



Learn Today for a Better Future

GOLDWYN COLLEGE CAREERS POLICY

Careers Programme and Guidance 2019-20

Policy No: GC18

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

The Gatsby Benchmarks

EFFECTIVE DATE:	JULY 2018
LAST REVIEWED:	JULY 2019
REVIEWED BY:	S BADDER
NEXT REVIEW:	JULY 2020

1. Statement

Goldwyn College is an independent Specialist College (ISP) and recognises that it has a statutory duty to provide careers education to all learners. We are 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.

To fulfil this commitment, and ensure impartiality, Goldwyn College has a partnership agreement with an independent careers advice and guidance service – CXK Services - which provide our learners with bespoke advice and guidance that develop the skills and confidence they need to progress into meaningful and sustained further education, employment or training.

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, both within their learning and through opportunities accessing the labour market.

Goldwyn College endeavours to follow current best practice guidance issued from the careers profession, from other expert bodies such as Ofsted, and from Government departments.

2. Goldwyn College Vision, Mission and Purpose

The quality of careers education, information, advice and guidance is central to the college's vision, mission and purpose. As part of this all learners need a planned programme of activities to help them choose the right pathways for them. They should develop skills to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

3. Aim

Goldwyn College will ensure that by delivering 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 and awareness of entrepreneurship
- Access to information about work, employment, Supported Internships and apprenticeship opportunities
- Support and guidance with further training, and further and higher education routes

5. Outcomes for Learners

All learners will be able to:

- Access appropriate information, resources, that help identify 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 develops skills through these experiences, tests their effectiveness in the workplace and develops 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. Staffing

All staff contributes to the CEIAG provision through their roles as tutors and subject teachers.

Specialist sessions are delivered during learning days as part of learners' timetables and through external delivery to ensure impartiality, such as external visits to other education and training providers, careers events and industry visits. The CEIAG

programme is planned, monitored and evaluated by the Head of College with the Senior Leadership Team and Goldwyn College Management Committee.

8. Curriculum

The careers programme is delivered through a number of activities such as the Employability Qualification with a specific focus for each year group. This includes the statutory delivery of impartial CEIAG to deliver to all learners. CEIAG is also an integral part of the tutor programme, with various activities and discussions taking place throughout the year.

Careers activities are mapped across the curriculum. Careers education sessions, career guidance activities (e.g. group work and individual interviews), and work-related learning are part of the Colleges' personal development programme. Other focused events, e.g. careers fairs are provided at different times of the year.

A careers week is organised at the end of the academic year to enable the delivery of subject specific CEIAG, and involvement from external agencies.

9. What we Offer

A range of advice, guidance and support is available including:

- A stable careers programme
- Addressing the needs of all our learners
- Encounters with employers
- Work placement/experience
- Encounters with other education and training providers
- Personal guidance and support
- Steps to a successful career
- Develop learners employability skills
- Gain valuable work experience
- CV, job search and application support
- Using social media in job hunting
- Mock interviews
- Course options
- Support at all interviews
- Transport support

10. The Gatsby Benchmarks¹⁴

1) A stable careers programme	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"> ➤ 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. ➤ 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. ➤ The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.
2) Learning from career and labour market information	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"> ➤ 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. ➤ 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.
3) Addressing the needs of each student	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"> ➤ A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ➤ Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. ➤ 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. ➤ 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.
4) Linking curriculum	All subject staff should link curriculum learning with careers, even on	<ul style="list-style-type: none"> ➤ Throughout their programme of study (and by the end of their course) every learner should have had the opportunity

learning to careers	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.	to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.
5) Encounters with employers and employees	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.	<ul style="list-style-type: none"> ➤ 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. ➤ 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.
6) Experiences of workplaces	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.	<ul style="list-style-type: none"> ➤ 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.
7) Encounters with further and higher education	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.	<ul style="list-style-type: none"> ➤ 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>*A 'meaningful encounter' is one in which the</p>

		learner has an opportunity to explore what it is like to learn in that environment.
8) Personal guidance	<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>

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