

College Manual/Share Point Section:	Careers Education and Guidance			
Responsibility:	Careers & HE Co-ordinator	Date doc. created:	April 2018	
E&D Impact Assessment date:	April 2018	Review date of doc.:	April 2019	

Careers Education and Guidance

1. AIMS

The College Careers Education and Guidance Policy is intended to set out the parameters of the Service and ensure all students are able to access guidance at appropriate times in their College life.

It embodies the National Information, Advice and Guidance Board Principles, the Institute of Careers Guidance Code of Ethics, The Careers Development Institute Framework and The Gatsby Framework.

2. OBJECTIVES

- 2.1 To embed the Gatsby Benchmarks for Colleges
- 2.2 To ensure students are supported to prepare for their progression in an impartial manner
- 2.3 To promote the Careers Service to all entitled users, allowing them to make a personal choice as to when and how best to engage with the service

3. TO EMBED THE GATSBY BENCHMARKS FOR COLLEGES

3.1 The Gatsby Benchmarks are as follows:

3.1.1 A stable careers programme

The careers programme is currently delivered through the Upskill tutorial programme, to all full time students. It is closely linked to employability.

3.1.2 Learning from career and labour market information

Labour market is currently delivered through the Upskill programme, Unifrog, Start, and Unistats, and through the curriculum.

3.1.3 Addressing the needs of each student

The Upskill programme has been designed to focus on students at different stages of their College life, and includes 1:1 sessions and the scope for referrals as deemed necessary

3.1.4 Linking curriculum learning to careers

Each curriculum area focuses on employability and how their subject links to the wider workplace.

3.1.5 Encounters with employers and employees

Encounters with employers and employees are delivered through a combination of sessions, led by the curriculum

3.1.6 Experiences of workplaces

At present, some curriculum areas include work experience within their core programme. Students will also be able to get an appreciation of the workplace via the videos at Careersbox. The link for this is also on the VLE.

3.1.7 Encounters with further and higher education

College runs an HE event within our Future's Fayre, which gives students on site access to a large number of universities. We also advertise the UCA Convention to students and promote visits to universities.

As part of our Upskill programme and wider Careers offer, universities are also invited to speak to students about university life and making their applications.

3.1.8 Personal guidance

Impartial personal guidance is delivered in a number of ways:

- Initial guidance may be delivered by Personal Tutors
- Course guidance may be delivered by The Schools Liaison Team, who all hold or are working towards a minimum of Level 3 IAG
- 1:1 guidance sessions are offered by the Careers team. These staff are qualified to a minimum of Level 4, with overall supervision being provided by a Level 6 qualified member of staff.
- Guest speakers may provide personal guidance in certain situations, but it should be noted that these individuals are industry specialists, not guidance qualified

3.1.9 Baker Clause

The Baker Clause is an addendum to the Gatsby Benchmarks, which sets out the expectations and arrangements for providing students with access to external education providers. Whilst it is primarily aimed at the new T Level qualifications, New College have adopted the Baker Clause as a College wide process. The Access policy can be viewed as Appendix 1.

4. TO ENSURE STUDENTS ARE SUPPORTED IN THEIR PREPARATION FOR PROGRESSION

4.1 The remit of the Careers Team is to be independent, we recognize the importance of providing access to a wide range of employability and careers support. To this end, we work with a range of external providers and websites that are:

- Impartial, client centred and free from institutional bias
- Differentiated
- Accessible, available and visible
- Provided by appropriately qualified, knowledgeable and experienced staff
- Respectful of confidentiality
- Planned and resourced
- Reviewed by our Careers Team / student satisfaction surveys

4.2 A large part Careers learning is delivered via the Upskill Programme, but students are also able to access 1:1 support at any time. The focus of the programme is to help develop the following skills:

- Self-awareness
- Careers Exploration
- Career Management
- Employability

5. TO PROMOTE THE CAREERS SERVICE TO ALL ENTITLED USERS, ALLOWING THEM TO MAKE A PERSONAL CHOICE AS TO WHEN AND HOW BEST TO ENGAGE WITH THE SERVICE

- 5.1 Access to the service is available to all enrolled students.
- 5.2 A range of Appointments, Drop-in Sessions, Workshops are available during the academic year, as is the option to communicate via email
- 5.3 Careers Resources are located on the VLE for students
- 5.4 Careers information is published on the external website for parents, carers and external agencies
- 5.5 Initial guidance for prospective students is provided via the Schools Liaison Team, with referral to the Careers Team when deemed necessary
- 5.6 External support can be accessed through the National Careers Service website

Linked Policies:	<ul style="list-style-type: none"> Tutorial Policy Admissions Policy Equalising Opportunity- Celebrating Diversity Disability Equality Scheme Institute of Careers Guidance Code of Ethics Retention Policy Safeguarding Children and Vulnerable Groups Policy
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NEW COLLEGE EQUALITY IMPACT ANALYSIS	DATE: Sept 2013
Function: Careers Guidance	
This policy, plan, procedure, process has been examined for equality impact, ie, the impact that this function will have on different groups of actual and potential learners, service users and staff taking account of the protected characteristics of the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).	
1. If Equality Impact Analysis is not relevant to this function, give reasons and proceed to section 5 below. Not applicable	
2. In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these? <ul style="list-style-type: none"> There could be an impact regarding age. Students 19+ are more likely to be part time. Resources have been made available on the VLE and on paper available throughout college to aid access. Guidance for 19+ students is made available through the National Careers Service. For 2017-18, the College has instigated part time Careers appointments and a drop in service. There could be an impact regarding disability. Relevant resources have been placed on the VLE so they can be enlarged, copied onto coloured paper etc. as required. 	
3. In what ways could this function have a positive impact on any of the groups above? How will this function be used to eliminate discrimination, advance equality of opportunity and foster good relations between different groups? Are there plans for the future which will further advance equality? <ul style="list-style-type: none"> Promotion of the service to all students aims to eliminate discrimination. Careers Education and Guidance is a module in the Tutoring Qualification for new tutors to ensure awareness of the services and resources for all students. 1:1 Careers guidance is led by the individual needs of the customer, and therefore is differentiated at source. 	

4. What evidence supports your judgment e.g. consultations, observations, expert opinions, quantitative or qualitative surveys? If the evidence is in the form of an additional document, where is it stored?

The impact of the service is measured by collecting student feedback and staff CPD opinions. Analysis of users of the guidance service is monitored and analysed by gender/ethnicity/retention & achievement. The data is analysed as part of the annual Student Services SAR

5. Name and job title of manager responsible:

Sharon O'Connor, Careers Lead & HE Co-ordinator

New College Provider Access Statement 2018-19

This policy statement sets out the College's approach to managing access for other education and training providers to students at New College and how they can provide information about the provider's offer. This complies with legal obligations under section 42B of the Education Act 1997.

Student Entitlement

All students aged between 14 and 18 (equivalent of school years 10-13) are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available
 - Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through events, assemblies and group discussions
 - Understand how to make applications for a full range of academic and technical courses
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Opportunities for dissemination of information and access

Providers are welcome to leave copies of their prospectus or other relevant course literature at Reception. These will be kept within the Careers section of the Learning Resource Centre, which is managed by our Careers Lead, and which is available to all students.

Owing to the size of our student base and the nature of our attendance and timetabling, it is unlikely that providers will be able to gain access to an entire year group cohort at the same time. However, a number of events, integrated into the College's careers programme, will offer providers an opportunity to come into College to speak to students.

Please speak to our Careers Lead (contact details below) to identify the most suitable opportunity.

Co-ordination of provider access requests

A provider wishing to request access should contact Sharon O'Connor, Careers Lead and Coordinator, at sharon.oconnor@newcollege.ac.uk or on 01793611 470 x 5209.