

CAREERS EDUCATION & GUIDANCE POLICY

Date of Issue	May 2020
Approved by	The Executive Team
Contact	Director of Learner Services, Marketing & Communication
Review Date	May 2022



SCOPE AND PURPOSE

Waltham Forest College is committed to providing high quality careers education, information, advice and guidance (CEIAG) for all its learners thereby equipping them to obtain employment training and education appropriate to their needs and to fulfil their potential.

This policy applies as appropriate to full and part time learners at Waltham Forest College enrolled on all programmes. This policy sets out the principles of independent and impartial careers guidance provision at the College. Impartial careers guidance is accessible and available to all learners and prospective students.

Waltham Forest College firmly believes by providing high quality, impartial careers information, advice and guidance learners will be confident about their future success. This will result in:

- All learners understanding the full range of opportunities available to them, the skills that are valued in the workplace and to have access to first-hand experience in the workplace.
- All learners receiving access to an excellent programme of high quality, information, advice and guidance delivered by individuals/organisations with the rights skills and experience.
- All students having access to high quality careers information, advice and guidance that is tailored to their individual circumstances.
- The College meeting its key strategic priorities, specifically point three on 'employability and future careers' where the College develop skilled individuals that are employment ready and meet employer needs and the economic priorities of London Borough of Waltham Forest, London and beyond.

This policy is written in accordance with the Department for Education's guidance:

- Careers Guidance – Guidance for further education colleges and sixth form colleges (February 2018)
- Careers Strategy – Making the most of everyone's skills and talents' (December 2017)

POLICY STATEMENT

Waltham Forest College aims to:

- Empower all learners to plan and manage their own futures.
- Respond to the needs of each learner.
- Provide comprehensive high-quality information, advice and guidance.
- Raise careers aspirations.
- Actively promote equality of opportunity and challenge stereotypes.
- Support learners to progress and track their progression and destination.
- Develop and support the continuous quality improvement of the of the entire learner experience.
- Develop and deliver a curriculum and associated provision which is aligned to the need of the local labour market.

PROVISION

All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives. CEIAG is designed to meet the needs of the learners at Waltham Forest College and those who are considering enrolling here at the College.

CEIAG on offer will be differentiated and personalised to ensure progression, through activities that are appropriate to the learners' stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice, which is person-centred, impartial and confidential.

PRINCIPLES OF CEIAG

The key principles this policy is based on are that CEIAG:

- Is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience.
- Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background.
- Is transparent, impartial and provides opportunities for confidentiality.
- Offers guidance for any student at risk of dropping out, to assist with retention, achievement and referring to alternative provision where appropriate.
- Is enhanced by strong networks and collaborative approaches which involves Learner Services, curriculum teams and external partners.
- Contributes to increasing participation, retention and achievement by raising aspirations, helping learners to make informed choices about their future.
- Provides comprehensive high quality, information, advice and guidance.

VALUES AND BENEFITS TO LEARNERS

Some of the benefits to accessing high quality, impartial careers information, advice and guidance are listed below:

- Guiding potential learners through course options so they choose the right course for them, which best meets their individual needs and interests.
- A stable careers education programme.
- Helping learners to progress into positive destinations after completing their studies by raising awareness of opportunities, utilising labour market intelligence, supporting all learners with employability skills.

A potential learner may benefit from careers guidance, for example, if they:

- Are uncertain of course choice.
- Do not meet the entry requirements for their chosen course.
- Have a poor rationale for their course choice.
- Have previously attempted to study the course.
- Have non-existent or unrealistic career plans.
- Have low confidence about previous studies.

On course learners may benefit from careers guidance, for example, if they:

- Need support with planning their career path
- Are considering leaving the College before their course ends
- Are coming towards the end of their course and not yet decided on the next steps
- Need help with applying to university or to another institution
- Would like support with job search activities

COLLEGE OFFER

Waltham Forest College will offer a stable and structured careers programme which is accessible to all, professional, high quality and impartial. The CEIAG service will be delivered cross-college by staff who have the right skills and professional expertise.

Our offer:

- Professional, independent and impartial careers education information, advice and guidance.
- Information and advice about course choices and options.
- Guidance around progression routes.
- Employability support and advice.
- Careers and welfare related workshops delivered individually and via group work and events.
- Provide careers resources for tutors for use in class and offer staff training around careers.

Careers education includes:

- Topics linked to careers and progression (such as UCAS) and job search activities (such as interview skills and looking for work).
- Visits to employers and insight days
- Talks from motivational speakers, such as employers and alumni
- A range of careers activities such as Employability/Higher Education/Apprenticeships Fairs and Open Events.

Careers information, advice and guidance include:

- Pre-entry course information and advice on post 16 pathways and progression.
- On course and progression information, advice and guidance.

ENTITLEMENT

- All prospective learners are entitled to accurate course information and advice on progression routes. Learner Services team provides impartial guidance to assist with course choices, career planning and transition into college.
- At induction all learners are entitled to receive information about Learner Services, how to access the careers service and course-based support.
- Learners and prospective learners can access impartial, up to date information on courses and careers through Learner Services as well as through curriculum teams.
- All learners are entitled to progression information and assistance with progression choices from curriculum staff, Learner Services and external partners.

The CEIAG service is available to current and potential learners of all ages and abilities.

- The service is concerned with promoting equality and raising aspirations and aims to meet the diversity of all learner needs.
- To maintain confidentiality; the College will share personal information about learners with others outside of our service only with the learners' permission or where the College is legally obliged to do so.
- Provide access to ICT resources to support with research and planning. We also aim to provide accurate information, advice and guidance, in a range of formats, on careers and educational opportunities.
- Provide access to advice and guidance and provide private and confidential interview rooms for booked appointments, where space permits.
- Appointments will usually last between 30 and 45 minutes, and follow-up appointments will be offered, where necessary.
- After exploring the nature and level of support needed, the College will provide as much of it as we can, with an action plan where appropriate, and / or refer on to other people or agencies that may be able to support the learner further.
- The College has a partnership with the National Careers Service and London Metropolitan University, which supports the delivery of high-quality CEIAG.
- The College will try to improve the quality of our services by asking for feedback on the CEIAG service or by following Waltham Forest College's procedure for any complaints, comments or compliments.

SERVICE STANDARDS

Waltham Forest College aims to be as accessible as possible and provide a stable and structured careers service, offering:

- Drop in careers service.
- Appointments of 45 minutes for more complex enquiries.
- Offer a booked appointment within 10 working days of request.
- Provide follow up appointments, if needed.
- Provide information, advice and guidance by email or telephone where appropriate / necessary and we aim to respond to all enquiries within 5 working days.

ROLES & RESPONSIBILITIES

The College Corporation's roles and responsibilities include:

- Having ultimate accountability for the Careers Programme across Waltham Forest College.
- Will receive careers updates and act upon recommendations from the College Careers Leader and Director of Learner Services, Marketing & Communications, as appropriate.
- Having a nominated 'link' governor for careers, who will work closely with the Director of Learner Services, Marketing & Communications and the College Careers Leader to ensure the effective delivery of the CEIAG policy. It is proposed that this is Alison Morris.

The Senior Leadership Team is responsible for:

- Appointing a Careers Leader.
- Relevant staff being aware of this policy.
- Ensuring that there are sufficient qualified, experienced staff and up to date resources to deliver a high-quality CEIAG service.
- Ensuring that all staff have access to training, support and resources which are appropriate to their role.

The Director of Learner Services, Marketing & Communication is responsible for:

- Development and review of the Careers Education and Guidance Policy and the implementation of the delivery of the College's CEIAG programme.
- Development of the Careers and Employability strategies for the College, including activities which are planned, developed and delivered by professionals and specialist organisations
- Establishing sound information sharing agreements with local authorities and other providers where appropriate.
- Promoting the value of CEIAG
- Identifying 'at risk' and vulnerable group categories that include care leavers, looked after children, young carers, learners with SEN/EHCPs in order to ensure a consistent and effective careers provision that is inclusive and meets their needs.
- Ensuring mechanisms exist to track intended and actual destinations of young people and that this information is used to improve the effectiveness of the College's Careers Programme and curriculum intent.

The Careers Leader is responsible for:

- Influencing the development of the CEIAG Policy and implementing the delivery of the College's CEIAG programme.
- Establishing a high-quality Careers Programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of students with SEND.
- Ensuring that the College has published on our website details of the Careers Programme and the role of the Career Leader.
- Quality assuring the Careers Programme for the College to ensure it continuously improves and that it delivers impacts that are needed for young people.
- Liaising with external partners, such as employers, learning providers and career guidance services, as well as ensuring that the various elements of the College's careers provision are coordinated and managed through a stable and embedded programme.
- Working with the Director of Learner Services, Marketing and Communication and the 'link' governor on Corporation and members of SLT to ensure the Careers Programme is resourced to meet government guidelines.
- Working with Marketing to support the development of alumni networks
- Working with external agencies including the Careers and Enterprise Company and the local network of Enterprise Co-ordinators and Enterprise Advisers to support the delivery of the College's Careers Programme.

Specialist CEIAG staff are responsible for:

- Providing training for the college on UCAS application procedures and other topics on request
- Linking with a curriculum to plan, develop and deliver suitable careers education activities for learners.
- Developing and providing employability workshops and professional development.
- Making lesson plans and resources available on Moodle for staff to use themselves.
- Ensuring that careers information resources, paper and internet based located in the Careers Section on Moodle and are maintained by named staff in Learner Services.
- Producing and maintaining accurate up to date resources.
- Ensuring the central information, advice and guidance is well managed, imaginatively and adequately resourced to support learners/ potential learners.
- Ensuring the job vacancy service to raise learners' awareness of available vacancies is maintained and accessible through Moodle.
- Offering a differentiated approach for learners with SEND.
- Ensuring that gender stereotyping is avoided in all career interventions and that they adhere to College principles of equality, diversity and inclusion.
- With the support of the Marketing Team making effective use of local market intelligence (LMI) to support careers interventions, and making those resources widely available to all learners', parents / carers as appropriate
- Ensure there is a consistent approach on keeping records of individual guidance given to learners.
- Maintaining their own professional CPD and be qualified at with a relevant career's qualification.

Curriculum staff are responsible for:

- Providing sufficient course information and advice to enable prospective learners to make informed course choices.
- Ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance as and when required.
- Ensuring that learners are aware of specialist services, tutorial and course-based support.
- Ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to their learners' needs.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners
- Linking lessons/activities to the appropriate outcomes in schemes of work.
- Using a range of methodologies to make careers education effective.
- Linking subject content to development of career thinking.
- Making connections between the development of transferrable skills across the curriculum and career development.
- Ensuring the destinations of young people from the College are tracked and that this information is used to improve the effectiveness of the College's Careers Programme and curriculum intent.
- The quality checking of UCAS personal statements and the timely submission

Learners are responsible for:

- Being actively involved in and taking ownership of their progression planning and personal career development.
- Having good attendance and actively being involved in attending planned tutorial and CEIAG activities.
- Working co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity and College values.

Parental Involvement

Waltham Forest College acknowledges the crucial input by parents/carers in relation to helping learners make informed choices about their future careers prospect.

The College will work closely with parents/carers and inform them of their sons'/daughters' progress and future career goals by keeping them informed and publishing the Careers Programme.

Employer Links and Partnerships

Waltham Forest College will work with a range of organisations that advance our learners employment skills and knowledge.

The College will work closely with assigned Business Enterprise Advisors and foster strong partnerships with industry experts who can share their experience in the world of work in order to inspire and empower learners about future career prospects.

Waltham Forest College will establish working arrangements with the National Careers Service in the aim of providing high quality, impartial information, advice and guidance to learners over the age of 19. The service will be delivered face to face by qualified careers advisers.

Careers Guidance for SEND Learners

Waltham Forest College has high aspirations for all learners. The College has mapped out a careers programme specially for SEND learners with the aim of recognizing these learners as a vulnerable group. The College will aim to support these learners in preparing for the next phase of education, training or transition into adult life.

Research carried out by the Disability Rights Group UK outlines that young disabled people are more likely than any other group to end up not in employment, education or training. Therefore, providing comprehensive and wide-reaching careers guidance will meet their needs whilst helping them to realise for their full potential.

QUALITY ASSURANCE

The service has robust quality assurance systems and is evaluated by:

- The use of the online Compass evaluation tool to ensure the Careers Programme meets the requirements of the Gatsby benchmarks.
- Regular reviews of the delivery of CEIAG against the key principles, through the College Performance Board process.
- Conducting regular internal reviews of the quality of CEIAG through observations, learner surveys and other feedback mechanisms.
- The Maintenance of the matrix Standard.
- Contributing to the college self-assessment processes.

MONITORING AND EVALUATION OF THE CEIAG SERVICE

CEIAG staff will seek feedback from learners and staff about the relevance of the CEIAG programme and materials used to improve the service for future students. This feedback will be reported to The Director of Learner Services, Marketing & Communication to ensure delivery and identify development needs and areas for improvement.

The methods used to gain student feedback will include:

- Cross-College Learner surveys
- Feedback surveys at the end of workshops/talks/events/fairs
- Feedback card at end of drop-ins and booked appointments
- E-mail feedback

REVIEW AND MONITORING

The Director of Learner Services, Marketing & Communications will review the policy on an annual basis following evaluation of the service and monitoring of destination information.

APPENDIX A: THE MODEL - GATSBY BENCHMARKS

This Career Education and Guidance Policy is based on the 'Gatsby Benchmarks' which is a set of 8 key benchmarks that defines a world-class careers service.

	Benchmark	Benchmark Explanation	College Interventions
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"> Waltham Forest College will implement a stable, structured careers programme that has the explicit backing of the Senior Leadership Team and will identify and appropriately train a person responsible for it. The careers programme will be published on the college website in a way that enables learners, parents, college staff, employers and other agencies to access and understand it. The careers programme will be regularly evaluated with feedback from learners, parents, college staff, employers and other agencies 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"> All learners will have access to and use information about career paths and the labour market to inform their own decisions on study options. Parents/carers will be encouraged to access and use information about labour markets and future study options to inform and offer support to the learners in their care. Labour market information will be used in marketing materials and further information will be found on the Moodle page.
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	<ul style="list-style-type: none"> Waltham Forest College's careers programme will actively seek to challenge stereotypical thinking and raise aspirations. Waltham Forest College will keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.

		and diversity considerations throughout.	<ul style="list-style-type: none"> • The records of advice given will be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records will 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. • Waltham Forest College will collect and maintain accurate data for each learner on their education, training or employment destinations.
4.	Linking curriculum learning to careers	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.	<ul style="list-style-type: none"> • Every learner will have the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of different occupations. • All learners will have access to developing their softer skills through the enrichment 'Get Skills' provision. • Waltham Forest College will emphasise the importance of maths and English.
5.	Encounters with employers and employee	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 will participate in at least two meaningful encounters with an employer. • 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. • At least one encounter should be delivered through their curriculum area and the other will be facilitated by a work placement.

			<ul style="list-style-type: none"> • The colleges will consider and take account of learners' own part-time employment and how that influences their own development.
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 year every learner on study programme will have had at least one experience of a workplace, additional to any part-time jobs they may have. • The College will organise insight days where employers visit the College to discuss career paths and employer expectations within sectors. • All learners will have access to developing their softer skills through the enrichment 'Get Skills' provision, which will be delivered by employers and external agencies. • The College will set up a meaningful work experience opportunity so learners have the opportunity to learn about what work is like or what it takes to be successful in the workplace.
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 the 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 will include a range of further education colleges, higher education providers and organisations that provide apprenticeship • The College will achieve this by organising HE, Jobs and Apprenticeship fairs and through the organisation of bespoke workshops. • The Learner Services Team will facilitate contact with other agencies or training providers through the delivery of high quality, impartial careers information, advice and guidance.

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>	<ul style="list-style-type: none">• All learners will have access to a trained Careers Advisor where appointments can be booked via Learner Service.• The College has partnerships with the National Careers Service who will continue to support the delivery of high quality, impartial careers information, advice and guidance• The College has also partnered up with the London Metropolitan University to deliver advice and guidance to learners who wish to pursue HE pathways.
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Careers Programme Calendar 2019-20

FURTHER EDUCATION PROGRESSION OPTIONS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers/course advice - What's next?/progression appointments												

CAREERS GUIDANCE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers guidance interviews by appointment												
16-18 and 19+ progression guidance interviews												
SEND/LDD - What's next?/progression guidance interviews												
Tutorial careers induction sessions (Induction video & classroom visit)												
Course referral information and guidance												

HIGHER EDUCATION	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
UCAS Clearing Advice and Support drop-ins and appointments												
Applying to UCAS group sessions												
Writing personal statement group sessions (May 2020 for BTEC Level 3, 1st Year)												
Higher Education Fair (Including event preparation)												
UCAS Application quality checking												
Personal statement quality checking												
Mock interviews (University entry interviews)												
Student Finance presentations												
Student Finance support												
University talks												

EMPLOYABILITY	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Work ready/CV workshops												
SEND/LDD mock interviews												
National Careers Service advice and guidance one to ones												
Careers Jobs Fair - Seasonal job fairs												
Key skills workshops												
Volunteering & Employability Fair												

EVENTS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers advice and guidance at enrolment												
College Open Events												
Welcome Day												
Fresher's Fair information and guidance stall												

ENSURING ADEQUATE CAREERS GUIDANCE SUPPORT FOR SEND LEARNERS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
CV workshops												
Confidence building												
Employability workshops - encounters with employers												
Progression route												
SEND/LDD What Next?/Progression guidance interviews												

