

# Berkshire College of Agriculture (BCA) Careers Programme 2024-2025

BCA offer a structured careers programme, delivered by qualified and experienced staff and a range of external partners, including employers, Higher Education providers and community organisations. BCA aims to offer high quality, impartial information, advice and guidance that will enable students to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace, and to have first-hand experience of the workplace, via Industry Placement.

The programme below incorporates the 8 Gatsby Benchmarks and CDI's Career Development Framework.

	Autumn					SPRING			SUMMER					
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	GATSBY BENCHM ARK	CDI FRAMEW ORK
Careers Advice and Guidance														
Course Advice at Enrolment	•	•											2,3,8	GTL, MC, SBP
1:1 Impartial Careers Guidance Interviews	•	•	•	•	•	•	•	•	•	•	•		2,3,8	GTL, MC, CO, SBP
Supported Learning (SEND) Progression Advice	•	•	•	•	•	•	•	•	•	•	•		2,3,8	GTL, MC, CO, SBP
Employability														
CV Workshops (CV checks - UNIFROG)	•	•	•	•	•	•	•	•	•	•	•	•	5	GTL, MC
Interview techniques, dress code, body language						•		•		•	•	•	2,3,8	GTL, MC, EP, SBP
Employability skills, qualities, values and professional conduct.	•	•	•	•	•	•	•	•	•	•	•	•	2,3,8	GTL, MC, EP, SBP
Post BCA Options (employment, apprenticeship)						•	•	•	•	•	•		2,3	GTL, MC SBP
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	GATSBY BENCHMARK	CDI FRAMEWORK
Communication Skills (how to make a phone call)		•				•	•	•	•	•	•		2,3,8	GTL, MC, EP, SBP
Apprenticeships				•				•	•	•	•	•	1, 2, 4	GTL, EP, MC, CO, SBP
Mock Interview practice				•	•	•				•	•	•	1,3	GTL, EP, MC, CO, SBP

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Careers Inspiration Talks by Industry Professionals (Subject specific)		•	•	•	•	•	•	•	•	•	•	•	6	EP, CO
Online self-access employability resources		•	•	•	•	•	•	•	•	•	•	•	6	EP, CO

Careers Fair							•						2,3,5	GTL, EP, MC, CO, SBP
National Apprenticeship Week National Careers Week							•	•					2,3,5,7	GTL, EP. MC, CO, BLW, SBP

Higher Education														
UCAS Clearing advice and support	•	•										•	1,3,4	GTL, MC, SBP
UCAS Application sessions	•	•	•	•	•	•	•	•	•	•	•	•	1,3,4	GTL, MC, SBP
College HE Fair							•						7	GTL, MC, CO, SBP
Personal Statement Workshops		•	•	•	•					•	•		7	GTL, MC, CO, SBP

Higher Education Mock Interviews							•	•	•				7	GTL, MC, CO, SBP
Student Finance Presentations							•	•					7	GTL, MC, CO, SBP
Why Go to University Sessions										•	•		7	GTL, MC, CO, SBP
Parent talks - Student Finance									•	•	•		1,2	

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<b>Higher Education External Events</b>														
HE Open Days	•									•	•	•	1,7	GTL, MC, CO, SBP
HE Taster Courses (www.unitasterdays.com)	•	•	•	•	•	•	•			•	•	•	1,7	GTL, MC, CO, SBP
Create Your Future (UCAS)			•										1,7	GTL, MC, CO, SBP
<b>College Open Days</b>			•	•	•	•	•	•	•	•	•		1,2,8	GTL, EP, SBP
<b>GATSBY BENCHMARK</b>	<b>STATEMENT</b>													
<b>1. A stable careers programme</b>	Every college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.													
<b>2. Learning from career and labour market information</b>	Every learner, and their parents (where appropriate), 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.													
<b>3. Addressing the needs of each pupil</b>	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.													
<b>4. Linking curriculum learning to careers</b>	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.													
<b>5. Encounters with employers and employees</b>	Every learner 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, and should include learners' own part-time employment where it exists.													
<b>6. Experiences of workplaces</b>	Every learner 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.													
<b>7. Encounters with further and higher education</b>	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and technical and vocational routes and learning in schools, colleges, universities and in the workplace.													
<b>8. Personal guidance</b>	Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.* These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs. *The college should ensure that access to a level 6 adviser is available when needed.													

CDI FRAMEWORK	STATEMENT
1. Grow throughout life (GTL)	Grow throughout life by learning and reflecting on yourself, your background, and your strengths
2. Explore possibilities (EP)	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces
3. Manage career (MC)	Manage your career actively, make the most of opportunities and learn from setbacks
4. Create opportunities (CO)	Create opportunities by being proactive and building positive relationships with others
5. Balance life and work (BLW)	Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community
6. See the big picture (SBP)	See the big picture by paying attention to how the economy, politics and society connect with your own life and career.