

# CAREERS GUIDANCE POLICY



Policy group: Curriculum

Effective: November 2025

Approved: Rachel Butt, Chief Learning Officer

Responsible Officer: Tim Williams, Student Services  
Director

Next renewal date: August 2026

Reference no.: 8.10



# GUIDANCE

## Vision

Transform lives through learning

## Values



**PASSIONATE** - We are passionate about inspiring young people, adults and our Purple People to be their best and we take pride in creating a positive learning environment to fulfil their potential.



**UNSTOPPABLE** - We are unstoppable in our quest for the pursuit of excellence. We are dedicated and resilient to develop ourselves and our learners.



**RIGHT** - We treat each other with respect and strive to do the right thing through insight, inclusion, honesty, growth and trustworthiness.



**PARTNERSHIPS** - We support the people surrounding us in our everyday lives, building effective partnerships with businesses, learners and all stakeholders where we can pass on our knowledge and skills to help them meet their goals.



**LEARNERS** - Learners are at the centre of everything we do and we are driven to provide life-changing and life-long learning for them.



**EMPOWERED** - We encourage our Purple People to be independent and autonomous to maximise their goals surpassing their barriers and targets. Feel it, believe it, live it.

## Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

## SUMMARY OF CHANGES

Date	Page	Details of amendments
August 2023	All	Annual review
August 2024	9	Addition of social mobility to the policy
August 2024	11	Addition of work experience to the policy
August 2024	5	Amendment from 'Careers Coaches' to 'Careers Champions' and updated responsibilities
August 2025	1, 4	Change of policy name Addition of links to Purple Pathway
August 2025	All	Change from the CEIAG Programme to Purple Pathway  'Careers Education, Information, Advice and Guidance (CEIAG)' to 'careers guidance'  'Individual Named Systems' to 'learner management systems'
November 2025	All	Proofreading

## INTRODUCTION

Learning Curve Group (LCG) is one of the largest national education and training providers in the UK. All companies within the LCG family uphold the same company vision, mission and core values and follow our group policies and procedures.

At Learning Curve Group (LCG), we are committed to providing high-quality careers guidance that empowers learners to make informed decisions about their future career paths. This policy outlines our approach and sets out our objectives, responsibilities and procedures we will follow to ensure that our learners receive comprehensive support in making well-informed choices.

### Applies to

This policy applies to all members of staff.

### Reason for policy

Our policy aims to ensure that all our learners have access to a structured and cohesive programme of careers guidance through our Purple Pathways, which can be found at:

- [Purple Pathway England](#)
- [Purple Pathway Wales](#)

Through the Purple Pathways, we aim to foster an inclusive and supportive environment that enables individuals to identify and pursue their aspirations and potential career paths effectively. This includes the initial interaction with LCG whilst in learning and continues when engaging with alumni learners (Appendix 1).

This policy does not form part of your terms and conditions of employment and can be changed at any time as we deem appropriate.

## POLICY

Purple Pathways is designed to achieve the following objectives:

- **Raise awareness:** introduce learners to a wide range of careers, employment opportunities and education progression options, promoting an understanding of the world of work and education, along with the skills required for success.
- **Develop employability skills:** provide guidance on the development of essential employability skills, such as communication, teamwork, problem-solving and adaptability.
- **Addressing the needs of each learner:** provide support for SEND learners, such as financial support and guidance, where possible.
- **Raising learner aspirations:** provide impartial careers guidance, tailored to the individual's needs, to ensure they consider the widest possible range of careers and/or progression opportunities available to them. Purple Pathways also aims to raise awareness of social mobility and how to navigate this (Appendix 3).
- **Inform decision-making:** equip learners with the information and resources needed to make well-informed career decisions, including educational pathways, training options and labour market trends. Access to CareersPro will be available for learners, parents and guardians.

- **Promote equality and diversity:** ensure that all individuals, regardless of background, have equal access to careers guidance, promoting diversity and challenging stereotypes.
- **Partnership working:** collaborate with external organisations, education establishments, employers and industry experts to enhance the range and quality of opportunities available to our learners. This will include work experience (Appendix 4).

This programme will align with the Gatsby Benchmarks, the requirements of the Education Inspection Framework, the matrix Standard and other external stakeholders. Read more at:

- [Gatsby Benchmarks Explained](#)
- [Education inspection framework - GOV.UK](#)
- [Main home - The matrix Standard](#)

## Roles and responsibilities

### Senior Leadership

It is the responsibility of the Senior Leadership to:

- ensure that the policy is effectively implemented and appropriate resources are allocated to support its delivery
- oversee the appointment of a designated Careers Lead, responsible for coordinating Purple Pathways and its integration into the curriculum and training framework.

### Head of Careers (CEIAG Lead)

It is the responsibility of the Head of Careers to:

- lead on strategic planning, implementation and evaluation of Purple Pathways in consultation with relevant stakeholders
- develop, implement and evaluate the impact of a Careers Education Calendar for LCG, mapping out the academic year's events
- liaise with appropriate departments on creating links with external organisations, employers and professionals to facilitate work-related learning experiences and careers-related activities
- create a training programme to provide training and support to teaching staff and coaches, which aims to enhance their ability to provide appropriate guidance to learners across the provisions
- attend network events, create links with key agencies and sector or regional-specific employers and cascade guidance to relevant areas of LCG
- provide accurate reports on the impact of Purple Pathways at LCG, with clear key performance indicators (KPIs) against targets being monitored regularly.

### Careers Champions

It is the responsibility of the Careers Champions to:

- be Careers Hub Leaders for LCG, supporting guidance and resources
- attend network events, create links with key agencies and sector or regional-specific employers and cascade guidance to relevant areas of LCG
- be pastoral support leaders, working with relevant departments to support Purple Pathways
- support teaching staff with integrating career opportunities into the curriculum and training, and provide guidance and support to learners in exploring career options
- support learners to develop employability skills and assist them in setting realistic and achievable career goals
- become learner progression champions for LCG

- become the champions for the Parental Engagement and Involvement Strategy (Appendix 2)
- act as a guide and point of contact for careers learning resources and activities within their allocated academies, and ensure that careers information is included in the curriculum and across the wider academy activities
- be the contact point for the dissemination of careers information within their academy area
- support their managers to provide an audit of careers guidance within their academy area that will feed into wider business quality processes
- give practical advice on how academy colleagues can include careers learning in their subject areas without increasing their workload unnecessarily
- be prepared to complete an annual evaluation with the support of the wider Careers team
- work with their academy to raise the profile of events in the Careers programme
- support the organisation at employer events
- support the provision of careers notice boards.

### **Academy Managers**

It is the responsibility of the Academy Managers to:

- monitor the progress of Purple Pathways, including CareersPro
- ensure learner management systems (LMSs), such as OneFile, ProSuite, ProSolution, ProMonitor and ProPortal, are used correctly to monitor progress
- intervene when activities are not monitored correctly
- implement this policy for their staff
- review factors that influence the progression of learners
- liaise with parents and carers of learners in line with the Parental Engagement and Involvement Strategy (Appendix 2)
- celebrate the achievements of learners and staff at every opportunity available.

### **Teaching staff**

It is the responsibility of the teaching staff to:

- integrate opportunities into the curriculum and training, and provide guidance and support to learners in exploring career options and next steps
- establish expectations of excellent engagement and promote all aspects of careers guidance, where appropriate
- manage the performance of learners who do not engage with activities, recording on ProMonitor all actions taken to re-engage
- track and correctly record all activities that fall under careers guidance, recording on LMSs where appropriate
- plan how learners are given the relevant opportunities to catch up with any missed activities, recording these on LMSs where appropriate
- celebrate achievements; this should be a positive tool and provide support for at-risk learners
- support learners to develop employability skills, and assist them in setting realistic and achievable career goals.

### **Learners**

It is the responsibility of the learners to:

- actively engage with Purple Pathways
- attend relevant sessions
- take ownership of their career development.

## Parents and guardians

It is the responsibility of the Parents and guardians to:

- support the Parental Engagement and Involvement Strategy (Appendix 2)
- engage in open communication with LCG and be proactive in mutual support for the learners to create a strong sense of partnership between parents and guardians, learners and LCG
- actively engage in the use of ProPortal where available.

## Delivery of careers guidance

The delivery of careers guidance will involve a range of activities and interventions, including (but not limited to):

- initial pre-course discussions, recorded on the Salesforce (CRM)
- induction processes
- completion of an individual learning plan (ILP)
- on-going assessment, enrichment activities, progress reviews and progress to learner destination monitoring
- career workshops and activities
- work shadowing and work experience opportunities (Appendix 4)
- simulated work experience in a work environment
- career fairs and employer engagement events
- 1-1 careers guidance sessions
- online resources and tools for self-assessment and exploration
- industry-specific visits and guest speakers
- exit careers guidance monitoring
- sustained learner destination monitoring.

## Evaluation and review

We will regularly evaluate the effectiveness of our policy and make improvements based on feedback and outcomes. This will be done through monitoring Purple Pathways and LMSs.

The policy will be reviewed to ensure that it remains relevant and aligned with the evolving needs of our learners and the labour market.

## Implementation

This policy will be communicated to all relevant stakeholders, including learners, employees, parents and guardians (if applicable) and partner organisations. It will be made available on our website and in print upon request.

## RELATED POLICIES AND PROCEDURES

### Group 4: Quality and Support

#### 4.13 Learner Support Policy

# APPENDIX 1

## Alumni learners

'Alumni learners' refers to individuals who have previously attended or graduated from LCG and are now engaged in employment or alternative educational pursuits. These individuals have already completed their studies at LCG but have chosen to stay connected with the LCG community after leaving.

LCG aims to maintain connections with its alumni by engaging in networking events and creating the LCG social networking community. This will ensure that LCG can foster a lifelong learning culture within its community and support its graduates in their professional and personal growth.

Alumni learners can provide numerous benefits to LCG, the community and themselves. Some of the key benefits of alumni learners include:

- **Enhanced reputation:** active and engaged alumni learners can contribute to the positive reputation of LCG. Their continued involvement demonstrates LCG's commitment to producing successful and lifelong learners.
- **Networking opportunities:** alumni learners can serve as valuable networking resources for current learners and recent graduates. They can provide mentorship, career advice and potential job opportunities within their professional networks.
- **Alumni contributions:** many alumni learners choose to give back to LCG by making financial contributions to charitable agencies that LCG works with or supporting fundraising efforts.
- **Lifelong learning:** alumni learners exemplify the importance of lifelong learning, encouraging others to pursue ongoing education and personal development beyond formal degrees.
- **Industry expertise:** alumni who continue their education and stay connected with LCG can bring back valuable insights and expertise from their respective fields, benefiting current learners.
- **Programme improvement:** feedback from alumni learners can be invaluable for LCG in improving its programmes, curriculum and overall educational experience.
- **Increased alumni engagement:** continued involvement with alumni learners can lead to a more engaged alumni community. This engagement can translate into stronger support for LCG in various ways.
- **Professional development opportunities:** LCG can offer alumni learners access to specialised workshops, webinars and other professional development resources to further their careers.
- **Alumni ambassadorship:** alumni learners can act as ambassadors for LCG, promoting its values and achievements to the wider community and potential learners.
- **Alumni events and reunions:** alumni learners can participate in events and reunions, fostering a sense of camaraderie amongst graduates and facilitating networking and knowledge-sharing opportunities.

Overall, alumni learners represent a valuable and dynamic resource for LCG. Alumni learners can enrich the learning experience for current learners, enhance LCG's reputation and foster a culture of continuous learning and growth.

## APPENDIX 2

### Parental Engagement and Involvement Strategy

The Parental Engagement and Involvement Strategy outlines LCG's approach to fostering strong partnerships with parents and guardians, involving them in the learner's journey and creating a supportive and collaborative learning environment.

It aims to promote active involvement and positive relationships between parents and guardians and LCG. By working together, we aim to enhance the learners' achievement, well-being and overall learner and parental experience.

#### Objectives

LCG aims to achieve the following objectives:

- **Enhance communication:** establish clear and effective communication channels between LCG and parents and guardians to keep them informed about the learner's progress, activities and LCG updates.
- **Involve parents and guardians in decision-making:** actively seek parental input in shaping LCG programmes and activities to create a sense of ownership and shared responsibility.
- **Support learning at home:** provide parents and guardians with resources, guidance and workshops to support the learners and encourage progress.
- **Celebrate diversity:** recognise and respect the diverse backgrounds, cultures and languages of parents and guardians, ensuring that our engagement efforts are inclusive and accessible to all.
- **Strengthen community partnerships:** collaborate with parents and guardians, community organisations and local businesses to enhance the experiences and opportunities available to our learners.

These objectives will be done by:

- regular communication through ProPortal, where applicable, to keep parents and guardians informed about attendance, academic progress and upcoming events
- sending out regular newsletters, emails or SMS updates to share important LCG information and resources
- discussing each learner's progress, strengths and areas for improvement during parent conferences, and setting mutual goals for their development
- seeking feedback and suggestions from parents and guardians through surveys, focus groups and open forums.

#### Evaluation and review

LCG will regularly evaluate the effectiveness of our Parental Engagement and Involvement Strategy by gathering feedback from parents and guardians, staff and students. This feedback will be used to make improvements and adjustments to the strategy as needed.

## APPENDIX 3

### Social mobility

The Social Mobility Commission (SMC) is an independent statutory body (an organisation created by an act of Parliament). In line with the [Welfare Reform and Work Act 2016](#), it is a continuation of the body previously called the Social Mobility and Child Poverty Commission. The work and roles of the SMC can be found at: [Our research - Social Mobility Commission](#)

The term 'social mobility' can have different meanings. In the SMC's work, it refers to the difference between your life outcomes and those of your parents. This is sometimes referred to as 'intergenerational social mobility'.

For example, if you have a professional occupation and your parents had a working-class occupation, you have experienced upward occupational mobility. If you have a high income and your parents had a low income, you have also experienced upward income mobility.

#### **Social mobility analysis using the Social Mobility Index**

The Social Mobility Index is a framework for measuring social mobility in the UK. It enables a systematic look at social mobility outcomes, as well as the drivers behind social mobility. It sets out a long-term vision for measuring and monitoring social mobility outcomes over the next 30 years across the UK: [Social Mobility Index - GOV.UK](#)

The Index measures:

1. Drivers of social mobility:
  - o Drivers are the background conditions that make social mobility easier.
2. Intermediate outcomes (looking at the present):
  - o Intermediate outcomes measure the progress people make from their starting point to an early endpoint. These include outcomes such as employment in their 20s or school results at 16 years old.
3. Mobility outcomes (looking forward):
  - o Mobility outcomes measure progress to a later endpoint, such as people's employment or income in their 40s or 50s.

#### **Social mobility in education**

Social mobility in education refers to the ability of individuals from different social backgrounds to achieve upward mobility through access to quality education and opportunities for academic and career advancement. It encompasses the idea that education can serve as a means for individuals to transcend the socioeconomic constraints of their birth and achieve higher levels of success and social status.

At LCG, we use the following key areas to identify what we do to support learners from all areas:

- **Access to education:** we acknowledge that equal access to education is fundamental for promoting social mobility. This includes access to early childhood education, primary and secondary schooling and higher education. We try to reduce barriers to entry, such as providing financial aid, which can help ensure that all individuals have the opportunity to pursue education, regardless of their socioeconomic background.
- **Quality of education:** beyond access, the quality of education also plays a critical role in social mobility. We are committed to delivering high-quality education with well-trained teachers,

adequate resources and supportive learning environments. We believe these will better equip learners with the knowledge and skills needed to succeed academically and professionally.

- **Equitable opportunities:** we ensure that all learners have access to equitable opportunities for academic and extracurricular activities. This is essential for fostering social mobility. This includes providing support for learners from disadvantaged backgrounds, such as additional support when required, and designing programmes that will help them overcome obstacles and achieve their full potential.
- **Educational attainment:** we have a wide and varied range of qualifications that offer learners the ability to attain higher levels of education and provide a stepping stone to pursuing advanced degrees. This will often lead to the learners having better job prospects, higher incomes and greater opportunities for career advancement. Encouraging and supporting educational attainment among all learners can contribute to increased social mobility.
- **Addressing inequality:** addressing socio-economic inequality within the education system is crucial for promoting social mobility. We supply each academy with as many funding options and resources as possible to ensure there is no difference in any options in affluent and low-income communities. We have designed policies to target disadvantaged learners and communities, such as the Learner Support Policy, which can help reduce inequality and improve social mobility in education.

Overall, promoting social mobility in education requires concerted efforts to ensure equal access to quality education, provide equitable opportunities for all learners and address systemic barriers to success. By investing in education and supporting the advancement of individuals from diverse backgrounds, societies can help create a more inclusive and equitable pathway to success for all individuals.

Further information and research can be found at: [The road not taken: drivers of course selection - GOV.UK](#)

## APPENDIX 4

### Work experience

Work experience (WEXP) activities at LCG are essential for bridging the gap between theoretical knowledge and practical application within each sector. Each of these activities is designed for the relevant sector and required skill levels. LCG works closely with businesses to ensure that the requirements are valuable to the learner and that achievable targets can be set and measured upon completion.

Typically, at LCG, there are four stages to the WEXP, with goal-setting and reflection activities that are conducted at the academies:

1. Pre-WEXP preparation – activities conducted, such as research into the location, employer and travel options.
2. Introduction to the workplace.
3. Skill development – a clear understanding of the skills learners are expected to develop whilst on WEXP.
4. Reflection and feedback – this should include feedback from the employer, learner and academy.

Some of the WEXP activities conducted at LCG are:

- **Job shadowing:** this is where learners follow and observe a professional in their field of interest for a day or more. This offers insights into daily job responsibilities and industry practices without direct involvement in tasks.
- **Project-Based Learning:** this is where learners work on real-world projects provided by partnering companies. This enhances problem-solving skills, teamwork and the application of theoretical knowledge.
- **Simulations and role playing:** this is where the academies simulate work environments or role-playing scenarios that mimic real-world challenges. This is a safe space to practice decision-making, communication and technical skills, fostering confidence and competence.
- **Apprenticeships:** these are long-term training programmes combining on-the-job training with classroom instruction at the academies. They provide comprehensive skills training and often lead to certification or employment.
- **Mentorship programmes:** this is where learners are paired with experienced professionals who can guide and support their development. This harnesses personalised learning, professional growth and networking opportunities.
- **Employer visits:** there are organised visits to employers to understand their operations, culture and industry practices. This gives learners exposure to real-world environments and firsthand observation of workplace dynamics.
- **Guest lectures and workshops:** these sessions are led by industry experts covering specific topics or skills. This gives learners and staff access to expert knowledge, industry trends and professional advice.
- **Volunteer work:** academies build relationships with organisations to provide learners with opportunities to contribute to community projects or non-profit organisations. This allows for skills development, community engagement and experience in diverse work environments.