeships
- Opportunities to engage with employers and employees to inform knowledge and awareness of the 'world of work' including the skills and behaviours required for their preferred sector and work settings (this may take the form of employer talks, trips and visits, work experience activity and careers fairs)
 - develop skills for work readiness and an understanding of positive work culture through work placements, wider work experience, industry standard facilities and employer/employee led activities
 - STEM7 skills and behaviours embedded into curriculum to develop the skills valued by employers
 - students on study programmes if work ready, will have the opportunity to participate in meaningful work placements (UK and overseas) and if not work ready, to be involved in social action projects, work tasters, employer led projects, volunteering, and internal placements
- Opportunities to engage with Higher Education and Apprenticeship providers to inform decision making and support progression and recruitment processes i.e. applications, students finance, UCAS process
- Participation in meaningful enrichment activities that build employability and social skills. Students can engage in leadership opportunities through student voice, student leaders, as well as participating in skills-based activities and student led societies
- Access to resources and tools to assess and support the development of digital skills (including use of AI (Artificial Intelligence)), essential / employability skills, and STEM/STEAM 7 skills. Engagement will be captured through the following:
 - 16-19 - Luminate Skills Assessment on Navigate
 - SEND The Vine - PMLD & ASD Assessments on Navigate
 - SEND Foundation Studies - Preparation for Work & Living Assessment on Navigate
 - 14+ Academies - Knowledge and skills are taught through the Business Technologies and Development curriculum with evidence and resources found in the PSHE folder as well as journals.
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and part-time adult tracker for part time adults
 - Apprentices - Progress Reviews completed every 12 weeks
- Use of reporting mechanism to capture their personal engagement with career guidance including skills development, work placements and work experience, part-time work, employer led activities and engagement in careers event and activities
 - 16-19 through Navigate (including creation of data to add to a CV)
 - 14+ Academies through Learner Journals, development work and Work Experience Handbooks

- 19+ through Navigate, progress reviews and checkpoints for full time adults and part-time adult tracker for part time adults
- Apprentices through Progress Reviews completed every 12 weeks, personalised ILPs (individual Learning Plans)
- An exit interview as part of the Progress Review programme. This will include discussion about their destination and plans, reminder about post-graduation destination collections and updating of contact details for future engagement and opportunities

3.3 After Graduation

After their graduating from their course or apprenticeships, alumni will be supported by:

- Continued engagement with the college, through departmental links, destination collections and signposting
 - engagement with destination collections (Actual & Sustained) to inform the college offer and curriculum design
 - access to further study opportunities and career management support through signposting to the National Careers Service and other external agencies

4. ROLES & RESPONSIBILITIES

4.1 Curriculum Responsibilities

Curriculum departments are responsible for:

- Embedding careers guidance in pre-entry and induction activities to ensure the student is enrolled on to the right course at the right level for their chosen career pathway
- Carrying out right course reviews following induction to affirm that the chosen programme is the right one for them and if not refer to alternatives and or 1:1 career guidance to enable a quick transition to the best available alternative
 - Right course reviews include career pathways and intended destination
- Embedding careers guidance in curriculum delivery and promoting and supporting the student / apprenticeship experience to inform and realise progression to positive destinations
- Ensuring all students receive a tutorial programme that includes career guidance
- Career guidance plans are in place at the start of each academic year and revised during the year
 - All departments can work in collaboration with central Careers, Work Experience & Progression (CWP) to build a bespoke career guidance plan for their students / apprentices with activities and engagement informed by intended destinations and career pathways
 - 14-19 - complete Careers & Work Experience Plan for the start of the academic year, aligning planned activity against Gatsby Benchmarks, monitor and updating plans, and track the predicted, start and completion of work experience activities
- Ensure that work experience, placements, supported internships and employer led activities are embedded in plans and are sufficient to meet the requirements of all students in scope and funding criteria of qualification &/or study programme
- Collection of Intended Destinations and Career Pathways at the start of the academic year (Progress Review 1), and revisiting Intended Destinations during subsequent Progress Reviews and the end of year Exit Review
 - Curriculum use intended destinations to inform their departmental careers plan
- Identifying skills needs of each student and develop interventions and target setting to support skills development and progression
 - 16-19 students complete the Luminate Skills Assessment on Navigate and set aligned targets to be monitored through Progress Reviews
 - SEND The Vine - PMLD & ASD Assessments on Navigate
 - SEND Foundation Studies - Preparation for Work & Living Assessment on Navigate

- 14+ Academies - Skills review at start of year (logged in journal) with evidence table update throughout year through workshops, classroom learning, external experiences, and skills week.
 - 19+ through localised detailed progress tracking and through Navigate, progress reviews and checkpoints for full time adults and part-time adult tracker for part time adults
 - Apprentices - Progress Reviews completed every 12 weeks, personalised ILPs
 - Work with Career Advisers (CWP) to coordinate block bookings &/ or use the referral process for 1:1 personal guidance meeting to ensure all students/apprenticeships have the opportunity to engage with specialist careers advice and guidance
 - Students at risk of becoming NEET should be referred early to college career advisers to enable timely intervention and signposting where necessary
 - Ensure students (and staff) record students career guidance activity including employer led activities, higher education and apprenticeship engagement, work experience and skills-based enrichment activities
 - 16-19 - on Navigate
 - 14+ Academies - through Learner Journals, development work and Work Experience Handbooks
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of Promonitor tracker and more detailed localised progress tracking and evidence on google classrooms appropriate to course and length of programme
 - Collate case studies to demonstrate impact i.e. triangulate positive destinations to curriculum design/approach, student experience & attainment, and external stakeholder relationships
 - Engage in career guidance conversations with Parents/Carers at student reviews, enrolment, and other campus events
 - As part of reviews, tutorial and promotion materials raise student awareness of the purpose and timing of Actual & Sustained destination collections
 - Promote the use of data to drive improvement and personal benefits for student post-graduation
 - Promote the importance of up-to-date contact details and update at each Progress Review
 - Build the expectation of the department / college contacting the student post-graduation
 - Support the collection of the Actual Destination survey in November and Sustained Destinations in April each academic year to capture the positive and negative destinations of students and Apprentices that have graduated from Luminate FE colleges (Actual includes Internal progression).
- For both collections through alumni engagement:
- Ensure contact details are in place and up to date and former students/apprentices are informed of the collection, its purpose and importance
 - Keep a record of destinations, particularly employers and former students/apprentices' role and add to the designated field on ProSolutions or another central repository
 - Keep records of known actual destinations gathered through alumni activities/conversations and share with the CWP Destination team on request at survey collection points
 - Minimise the numbers of not known actual and sustained destinations

4.2 Curriculum Quality Assurance

The Head of Department for each department will be responsible for monitoring & reporting on the quality, consistency and impact of the department's career guidance plan, delivery, and evidence of activity. This will include:

- Skills Assessment, targets setting, impact of interventions and activities
 - 16-19 - Navigate
 - 14+ Academies - through Learner Journals, development work and Work Experience Handbooks

- 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of Promonitor tracker and more detailed localised progress tracking and evidence on google classrooms appropriate to course and length of programme
- Apprentices - Progress Reviews completed every 12 weeks, personalised ILPs
- The completion and updating of departmental career guidance plans including work experience
 - 14-19 - Careers and WEX plans against Gatsby Benchmarks
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of Promonitor tracker and more detailed localised progress tracking and evidence on google classrooms appropriate to course and length of programme
- Driving external relationships and partnership work with employers, higher education providers and local authorities and national organisations including Leeds City Council Sector Leads, DWP (Department for Work and Pensions) Employment Hub, National Careers Service (NCS)
- Monitoring & reviewing the accurate and timely use of recording mechanisms to evidence career guidance activity and engagement against departments career guidance plans (including work experience)
 - 14-19 - Careers & Work Experience Plans
 - 16-19 - Navigate
 - 14+ Academies - through Learner Journals, development work and Work Experience Handbooks
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of Promonitor tracker and more detailed localised progress tracking and evidence on google classrooms appropriate to course and length of programme
 - Apprentices - recorded evidence is monitored through the 12-week Progress Review
 - 16-19, 19+ - ProMonitor (Career Pathways and Intended Destinations)
 - All - Employer engagement on Pro Engage/CRM
- Use of destination data to inform KPIs and planning reports through Performance review, SAR, QIPS
- Creation of case studies from destination data, to promote student / department success and the impact of external engagement, curriculum design/approach and student experience & attainment etc.
- Use destination data to evaluate any mismatches of the curriculum offer /approach with LMI &/or local demographic profile to review curriculum design and address:
 - the relevance, sustainability of provision
 - opportunities for growth / diversification
 - inform the departmental careers plan

4.3 Careers, Work Experience & Progression

The Student Life department of Careers, Work Experience & Progression (CWP) will facilitate curriculum content and delivery by providing a service offer that will:

- Support 14-19 curriculum teams to delivery, engage with and meet Gatsby benchmarks
- Support destination choices through awareness raising, external engagement and career planning
 - The central CWP use Intended Destinations and Career Pathways to inform personalised intervention and delivery to support achievement of positive destinations
- Provide unbiased, personalised career guidance meetings for 14-19 and ECHP 14-24, from L6 qualified Career Advisers
 - 14-19 - Central Careers team (CWP)
 - 14-24 students with EHCPs - Central Careers team (CWP)

- 16-19 Apprentices
- Brokers and manage, the service level agreement with the National Career Service (NCS) to provide an unbiased personalised careers service for group workshops and personal guidance meetings
 - 19+ full time adult programmes
 - 19+ Adult & Community - including ESOL and Access to HE (Higher Education)
 - 19+ Apprentices
- Provide specialist resources, as well as signposting to designated sector-based online resources, staff intranet, college website and the annually published career menu of services and support
- Support the tutorial programme through the creation / curation of resources for students and staff support. Staff support includes
 - 14-19 - Student Life PSHE Resources and PSHE Chat
 - 19+ - Adult PSHE and PDBA Support Pack (Staff)
- Promote a range of accessible formats to communicate LMI information, with consideration of language and visuals. Student feedback will be sought to ensure this is fit for purpose
- Promote and provide links to reputable career guidance platforms (aligned to Gatsby) to support career planning and linked LMI, such as LMI for All and Future Goals. This will be used in conjunction with tutorial resources
- Curate digital forums to promote opportunities, engagement and procedures for students and staff such as Google classrooms, sites, and Google chat, for example Jobs & Apprenticeships, UCAS and Volunteering
- Embed AI tools to support the Career Guidance programme and to inform students current and future use of career guidance information
- Subscribe to the ECCTIS database (formerly NARIC) to 'convert' qualifications achieved overseas for our students and allocate licences (with training) to the University Centre, Adult & Community (including ESOL) and FE Colleges through Career Advisers and School Admin.
- Coordinate and broker progression events, visits, talks and projects to bring employers, industry specialists, higher education, and apprenticeship providers into college to engage with and add value to student and staff knowledge
- Source work experience opportunities through the business planning process, including external work placements and substantial industry placements, international placement, work tasters, employer led briefs, volunteering, and social action projects
- Build and manage stakeholder engagement, including parents, employers, HE institutions and local/regional/national authorities / organisations to drive awareness of opportunities for students and promote case studies and other success stories
- Provide staff training for curriculum teams and service areas to enable staff to utilise career platforms, Navigate, LMI software, UCAS applications & employability workshops to support their students' career planning
 - Staff training for IAG qualifications (Level 3) and non-accredited "Effective Career Conversations"
- Source industry insights for staff from curriculum and service areas to engage Luminate staff in work experience opportunities / professional updating engagement
- The central Destinations team (CWP) will coordinate the Actual (November) & Sustained (April) Destination collection with curriculum teams, analyse and present data to curriculum, SELT and Governors
- Review and monitor the consistency of recording mechanisms such as Careers & Work Experience Plans, Navigate, ProMonitor, Career Pathways, and Intended Destinations

4.3 CWP Quality Assurance

The Head of Department for Careers, Work Experience and Progression, is responsible for the overview and monitoring of the quality of the career guidance programme including:

- Ensuring that the central CWP teams provide engagement, support and expertise through unbiased delivery and resource, that meet the needs and expectations of

- All students / apprentices
- Curriculum departments
- External stakeholders
- Strategic objectives - SELT, DELT, Governance
- Compliance to statutory requirements & regulations
- Quality of curriculum career guidance plans, primarily the 14-19 Careers and Work Experience Plans, Navigate, ProMonitor Reports
- Curriculum evidencing of career guidance engagement & activity on Navigate and Promonitor
- Curriculum engagement with Skills Assessment and student and staff evidence reports on Navigate i.e. placement, employer led and enrichment activities
- Employer and other external engagement activity recorded on Pro Engage/CRM to ensure a cross-college approach to liaison activity
- Overseeing partnership work with external organisations including National Careers Service (NCS), DWP Employment Hub - Employment and Skills Advisers, Ahead Partnership and Leeds City Council Sector Leads
- The Career Guidance programme will be reviewed and developed through action planning and through the Performance Review process. This will include analysis of career guidance delivery against destination data to identify the impact of the programme and where to direct future growth
- The collection, analysis, and curation of reports for Actual (November) and Sustained Destination (April) 'snapshots,' Reports will be produced for DELT/SLT, HC, KC, LCC Board of Governors and curriculum HoDs (Heads of Department)
 - The results of the surveys will gauge the impact and relevance of curriculum design and content - learning experience, suitability of course and qualifications at curriculum department, directorate/ campus, and college level:
 - Positive destination achievements
 - Number of NEETS (negative destinations)
 - Emerging trends - age, gender, ethnicity, SEND, EHCP and other underrepresented groups (URGs)

5. LINKED POLICIES

Admissions Policy 2024-26

Work Experience Policy and Procedures

Care Experienced Policy

FE Induction Policy

14+ Academies PSHE & RSE (Relationships and Sex Education) Policy Appendix

Career Guidance Activity Flowchart

6. REFERENCES

See linked documents below:

[Career guidance and access for education and training providers](#)

[Careers strategy: making the most of everyone's skills and talents](#)

[Gatsby Benchmarks for young people in colleges](#)

[The Benchmarks \(14-16\)](#)

[Skills for Jobs: Lifelong Learning for Opportunity and Growth](#)

[Guide to the post-16 qualifications landscape at level 3 and below for 2025 and beyond](#)

[Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\)](#)

[Improvement Plan](#)

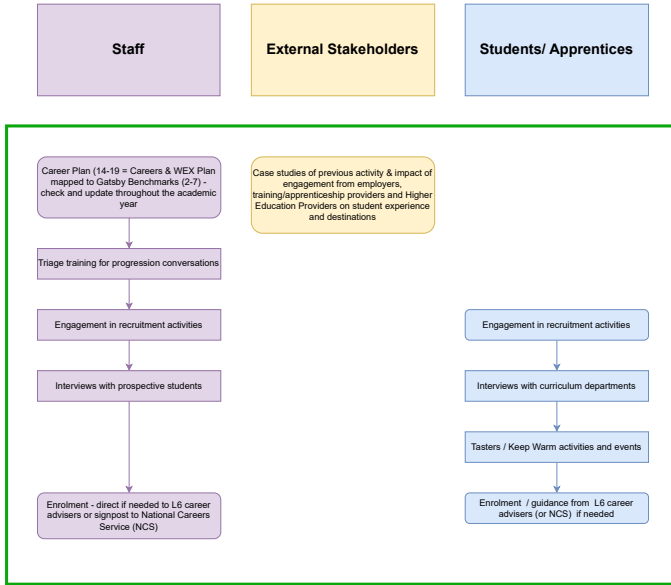
[WYCA Adult Education Budget Strategy](#)

[Ofsted's Independent review of career guidance in schools & further education and skills providers](#)

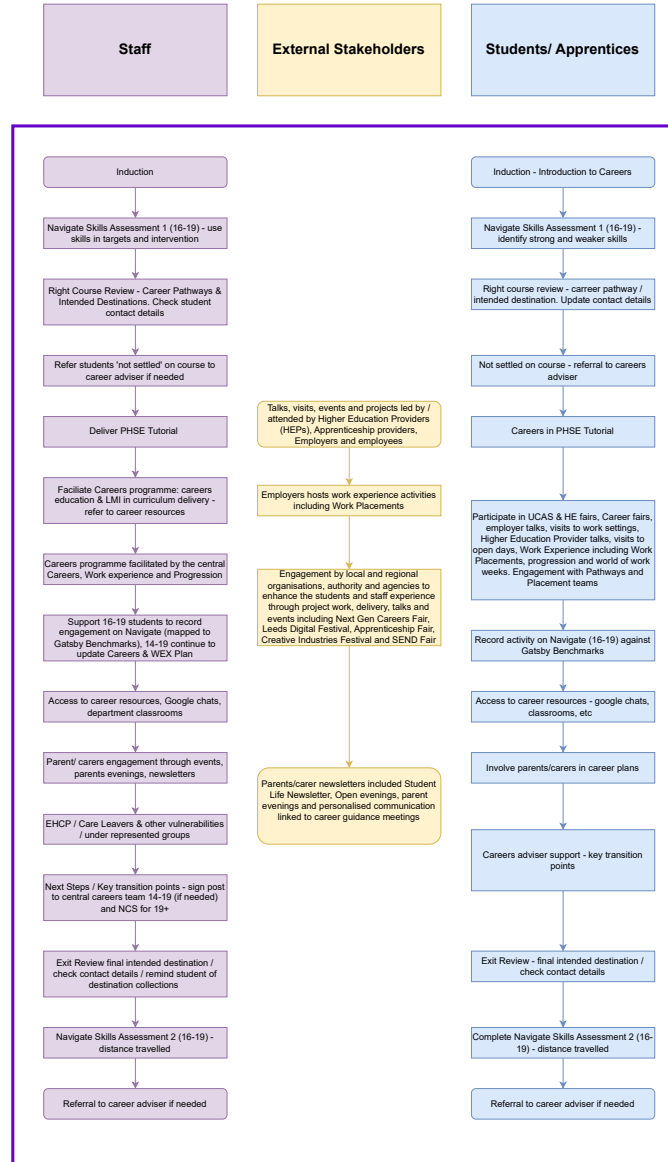
7. REVIEW

The Career Guidance Policy will be reviewed by the Head of Careers, Work Experience & Progression in May 2026 or earlier with the publication of a new English Career Strategy

Pre Entry



On Programme



From Graduation

