



**Buckinghamshire
College Group**

Careers Strategy 2025-27

Responsible Officer: Assistant Principal, Student Engagement and Support
Date reviewed: August 2025
Next review date: August 2027
Policy available: Intranet, MS Teams and Website
Policy Approved by: Executive
This policy has been endorsed by Careers Enterprise Advisor for Bucks

Strategic Updates

Expanded Strategic Goals

- **2023–25** focused on three strategic aims around curriculum design, inclusivity, and employer engagement.
- **2025–27** introduces **five broader strategic goals** aligned with the college’s mission to “transform futures through learning,” including:
 - Exceptional learning experiences
 - Future-proofed careers curriculum
 - Staff empowerment
 - Financial resilience
 - Regional impact and reputation

Policy Alignment and References

- **2025–27** includes updated references to:
 - **Education Inspection Framework (Nov 2025)**
 - **OfS Annual Report 2024–25**
 - **Updated Gatsby Benchmarks (Sept 2025)**
 - **Revised Quality in Careers Standard (2025)**

These updates reflect alignment with the latest national guidance and quality assurance frameworks.

Trauma-Informed Practice

- The new strategy explicitly acknowledges the impact of **trauma** and commits to fostering **safety, trust, and healing** through relationship-focused support.

Expanded Staff Roles and Responsibilities

- **Progress Coaches** and **Careers Advisers** now have **enhanced responsibilities**, including:
 - Monitoring **student destination data** (aspirations, intended, sustained, and long-term outcomes)
 - Collaborating more closely with curriculum teams and employer boards
 - Supporting group guidance delivery alongside individual support
- **Faculty Directors and Curriculum Managers** are expected to embed **industry-specific careers education** and ensure frequent employer engagement.

Monitoring and Evaluation

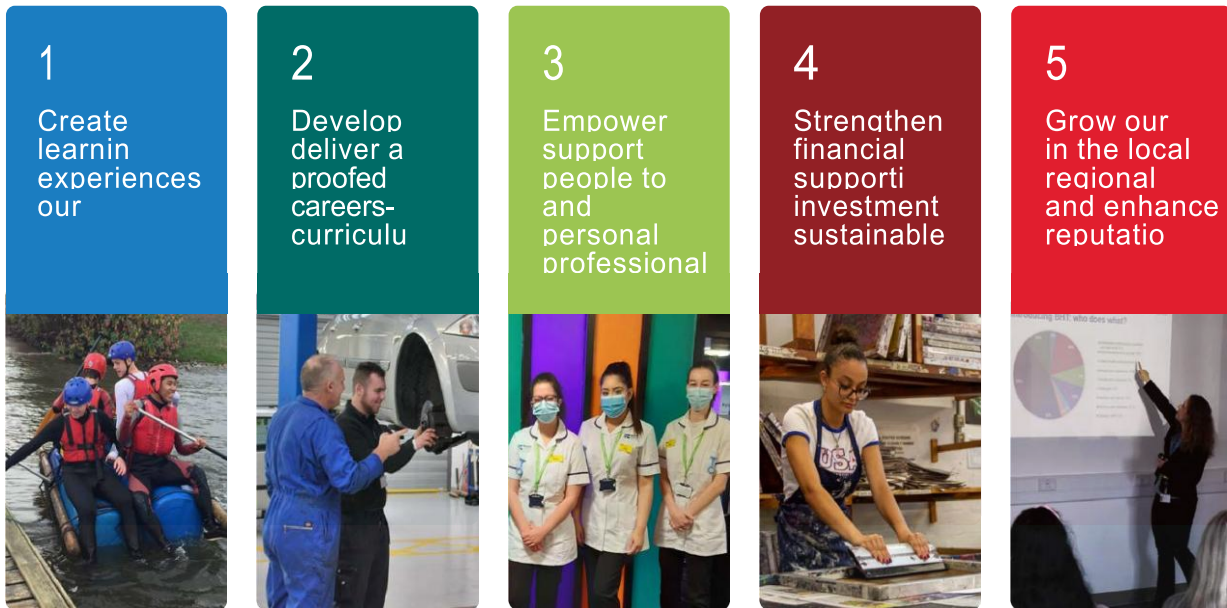
- The **Careers Leader** (Director of Student Services) now reports to both the **College Leadership and Executive Team**, with a stronger emphasis on **Gatsby Benchmark tracking** and **quality assurance**.

Equality and Inclusion

- The **Equality Impact Statement** remains consistent, reaffirming the strategy’s commitment to inclusive practice and compliance with **GDPR**.

1. Purpose of the Strategy

Buckinghamshire College Group mission is to “transform futures through learning”, our strategic goals are:



This strategy responds to the careers quality agenda and requirements identified within the following nationally published documents:

a) Education Inspection Framework (Ofsted, Nov 2025):

[Education inspection framework: for use from November 2025 - GOV.UK](#)

b) May 2025 statutory guidance and OfS quality assurance frameworks:

[OfS annual report and accounts 2024-2025. Performance overview](#)

c) Careers Guidance and access for education and training providers

d) Careers Guidance and Access for Education and Training Providers (DfE, Jan 2023) Updated in May 2025

e) Updates to the Gatsby Benchmarks, effective from September 2025

f) Quality in Careers Standard updated in 2025 to align with the revised statutory guidance and Gatsby Benchmarks. There are now separate editions for schools and FE/ITP providers [3]

- Matrix Standard for information, advice and guidance (IAG) services (ESFA September 2021)
- Education inspection framework (Ofsted September 2023)
- HEFCE Assurance Review

Buckinghamshire College Group (BCG) is committed to providing high quality, impartial, careers education, information, advice and guidance (CEIAG), accessible to all students. Our aim is to encourage students to raise their aspirations and assist them to plan and manage their personal progression and career planning.

2. Key objectives of the Strategy are to:

- Make clear the College's CEIAG commitment to its students and other stakeholders.
- Set out the involvement of all staff in CEIAG activities.
- Support the College's commitment to providing a high-quality service and continuous improvement.
- Work with The Careers and Enterprise Company to access their external support and resources for the College and to provide input into the national requirement for services to be measured against the Gatsby Benchmarks.
- To raise ambitions and achievements of our students through high quality CEIAG.

The 8 Gatsby Benchmarks (2025 Update)

- A Stable Careers Programme**
Every school and college should have a stable, structured careers programme that is backed by senior leadership and governors, led by a trained careers leader, and regularly evaluated for impact.
- Learning from Career and Labour Market Information**
All learners and their parents/carers should have access to up-to-date information about careers, pathways, and the labour market to inform decisions.
- Addressing the Needs of Each Pupil**
Careers provision should actively challenge stereotypes, raise aspirations, and be tailored to the needs of each learner, with systematic record-keeping and use of destination data.
- Linking Curriculum Learning to Careers**
Every subject should highlight how its knowledge and skills relate to a wide range of careers, and staff should be supported to make these links explicit.
- Encounters with Employers and Employees**
All learners should have multiple opportunities to learn from employers about work, employment, and the skills valued in the workplace.
- Experiences of Workplaces**
Every learner should have first-hand experiences of the workplace through visits, work shadowing, or work experience to help their exploration of career opportunities.
- Encounters with Further and Higher Education**
All learners should have meaningful encounters with providers of further and higher education, including apprenticeships and technical routes.
- Personal Guidance**
Every learner should have opportunities for guidance interviews with a qualified careers adviser, with at least one interview by age 16 and another by age 18.

References

[A Guide to Gatsby Benchmarks 2025-2026 - Hello Future](#)

[Gatsby Benchmarks: What's Changed for Schools and Colleges in 2025](#)

3. Accessibility

- All prospective students are entitled to appropriate course information and impartial advice, assistance with course choice, and transition into study at the College, tailored to their needs.
- All students must be able to use the full range of student services including careers guidance, funding advice, personal counselling and support as appropriate with reasonable adjustments made where required.
- All students must be able to access information and assistance with impartial progression choices during and at the end of their course.

- All students must receive careers education and guidance activities appropriate to their needs, delivered through the WISPA tutorial programme, College events, visits and external speakers, and access to individual, impartial, guidance.
- As a college we understand and recognise the impact of trauma actively using this knowledge to adapt interventions and support individual in a way that fosters safety, trust and healing. Therefore, we place relationships at the forefront to enable our college community to thrive.

4. Students' Responsibilities

- To be actively involved in and take ownership for their progression planning and career development. This will be supported throughout the WISPA tutorial programme and course leader tutorials, work readiness skills, self-assessment and target setting
- To participate in all relevant tutorials, work experience, careers education and guidance activities to strengthen their understanding of education, training, employment and other progression opportunities.
- To work co-operatively with staff and other students, respecting the views of others and the principles of Equality and Diversity.
- To contribute to the ongoing evaluation and improvement of the service.

5. Staff Responsibilities

Executive and Governors:

The College Corporation will nominate a Governor with overview of the provision of Careers support. This Governor will support a member of the Executive Team to be the named Careers Leader as set out in the statutory guidance. This will normally be the Assistant Principal, Student Engagement and Support. This strategic role is responsible for ensuring that the College:

- Has a high quality and impartial Careers Education, Information, Advice and Guidance service that supports students to make well-informed career choices and raises the aspirations of students.
- Meets the statutory guidance on providing impartial careers education and guidance.
- Meets the requirements for appropriate quality standards.

Director of Student Services (Careers Leader):

- Initiates, organises and evaluates College-wide CEIAG events to promote learning, work and progression to support students in exploring career choices.
- Manages all CEIAG related resources, including digital ones.
- Manages all CEIAG related relationships with external agencies.
- Devises, supports and evaluates delivery of the WISPA tutorial programme and course leader tutorials.
- Maintains clear communications with parents/carers of the CEIAG offer and builds that relationship.
- Monitors CEIAG activities within the college and produces reports to the College Leadership and Executive Team against the Gatsby Benchmarks.
- Monitors quality and content of careers delivery within the college.

Faculty Directors, Curriculum Managers, Apprenticeship & Skills Managers:

- Ensure commitment of teams in supporting links through and between the WISPA tutorial programme, course leader, tutorials and curriculum areas.
- Ensure that industry specific careers education is embedded throughout all programmes in their area including frequent and varied opportunities for students to engage directly with employers.

Teachers/Trainers:

- Embed career focused activities throughout teaching and learning programmes ensuring that all learning programmes effectively prepare students for positive progression.
- Responsibility to keep their industry knowledge current by attending at least one industry upskilling day per year
- Record intended destinations of each learner at the start of each learning programme and updating at the end.

Careers Adviser:

- Supports the development of the WISPA and course leader tutorial programme.
- Delivers individual and group impartial information, advice and guidance to students.
- Coordinates centrally delivered opportunities for contact with employers and recruiters, and Higher Education establishments.
- Works closely with Progress Coaches, PCAMS, Course Leaders and WorkZone colleagues to provide a seamless experience of accessing opportunities to experience the world of work.
- To monitor student destination data (including learner aspirations, intended destinations sustained and longer-term destinations).

Progress Coaches/ Apprenticeship Training Supervisors / Placement Officers:

- Deliver engaging content within the WISPA Tutorial programme which inspires students and supports aspiration and confidence.
- Work closely with Course Leaders to ensure that the WISPA Tutorial programme knits together with all aspects of learning programmes to support students in self-reflection and progression planning and activity.
- To work closely with the Careers Leader to monitor quality and content of the careers delivery within the college.
- To work closely with the careers advisor to deliver group impartial information advice and guidance to students.

All staff have a responsibility to:

- Support the development of students' confidence, aspiration and self-esteem to access learning, apply experience and make positive progression.
- Participate in relevant professional training and maintain an up-to-date awareness of appropriate resources that they and their students can make use of to support career decision making.
- Participate, as appropriate, in adviser networks and appropriate training to maintain awareness of alternative education and training provision, locally and nationally.
- Provide impartial, timely and sufficient course information and advice to enable prospective students to make suitable choices.

Equality Impact Statement

Section One	
College:	Buckinghamshire College Group
Departments Affected:	Whole College
Who is responsible for the Equality Impact Assessment?	Assistant Principal Student Engagement & Support
Title (of the policy/practice/decision)	Careers Strategy
Description (Provide a brief description of the policy/practice/decision)	The college is committed to providing high quality, impartial, careers education, information, advice and guidance (CEIAG), accessible to all students. The aim of the policy is to encourage students to raise their aspirations and assist them to plan and manage their personal progression and career planning.

Section Two – Stakeholder Consultation		
2	Who are the main stakeholders and what consultation exercise are you planning to undertake, if required (e.g. consultation with Employee Voice, Trades Unions, Staff groups, Student groups?)	Students, parents/carers and Bucks Career Enterprise
3	Are there concerns that this could result in differential or adverse impact on any Equality Groups (Protected Characteristics as identified by the Equality Act 2010)	No

Section Three

Please identify how the procedure may impact the following protected characteristics:

- Identify any positive impacts the policy/practice/decision may have on equality groups.
- Identify any negative impacts the policy/practice/decision may have on equality groups.
- Propose measures to mitigate or eliminate identified negative impacts.

Protected Characteristics	Impact High/Medium/Low/N/A	Action(s) you will take to mitigate or remove the negative or adverse impact if identified? Propose measures to mitigate or eliminate identified negative impacts
1. Age <i>(e.g. are there ways older or younger people may find it difficult to engage?)</i>	Low	
2. Disability <i>(eg do you need to consider large print or easy read?)</i>	Medium	Students with identified additional needs are supported by the SEND policy. Specialist advice is sought from the Learning Support team as required. Consideration is given to those with physical disabilities with regards to the suitability of a work placement/experience.
3. Gender identification <i>(eg is your language inclusive of LGBTQ+ groups?)</i>	Low	
4. Gender Re-assignment <i>(eg is your language inclusive of trans and non-binary people?)</i>	Low	
5. Marriage and civil partnership <i>(eg does it treat marriage and civil partnerships equally?)</i>	Low	
6. Pregnancy and Maternity	Low	

<i>(eg with this have an impact on pregnant or those on family leave; breastfeeding services?)</i>		
7. Race / Ethnicity <i>(eg does it take into account the needs of people from different groups)</i>	Low	
8. Religion or Belief <i>(eg do people from faith groups experience any specific disadvantage)</i>	Low	
9. Sexual Orientation <i>(eg is your language inclusive of LGBTQ+ groups?)</i>	Low	

Section Four – Monitoring and Review

Does your criteria and procedure promote fairness and equal opportunities? <i>Utilise relevant data sources, such as demographic information, student feedback, or staff surveys, to inform the analysis as necessary</i>	Yes
How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied?	The policy is analysed against the Gatsby Benchmarks and responds to the requirements of the EIF (Ofsted) and OfS Quality Assurance Framework and the DfE's Careers Guidance and Access for Education and Training Providers.

Section Five – Outcome, Sign-off and Authorisation

Equality Impact Assessment Outcome	
Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision	
Option 1: No change required – the assessment is that the policy/practice is/will be robust.	X
Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	
Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified	
Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.	
Name and job title of authorised person	Nicky Ellis Assistant Principal Student Engagement & Support
Equality Impact Assessment was completed on:	August 2025
Date of next review, and by whom? This may include regular reviews, data analysis, and stakeholder feedback	August 2027 Assistant Principal Student Engagement & Support