



# Higher Education Policy

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## **1.0 Introduction**

- 1.1 Cardiff Sixth Form College is the top independent school in the UK, and our A Level results has placed us top in the country for the last nine years. Our cohort predominately comes from overseas; around 80-85% of our learners coming from approximately 20-30 different countries each year. The rest of our cohort is made up of high achieving local learners who are able to come to us on academic scholarships. Therefore, given this unique demographic, the vast majority of our learners wish to aspire to the highest quality of higher education beyond the local area, aiming for reputable universities in large cities in the UK (e.g. London) and around the world.
- 1.2 Therefore, we are committed to not only the academic rigour and excellent teaching, but also the continued development of the careers education, information, advice and guidance services we offer to each learner who has come to Cardiff Sixth Form College to study for a short yet key time in their educational development. In order to do this, we strive to fully comply with our legal responsibilities and increase the important role of Senior Management, Governing Body, teachers, parents and learners to shape our CEIAG programme.
- 1.3 Careers Education Information and Guidance (CEIAG) is a fully comprehensive onward destination programme

## **2.0 Rationale**

- 2.1 A well-designed and carefully planned CEIAG programme plays a pinnacle role in supporting young people to best access future opportunities, both academic and professional, beyond Cardiff Sixth Form College. We wish to ensure that each learner is ready to embrace the challenges of adult and working life, and thus will focus on the refinement of their career management skills, now and in their future.
- 2.2 Access to CEIAG support can allow learners to acknowledge their own strengths, weaknesses, interests, values, motivations and abilities; self-cognisance and the drive for self-actualisation can therefore support learners to make informed and considered decisions about their future career plans, aspirations and trajectories.

## **3.0 Context**

- 3.1 Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document Children and Young People: Rights to Action, all children and young people must be provided with an education which develops their personality and talents to the full. As part of Children and Young People: Rights to Action, the Welsh Assembly Government is committed to transforming 14-19 provision and to ensuring that no pupil leaves school without qualifications by the end of the decade. We at Cardiff Sixth Form College are willing to engage with this guidance, giving:

- more choice and flexibility in relevant courses and qualifications, designed to help young people develop the essential skills they need for life and work;
  - learning pathways designed to meet each individual's needs;
  - personal support, careers information and learning guidance for individuals to help them make the best possible choices and stay in learning as long as they need to;
  - a better balance between skills, knowledge and experience.
- 3.2 From 1st August 2008, teachers, head teachers and governing bodies of required maintained schools, colleges and other learning providers should base their careers education, information, advice and guidance provision on Careers and the World of Work: a framework for 11 to 19-year-olds in Wales.
- 3.3 Cardiff Sixth Form College, as an independent school, acknowledges that its role in ensuring the adherence to these expectations. Though not compulsory, we conduct an annual audit of provisions to Key Stage 4 and 5. This will ascertain whether all attribute range and skills learning outcomes are met by learners. With the view of providing exemplary careers provision, the Careers Department remain up-to-date with recommendations from the Welsh Government and ESTYN, and will seek to adhere to and go beyond these new amendments and addendums to the original Careers and the World of Work framework, including:
- Future ambitions: Developing careers services in Wales (Welsh Government, 2010)
  - Informed decisions: The implementation of the Careers and the World of Work framework (ESTYN, 2012)
  - Learner support services for pupils aged 14-16 (ESTYN, 2014)
  - Successful Futures (Donaldson Report, 2015)
  - The implementation of the careers and world of work framework in secondary schools (ESTYN, 2017)
- 3.4 Whilst the CEIAG programme in Cardiff Sixth Form College is based upon guidance from the Welsh Government, we are in consistent search for updated best practice and as such, we will also refer to statutory guidance in England under the October 2018 Careers guidance and access for education and training providers, especially the widely renowned Gatsby Benchmarks.

#### **4.0 Commitment**

- 4.1 We are committed in providing all learners at Cardiff Sixth Form College a person-centred and impartial careers education, information and guidance, based solely on the needs of the learner. This will help them to develop the knowledge and skills they need to make successful choices and move into further education and work.
- 4.2 Learners can access the following staff members for any careers support they may require:

- The Head of Higher Education is the designated person in charge of ensuring the quality of the Careers Department, and oversees the CEIAG programme, including work observation opportunities. Moreover, this colleague will oversee all international university applications.
- The UCAS Coordinator is in charge of planning all preparations for UK applications, including personal statement, admissions tests, interviews in addition to supporting CEIAG development.
- The Work Observation Coordinator sources, assesses and plans valuable work placements for our learners, in addition to providing CV writing support.
- The Heads of House, whilst line managed by the Head of Pastoral, also fall under the guise of the Head of Higher Education for the university and career preparation aspects of their role.

4.3 In order to ensure we provide the highest quality careers programme possible, we follow the Association for Careers Education and Guidance (ACEG) definition of CEIAG:

4.3.1 Careers education as the provision of a planned, progressive programme of learning activities that helps young people to:

- learn about the structures, systems and factors that guide, shape and influence people's careers prospects and career development;
- explore how these could affect their future choices, why they need to consider them when making their own career decisions and plans and how they can do so;
- develop and practise the skills they need to progress their own career plans and development, including making discerning use of careers information, advice and guidance.

4.3.2 Careers information, advice and guidance are defined as the provision of:

- information on opportunities, progression routes, choices, where to find help and advice, and how to access it;
- advice that helps young people interpret information and apply it to their own situation;
- help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.

4.4 In-house careers advice is combined with face-to-face support from a range of external sources including employers and representatives from other educational establishments, to help break down pre-conceived ideas about professions or degree options. Over the years our Careers Education Programme has been considerably enriched through the contributions made by a range of organisations, parents and alumni. We are very grateful to those who already offer an input to the programme and we are always delighted to hear from others who wish to be involved; we truly appreciate the involvement you have

to inspire our learners to think beyond their immediate experiences and aspire to follow the steps of other successful business people and alumni.

- 4.5 As part of the Dukes Education Group, Cardiff Sixth Form College learners will also benefit from the services of other companies within the group, including Oxbridge Applications, Dukes Medical Applications, Dukes US Applications and A-List Education. Each year, we review our programme of events to ensure the best possible quality of internally and externally-led support to best prepare learners for their UK and overseas university applications.
- 4.6 In a further commitment to ensure that Cardiff Sixth Form College is delivering the best possible careers programme, we are currently working towards achieving a Careers Wales Quality Mark which will recognise our commitment to continuous quality improvement and our inclusion of the Welsh Government's guidelines.
- 4.7 The role of the Governors is of increasing importance in Cardiff Sixth Form College, and their responsibilities in overseeing the Careers Department and its CEIAG programme are constantly growing. A strong working relationship with our governing body ensures that we have sustained and embedded contacts with employers, locally and nationally, who can inspire our learners through motivational speaker sessions, visits to enterprise, work placements. The benefits that direct involvement with universities and employers can bring are boundless, as it will allow learners to opportunity of first-hand involvement and experience of higher education and the world of work.

## 5.0 Aims

- 5.1 At Cardiff Sixth Form College, we continuously strive for excellence both in our teaching and learning environment, and pastoral support. Therefore, in order to provide best CEIAG support to assist learners in planning the next stage of their lives, we seek to establish best practice in Wales, in line with Welsh Government guidance. In order to meet such a vision, we aim to:
  - Encourage learners to think about their longer term goals, not always focusing on the immediate next step, and develop their resilience to help them navigate transition and change;
  - Maximise learners' academic, personal and all-rounded achievements, ensuring that they are ready for the challenges of adult life;
  - Enable learners to be ready for an impermanent and unpredictable career and working life in today's automated, digitised and globalised world through a focus on gaining a repertoire of transferable skills;
  - Raise learners' expectations and encourage them to aim high, whilst accommodating their needs, wishes and applicability;
  - Foster confidence in our learners to choose the most appropriate option for them, free from coercion or perceived expectations;

- Broaden our learners' perspectives to think of a wide range of 'best fit' careers and higher education opportunities beyond their immediate experiences and expectations;
- Instil independence and autonomy of learners to be in charge of their own futures;
- Consciously work towards preventing and challenging stereotyping in the advice and guidance we provide, and thus encourage learners to strive to enter the broadest range of careers regardless of their background or protected characteristics;

## 6.0 Objectives

6.1 The College's objectives are:

- To encourage learners to develop a positive self-image and self-confidence in preparation for higher education and job applications;
- Commitment shown to continuous professional development of our careers staff and advice provision;
- To enhance a learner's independence and skills in interpreting important careers information (e.g. Labour Market Information, Employability Trends) to encourage them to make informed and considered decisions about their future career and therefore degree choice;
- To provide learners opportunities to develop personal attributes such as maturity, resilience, creativity and initiative through careers and work-focused activities;
- To develop key skills as deemed useful by employers, including communication, team work, time management, organisation etc;
- To provide relevant and tailored CEIAG programme appropriate to learners' needs, desires and development plans;
- To continue to refine and develop our careers education on an annual basis in order to learn from our own experiences, in addition to reflecting governmental recommendations and expectations.

## 7.0 Learning Outcomes

7.1 As part of the 'Careers and the World of Work' framework, learners at different stages are expected to be provided with a range of activities and opportunities to develop key skills, attributes and values deemed to be vital for the world of work.

### 7.2 Attributes and Values

7.2.1 The careers and work programme developed by Cardiff Sixth Form College will provide learners with the opportunity to develop a wide range of these dispositions



and characteristics to benefit them in their future professional endeavours. The following are just some of those listed by the Careers and the World of Work Framework

7.2.2 Throughout the key stages, our learners should be able to develop their:

- honesty
- reliability/trustworthiness
- helpful and respectful attitudes to others
- flexibility
- awareness of others' needs
- willingness to work in a team
- willingness to take responsibility/the initiative
- enthusiasm/self-motivation
- willingness to be innovative
- self-discipline
- perseverance
- readiness to overcome fear
- readiness to go on learning.

### 7.3 Skills

7.3.1 Our Key Stage 4 and Key Stage 5 learners will be expected to develop their skills appropriate to their age. CEIAG and work-experienced opportunities will allow learners to refine the following skills, which will be assessed by our auditing processes.

7.3.2 By the end of their key stage, our learners should be able to:

Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> <li>• work both independently and cooperatively within the classroom and beyond</li> <li>• listen attentively and respond helpfully noting strengths and weaknesses of views</li> <li>• access a wide range of sources for help, support and advice</li> <li>• locate, select and identify key points from a range of information, including any lines of reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• work both independently and cooperatively in a wide range of settings</li> <li>• listen attentively and respond effectively, making significant contributions to discussions</li> <li>• access independently a wide range of sources for help, support and advice</li> <li>• select, summarise and synthesise key ideas and information</li> <li>• select, compare and interpret data from a variety of situations relevant to their own needs</li> </ul>

<ul style="list-style-type: none"> <li>• select, compare and interpret data relevant to their own needs</li> <li>• use ICT to find information that is accurate and relevant for a range of purposes</li> <li>• consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions</li> <li>• seek out and evaluate innovative solutions to problems</li> <li>• communicate coherently in English or Welsh, as appropriate, about careers and the world of work</li> <li>• present information about themselves effectively in a variety of forms</li> <li>• plan, set targets and review/reflect on learning</li> <li>• manage time with some independence</li> <li>• adapt to a range of new situations</li> <li>• be able to apply learning to a range of situations both within and outside school</li> <li>• show emerging awareness of customer needs.</li> </ul>	<ul style="list-style-type: none"> <li>• use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose</li> <li>• explore their own and other people's assumptions and aspirations and make best use of this in their decision-making</li> <li>• use innovative approaches to identify opportunities and solve problems</li> <li>• communicate confidently and coherently, in English or Welsh, as appropriate, about careers and the world of work in a wide range of contexts</li> <li>• present information about themselves effectively in a variety of forms for different audiences</li> <li>• plan, set targets across several time spans and review/reflect on learning</li> <li>• manage time independently, meeting tight deadlines</li> <li>• adapt to challenging new situations</li> <li>• be able to apply learning in a wide range of familiar and unfamiliar settings</li> <li>• show increasing awareness of customer needs.</li> </ul>
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## 7.4 Range

7.4.1 Range statements for each Key Stage will indicate the contexts and experiences in which the aforesaid attitudes, values and skills can be developed. By the end of the key stage, learners should be able to:

Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> <li>• develop a curriculum vitae (CV) based on their achievements, abilities, interests and skill</li> <li>• use a variety of sources to find information about their career ideas, differentiating between information and promotional material</li> <li>• examine employment and learning opportunities and trends both locally and further afield</li> <li>• examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity</li> <li>• explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways</li> </ul>	<ul style="list-style-type: none"> <li>• review their achievements and their work/career/study plans</li> <li>• continue to develop an ongoing curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability</li> <li>• research and evaluate a range of information about careers and the labour market within Wales</li> <li>• explore how opportunities in Britain, Europe and the rest of the world might impact upon their career ideas</li> <li>• expand their knowledge of business and self-employment opportunities in order to inform their career horizons</li> <li>• discuss the impact of current trends in working patterns on their career plans</li> </ul>

<ul style="list-style-type: none"> <li>• recognise their responsibilities and rights as employees and learn how to follow safe working practices</li> <li>• use work-focused experiences to understand better what skills and personal qualities employers want</li> <li>• access realistic, impartial guidance on learning, careers and work-related matters</li> <li>• understand the prospects and progression patterns in the jobs in which they are interested</li> <li>• examine their careers ideas and the potential effects on their lives</li> <li>• identify any obstacles to future aspirations and plan thoughtfully how they might be overcome</li> <li>• identify, understand and make decisions about individual pathways in education, training and work</li> <li>• be able to explain in some detail their choices both to their peers and to appropriate adults</li> <li>• review current information about themselves in relation to learning and work in order to negotiate a career plan</li> <li>• promote a positive self-image when making applications and attending interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping</li> <li>• engage in activities that encourage an entrepreneurial approach to work and wealth creation</li> <li>• understand their responsibilities and rights as employees and know how to follow safe working practices</li> <li>• use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans</li> <li>• access and analyse realistic, impartial guidance on education/career/work routes</li> <li>• consider the financial and lifestyle implications of their career ideas</li> <li>• understand, analyse and make decisions about individual pathways in education, training and work</li> <li>• be able to explain and justify their choices both to their peers and to appropriate adults</li> <li>• review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan</li> <li>• promote a positive self-image in a range of formal situations including applications and attending interviews.</li> </ul>
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## 8.0 Entitlement

8.1 Every learner at Cardiff Sixth Form College is equally entitled to a thorough and tailored careers education. Every learner is made aware of this entitlement through our careers pages on our college website ([www.ccoex.com](http://www.ccoex.com)), and informed upon enrolment at our college. We will guarantee that each and every learner, regardless of their individual needs, will receive a fully comprehensive CEIAG programme which is:

- Impartial;
- Confidential;
- Up-to-date;
- Focused on the individual learner needs;
- Fit for purpose;
- Supportive of equal opportunities;

- Provided by people with relevant training and expertise.
- 8.2 Learners at Cardiff Sixth Form College are entitled to access a holistic careers advisory service through our in-house team of Level 6 qualified Careers Counsellors who work within the guidelines of the CDI Code of Ethics and therefore the highest professional behaviour, namely:
- Accessibility;
  - Accountability;
  - Autonomy;
  - Competence;
  - Confidentiality;
  - Continuous Professional Development;
  - Duty of Care – to Clients, Colleagues, Organisations and Staff;
  - Equality;
  - Impartiality;
  - Justice;
  - Transparency;
  - Trustworthiness.
- 8.3 Alongside pastoral meetings with the learner's Head of House, we are proud to be able to offer each learner at least one career guidance interview with a Careers Counsellor in each academic year, as opposed to the required one per Key Stage. Great emphasis is placed on the benefit of having a one-to-one interview to ensure that our learners are enjoying a bespoke service tailored to their needs, and with their interests at the heart of all conversations.
- 8.4 To guarantee that our learners gain access to external impartial careers information to support their own career management and planning, we have annual subscriptions with BridgeU, an online platform to allow learners to explore their future career and/or university destinations. A learner's progress in utilising this tool will be a source for discussion and monitoring as part of the Personal and Social Education (PSE) programme and in individual meetings with their respective Head of House.
- 8.5 The CEIAG programme will be broad-based and will support learners in their understanding of different post-16 and post-18 progression opportunities, including further education, higher education, degree apprenticeships, entrepreneurship or employment. This programme has been jointly planned between the Head of Higher Education and the Head of Pastoral, delivered between the Careers Department and the Heads of House as a fundamental part of weekly PSE lessons. With interventions from a wide variety of key staff members, including subject teachers in a cross-curricular

fashion to highlight the value of subject content to employability, learners will be able to meet all aforementioned learning outcomes, including attributes, skills and range.

- 8.6 Parent, guardian and agent involvement is encouraged at all stages, and we welcome them to speak to their learner's Head of House if they have anything to raise about careers and higher education progress. If further support is needed, the Head of House will refer the issue to the Careers Department for specialised support. We value parents' and guardians' input and acknowledge their impact and influence on a young person's decision making; as such, we strive to provide up-to-date information, help and guidance to support the Careers Department and Head of House, in addition to keeping parents involved about careers consultation outcomes on a regular basis.
- 8.7 In accordance to recommendations and best practice under the Careers and the World of Work Framework, learners will also be entitled to one workplace experience by the end of KS4, and a further placement by the end of KS5, within legal confines (e.g. Tier 4 visa restrictions). Further meaningful encounters with enterprise and universities will also be provided throughout each academic year.
- 8.8 In addition to this, a wide range of extra-curricular and super-curricular activities are also on offer to our learners, jointly coordinated and managed by the careers and academic departments. Examples of this may include, but certainly not limited to, workshop activities, entrepreneurship activities, competitions, subject Olympiads, academic societies and clubs, and sports, music and drama clubs. All of these opportunities will allow learners to develop into an all-rounded young person with the skills and attributes required, for not just university but also future employers.

## **9.0 Implementation**

- 9.1 Cardiff Sixth Form College is particularly proud of its careers provision to all learners, enabling each learner to become the best future professional they can be. Learners, no matter their academic abilities, are fully supported in accessing the next steps to suit their own needs. High attaining learners are fully supported to choose the very best universities and training options to them around the world. Other learners who may need more guidance in coming to a final informed decision can access further specialist support from our Level 6 Careers Counsellors.
- 9.2 Our learners have numerous learning opportunities for personal development, not solely through the Careers Department but also through the curriculum in PSE with their Head of House. For more information on the PSE programme, please refer to the PSE & RSE policy.
- 9.3 Regardless of year group, the Careers Department are eager to speak to prospective and new learners prior to their enrolment. We are particularly aware of the importance of choosing the most appropriate facilitating subjects for a learner's future career ambitions; therefore, we are happy to organise video conference calls or face-to-face meetings with learners to discuss any issues with GCSE or A Level subject choices before the start of

their first term. All subjects on offer at Cardiff Sixth Form College are facilitating subjects for the calibre of degrees and universities our learners aspire to, and as such, we try to encourage a broad-based curriculum, emphasising the value of STEM subjects but also the balance of a humanities subject to enhance their skill-set and subsequent potential in their university and job applications around the world.

- 9.4 At the heart of our careers provision is to inspire for our learners, such as employer talks, careers fairs, work placement and work-focused opportunities, motivational speakers, and university visits. Below, in more detail, are the different CEIAG provisions for learners at the appropriate stages of their education to facilitate the learners' development of the character, confidence and experiences needed to build a successful career:

#### 9.4.1 Year 11 (GCSE) – Key Stage 4

- September – first introductions to GCSE learners in Induction Programme and assemblies - an introduction to the Careers Department, their entitlement of a CEIAG education and work-focused opportunities. They will also be encouraged to benefit from our open-door policy to speak to a Careers Advisor as and when needed, or bookable appointments
- September onwards – invitation to UK and international university lunch and evening talks to broaden a learner's horizons and perspectives on their own future progression – talks may include personal statements, interview preparation, student life, student finance.
- September onwards – invitation to universities and careers-based trips and excursions to learn more about their future career choices.
- September onwards – PSE lessons and one-to-one meetings with their Head of House to discuss academic, pastoral and careers progress; sessions may include using 'Work Ready Schools', action planning, careers research, employability, key qualities of a successful employee, equal opportunities, interview practice, CV writing.
- September onwards – career-orientated teacher-led societies and learner-led clubs to facilitate intellectual discussion of current affairs and topics in areas of interest.
- January onwards – scheduled individual careers meetings with each Year 11 learner with a Level 6 qualified Careers Counsellor. As well as being a statutory requirement, these meetings are beneficial in their exploration of underlying motivations and values, Labour Market Information, employability trends and providing appropriate tools to help decipher this information and consolidate and confirm career trajectories.
- January onwards – we will be exploring psychometric testing which can support GCSE learners in their own self-discovery of strengths and weaknesses, career decision making linked to interests and talents, and options at age 16 and 18.

- January onwards – group sessions will begin which will be specifically geared towards a particular career choice, e.g. Engineering, Law, Health, to ensure that all learners are aware of the next steps of 16+ education; for example, A Level subject combinations needed for their future degree/ career aspiration.
- January onwards – whole year group assemblies to provide them with a repertoire of skills to help them navigate the difficult times of transition, e.g. GCSE to A Level, change of school etc.
- January onwards – planned careers-focused activities to help learners explore employment, entrepreneurship, and training options. This will include an enterprise day to allow learners access to guest speaker sessions from a number of sectors.
- April onwards – further discussions will also happen to provide guidance to learners who will soon transition to a new key stage, whether they choose to continue A Level studies in Cardiff Sixth Form College or whether they move to a different school or country. Activities to develop skills such as resilience, time management, and organisation will be prevalent, in addition to exploration of subjects for the next stage and encouragement of facilitating STEM subjects.

#### 9.4.2 Year 12 (AS Level) – Key Stage 5

- September onwards– first introductions to Year 12 learners through the Induction Programme and assemblies – an introduction to the Careers Department, their entitlement of a CEIAG education and work placements. Initial speaker sessions on aspiring to and how to be successful in applying for top UK universities, and encouragement of an open-door policy to speak to a Careers Advisor as and when needed, or bookable appointments.
- September onwards – one-to-one consultations with the Work Placement Coordinator. First port of call for incoming learners to begin discussing valuable work placement opportunities, CV writing and the value of volunteering to enhance a learner’s soft skills, transferable skills, social conscience and sense of civic duty.
- September onwards – invitation to UK and international university lunch and evening talks to broaden a learner’s horizons and perspectives on their own future progression – talks may include personal statements, interview preparation, student life, student finance.
- September onwards – invitation to universities and careers-based trips and excursions to learn more about their future career choices.
- September onwards – University Admissions Preparation (UAP) and Critical Thinking lessons, mentoring learners to develop vital communication and lateral thinking skills needed for undergraduate applications and study.

- September onwards – PSE lessons and one-to-one meetings with Head of House to discuss academic, pastoral and careers progress. Introduction to the ‘Work Ready’ online package – an online tool to support the learners’ development of key transferable skills, e.g. resilience, time management. These may take the form of videos or online reading materials.
- September onwards – career-orientated teacher-led societies and learner-led clubs to facilitate intellectual discussion of current affairs and topics in areas of interest.
- October – ‘Enrichment Week’ where learners spend their week focused on careers-orientated preparation, including work placement, volunteering, deeper reading, online courses, visiting universities or attending industry workshops.
- November – Induction to the BridgeU software programme – an impartial website geared towards supporting learners to shortlist their top worldwide universities of choice depending on personal preferences, in addition to collating experiences and skills.
- January onwards – scheduled individual careers meetings with each Year 12 learner with a Level 6 qualified Careers Counsellor. As well as being a statutory requirement, these meetings are beneficial in their exploration of underlying motivations and values, Labour Market Information, employability trends and providing appropriate tools to help decipher this information and consolidate and confirm career trajectories.
- January onwards – group sessions will begin which will be specifically geared towards a particular career choice, e.g. Engineering, Law, Health, to ensure that all learners are aware of the next steps of their applications to higher education or work placement.
- January onwards – embedded university preparation lessons specific to degree choices. Taught by our own specialist subject teachers, these extra optional lessons include:
  - BMAT, UKCAT, LNAT, TSA, MAT, PAT
  - Other Oxbridge and UK admissions tests
  - SAT/ ACT
- February – ‘Enrichment Week’
- March onwards – attendance of UCAS Higher Education exhibition in Cardiff, where learners will be able to interact with hundreds of university representatives, attend topical seminars and learn more from employers and gap year specialists.



- March onwards – commencement of our external support programme with Oxbridge Applications, Dukes US Applications, Dukes Medical Applications and A-List Education.
- March/April – ‘Enrichment Week’
- May – Post Exam Activity. A 5-day higher-education preparation week after the end of AS Level examinations, led by the Careers Department and supported by Oxbridge Applications, Dukes US Applications, Dukes Medical Applications and A-List Education.
- June – ‘Enrichment Week’ and International Citizenship Experiences (ICE).

#### 9.4.3 Year 13 (A2 Level) – Key Stage 5

- August – UCAS Programme – a two-week mentoring programme run by the Careers Department where we welcome Cardiff Sixth Form College alumni and current undergraduate/ postgraduate students to support our Year 13 learners with their personal statements, admissions tests and interview skills.
- August – September – one-to-one meetings with Careers Department and/or Heads of House to provide further personal statement support.
- September – October – extra timetabled admissions test support lessons for all admissions tests.
- September – November – Oxbridge Applications and Dukes Medical Applications to provide subject-specific mock university interview practice.
- October onwards – begin with international university application support, e.g. Hong Kong, Ireland, Australia, Canada etc.
- November onwards – facilitation of peer-to-peer interview practice, where two learners will alternate between being an interviewer and interviewee. Further subject teacher mock interviews will be held to support Oxbridge subject-based questioning.
- January onwards – assembly and careers-led PSE sessions on important matters including gap years, UCAS Extra, UCAS Adjustment, UCAS Clearing, student finance, university life, stress management, resilience and employability.

#### 9.4.4 Alumni support

- 9.4.4.1 Careers information, advice and guidance does not end once a learner has left Cardiff Sixth Form College. The Careers Department is keen to remain in contact with our alumni, not only to learn more about their experiences after Further Education but also to provide continued support in the next stages of their university or career path.
- 9.4.4.2 A number of our learners each year choose to pursue a Gap Year, conduct National Service or reapply to university; learners who have already left

college will still have access to the support of the careers department to ensure that they are guided through each application process.

9.4.4.3 Prior to graduating, learners will have attended workshops and talks on developing the skills needed, ready to become a successful undergraduate and future young professional. In conjunction with the Alumni Coordinator, and through the use of our alumni social media pages, further careers information, advice and guidance will be shared with alumni from all graduating years to ensure that they are still supported from Cardiff Sixth Form College, their alma mater.

## **10.0 Careers Information and Resources**

10.1 Careers information and resources can be found in our college library, which contains a wide variety of up-to-date, impartial and useful resources to support learners interested in all career paths. The library is open during main college opening hours and can be accessed freely and equitably by learners from all year groups.

10.2 At present, the library contains the following sources of information and inspiration:

- Personal statement booklets;
- Interview guidance;
- Guides in applying to universities in the UK and worldwide;
- Guides in applying to specific careers and degrees;
- University prospectuses, updated and purchased every year.

10.3 The content of the library is reviewed and renewed on a regular basis, and new literature will be created or sourced by the UCAS Coordinator and overseen by the Head of Higher Education. Visual display boards around the college are maintained and updated frequently, with particular themes at key points during the year. A full stock check of available books will be monitored, and a budget is set aside for the replenishment of careers information in the library; a wide array of books of benefit to the learner in their career and/or university preparation will be purchased annually.

10.4 The Careers Department are keen to facilitate and organise enriching trips to universities, open days, UCAS Exhibitions, university application conferences, enterprise workshops and more. For the vast majority, learners will be able to sign up for these events and in the case where the event has limited spaces, we may have to incorporate an application process, to include a mini personal statement about why they would like to attend.

10.5 A large proportion of our careers budget is expended on ensuring that these trips run for the expressed interest in our learners. Therefore, and in conjunction with our college's Trip Policy, we may need to implement a reimbursement for learners who ultimately do not attend this trip due to a change of decision, forgetting or poor organisation. The costs incurred would be the cost price of the transportation and accommodation, divided by

the number of projected number of attendees. Please note that genuine illness and unforeseen circumstances will not fall under this category and will therefore not come at a charge. Moreover, the Careers Department, in line with Academic and Pastoral staff, can use their discretion in disallowing a learner to attend a trip due to academic or wellbeing concerns.

- 10.6 Throughout the academic year, careers information is shared with learners online through Google Classrooms, including year group specific (GCSE, AS Level, A Level), and career-oriented forums such as Healthcare, Engineering, Law etc. Web links about 16+ and 18+ choices, relevant volunteering and work opportunities and interesting readings will be frequently posted on these websites by careers staff and other staff members where appropriate.
- 10.7 In a commitment to our learners and their accessibility to impartial careers information, we have an annual subscription with BridgeU, an interactive software programme to supplement the in-house support on offer. They believe that today, learners are faced with a more complex and fragmented landscape of post-secondary opportunities than ever before, and as such, this website enables learners and teachers to navigate this maze with relative ease. Through their smart university matching service, learners can find out their 'best fit' worldwide universities depending on subject interests, grades, social, professional and learning preferences. Moreover, their Careers tool enables learners to explore the career routes available to them, and provides important data including salary, vacancies, trends and future trajectory. The Careers Department enthusiastically use this software package to optimise the support available to our learners, and a Scheme of Work will be put in to place, setting work to be completed at home and as part of PSE lessons.
- 10.8 In conjunction with the Wellbeing Officer, the Careers Department will provide advice and support on stress management, and also extra support for learners with protected characteristics who may be worried about 'fitting in' or discrimination, e.g. LGBT, ethnicity, gender etc.
- 10.9 The Careers Information section of our college website is under continuous development and will be populated by comprehensive information for learners and parents about our careers programme, in addition to having dedicated sections on employment, higher education, study abroad / ERASMUS schemes, gap year and links to recommended careers resources and information which are intended as a starting point for individual research.
- 10.10 We encourage parents and guardians to be actively involved in their learner's career development throughout their studies here in Cardiff Sixth Form College and as such, the Careers Department through the Heads of House team will be able to provide individualised support about a particular learner. We are keen to ensure that all information and advice provided to a learner is accurate, up-to-date and impartial and as thus, we are happy to provide extra support to ensure our learners receive the highest quality CEIAG. This may be in the form of discussions at open days, parents' evenings, emails or meetings (in person or videoconferencing).

## 11.0 Recording and Reporting

- 11.1 The learners' Head of House will record information about their career development, be it work placement, attendance at university open days, enterprise visits, lectures etc in order to write the best quality and most comprehensive university reference. Further details may also be stored in our pastoral database to monitor progress (careers and others) for the CREATE© portfolio. For more information, please refer to our PSE & RSE Policy.
- 11.2 A learner's performance on work placement will be recorded through interactions had with the Work Placement Coordinator, the report form sent to employers and the references which should be requested by the learner. These will be distributed to a learner's Head of House and stored to be able to guide reference writing, be it for university or future employment.
- 11.3 Learners' progress in terms of their career development is monitored and recorded by any staff member with whom they have gained CEIAG support. We utilise a behavioural tool on our MIS system, ISAMS, which allows us to record a neutral event entitled 'Careers Contact'. In this recording, staff members will include a detailed overview of a discussion with a learner, as is required and expected of a careers advice service. Not only will this information be accessed by appropriate and key staff members, but also the parents, guardians and learner through the parent portal. Transparency between all stakeholders is key and we are committed to involving the learner, parent and pastoral staff members throughout the entire process.
- 11.4 The reference writing process involves a multitude of staff to ensure a holistic and widely encompassing overview of the learner. Subject teachers will be responsible for providing comments specifically about a learner in their classes; these will then be collated by the Head of House who will include their pastoral perspectives, such as extra-curricular and super-curricular activities. Prior to submission to UCAS, the Careers Department will proof-read the documents to ensure high quality letters of recommendation to best support the learner's application, including the confirmation of predicted grades in light of recent AS Level results and updated teacher comments.
- 11.5 Before applying to universities, we will carefully analyse each learner to ensure that if there have been any Extenuating Circumstances which may have affected the learner's grades, these can be reported and therefore contextualised to the universities. The Head of Higher Education will work exclusively and confidentially with the Head of Pastoral/ Designated Safeguarding Lead to ensure this process is complete prior to the learner's respective deadline.
- 11.6 After applying to UCAS, the Careers Department will record the progress on offers and decisions made by the universities, in addition to their UCAS application form and reference. The tracking of this data and information allows the department to analyse and justify university decisions, in addition to ensuring that the highest quality of support can be offered in times of need, e.g. UCAS Extra, UCAS Clearing and UCAS Adjustment.
- 11.7 All university and careers information will remain on record so as to allow for succinct and accurate retrieval of data in the case that an alumnus requests a university or

professional reference once graduated. Moreover, information including Destinations will be shared with our Alumni Coordinator who will reach out to alumni for future events and celebrations. The act of keeping personal data of our current learners and alumni will be in full accordance with our Data Retention policy. Confidentiality of this information will be maintained, within legal and safeguarding confines.

## **12.0 Monitoring, Review and Evaluation**

12.1 Our Careers Education, Information, Advice and Guidance provision is reviewed annually. With each academic cycle, we are able to reflect upon the processes throughout the year to discover whether our careers provision needs to be modified to reflect the needs of our learners. Feedback can range from:

- Reflections and ideas from Careers Department staff;
- Learner voice (focus group, questionnaires);
- UCAS Programme tutor feedback;
- Governors' and/or Senior Management recommendations and feedback;
- Parental/ guardian feedback.

12.2 The Careers Timeline is a living document which is consistently updated with the key processes in place throughout the year. This feedback is instrumental in identifying priorities for development and for further future planning and modification to make our careers provision even more unique and specific to our learners.

12.3 The Careers Department currently measures success in a number of ways:

- Number of learners progressing from GCSE to A Level in Cardiff Sixth Form College or elsewhere;
- Number of learners being successful in their first, second, third, fourth and fifth destination;
- Number of offers made per university and its success rate;
- Proportion of learners attending Russell Group and other top worldwide universities;
- Proportion of learners going to university, versus Gap Year versus National Service;
- Final university destinations;

12.4 In conjunction with our Alumni Coordinator, we will also track our alumni's success and progress after Year 1 in university to ensure the efficacy of our preparation for Higher Education programme.

12.5 The Head of Higher Education is seeking to establish links with other Heads of Careers/Oxbridge Coordinators from other independent and state schools in Cardiff and

the surrounding areas in order to discuss issues relating to delivering careers education, information and guidance in the region, and to work together to organise events and activities; for example, hosting free university application workshops for local learners, and attending Oxford and/or Cambridge University talks from our link college.

- 12.6 This Higher Education policy is kept under regular review and updated in accordance with any statutory requirements and non-statutory recommendations, having full regard for the vision and ethos of the college.
- 12.7 As a department, we strive to be reflective and dynamically assess our programme throughout the year. A formal annual review will always be conducted ready for the next academic year, and will be evidenced as part of amendments to:
- Careers and the World of Work audit documentation
  - Careers Wales Quality Mark progress
  - Cardiff Sixth Form College's Self Evaluation Form
  - Dukes Education Group Reports
  - Governors Meeting Reports
  - Performance Management and staff appraisals.

### **13.0 Special Needs Provision**

- 13.1 Cardiff Sixth Form College's programme is specifically geared towards the individual and is adaptable depending on the needs and wishes of the learner. The nature of a tailored CEIAG programme will inherently provide excellent specialist support to any learner who have additional needs. They will follow the same programme as their peers, but any adaptations or extra support will be provided by all Careers Department staff, with support from the Additional Learning Needs Coordinator. Any needs will be identified early through discussions between learner and support staff, and adaptations can be made as appropriate from an early stage to best support the learner; this may include prioritisation for a joint careers appointment with a careers counsellor and Head of House, alongside a meeting between Work Placement Coordinator and Additional Learning Needs Coordinator to discuss how to best inform work placement providers about the considerations that we will require to be put into place to optimise the learner's learning experience.

### **14.0 Safeguarding**

- 14.1 We work with a number of external agencies within the Local Authority of Cardiff who can help support any vulnerable young person, including those who may have additional learning needs, or if any learner may be at risk of disaffection or disengaging from education.

- 14.2 In accordance with our Data Protection policy, we reserve the right to disclose key safeguarding and/or medical information to universities in the form of an application for Extenuating Circumstances, and for the appropriate accommodations to be put in place for a learner on a trip or work-focused activity.

## 15.0 Staff Development

- 15.1 It is our ethos to develop ourselves personally and professionally in life-long learning and continuous professional development. Each staff member of the Careers Department will be encouraged to take the opportunity to undertake a Level 4 or 6 Diploma in Careers Guidance and Development, not only for own self-improvement but to also provide higher quality CEIAG. Staff are also encouraged to inform their line manager about any further CPD opportunities they may find beneficial in their specific role.
- 15.2 Heads of House will undergo a programme of training each year led by the Head of Higher Education and UCAS Coordinator to ensure their knowledge is up-to-date and accurate. Further external training options will also be explored to optimise the quality of service we can offer to our learners, including, for example, Level 6 Certificate in Careers Guidance Theory.
- 15.3 Careers staff are encouraged to seek enrichment and certified avenues of development to strengthen our knowledge base. With increased accolades and expertise from the staff will come further enhanced careers support for all learners. These opportunities may arise from, but are not limited to, the following:
- Attending university advisers' conferences on an annual basis for a refresher into the UK admissions process, including personal statement and reference writing;
  - Attending subject-specific admissions conferences;
  - UCAS, USA and other international university conferences;
  - National Skills and Employability roadshows;
  - Being part of Dukes Higher Education Committee to share best practice across our group of colleges and consultancies;
  - Liaising with other local careers and higher education coordinators to share best practice.
- 15.4 In addition to personal excellence, we are also striving for departmental excellence and reputation through being a recognised careers advice provider of Careers Development Institute (CDI). The Head of Higher Education is a Level 6 qualified Careers Counsellor and is in the process of registering for the UK Register of Career Development Professionals. As part of this agreement, professionals will need to achieve at least 25 hours per year of continuous professional development, in addition to adhering to the CDI Code of Ethics. Also, we are a member of International Association for College Admission Counselling (IACAC) and will soon seek membership of Council of International Schools (CIS).

15.5 To ensure that all appropriate staff members are trained to a high degree of excellence, the Careers Department organise internally-led and externally-led training sessions covering topics such as how to write personal statements, teachers' references, UCAS references and USA recommendation letters.