



## GOLDWYN COLLEGE CAREERS POLICY

### Goldwyn College Careers Programme and Guidance 2018-19

*“Meeting the needs and improving the  
life chances of all our learners”*

### The Gatsby Benchmarks

Created 02 July 2018  
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### **1. Statement.**

Goldwyn College an independent Specialist College (ISP) is fully committed to ensuring that all learners acquire the skills, knowledge and attitudes to enable them to manage their learning and career progression. In order to achieve this, Goldwyn College recognises the importance of providing all learners a careers guidance programme that's embedded into their study programme ensuring they receive guidance relating to careers education and career opportunities.

It is through this policy the college is to specify an approach in developing learners understanding of career and progression routes as well as supporting our learners ability to progress effectively within their learning and opportunity in accessing the labour market.

### **2. Goldwyn College Vision Mission and Purpose.**

Goldwyn College Vision Mission and Purpose is that the quality of careers education, information, advice and guidance is central to the college's Vision, Mission and purpose.

### **3. Aim**

Goldwyn College will ensure that by delivering a high quality careers education, advice and guidance, all our learners will develop personal, social and employability skills and attitudes that will enhance and widen their employment opportunities.

### **4. Objectives**

Ensure all learners have:

- Access to professional and impartial 1:1 careers guidance
- Access to a Careers Education programme that gives all our learners an informed progression and career and employment route
- Opportunity to improve employability skills and an understanding of and awareness of entrepreneurship
- Access to information about work, employment, Supported Internships and apprenticeship opportunities
- Support and guidance with further training, further and higher education routes

## **5. Outcomes for Learners**

All learners will be able to:

- Access appropriate information, resources, that help about career paths and inform their future decisions
- Gain an understanding of the full range of options available to them from various sources of information
- Encounter a meaningful experience in the workplace that develop skills through these experiences that test their effectiveness In the workplace and develop skills through experience
- Develop key skills including team work, problem solving, independent enquiry, resilience and managing own career development

## **6. Learner Progression**

All learners will be able to:

- Make and implement an Education Career plan (ECP)
- Decide on next step in their career development using action planning, reviewing and setting SMART targets
- Prepare for work or further education through written application and interview
- Manage transition

## 7. The Gatsby Benchmarks<sup>14</sup>

<b>1) A stable careers programme</b>	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	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.</li> <li>➤ The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.</li> </ul>
<b>2) Learning from career and labour market information</b>	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	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
<b>3) Addressing the needs of each student</b>	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.	<ul style="list-style-type: none"> <li>➤ A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>➤ Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>

<sup>14</sup> Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation. These Benchmarks have subsequently been adapted for use by colleges

<b>4) Linking curriculum learning to careers</b>	<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 and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>
<b>5) Encounters with employers and employees</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Colleges should record and take account of learners' own part-time employment and the influence this has had on their development. *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</li> </ul>
<b>6) Experiences of workplaces</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>

<b>7) Encounters with further and higher education</b>	<p>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.</p>	<p>➤ 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.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<b>8) Personal guidance</b>	<p>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.</p> <p>* The college should ensure that access to a level 6 adviser is available when needed</p>	<p>➤ Every learner should have at least one such interview by the end of their study programme.</p>