

Brampton College Careers Education Information, Advice and Guidance Policy

1.0 INTRODUCTION

1.1 The work of Careers Education, Information, Advice and Guidance (CEIAG) is seen as an important part of a student's entitlement. It is recognised that CEIAG occurs across the whole curriculum and as such involves all staff.

1.2 **One-to-one support** - The significant benefit of the careers and university preparation service at Brampton College is that much of it is carried out on a bespoke, one-to-one basis.

1.3 For the GCSE cohort, CEIAG is primarily delivered during PSHE period and also one-to-one appointments for the whole cohort with the Head of Careers. Further information is available in the GCSE curriculum policy.

1.4 For the Year 12 and Year 13 cohort, CEIAG is delivered through careers talks with particular emphasis on Further and Higher Education and employment opportunities. In addition, one-to-one appointments with the Head of Careers are compulsory so that students receive an individual approach to their career and academic goals.

1.5 The Principal and Heads of Year coordinate the work of our Head of Careers and additional speakers to provide students with CEIAG.

2.0 AIMS AND OBJECTIVES

2.1 The College aims to provide a structured and coherent course to prepare students for the choices, changes and transitions affecting their future education and continued education and training.

2.2 The College aims to:-

- a. help students understand their individual strengths and weaknesses, aspirations and potential and to identify their personal career targets, skills, interests and values by recording and building on achievement.
- b. develop in students an appreciation of the rapidly changing world of work and what it offers, and to develop an understanding of the range of opportunities and levels of entry available.
- c. ensure students acquire an understanding of the structure of the decision-making process so enabling them to make realistic and informed decisions.
- d. enable students to make a smooth transition from college to Higher Education, employment or voluntary work.

2.3 All students will be given specific core careers information and knowledge, according to their interests and aspirations, alongside opportunities to develop related skills and positive attitudes.

2.4 CEIAG also aims to support the College's Equal Opportunities Policy, which commits staff to a balanced and impartial approach.

2.5 The CEIAG process derives purpose and direction from using the academic record of achievement and the development of individual Action Plans as a basis of preparing students for progression, next steps, working in tandem with curriculum developments at local and national level.

3.0 METHODS OF DELIVERY AND IMPLEMENTATION

3.1 GCSE

In Year 11, students have at least one compulsory meeting with our Head of Careers in order to prepare for their options post-16 which may include A level, other qualifications or exploring opportunities for work or apprenticeships. If students are considering A levels, we encourage them to remain with Brampton if they meet our admissions criteria for the sixth form (see our admissions policy).

3.2 A Level (Year 12)

As well as whole-year group events coordinated by the Head of Careers, there are also small group workshops and individual one-to-one discussions.

Every student in Year 12 has an orientation meeting with the Head of Careers during which they discuss their interests and plans for Higher Education. After this meeting, they are provided with a detailed breakdown of the discussion and an action plan giving advice on next steps which may include further reading, work experience opportunities or super-curricular work. Students have unlimited access to the careers service, and many will have several meetings, particularly in the Spring and Summer terms to help support applications to university in the UK and overseas, degree apprenticeships or other options they wish to pursue.

3.3 A Level Year 13 and 'A1' (one-year A level)

Almost all of the work on university applications and careers in these year groups is done on a one-to-one basis with some workshops and assemblies in September and October.

Students have unlimited access to the careers service and are also appointed a 'Reference Tutor' (RT) who in addition to supplying their UCAS reference, will also be responsible for supporting them through the university application and careers process. The RT is often a member of SLT or is the Head of Careers but may also be a member of staff with a relevant subject background or an association with that student. The RT will have several one-on-one meetings with their tutees to offer bespoke and individualised support.

3.4 Information is placed on our shared systems for Careers, Medical Forum, Oxbridge Forum and other platforms. Students are shown useful impartial websites like Unifrog, UCAS and Discover Uni. Previous presentations are also saved on our shared systems for students to access.

3.5 Students receive numerous workshops and assemblies as well as one-to-one meetings to understand how to apply to UCAS, and have access to Unifrog allowing them to compare their subjects with courses at Post 18.

3.6 The College will encourage students to enhance and develop their own future pathway choice and opportunities by suggesting relevant work placements during their holidays. Where possible, guest speakers provide further information through visits and talks. Some are able to suggest further work experience opportunities.

3.7 The College attempts to inform and involve parents on careers matters and invites them to attend interviews and information evenings.

3.8 Support is available to all staff involved in CEIAG via INSET courses to enhance their continuing professional development.

3.9 Annual University and Opportunities Programme in the summer term:

- a. In the spring term we hold an off-timetable university preparation day for students in Year 12 and an evening event for their parents, during which we explain the UCAS process and how students are fully supported in all their applications, whether these are for universities, degree apprenticeships, the armed forces or any other path they wish to pursue.
- b. It is our aim to regularly run an Oxbridge and Medicine/Dentistry/Veterinary programme (see 4.0). Year 12 students who have the potential to apply to Oxbridge and MDV degrees are identified and supported through these programmes. Oxbridge students are encouraged to visit the university towns, attend open days and to visit relevant faculties where possible between April-July. MDV students are encouraged to enhance their relevant work experience either by finding observation positions or by taking recommended courses online.
- c. At the end of the summer term, after the Year 12 assessments and examinations are completed, Year 12 students typically attend a three-day workshop delivered by careers and senior college staff. This includes a day out to a university and apprenticeship fair; and a two-day UCAS workshop in which students are divided into smaller subject groups to start their UCAS application, begin writing their personal statement and research the right degree for them. Workshop topics include self-evaluation of their performance, how to write an effective personal statement and how to effectively research universities and degree courses.

- d. Throughout the year students are encouraged to visit universities by attending open days, whether online or if possible, in person. At the end of year 12, students are given the chance to discuss with others aspects of the university course they are thinking of applying for. This can raise useful questions and information for their personal statement and possible university interview.
- e. Alumni are invited back to the College at the end of the summer term to give panel and individual talks so that current students can find out more about university life and what lies ahead for them.

All students are invited for and receive multiple experiences of interview practice before attending university interviews and degree apprenticeship interviews.

4.0 Specialist programmes

Many of our students will apply for competitive degree programmes at leading universities in the UK and overseas. To support these students the College has established a number of specialist programmes to help support these applicants. The most prominent and well-developed are:

4.1 Medic/Vet/Dentist Forum Programme

This programme begins in Year 12 for students who are considering applications to degrees in Medicine, Dentistry and Veterinary Medicine. Students meet as a group at least fortnightly in the Spring and Summer terms. The seminars are lead by either the Principal or the Head of Careers. Special guests are also invited, and relevant trips, visits and activities are organised.

In Year 13, the programme continues with a heavy focus on preparation for the interview process involved with these applications. Much of the preparation is done on a one-to-one basis.

4.2 Oxbridge Programme

Students who may have the academic abilities, achievement and potential are invited to join this programme. The programme runs on a regular basis as a group and through subject-specific one-to-one support up to and throughout the interview process. Students benefit from a number of mock interviews and bespoke help with all other elements of the application.

We will support with university entrance examinations if possible although we ask students to also make their own preparations for these.

4.3 Mathematics related degrees

Students aspiring to read for degrees related to mathematics (such as mathematics, engineering, economics and astrophysics) may be required to sit for additional examinations including STEP or TMUA. These students are invited to attend a specialist maths class to explore the subject and extend their understanding of mathematics.

5.0 EVALUATION AND MONITORING

5.1 The following are some of the ways used to assess the CEIAG Programme:-

- a. Curriculum Review: This is a regular responsibility of the Vice Principal and will be used to inform on the content of CEIAG.
- b. The Head of Careers will continue to evaluate the effectiveness of the delivery of CEIAG and its integration within the wider college curriculum.
- c. Information from Staff and Students: Meetings take place with teachers in departmental and pastoral groups. Students also comment upon their CEIAG programme. Selected students will be asked to complete questionnaires to monitor knowledge acquired, delivery, access and retention of detail.
- d. Destinations: Destinations of leavers will also be monitored as will statistics relating to students in the Sixth Form and those progressing into Further and Higher Education.

OTHER POLICIES

Specific policies which cover further aspects or expand in more detail the principles and processes in this document are currently:

- Aims and Ethos
- Curriculum Policy
- Equal Opportunities for Students Policy
- Personal Social & Health Education Policy and Scheme of Work