

16-19 Careers Policy

1.0 Introduction

- 1.1 Petroc is required to offer a wide range of career information and opportunities to its students, as well as access to impartial 1:1 careers information, advice and guidance. The key drivers for this requirement are DFE statutory guidance, Ofsted, the *Skills and Post-16 Education Act 2022*, and the Gatsby Careers Benchmarks.
- 1.2 Ofsted will review Petroc’s careers provision in relation to the personal development of its learners, specifically “providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career”¹.
- 1.3 The *Skills and Post-16 Education Act 2022*² recommends that colleges’ careers provision is delivered as a whole-college approach.
- 1.4 The Careers Guidance statutory guidance³ recommends that colleges’ careers provision meets all eight Gatsby Career Benchmarks⁴.
- 1.5 The Gatsby Benchmarks⁵ require colleges to have a college-wide careers policy, and a careers programme, which are authorised by the College Leadership Team and Governing Body and published on its website.
- 1.6 Key aspects of careers statutory guidance include:
- All further education (FE) colleges and sixth form colleges in England are subject to a requirement to secure access to independent careers guidance. This forms part of FE college and sixth form college funding agreements. Colleges also have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities.
 - The Gatsby Benchmarks are not a statutory framework but, by adopting them, colleges can be confident that they are complying with the careers guidance requirements set out in their funding agreement. (P5)
 - The Careers Strategy sets out that every college should have a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. In larger colleges this might be a Careers

¹ Ofsted (2021). Further education and Skills Handbook ([link](#)).

² UK Parliament (2022). *Skills and Post-16 Education Act* ([link](#))

³ Department for Education (2018). *Careers Guidance: Guidance for Further Education Colleges and Sixth Form Colleges*. ([link](#))

⁴ The Careers and Enterprise Company. *The Gatsby Benchmark Toolkit for Colleges*. ([link](#))

⁵ The Careers and Enterprise Company (2019). *The Careers and Enterprise Company: What is Gatsby Benchmark 1?* ([link](#))

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Leadership team. Every college is expected to publish information about their careers programme, including the name of their Careers Leader, (P6)

- Ofsted is legally required to comment, in an inspection report, on the careers guidance provided to learners at colleges. (P6)
- Colleges are expected to comply with this guidance and this forms part of the conditions of grant funding. In the event of non-compliance it is open to the Education and Skills Funding Agency (ESFA) to take action in accordance with the provisions of its Grant agreement. (P6)

2.0 Purpose and Scope

2.1 This policy is aimed at:

- Faculty Directors, Faculty Managers and all educators for 16- 18 students and students with SEND.
- Head of Student Engagement
- Personal Development Coaches
- Careers Leader
- Careers Advisers
- All other student-facing staff

2.2 The purpose of the policy is to:

- facilitate the development and implementation of a college-wide Careers Programme that brings all careers activity under one roof.
- provide clarity to all staff delivering careers activity on how Petroc will meet its statutory obligations in relation to providing careers education and guidance.

2.3 The policy aims to:

- contribute to Petroc’s vision for learner success.
- support Petroc’s Study Programme Policy in relation to progression, careers and the Gatsby Benchmarks.
- create a Careers Programme that contains a range of careers activities that meet all eight Gatsby benchmarks which will be delivered within the curriculum or through extra curricular activities.
- ensure that all students access the Careers Programme by the end of their college career.
- ensure all careers activity within the Careers Programme receives the highest possible rating by OFSTED especially in relation to Quality of Education.
- reduce the number of students that leave college who are not in education, employment or training (NEET).
- collect destination data on the majority of college leavers.
- ensure all relevant college staff are aware of careers legislation, the Gatsby

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Benchmarks, OFSTED careers requirements, the Careers Policy and the Careers Programme support staff to contribute to a whole-college approach of delivering the Careers Programme, ensuring that this is embedded within the schemes of learning and interactions relating to Careers are recorded as guided.

2.4 The policy will support the *Petroc 2025 Strategic Aims & Objectives* in the following way:

- As “*Students are 18 times more likely to learn if their teachers know their hopes and dreams*”, this policy will contribute to the Creation of Outstanding Learner Achievement by improving learners’ motivation to learn through their participation in the careers programme and by involving teachers in their careers education.
- This Careers Policy will help the college to transform life chances and employment prospects for Petroc students through their participation in the college-wide Careers Programme.
- This policy will boost productivity, innovation and agility of businesses and organisations by providing employers with the opportunity to contribute to, and participate in, the college-wide careers programme.

2.5 This policy links to the following policies:

- Study Programme Policy
- SEND Policy

3.0 General Principles/Procedures

3.1 Intent:

This policy will contribute to Petroc raising student aspirations through their participation in the Careers Programme, so that by the end of their course of study, each student will:

- Have an understanding of the labour market in the location they plan to live and work.
- Have a list of career pathways that link to their course of study.
- Have had contact with a range of employers.
- Have had experience of the workplace.
- Know their education and apprenticeship progression routes at FE and HE level, both locally and nationally.
- Have had the opportunity of a 1:1 careers guidance appointment with a level 6 careers professional.
- Have recorded, and be able to access these records, their careers activity during their time at Petroc.
- Have reflected on their careers interactions and formed a plan of their preferred progression options.
- Record their progression plans prior to leaving their course on myPetroc. .

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To enable this to happen a college-wide Careers Programme (Appendix 1) is in place to support the Gatsby Benchmarks and the CDI Careers Framework (2021)⁶. This details the career activities that are planned within curriculum and as extra-curricular activities.

3.2 Implementation:

The Careers Programme will incorporate existing careers activities which are being delivered across the college. It will also introduce new activities, and fill gaps in provision, to ensure that all Gatsby Benchmarks are being met. It will achieve this in the following ways:

3.2.1 Careers Working/Steering Group (the Operational Team)

A Careers Working/Steering Group will be established which will meet half-termly to identify the careers activities that departments are currently delivering, to identify gaps in current careers provision, and to discuss new careers activity that can be introduced. The Careers Leader will provide advice and disseminate updates on careers legislation and policy. The Careers Working/Steering Group will comprise key staff from across the college including:

- Careers Leader - Vice Principal People, Organisational Development and Engagement.
- Deputy Principal Education and Learners
- Head of Quality Improvement
- Head of SEND
- Head of Student Engagement
- Faculty Directors
- Faculty Managers by invitation
- Marketing (School Liaison)

The Careers working group further intends on creating faculty Careers Champions from September 2024.

3.2.2 Careers Champion

From September 2024, each faculty will be asked to nominate a Careers Champion. This will enable our educators to develop their own role, and their cross college working. The Careers Champion will be the primary contact within the faculty for the Careers Leader and will act as a disseminator of careers information to key faculty staff and at faculty meetings. They will also help to identify good practice, celebrate achievements, identify gaps in careers provision, and identify students who need targeted careers support.

3.2.3 Learner Journey

⁶ CDI Careers Framework ([link](#))

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The student's Learner Journey, from application to course completion, will be supported by the Careers Programme. This will take into account previous careers education in Years 10 and 11 including their career aspirations. This will be tracked through the application process, and the data transfer agreement between partner schools. Using this information Petroc will help to facilitate learners' career development, or change of their career aspirations, through the Careers Programme. Prior to leaving Petroc, the college will provide all learners with the opportunity to discuss their careers plan with a Level 6 qualified Careers Adviser and be provided with a written plan to support their longer term success.

3.2.4 Student Focus Group

A Student Focus Group will be established so that the Learner Voice can be sought on existing, and new, Careers Programme content.

3.2.5 Other Stakeholders

The views of professional careers organisations, parents/carers, employers and Petroc alumni will be sought to aid the development and delivery of the Careers Programme.

3.2.6 Resources

Resources will be sufficient to enable the Careers Programme to have maximum impact for the students. This will include a Careers Leader and a Level 6 qualified Careers Adviser/Co-ordinator, a team of qualified IAG advisers, physical career spaces on both campuses, online and physical careers information resources, careers activity monitoring systems and career administrative systems.

3.3 Impact:

The impact of the careers programme will be monitored and reviewed regularly, and in the following ways, to assess how well the college is meeting the Gatsby benchmarks, the CDI's New Careers Framework, Ofsted's EIF and its statutory duties.

3.3.1 Careers Compass

The Careers Leader is required to report on a termly basis how well the college is meeting the Gatsby benchmarks. To do this an online Careers Compass⁷ tool is used, and the results returned to the Careers Hub, the Careers and Enterprise Council and the DfE.

3.3.2 LearnerEngagement

The engagement of learners with the careers programme will be monitored. The monitoring will be undertaken by the careers leader

⁷ Compass Tool ([link](#))

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through analysis of reports; integration of careers systems; annual quantitative and qualitative surveys with learners, staff, parents and employers; careers activity evaluation and meetings with staff. The results of the monitoring will be used to improve the Careers Programme, identify gaps in careers provision, identify good practice and support students who are not engaging with the Careers Programme or have the potential to be NEET.

3.3.3 Learner Focus Group

A learner focus group will be formed which will regularly review the Careers Programme and offer suggestions for improvements.

3.3.4 Petroc Staff

Through the Careers steering group, the career champions, meetings and surveys, staff feedback will be used to assess the effectiveness of the Careers Programme and their ideas for improvement.

3.3.5 Parents/Carers

Parents/carers will be regularly surveyed seeking their views on the effectiveness of the Careers Programme and suggestions for improvements.

3.3.6 Employers

Employers will be regularly surveyed seeking their views on the effectiveness of the Careers Programme and suggestions for improvements.

3.3.7 Recording

Petroc will have a comprehensive method of recording all learners' careers interventions that form part of the Careers Programme. Learners will be able to undertake recording of careers activities for themselves, teachers will be able to record careers activities on behalf of learners and learners will be able to access their careers records at any time. The records will be interrogated to provide reports highlighting progress and gaps at student and course level. Recording of this activity will also better enable progression.

3.3.8 Professional Body

Petroc will renew its institutional membership of the career professional body The Career Development Institute (CDI⁸) on an annual basis. The membership requires all members to follow the CDI's Code of Ethics⁹ and provides legislative guidance, careers news, careers resources and CPD

⁸ CDI ([link](#))

⁹ Code of Ethics ([link](#))

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training to all staff.

3.4 Careers Programme: Staff Training:

3.4.1 New staff will undertake training that covers careers legislation, OFSTED EIF (careers), the Gatsby Benchmarks and the Careers Programme as part of the new staff induction process.

3.4.2 Existing staff will receive annual careers training during staff CPD days covering careers legislation, the Gatsby Benchmarks, OFSTED EIF (careers), and the Careers Programme.

3.4.3 As a member of the CDI, Petroc staff can access CDI careers training¹⁰ at a subsidised rate.

3.4.4 Additional staff training will be delivered to meet staff needs.

3.5 Access Statement:

The college makes reasonable adjustments and uses technologies to ensure all learners have the opportunity to access the Careers Service.

3.6 Key Contacts:

Petroc:

- Careers Leader: Sheena Murphy-Collett s.murphy-collett@petroc.ac.uk
- Head of Student Engagement: Sarah Samuels sarah.samuels@petroc.ac.uk
- Governor (Careers): Please contact executiveoffice@petroc.ac.uk¹¹

Careers Hub:

- Enterprise Coordinator: Jo Skeel jo.skeel@devon.gov.uk
- Enterprise Adviser: Mark Turnbull mark.turnbull@devon.gov.uk

3.7 Roles and responsibilities:

3.7.1 The governing body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

¹⁰ Training ([link](#))

¹¹ The link governor for careers is subject to change in 2023/2024 (term 3). Please contact the Executive Office for an update.

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- Providing clear advice and guidance to the Principal & CEO on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Leading/overseeing the provision of careers information.
- Liaising with the Principal & CEO and the Careers Coordinator to implement and maintain effective careers guidance.
- Liaising with the Operational Team to plan careers education in the curriculum.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of college staff to promote careers guidance to their pupils. · Using the Gatsby Benchmarks to improve the college's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks at 100%.
- Publishing details of the college's careers programme and a policy statement on provider access on its website.
- Working closely with the Head of SEND and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.

The careers adviser is responsible for:

- Liaising with curriculum teams, the student support team, and SEND team to identify learners needing guidance.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing learners with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Ensuring that learners with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Reporting regularly to the careers leader, regarding learners progress and the effectiveness of the college's career plan.
- Providing a thorough, personalised career service throughout the college.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in the college.
- Attending regular meetings with the careers leader to discuss the college's career plan.
- Arranging meetings and follow-up appointments with learners, as required.

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Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in their schemes of work.
- Attending any relevant CPD or training to ensure they are up-to-date with the college's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages learners to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4.0 Monitoring and Review

- 4.1 This policy will be reviewed annually by the College Leadership Team unless preceded by new legislation, resulting in an earlier review.

Useful Links:

- <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook>, section 216, bullet point 3.
- Williams, J., Buzzeo, J., Spiegelhalter, K. and Dawson, A. (2018). *Careers Provision in Colleges: What Works?* London: The Careers and Enterprise Company. Page 17.
- Quaglia, Dr R., (2016) *The Schools, Students and Teachers Network* [Viewed 05/02/24 Viewed 11th June 2021]. Available from <https://www.ssauk.co.uk/blog/do-you-know-your-students-hopes-and-dreams/#Q4>

Linked Policies:

- Study Programme Policy
- Student Engagement Strategy
- SEND Policy

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APPENDIX 1 - Petroc Careers Programme

Petroc's Careers Programme can be found on the website, or via this link:
https://www.petroc.ac.uk/wp-content/uploads/2023/10/Petroc_CareersProgramme_2024.pdf

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