



CAREERS POLICY

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Contents

Introduction	3
Scope	3
Process/Procedure	3
Curriculum based activities include:	4
Key References:	7
Career Development Institute Code of Ethics	7

Introduction

At Telford College we are committed to providing our students with the necessary support and guidance to make informed career choices and successfully transition into the world of work or further education. Linking to our strategic plan, we have aligned our curriculum offer with employer need, enabling us to deliver the skills required to maintain productivity in the face of economic change. Careers is a part of our 'EMERGE' programme; a comprehensive, student focused, personal development programme that runs alongside students' main learning aim and aligns with the student journey.

This Careers Policy outlines our approach to careers guidance and the resources available to our students, which will provide them with the knowledge and inspiration to succeed in their chosen career paths. This policy statement applies to all students at the College.

Vision

The College is committed to providing our students with outstanding and comprehensive, impartial Careers Education Information Advice and Guidance, adopting the Gatsby Guidelines (see below).

Telford College will empower students to explore their interests, skills, and ambitions to make well-informed career decisions. Students will leave Telford College equipped with essential employability skills and a career action plan, documented within the employment passport for each student. We aim to raise aspirations and equip students with the behaviours, knowledge, and skills necessary for successful careers.

Through our strategic plan we will:

- Teach students the knowledge and entrepreneurial attitudes, skills and competencies to adapt to the changes in society and the labour market.
- Expand learning opportunities to reskill and upskill adult students.
- Work in harmony with other educational partners within our local area through transparent collaborations, putting students first.
- Invest in green activities to support the community and safeguard it for future generations.
- Enhance the local economy through procuring goods and services.

Scope

This policy statement notes the key recommendations from the Department for Education 'Careers Strategy, making the most of everyone's skills and talents' (December 2017), and the statutory guidance for 'careers guidance and access for education and training providers- statutory guidance for schools and guidance for further education college and sixth form colleges (January 2023) publications.

Telford College will utilise auditing tools, such as the Compass Careers benchmarking tool, to ensure the careers policy statement remains compliant with the above-mentioned policies. One-to-One careers advice is delivered by qualified Level 6 members of the careers team.

Careers Program

Our comprehensive careers program includes the following elements:

- Career Counselling: One-on-one sessions with advisors to discuss career options, academic pathways, and personal development.
- Workshops: Regular workshops on topics such as CV writing, interview skills and Higher Education.

- **Employer Engagement:** We actively involve employers and industry professionals to share insights, offer work experience placements, and deliver guest lectures.
- **College Events:** Career fairs, employer talks, and Higher Education workshops to expose students to various career opportunities and pathways.
- **Access to Information:** We provide access to up-to-date career information, labour market trends, and higher education opportunities through the Student Hub and online platforms.
- **Curriculum Integration:** Careers education is integrated into our curriculum to help students understand the relevance of their studies in the context of future career paths. Subject-specific career information is also provided to help students explore potential career options related to their interests.

Resources to support these activities are available in digital format in the student portal . All careers' events are disseminated to teaching staff/learners using email, tutorial notices and digital platforms . The College has excellent effective partnerships with local schools, universities and local employers which help us to meet the needs of the economy, education and the community. Advice, help and support is available to learners and their parents prior to admission to college (for example at post 16 and careers events in schools), during enrolment, at Open Days and Parents Evenings.

In summary, Telford College will offer a program that is compliant with the Gatsby Benchmarks, which are detailed below:

Gatsby Benchmark	Overview	How Telford College is meeting this benchmark
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"> • Telford College has 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 is published on the college's website and student portal . • The programme is 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.	<ul style="list-style-type: none"> • 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. • Students will be able to attend sessions on understanding college leaver and graduate job markets, and how to look and apply for jobs. • Parents are encouraged to access and use information on the parent portal and on the website 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's careers programme should embed equality and diversity	<ul style="list-style-type: none"> • Our careers team are committed to challenging stereotypical thinking and raising aspirations. • Telford College keeps systematic records on pro-monitor of the individual advice given to each learner, and subsequent agreed decisions. This advice is integrated with those given at the previous stage of the learner's education. • All learners have access to their progress through their employability passport.

	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 Maths and English as a key expectation from employers.	<ul style="list-style-type: none"> • Throughout their programme of study (and by the end of their course) every learner will 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. • Within the curriculum students will learn how to manage a career in terms of progression, budgeting and planning for the future. • Learners will be reminded of different options including higher education, jobs, gap years and apprenticeships. • A robust Tutorial programme is in place for full time learners, which provides opportunity for career development and learning.
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.	<ul style="list-style-type: none"> • Every year, alongside their study programme, learners will participate in at least two meaningful encounters with an employer. At least one encounter will be delivered through their curriculum area. • Encounters include, but are not limited to, guest speakers, fresher's fayres, employer's fayres, project briefs, careers events, visits, and enrichment activities. •
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"> • We actively involve employers and industry professionals to share insights, offer work experience placements, attend our fresher's/employment fayres, and deliver guest lectures. • For full time study programmes, students are encouraged and supported to find relevant work experience placements to enhance employability prospects and knowledge.
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 their programme of study, every learner will have a meaningful encounter with a range of providers that may inform 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. • Opportunities to attend open days and UCAS fayres. • Opportunities to meet HE providers during fresher's fayre / career events. • Opportunities to attend workshops and talks from HE providers.

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>	<ul style="list-style-type: none"> • • • Individually tailored 1-1 guidance interviews with the careers team are available to all students. • • Personal guidance interviews include, but are not limited to, discussion of career options, academic pathways, personal development, preparing UCAS / Apprenticeship applications, CV writing and interview preparation.
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Inclusivity and Equal Opportunities:

We are committed to providing careers guidance that is inclusive and tailored to individual needs. We consider gender, ethnicity, disability, socioeconomic background, and other factors to ensure equal opportunities for all our students.

Partnerships:

We actively engage with local employers, universities, colleges, and other stakeholders to strengthen our careers provision and enhance students' employability skills.

Parent and Guardian Involvement:

We encourage parents and guardians to be actively involved in their child's career planning. Regular communication and parent evenings are conducted to keep them informed.

Monitoring and continuous improvement:

The College has been awarded the Matrix Quality Standard in information, advice and guidance services. As part of our monitoring and improvement, we continue to subscribe to this service which provides a unique quality framework for organisations to assess and measure their information, advice and/or guidance services.

We regularly evaluate and review our Careers Policy to assess its effectiveness. Feedback from students, staff, and external partners is taken into consideration for continuous improvement.

This Careers Policy will be reviewed annually to ensure it remains up-to-date and aligned with the changing needs of our students and the labour market.

Key References:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/749151/Careers_guidance-Guide_for_colleges.pdf

Career Development Institute Code of Ethics

Access at:

http://www.thecdi.net/write/227_BP260-X8513-Code_of_Ethics-A4-digital.pdf