

Careers Education and Guidance Policy

Solihull College & University Centre/Stratford College is committed to maintaining a Quality Careers Standard at a Gold Level (July 2018) and is working towards the Gatsby Benchmark. Our Careers team aim to provide student & potential students with outstanding services aimed to plan for their economic and educational future.

The principles of the Careers Service are governed by;

- The Gatsby Benchmark
- The Matrix Standards
- The Quality in Careers Standard
- Career Development Institute

and provide the following principles:

- Offer impartial careers advice and guidance that will result in appropriate and informed choices about future destinations
- The Careers Team are all fully qualified to Level 6 & 7 and are members of the CDI
- Offer effective, accessible and up-to-date careers information, labour market information and resources
- Provide specialist knowledge and advice to support tutors, linking curriculum learning to career opportunities
- Provide a high quality service to all students, parents/guardians and the college and the local community
- Ensure that students are integrated into the wider college curriculum
- Provide specialist careers software for students to access whilst at college

This is achieved by providing access to information resources, impartial individual guidance, and, once enrolled at the College, a range of co-curricula activities designed to develop skills for employability, assisting in your career management and decision-making.

Activities, Resources, and Partnerships

The Careers team provides support to tutors by delivering targeted careers education tutorials on progression pathways. This will consist of:

Autumn Term – Delivery of employability programs to all HE students to support attainment of graduate schemes and permanent employment opportunities. Ongoing support to students applying through UCAS wishing to achieve higher education progression is provided. These tutorials are supported by our annual Higher Education Fair, forming a focus for tutorial delivery. The Careers team will

maintain links with the curriculum areas to ensure information about courses is up to date. Careers resources will be provided to help tutors deliver employability skills.

Spring Term – Delivery of Enhance scheme of work across levels 1, 2 & 3 to promote successful progression onto further education courses, apprenticeships and employment. This work is supported by the Careers and Apprenticeship Fair giving each student an opportunity to engage with employers and for them to understand the labour market information and the different career pathways.

Summer Term – Delivery of Higher Education Progression and Parents/Student days in partnerships with local universities, covering topics such as how to successfully secure a place at University? This includes sessions on personal statements, higher education research and the UCAS process and what are the young person's options are when they leave college.

Information about forthcoming events will be notified to students through their personal tutors, student hub, posters, hub news and MySC.

Advice, help and support is available to students and their parents through the college website; information about the Careers service is available at parents' evenings. For students to make informed decisions about their future careers we run (post 18 options evening) for parents and students to attend.

Partnerships:

The College also has a partnership agreement with the National Careers Service which aims to meet the needs of all adults over the age of 19+ who are currently unemployed or seeking to change their career direction

The college also has close links with the Postgraduate Careers Guidance Team at Coventry University as we take Postgraduate students for a placement year.

The college has productive partnerships with local Universities and local Employers and local Training Providers which help us meet the needs of the economy, education and the community.

Our offer

Before you join the college you are entitled to:

- Impartial information, advice and/or guidance about what the College offers.
- Impartial guidance on your learning needs.
- An interview to discuss your future plans or help if you decide on a course of action.

When you have joined the college you are entitled to:

- Use the careers information resource provided on-line through the Student Hub and in the ACE HUB (Aspirations, Careers & Employability Hub)
- Help with answering your careers enquiries including job search activities.
- Activities, workshops/talks designed to identify and develop your skills for learning and/or employment, and make informed decisions.
- Ongoing access to personal careers guidance

Before you leave you are entitled to:

- Information about your progression options such as Further Education, Higher Education, Apprenticeships, Employment and GAP year opportunities
- Access to careers guidance to help your career decision matters and to help you achieve your next goals.
- Help with making employment applications, CV`s
- Information about what else the college can offer you.

As a result of accessing the Careers Service you will be able to:

- Identify the most suitable path to achieve your career goals
- Identify your strengths, weaknesses and understand how to bridge any gaps
- Being equipped and confident to identify relevant information on learning & career progression
- Agree a plan of action to help you achieve your goals
- Access other sources of valid, up-to-date careers information to support your ongoing development.

However, Solihull College Careers team are not able to:

- Make up your mind for you
- Enrol you directly onto courses

Our commitment to you

All our services are regularly reviewed. After your interview you can complete a questionnaire and leave your comments about the level of service you have received and how we can improve our service & standards – your views are welcome. You are not required to give your name if you do not wish to. We will ensure that careers staff:

- Follow the ethical principles of IAG delivery ensuring that information provided is independent and impartial.
- Respect confidentiality
- Respond to e-mail enquiries within 3 working days
- Respond to telephone messages within 24 hours
- Record client information to provide information, advice and guidance services in accordance with the college's GDPR Policy. If relevant, we will seek permission to share limited details with third parties.
- We are committed to following The Gatsby Benchmark (*full description of the Gatsby Benchmark further in the policy*)

The Careers Guidance Statement of Service operates in accordance with MATRIX and the National Quality in Careers Standard and our published General Privacy Policy

Organisational Responsibilities

- The Director of Student Services is the designated Careers Leader and is responsible for the development of the cross college Careers Strategy
- The Careers Co-ordinator has overall responsibility for the Careers team, who submits regular reports (every half term) to the Director of Student Services. The Careers Policy is reviewed on a yearly basis.
- Robust quality assurance systems are in place. Each team undergoes an 'operational review' during which the strategic and operational plans are examined and compared with progress made. Action plans are then compiled and shared with team members for further actions.
- Every member of the Careers team have specific roles and responsibilities to ensure that the service is delivered effectively

- Careers education and guidance is a whole college responsibility. Both teaching and support staff are involved in careers education and guidance in some way, whether through supporting work placements, supplying information on course and job opportunities, labour market information, providing learning or tutorial support to facilitate progression.
- The College works in partnership with the local authority and local partners to focus on those young people whose IAG needs are greatest and who are most 'at risk' of dropping out of College or becoming NEET. For 19+ students we work closely with the National Careers Service Team
- The advisers in Student Services offer pre-entry advice and guidance to prospective learners and careers staff work with enrolled learners; whilst industry specific guidance is provided by tutors throughout the year.
- All college staff participate in Cross College staff development initiatives, examples of which include Safeguarding, Health and Safety, UCAS reference writing for personal tutors. In addition to this the Careers team undertakes a range of training and development activities as recommended by the DI. All new/updated information gained from training and development activities are reviewed and shared. All the Careers Advisors are members of the CDI who follow the CDI Code of Ethics and are fully qualified Level 6 and 7 in Careers Guidance.

Career Development Institute Code of Ethics

Impartiality:

We provide unbiased information, advice & guidance that allows you to consider all of the options available to you

Accessibility:

We are committed to making all clients aware of the services we offer and to make sure that all clients can access the service. We do this by working together to provide facilities and materials suitable for all clients in a way that does not exclude anyone from benefiting from the service.

Confidentiality:

We will treat all information about our clients as strictly confidential as required by the Data Protection Act. We can provide a private setting for pre-booked careers appointments. Drop in sessions will be within an open space unless otherwise requested. We will not pass on any information without the written permission of the client with the exception of safeguarding disclosures.

Equality of Opportunity:

We are committed to equality of opportunity for all our clients, and will monitor services on a regular basis to ensure that we uphold this principal in delivering

our IAG service. We will provide a copy of our equal opportunities policy to any client on request.

Transparency:

The information, advice & guidance process should be made clear to every client. We aim to use clear language and ensure that all clients understand what is available through the IAG service, including our roles and responsibilities.

Individual Ownership:

We ensure that the information, advice and guidance we provide is focused on the needs of the individual and that the service is welcoming and responsive to their present and future needs. We encourage client feedback on our service and provide opportunities for clients to give us their opinion.

Professional:

We ensure that our staff have the skills and knowledge to identify and address our clients' needs. The College is committed to providing opportunities for continuing professional development to IAG staff.

Client Referral:

We will refer clients within the College as appropriate and onto other agencies following prior agreement with the client.

Gatsby Benchmark for Careers Guidance

This is the new government strategy and guidance that all schools and colleges have to follow to ensure that every student gets good quality careers guidance whilst in education.

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.

- Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.
- The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers 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.

- During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.

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 careers programme should embed equality and diversity considerations throughout.

- A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to 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. Colleges should 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 which 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.

- Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

5) ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

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.

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters*1 with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.

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.

- By the end of their programme of study, every learner should have had a meaningful encounter*2 with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers.

This should include the opportunity to meet both staff and learners.

8) PERSONAL GUIDANCE

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.*3 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.

- Every learner should have at least one such interview by the end of their study programme.

Reviewed/Updated/Approved	By	Date	Signed
Updated by Careers	Alka Prinja	02/2019	
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Approved by Director of Student Services	Adam Thomas	02/2019	
Approved by SMT	Pete Haynes	02/2019	
Approved by Governors			