

INTERNAL PROCEDURE

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

POLICY HOLDER:	IAG & International Manager
SMT OWNER:	Assistant Principal Student Services
VERSION NO:	18 (2025)
LAST REVIEWED:	January 2025

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 College's marketing team on 01603 773 169.

Further information: If you have any queries about this policy or procedure, please contact the named policy holder.



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> <p>20. Updated which CCN sites the IAG team operate in.</p> <p>1. Updated booking / drop in offer</p> <p>2. Update College Careers Strategy</p> <p>3. Refreshed link to Gov.uk Inspiration Vision Statement</p> <p>8. Refreshed links and added links to new legislation and guidance.</p> <p>12. Updated library resources on each site.</p> <p>21. Refreshed link</p> <p>22. Refreshed link</p> <p>23. Updated how to contact us via new website.</p> <p>25. Updated Annual targets.</p>
12	Annual review	Alexandra Miller	July 19	Updated dates throughout
13	Annual review	Alexandra Miller	August 2020	Updated dates throughout
14	Annual review	Alexandra Miller	September 2021	<p>Updated dates throughout</p> <p>Link added for updated Government Legislation; Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges, July 2021</p> <p>Additional references to Student Centre where Advice Shop is mentioned.</p> <p>Pg 6, Change to the format which action plans are shared with students</p>

				Pg 10, Removal of Start-Up Lounge as a point of contact for CEIAG.
15	Annual Review	Alexandra Miller	September 2022	Updated dates throughout 2. Addition of Strategic Aims and Success Indicators Sept 2022 – July 2026 7. Removed reference to Covid restrictions during 2021/22 8. Updated guidance to September 2022 version Appendix 3 – Updated location of Easton Student Services
17	Review	Alexandra Miller	April 2024	Updated dates and links throughout 2. Removal of College Strategy whilst in review 3. Removal of Apprenticeships target due to restructure and replacement of NEACO target 9. Change of title Tutorial Supervisors to Personal Development Coaches 10. Reference to Tutorial Supervisor changed to Personal Development staff. 12. Removal of reference to Careers Library. Information Store no longer holds careers education books. 13. Reference to Tutorial changed to Personal Development Appendix 3 – Updated opening hours and booking details
18	Review – new strategy, updated Gatsby	Alexandra Miller	January 2025	2. New College strategy included 8. Refreshed all links and websites 15. Included new promotion of service Appendixes refreshed

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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 Easton College campus.

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. 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. Strategic Plan 2024-2028

**Our
College**

Where we are starting from

City College Norwich has constantly evolved over its over 133 years of educating the Norwich and Norfolk community. Over the past few years, that evolution has been significant following two mergers with Paston Sixth Form College (now Paston College) and the Easton campus of Easton and Otley College (now Easton College). Whilst City College Norwich has been the largest provider of further and higher education in Norfolk for many years, these mergers have provided additional responsibilities to North East Norfolk (via Paston College) and the land-based Agri-Food Technology sector (via Easton College).

Our Vision

Changing Norfolk through learning

For Young people and their families: The college will be a place known for technical and academic excellence, providing inspiring learning that gets young people to inspiring destinations. It is also known to balance that drive for excellence with their commitment to inclusivity, valuing difference, and providing opportunities for all young people to succeed and flourish.

For adults: The college will be a place which provides opportunities to learn that can enhance their lives and careers, unlocking new opportunities and overcoming barriers they may have into making their and their families' lives better. These opportunities can range from learning English, gaining short qualifications that unlock promotions or enhance CVs, studying alongside working or changing careers through intensive programmes. We will upskill and reskill the Norfolk community and be seen as a place where you can always "return to learn".

For employers and partners: Colleges offer will continue to evolve to effectively meet the needs of businesses and the wider economy by supporting skills needs, both for current employees (apprenticeships, HE, adult upskilling) and for the future workforce (programs for young people, adult reskilling). Employers value the contribution the college makes to their future success.

For staff: we will be a college where staff feel valued and recognized, leading to strong recruitment and retention of staff. Our approach will balance strong support for staff well-being and a culture of professional development with appropriately rigorous standards for all which contribute to a great student experience and high levels of staff.

We want every student and apprentice at the college to be challenged to think about their future differently, consider what is possible and be inspired to succeed when they may not previously have believed this. We reject the notion that Norfolk is a low aspiration area. We believe that our mission is to build upon our students' and apprentices' desires for a bright future and to inspire them to succeed. We provide them with a clear route to achieving their goals and the support and challenge they require to reach their targets. Our college is a stepping stone for their future and we are relentlessly focused on what their next steps will be after college so that their future (and the future of Norfolk) is brighter because of their time with us.

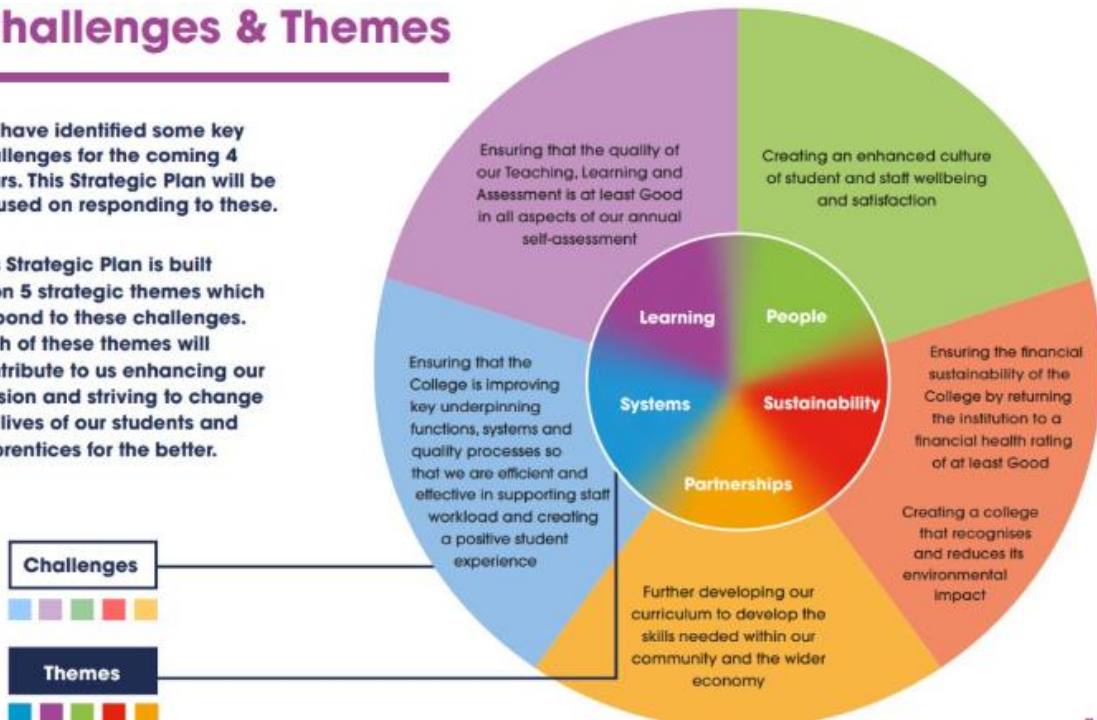
Our Mission

Challenging your thinking
Inspiring your success
Creating your future

Challenges & Themes

We have identified some key challenges for the coming 4 years. This Strategic Plan will be focused on responding to these.

This Strategic Plan is built upon 5 strategic themes which respond to these challenges. Each of these themes will contribute to us enhancing our mission and striving to change the lives of our students and apprentices for the better.



The following are the key targets for the College in 2024/25

Strategic Theme	Target Ref	Proposed Outcome Target	Links to national and/or local skills priorities	How we will do this	How we will know that it has been achieved
Learning	1	Increase the progression of young students to L4+ study	<ul style="list-style-type: none"> Enhancing Norfolk's L4+ qualification levels Growth of HTQs and Higher / Degree Apprenticeships 	<ul style="list-style-type: none"> Focus on Level 3 students to ensure every student is guided to consider HE / Apprenticeship progression Level 3 Course Leaders, PDCs aware of progression into Level 4+ Further enhance progression support such as HE bursaries Consider piloting new approaches to support parent/carers considering Level 4+ progression 	<p>Increased progression to L4+ study from Level 3 FT programmes.</p> <p>In July 2024 we will have increased the number of students who have accepted an offer (conditional or unconditional) for level 4+ study from 544 (July 2023) to 582.</p> <p>Additional training provided to key CCN roles on L4+ progression</p> <p>Piloting of parental /carer engagement completed and impact reviewed</p>

Development Plan 2024-2025

This year we are focussing on:

- Working with Personal Development team, supporting tutorial framework
- Support the delivery of Strategic target *increase the progression of young students to L4+ study, specifically focus on L3 students to ensure every student is guided to consider HE / Apprenticeship progression*
- Increase the number of Student Visa applications on Access courses
- Simplified application process for English for Speakers of Other Languages

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 email 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. **NEACO:** We will run two HE & Career fairs events every academic year to promote available progression routes to students.

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-centered approach to the leadership and delivery of our service
- Careers education is about aspiration as much as advice¹

¹ HM Government Inspiration Vision statement, September 2013

- 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 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 & Student Centres. 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 **Higher Education**
- 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.

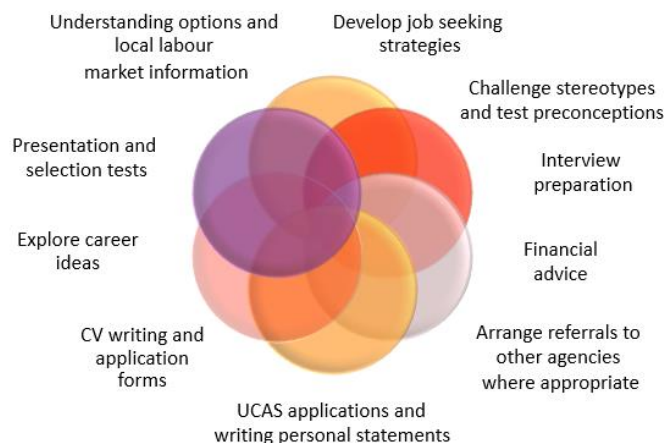
The methodology we use in Student Services to deliver our Careers and IAG service this year is outlined below:

Careers & progression

We aim to inspire and motivate our students so that they are able to fulfil their potential.

All students have access to impartial careers and IAG services so that they have the tools they need to make informed decisions about their next steps.

We hold the matrix standard for the Quality of our careers, information advice and guidance service.



² HM Government Inspiration Vision statement, September 2013.

8. Legal requirements

Documentation which underpins this statement

- The Gatsby Benchmarks³
- Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges, January 2023.⁴
- CDI. Careers Guidance in Schools and Colleges: A Guide to Best Practice and Commissioning Independent Career Guidance Services, Sept 2021⁵
- Department for Education. Careers strategy: making the most of everyone's skills and talents, December 2017⁶
- The Education Act 2011 Statutory Guidance for School⁷

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.

Personal Development Coaches supplement this support within the curriculum throughout the year.

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

10. The Advice Shop & Student Centres

The Advice Shop & Student Centres are 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 college⁸
- 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

³ [Good Career Guidance | Education | Gatsby](#)

⁴ [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](#)

⁵ [BP560-Career Guidance in Schools 2018-Web.pdf \(thecdi.net\)](#)

⁶ [Careers strategy: making the most of everyone's skills and talents \(publishing.service.gov.uk\)](#)

⁷ [Education Act 2011 \(legislation.gov.uk\)](#)

⁸ [Student Induction \(sharepoint.com\)](#)

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 received a careers appointment
- Provide course and careers advice externally to prospective students through various school liaison events, activities and careers fairs.
- Providing information on available webinars, careers talks and LMI through a variety of means such as blogs on SharePoint, College life emails and disseminated through Personal Development staff.

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 requested by completing a self or staff referral form on SharePoint or in person at the Advice Shop⁹.

Career advice is 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

- Careers leaflets are available in our Norwich Advice Shop, Easton Student

⁹ [Careers Advice \(sharepoint.com\)](https://sharepoint.com)

Centre and Paston Student Centre 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 personal development programme.

Careers advisers may be asked to contribute by giving presentations or workshops. Examples of 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 and Personal Development Coaches delivering careers are available. The College is also a member of the Blended Learning Consortium which gives us access to a catalogue of eLearning packages on a range of different subjects including careers and employability.

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, Student SharePoint 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
- School Liaison events prior to college application
- Referrals via PD coaches and course leaders/tutors
- All student college emails

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 Standard¹⁰

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 & International Manager 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 surveys
- Focus groups
- Student Parliament and HE Student Forum
- Feedback forms at end of workshops/talks
- Feedback at end of drop-ins and booked appointments
- MS Forms survey 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 January 2025 and will be reviewed again in August 2025 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

¹⁰ See appendices 1 and 2 for details

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 recognises the diversity of backgrounds and work contexts of its members. All members will be just and fair to all, respect human rights and dignity and adhere to legal requirements and obligations.

Members will 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.

In all circumstances members will endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

All members agree and commit to upholding the highest standards of professional behaviour as set out in these principles.

1. Equity, Diversity and Inclusion

Members will actively promote equity and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. Members will promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion for all.

2. Accountability

Members are accountable for their career development activities and services and will submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

3. Autonomy

Members will encourage individual autonomy, enabling clients in making decisions in the individual's best interests.

4. Confidentiality

Members will respect the privacy of individuals. Career development interactions should be conducted in an agreed and suitably private environment. Clients must be informed of the limits of confidentiality and data-sharing at the outset. Disclosure of confidential information should only be made with informed consent or when required by law.

5. Competence and Continuous Professional Development

Members will maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and relevant national standards. Members will also represent their professional competencies, training and experience accurately and function within the boundaries of their training and expertise.

6. Duty of Care to Clients

Members have a moral and legal duty of care and will adopt a client centered approach agreed with the client.

7. Impartiality

Members will maintain awareness of any limitations on their impartiality, acknowledge potential impact and take a neutral and non-directive approach when working with clients. Where impartiality is not possible, members will declare this to the client promptly.

8. Transparency

Members will agree the purpose and approach to their career development services and activities in an open and transparent manner to gain trust and informed consent.

9. Trustworthiness

Members will act in accordance with the trust placed in them and honour agreements and promises.

10. Fitness to Practise

Members will embrace reflective practice and maintain their fitness to practise in terms of their personal integrity, physical and mental well-being.

Within the Code of Ethics reference to specific job roles or services has been avoided. All career development activities and services are covered by this code.

The CDI is committed to excellent practice and ethical principles.

As members and clients are increasingly supported by digital technologies and Artificial Intelligence (AI), the CDI recommends that members commit to remaining current and have a critical understanding of emerging technologies and their application to practice.

As supervision/observation, can play a vital role in supporting excellent and ethical practice, the CDI recommends that, where relevant and available, CDI members take advantage of this support.

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: [The Matrix Standards](#)



About matrix Standard

The **matrix** Standard is an international standard for information, advice, and guidance (IAG) services.

The **matrix** Standard is owned by the Department for Education and ensures the high quality delivery of IAG. It is relevant to all sectors and is a means of demonstrating quality and making IAG better.

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:

Term time: Monday-Friday 8:30am – 5pm Thursdays until 6pm (except public holidays).

Holidays: Monday-Friday 8.30 am – 5 pm (except public holidays).

Course advice and guidance at Paston

The Student Centre is located on the Lawns site
Paston College,
Grammar School Road,
North Walsham,
NR28 9JL

Opening hours:

Term time: Monday-Thursday 8:30am – 4.30pm, Fridays 8.30am - 4.00pm term time (except public holidays).

Holidays: Closed - please contact the Norwich Advice Shop.

Course advice and guidance at Easton

The Student Centre is located on the ground floor of the Jubilee Building
Easton College
Jubilee Building
Bawburgh Road
Easton
Norwich
NR9 5DX

Opening hours: (except public holidays).

Term time: Monday-Thursday 8:30am – 5pm, Fridays 8:30-4:30 (except public holidays).

Holidays: Monday-Thursday 8.30 am – 5 pm, Fridays 8:30-4:30 (except public holidays).

You can telephone us at:

Norwich on 01603 773 773

Paston on 01692 668 080

Easton on 01603 731 200

You can email us at

information@ccn.ac.uk,
pastoninfo@ccn.ac.uk or
eastoninfo@ccn.ac.uk

You can visit our websites at www.ccn.ac.uk, www.easton.ac.uk or www.paston.ac.uk and find us under *Support & Advice*. You can also email us regarding our courses via the *Ask us a Question* tab on each course page, or via the live chat link on the bottom right hand corner of the website.

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 Appointments

Appointments are available Monday to Friday between 9am and 4.30pm and are bookable via the MS form on Student Services SharePoint. Students can also request an appointment via, email, phone, live chat or the advice shop reception. Course Advisers are also available daily to answer any quick questions you may have.

Financial and International advice and guidance Appointments

Appointments are available Monday to Friday between 9am and 4.30pm and are bookable via telephone, live chat or via the advice shop reception. Advisers are also available daily to answer any quick questions you may have.

Appendix 4 – The Gatsby Benchmarks (revised)

The eight Gatsby Benchmarks are:

Benchmark	Summary	Criteria
<p>1. A stable careers programme</p>	<p>Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.</p>	<p>Every provider should have a stable, structured careers programme that has the explicit backing of those in governance roles, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</p> <p>The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole institution development plan. It should also set out how parents and carers will be engaged throughout.</p> <p>The careers programme should be published on the provider's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.</p> <p>The programme should be regularly evaluated using feedback from learners, parents and carers, subject staff and other staff who support learners, careers advisers and employers to increase its impact.</p>
<p>2. Learning from career and labour market information</p>	<p>All learners, parents and carers, subject staff and other staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.</p>	<p>During their programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</p> <p>Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the learners in their care.</p>
<p>3. Addressing the needs of each young person</p>	<p>Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and</p>	<p>A provider's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <p>Providers should keep systematic records of the participation of learners in all aspects of</p>

	<p>disadvantaged learners, young people with SEND and those who are absent.</p>	<p>their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.</p> <p>The records of participation and 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.</p> <p>All learners should have access to these records and use them ahead of key transition points to support their next steps and career development.</p> <p>Providers should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. Providers should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</p>
<p>4. Linking curriculum learning to careers</p>	<p>As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.</p>	<p>Throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.</p> <p>Careers should form part of the provider's ongoing staff development programme for subject staff and all staff who support learners.</p>
<p>5. Encounters with employers and employees</p>	<p>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 could include learners' own part-time employment where it exists.</p>	<p>Every year, alongside their programme of study, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.</p>
<p>6. Experiences of workplaces</p>	<p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<p>By the end of their programme of study, every learner should have had at least one meaningful experience of a workplace, in addition to any part-time jobs they may have.</p>

7. Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), 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 stages of their career. This should include, as appropriate, further education colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.
8. Personal guidance	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings 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 scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	Every learner should have at least one personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners. Information about personal guidance support and how to access it should be communicated to learners, parents and carers, and other stakeholders, including through the provider website.