

CAREERS POLICY

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Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. Qualifications such as the introduction of T Levels are changing education in the further education sector, and we need to ensure that students are ready for the world of work there are more opportunities in higher education. Students need help to make choices and manage transitions: they need good quality careers, education, information, advice and guidance.

Telford College careers policy statement outlines how the College intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

This policy statement applies to all students at the College, whether full-time, Apprenticeships or part-time, community or employer based.

We aim for Telford College to be a respectful, thriving, happy environment and this means that the College has a responsibility to ensure that standards are maintained to promote positive behaviour amongst students and staff. In developing this policy and in promoting the importance of positive behaviours amongst all individual and learner groups, the College has expectations of staff, supported by specific rights and responsibilities of all students.

Scope

This policy statement notes the key recommendations from the Department for Education 'Careers Strategy, making the most of everyone's skills and talents' (December 2017), and the statutory guidance for 'careers guidance and access for education and training providers- statutory guidance for schools and guidance for further education college and sixth form colleges (July 2021) publications.

Telford College will utilise auditing tools such as the Compass Careers benchmarking tool to ensure the careers policy statement remains compliant with the above-mentioned policies. This policy statement notes the key recommendations from the Department for Education 'Careers Strategy, making the most of everyone's skills and talents' (December 2017 careers guidance and access for education and training providers- statutory guidance for schools and guidance for further education college and sixth form colleges (July 2021) publications. One-to-One careers advice is delivered by qualified Level 6 & 7 members of the careers team who are members of the Careers Development Institute (CDI).

Process/Procedure

Telford College will ensure that students have access to a comprehensive careers programme through the following means:

- Partnership working with Employers, Universities, Training providers and other agencies to ensure students are provided with an opportunity to discover more about the world of work.
- Partnership working with Careers Enterprise Company and the Marches to discuss student activities, seek advice on new and existing initiatives, and ensure compliance with relevant policy.
- Work alongside the local careers service (Future Focus) to ensure students have the opportunity to access impartial guidance and support.
- Implement a robust Tutorial programme for full time learners, which provides opportunity for career development and learning.
- Introduction of the Employability passport.

- Providing a quality enrichment service, including external trips, visits, and guest speakers leading to opportunities for students to develop their employability skills and knowledge. Examples of these will include UCAS Fayres and the Skills Show.
- For full time study programmes, ensuring students complete relevant work experience placements or live briefs to enhance employability prospects and knowledge.
- Ensuring there is a named person whose responsibilities include the role of Careers Leader to lead the careers programme.
- Publishing the careers programme on the college's website to ensure learners, parents, college staff and employers to access and understand it.
- Ensuring students complete relevant work experience placements or live briefs to enhance employability prospects and knowledge.

As a result of these activities, Telford College students will:

- Be given specific help with preparing UCAS/Apprenticeship application.
- Able to attend sessions on understanding college leaver and graduate job markets and how to look and apply for jobs.
- Have the opportunity to start to understand how the world of work is changing and how it might affect individuals.
- Have frequent encounters with employers through guest speakers, project briefs, visits, and enrichment activities.
- Have at least two meaningful encounters with an employer each year, with one of these being related to the student's field of study.
- Learn how to manage a career in terms of progression, budgeting and planning for the future.
- Be reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Be encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Have optional access to independent and impartial advisers via drop-in sessions, with Future Focus.
- Be encouraged to use careers resources that are available and informed where to find out more about specific courses/careers.
- Record their academic and careers progress on ProPortal and within their employability passport

Curriculum based activities include:

- Hearing **inspiring speakers** that introduce learners to a world outside their regular communities and ideas of work and achieving.
- Visits to real-world workplaces, skills shows and higher education providers
- Facilitating **work experience, Industry Placements, community projects** and **volunteering** placements.
- Enrichment activities raising awareness of these opportunities to enhance learners' prospects
- College events – HE Fair and Careers/HE and Apprenticeship Event.

Resources to support these activities are available in digital format in Moodle. All careers' events are notified to teaching staff/learners using email and traditional paper-based notices such as posters. The College has excellent effective partnerships with local schools, universities and local employers which help us to meet the needs of the economy, education and the community. Advice, help and support is available to learners and their parents prior to admission to College (for example at post 16 and careers events in schools), during enrolment, at Open Days and Parents Evenings.

The Principles of the Careers service is governed by:

- The Gatsby Benchmarks
- Matrix standards
- The Careers Development Institute (CDI)

In summary, Telford College will be working towards full compliance with the Gatsby Benchmarks, which are detailed below:

<p>1. A stable careers programme</p>	<p>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.</p>	<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 enable 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.
<p>2. Learning from career and labour market information.</p>	<p>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.</p>	<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 future study options to inform their support to the learners in their care.
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<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.
<p>4. Linking curriculum learning to careers</p>	<p>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</p>	<ul style="list-style-type: none"> • 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.

	and English as a key expectation from employers.	
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.
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.	<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.
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.
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.	<ul style="list-style-type: none"> • Every learner should have at least one such interview by the end of their study programme.

Key References:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/749151/Careers_guidance-Guide_for_colleges.pdf

Career Development Institute Code of Ethics

Access at:

http://www.thecdi.net/write/227_BP260-X8513-Code_of_Ethics-A4-digital.pdf