

## Careers Policy 2020

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# Careers Policy and Procedure

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## 1.0 Scope and Purpose

Basingstoke College of Technology (BCoT) is committed to providing high quality careers education, information, advice and guidance (CEIAG) for all its learners thereby equipping them to obtain employment, training and education appropriate to their needs and to fulfil their potential. This policy applies as appropriate to full and part time learners at BCoT. This policy sets out the principles of independent and impartial Guidance provision at the college, which is available and provided to learners and prospective learners.

This policy is written in accordance with the DfE guidance and following national bodies:

**Careers Guidance** – *Guidance for further education colleges and sixth form colleges (February 2018)*

**Careers Strategy** – *making the most of everyone’s skills and talents’ (December 2017)*

**Matrix Quality Standard** – “... the unique quality framework for organisations to assess and measure their information, advice and/or guidance services, which ultimately supports individuals in their choice of career, work learning and life goals.”

**Good Career Guidance – Gatsby report and the eight benchmarks** – “good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them.”

## 2.0 Policy Statement

The college aims to:

- Empower young people to plan and manage their own futures
- Respond to the needs of each learner
- Provide comprehensive information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenge stereotypes
- Help young people to progress and track their progression and destination
- Develop and support the continuous improvement of the quality of the entire student experience
- Develop and deliver a curriculum and associated provision which is aligned to the needs of business, industry and the local community

## 3.0 Provision

All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives. CEIAG is designed to meet the needs of the learners at this college and those who are considering enrolling here.

It is differentiated and personalised to ensure progression, through activities that are appropriate to the learners’ stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. [3, 8](#)

We will provide professional career guidance and welfare advice, to support the students' learning journey and beyond. 8

## 4.0 Principals

The key principles upon which this policy is based are that CEIAG:

- is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience 3, 8
- is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background 3, 8
- is transparent, impartial and provides opportunities for confidentiality 3, 8
- offers guidance for any student at risk of dropping out, to assist with retention, and referring to alternative provision where appropriate 3, 8
- is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners 4, 5, 7
- contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop career management skills 3
- provides comprehensive information and advice 1, 8

## 5.0 Values and Benefits to Students

Guiding potential students through course options so they choose the right course for them, which best meets their individual needs and interests 3, 8

Having a Careers Education Programme contributing to the Post 16 Study 1

## 6.0 Programme

Helping students to progress into positive destinations after college by raising students' awareness of opportunities, utilising Labour Market Intelligence, supporting students with employability skills and with applications to Higher Education, jobs or apprenticeships. 1, 2, 3, 4, 5, 6, 7, 8

A potential learner may benefit from careers guidance if they:

- are uncertain of course choice
- do not meet the entry requirements for their chosen course
- have a poor rationale for their course choice
- have previously attempted to study the course
- have non-existent or unrealistic career plans
- have low confidence about previous studies

On course learners may benefit from careers guidance if they:

- need help with planning their career path
- are considering leaving the college before their course ends
- are coming towards the end of their course
- need help with applying to university or to another college
- would like help with job search and progression activities

## 7.0 Our Offer to Learners

We offer:

- One-to-one appointments (face-to-face, virtual or by telephone as appropriate) with a qualified Careers Adviser [8](#)
- Drop-In Sessions [8](#)
- University and Higher Education support including help with all aspects of the UCAS application process including the process for applying for Student Finance through workshops from Student Finance England and a 3-day dedicated UCAS Application Event [7](#)
- Advice on applying for jobs and apprenticeships including speaking to on-site apprenticeship team, writing CV's and covering letters and preparation for interviews [6, 8](#)
- Support with planning an industry placement in relation to the learner's vocational course and evaluation of experience [3, 6](#)
- Opportunities for meaningful encounters with on-site apprenticeships team and to employers through apprenticeship recruitment fairs [6, 7](#)
- A designated Jobs Google Classroom where part-time and full-time positions are advertised and the opportunity to speak to employers advertising job roles at progression events throughout the year [3, 5](#)
- The opportunity to meet local and national employers, HE Providers and well-being practitioners at specific 'Future Steps' progression events in Autumn and Spring as well as hearing from additional guest speakers throughout the year [2, 3, 4, 5, 7](#)

### **Careers education includes:**

- Topics linked to progression (such as UCAS) and job search activities (such as interview skills and looking for work), industry placements and apprenticeship information [6, 7, 8](#)
- Talks from speakers, such as employers, well-being practitioners and HE providers [5, 7](#)
- A range of activities supported such as Higher Education and Employer talks and visits as well as Information sessions on progression for parents [1, 2, 5, 7](#)

### **Careers information, advice and guidance includes**

- Pre-entry course information and advice on post 16 pathways and progression [8](#)
- On course and progression information, advice and guidance [8](#)

## **8.0 Service Standards**

The college aims to be as accessible as possible and provide services across all sites, offering:

- Face-to-face, virtual or telephone Careers appointments as appropriate
- Appointments of 60 minutes for more complex enquiries
- Follow-up appointments as required
- We provide guidance by email or telephone where appropriate / necessary and we aim to respond to all enquiries within five working days

## **9.0 Student Entitlement**

- All prospective learners are entitled to accurate course information and advice on progression routes. The Careers Adviser provides impartial guidance to assist with course choice, career planning and transition into college [1, 3, 8](#)
- At induction and at our applicant evenings all learners are entitled to receive information about student services and course-based support [3](#)
- All learners are entitled to progression information and assistance with progression choices from tutors, student services and external partners [5, 8](#)
- The CEIAG service is available to current and potential students of all ages and abilities [3](#)
- The service is concerned with promoting equality and raising aspirations and aims to meet the diversity of student needs [3](#)
- To maintain confidentiality, we will share personal information about students with others outside of our service only with students' permission or where we are legally obliged to do so [3](#)
- We will provide access to ICT resources to support with research and planning. We also aim to provide current information, advice and guidance, in a range of formats, on careers and educational opportunities [1, 2, 4, 6, 7](#)
- We will provide access to advice and guidance in a private and confidential interview room, whether in person or virtual, for booked appointments [8](#)
- We will work in partnership with the National Careers Service so students can be seen by a National Careers Service Adviser in college where appropriate [3](#)

## 10.0 Roles and Responsibilities

Corporation:

- Have ultimate accountability for the Careers Programme across college
- Should ensure that they receive and act upon recommendations from the College Careers Leader as appropriate
- Should have a nominated 'link' governor to work closely with the college

College Senior Management Team is responsible for ensuring that a Careers Team Leader is in place:

- Careers and Industry Placement Team Leader – In post since February 2016
- Relevant staff are aware of this policy
- There are sufficient qualified, experienced staff and up to date resources
- All staff have access to training, support and resources which are appropriate to their role

The Careers and Industry Placement Team Leader is responsible for:

- Influencing the development of strategy and implementing the delivery of the college's programme of career advice and guidance [1, 3](#)
- Establishing a quality careers programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of students with SEND [1, 3](#)
- Ensuring that the college has published on our website details of the careers programme and the role of the career leader [1](#)
- Ensuring the destinations of young people from the college are tracked and that this information is used to improve the effectiveness of the college's careers programme [2, 3](#)

- Quality assuring the careers programme for the college to ensure it continuously improves and that it delivers the kinds of impacts that are needed for young people [1](#)
- Liaising with external partners, such as employers, learning providers and career guidance services, as well as ensuring that the various elements of the college's careers provision are coordinated and managed through a stable and embedded programme [1](#)
- Working with the 'link' governor on Corporation and members of EMT to ensure the careers programme is resourced to meet government guidelines [1](#)
- Ensuring the development of alumni networks [3, 5](#)
- Working with external agencies including the Careers and Enterprise Company and the local network of Enterprise Co-ordinators and Enterprise Advisers to support our careers programme [5](#)

The Assistant Principal – Foundation Learning and Student Voice is responsible for:

- Developing the Careers and Employability Strategy for the college, including activities which are planned, developed and delivered by professional, specialist careers advisers
- Establishing sound information sharing agreements with local authorities and other providers where appropriate

Managers are responsible for:

- Promoting the value of CEIAG
- Working with curriculum staff and the Careers Adviser to identify students 'at risk' - including care leavers, looked after children, students with EHCPs in order to ensure a consistent and effective approach to careers provision for those students to meet their needs

Specialist CEIAG staff are responsible for:

- Providing training for the college on UCAS application procedures and other topics on request [5](#)
- Linking with a curriculum area to plan, develop and deliver suitable careers education activities for learners [2, 3, 4](#)
- Developing and providing workshops to support student CPD and Professional Development [2, 3, 5](#)
- Making lesson plans and resources available on Google Classrooms for staff to use themselves [5](#)
- Ensuring that careers information resources, paper and internet based located in the careers areas, are maintained by named staff in the Careers team [1](#)
- Producing and maintaining accurate up to date resources [1](#)
- Ensuring the central IAG is well-managed, imaginatively and adequately resourced to support learners/ potential learners
- Offering a differentiated approach for learners with SEND [3](#)
- Ensuring that gender stereotyping is avoided in all career interventions and that they adhere to college principles of equality, diversity and inclusion [3](#)
- Making effective use of LMI to support careers interventions, including use of LMI for ALL, and making those resources widely available to students, and parents / carers as appropriate [1, 2](#)

- Ensuring access to information on full range of learning and progression opportunities, including academic and technical options – need meaningful encounter with range of providers including other FE providers, universities, apprenticeship and training providers, employers and opportunity to meet staff and other learners at those institutions [2, 4, 5, 6](#)
- Ensure there is a consistent approach to keeping records of individual guidance given to learners [8](#)
- Maintaining their own CPD and be qualified at Level 6, either holding the qualification in career development or Level 6 Diploma in Career Guidance and Development [8](#)

Curriculum staff contribute to CEIAG through their roles as tutors, and are responsible for: [2, 4, 8](#)

- Providing sufficient course information and advice to enable prospective learners to make suitable choices pre-entry
- Ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance when required
- Ensuring that learners are aware of specialist services, tutorial and course-based support
- Ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to their learners' needs
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners
- Linking lessons/activities to the appropriate outcomes in schemes of work
- Using a range of methodologies to make Careers Education effective
- Linking subject content to development of career thinking
- Making connections between the development of transferrable skills across the curriculum and career development

Students should:

- Be actively involved in and take ownership of their progression planning and career development
- Attend punctually all planned tutorial and CEIAG activities
- Work co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity

## 11.0 Procedures and Activities

Learners and potential learners who require an impartial and confidential careers guidance interview can self- refer or be referred by any member of staff at the college at any point in their learner journey. [3, 8](#)

Individual, confidential interviews with a qualified and experienced adviser are available on request. Follow up appointments may also be offered where appropriate in addition to extra support through HE sessions and employer and apprenticeship information sessions. [5, 7, 8](#)

Up to date information and advice is offered on learning opportunities and career choices. All learners and prospective learners can also independently access careers resources, online and on the Careers & Progression webpages. Following guidance

interviews learners are offered a clear written summary of guidance in the form of an action plan to help them know what their next steps are, as agreed in the interview. They may be given other written information, or advised to obtain relevant information, as appropriate. [1, 8](#)

College staff receive information about the careers guidance service during their initial induction and can contact the team at any time for advice on referring learners. Tutors and subject tutors can offer career information and advice during a one to one/group tutorial or as part of embedded subject delivery for instance employability. The Careers Adviser will work with curriculum staff at UCAS application stage to identify those students in need of support. [3, 4, 8](#)

## 12.0 Quality Assurance

The service has robust quality assurance systems and is evaluated by:

- Regular reviews of the delivery of CEIAG against the key principles
- Conducting regular internal reviews of the quality of CEIAG through observations, student surveys and other feedback mechanisms
- Maintenance of the Matrix standard
- Achievement and maintenance of the Quality in Careers standard

## 13.0 Monitoring and Evaluation of the CEIAG Service

CEIAG staff will seek feedback from students and staff about the relevance of the CEIAG programme and materials used to improve the service for future students. This feedback will be reported to the Careers and Industry Placement Team Leader to ensure delivery and identify development needs and areas for improvement. [1](#)

The methods used to gain student feedback will include:

- Student surveys
- Feedback form at end of workshops/talks/events

## 14.0 Review and Monitoring

The Assistant Principal – Foundation Learning and Student Voice will review the policy on an annual basis following evaluation of the service and monitoring of students' destination information.

[The numbers in blue indicate the relevant Gatsby benchmark](#)

# Appendix 1

## ‘Gatsby Benchmarks’ of Good Careers Guidance

### 1. A stable careers programme

Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.

- Every college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the college’s website in a way that enables learners, parents, college staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.

### 2. Learning from career and labour market information

Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.

### 3. Addressing the needs of each student

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college’s careers programme should embed equality and diversity considerations throughout.

- A college’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- The records of 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.
- All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training, or employment destinations.

### 4. Linking curriculum learning to careers

All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

- Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

## **5. Encounters with employers and employees**

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 should include learners' own part time employment where it exists.

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters\* with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.

\*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

## **6. Experiences of workplaces**

- Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.

## **7. Encounters with further and higher education**

- All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, 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 stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.

\*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.

## **8. Personal guidance**

Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level\*. These 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 timed to meet individual needs.

\* The college should ensure that access to a level 6 adviser is available when needed.