



POLICY

The College of North West London and City of Westminster College both have a large and diverse student population from a variety of ethnic and socio economic backgrounds and the needs of students in terms of careers education, information, advice and guidance (CEIAG) can be complex. The College is committed to ensuring that its students have access to CEIAG as part of their learning experience.

Policy owner:	Vice Principal for Curriculum
Date of last issue:	June 2022
Approval/Review Body	GOT/SLT
Review Date:	June 2024

1. Purpose

To achieve the objectives of this policy, the College will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- Identify a senior member of staff to advise the Senior Leadership team and governors on curriculum, staffing and resource requirements, and to lead the development, implementation and evaluation of the College's careers provision with the support of other key post holders including careers staff
- Identify a lead manager to oversee the day-to-day running of the careers programme
- Set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- Communicate the benefit of effective provision to our partners, including link schools and engage them in coordinating provision
- Actively engage learners in the planning, delivery and evaluation of the careers programme

2. Scope

Using the Gatsby Benchmarks (see supporting documents) to formulate and promote a career development culture is an essential part of the mission and ethos of the United College Group. The College aims to support the aspirations of all learners to ensure they gain the understanding, skills and experience they need to make progress and succeed in learning and work. Effective CEIAG not only contributes to the wellbeing and success of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, business and the economy.

In 2014 the 'Good Career Guidance' was published by Sir John Holman. This report set out eight benchmarks that are considered core dimensions of good careers and enterprise provision within schools and colleges.

To assist with developing the benchmarks an evaluation tool named Compass is submitted termly to give an overall score of how the school/ college is progressing against the Benchmarks.

The college has implemented all of the recommendations from the Gatsby Benchmarks including publishing a Careers programme accessible to students, staff and external partners and has a Careers Lead in place that achieved the Level 6/7 Qualification in Careers Leadership.

3. **Policy Statement**

This policy is part of the College's commitment to inclusive learning. It describes a CEIAG service that will try to ensure that all student set themselves realistic goals and plans for their own future and are therefore more likely to be motivated to complete their course and achieve their qualification.

RESPONSIBILITIES

Vice Principal for Curriculum:

Policy Author / Strategic Lead

Assistant Principals

Responsible for the planning and delivery of the curriculum

Head of Student Services:

Responsible for ensuring student participation in careers education activities

Curriculum Managers:

Responsible for delivering the classroom based components of careers education

Careers and Guidance Advisers:

Responsible for the delivery of one-to-one and group careers education information, advice and guidance sessions

Student Advice and Enrolment Team:

responsible for delivering pre-entry information, advice and guidance for prospective students

POLICY

4.

United College Group is committed to meeting national and local expectations in relation to careers by:

- Delivering impartial careers guidance for students as required by the 2011 Education Act.
- In implementing this duty the College pays particular regard to the DFE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in Colleges (September 2015)
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support students with protected characteristics
- Promoting access to the National Careers Service and National Apprenticeship Service with students
- Actively participating in local networks to facilitate good practice in the delivery of careers such as Career Hubs
- Paying due regard to the 2014 Gatsby Report when designing and implementing careers education and guidance

United College Group provides access to qualified Careers Advisors who work in partnership with the Student Advice and Enrolment Team and the Course Delivery teams to support students to engage with appropriate

CEIAG

PRIORITIES

The careers education and guidance strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive progression and destinations
- Meeting the needs of specific groups including looked after children, young carers, students from economically-deprived backgrounds and students with SEN and disabilities
- Developing learners' career management skills, especially those associated with careers adaptability, resilience, enterprise and employability
- Improving students' working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- Developing the use of digital technologies to meet students' career development needs in conjunction with face-to-face support
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- Good practice identified by London Ambitions and the Gatsby Report

STRATEGY

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THE CORE ENTITLEMENT OF CAREERS EDUCATION AND GUIDANCE

Using the 8 Gatsby Benchmarks, which are:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplace
- Encounters with further and higher education
- Personal guidance

Prospective students:

- Will have access to impartial information; advice and guidance as part of the College recruitment process

Enrolled students will have access to:

- Impartial, confidential, accurate and accessible advice and guidance centred on an individual's needs
- Up-to-date information on career pathways and information regarding referral agencies/organisations
- A planned programme of activities, which forms part of the student's tutorial programme where appropriate
- Information about progression opportunities within the College and externally
- The opportunity to feedback on all aspects of the careers education and guidance provision as part of the learner voice process (for further information please see the Learner Voice Strategy)
- The availability of work experience activities designed to provide a genuine experience of work related to the learning aims of the course

RESOURCES

Resources available include

- Tutorial packs for tutors delivering standalone careers sessions
- On-line careers programs and information including e-learning materials
- Reference books
- Careers leaflets
- University website links
- Information on the use of the Internet for career planning and research.

Staff development sessions or staff workshops are provided to support staff to

further develop the skills and resources necessary to deliver the programme.

5. Monitoring & Evaluation

Careers Advice and Guidance will be delivered in accordance with the IAG Team's Statement of Service, Educational Guidance for Adults & the Quality in Careers Standard

The College Self-Assessment Report provides a critical analysis of the college's performance regarding careers education as part of the behaviours, attitudes and personal development sections of the Education Inspection Framework (updated 11 July 2022)

The College will use the Careers & Enterprise Compass Careers Benchmark tool to evaluate our careers activity against the eight Gatsby Benchmarks of best practice at least twice yearly

The College will hold the Matrix Standard and will continue to work towards improving the quality of provision through the standards annual assessment mechanism

Student Destination data is reviewed annually outlining the percentage of learners progressing into employment as well as into further education and training

6. Supporting Documentation

UCG UCAS Process
Gatsby Benchmarks
Work Experience Policy