

# Careers Education and Guidance

<b>Responsibility:</b>	Careers Co-ordinator	<b>Date doc. created:</b>	December 2020
<b>E&amp;D Impact Assessment date:</b>	December 2020	<b>Review date of doc.:</b>	December 2021

## 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.

\*This document has been updated during Covid-19, and facilities have been put in place to transfer a number or normally physical activities into online events.

## 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

A new online Careers Programme has been developed for the 20-21 cohort, and will be delivered across both campuses. Although primarily aimed at full time students, part time and distance learners are also able to access the course. The course is called Upskill, and 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, 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

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.

### 3.1.6 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.

### 3.1.7 Personal guidance

Impartial personal guidance is delivered in a number of ways:

- Initial guidance may be delivered by Progress Coaches and Subject Tutors
- Course guidance may be delivered by The Schools Liaison Team, who all hold or are working towards a minimum of Level 3 IAG, and are supported by the Careers Team.
- 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

## 4. To ensure students are supported in their preparation for progression.

4.1 Although 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 online course – Upskill, 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 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 physical and virtual Appointments, Drop-in Sessions and 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

- 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

### New College Swindon 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?

- 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. Appointments to see a Careers Adviser are available to all students enrolled at College.

- 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. Appointments are available virtually or in person.

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?

- 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 Co-ordinator & Careers Lead

## Appendix 1 : Baker Clause

### New College Swindon Provider Access Statement 2020-21

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
- 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](mailto:sharon.oconnor@newcollege.ac.uk) or on 01793611 470 x 5209.