

Careers Education, Information, Advice & Guidance Statement 2023/24

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Produced by: Assistant Principal Student Services
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Vision, Purpose & Values

Our Vision

Our students will be recognised locally & nationally for their positive impact on the communities and industries in which they choose to work.

Our Purpose

To inspire our students to gain the skills, knowledge and behaviours they need to be resilient and thrive in an ever-changing world.

Our Values

Excellence: A culture of creativity, high expectations, ambition and aspiration

Respect: Showing fairness, courtesy and mutual respect to each other and our environment

Integrity: Honesty, openness and trust at the heart of College life

Diversity: Celebrating diversity and inclusivity as a key to our success

Careers Education, Information, Advice & Guidance Statement

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1. Purpose

- 1.1. Windsor Forest Colleges Group's (hereafter WFCG's) mission is to inspire all students to fulfill their potential and to inspire ambition. Careers Education Information, Advice and Guidance (CEIAG) is provided for students by staff within the Careers, Employability, Work and Industry Placement Teams, alongside other curriculum and support functions, including the Admissions and Apprenticeship Teams.
- 1.2. The WFCG offers a planned provision of high CEIAG to which all students are entitled and have access to. This is underpinned by the published careers programme and key statutory duties as detailed below.
- 1.3. This offer applies to all students enrolled at the WFCG's sites; Berkshire College of Agriculture (BCA), Langley College, Strode's College and Windsor College and includes where appropriate, students accessing satellite sites and outreach centres, covering all full time and part time courses.
- 1.4. The College is committed to:
 - Working in partnership with external careers services and agencies to ensure all students are supported to gain appropriate access to education, training or work that meets their planned destination.
 - Involving students in the planning and review of our CEIAG provision where appropriate, informing parents / carers of programme activities and developments and encouraging their feedback.
 - Engaging with higher and further education providers, employers, training providers, local enterprise partnerships and community groups to develop links and provide a range of opportunities for students engaged with study programmes in order to raise the aspirations of all students and raise awareness of the breadth of opportunities available to all. Vocational courses are designed and developed with input from employers to ensure that students are learning skills, knowledge and attitudes that meet the need of industry sectors.
 - Supporting progression of students at all stages of their study, from entry level to Higher Education, providing suitable resources, information and access to careers guidance and support by raising students' awareness and broadening their understanding of progression and employment options, enabling them to make informed, realistic decisions.
- 1.5. WFCG will ensure that consideration is made of statutory guidelines and regulatory body recommendations in relation to CEIAG, including guidance from the Department for Education, OFSTED, Matrix Standard and recommendations by the Career Development Institute.

- 1.6. Specific reference is made to the Government's 2023 'Careers Strategy: Making the most of everyone's skills and talents' and Careers Guidance and Access for Education and Training Providers 2023, with particular regard to the eight benchmarks of good careers guidance developed by the Gatsby Charitable Foundation as a standard of excellence.

2. Aims

- 2.1. The CEIAG provision will support all students to make informed choices about the full range of opportunities available to them and to maximise their achievements, regardless of their programme of study or future progression plans.
- 2.2. The provision is differentiated and personalised wherever possible to ensure appropriate progression pathways are explored. Activities delivered will be appropriate to students' stages of career learning, planning and development. Wherever possible CEIAG will also relate to current local, national and international career opportunities and informed by labour market information.
- 2.3. When considering the aims of this framework, due regard has been taken of the eight key Gatsby Benchmarks which are referenced in summary form in the Programme of Delivery in the Appendix:
 - A stable careers programme – an embedded programme that is known and understood by students, parents, teachers, governors and employers.
 - Learning from career and labour market information – informed advisors who can advise on future study options and labour market opportunities.
 - Addressing the needs of each student – understanding the different needs of students at different stages of the student's journey.
 - Linking curriculum learning to careers – discussion in all subject areas of future pathways.
 - Encounters with employers and employees – opportunities to learn about work, employment and skills from industries.
 - Experience of workplaces – first-hand experience of the workplace.
 - Encounters with further and higher education – developing student's understanding of all opportunities including vocational and academic in a range of settings.
 - Personal guidance – opportunities to meet trained careers staff particularly at key transition points.
- 2.4. In order to achieve the above, the College Group will offer a service that:
 - Is delivered by a trained team of advisors and skilled industry specialists, with access to a Level 6 qualified Careers Adviser.
 - Is an impartial, non-judgemental, confidential, student-focused part of each student's journey, embedded into all areas of College life.

- Enables all students to develop the self-knowledge, employability and technical skills needed for their personal career development and the workplace.
- Is aspirational and encourages all students to reach their goals.
- Promotes equal opportunities and challenges stereotypical thinking and attitudes.
- Encourages students to overcome any barriers to progression, ensuring that in particular, students with medical conditions, specific learning difficulties and disabilities are advised in their transition to employment or additional educational opportunities.
- Helps students develop an understanding of the changing nature of work and to appreciate the relevance of their studies to career opportunities.
- Ensures that all students receive information and guidance that meets professional standards of practice.
- Ensures effective CEIAG is provided to parents and carers about progression pathways and career / training opportunities.
- Includes the opportunity to experience industry or work related learning that is linked to a student's career aspirations or technical programme of study.
- Gives staff opportunities to update their CEIAG knowledge through regular updates, training and Continued Professional Development (CPD).
- Captures and analyses progression and destinations data in order to inform the CEIAG programme, monitoring of equal opportunities and ensuring that services are robustly evaluated.
- Reviews CEIAG regularly with stakeholders including partners, staff and students through evaluation and feedback, with the aim of consistently offering an excellent level of service.
- Has direct working links with senior post holders and the Governing Body to ensure that the programme meets the needs of the College strategically and is embedded across the board.

3. Accessing Services

3.1. Students can access face to face services by contacting different campus Careers and Placement team members to request an appointment. Appointments can be made face to face in Student Services, via telephone or online.

3.1.1. Contact information:

| Campus | BCA | Langley College | Strode's College | Windsor College |
|---------|--|--|--|--|
| Address | Student Services BCA Hall Place Burchetts Green | Student Zone Langley College Station Road Langley | Student Services Strode's College High Street Egham | Student Services Windsor College St Leonards Road Windsor |

| | | | | |
|------------------|-----------------------|--------------------------------------|--|--|
| | Maidenhead SL6 6QR | SL3 8BY | TW20 9DR | SL4 3AZ |
| Telephone | 01628 827495 | 01753 793337 | 01753 793337 | 01753 793337 |
| Email | Careers@bca.ac.uk | Careers.langley@windsor-forest.ac.uk | careers.sixthform@windsor-forest.ac.uk | careers.sixthform@windsor-forest.ac.uk |

4. Leadership

- 4.1. Relevant Senior Managers, Governors, Careers Leads, Heads of Departments / Directors, Course Leaders and Pastoral leads will have responsibility for compliance with and delivery of the 8 Gatsby Benchmarks.
- 4.2. Careers Leaders for each site are listed below:

| | |
|-------------------------|-----------------------------------|
| BCA | Linda Derby / Patricia Whitehouse |
| Langley College | Linda Derby / Patricia Whitehouse |
| Strode's College | Lynda Twitchett / Naomi Bailey |
| Windsor College | Lynda Twitchett / Naomi Bailey |

- 4.3. Leaders will work alongside a Careers Link Governor whose role is to support the Colleges to meet their statutory requirements and report back to the wider Governing Body with progress against strategic priorities and by facilitating links with local partnerships and businesses outside of the College community.

5. Industry and Work Placements

- 5.1. Students will receive information and support about the process of finding and securing industry or work placements from the Careers and Placements Teams. Information will be disseminated via stakeholder communications, digital sites / VLEs and curriculum / tutorial delivery at the start of and throughout the academic year.
- 5.2. Specific details of placement programmes and policy information can be found in the linked policies section detailed below.

6. Pre Entry Advice and Guidance

6.1. The central careers team, as well as curriculum and pastoral teams offer a range of careers related advice and guidance for students considering a college application at events including:

- Open evenings
- Taster days
- Application Interviews
- School / College visits

7. On Programme Advice and Guidance

7.1. Students are able to access high quality, impartial careers information and advice and guidance through a one to one or group session with a member of the Careers and Placements team or a Level 6 qualified careers adviser. This is in addition to sector and industry specific information and advice from curriculum staff and support staff.

7.2. Wherever practically possible, sessions are available in person or online to give students, including those who do not regularly access the main college sites, the ability to access support.

7.3. WFCG will offer a number of events, activities and mechanisms to support students' understanding of the range of options and pathways available to them, allowing them to make informed decisions specific to their needs. These events and activities may be face to face or be virtually delivered:

- Induction and tutorial information sessions
- Employer, Careers and Higher Education Fairs
- Careers / Vocational related trips and visits
- University taster sessions and visits
- CV workshops
- External guest speakers
- Vocationally specialist workshops
- Industry and work placements
- Personal statement and UCAS sessions
- Student Finance workshops
- One to one guidance
- Careers briefings and newsletters
- Employability skills workshops
- Skills Competitions
- Mock interview sessions
- Access to external careers tools such as Unifrog and Navigate and other campus digital information resources
- Jobs boards

8. Provider Access

- 8.1. The WFCG actively encourages the engagement of external agencies, education and training providers and employers for the purpose of giving students information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997.
- 8.2. A provider wishing to request access should contact the relevant team on the details provided in 3.1.1. Access may be for a specific purpose, recruitment or information event or to register interest in participating in one of our larger careers related activities.
- 8.3. WFCG will make a suitable space available for discussions between the provider and students, as appropriate to the activity and agreed in advance. Where appropriate, WFCG will also make available ICT and other specialist equipment to support provider presentations.
- 8.4. Full details of how to access the college is published on www.windsor-forest.ac.uk in our Provider Access Statement.

9. Monitoring and Reporting

- 9.1. The College Group operates a rigorous monitoring process that requires review of qualitative and quantitative data and feedback from various sources to inform our self-assessment and improvement processes to ensure compliance with CEAG bodies, Government priorities and the needs of key stakeholders.
- 9.2. Examples of monitoring actions taken include, but are not limited to:
 - Reporting of careers activity across the group including statistics relating to participation in activities and uptake of services
 - Student evaluations and voice surveys
 - Employer feedback and evaluation
 - Working parties with curriculum areas and local businesses
 - External auditing by independent organisations
 - Cross-college staff training, development activities and networking
 - Annual and bi-annual self-assessment and development planning
 - Review and actions based on known destinations of students to improve future provision.
- 9.3. The colleges keep key stakeholders up to date with activities and developments in relation to CEAG through regular communication including:
 - Publication of information on our website (external) and via the College's digital platforms
 - Information updates to parents, carers, staff and students

- Publication of a careers bulletin and a range of virtual / digital publications in a number methods.
- Promotion of activities, events and updates via the tutorial systems, through displays and noticeboards and digital notifications
- Use of noticeboards and digital display screens

10. Programme of Delivery

10.1. The table below provides a guideline of when different elements of the Careers Programme are delivered, along with the relevant Gatsby Benchmark (GBM) that the work corresponds to. This document is a guide and may vary from in year delivery, based on student demand and by campus. A list of the Gatsby Benchmarks can be found in section 2.3.

Published Programme of Delivery

Key

X – Langley College

X – Strode's and Windsor College

X – Berkshire College of Agriculture

| Personal Guidance | GBM | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|-------------------------------------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Careers Guidance Interviews | 2,3,8 | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX |
| Enrolment IAG | 2,3,8 | XXX | XXX | | | | | | | | | | XXX |
| Progression interviews | 2,3,8 | | | | | | | | XXX | XXX | XXX | XXX | |
| UCAS and Higher Education | GBM | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| UCAS launch | 4,7 | | | | | | | | | | XXX | XXX | |
| UCAS application support | 2,7 | | XXX | XXX | XXX | XXX | | | | | XXX | XXX | |
| Personal statement support | 4,7 | | XXX | XXX | XXX | | | | | | | | |
| UCAS application checks | 4,7 | | XXX | XXX | XXX | XXX | | | | | | | |
| Student Finance Presentation | 7 | | | | | XXX | XXX | | | | | | |
| Student Finance application support | 7 | | | | | | | XXX | XXX | XXX | XXX | | |
| Apprenticeships | GBM | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |

| | | | | | | | | | | | | | |
|------------------------------------|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Apprenticeship awareness | 2,4,5 | | | | | XXX | XXX | XXX | | | | | |
| Apprenticeship application support | 2,4,5 | | | | | | XXX | XXX | XXX | XXX | XXX | XXX | XXX |
| CV and Employability | GBM | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| CV writing support | 2,4,5 | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX |
| CV checking | 2,4,5 | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX |
| Part-time job hunting support | 2,5 | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | | |
| Full-time job hunting support | 2,4,5 | | | | | | | | | XXX | XXX | XXX | XXX |
| Workshops | GBM | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| CV Writing | 2,4,5 | | | XXX | XXX | | | XXX | XXX | XXX | XXX | | |
| Job Hunting | 2,4,5 | | | XXX | XXX | | | XXX | XXX | XXX | XXX | | |
| Interview Skills | 2,4,5 | | | | | | | | XXX | XXX | XXX | XXX | |
| Apprenticeships | 2,4,5 | | | XXX | XXX | XXX | | XXX | XXX | XXX | | | |
| Completing applications | 2,4,5 | | | XXX | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | |
| UCAS personal statements | 2,4,7 | | XXX | XXX | XXX | XXX | | | | | | XXX | XXX |
| UCAS applications | 2,4,7 | | | XXX | XXX | XXX | XXX | | | | | XXX | XXX |
| Events and Activities | GBM | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| Employer talks | 2,4,5,6 | | | XXX | XXX | | | XXX | XXX | XXX | XXX | | |
| University talks | 7 | | XXX | XXX | XXX | XXX | | | | | XXX | XXX | |
| Employability skills activities | 2,4,5 | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | |
| Apprenticeship week | 2,4,6 | | | | | | | | XXX | | | | |
| Careers Fair | 2,4,5,6 | | | | | | | | | XXX | | | |

| | | | | | | | | | | | | | |
|---------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| National Careers Week | | | | | | | | | | XXX | | | |
| H E Fair | 2,7 | | | | | | | | | | XXX | | |
| Industry & Work Placements | GBM | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| Information Sessions | 5,6 | | XXX | XXX | | | | | | | | | |
| One to one advice and guidance | 5,6 | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX |

11. Related Documents and Policies

11.1. The documents and policies listed below are available on request:

- UCAS process and procedures
- Industry Placement Policy (Further Education)
- Work placement Policy (Sixth Form)
- Provider Access Statement
- Admissions Policy
- Admissions Policy (Higher Education)