



“Inspiring learning, developing character, building futures”

## **Learning Resources and Careers policies and procedures**

### **Careers education, information, advice and guidance policy**

Aim: To support the implementation of the careers programme, ensuring students receive quality careers education, information, advice and guidance in line with the careers guidance and access for education and training providers (statutory guidance for schools and guidance for colleges and training providers, July 2021)

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Policy author	Head of Learning Resources and Careers

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## 1. Introduction

The college is fully committed to the provision of an effective and professional careers education, information, advice and guidance (CEIAG) programme. This policy is underpinned by our long term vision and core values.

We believe in providing all our students with opportunities and resources to allow personal development and growth as well as outstanding teaching, learning and support. We endeavour to ensure our students are fully equipped to be successful in their next steps after their time at college.

The college is committed to fulfilling its statutory duties in relation to providing all college students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities (section 45 of the 1997 Education Act). We are also committed to adhering to the guidance set out in *Guidance: Careers guidance for colleges* (DfE, 2018), providing access to independent careers guidance for all students. The Blackpool Sixth Form College also follows the Careers guidance and access for education and training providers (statutory guidance for schools and guidance for colleges and training providers, updated in Jan 2023), ensuring;

- careers guidance is presented in an impartial manner;
- the full range of post 16 and post 18 education and training options, including apprenticeships, are covered in information given;
- the best interest of the student is paramount when giving advice and guidance.

In addition, the 16-19 Study Programme Guidance (DfE 2020) states that "All study programmes should include work experience and non-qualification activities, which complement the other elements of the programme and support the student to progress to further or higher education (HE) or to employment."

## 2. Scope of the policy

This policy is applicable to all students and staff at the college and the external stakeholders who engage with the career programme.

## 3. Entitlements

All students are entitled to participate in a series of planned CEIAG activities, in line with the 8 Gatsby Benchmarks (appendix A.1) as well as having the opportunity to attend two events outlined in the [Access policy](#), which will enable them to:

- a. research options and make their own informed decisions about what they will do after completing their course;
- b. discuss issues and concerns with their Progress Mentor;
- c. book a guidance interview with a level 6 qualified Careers Advisor;
- d. receive a written record of guidance;
- e. have access to up-to-date, impartial careers information;
- f. have a detailed reference provided to potential employers and to admissions tutors.

## **4. Management and delivery**

### **4.1 Delivery**

The college recognises the importance of putting in place effective arrangements for the delivery and management of the careers programme. Below is an overview of the support put in place for our students:

The Progress Mentor (PM) system is integral to the delivery of careers information by:

- a. enabling students to reflect on their achievements and to set individual goals;
- b. helping students to become aware of opportunities and where, and how, careers information, advice and guidance may be obtained;
- c. helping students to research career options and make informed decisions;
- d. supporting students to develop the skills that are needed in looking for and applying for a job or university/college course including completing application forms, writing a C.V., writing an effective personal statement and interview techniques;
- e. offering individual advice and guidance, as required;
- f. conducting a formal review of careers progress at least once during each year of a student's course and recording specific targets and action points;
- g. conducting an "exit" interview before students leave college to include targets for successful progression to employment, training or further/higher education;
- h. giving advice and guidance after the publication of examination results.

Students have access to a wide range of up to date and impartial information about apprenticeships, employment, higher education/further education and work with training via the careers team and the tutorial programme.

Students have access to a wide range of career events including an annual careers fair which offers conference talks, university visits, apprenticeship fair visits, employer talks and career workshops. These will take place as face to face events, remote/virtual events or a blend of the two.

Applicants for UCAS, apprenticeships and work with training are supported throughout the application process by their Progress Mentor, the Student Progression Administrator and the Careers team (Futures team).

Work placement opportunities are advertised to the relevant students throughout the year. In addition, students can request support from the Work Placement Officer with finding an appropriate work placement in their chosen field. Work placements will be face to face ideally at the employers business premises, however if this is not possible, students have the option to complete virtual work experience (VWE).

Students can request an individual consultation with a level 6 qualified Careers Advisor. This is accessed on a self-referral basis through an appointment system, by referral of a member of staff or by drop-in sessions. Ideally these meetings will be face to face, however

during situations beyond the college's control and where face to face is not possible, career advice will be provided via telephone or Google Meet.

Students also have the opportunity to become involved in a programme of career activities, details of which can be found on the college website. These will be conducted face to face where possible, however can be adapted to suit virtual encounters.

In addition, various activities including workshops, employer talks and events are available to all students to develop the skills that are needed in looking for and applying for a job, apprenticeship or university courses. These activities cover skills such as:

- making written or telephone enquiries;
- completing application forms;
- writing a C.V.;
- writing an effective personal statement;
- interview technique and practice interviews.

Care is taken to meet the individual aspirations and needs of students with SEND.

Students with SEND may face more barriers to gaining employment than their peers. The Careers Lead works together with the Head of Additional Learning Support to ensure the appropriate levels of support and guidance are accessed by students with SEND, any students with special considerations or when access arrangements are in place.

FE colleges and sixth form colleges are required through their funding agreements to secure access to independent careers guidance for all students with EHC plans (SEND Code of Practice).

## **4.2 Role of the Careers Lead**

The role of the Careers Lead is to assist young people's career learning, planning and development by leading and managing the development of CEIAG. The Careers Lead advises the Senior Leadership Team (SLT) and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of career teaching, learning and guidance. Key accountabilities include:

- to support the development of effective and continually improving careers education, careers information and careers guidance for young people;
- to support students and parents through the delivery of high quality careers guidance;
- to facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development;
- to select and provide curriculum resources, activities and services to meet young people's career needs;
- to ensure continuing professional development for themselves and others to secure high standards of careers teaching, learning and guidance.

In line with guidance, Blackpool Sixth has an appointed Careers Lead of which details can be found on the Blackpool Sixth website.

### **4.3 Monitoring, Review and Evaluation**

The college recognises the importance of putting in place effective arrangements for the monitoring, review and evaluation of the programme. Teaching of CEIAG related topics and the learning outcomes are monitored and evaluated by SLT and subject leaders through observation of lessons and/or sessions. Schemes of work and modules of work are reviewed annually by subject leaders, SLT to ensure that the objectives are suitable to meet the outcomes.

The annual self assessment report and process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG, and will include information and feedback gained from a range of stakeholders including students, parents and employers.

Student destinations will also be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

### **4.4 Staff development**

To maintain and continuously develop the CEIAG provision, the college will ensure continual professional development of key staff and link directors. These will include, but are not limited to:

- Careers Lead and Careers Advisors/Employability and Enterprise Officer - learning and development plans will include attendance at external career events, webinars from professional bodies and skills training;
- Progress Mentors - annual updates on any change of policy, information on current opportunities available post college, information on progression pathways;
- Additional Learning Support - annual updates on any change of policy, information on current opportunities available post college, information on progression pathways;
- Teaching staff - annual updates on their role in providing careers information and other relevant issues and good practice in relation to linking curriculum learning to careers.

### **4.5 Funding and resourcing**

Funding is allocated in the annual budget and is monitored and reviewed by the Career Lead, with the SLT link and Head of Finance.

### **4.6 Teaching, learning and assessment**

The college recognises the importance of creating rich learning experiences for our students with an emphasis on linking curriculum learning to careers. This is underpinned by the following factors:

- a vision for careers in the curriculum with full Senior Leadership Team support;

- a well-designed curriculum;
- a strong focus on the learning process;
- trained staff capable of delivering careers in the curriculum;
- engagement of college partners/stakeholders;
- ensuring consistency and volume.

## **5. Stakeholders and partners**

### **5.1 Parents and carers**

The college recognises the important role parents and carers play in their child's/ward's career development and endeavour to support them in that role. As well as the opportunity to meet with qualified to level 6 Career Advisors throughout their child's/ward's time at college, parents and carers are also invited to the following careers related events:

- building futures evening;
- parents' evenings;
- parent and carers conference;
- open days and evenings;
- course discussion evenings.

Information, advice and guidance is also available through the career website accessible from the college website.

### **5.2 Careers support agencies**

The college works in partnership with the Careers and Enterprise Company, in order to ensure all aspects of the statutory guidance for schools and colleges on providing careers guidance are fulfilled and the Gatsby Benchmarks are met. In addition, the college works alongside the local authority in supporting young peoples' transition from school to college, while raising education standards.

### **5.3 Employers, community partners and learning providers**

The college seeks to provide a varied and enriched careers programme which is underpinned by the Gatsby Benchmarks. Therefore we actively encourage quality engagement from an array of external stakeholders both locally and nationally. The college is committed to collaboratively working with employers, higher education, local learning providers, apprenticeship providers and the local enterprise partnership to help provide a varied programme of interactions to ensure our students gain cultural capital, can make informed decisions and ultimately have access to decent, sustained work.

## **6. Records and monitoring**

The college will retain records of all CEIAG interactions and any associated risk assessments for three years. CEIAG interactions will be monitored by Learning Resources and Careers (LR&C).

The operation of this policy will be reviewed by the Head of LR&C and the Senior Leadership Team (SLT).

## **7. Other related policies**

Equality and diversity policy

Safeguarding and child protection policy

SEND policy

Staff development policy

Work experience policy



## 8. Appendix: Gatsby benchmarks

### A.1

