

Date approved:	July 2018	Review Date:	July 2019
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Policy:
Careers Policy

1. Background

- 1.1 Stockton Riverside College is committed to offering a careers service that is accessible to everyone. This will ensure that all students are fully equipped with the skills and knowledge that will enable them to operate confidently, effectively and independently in life and work.
- 1.2 Stockton Riverside College commits to providing an excellent careers service that will enable students to understand the range of opportunities available to them in today's economy and acquire the skills and qualifications they need to succeed in the workplaces of the future. This strategy sets out the ambitions and plans to expand the quality of the College's careers provision.
- 1.3 Stockton Riverside College firmly believes by providing high quality, impartial careers information, advice and guidance students will be confident about their future success. This will result to:
 - All young people understanding the full range of opportunities available to them, the skills that are valued in the workplace and to have first-hand experience in the workplace
 - All young people receiving access to an excellent programme of advice and guidance delivered by individuals with the rights skills and experience
 - All students having access to careers advice and guidance that is tailored to their individual circumstances

2. Entitlement

Stockton Riverside College will offer a programme of high quality impartial careers information, advice and guidance that is stable, structured and delivered by College staff equipped with the right skills and experience. The College will adopt the Gatsby Careers Benchmarks model (See Appendix A) to measure the results and impact of the below:

- 2.1 All students access high quality, impartial careers information, advice and guidance from appropriately qualified staff to help clarify their aspirations for work, to understand the options open to them and to take control of and make informed decisions in terms of job and career change, training and promotion.
- 2.2 All students will receive support to develop their skills and knowledge to enter the employment market, and to have confidence of the journey to take their place there.

- 2.3 Young people will receive support to find suitable work placements or work experience to help develop the skills they need to enter the workplace and secure and sustain meaningful employment.
- 2.4 All students will have the platform to receive tailored support, especially disadvantaged students. Data and technology will be used to drive continuous improvements in careers delivery.

3. Mechanisms of Delivery

3.1 Careers Lead

The College will appoint a Careers Lead, leading on the delivery of the Gatsby Careers Benchmark model.

3.2 Work Experience

Young people will receive support to find suitable work placements or work experience to help develop the skills they need to enter the workplace and secure and sustain meaningful employment.

3.3 Access to Advice and Guidance

Students will be able to access high quality, impartial careers information, advice and guidance through 1 to 1 sessions with qualified Careers Advisors.

3.4 Pre-Enrolment

The School Engagement Team and curriculum staff will offer:

- 1 to 1 appointments
- School visits themed around careers
- Interviews with curriculum staff who are vocational specialists
- Welcome Days
- Explorer Days

3.5 Events and Workshops

Individual Curriculum Teams, The Student Enrichment Team and The Careers Team will organise a range of events, workshops and activities to support students in understanding their options, take control and make informed decisions in terms of their career goals and aspirations.

- Careers and employment Fairs
- Volunteering Fairs
- Higher Education Fairs
- CV Workshops
- External guest speakers bespoke to learning areas
- Workshops delivered by staff who are vocational specialists
- Educational visits
- Personal Statement Sessions
- University visits
- Student Finance Workshops

3.6 Induction and Tutorial Sessions

Careers Advisors and curriculum staff will work closely to fully support the Tutorial Programme and provide relevant resources to help students make informed decisions.

3.7 Job Boards

The Careers team will provide up to date information on employment opportunities relating to local labour market, displayed on Job Boards and the VLE.

3.8 At Risk Students

Students who are at risk of becoming NEET or withdrawn from the programme of study will be contacted to provide high quality, impartial careers information, advice and guidance.

4. Higher Education

4.1 Careers Advisors and curriculum staff will support students at every stage of applying to University.

4.2 Careers Advisors will support tutors and students by quality checking UCAS applications and personal statement, prior to their submission.

4.3 The Careers Team will work with HE institutions to provide Student Finance Workshops and Personal Statement sessions for students.

4.4 An annual HE Fair will be held to enable students to discuss progression opportunities with a range of Universities.

5. Quality, Reporting and Review:

5.1 The quality of Careers Advice and Guidance will be monitored through the Student Services Self-Assessment Report (SAR), which will inform the Student Services Quality Improvement Plan (QIP).

5.2 The College will use student feedback via QDP surveys and focus groups to monitor the effectiveness of the Careers Strategy.

5.3 The College will work towards maintaining The Matrix Standard.

5.4 The College will work with the Local Authority Careers and Enterprise Coordinator to achieve all of the Gatsby Careers Benchmarks by 2020.

The Gatsby Benchmarks

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, 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.
3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student 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.
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 career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Equality Impact Assessment

Policy: Careers Policy

The purpose of this assessment is to determine whether there are any positive or negative impacts which follow from the Careers Policy.

Internal/External of Potential Impact by Equality Issue

Equalities Issue	Positive Impact	Negative Impact	No impact	Reason for Decision
Age			X	<p>Young learners (ie below the age of 18, including those between the age of 14-16) are included in the scope of the proposals.</p> <p>The policy is not age-specific and the benefits of its implementation can be expected to apply to learners of all ages. Similarly, the expectations of staff apply to staff of all ages. Hence, this is neutral.</p>
Disability			X	<p>The policy does not have a disproportionate impact on learners or staff with disabilities. The differentiated approach to learners embedded within the Policy is designed and is likely to support inclusion This is neutral.</p>
Race			X	<p>This is neutral. The differentiated approach in the Policy is intended to support learners and staff, regardless of race or ethnic origin.</p>
Gender			X	<p>The Policy is gender neutral. The design of learning programmes to match individual learner needs is likely to support the provision of appropriate learning programmes for learners, regardless of gender.</p>
Transsexual			X	<p>This is neutral. The differentiated approach in the Policy is intended to support learners and staff, regardless of being or becoming a transsexual person</p>
Marriage/Civil partnership			X	<p>This is neutral. The differentiated approach in the Policy is intended to support learners and staff, regardless of marital or civil partnership status</p>
Religion, belief (including lack of)			X	<p>This is neutral. The differentiated approach in the Policy is intended to support learners and staff, regardless of religion, belief or lack of such beliefs</p>

Sexual orientation			X	This is neutral. The differentiated approach in the Policy is intended to support learners and staff, regardless of sexual orientation
Pregnancy/maternity			X	This is neutral. The differentiated approach in the Policy is intended to support learners and staff, regardless of status in relation to pregnancy and maternity

Summary

Which equality groups have positive or negative impacts been identified for (i.e. differential impact).	None
Is the Policy directly or indirectly discriminatory under the equalities legislation?	No
If the Policy is indirectly discriminatory can it be justified under the relevant legislation?	N/A

Carried out by: Mark Moore Head of Student Services 26/07/2018