

Careers and Progression Policy

Learning together for success and progression

Approved by Academy Trust Board: 10th July 2023

Careers and Progression Policy

Trustee Committee Responsible:	Curriculum and Quality Committee
Nominated Lead Member of /Staff:	Assistant Principal Safeguarding and Support
Status and Review Cycle:	3 years
Current Review:	June 2023
Next Review Date:	June 2026

1. Introduction

- 1.1 Godalming College is committed to provide high quality Careers Education, Information, Advice and Guidance (CEIAG) in a supportive community, which helps to prepare students for their destinations and manage their progression through learning and work experience. This policy applies to all College students.
- 1.2 It is underpinned by the Government Careers Strategy: Making the most of everyone's skills and talents (DfE 2017), Statutory guidance for further education colleges and sixth forms (DfE 2023), Gatsby Good Career Guidance (Gatsby, 2014), Code of Ethics (CDI, 2019) and the National Framework for Careers, Employability and Enterprise Education (CDI, 2020).
- 1.3 Along with these statutory requirements, it underpins the achievement of the following College Strategic Aims to ensure an outstanding experience from Applicant to Alumni:
- To develop an unrelenting focus on an individualised approach for each student in supporting their progression goals, raising aspirations wherever possible
 - To develop our alumni network to encourage greater engagement and participation in our progression events, both on a college level and in departments
 - To increase the range of work related, volunteering and work experience opportunities for students; and
 - To contribute to the local skills agenda, developing closer employer and wider community links
- 1.4 The College recognises the importance of preparing students to manage their further education and career path decisions throughout adult life. This is achieved through the provision of a planned and stable programme of CEIAG for all students in the Lower Sixth, Upper Sixth and Access years. The provision of the programme is overseen by the College's Careers Leader, the Director of Transition and Progression.

- 1.5 A range of methods are used within the programme to ensure that all students have equal access to secure independent, impartial and face to face careers guidance, that will raise students' aspirations and equip them with the information they need to take full advantage of the opportunities that are appropriate for them.
- 1.6 This Policy does not form part of any personnel's contract of employment and Godalming College reserves the right to change this policy at any time. All personnel are obliged to comply with this Policy at all times.
- 1.7 Godalming College will ensure that all students have a planned and varied programme of careers activities to help them decide appropriate pathways. Godalming College is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships alongside higher education and employment routes. Godalming College is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Godalming College endeavours to ensure that all students are aware of all routes to higher skills and can easily access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

- 1.8 CEIAG is designed to meet the needs of all students both current and prospective. Each student is entitled to CEIAG that is of professional standards of practice, person-centred, impartial and confidential.
- 1.9 CEIAG provided at the College will follow these principles:
- Be personalised, provide opportunities to identify and respond to the needs of the individual and build on previous learning and experience
 - Be inclusive, recognise and promote equality, diversity and inclusion, challenge stereotypes and be sensitive to faith, culture and family background
 - Be transparent, impartial and provide opportunities for confidentiality
 - Be enhanced by strong networks and collaborative approaches involving curriculum teams and external partners; and
 - Contribute to widening participation, retention and achievement by raising aspirations, helping students to make informed choices and develop career management skills
- 1.10 Careers education includes:
- Visits to employers, training and education providers such as universities
 - Experiences of the workplace
 - Engagement activities such as University Open Days, UCAS Convention Fairs, Careers and Employability Fairs, Apprenticeship Fairs, etc
 - Talks from speakers, such as employers and apprenticeship training providers through our Future Fridays progression programme. Tailored information through our 'Shaping Futures' tutorial programme including advice on UCAS, Student Finance England, application and interview skills, self-employment, degree apprenticeships, etc
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- Relevant information as part of the College's dedicated progression enrichment programmes including Aspire, Study Skills & Employability and our careers-focussed +Explore short courses
 - Progression Days for research and planning
- 1.11 Parents and Carers are recognised as important contributors to the development of careers education and invited along to two Progression Evenings in the first academic year as well as regular communication through the Parents' Portal and Parent Bulletin.
- 1.12 CEIAG includes:
- Pre-entry course information and advice on post 16 pathways through Open Evenings, Course Advice Sessions, Going to Godalming Days (G2G), information on our website, Enrolment days, Orientation and Induction including our First Fridays programme
 - Information in curriculum and pastoral areas throughout the student's academic journey with us
 - Tailored 1:1 careers guidance interviews on a self-referral basis
- 1.13 The Policy has been reviewed and developed by the Director of Progression and Transition supported by the Senior Leadership Team and Trustees.
- 1.14 The College's Careers Programme is based around the eight [Gatsby benchmarks](#) and meets the learning outcomes set out in the [Careers, Employability and Enterprise Framework for Careers and Work-Related Learning](#). Equal emphasis is placed on different routes at every stage of students' progression planning, from our Future Fridays in the Lower Sixth year through to specialised support in the Upper Sixth for students applying to university, apprenticeships and employment. A link to the Careers Development Institute Framework for Careers, Employability and Enterprise Education which underpins this Policy can be found in Appendix 1.

2. Student Entitlement

- 2.1 All students will receive tailored careers guidance according to their individual needs and circumstances.
- 2.2 Godalming College offers a programme of high-quality impartial careers information and guidance that is stable, structured and delivered by staff equipped with the right skills and experience. The Gatsby Careers Benchmark model (see appendix 2) and the Careers and Enterprise Company's Compass tool will be used to measure the results and impact of the programme.
- 2.3 All students have the opportunity to access high quality, impartial careers information, advice and guidance to help support their aspirations for progression and work. Students are then able to understand the options available to them and be able to make informed decisions in terms of job, career progression and training.
- 2.4 All students will receive support to develop their skills and knowledge to enter the labour market and have confidence of the journey to take them there and manage their lifelong careers.
- 2.5 All students are expected to gain an experience of the workplace whilst they are at College. This may include a workplace visit, shadowing an employer or employee for a day or longer, or a period of work experience. This area of CEIAG is supported by the College's Employment Engagement Coordinator alongside the rest of the Careers & Progression Team, Personal Tutors and Curriculum Departments.

- 2.6 The College offers comprehensive careers resources through a range of formats including:
- Referral, where relevant, to other appropriate agencies and providers
 - An opportunity to have 1:1 careers guidance appointments
 - Online careers guidance platforms including Unifrog
 - Confirmation of the outcomes of a guidance interview in writing, by email and through Unifrog
 - An appointment for a guidance interview prioritising vulnerable students, SEND students and those at risk of leaving with no planned destination
 - Tutor referral to the Careers & Progression Department when appropriate, to support their learning with their career planning and transition
- 2.7 Godalming College staff delivering CEIAG aim to ensure that the procedures they adopt in the utilisation of confidential information comply with the legal framework provided by the General Data Protection Regulation (GDPR). All information gathered during discussion with an individual should be regarded as confidential. Any limitations with regard to confidentiality should be made clear to the client at the earliest possible stage.
- 2.8 Students are entitled to support with Study Abroad applications. However, it is the student's responsibility to complete the research required and inform the Careers & Progression Department on how best they can support the student through the application process. Students may wish to book a careers guidance interview to discuss options first.
- 2.9 The College supports Ex-Students with their UCAS applications (see Section 5) providing the student links their application to the College as a centre. Ex-Students can expect support from their former personal tutor on their personal statements and from the Careers & Progression Department on advice for selecting course choices. The department does not generally offer Ex-Students careers guidance interviews but will support email/telephone enquiries.

3. Implementation

- 3.1 The College's Careers Programme outlines how the Careers Policy is implemented and can be viewed on the College website <https://www.godalming.ac.uk/careers-and-progression.html>.
- 3.2 Further resources can be found on the College's Virtual Learning Environments and on Microsoft Teams in the dedicated tutorial sections.
- 3.3 Students are to be informed of the facilities and support available to them through participation in the Induction programme on entry to the College and through the tutorial system.
- 3.4 Students who require a careers guidance interview can self-refer or be referred by any member of staff at any point during their student journey. Follow up appointments may also be offered where appropriate. Careers Advisers will liaise with Learning Support when necessary to support students with additional needs and can attend EHCP reviews by request.
- 3.5 Prospective students at Enrolment may benefit from careers advice if they:
- Are uncertain of their course choice
 - Do not meet the entry criteria of their planned course
 - Have non-existent or unrealistic career plans; and/or have previously attempted to study the course

- 3.5 On-course students may benefit from a careers guidance interview, if they:
- Need support with planning their career path
 - Are coming towards the end of their course
 - Need help with applying to university or another college/training provider and employers
 - Would like support with job search activities and Labour Market Information (LMI)
- 3.6 Current students are provided with a written summary of their guidance by email. Clear steps and action points are given in order that they feel ready and confident to move forwards on their learning or career journey.
- 3.7 The service has robust quality assurance systems and is evaluated by:
- Reviews of the delivery of CEIAG against the College Strategic Plan
 - Student Satisfaction Surveys and Learner Voice process
 - Evaluation and feedback of the College Future Fridays programme
 - Participation rates in work experience and work related learning
 - Evaluation of Destinations Information
 - HESA statistics
 - Benchmarking performance using the Careers and Enterprise Company Compass Tool
 - The College's annual Self-Assessment Report (SAR) process

4. Roles and Responsibilities

- 4.1 Students' responsibilities are:
- To be actively involved in and take ownership for their progression planning and career development
 - To attend punctually all planned tutorial, careers education and guidance activities; and
 - To work co-operatively with staff and fellow students, respecting the views of others and the principles of equality, diversity and inclusion
- 4.2 The College's responsibilities are:
- To ensure staff are aware of this policy
 - To ensure there are sufficient qualified, experienced staff and up to date resources. All students have access to a Careers Adviser who is Level 6 qualified with the Careers and Progression Team adhering to the CDI Code of Ethics and undertaking regular CPD each year
 - To ensure that all staff have access to training, support and resources which are appropriate to their role
- 4.3 The Director of Transition and Progression is nominated as the Careers Leader to:
- Ensure the leadership and coordination of a high-quality careers programme
 - Manage the CEIAG activities which are planned, developed, and delivered by professional, impartial and specialist Careers Advisers as well as academic, pastoral and support staff
 - Ensure that accurate and up to date resources are produced and maintained
 - Ensure that independent Careers Guidance from outside agencies is secured to ensure impartiality
 - Develop and provide workshops to support tutorials
 - Achieve a professional working relationship between Godalming College and other external agencies

4.4 Curriculum staff:

- Staff involved in pre-entry and induction activities provide sufficient course information and advice to enable prospective students to make suitable choices
- Curriculum and appropriate support staff are aware of services available through Student Services, maintain effective working links and make referrals for pre-entry, progression, and careers guidance when required
- Curriculum staff ensure students are aware of support available through Student Services, tutorial, and course-based support
- Curriculum staff ensure that there are appropriate opportunities to cover CEIAG activities within their schemes of work appropriate to their students' needs and encourage students to consider how knowledge and skills gained will be useful in the workplace
- All staff providing CEIAG have a responsibility to promote equality of opportunity, to be aware of confidentiality issues and deal sensitively with information disclosed by students

5. UCAS Applications

- 5.1 The majority of our students make applications to study at UK universities and the UCAS (Universities and Colleges Admissions Service) is the centralised systems process that students will need to apply through. Students need to make sure their applications are linked to Godalming College as a centre to enable us to provide comprehensive support.
- 5.2 There is tailored support through our 'Shaping Futures' tutorial on the process of application. Advice will be given to students from the Careers & Progression Department to set up their UCAS accounts in May of their Lower Sixth year and make use of the resources available in their Student Hub.
- 5.3 It is the student's responsibility to research and consider different degree programmes at different university providers. They can seek support from their Personal Tutor and the Careers & Progression Department. Students are also able to use the UCAS Course Search function tool to compare courses and providers: [Courses | UCAS](#)
- 5.4 It is the student's responsibility to complete their UCAS application forms correctly. Dedicated training guidance and resources are provided by the Careers & Progression Department to enable them to complete this and time will be dedicated in tutorial sessions to make sure this is completed correctly. Students should make sure to sign up with their personal email address and check this regularly during the UCAS application process so that the Careers & Progression Team can contact them speedily to make any amendments.
- 5.5 Because of the high volume of UCAS applications that the College processes, we have internal deadlines that are in advance of the external UCAS deadlines. These will be published on the College website: [Important Dates \(godalming.ac.uk\)](#) as well as through the tutorial programme and Parent Bulletin. The Early Applicant internal deadline is in mid-September so students applying for Oxford and Cambridge as well as for Medicine, Veterinary Science and Dentistry need to make sure their application including their personal statement is completed well in advance. There is a further Competitive Courses internal deadline at the end of October and a final internal deadline in mid November.
- 5.6 The Careers & Progression Team commits to a 20 working day turnaround from the date that the student submits their UCAS application to sending off the application to UCAS. This period of time is important to check through the UCAS application form, personal statement and reference, communicating with students and personal tutors accordingly.

- 5.7 It is a student's responsibility to write their own personal statement and they are able to receive support through their Personal Tutor, online careers platforms including UCAS and Unifrog and through the Careers & Progression Team.
- 5.8 The Careers & Progression Team will only communicate with the student about the student's UCAS application for GDPR reasons. If the student has put a parental contact as part of 'Nominated Access', the Team will then be able to speak about the student's application with a parent/carer.
- 5.9 Parents and carers play a valuable role in advice and guidance for UCAS applications. Support is provided through the Progression Evenings in the Spring of the Lower Sixth year.

6. Experience of Workplaces

- 6.1 To facilitate a successful experience of the workplace, the Employer Engagement Coordinator works closely with students, their parents or guardians, the College, and employers. Procedures are flexible, influenced by circumstances and individual needs. Outlined below are the main responsibilities of each stakeholder.
- 6.2 All students are expected to gain an experience of the workplace whilst they are at College. The students should identify an experience which is meaningful and ideally either linked to their future career aspirations, or to help them explore and identify a potential career pathway. Students should make sure that work experience is completed during holiday periods throughout the Lower Sixth year as much as possible, including our Progression Days. Experiences of the workplace are to be sourced by one of three pathways:
- **Independent organisation** – students are encouraged to independently source their own work experience opportunities linked to an industry area that they might wish to go into. They can be supported through this process by their Personal Tutor, Subject Tutors, the Careers & Progression Team and, in particular, the Employer Engagement Coordinator. Once the student has informally agreed with an employer to host their work experience placement, students should use the Placements Tool on Unifrog to centrally record the process
 - **Springpod** – students can use the It's time to take control of your future | Springpod platform to arrange virtual work experience opportunities. Students should alert their Personal Tutor of this information and centrally record it on Unifrog
 - **8billionideas** – if students are unsure about their career options or are interested in self-employment opportunities, 8billionideas offer their Virtual Internship online programme package which students will need to sign up to through the College. This will take place during the Progression Days
- 6.3 All students should read the College's Work Experience Advice Policy which sets expectations and provides guidance for before, during and after the work placement.
- 6.4 Parents/guardians are able to support the student in finding a meaningful experience of the workplace. This could be by helping facilitate a private opportunity or encouraging students to apply for opportunities. If the student completes the first pathway (independent organisation), the parent/guardian is required to give their permission for the placement. Further information will be given at our Parents' Progression Evenings.

- 6.5 Where students can only secure a work experience placement during term time, they will need for this to be formally approved by their Senior Tutor. Once granted, it is the student's responsibility to catch up with any missed work through regular communication with Subject Tutors.

7. Inclusion and Widening Participation

- 7.1 The College recognises the importance of raising aspirations amongst students from disadvantaged backgrounds or where progression opportunities are more challenging. To ensure that they have equality of access to opportunities, the Careers & Progression Team highlight to students programme opportunities with widening participation criteria such as those run by the Social Mobility Fund, the Sutton Trust and UCL. Students in care, care leavers and students with EHCPs are prioritised for one-to-one interviews with our Careers Advisers.

8. Monitoring, Review and Evaluation

- 8.1 The Careers and Progression Policy and Careers Programme are reviewed regularly as part of the College's annual SAR and targets are set for improvements to the programme. Students evaluate the programme via the Induction Survey and Lower Sixth Tutorial Survey. Destinations are recorded using UCAS final destination reports, contacting ex-students during the Autumn Term after they have left and through our Alumni Network. We review our provision through the Careers and Enterprise Company Compass Tool which evaluates our progress in relation to the Gatsby benchmarks.
- 8.2 Feedback methods include:
- Student/staff survey
 - Evaluation forms at the end of talks/events/experiences of the workplace
 - Feedback received at the end of CEIAG Appointments/Progression events

9. Partnerships

- 9.1 The College works closely with a range of organisations to facilitate the delivery of a careers programme that meets the needs of all our students and the requirements of the Gatsby benchmarks. These partnerships are reviewed annually. A few examples are set out below:

Organisation/provider	Rationale for partnership/collaboration
Unifrog	Enables students to research university courses and apprenticeships and to record activities, competencies and interactions
Careers & Enterprise Company	Insight provided from the Local Enterprise Partnership on the local job market, skills shortage areas, etc. as well as use of the Compass Benchmarking Tool
University of Bristol	Students offered a place receive a contextualised offer, two grades below the standard offer
University of the Creative Arts	UCA provides a Partnership Scholarship to Godalming College students once confirmed as students and travel costs provided/priority places on outreach events
St Hilda's College Oxford Churchill College Cambridge	A programme of visits, seminars and workshops is delivered with these colleges for potential Oxbridge applicants
Newcastle University	Partners Programme for students with widening participation criteria
SciTech	Local engineering company who provide work experience and contribute to College Careers events
Waverley Borough Council	Strategic link through the Waverley Economic Development Strategy Forum as well as apprenticeships through Waverley Training Services
Godalming Town Council	Work experience opportunities with museum, youth provision and estate management
Oyster	Gap year Provider who contributes to College Careers Events
ASK apprenticeships	Local organisation who provide work experience and contribute to College Careers events
Ladywell Convent	Local organisation who provide support for careers events and interview practice with senior leaders
Sports Stars	Local employer for sports and fitness

10. Employer Links

- 10.1 The Careers & Progression Team liaise with national and local businesses in order to provide our students with employer encounters and work experience opportunities.
- 10.2 Employers are identified in a range of ways, including attending events run by the Careers & Enterprise Company, contacting businesses directly, visiting other providers' careers fairs, using our Alumni Network and using contacts that parents, governors and staff may have.
- 10.3 The Employer Engagement Coordinator keeps a record of these links, and they are maintained through regular contact by email. The Employer Engagement Coordinator and Director of Transition and Progression work with Subject and Personal Tutors to match students with appropriate opportunities.

Appendix 1 Framework for Careers, Employability and Enterprise Education

[Career Development Institute - Framework for Careers, Employability and Enterprise Education 7-19](#)

Appendix 2 Gatsby Benchmarks

1. A stable careers programme - every College should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, employers and other agencies.
2. Learning from careers and labour market information - every student 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 the best use of available information.
3. Addressing the needs of each student - students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers - all subject staff should link curriculum learning with careers, even on courses that 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.
5. Encounters with employers and employees - every student should have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace. This can be done through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes and should include students' own part time employment where it exists.
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 Careers Adviser, provided that they are trained to an appropriate level*. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet individual needs. *The college should ensure access to a level 6 adviser is available when needed.

For further information, please see: [Gatsby Benchmarks for Young People in Colleges - Good Careers Guidance](#)