



***Working together to develop the skills
for success in industry and university***

Specialists in science, technology, engineering and maths
in partnership with industry and the University of Lincoln

CAREERS EDUCATION, INFORMATION & GUIDANCE POLICY

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Equality and Diversity Statement

Lincoln UTC strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

CAREERS EDUCATION, INFORMATION & GUIDANCE POLICY

1. POLICY STATEMENT

Lincoln UTC seeks to ensure that each young person, whatever their background, ethnic origin or ability, is as fully prepared as possible for the transition to further education, training or employment. The policy is based on the belief that the development of self-perception and self-confidence, which is fundamental for all individuals participating in careers education. This is fostered throughout the UTC, through all lessons as well as the delivery of life guidance. We encourage students to participate in a wide range of enrichment activities both in the UTC and outside.

This policy has been informed by the following documents:

- *The CDI Framework*, Careers Development Institute, November 2015
- *The Education Act 2011* – explicit duty to secure independent and impartial careers guidance for young people in colleges: statutory guidance for head teachers, college staff, governing bodies and local authorities – DfE, March 2012
 - The updated guidance to this; *The Careers guidance and inspiration for young people in schools* Department for Education publication March 2015
- The Gatsby report- *Good Career Guidance*, 2014 – which set out eight benchmarks for a good careers service, also embodied in the CDI Framework

This policy applies to all members of the UTC community. Lincoln UTC is fully committed to ensuring that the application of this careers policy is non-discriminatory in line with the UK Equality Act (2010). Lincoln UTC seeks to implement this policy through adherence to the procedures set out in the rest of this document.

2. PROVISION

Careers education is delivered throughout the UTC and in line with the GATSBY Benchmarks. Career sessions are delivered as part of our life guidance programmes in years 10 to 13.

All students are given work experience opportunities. This is a compulsory week in Years 10, and 12.

A one-day-per-week placement will be optional for all triple engineers throughout KS5. This will be self-organised and will be supported by Lincoln UTC on Monday each week. Engineering students studying for a Technical Level will be expected to complete a one-day-per-week placement for the majority of KS5. Students will work closely with Mr James to source these extended placements.

Students in year 10 and 11 participate in 'Projects' throughout the week. These lessons support skill development as well as embed our 'Ideal Student Traits', such as:

- Presentation skills
- Teamwork
- Collaborative working
- Problem solving

All UTC students participate in **Life Guidance** on a weekly basis. These lessons help our students broaden their knowledge about many topical issues. As well as this all students are given advice on post-18 options including apprenticeships and Higher Education options. Lincoln UTC allows students to attend careers fairs for further information advice and guidance.

All students will have the opportunity to seek advice from an independent and impartial careers and guidance professional from Complete Careers.

Careers Education is undertaken in the following ways:

1. Delivery of a broad and balanced careers education curriculum which attempts to meet the needs of all students and encourages the development of:
 - a) Awareness of their own personal qualities and those of others
 - b) Self-esteem and a balanced view of their potential
 - c) Self-reliance and a positive attitude to life
 - d) Knowledge of the full range of opportunities available to them from the age of 14 years through to 19 years
2. A structured programme of careers education to:
 - a) Help students and their parents to understand the range of 16+ and 18+ options
 - b) Allow students to meet local employers
 - c) Ensure all are aware of their rights and responsibilities as adults
 - d) Provide experience of different working environments
3. Provision of opportunities at the UTC for students to:
 - a) Develop decision-making processes
 - b) Develop those key skills needed to live and prosper in the adult world
 - c) Continue to develop positive attitudes to life and each other, which the whole UTC ethos encourages
 - d) Have open access to a variety of careers information and guidance
 - e) Understand the opportunities available to them in their future lives
4. Agreeing a Career Action Plan and work in partnership with independent careers advisors:
 - a) Compliment and support the UTC's programme of careers education
 - b) Provide impartial advice and guidance to all students and parents from the time the pupil reaches Year 10 through to Year 13
 - c) Help with personal action planning and the production of a career plan
 - d) Ensure that students have access to materials providing careers guidance and to a wide range of up-to-date reference materials including lifestyle information

3. INFORMATION

The coordination of careers will provide relevant information to our students so that they are able to make positive and informed decisions about their future. Facilities are made available to all students within college to access the resources that are needed for them to widen their knowledge and understanding of opportunities available to them after the UTC.

4. ADDITIONAL ADVICE

The Careers coordinators will:

- Organise and attend careers fairs
- Take advantage of opportunities to visit universities: for example - taster days
- Give advice at year 10, 11, 12 and 13 parent consultation evenings
- Organise appropriate opportunities for a careers professional to be available at an appropriate point during the academic year

5. PLACE WITHIN THE CURRICULUM

Careers education is an integral part of the college curriculum. Careers education is offered as:

- An integrated aspect of the Life Guidance programme in all years
- Specific careers events across the whole college, aimed at transition points
- Individual support for years 12 & 13
- Specialist events

6. EVALUATION

The provision and effectiveness of the CEIAG programme is monitored by the careers coordinator and heads of key stage through a variety of procedures:

- Feedback from students, parents, external advisers, mentors and employers linked with work experience:
 - Feedback will be gained using a variety of methods e.g. online and paper questionnaires, formal evaluation sheets, informal discussions
- The programme of careers education information and guidance forms an integral part of the whole education from a suitably qualified adult and aims to empower students to make a positive contribution to the community in which they live

7. EQUAL OPPORTUNITIES IN CAREERS EDUCATION, ADVICE & GUIDELINES

Equality of opportunity is sought by:

- Making sure each student is directed towards the careers policy on the website at the beginning of each academic year
- Providing equal access to all work experience placements irrespective of gender, race or ability
- Students are encouraged to investigate and undertake work related activities outside traditional gender roles

8. WORK EXPERIENCE

Lincoln UTC seeks to ensure that each student, whatever their background, ethnic origin or ability, undergoes work experience/ work inspiration placements during key stage 4 & 5.

Work experience takes place on occasions when students, not under the direct supervision of a teacher, spend time at a place of work away from college. During this time, they carry

out particular activities in the workplace or assigned to observe employees going about their normal tasks.

Work experience information is initially provided to year 10 students in readiness for their placements and allowing sufficient time for the students to make arrangements. Work experience information and placements are coordinated by Mr James. Lincoln UTC is not responsible for risk assessments for each student placement, but ensures each placement has the appropriate employer's liability insurance and asks if there is a young person's risk assessment in place at the company for the placement.

Lincoln UTC involvement includes:

- Encouraging students to take up placements and think beyond stereotypical roles
- Developing students' awareness of health and safety issues
- Evaluation/student feedback of the placement via students and tutors

Student/parental involvement includes:

- Ensuring that the employer has the legal insurance cover for accepting students on work experience
- Ensuring a copy of the employer insurance details and a copy of their risk assessment is received
- Parents/guardians must ensure that the employer has contact details for them in the case of an emergency

Aims of Work Experience:

- To empower students to make a positive contribution to society
- All students to experience of the world of work
- To build upon and develop existing economic and industrial understanding

9. EVALUATION & MONITORING

Induction as an integral part of the college's careers programme, will include:

- Evaluation of all year 10 work experience placements by the work experience coordinator to ensure quality of learning
- The possible use of individual presentations to the year group and classes on the placement a reference request from each placement for the student to use to inform their CV building and gain feedback on their experience to use for future progression

10. BACKGROUND DOCUMENTATION

- *The CDI Framework*, Careers Development Institute, November 2015
- The Gatsby report- *Good Career Guidance*, 2014 – which set out eight benchmarks for a good careers service, also embodied in the CDI Framework
- The Education Act 2011 Duty to secure independent and impartial careers guidance for young people in colleges – statutory guidance for head teachers, college staff, governing bodies, and local authorities - DfE - March 2012
- The updated guidance to the above; *The Careers guidance and inspiration for young people in schools* Department for Education publication March 2015

- Every Child Matters: Change for Children- (1st September 2005).
- Education Committee –Sixth Special Report
Careers guidance for young people: The impact of the new duty on colleges: Government Response to the Committee's Seventh Report of Session 2012-13, April 2013
- Raising the Participation Age: supporting local areas to deliver - December 2009
- Career and Work-Related Framework – ACEG April 2012

Date 22 Jan 2024
Principal John Morrison
Signature



Date 22 Jan 2024
Chair of Governors Paul Birt
Signature

