



CAREERS EDUCATION AND GUIDANCE POLICY

Role responsible:	Vice Principal – Pastoral
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CONTENTS

Section 1	<u>Purpose</u>
Section 2	<u>Policy</u>
Section 3	<u>Work Experience</u>
Section 4	<u>Policy Guidelines</u>
Section 5	<u>Monitoring and Review</u>
Section 6	<u>Related Documents</u>
Section 7	<u>Equality Impact Assessment</u>

CAREERS EDUCATION AND GUIDANCE POLICY

1. Purpose

- 1.1 Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of Wyke 6th Form College's education programme. It is delivered by the careers department, staffed by a Careers Lead and 2 x Careers Officers and is embedded into our tutorial programme and across the curriculum. It is supported by our teaching staff with the overall backing of our Senior Leadership Team. This ensures that students receive the timely and detailed support, advice and guidance, skill development and experience.

This provision helps prepare students for their next steps whether it be university, apprenticeships, gap year, further training or employment and is committed to raising the aspirations of our students. As part of our careers' guidance to students, we also aim to develop their employability skills and attributes, enabling them to enter the next stage of their career successfully. We want to ensure that our student destinations are achievable, realistic and aspirational and work closely with other stakeholders including employers, universities, gap year organisations, armed forces and training providers.

The college has achieved the Quality in Careers Standard.

2. Policy

- 2.1 All applicants are invited to a pre-entry event (Wyke Start), where they will have an opportunity to discuss career choices and decisions.
- 2.2 All students are introduced to the Careers Programme in tutorial and in the curriculum.
- 2.3 Students are entitled to careers education within the tutorial and curricular provision in the College along with employability skills and enrichment activities. Careers Education is founded and operates on the principles of equal opportunity defined in the College's Equal Opportunities Policy. The careers department have responsibility for the day-to-day implementation of the Careers Education and Guidance policy.
- 2.4 The Careers Launch is promoted across the college giving students the first insight into the different career options. All students have access to the launch.
- 2.5 The Research period of the Careers programme begins in November and all students start gathering information they require in order to make an informed decision.
- 2.6 A key part of the launch is work experience and it is promoted to all students, in particular, BTEC courses that are compulsory and individual support with other

departments are always being developed across the college. The Careers Team oversee this.

3. Work Experience

3.1 Overview

Work experience is an integral part of Wyke 6th Form College students' entitlement, and this is also highlighted in Gatsby Benchmark 6 – "Experiences of the Workplace". This states:

"Every Pupil should have firsthand experiences of the workplace through work visits, work shadowing and or work experience to help their exploration of careers opportunities and expand their networks".

The opportunity to participate in work experience is offered to all students and they are encouraged to find placements linked to their career path. However, this is not a formal, compulsory part of all courses.

We aim to:

- Enhance student's knowledge of the world of work
- Develop employability skills
- Support Students with SEN and include parents and any other relevant staff
- Provide opportunities for personal development
- Help students make decisions about their next steps

3.2 Provision

We will endeavor to secure work experience placements for all BTEC Health and Social Care diploma and extended diploma students and this forms part of their course. There may be circumstances where this is not possible due to availability of placements or student circumstance. All other is based on the availability of the student depending on the requirements either for their next steps or as part of the course they are applying for at University i.e. veterinary medicine.

3.3 Health and Safety

We have a health and safety checklist that is completed and signed by employers and the HSE guidance for work experience is attached to that document.

3.4 Safeguarding

All placements are in a safe environment and where employers have the appropriate risk assessments in place. Employers are given guidance before the placement and have a point of contact for any safeguarding concerns. Many placements require students to complete a DBS and this is provided by the college. All students are aware of a clear reporting process in case of an emergency.

- 3.5 Advice from specialist staff is made available to all students, helping individuals to apply relevant knowledge, understanding and skills to their particular circumstances when choices have to be made.
- 3.6 All students will make a formal application to a positive post Wyke destination.
- 3.7 Support may be offered to ex-students wishing to apply to higher education or with progression to employment and also after the publication of examination results.

4 Policy Guidelines

- 4.1 Purpose and scope of this policy:
 - To develop a range of opportunities to help students make an informed choice with regards to their next steps after Wyke.
 - To support with any work experience that might enhance the students understanding of their potential next step.
 - To support students in making aspirational and realistic career decisions which allow them to achieve economic wellbeing.
 - To help students manage the transition from full time education to either HE or employment.
 - Help students enhance their employability skills.

4.2 Legal Framework

Wyke 6th Form College recognises that it has a statutory obligation through the Careers Strategy: making the most of everyone's skills and talents, part of the governments' plan to make Britain fairer, improve social mobility and offer opportunity to everyone.

- The Careers guidance and access or education and training providers – October 2018.
- Supporting the Careers and Enterprise Company set up by the government
- Education Act 1997
- Education and Skills Act 2008

- 4.3 Wyke College careers programme is delivered in conjunction through the Gatsby Benchmarks, a framework for careers provision that the government encourages us to use which includes:
 1. A stable careers programme
 2. Learning from careers and labour market information
 3. Addressing the needs of each student
 4. Linking curriculum learning to careers
 5. Encounters with Employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal Guidance

5. Monitoring and Review

- 5.1 This policy will be monitored by the Careers Lead.
- 5.2 This policy will be reviewed annually.

6. Related College Documents

Documents related to this policy are:

- Safeguarding
- Equality & Diversity
- SEND
- Staff Development
- Behaviour Management

Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Equality and Diversity Policy.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

Appendix 1 - Equality Impact Assessment

Policy, procedure, practice or strategy:	Careers Education and Guidance Policy		
Role responsible:	Vicky Riseham – Careers Lead	Date:	May 2021
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	To ensure the college is providing careers, information, advice and guidance for all students		
	<p>Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity.</p> <p>Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.</p>		
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	No		
Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	No		
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.	N/A		