

Wiltshire College

Careers Education Policy

1. Introduction

Careers education helps students to acquire the knowledge, skills, attitudes and attributes to manage their life, learning and work. Young people's understanding of career and progression routes, as well as their level of preparation for the workplace, supports their ability to progress effectively within learning and the labour market and consequently underpins social mobility and economic efficiency. Good careers education can also have a positive effect on soft outcomes for young people such as improved attitudes, self-confidence, aspirations and decision making skills.

Although no longer a legal requirement Wiltshire College is committed to retaining a careers education programme and access to careers guidance to support the development of our students. The College recognises that a successful Careers Education, Information, Advice and Guidance (CEIAG) programme is a partnership between the College, HE establishments, employers, Apprenticeship experts, Integrated Youth Services and each student.

The guidance provided will recognise the individual needs of each student and be provided in an independent and impartial manner.

2. Commitment

- 2.1 Careers education is seen as an integral part of the curriculum, providing students with an opportunity to access a planned and co-ordinated range of activities that will enable them to deal with choices and transitions related to their future education, training, employment and life as an adult member of society.
- 2.2 The careers education programme is a continuous, progressive process with a sustained application over a student's college career helping them to develop their capacity to make decisions and develop their personal qualities to enable them to live satisfying and effective lives in a changing society in which paid employment is a part.
- 2.3 The College is committed to achieving a range of outcomes for young people including the careers and work related outcomes identified in the ACEG Framework (April 2012) as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.
- 2.4 The College is committed to offering impartial guidance to its students aged 16-18 (Statutory Guidance March 2013), and those aged 19+ through delivery of the National Careers Service.

3. Aims, Objectives & Entitlement

- 3.1 The policy aims to clarify how, through access to a careers education programme, students are helped to become more self-aware, provided with better information about opportunities; supported with evaluating information and making decisions; helped with planning their admissions and applications tactics and to ensure that staff who support students are knowledgeable about new opportunities.

The policy works towards ensuring that all young people have opportunities to acquire and develop the basic skills and attitudes needed and in providing guidance that makes a difference to young people's lives

3.2 The aim of the policy is to outline how students will be provided with the tools to support their:

3.2.1 Self development

- Understand themselves so they are self-aware, have a flexible outlook and realistically high expectations
- Develop key skills including communication, team work, reflective thinking, problem solving, independent enquiry and attributes including resilience needed for planning and managing their own career development for employability
- Be able to analyse critically existing structures or opportunities in work, training and further and higher education.
- Know and understand the full range of options available to them from various sources of information

3.2.2 Career Exploration

- Understand changes in education, training and employment and the impact of these on career and working life
- Investigate careers and opportunities in learning, work and leisure and how these meet local and national priorities.
- Know where and how to access appropriate information, resources, help and guidance.
- Through work experience, test their effectiveness in the work place and develop social capital through first-hand experience.

3.2.3 Career Management

- Make and implement career plans
- Decide on and take next steps in their career development using appropriate techniques such as action planning, reviewing and setting smart targets.
- Manage transition
- Search for appropriate opportunities and develop networks and select method of application fit for purpose.
- Be able to prepare for work by presenting themselves well through written application and at selection interview

3.3. Wiltshire College sets out 5 main aims:

3.3.1 To provide every full time student with a personal tutor as a named point of contact during their course

3.3.2 To track and monitor students' academic progress, by setting and reviewing realistic but challenging smart targets

- 3.3.3. To advise students on personal, social and financial issues which impact on achievement and progression
- 3.3.4 To provide student with the opportunity to consider course options, progression routes and careers advice.
- 3.3.5 To evaluate the impact of the careers education programme through the tracking and analysis of students' destinations, taking into consideration relevance and appropriateness when considering their starting point.
- 3.4 Tutors need to be aware of their increasingly important role in the provision of careers and progression advice. Basic provision is included in the Tutorial & Community Campus scheme of work, which is supplemented with specific progression/sector awareness units delivered in vocational qualifications. Personal Tutors can further assist students by:
- Ensuring that students are aware of College based HE Conventions and local HE visits as advertised within Community Campus bulletins
 - Booking students in and encouraging them to attend special careers focused talks such as HE preparation and 'learning to earning' events
 - In discussion with the guidance team, arranging specialist sessions in addition to those on the tutorial scheme of work
 - Ensuring that where possible work experience supports and adds value to the learner's ultimate career objective

4. Links to other Wiltshire College Policies and documents

- Information, Advice and Guidance Policy
- My Career Online – Virtual Careers Library Statement
- IAG Statement of Service
- Student charter
- Wiltshire College Core Values
- Wiltshire College Charter
- Wiltshire Integrated Youth Services Information/Children and Young People's Disability Team Information sharing agreement
- Student Engagement Policy
- Learner Entitlement
- Equality and Diversity

5. Careers Education programme Implementation

Leadership and management for Careers Education is led by the Director of Student Support & Engagement, the Careers Education and Guidance Managers and the Head Tutor in partnership with Curriculum Managers who line manage Personal Tutors. Personal Tutors have a responsibility for the day to day delivery of the careers programme within tutorial with the support of guidance, training and employment professionals. Personal Tutors are supported by a team of Advanced Tutors who also review and quality assure the tutorial programme and schemes of work.

The success of the careers education programme is monitored in relation to positive destinations and student feedback by an annual report to be received by the Board of Governors Learning and Teaching Committee.

6. Staffing

All teaching staff are expected to contribute to the delivery of CEIAG through their roles as Personal Tutors or vocational tutors with specific knowledge of their sector. Specialist careers sessions are delivered by members of the Guidance team and the wider Student Support and Engagement team. The CEIAG programme is planned by Personal Tutors as part of the tutorial programme and monitored and evaluated by the Advanced Tutors in consultation with the Guidance team. Online information is developed and maintained by the Guidance team in the form of My Career Online and tutorial support materials through Community Campus/Tutorial section of Staffroom and eStudy. A basic level of printed material is maintained by Library staff for open access use by students.

7. Curriculum

The Careers Programme for each course group is constructed around the Tutorial Scheme of Work, subject specific vocational units, work experience and Community Campus events such as 'Learning to Earning', 'Apprenticeship Week' and 'HE Conventions' and Personal Tutoring including goal setting using the eILP, the promotion of independent research using the online tool 'My Career Online' and open access to 1:1 Guidance appointments.

Students are actively involved in the selection, delivery and evaluation of key activities.

7. Resources

Funding is allocated to the Guidance team for the provision of Careers resources and the management of the online portal 'My Career Online' and the planning and delivery of large scale events such as the HE Convention and large scale talks. The Careers Education and Guidance Managers are responsible for the effective deployment of these resources. The College works with a range of partners including training providers, charitable organisations and local employers to secure further access to resources and information. This includes compact partnerships with HEIs to secure specialist delivery of HE preparatory sessions and access to taster sessions at a range of universities. The college is a member of the local 'Careers Collaborative' enabling access to a wide range of careers professionals and information sharing in regard of LMI, opportunities and funding.

8. Staff development

Staff training is identified through the PDR system and fed through Directors to the Quality Manager: Teaching and learning improvements and the Staff Development Manager. Informal and formal training is delivered by Advanced Tutors and members of the Guidance Team when a need is identified to support a Personal Tutor with their role.

9. Evaluation & Monitoring

The College is working toward gaining Career Mark accreditation and audits and reviews careers education provision. Detail from this informs annual planning and the Self-Assessment Review (SAR) of the Guidance team and the Advanced Tutors.

Each term, the Advanced Tutor team complete an audit of eILPS checking how SMART progression targets are that students set. These targets relate to activities that have been delivered under the Careers Education umbrella.

Careers Education delivered as part of a main full time programme led by Curriculum teams undergoes a rigorous verification process, where Units are checked by an internal verifier, a lead internal verifier and then an external verifier. Termly Quality Improvement Boards (QIBs) also take place where students' progress is noted and anomalies investigated.

Student Support and Engagement staff are invited to attend Student Representative meetings across the 4 campuses to conduct focus groups.

Feedback is sought after large scale events, group work and Community Campus events and activities. This feedback feeds into a Plan Do Review cycle. Students answer questions relating to Guidance services as part of the Student Perception of College surveys, and also at the end of 1:1 guidance.

Destination of students is tracked annually and reports analysed by campus, level and SSA. Analysis of destination data is triangulated to help inform function and curriculum SARs as an impact assessment tool.

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