



**Buckinghamshire
College Group**

Careers Strategy 2023-25

Responsible Officer: Assistant Principal, Student Engagement and Support
Date reviewed: August 2023
Next review date: August 2024
Policy available: Intranet
Policy Approved by: Executive
This policy has been endorsed by Careers Enterprise
Advisor for Bucks

1. Purpose of the Strategy

Buckinghamshire College Group has committed to a key strategic goal to develop and deliver a future proofed, careers-focused curriculum. Underpinning this goal are three strategic aims:

1. To design and deliver an innovative, inclusive, careers focused curriculum which supports excellent student progression in life and work.
2. To design clear and coherent progression pathways ensuring that our curriculum is inclusive and supports all, including those most disadvantaged, to succeed in life and work.
3. To design and deliver a curriculum informed by local and regional employers which meets the changing skills landscape and prepares our students for the impact of digital transformation and the desire to create a more sustainable future.

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

- Careers Strategy: making the most of everyone's skills and talents (Department for Education December 2017)
- Careers Guidance and access for education and training providers (Statutory Guidance Department for Education January 2023)
- Careers Guidance: Guidance for further education colleges and sixth form colleges (Department for Education October 2018)
- Quality in Careers Standard
- 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.

Key objectives of the Strategy are to:

- Make clear the College's CEIAG commitment to its students.
- 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 for the College and to provide input into the national requirement for services to be measured against the Gatsby Benchmarks.

2. Accessibility

- All prospective students are entitled to appropriate course information and advice, assistance with course choice, and transition into study at the College, tailored to their needs.

- All students are able to use the full range of student services including careers guidance, funding advice, personal counselling and support as appropriate.
- All students should be able to access information and assistance with impartial progression choices during and at the end of their course.
- All full-time students should 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.

3. 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.
- To participate in all relevant tutorials, careers education and guidance activities in order 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.

4. 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.
- Meets the statutory guidance on providing impartial careers education and guidance.
- Meets the requirements for appropriate Quality Standards.

Director of Student Services

- 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.
- 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 Executive Team against the Gatsby Benchmarks
- Monitors quality and content of careers delivery within the college

- Works collaboratively with curriculum on reporting progress and continuous improvement on employer boards

Faculty Directors and Curriculum Managers:

- Ensure commitment of teams in supporting links through and between the WISPA tutorial programme, 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:

- Embed career focused activities throughout teaching and learning programmes ensuring that all learning programmes effectively prepare students for positive progression.
- Deliver target setting with transparent links to the self-awareness, labour market knowledge and planning embedded in the WISPA tutorial programme.

Careers Adviser:

- Supports the development of the WISPA tutorial programme
- Delivers individual and group impartial information, advice and guidance to students.
- Coordinates centrally delivered opportunities for contact with employers and recruiters.
- Works closely with Progress Coaches, Course Leaders and WorkZone colleagues to provide a seamless experience of accessing opportunities to experience the world of work.

Progress Coaches:

- 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.

All staff have a responsibility to:

- Support the development of students' confidence 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 timely and sufficient course information and advice to enable prospective students to make suitable choices.

5. Equality Impact Statement

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership).

What are the overall aims of the change? Why are you proposing it?	The aim of this policy is to provide a framework to ensure that the guidelines are in place to support all stakeholders
Given the aims of your proposal, what issues does your data/information highlight?	Everybody is included within this policy, and all groups are given equality in regards to their needs and provisions
How could the proposed change affect positively/negatively on groups with protected characteristics?	This has a positive impact on all groups with protected characteristics, as they are ensured equal treatment and provision based on their needs. Risk assessments may be carried out to ensure that this is the case and provisions maybe altered to accommodate specific needs
What actions will you take to mitigate any negative impact?	No negative impact to having this policy
Is there any potential negative impact justified in light of wider benefits of the proposal?	No negative impact to having this policy
Recording final decision	This policy requires Executive approval
Has the policy taken into consideration the requirements of GDPR regulations? Are there any actions that need addressing, e.g.; data sharing agreement; has data consent been considered; data retention timescales?	GDPR regulations have been considered and actions comply with data protection requirements.