

Procedures Manual

02.02.01 CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

PURPOSE To provide Careers Education, Information, Advice and Guidance to potential, current and previous students.

SCOPE Potential, current and previous students.

RESPONSIBILITY Careers and Connections Team, Support Teams, Curriculum Teams, Admissions Team, Vice Principal Quality and Student Experience, Head of Admissions, Careers and Connections.

POLICY

1.0 General Statement on Careers Education, Information, Advice and Guidance

West Suffolk College is fully committed to delivering outstanding education that inspires individual excellence and serves our society.

The purpose of this procedure is to specify the College's approach to developing students understanding of career and progression routes and the level of preparation required for the workplace. We will comply with the Department for Education Careers Strategy (December 2017) and Careers Guidance for Further Education and Sixth Form Colleges (October 2018) by ensuring students have engaging and inspirational careers education, information and guidance through access to employers and other providers. It also outlines the College's role in supporting student's ability to progress effectively within learning and the labour market. We will ensure that students have access to a range of opportunities and that they receive an excellent Careers Programme with embedded advice and guidance delivered by appropriately skilled staff.

The Careers Guidance for Further Education Colleges (October 2018) sets out its expectations for Colleges (see Appendix 1). West Suffolk College will work towards these requirements and expectations and will be guided by the Gatsby Benchmarks to develop and enhance its Careers provision.

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2.0 Aims and Objectives:

Aims:

2.1 The College will ensure that by delivering high quality, professional careers education, information, advice and guidance, students will develop personal, social and employability skills plus character strengths, to enhance employability and are supported in their career management. Furthermore, to achieve this aim, the College will be guided by the Gatsby Benchmarks to develop and enhance its Careers provision.

2.2 The College recognises that both coordinated external support and appropriately skilled and experienced careers leadership in the College are important to meet the Benchmarks.

2.3 The College has a named Careers Leader who is part of the College Management Team and has the support of the Senior Management Team to ensure delivery of the careers programme across all eight Gatsby Benchmarks.

Objectives:

To ensure all students have:

- Access to high quality, professional and impartial one-to-one careers guidance
- Access to an inspirational Careers Programme that challenges stereotypes and promotes equality of opportunity
- Access to information about work, employment and apprenticeship opportunities that makes students better informed of progression, career and employment routes
- Encounters with Higher Education Institutions
- A programme of events to allow students and their parents the opportunity to explore a variety of progression options

2.0 Student Outcomes

2.1 Students Career Exploration

Students will be able to:

- Investigate careers and opportunities in learning, work and apprenticeships and how these meet local and national priorities;
- Access appropriate information, resources, help and guidance;
- Understand changes in education pathways and the impact these have on future progression
- Analyse opportunities in work, training and further and higher education;
- Understand the full range of options available to them from various sources of information

2.2 Students personal development

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Students will be able to:

- Develop their character strengths to be able to show employers and universities that they have the strength of character to stand out from the rest and live as independent thinkers, confident in their own choices and actions
- Through meaningful encounters with employers, gain an understanding of the workplace to further raise their aspirations
- Through work experience and workplace visits, develop their exploration or career opportunities and expand their networks

2.3 Students Progression

Students will be able to:

- Make and implement Career Plans;
- Decide on next step in their careers development using action planning, reviewing and setting targets
- Manage transition
- Search for appropriate opportunities and develop networks
- Prepare for work, further or higher education through written application and selection at interview

3.0 Quality Assurance

The College holds the Matrix quality standard and was successfully reaccredited in May 2018. Student feedback is key to the development of the services and is obtained through evaluations after one-to-one guidance, surveys and student voice.

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4.0 The Gatsby Benchmarks

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	<ul style="list-style-type: none">• 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	West Suffolk College provides this by: <ul style="list-style-type: none">• One hour per week Connections session throughout their full time study programme• Five core units plus industry related activities tailored to specific vocational areas• Student feedback• Matrix Accreditation achieved in May 2018				
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.	<ul style="list-style-type: none">• 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	West Suffolk College provides this by: <ul style="list-style-type: none">• Information on LMI available on our website and student Moodle sites• Careers Events• Job Shop and Job Boards• External speakers• Kudos Ad• Icanbea...website				
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		future study options to inform their support to the learners in their care	
3. Addressing the needs of each learner	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.	<ul style="list-style-type: none">• 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.	West Suffolk College provides this by: <ul style="list-style-type: none">• Impartial careers advice available to all• Action Plans documented and recorded on ProMonitor for current students• Close liaison with Careers and Connections Team and PST Team• Career Plan created and monitored throughout time at college• Planned and actual destination data recorded
4. Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even	<ul style="list-style-type: none">• Throughout their programme of study (and by the end of their course) every	West Suffolk College provides this by:

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	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.	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.	<ul style="list-style-type: none"> • Vocational qualifications linked to career paths • Maths and English embedded throughout • Character Strengths embedded throughout • Experience Days • Taster Days • HE and Progression Events
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.	<ul style="list-style-type: none"> • 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. <p>*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</p>	West Suffolk College provides this by: <ul style="list-style-type: none"> • Guest speakers • Liaison with Careers and Enterprise Company • Careers Fairs • Employer visits • Work Related Experience
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	<ul style="list-style-type: none"> • 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. 	West Suffolk College provides this by: <ul style="list-style-type: none"> • Work Experience • Industry Placements


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	opportunities, and expand their networks.		
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.	<ul style="list-style-type: none"> 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. <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>	<p>West Suffolk College provides this by:</p> <ul style="list-style-type: none"> Open Events School outreach activities HE Fair Jobs Fair Apprenticeship week Careers Advice
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	<ul style="list-style-type: none"> Every learner should have at least one such interview by the end of their study programme. 	<p>West Suffolk College provides this by:</p> <ul style="list-style-type: none"> Level 6 qualified Careers Advisors available for 1:1 appointments Independent Careers Advice available at each key transition stage Schools outreach activities

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	ensure that access to a level 6 adviser is available when needed.		
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WEST SUFFOLK COLLEGE CAREERS PROGRAMME CALENDAR 2018-19												
Admissions	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Open Event support - Choosing the right course -				●			●	●	●			
Course interview support				●	●	●	●	●	●	●	●	
Pre-Enrolment week- Course choices											●	
Enrolment Confirmation week - Course options	●											
A Level results day - Options support	●											
GCSE Level results day - Options support	●											
Induction week - Course changes and options		●										
Careers Guidance	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers Advice drop-in	●	●	●	●	●	●	●	●	●	●	●	●
Careers Advice booked one-to-one appointments	●	●	●	●	●	●	●	●	●	●	●	●
UCAS application support		●	●	●	●	●						
Options after studies					●	●	●	●	●	●	●	●
Career planning tools	●	●	●	●	●	●	●	●	●	●	●	●
Job Shop - Part-time and volunteering vacancies	●	●	●	●	●	●	●	●	●	●	●	●
Job Shop - Full-time vacancies								●	●	●	●	●
Job Shop - Apprenticeship vacancies	●	●	●	●	●	●	●	●	●	●	●	●
Connections and Employability	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Library sessions		●	●	●	●							
Setting objectives		●				●			●			
Core Unit: CV		●	●	●	●							
Core Unit: Interview Skills		●	●	●	●							
Core Unit: Applications		●	●	●	●							
Core Unit: Employer Connections		●	●	●	●	●	●	●	●	●	●	
Core Unit: Career Plan									●	●	●	
Group UCAS application sessions for L3 Yr2		●	●	●								
Group UCAS research sessions for L3 Yr1							●	●				
Guest speakers		●	●	●	●	●	●	●	●	●	●	
Careers month				●								
Application month					●	●						
Work Experience	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Work-Related Experience		●	●	●	●	●	●	●	●	●		
Work Experience		●	●	●	●	●	●	●	●	●		
Industry Placements			●	●	●	●	●	●	●	●	●	●
Connections and Employability focus months	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Character Strength: Respect		●										
Character Strength: Curiosity		●										
Character Strength: Ownership			●									
Character Strength: Ambition				●								
Character Strength: Optimism					●	●						
Character Strength: Resilience						●		●				
Character Strength: Self Control							●	●				
Character Strength: Confidence										●	●	

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