

## Careers Policy

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### Policy Statement

Barnet and Southgate College is committed to providing high quality, impartial careers information, advice and guidance to students to

- Motivate them to achieve their full potential in education, training and employment.
- Enable them to explore the full range of options available to them, make suitable decisions about their next steps and help them to implement their plans for the future.
- Support them to progress to positive destinations.

This is in line with government legislation and with the college's strategic plan (2020-2023) to 'equip students to make positive forward steps in their employment and career, ongoing education or personal development'.

The college is also committed to following the Department for Education's recommendation that schools and colleges use the eight benchmarks developed by the Gatsby Foundation to set the standards for high quality careers provision (*See appendix*)

## Policy Scope

The college's legal requirements relate to all students up to and including the age of 18 and 19-24 year olds with an Education, Health and Care Plan. However, the college will provide careers education and guidance to adults including Access & Adult ESOL groups as appropriate.

## Policy Aims

1. Deliver a careers education programme that is in line with students' needs and with key decision points and deadlines.

This programme will include:

- Information and advice about the full range of learning opportunities that are available at Barnet and Southgate College, other colleges, schools and universities.
- Visits to and from education institutions that provide opportunities for further study.
- Information and advice about the range of jobs and apprenticeships/traineeships that could be options for students. These should be appropriate to their study programme area and level as well as linked to opportunities that exist in the current labour market.
- First hand experiences of the workplace through work experience, work visits, taster events and voluntary work.
- Encounters with employers via visiting speakers, enterprise schemes and mentoring projects.
- Employability workshops to provide students with the skills and knowledge needed to apply for and secure suitable job and apprenticeship opportunities or set up their own business where desired.
- Information and advice about online resources that could be used for further research and development.

2. Ensure that all students have opportunities for guidance interviews with highly qualified, trained and competent staff.

As part of this commitment, the college will ensure that advisers are

- Qualified to a minimum of Level 6 in Careers Information, Advice and Guidance.
- Provided with regular opportunities for continuing professional development to ensure that their skills and knowledge remain up-to-date.

As part of this commitment, advisers will

- Support students to understand their own skills, qualities and interests and how these could be used in the workplace, enable them to explore the full range of opportunities that are available to them and help them to make and implement their plans for the future.
- Challenge all forms of stereotyping and negative perceptions and ensure that students from all backgrounds, gender and diversity groups consider the widest range of choices that match with their skills, qualities and interests as well as with qualifications that they have already got or have the potential to gain.
- Support students who are at risk of dropping out of college or who wish to change course.
- Record all interventions on Promonitor (with the agreement of students) so that students and relevant staff can access information as necessary.

3. Publicise the careers policy and careers education programme to students, tutors, parents/carers, governors and employers so that everyone is clear about what students are entitled to.

## Responsibilities

### Careers Education

A range of college staff have responsibility for the careers education programme for students:

- The Careers team have responsibility for the delivery of a variety of workshops for students at all campuses throughout the year. Some of these workshops are mandatory whilst others are optional and need to be requested by curriculum managers or tutors. The Careers team will also support curriculum teams by organising Careers Fairs at each of the 3 main college campuses each academic year and a Higher Education Fair at the Barnet campus. *(Please see separate document 'Careers Education Calendar 2022-2023' for further details of workshops and events organised/delivered by the Careers team)*
- Curriculum teams have responsibility for ensuring that their students receive sessions to help prepare them for their future choices. These will either be organised/delivered by tutors, other college staff or external organisations. Where sessions are organised/delivered by other college staff or external organisations, curriculum teams have responsibility for ensuring good attendance and participation from their students.
- Curriculum teams, the Enterprise and Employment team and Barnet Education and Business Partnership have responsibility for arranging work experience for students and for helping to prepare them for any placements.

### Careers Guidance

The Careers Lead has overall responsibility for careers guidance across the college. This responsibility sits under the Head of Student Services and the Principal.

## Actions

Action	Responsibility
1. Publicise careers policy and careers education programme to students, tutors, parents/carers, governors and employers	Various college staff eg Student Services team, Marketing, Curriculum teams
2. Evaluate careers policy and careers education and guidance programme on an annual basis. Ensure that statistics of workshops, careers interviews and events, destination information, feedback from students, college staff and external partners and feedback from inspections informs the evaluation. Act on any areas for improvement and suggestions where possible	Careers Lead & Careers team

## Links to other policies

This policy is underpinned by a range of key college policies eg Equality, Diversity and Inclusion Policy, Student Transfer and Withdrawal Policy

## Appendix

### Gatsby benchmarks

#### 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/carers, teachers, employers and other agencies.

#### 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 the best use of available information.

#### 3. Addressing the needs of each student

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.

#### 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 English and Maths as a key expectation from employers.

#### 5. Encounters with employers and employees

Every year, learners should participate in at least two meaningful encounters with an employer ie 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.

#### 6. Experiences of workplaces

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

By the end of their study programme, 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.

#### 8. Personal guidance

Every learner should have opportunities for guidance interviews with a careers adviser who could be internal or external provided they are trained to an appropriate level (Level 6). Every learner should have at least one such interview by the end of their study programme.