

APPRENTICE CAREER DEVELOPMENT POLICY

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SCOPE

All Employees	All Associates	Apprentices
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STATEMENT OF INTENT

We believe that provision of high-quality careers guidance is essential to:

- Enable all apprentices to understand the range of options available to them
- Break down barriers to opportunity and help raise the aspirations of all apprentices
- Help all apprentices make informed choices about their futures that will enable them to develop their potential
- Improve skills needed for success in work
- Improve performance of employers and the wider economy.

We aim to fulfil the intent of the Gatsby Benchmarks:

1. Provide an embedded programme of careers education and guidance that is known and understood by apprentices and their employers, as well as our team.
2. Provide access to good-quality, up-to-date information about future pathways, study options and labour market opportunities.
3. Tailor careers guidance to meet the needs of each learner and navigate concerns about any barriers to career progression, recognising that needs may be different at different stages and for vulnerable or disadvantaged young people, or those with SEND.
4. Link curriculum learning with careers.
5. Provide opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
6. Provide opportunities to experience how learning can be applied in a variety of occupations, and to expand networks.
7. Provide information on the range of career progression opportunities.
8. Provide all apprentices under the age of 18 with a personal guidance meeting.

And to meet statutory and contractual requirements to provide independent careers guidance, acting impartially and not showing bias towards any route.

ACTIONS AND TOOLS TO DELIVER OUR INTENT

Actions and Tools	Mapping to Gatsby Benchmarks
<i>Communication and staff development</i>	
Appointing a Careers Leader responsible for this policy and its deployment including publication on our website - our Careers Leader is Kate Smith (Managing Partner, Apprenticeships) (kate.smith@pmi.co.uk) or by phone (01676 522766).	1
Ensuring all staff: • Are aware of this policy. • Recognise the link between effective careers advice and guidance, and apprentice attendance, progression, wellbeing and attainment. • Understand their role in effective deployment of this policy. • Are supported and trained to effectively deploy this policy.	1
<i>Promotion of apprenticeships for career development</i>	
Joint working with the Department for Education to create/promote progression pathways for apprentices.	2, 7
Collaborative working with employers and other organisations to offer additional progression and development opportunities.	5, 7
Publishing and promoting case studies, profiles, and award schemes to inform and inspire apprentices (current, potential and completers), and, where possible, to challenge stereotypical thinking and promote equality, diversity and inclusion.	2, 3, 5
Providing regular Information, Advice and Guidance (IAG) sessions for potential apprentices and their employers to find out more about apprenticeships, what they can expect and options for upskilling to aid career development/progression.	2, 7
Offering the full suite of Improvement apprenticeships and a selection of related apprenticeships to provide a range of entry points and enable seamless progression for apprentices and employers.	2, 7
Offering public programmes where apprentices gain unbiased careers guidance by: • Learning alongside others from a variety of employers and sectors. • Recognising the transferability of their Knowledge, Skills and Behaviours into other occupations.	2, 4, 5, 6, 7

<i>Work with employers</i>	
Joint working with employers to help them develop their Strategic Workforce Plans, including skills gap analysis and strategy development, so they can provide development opportunities for their apprentices.	2, 5
<i>Work with employers and apprentices</i>	
Requiring all apprentices and their Line Managers to attend a Professional Discussion with Capella, before enrolling, to: • Build an understanding of why the employer is proposing an apprenticeship training programme for their employee. • Build understanding of the apprentice's career aspirations. • Obtain an understanding of the current job role of the apprentice. • Obtain an understanding of the apprentice's current knowledge, skills and behaviours, and of any relevant prior learning. • Ensure the proposed apprenticeship is the correct training programme for the apprentice and their employer, and where this is found not to be the case to offer suitable alternatives.	3, 4, 5, 7, 8
Ensuring information obtained from the Professional Discussions is shared with Lead Trainers as part of the pre-flight call to inform and support subsequent conversations with apprentices about stretch and challenge, which in turn supports the future career development of apprentices.	3, 4
Conducting risk assessments for young learners to identify potential barriers to success and providing tailored content based on individual needs identified.	8
Encouraging apprentices to become members of professional bodies such as the Chartered Quality Institute (which provides a free mentoring platform, member resources, interest groups and local groups).	2, 5, 7
Encouraging all apprentices to build and maintain a professional development network including a mentor and to make best use of the resources offered by the employer.	5, 6
Providing resources and support for apprentices to reflect on their careers aspirations and develop plans, and document these in a career journal.	1
Encouraging all apprentices to share their career journals with their network including their Line Manager and other apprentices.	1, 5, 6
Encouraging our team to share their career development journeys, with apprentices.	4, 5, 7
Developing underpinning skills and behaviours to support careers (e.g. written and verbal communication skills, critical thinking and use of technology).	1

Embedding English and Maths into apprenticeship curricula to ensure learners achieve and maintain a good standard in maths and English.	5
Providing information and support throughout programmes for apprentices to understand and aspire to achieve higher grades.	1, 4
Providing enrichment opportunities, including webinars, conferences and access to Thought Leadership content from a range of sectors, roles, levels of seniority and backgrounds.	2, 4, 5, 6, 7
Providing/facilitating opportunities for apprentices to connect with others outside their usual network, exposing them to other options and possibilities.	6
Providing individualised feedback on career progression opportunities for apprentices through collaborative work with Assessment Organisations.	5
Signposting sources of support.	1, 8
Sharing relevant career development opportunities via social media.	2, 5, 6, 7
Keeping abreast of, and taking into account, published guidance regarding the provision of careers education.	1
<i>Monitoring of the policy</i>	
Providing reports for scrutiny by the Apprenticeship Advisory Board including, learner survey data and supporting case studies, plus any resulting improvement actions to help ensure careers guidance is at the heart of education and links to business strategy.	1
Deploy a schedule of process confirmations as part of our Quality Assurance activities.	1
Annual review and approval of this policy by the Apprenticeship Advisory Board.	1