



## **Westminster Tutors**

# **CAREERS EDUCATION & GUIDANCE POLICY**

### **Introduction**

Careers Education and Guidance (CEG) is freely available for all students at any stage in their time at the college and is seen as an important means of helping all students to raise their aspirations and attainments.

A series of careers lessons are delivered to students at Keystage 4 (ie Years 10 and 11) who are of compulsory school age. As well as PSHCE and personal tutor time allocated to careers and higher education, students retaking GCSEs or doing A levels students years 12 and 13 receive individual advice and guidance in scheduled one-to-one sessions with the Principal, as well as sessions in PSHCE and an ad hoc basis whenever needed.

### **Principles**

- All students should have equal access to accurate, up-to-date and impartial information free from bias and stereotyping
- All students should be inspired by CEG encourages them to aspire to the highest level
- All students are treated without prejudice and have an entitlement to high quality CEG, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Students' personal aspirations are a very important factor in any activity and should be treated with respect
- CEG underpins and runs through the whole curriculum and is what informs the successful onward transition of students at Westminster Tutors

### **Aims**

Careers Education and Guidance has an important role to play in achieving the overall aims of Westminster Tutors. As part of a broad and balanced education, it helps individual students to build the skills, knowledge and values needed for the management of their lifelong learning and career development. Careers Education and Guidance should enable them to:

- Develop knowledge of themselves: their strengths, weaknesses, personal qualities, and to have a balanced view of their self worth and potential
- Be aware of education, training and career opportunities

- Be aware of A level and alternative technical routes that pave the way to further/ higher education and future careers
- Make informed choices about education, training and career progression
- Develop attitudes of self-reliance and responsibility for their own decisions now and in the future

### **Teaching and Learning Strategy**

Most CEG sessions are delivered as part of the PSHCE programme. A variety of teaching and learning styles are employed. There are opportunities for individual research and group activities/ discussion, and a variety of media sources are deployed.

### **Assessment**

Assessment is chiefly in the form of student self-assessment supported by discussion with tutors and personal tutors. Many CEG sessions have follow-on activities (eg producing a CV) which are checked by the Principal.

### **Special Educational Needs**

CEG supports the college's policy on SEN by:

- Providing a range of resources to match individual needs
- Providing additional support for students with learning difficulties
- Providing individual advice and guidance on transition from GCSE to A level and further transition to vocational training or higher education
- Providing individual advice and guidance on UCAS/other applications and applications for the Disabled Students Allowance (DSA) or other support the student may be eligible for
- Providing additional support in obtaining work experience

### **Resources**

Resources are regularly updated and currently include:

- Westminster Tutors UCAS Handbook
- Books and resources on degree course and university choices
- Books and resources on admissions tests and university applications
- University league tables/ guides
- Books and other resources focusing on study skills, including in higher education
- Reports on university applications and employment opportunities
- Resources relating to apprenticeships
- [www.do-it.org](http://www.do-it.org) (for volunteering opportunities)
- [www.ulas.org.uk](http://www.ulas.org.uk) (to be piloted in 2018)
- [www.workreadyschools.co.uk](http://www.workreadyschools.co.uk) (to be piloted in 2018)

## **Partnerships**

We work in partnership with:

- Cambridge Occupational Analysts: Centigrade reports
- Institutions of Further and Higher Education
- Careers and higher education events
- London University taster courses
- External organisations providing information and resources, eg the Royal Society of Medicine, the Fulbright Commission, SETNET, etc
- Uniprep: which provides specialised courses to prepare for university admissions tests
- NCS: The Challenge
- Remploy for work experience for students with SEND
- Gap year organisations and employers
- Parents who may be able to provide work experience opportunities

## **CEG Provision via PSHCE**

Information and skills provided via the PSHCE programme:

- Producing CVs and finding appropriate work experience
- Writing business letters/ emails for job or work experience applications
- Employment Law and the minimum wage
- Centigrade Reports: completing questionnaire, explanation of content
- Introduction to sources of information for researching degrees/ universities
- Introduction to the UCAS application process
- UCAS personal statement
- Interview Technique
- Study skills and exam preparation
- Student Finance and Budgeting
- What happens on A Level results day

## **Centigrade Assessments**

Centigrade questionnaire completion and an explanatory PSHCE session are followed by a one-to-one interview of approx 30 minutes with the Principal. The interview includes discussing higher education options, providing information and advice, and formulating an action plan for further research.

## **Open Days, HE/Careers Events, Taster Courses**

Students are given booking information and encouraged to attend relevant events, eg the UCAS Convention, Oxbridge, Royal Society of Medicine, Medlink, Law etc. Students are also encouraged to attend relevant university open days and one-day London University taster courses.

## **Individual Advice and Guidance**

Individual advice and guidance as required, including meetings with parents.

IAG includes: university and career choices; aptitude tests (BMAT, UKCAT, LNAT, TSA, HAT, etc); American applications and SATS, and other overseas applications; Medicine, Dentistry and Veterinary Medicine; Oxbridge; art college applications (UCAS or direct); music college applications (CUCAS); work experience and volunteering; applications and updating CVs; alternative routes into training and work, including BTECs and apprenticeships.

## **UCAS Support**

The Principal provides individual advice and guidance on:

- Gaining appropriate work experience or extending reading
- What should be included in the Personal Statement
- Selecting an appropriate range of universities
- The UCAS application system
- Mock interview preparation
- Technical queries concerning financial/ residential status, SEN, etc

Additional support is given by contacting universities/ UCAS if there are problems with an application, and full support is given on results day to cover Confirmation and Clearing.

## **Admissions Tests**

The Principal provides individual advice on test preparation, test booking, and deadlines for tests such as UKCAT, BMAT, LNAT, TSA, ELAT, HAT, PAT, MAT, STEP etc, and also ensures the college is supplied with sufficient and appropriate preparation resources. Uniprep test preparation courses and individual tuition are available for admissions tests.

## **Interview Preparation**

Interview skills:

- Advice on how to prepare for university interviews
- For every student called for a university interview is given at least one mock interview session, followed by feedback and guidance on preparing for subject-specific interview questions

## **International HE Applications**

Students wishing to make international higher education applications, both to the US and to other countries, are advised by the Principal. Where appropriate they are referred to agencies such as the Fulbright Commission for further support. The Principal checks required documentation and also prepares students' transcripts and references for US applications.

## **Student Finance**

The Principal provides advice on student finance, the deadlines and mechanics of applications for student loans, etc.

## **Special Education or Medical Needs in Higher Education**

The Principal provides one-to-one advice and guidance to students with special educational or medical needs in order to support them in making the transition to higher education and to ensure that they receive the support that they are entitled to. In certain circumstances, this will also involve acting as an advocate for the student so that a student's application is not prejudiced by personal circumstances, and that higher education institutions give special consideration to a student's application where appropriate. Additional advice and guidance is provided on the Student's Disability Allowance, both in terms of entitlements and the mechanics of applying for SDA. This advice and guidance may involve co-ordination with the student's parents and LEAs.

## **Gap Year**

The Principal provides additional advice and support on planning and budgeting for a gap year, as well as advising on safety issues.

## **Confirmation and Clearing Support on Results Day**

The Principal provides advice and support on results day to ensure each student is successfully placed or fully supported in finding an alternative option.

## **Driving Improvements in Our Careers Education**

Westminster Tutors is totally committed to enabling all of our students to achieve to the best of their ability and making onward progressions which secure them the best possible prospects. Our success in terms of onward destinations (almost entirely to higher education with the majority placing at Russell Group universities) is outstanding. However we are also committed to broadening the scope of our careers education as per recent DfE guidance:

- Careers Guidance and Inspiration in Schools (DfE April 2017)
- Careers Guidance and Access for Education Providers (DfE January 2018)

With the Principal acting at the college's Careers Leader we will therefore:

- 1) Conduct an audit of how well we are performing relation to the Gatsby Benchmarks (<https://www.careersandenterprise.co.uk/schools-colleges/about-compass>) which set a gold standard for careers education and guidance: by June 2018
- 2) Meet at least 6 of the Gatsby Benchmarks: by June 2019
- 3) Meet all 8 of the Gatsby Benchmarks: by June 2020

Updated VM January 2018