



## **Careers Guidance Policy**

**November 2021**  
**Review: July 2022**

## **1 Introduction**

- 1.1 Reigate College is committed to provide high quality education, Careers Information, Education, Advice and Guidance (CEIAG) in a supportive community, which helps to prepare students for their destinations and manage their progression through learning and work.
- 1.2 It is underpinned by the Careers strategy: Making the most of everyone's skills and talents (DfE 2017), Statutory guidance for further education colleges and sixth forms (DfE 2018), Gatsby Good Career Guidance (Gatsby, 2014), Code of Ethics (CDI, 2014) and the National Framework for careers, employability and enterprise education (CDI, 2020).
- 1.3 Along with these statutory requirements it underpins the achievement of the following College Strategic Objectives:
- College wide implementation of the Gatsby Benchmarks to increase student awareness of work and employment
  - Provide students with a greater awareness of HE quality to inform student choices
  - To ensure all students have the opportunity to take part in work experience
  - Develop a system to identify students who are the first generation to go to university, who would benefit from additional guidance on HE applications
- 1.4 The College recognises the importance of preparing students to manage their further education and career path throughout adult life. This is achieved through the provision of a planned and stable programme of careers education, information and guidance for all students in the Lower Sixth, Upper Sixth and Intermediate. The provision of the programme is overseen by the College's Careers Leader, the Associate Director (Progression). The College's achievements in this area have been recognised with Investor in Careers accreditation, which the College is committed to maintaining.
- 1.5 A range of methods are used within the programme to ensure that all students have equal access to secure independent, impartial and face to face careers guidance, that will raise students' aspirations and equip them with the information they need to take full advantage of the opportunities that are appropriate for them.
- 1.6 This policy applies to all College students.
- 1.7 This policy does not form part of any personnel's contract of employment and the Reigate Learning Alliance reserves the right to change this policy at any time. All personnel are obliged to comply with this policy at all times.

- 1.8 All students need a planned programme of careers activities to help them decide appropriate pathways.
- 1.9 Careers Education, Information, Advice and Guidance (CEIAG) is designed to meet the needs of students both current and prospective. Each student is entitled to CEIAG that is of professional standards of practice, person centred, impartial and confidential.
- 1.10 CEIAG provided at the College will follow these principles:
- Be personalised, provide opportunities to identify and respond to the needs of the individual, build on previous learning and experience.
  - Be inclusive, recognise and promote Equality and Diversity, challenge stereotypes and be sensitive to faith, culture and family background
  - Be transparent, impartial and provide opportunities for confidentiality
  - Be enhanced by strong networks and collaborative approaches involving, curriculum teams and external partners
  - Contribute to widening participation, retention and achievement by raising aspirations, helping students to make informed choices and develop career management skills
- 1.11 Careers education includes:
- Visits to employers and Universities
  - Experiences of the Workplace
  - Engagement activities such as open days, UCAS convention fairs, STEM, Compact Plus, Summer schools, Employability Fairs, promotion of post graduate education, etc
  - Talks from speakers, such as employers and apprenticeship training providers
  - Progression activities and seminars: UCAS, Student Finance England, application and interview skills, self-employment.
- 1.12 Parents and Carers are recognised as important contributors to the development of career management and invited to a tailored HE and Apprenticeship Evening as well as having access to a Careers Adviser at Parent Consultation Evenings.
- 1.13 CEIAG includes:
- Pre-entry course information and advice on post 16 pathways through open evenings, career fairs, Get Ahead Day, information on our website, New Starters activities, Introductory Day and Choices Day
  - On course and progression up to post graduate education

- 1.14 The policy has been reviewed and developed by the College's Careers Leader, in liaison with the Head of Careers and the Careers Department, with input from Pastoral Directors and Directors of Learning. Feedback from the Colleges' Enterprise Coordinator has also been considered.
- 1.15 The College's careers programme is based around the eight [Gatsby benchmarks](#) and meets the learning outcomes set out in the [Careers, Employability and Enterprise Framework for Careers and Work-Related Learning](#). Equal emphasis is placed on different routes at every stage of student's progression planning, from our Get Ahead Day in the lower sixth year through to specialised support in the upper sixth for students applying to university, apprenticeships and employment. Parental engagement is a key aim of our policy and parents are invited to events such as a "Beyond Reigate" information evening and careers fair in the lower sixth year. Parents are also able to make an appointment to see a Careers advisor at both lower and upper sixth parents' evenings. There is regular communication via e mail, and parents are encouraged to make use of our Careers Bulletin, which is available on the website. A link to the Careers Development Institute Framework for Careers, Employability and Enterprise Education which underpins this policy can be found in appendix 1.

## **2 Student entitlement**

- 2.1 Reigate College offer a programme of high-quality impartial careers information and guidance that is stable, structured and delivered by staff equipped with the right skills and experience. The Gatsby Careers Benchmark model (see appendix 2) will be used to measure the results and impact of the programme.
- 2.2 All students have the opportunity to access high quality, impartial careers information, advice and guidance to help support their aspirations for progression and work. For students to understand the options available to them and be able to make informed decisions in terms of job, career progression and training.
- 2.3 All students will receive support to develop their skills and knowledge to enter the labour market and have confidence of the journey to take them there and manage their lifelong careers.
- 2.4 All students are expected to gain an experience of the workplace whilst they are at College. This may include a workplace visit, shadowing an employer or employee for a day or longer, or a period of work experience.
- 2.5 All students are entitled to receive tailored careers guidance according to their individual needs and circumstances.
- 2.6 The College offers comprehensive careers resources through a range of formats including:

- Supported access to careers assessment software
- Referral, where relevant, to other appropriate agencies and providers
- An opportunity to have further appointments if required
- Confirmation of the outcomes of a guidance interview on in writing, by email
- An appointment for a guidance interview prioritising vulnerable students/those at risk of leaving with no planned destination
- Tutor referral to the Careers Service when appropriate, to support their learning with their career planning and transition

2.7 Reigate College staff delivering Information, Advice and Guidance (IAG) aim to ensure that the procedures they adopt in the utilisation of confidential information comply with the legal framework provided by the General Data Protection Regulation. All information gathered during discussion with an individual should be regarded as confidential. Any limitations with regard to confidentiality should be made clear to the client at the earliest possible stage.

### **3 Implementation**

3.1 The College's Careers Programme outlines how the careers policy is implemented and can be viewed on the College website <https://www.reigate.ac.uk/careers-programme>. The weekly careers bulletin is emailed to students and staff every week and is also available on the College website <https://www.reigate.ac.uk/new-careers-bulletin>.

3.2 Students are to be informed of the facilities and support available to them through participation in the Induction programme on entry to the College and through the tutorial system.

3.3 Students and potential students who require a careers guidance interview can self-refer or be referred by any member of staff at any point during their student journey. Follow up appointments may also be offered where appropriate. Careers Advisers will liaise with Learning Support when necessary to support students with additional needs and can attend EHCP reviews by request.

3.4 Potential students may benefit from a careers guidance interview, if they:

- Are uncertain of their course choice
- Do not meet the entry criteria of their planned course
- Have non-existent or unrealistic career plans
- Have previously attempted to study the course

3.5 On course students may benefit from a careers guidance interview, if they:

- Need support with planning their career path
- Are considering changing course during the right choice period or before their course ends
- Are coming towards the end of their course
- Need help with applying to university or another college/ training provider
- Would like support with job search activities and LMI information

3.6 Provide current information and advice on learning opportunities and career options.

3.7 Current, prospective students are provided with a written summary of their guidance by email. Clear steps and action points are given in order that they feel ready and confident to move forwards on their learning or career journey.

3.8 College staff receive information about Careers during their induction and are aware that they may contact the team at any time for advice or to refer a student.

3.9 The service has robust quality assurance systems and is evaluated by:

- Reviews of the delivery of CEIAG against the key principles
- Student satisfaction surveys and Learner Voice process
- Maintaining Investors in Careers Accreditation
- Careers and Enterprise Company Compass Tool
- College Self-Assessment review processes

4 Roles and responsibilities

4.1 Students:

- To be actively involved in and take ownership for their progression planning and career development
- To attend punctually all planned tutorial, careers education and guidance activities
- To work co-operatively with staff and fellow students, respecting the views of others and the principles of Equality and Diversity

4.2 The College:

- To ensure staff are aware of this policy
- That there are sufficient qualified, experienced staff and up to date resources. All Careers Advisers are professionally qualified in a career development subject to a minimum of Level 6, adhere to the CDI Code of Ethics and undertake and record a minimum of 25 hours CPD each year
- That all staff have access to training, support and resources which are appropriate to their role

#### 4.3 Head of Careers/Associate Director (Progression):

- Associate Director (Progression) is nominated as the Careers Leader to ensure the leadership and coordination of a high-quality careers programme
- Manages the CEIAG activities which are planned, developed, and delivered by professional, impartial and specialist Careers Advisers
- Ensures that accurate and up to date resources are produced and maintained
- Ensures that independent Careers Guidance from outside agencies is secured to ensure Impartiality
- Develops and provide workshops to support tutorials
- Achieves a professional working relationship between Reigate College and other external agencies

#### 4.4 Curriculum staff:

- Staff involved in pre-entry and induction activities provide sufficient course information and advice to enable prospective students to make suitable choices
- Course and appropriate support staff are aware of services available through Student Services, maintain effective working links and make referrals for pre-entry, progression, and careers guidance when required
- Course staff ensure students are aware of support available through Student Services, tutorial, and course-based support
- Course staff ensure that there is an appropriate combination of careers education, information, advice, and guidance activities which are appropriate to their students' needs and encourage students to consider how knowledge and skills gained will be useful in the workplace
- All staff providing careers education, information and guidance have a responsibility to promote equality of opportunity, to be aware of confidentiality issues and deal sensitively with information disclosed by students

### **5 Experiences of the workplace**

5.1 To facilitate a successful experience of the workplace, the Work Experience Coordinator works closely with students, their parents or guardians, the College, and employers. Procedures are flexible, influenced by circumstances and individual needs. Outlined below are the main responsibilities of each stakeholder.

5.2 All students are expected to gain an experience of the workplace whilst they are at College. This may include a workplace visit, shadowing an employer or employee for a day or longer, or a period of work experience. The students should identify an experience which is meaningful and ideally either linked to their future career aspirations, or to help them explore and identify a career pathway. Experiences may be either privately arranged or advertised by the College via the Careers Bulletin. Students should review the careers bulletin on a regular basis in order to be aware of all relevant opportunities.

- 5.3 Students will be required to complete a 'student preparation checklist' prior to the experience taking place, they will be prompted to set learning objectives which are then reviewed afterwards. All students are asked to complete a workplace review form and the experiences are documented on their college careers record. In some cases, a DBS check may be required in which case that process will need to be followed and appropriate identification provided.
- 5.4 All students should read the [Student Guide to Work Experience Placements](#), which sets expectations and provides guidance for before, during and after the work placement.
- 5.5 Parents/guardians are able to support the student in finding a meaningful experience of the workplace. This could be by helping facilitate a private opportunity or encouraging students to apply for opportunities advertised in the careers bulletin. If the student has found their own placement (privately arranged) then the parent/guardian is the 'work experience organiser' and they must be satisfied that the student will be safe. The Health and Safety Executive provides useful guidance on how to ensure this is the case. Their full guidance can be found at [The Health and Safety Executive - Guidance for Young People at Work](#).
- 5.6 A consent form is completed for each experience of the workplace and if relevant we ask that you notify attendance if any authorised absence is requested. Ideally, placements will be arranged either in the holidays or around the student timetable, but we understand that in a few circumstances this may not be possible.
- 5.7 The College works with a number of third parties facilitating work experience opportunities and these are advertised in the weekly careers bulletin. The College also works in partnerships with selected local employers and through these links will advertise opportunities for insight visits, work shadowing or work experience. Where the college has organised the experience of the workplace, the parent/guardian will be contacted with details and asked to provide consent.
- 5.8 The College works with selected local employers to arrange an 'experience of the workplace' which is relevant to their organisation. The exact structure of the experience will depend on the nature of the business. When the College is the placement organiser, we will ensure that relevant forms are completed, and information shared as and when appropriate.

## **6 Inclusion and widening participation**

- 6.1 The College recognises the importance of raising aspirations amongst students from a disadvantaged background. To ensure that they have equality of access to opportunities, the College runs additional focused sessions designed to broaden horizons for both students and parents. Students who may meet widening

participation criteria are identified early in the lower sixth year, to ensure they are able to benefit from programmes such as those run by the Social Mobility Fund, the Sutton Trust and UCL. Students in care, care leavers and students with EHCPs are prioritised for one-to-one interviews with our qualified careers advisor.

## 7 Monitoring, review and evaluation

7.1 The Careers Policy and Careers Programme are reviewed annually as part of the College SAR and targets are set for improvements to the programme. Students evaluate the programme via the Induction Survey and Lower Sixth Tutorial Survey. Destinations are recorded using UCAS final destination reports, contacting ex-students during the Autumn Term after they have left and through our Future First Alumni Network. An action plan is in place to ensure that we are meeting the standards set out in the Gatsby benchmarks.

7.2 Feedback methods include:

- Student/staff survey
- Evaluation forms at the end of talks/events/experiences of the workplace
- Feedback received at the end of CEIAG Appointments/Progression events

## 8 Partnerships

8.1 The College works closely with a range of organisations to facilitate the delivery of a careers programme that meets the needs of all of our students and the requirements of the Gatsby benchmarks. These partnerships are reviewed annually. A few examples are set out below:

Organisation/provider	Rationale for partnership/collaboration
Future First	Provides a database of ex-students, providing destination information and links with employers
Unifrog	Enables students to research university courses and apprenticeships and to record activities, competencies and interactions
Pathway	Provides mentoring and support for students applying for apprenticeships
University of Law	Progression agreement by which Reigate students offered a place at ULaw receive an offer one grade below their standard offer
University of Bristol	Students offered a place receive a contextualised offer, two grades below the standard offer
University of the Creative Arts	UCA guarantees offers of places on UCA courses without interview to eligible Reigate College students.

St Hilda's College Oxford, Churchill College Cambridge	A programme of visits, seminars and workshops is delivered with these colleges for potential Oxbridge applicants.
University of Exeter	The University of Exeter Education Partners Programme means that all Reigate College students that apply for courses at Exeter will be offered a place. Offers will be their standard offer, and this does not apply to capped courses – normally those requiring a placement and those with very high numbers of applicants.

## 9 Business links

- 9.1 The Careers Leader, supported by our Head of Careers, Work Experience Coordinator and Local Enterprise Coordinator, liaise with national and local businesses in order to provide our students with employer encounters and work experience opportunities.
- 9.2 Businesses are identified in a range of ways, including attending events run by our Enterpriser Advisor Network, contacting businesses directly, visiting other providers' careers fairs, using our Alumni Network and using contacts that parents, governors and staff may have.
- 9.3 The Work Experience Coordinator keeps a record of these links, and they are maintained through regular contact by email. The Work Experience Coordinator and Careers Leader work with Heads of Department to match students with appropriate opportunities.

## Appendix 1 Framework for Careers, Employability and Enterprise Education

[Career Development Institute - Framework for Careers, Employability and Enterprise Education 7-19](#)

## Appendix 2 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 students, parents, teacher's employers and other agencies.
- 2 Learning from careers and labour market information - every student 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 - students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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 Maths and English as a key expectation from employers
- 5 Encounters with employers and employees - every student should have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace. This can be done through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes and should include students' own part time employment where it exists
- 6 Experiences of workplaces - every student 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.
- 7 Encounters with further and higher education - all students 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
- 8 Personal guidance - every student should have opportunities for guidance interviews with a Careers Adviser, provided that they are trained to an appropriate level\*. These should be available for all students whenever

significant study or career choices are being made. They should be expected for all students but should be timed to meet individual needs. \*The college should ensure access to a level 6 adviser is available when needed.

For further information, please see: [Gatsby Benchmarks for Young People in Colleges - Good Careers Guidance](#)