

FE Careers Policy

Document control

Version	Date	Author(s)	Notes on Revisions
1.0	05/11/2019	J Tucker	Introduced to provide external stakeholders with clarification regarding South Devon College's 'careers' offer
2.0	24/05/2021	J Tucker	Updated to include Statement of Service information

Owner	SLT Lead	Author	Frequency of review	Next review date	Approval Committee	Next approval Committee Date	Date of last EIA
Careers Leader	M Harbour	J Tucker	3 years	Nov 22			

1. PURPOSE AND SCOPE

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. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Post 16 options are expanding with the upcoming implementation of T Levels, and opportunities in higher education now extend further through higher and degree level Apprenticeships. The future workforce will need to be adaptable and forward thinking to fill our existing and future skills gaps, developing a range of careers at different stages in their lives and sometimes at the same time. Students need help to make choices, manage transitions and develop the necessary skills to be ready: they need good quality careers education, information, advice and guidance.

The governments Careers Strategy, launched in December 2017, outlines the requirement for providers to achieve benchmarks developed by the Gatsby Foundation in order to evidence delivery of good careers guidance. As a led provider in the HotSW Careers Hub we have access to additional networks and support to achieve these benchmarks and inform best practice.

This policy sets out how South Devon College will ensure every full-time FE student (including Apprentices), benefits from a robust and well-developed careers programme in line with the Gatsby Benchmarks, which will provide each individual 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. Information and support we provide is set out in our IAG values shown at the end of this document, however this is not an exhaustive list, but covers many of our most popular services delivered.

2. DEFINITIONS

- 2.1 Careers, Education, Information, Advice and Guidance (CEIAG) refers to all work related learning
- 2.2 Careers programme relates to our defined list of activities that provide opportunity for work related learning, planned to enable individuals to develop their essential skills progressively.

3. DUTIES OF THE COLLEGE

3.1 Deliver an inclusive careers education programme that is in line with learners' needs and timed to inform key decision-making points.

This programme will include:

- 3.1.1 Pre-entry information and advice about the full range of learning opportunities that are available at South Devon College, through Open Events and Welcome sessions.
- 3.1.2 Information and advice about the range of job roles linked to each curriculum area and development of the technical skills required to meet industry needs. This includes access to a personal KUDOS account, an online resource for further research and career planning.
- 3.1.3 First-hand experiences of the workplace through work experience, industry placement, work visits, community projects, taster events and voluntary work
- 3.1.4 Encounters with employers via visiting speakers and alumni, enterprise schemes and mentoring projects
- 3.1.5 Support and guidance to plan next steps through exploration of progression pathways, apprenticeship providers and higher education application. These should be appropriate to learner's study programme area and level as well as linked to opportunities that exist in the current labour market.
- 3.1.6 Personal development opportunities to develop key employability skills, cultural capital and social mobility, including enhanced abilities and interests through a range of enrichment activities.
- 3.1.7 Access to an appropriate platform to record all careers related activity for learners to take with them when they progress to their next steps to evidence the skills they have developed and the experiences they have had.

3.2 Ensure that all learners have opportunities for personal guidance meetings with highly qualified, trained and competent staff.

As part of this commitment, the college will ensure that advisers are:

- 3.2.1 Qualified to a minimum of Level 6 in Careers Information, Advice and Guidance
- 3.2.2 Provided with regular opportunities for continuing professional development to ensure that their skills and knowledge remain up-to-date
- 3.2.3 Observed on an annual basis against an agreed framework for careers guidance. Areas of good practice and areas for improvement that are identified during observations will feed into staff training and development plans
- 3.2.4 Hold a clear Enhanced Disclosure and Barring Service (DBS) check
- 3.2.5 Trained on College Safeguarding, Child Protection and Prevent procedures
- 3.2.6 Assigned by name to learners with SEND, care leavers, young adult carers and other vulnerable groups to make the service accessible and ensure timely intervention.

As part of this commitment, advisers will:

- 3.2.7 Support learners to understand their own skills, qualities and interests and how these could be used in the workplace, enable them to explore the full range of opportunities that are available to them and help them to make and implement their plans for the future
 - 3.2.8 Challenge all forms of stereotyping and negative perceptions and ensure that learners from all backgrounds, gender and diversity groups consider the widest range of choices that match with their skills, qualities and interests as well as with qualifications that they have already got or have the potential to gain.
 - 3.2.9 Support learners who are at risk of dropping out of college or who wish to change course
 - 3.2.10 Monitor closely learners with SEND, care leavers, young adult carers and other vulnerable groups to ensure they have access to wraparound and targeted support.
 - 3.2.11 Remain impartial, ensuring the individual needs of learners are always the main priority
 - 3.2.12 Respect confidentiality, unless there is a risk to the individual concerned or others.
 - 3.2.13 Adhere to the Careers Development Institutes (CDI) Code of Ethics
- 3.3 Publicise the careers policy and careers education programme to learners, tutors, parents/carers, governors and employers so that everyone is clear about what learners are entitled to.**
- 3.3.1 Ensure information and services are accessible to all learners through a variety of methods including but not limited to the college website, SDConnect, parent forums, Moodle.

3.3.2 Monitor and improve accessibility to Personal Guidance appointments to ensure the maximum uptake and attendance is achieved by gathering feedback and providing appropriate pre appointment information.

4. STATUTORY FRAMEWORK/PRINCIPLES

- 4.1 Gatsby Benchmarks
- 4.2 CDI Framework and Code of Ethics
- 4.3 CEC Guidance for Colleges
- 4.4 OFSTED Education Inspection Framework

5. RELATED POLICIES AND DOCUMENTATION

- 5.1 South Devon College Careers Strategy
- 5.2 Department for Education Careers Strategy – Making the most of everyone’s skills and talents
- 5.3 Careers Support and Personal Guidance at South Devon College
- 5.4 South Devon College Careers Programme

6. STATEMENT OF THE COLLEGE'S APPROACH TO THE ENVIRONMENT AND TO SUSTAINABILITY

The College affirms its commitment to integrate sustainable and eco-friendly policies and practices into all its activities by operating in a manner that promotes energy and materials conservation and waste reduction. We also commit to encouraging others with whom we do business to analyse, reduce and manage their own environmental impacts and risks where possible.

7. MONITORING AND REVIEW OF POLICY

- 7.1 This policy will be reviewed annually and monitored by ongoing self-assessment against the Gatsby Benchmarks and effectiveness measured against stakeholder feedback.

Approved by	Signature	Date
Author:	JTUCKER	07/11/2019
Owner:		
Chair of Approval Committee:		
Next Review due		

8. APPENDICES

The eight Gatsby Benchmarks are:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Our IAG Values

College Value	We can enable you to:	Information we can provide
Inclusion	Understand the learning opportunities available	<ul style="list-style-type: none"> - South Devon College courses and the application process - Other Further Education providers in the local area - Qualifications and accreditation (what they mean and what level) - Enrichment opportunities and information about Students' Union

		<ul style="list-style-type: none"> - Equality and Diversity policies - The College's Disability Equality Scheme - College Disciplinary Procedure (upon request) - College Complaints Procedure (upon request) - Individual pathway provision - Accessible feedback mechanisms for learner/client views
Aspiration	Understand more about individual needs, realistic and aspirational opportunities and the length of time this may take	<ul style="list-style-type: none"> - Careers-based software - Higher Education, including UCAS and university application support, both locally and nationally - Local and national training opportunities including Apprenticeships
Innovation	Find ways of overcoming barriers which might obstruct learning and employment opportunities	<ul style="list-style-type: none"> - Financial support available for study and training - Childcare and support including local nursery provision and Care to Learn - Job seeking, including CV support, interview training and developing employability skills - Part time job vacancies locally - Transport to and from College - SDConnect (College's app)
Support	Understand more about specialist and/or transitional support available	<ul style="list-style-type: none"> - Careers South West (including National Careers Service) - Checkpoint (including support available for accommodation, drug, alcohol and substance misuse for under 18s) - Accommodation List (including support available for homelessness) - Behavioural Management Support - Positive Intervention Support - Anti-Bullying Policy (upon request) - Safeguarding and Child Protection policies
Progress	Work with trained staff to make informed decisions on the best route to take	<ul style="list-style-type: none"> - Tailored training opportunities for businesses - Apprenticeship opportunities