



Policy Name: Careers Education, Information, Advice and Guidance Policy

Policy Number/Version No: V1 /AS

Effective Date: January 2018

Review Date: January 2019

Policy Responsibility: Student Services Manager

Approved By: CMT

For Action By: All College staff

For Information to: All College staff, students and parents/carers, visitors and contractors

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

SUMMARY

Richmond Upon Thames College is fully committed to ensuring that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. This is reflected in the Strategic Plan 'Richmond 2020' where the vision is to be:

'A college that enhances careers and life chances with inspired provision and a commitment to our community values of mutual respect, honesty, integrity and personal accountability'.

As qualifications expand and change, as evidenced by the increased focus on apprenticeships and the introduction of Technical qualifications, and with the need for students to progress onto higher level courses or employment to fulfil their potential, it is increasingly important that all students (whether actual or potential) have access to the knowledge, skills and resources they need to be able to make informed decisions about their future choices, both in life and employment. This links to the value of having the individual liberty to make choices affecting the future. The college is committed to meeting its duties in relation to the provision of a careers programme and impartial careers education, information, advice and guidance (CEIAG) as set out by the Department for Education Careers Strategy (2017), *Careers guidance and access for education and training providers* (DfE, 2018) and the Ofsted Common Inspection Framework. This commitment is evidenced in the awarding of the *Matrix Quality Standard for Information Advice and Guidance Services* (2015 – 18). The College also aims to work to achieve the Quality in Careers Standard, evidencing its determination to have an effective programme of careers education, enterprise and employability, including work-related learning opportunities. In order to ensure that these duties are met the policy will be mapped against the learning outcomes of the Gatsby Benchmarks (DfE, 2018) and the *Framework for careers, employability and enterprise education* (CDI, 2018).

PURPOSE

The purpose of this policy is to lay out the college's approach in developing students' understanding of career and progression routes, through their study programme and the provision of wider activities and the college's role in supporting students to progress effectively within further and higher education and into the labour market, with the aim of underpinning social mobility and economic efficiency.

AIM

The aim of the college policy is to ensure that, by delivering a programme of high quality, student centred careers education, including impartial information, advice and guidance, all students develop plans for career pathways, either into employment or for progression onto further

qualifications, including apprenticeships, technical qualifications and higher education. Students should develop the skills and personal and social attitudes needed to maximise their opportunities in the work place. The College is committed to providing this service, working in partnership with employers, other agencies and organisations, to ensure that students develop a broad understanding of the range of progression pathways and careers options available to them and be able to make informed next steps.

The college is committed to fair access and equality of opportunity throughout its delivery of careers education, advice and guidance and to ensuring that students understand the work-based issues of prejudice, discrimination, stereotyping and equal opportunities.

OBJECTIVES

These objectives have been developed with express consideration of the Gatsby Benchmarks and the Quality in Careers Standards

To achieve the aim the College, in pre-entry guidance, throughout the application process, within the study programme, and via wider extra-curricular activities and support services will work towards ensuring the following:

- Access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance
- The embedding of career education and guidance within study programmes
- All students have access to good quality informed, impartial advice and guidance about up to date career and labour market information

Advice and guidance is tailored to the needs of individual students, with issues of equality and diversity a key focus. Advisers consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Evidence of the development of self awareness, self determination and self improvement in students.

Young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies.

Ensuring that curriculum learning is linked to the development of employability skills and promotion of careers.

The provision of opportunities to meet with employers, to learn about what employers want and the development of employment skills.

Development of strong links with employers who are able to contribute to

students' education by raising their awareness and giving insights about the range of careers open to them.

First-hand experience of relevant work experience that will support career progression.

Encounters with further and higher education opportunities, including apprenticeships.

Development of skills in handling applications and interviews.

The provision of opportunities for face-to-face independent, impartial Careers advice and guidance at key decision points within the college experience, for example in relation to progression and employment.

That all students (and their parents) understand the range of career routes open to them, including technical education and apprenticeships, and how to access information necessary to underpin informed choices.

That all leavers have a planned progression route.

Employability skills will form part of their course delivery and there will be opportunities to supplement these with visits, work experience, employer interaction, whether in the College or externally as appropriate and to supplement delivery of the course aims and objectives.

DELIVERY

The College has a diverse range of students and are committed to the provision of independent careers educational, information advice and guidance that meets their individual needs.

Students will have access to a comprehensive range of current and accurate careers information, whether paper based, electronic, via social media, personal guidance, or in the form of materials suitable to their level of need;

The College provides delivery within courses to ensure that students are well prepared for the world of work and the challenges that await them whatever options they pursue.

The College works with schools to ensure that all potential students are provided with high quality guidance to enable them to access the appropriate course.

All students at Richmond Upon Thames College can expect:

- Access to informed, impartial careers advice, guidance and personal support, which is confidential, up-to-date and in accordance with the policies that operate within the College; This will be provided by the Careers Team and Training Solutions
- Access to careers websites and on-line resources that will assist career

- planning, job searches and provide access to labour market information.
- Access to one-on-one interviews which can be booked through the Student Services or the Careers Offices
 - Delivery within courses through relevant modules on employability skills, career routes and information on progression
 - Access to opportunities to develop personal and social skills, via course delivery, Student Services or as part of a cross college programme of tutorials
 - Individual tutorial support, using their ILP, to develop self-awareness in relation to learning and employability. This will include reviewing skills, interests and achievements and setting SMART targets
 - Support in determining their future through management of their own progress and achievement e.g. through CV writing, personal statements for UCAS applications, developing interview skills
 - To make and develop career plans which decide on the next step in their career development using action planning, reviewing and setting smart targets
 - Access to careers, employability and enterprise events as part of the tutorial programme with the expectation that they will use these for self-improvement
 - The opportunity to explore career pathways and development opportunities through external speakers, employers, careers software, careers fairs and Local Enterprise Advisers. This may involve mentoring by HE students, previous students in employment or employers
 - Opportunities to investigate careers and opportunities in learning, work and apprenticeships and how these meet local and national priorities through their curriculum delivery
 - Opportunities to understand business and industry through work experience, external workshops such as Barclays Life Skills, and wider tutorial programme
 - To develop key skills including team work, problem solving, independent enquiry, resilience, managing own career development through their Study Programme
 - relevant work experience to investigate work and working life and to develop skills through experience
 - To develop an understanding of safe working practices and environments through relevant curriculum delivery, work experience and development of critical thinking through tutorials
 - Opportunities to develop an understanding of equality, inclusion and diversity in relation to the workplace and to reflect on and challenge stereotypical attitudes to employment opportunities.
 - Inclusion of Maths and English within their Study Programme to further develop employability skills
 - Opportunities for additional qualifications where relevant such as Food Hygiene, First Aid, Personal Finance.
 - To develop initiative and enterprise skills through the related tutorial enterprise weeks and through course related competitions
 - Support with progression and making applications, including identifying choices and opportunities, talks from apprenticeships providers, UCAS support from HE partners and application process.

- Support with managing transitions, including summer taster sessions for progressing students, mentoring by HE students, tutorials related to independent living, Student Services support
- Students on Level 3 course will be encouraged to progress onto higher education, including higher apprenticeships, degree apprenticeships, HND's and degrees
- Where the student is recognised to have exceptional ability in an area they will be supported in applying for competitive institutions/courses

The College recognises that a number of student's may not wish to enter higher education, but instead have aspirations to start up their own business. The Student Services team will co-ordinate a number of group-based workshops and coaching sessions to help develop the core skills necessary to take a business from concept to fruition.

Students with Learning Difficulties and/or Disabilities

The College recognises its responsibilities, under the Children and Families Act 2014 in working to improve the outcomes and life chances for young people aged 16 – 25 with Special Education Needs and Disabilities. Students with learning difficulties and/or disabilities may have additional needs in relation to career development and employability. These students can expect:

- In Foundation Learning to have a curriculum tailored to preparing them for adulthood. Every course includes preparation for work and investigating career opportunities
- To work with a specialist job coach to plan a meaningful work experience. The job coach will work with them at the end of the academic year running job clubs, helping people to find paid employment
- That if they have an EHCP they will be allocated a key worker who will help them work on long term planning. This key worker will liaise with the College Careers Advisors, if needed, to ensure advice is delivered at an appropriate level

Apprenticeships

All Apprentices at Richmond Upon Thames College can expect:

- Individual assessor support to develop self-awareness in relation to learning and employability. This will include reviewing skills, recognition of prior learning interests and achievements and setting SMART targets
- To make and develop career plans which decide on the next step in their career development using action planning, reviewing and setting smart targets
- Access to careers, employability and enterprise events as part of the tutorial programme with the expectation that they will use these for self-improvement
- The opportunity to explore career pathways and development opportunities through external speakers, employers, careers software, careers fairs and Local Enterprise Advisers. This may involve mentoring by HE students, previous students in employment or employers
- Opportunities to develop an understanding of equality, inclusion and diversity in relation to the workplace and to reflect on and challenge stereotypical attitudes to employment opportunities

- To develop underpinning skills, attitudes and behaviours including ability to work with a range of people, thinking skills & problem solving, independent enquiry, resilience, financial awareness and managing own career development through their apprenticeship programme
- Support with researching and applying for progression opportunities to enhance career opportunities
- To develop an understanding of safe working practices, environments and responsibilities through workplace visits and monitoring.
- To develop their literacy and numeracy skills in their workplace environment as well as in college

Adult Students

The college has a number of adult students and is committed to ensuring that they receive appropriate CEIAG. All students can expect:

- Access to informed, impartial careers advice, guidance and personal support, which is confidential, up-to-date and in accordance with the policies that operate within the College; this will be provided by the Careers Team and by referral to the National Careers Service
- Access to careers websites and on-line resources that will assist career planning, job searches and provide access to labour market information.
- Access to one-on-one interviews which can be booked through the Students Services Team
- One to one tutorials

Higher Education

The Quality Assurance Agency (2017): states under Chapter B4 'enabling learner development and achievement' sets out the expectation that Higher Education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

Higher education students can expect:

- Access to Career education, information, advice and guidance to enable students to make choices about their future. This will be provided by the careers team who are appropriately informed about the local, regional, national and international graduate labour market and who are able to deliver well-informed, impartial, student-centred, confidential careers advice and guidance
- Before accepting an offer of a place at Richmond Upon Thames College, students will have opportunities to seek advice or information from members of the Careers Team at Open Days or via referrals from the Admissions Team
- Design of degree programmes at validation or revalidation will include transferrable graduate skills to develop their careers potential
- Vocational degrees will include discreet modules or elements across the programme of study relating to the development of professional skills relevant to the sector

- Lecturers, guest lecturers or speakers who have sector relevant experience and are able to link theory to best practice. This will include through links with providers of employment opportunities
- Work place experience if this is congruent with the objectives of the programme
- Tutorials which focus on working in partnership with students to identify areas of development and which promote them taking responsibility in engaging with opportunities available to them
- Access to careers fair and interaction with employers where possible

LEARNER RESPONSIBILITY

Advice and guidance is a two-way process and all students have a responsibility to:

- Be pro-active in utilising the comprehensive range of service available to them
- Contribute to the programme via feedback.

IDENTIFYING AND SUPPORTING STUDENTS AT RISK OF NOT ACHIEVING

The college has a system where students at risk of not achieving are identified and this information is shared with the Curriculum Manager and relevant support services, with the aim of exploring barriers to success and potential options for the future. This support should include access to the Careers Team.

STAFF ROLES AND RESPONSIBILITIES

Lead for Careers Advice and Guidance – Assistant Principal Student Experience

Contributes to the delivery of CEIAG through:

- Strategic and operational leadership
- Evaluation of implementation of CEIAG

Student Services Manager

Contributes to the delivery of CEIAG through:

- Line management of college careers advisers
- Arrangement and facilitation of wider careers education, including liaising with outside agencies such as Transformation Trust, Barclays Life Skills,
- Liaising with the Student Engagement Team Leader for Tutorials, British Values and enrichment in the delivery of relevant careers and work related tutorials and enrichment
- Provision of wider wellbeing services that support career development and employability
- Delivery of events for parents in relation to progression into Higher Education

Training Solutions Manager and Team –

Contributes to the delivery of CEIAG through:

- Cross college leadership for work experience and employability
- Monitoring and Organisation of industry specific apprenticeship talks for curriculum areas
- Co-ordination and monitoring of learner work experience for each curriculum area
- Promotion of work experience and job opportunities

Curriculum Managers and Tutors – Curriculum/Teaching Learning and Assessing

Contribute to the delivery of CEIAG through:

- The embedding of careers and employability advice into the Study Programme, including through delivery of the tutorial scheme of work
- Supporting the development of employability skills through identification, embedding and demonstration in the students' main vocational programme (Gatsby Benchmark)
- Supporting the organisation and monitoring of students employment related work experience
- The delivery of Maths and English as part of the Study Programme and through embedding in the students' vocational qualification.
- Ensuring that students participate in careers events, related trips and industry days

Tutors

Contribute to the delivery of CEIAG through:

- The development of self-awareness, self-determination and self-improvement skills relevant to careers and employability
- The delivery of compulsory tutorial programme related to Career Planning, Employability skills, Progression, Higher Education Opportunities, College Values, Equality Diversity and Community Cohesion and Study Skills
- Support for students in preparing Individual Learning Plans (ILP) and ensure that students are aware, monitor and review their individual targets and target setting
- Conducting regular one to one reviews with students
- Support for students in UCAS applications including personal statement writing

Careers Team

Contribute to the delivery of CEIAG through:

- Delivery of an up to date, informed, impartial careers advice and guidance service careers advice to students

- Providing access to high-quality and up-to-date labour market intelligence (LMI) and information about all education and vocational education training routes post-16
- The provision of impartial careers advice and guidance via individual appointments bookable through the Student Services Assistant
- Support to curriculum staff by delivering bookable careers and progression tutorials related to CV writing, cover letters, Job searches, interview skills etc
- Bookable preparation for higher education sessions, including submitting UCAS applications.
- Attendance at Open events for prospective and current students
- Updating of the Jobs Board in liaison with Training Solutions– to raise learner awareness of appropriate employment opportunities
- Supporting careers and employability events across the college.
- Careers practitioners who work collaboratively with curriculum staff, external agencies, employers, universities and volunteering organisations for the benefit of students

Work Placement Co-ordinator –

Contribute to the delivery of CEIAG through:

- Liaising and working with employers to provide opportunities for students to access meaningful work experience.
- Implementation of strategies to ensure the Health and Safety of students during work experience including risk assessments and completion of relevant paperwork
- Liaising with employers and tutors in relation to any issues raised during work experience

Designated Safeguarding Leads-

Contribute to the delivery of CEIAG through:

- Providing support for tutors in relation to work experience safeguarding issues
- Point of contact for any safeguarding issues arising from work experience (including apprenticeship)

IMPLEMENTATION AND QUALITY ASSURANCE

The College hold the Matrix quality standard, successfully accredited in May 2018, and will be applying for the Investors in Careers Award in CEIAG which is validated by Quality in Careers Standard (QiCS). Careers Advisers are qualified to sector indicated levels and follow the Career Development Institute code of ethics.

The College works hard to ensure that all delivery is up-to-date, relevant and appropriate to all students.

The College will also work with a range of partners to assist in the delivery of CEIAG, the development of employability skills and labour market information including local and national employers, charitable organisations, recruitment consultants, apprenticeship employers and professional bodies.

Learner feedback is key to the development of the service and is obtained through evaluations after 1:1 guidance, group work, large scale talks, events and activities. Learner feedback forms part of our Quality Assurance measure and consequently influences the development of the service.

Destinations

Both internal and external measures are responsible for data capture of learner destinations. The Assistant Principal Student Experience ensures the destination of students is tracked annually, via the Curriculum Managers and tutorial system, and reports given to the College Management team and staff to analyse and incorporate into self-assessment reports. Student Records are responsible for monitoring data and works with external companies to track outcomes. These input into the monitoring and review of the Careers Advice and Guidance Policy.

Dissemination

The policy will be disseminated through the intranet and via the external website

MONITORING AND REVIEW

The College will monitor delivery on an academic yearly basis and responds to changes as quickly as possible to benefit delivery both internally and externally.

POLICY LINKS

Safeguarding Policy

Equality and Diversity Policy Statement

Student Engagement Policy