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# Careers Education and Guidance

## POLICY

### BIDEFORD COLLEGE

#### Purpose

Careers education at Bideford College serves to prepare students for choices, changes and transitions affecting their future education training and employment in accordance with the National Framework for careers education and guidance and the College's mission statement.

#### Broad Aims

Students should:

- develop an understanding of themselves and others as individuals, including their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- develop a knowledge and understanding of the education, training and employment opportunities available to them locally, nationally and internationally;
- understand both as a consequence of scheme based activities and work based experience the general skills required by employers as well as the more specialist skills required for specific careers;
- have good access to information on a broad range of careers either in printed or electronic form;
- use action planning to support academic and career development.

#### Key Stage 3

##### Objectives for Careers Education and Guidance

By the end of Key Stage 3, students will have been given the opportunity to acquire the knowledge, understanding and skills to:

- undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format;
- Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image;
- use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals;
- recognise stereotyped and misrepresented images of people, careers and work how their own views of these issues affect their decision making;
- recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity;
- recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work;
- describe how the world of work is changing and the skills that promote employability.
- identify and use a variety of sources of careers information including ICT;

- use appropriate vocabulary and organise information about work into standard and personally devised groupings;
- use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs;
- demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options;
- use a straightforward decision making technique;
- identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions and other learning providers;
- manage change and transition giving consideration to the longer term implications and potential progression opportunities.
- make realistic and informed choices of options available post-14;
- organise and present personal information in appropriate format;
- consider alternatives and make changes in response to their successes and failures;

#### Key Stage 4

By the end of Key Stage 4, students will have been given the opportunity to acquire the knowledge, understanding and skills to:

- use self-assessment and career related questionnaires to help identify and set short and medium term goals, and career and learning targets;
- review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans;
- use review, reflection and action planning to make progress and support career development;
- explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this;
- use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work;
- explain the term 'career' and its relevance to their own lives;
- describe employment trends and associated learning opportunities at different levels;
- identify, select and use a wide range of careers information and distinguish between objectivity and bias;
- understand the qualifications available post 16, and the similarities and differences between sixth form, further education and work-based training;

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- use work-related learning and direct experience of work to improve their chances;
- understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering;
- select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies;
- compare different options and select suitable ones using their own criteria and outcomes of information, advice and guidance;
- take finance and other factors into account when making decisions about the future;
- understand and follow application procedures recognising the need for and producing speculative and targets CVs, personal statements and application letters for a range of different scenarios;
- understand the purpose of interviews and select and present personal information to make targeted applications;
- understand what employers look for in relation to behaviour and work, appreciate their rights and responsibilities in learning and work, and know where to get help;
- take charge of their own career planning and management, evaluate previous transitions
- and use the outcomes when considering the future;
- evaluate and improve personal criteria for comparing different options and make critical
- use of all available information, advice and guidance;
- consider the possible implications of changes in learning and work for their own career goals and plans including financial options;
- follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose;
- present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level;
- obtain and manage sources of financial support;

### Key Stage 5

By the end of Key Stage 5, students will have been given the opportunity to acquire the knowledge, understanding and skills to:

- undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets;
- assess their career exploration and management skills and identify areas for
- development;
- take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements;
- describe and evaluate personal action to promote equal opportunities and respect for
- diversity;
- evaluate the impact of external influences on personal views, attitudes, behaviour and
- career plans and respond appropriately;
- identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development;
- make critical use of a range of information sources to explain how careers are changing;
- obtain careers information relevant to personal needs and process it effectively;
- describe different routes through to their career goals and the similarities and differences between higher education and employment with training;
- make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans;
- justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business;

### Delivery of the Programme

The Career Education and Guidance (Careers Education Guidance) Programme is delivered in the following ways:

- A programme of lessons built into the PSHE programme at KS3 and KS4.
- Guidance interviews at KS4 and KS4 with Careers South West staff and the careers and aspirations co-ordinator.
- The College Work Experience programme for Year 10 students.
- Other work related courses which cater for specific group of students.
- Through work related learning across a range of subjects.
- Special events like Enterprise Day, employment visits, mock interviews, careers show visits available to large numbers of students through the college year.

### Staff Roles and Responsibilities in Careers Education Guidance

#### Aspirations & Enterprise Co-ordinator

- To lead all aspects of the Work Experience programme with students, parents, staff and placements.
- Support the programme of extended work experience for a small group of students on an alternative curriculum provision.
- Ensure that work experience meets all legal requirements
- To develop a whole school approach to IAG and careers education from year 7 to year 13 that supports students on their appropriate progression routes.
- Support and liaise with any students studying at another provider off site.
- Liaise with employers and training providers for Young Apprenticeship and Apprenticeship programme to ensure that programme run effectively.
- Manage and liaise with the support for outside agencies such as Connexions, LA, Devon

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Business Education Partnership (DEBP) etc and ensure the work with them is effective.

- Ensure that partnerships with industry and local providers are consistent across College.
- To ensure careers education and guidance is enhanced through practical involvement of employers/training providers e.g. through special events, industry days/careers conventions, Inspirational speakers and visits.
- To conduct a formal annual review of careers education and guidance using feedback from a range of people including students.
- To provide Governors and Principal with reports and information as requested, e.g., student opportunities, student destinations.
- To use data effectively to support students.
- To develop and maintain partnerships, connections with industry and local providers.
- To develop programmes/workshops within the college to meet the requirements of independent advice.
- To ensure links are established and maintained to promote the College within the local community.
- Develop and maintain an alumni network to support the students with careers advice and inspiration.
- In conjunction with Head of PSHE, develop and resource programmes of study and schemes of work.
- To advise and assist with the maintenance of IEBP status.

#### **Year Heads/Teams**

Assist with and support Careers Education Guidance activity as appropriate.

#### **PSHE Team**

Delivery of Careers Education Guidance within the PSHE programme.

#### **Resources**

- Careers information is available in the Careers Library and in the main College Library.
- Teaching resources are provided/obtained /introduced by either the Careers & Aspirations Co-ordinator or Head of PSHE.
- Computer based guidance and information packages are available to all students and can be accessed from all computers in the college.
- Students are advised regarding the availability of on-line resources that can be accessed at home.

#### **Training**

- Training is seen as a key element in the provision of effective careers education. PSHE teachers attend externally based courses and some internally based inset is arranged. The Career Co-ordinator attends Careers Association meetings to keep up-to-date with current trends and developments and also attend the annual work experience workshops and other relevant inset.

#### **Industry Links/Works Related Curriculum**

The College attaches a great deal of importance as the maintenance and development of industry/business links, which will have a positive benefit to the curriculum as a whole and to careers education and guidance in particular. Such links form a backdrop for the development of the work related curriculum. As well as having numerous links with individual companies the College works with Devon Education Business Partnership, local employers organisations, Torridge District Council and North Devon College.

#### **Work Experience**

All Year 10 students are given the opportunity to undertake a week of work experience during the Summer term. Work experience allows students to gain first hand knowledge of the world of work. It features as an integral part of other courses at KS4 and at KS5.

#### **Objectives**

By the end of the placement students should:

- Develop Key Skills in application of number, communication, Information Technology, Personal Skills;
- Have an understanding of what it is like to work every day;
- Gain an insight into the kinds of skills and attitudes required by employers;
- Gain an insight into factors which may determine career choices and the requirements of particular sectors and employers;
- Become aware of the issues affecting the individual at work;
- Understand Health and Safety issues at work.
- Have experience of applying and being interviewed for a placement;

#### **The Placement**

- All students in Year 10 go on work experience for a week in the summer term.

#### **Learning Outcomes**

Students:

- Review their learning from experience.
- Show their understanding of roles at work by successfully managing their work placement.
- Comply with Health and Safety procedures at work.

#### **Visits by Tutors**

- Students on placement locally will be visited by their tutors at least once. The purpose is for tutors to find out how their students are getting on, to deal with any queries and to monitor Health and Safety and report on the suitability of placement activities.

#### **Post Placement Review**

- Students write a report on their experience during English, which can be used for assessment towards their GCSE;

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- In tutor time and with PSHE tutors, students discuss their learning outcomes and how placement experience may affect their career action plan. Relevant information is included in their Record of Achievement and Year 11 Action Plan.

The College maintains a list of placement employers, which is revised each year. Students are, nevertheless, encouraged to find and organise their own placements. Although local choice is limited, we are able to find placements for all students in the cohort.

Monitoring of Health and Safety and insurance is carried out by Devon Education Business Partnership.

**Monitoring and Evaluation**

- The work of the Careers Education Guidance is subject to the college's monitoring and evaluation systems.

- An annual review document is prepared by the Aspirations and Enterprise Co-ordinator;
- A work experience report and action plan is prepared each year for DEBP;
- The Careers South West Partnership Service Level Agreement is reviewed annually;
- Feedback from employers, parents, carers and students.

**ASSOCIATED POLICIES/PROCEDURES**

Equal Opportunities Policy  
Teaching and Learning Policy  
Work Related Learning Policy  
Records of Achievement

**REVISION HISTORY**

- 003 Revised document Dec12 (Aspirations & Careers Co-ordinator update)
- 002 Review (no change) Jan09
- 001 Original document