

Progression, Careers and Work-Related Learning Policy

This policy sets out how Woking College delivers high-quality, impartial careers education, information, advice and guidance (CEIAG) to all learners aged 16–19 so every learner can make informed decisions, access meaningful experiences, and progress to positive destinations. The policy meets the latest **Department for Education (DfE) statutory guidance** for schools and colleges ([Careers guidance and access for education and training providers - GOV.UK](#)) and adopts the **Gatsby Benchmarks** ([Gatsby Benchmarks | Good Career Guidance | Gatsby Education](#)) as the organising framework for our programme. The College works to ensure that it reaches the expectations as set out in the DfE guidance paper

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1. Policy Statements

The College recognises that:

1. High quality careers education and guidance is critical to young people’s futures.
2. We have a duty to notify local authorities, or the service provider of the local authority, whenever a 16 or 17 year old leaves an educational programme at the College before programme completion.
3. A key aspect of the 16-19 study programme is the provision of work-related learning opportunities, and - for vocational students - the provision of realistic and relevant work experience placements. We connect with the wider business community to identify speakers from business, mentors for students, and opportunities for relevant work experience placements.
4. We understand the importance of obtaining and analysing destination measures data to assess our success in supporting students to take up education, employment or training which offers good long-term prospects.
5. We have a duty to secure access to independent and impartial careers guidance which is presented in an impartial manner and includes information on the range of education or training options, including apprenticeships and other vocational pathways that will promote the best interests of the students to whom it is given.
6. The principles of equality of opportunity, inclusion and diversity are central to the career education programme.
7. All students are entitled:
 - To high quality Careers Education and Guidance that meets professional standards of practice and is person-centred, impartial and confidential.
 - To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
 - To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
 - To understand how to make applications for the full range of academic and technical courses.
8. We have a statutory duty to ensure that we meet each of the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

2. Roles and Responsibilities

Board of Trustees:

Holds strategic oversight, assures compliance with DfE guidance and PAL, and monitors impact (including destinations).

Principal/Senior Leadership Team (SLT):

Embeds careers in the College improvement plan; allocates resources; supports the Careers Leader; ensures staff CPD.

The Assistant Principal is nominated as the Career's Leader to:

- Ensure the leadership and coordination of a high-quality careers programme.
- Take responsibility for planning and implementing the College's Careers Strategy.
- Work with the Careers Team to design, implement and evaluate the College Career's Programme against Gatsby benchmarks; coordinate provider access; oversee Compass; and collect and process destination data.
- Ensure that students have access to a Careers Adviser who is Level 6 qualified.

Careers Adviser:

Provides impartial, personal guidance to students and works with the wider careers team and curriculum departments to design, plan and implement a comprehensive Careers Programme that meets the requirements of the Gatsby Benchmarks.

Curriculum Staff:

Provide opportunities within the curriculum for students to:

- Link subject learning to career pathways and labour-market information (LMI)
- Have meaningful encounters with workplaces; employers; and further and higher education settings.
- Support students to develop work-related skills linked to their curriculum study.

Head of Learning Support/Learning Support Team:

- Tailor CEIAG for learners with SEND/EHCP.
- Coordinate reasonable adjustments and targeted support including supporting the preparation for Work Experience for students with ECHPs; supporting the development of work-related skills; working with the Careers Team to provide bespoke support for CEIAG and progression preparation.

Employers/Providers:

Offer encounters, workplace experiences, and information on pathways and comply with college safeguarding protocols.

3. Impartial and Independent Careers Guidance

The College aims to ensure that we have secured access to independent careers guidance. This forms part of our sixth form college funding agreements.

The College aims to ensure that, and advice and guidance provided will:

- ***Inspire and inform young people about the full range of education, training and employment opportunities available to students.***
- ***Be provided in an impartial manner.***
- ***Promote the best interests of the student to whom it is given.***

The College does this through a range of events integrated into the careers programme and offers providers an opportunity to come into college and speak to students and/or their parents/carers.

What we do and some past examples:

- A range of speakers from Higher Education and the workplace.
- Independent university and financial support advice for students and for parents/carers, led by visiting speakers.
- Inspirational speakers including those sourced through 'Speakers for Schools'.
- Independent employer careers talks on CV writing and career planning.
- Workplace visits.
- Funded trip to the Apprenticeship Roadshow.
- High quality work experience placements.
- In-house HE and careers fair (including University, careers, vocational options and apprenticeships).
- External HE fair (students are encouraged to attend the UCAS Convention).
- Support in writing personal statement from external HE providers.
- Creative independent advisory online programme – Unifrog;
- Students attending university open days, taster events and lectures.
- Alumni talks and visits.
- Trips and visits (overseas and in the UK) which enable students to explore industries and develop career related skills (for example Media trips to Disney and Pinewood Studios; Business Trip to view businesses in the Netherlands).
- ESOL students focus on the language of work, reading real life job adverts, interview role plays, cv writing and writing job applications.
- Students are advised to use the National Careers Service; this is advertised throughout the College.
- Working with U Explore to support with the progression of students within the RONI category in Year 11.
- Working with Steps to Work who mentor students struggling with next steps and accessing work or training.
- A Careers Department with permanent staffing enabling students to access personalised advice in college.

4. Provider Access (PAL/Baker Clause) Statement

We will secure at least two encounters with a diverse range of approved providers of apprenticeships and technical education. These are mandatory for the College to put on and available to all learners; attendance is strongly encouraged. Encounters occur during the College day, follow the DfE definitions of "meaningful encounters," and are publicised to learners and parents. /carers. We also continue to offer additional enrichment opportunities beyond the minimum.

Management of providers' access requests:

Requests for access should be directed to Carol Jarman, Careers Adviser. Carol may be contacted on **01483 761036** or via email at careers@woking.ac.uk. Requests will be considered against calendar availability, learner need, quality criteria, and safeguarding.

The College will make the theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The College will also make available AV and other specialist equipment to

support provider presentations. This will all be discussed and agreed in advance of the visit with a member of the Careers Team.

Providers are welcome to leave a copy of their prospectus or other relevant course and employer literature in the Careers Office. The Careers Office is open to all students from 8:30-16:00 in the College day.

Impartiality:

Staff and marketing materials will present all routes impartially (A-levels, T Levels, apprenticeships, Higher Technical Qualifications, HE, employment with training).

5. Work-related Learning

The College ensures that all students complete work-related learning as a core aspect of their 16-19 study programme. The College does this through:

- A range of speakers from the workplace, including local, national and international businesses such as Capgemini, KPMG, CGI, the Police, McLaren, Surrey County Council.
- Inspirational speakers sourced through 'Speakers for Schools' and other providers.
- Independent employer careers talks on CV writing and career management from recruitment agencies and employers, such as Barclays Life Skills.
- Workplace visits, for example, to the Pirbright Institute and RSM.
- High quality work experience placements for students on vocational courses. All students are encouraged to take part in work experience.
- The promotion of SATRO (Science and Technology Related Organisations) club opportunities, such as work placements, for our science students.
- ESOL students focus on the language of work, reading real life job adverts, interview role plays, CV writing and writing job applications.
- Students take part in work taster competitions: Including: McLaren Young Engineer of the Year, Physics Olympiad, Cambridge Physics Challenge, Chemistry Olympiad, Cambridge Chemistry Challenge, Biology Olympiad, Computing Olympiad, Linguistic Olympiad, Computing Beaver Challenge, Oxford Medical School Gazette Essay Competition.
- Work-related learning is embedded into all aspects of college life, including:
 - The tutorial system for all year groups focuses on the various progression routes available with dedicated sessions on employability.
 - Applied General courses in IT, Sport, Law and Health and Social Care include units on each of the professions, professional standards and employability.
 - ESOL students focus on the language of work, reading real life job adverts, interview role plays, CV writing and writing job applications.

6. Work Experience

All students are encouraged to undertake work experience.

The College recognises the importance of facilitating realistic and relevant work experience opportunities for all students on vocational courses.

Learners are introduced to the importance of work experience in their Year 11 interview. This is also made explicitly clear at enrolment, when each vocational student is given a letter about work experience. Parents/carers are encouraged to support the College through offering placements, where appropriate and possible.

The College particularly targets its students on Level 3 Year 1 of a vocational programme, to ensure that across the duration of their study programme, the number of work experience opportunities are maximised. Students at Foundation Level will undertake a placement in the first year of their Level 3 studies.

As part of Woking College's commitment to ensuring that all students on Year 1 of a vocational Level 3 programme undertake a Work Experience placement, there are dedicated cross-college weeks allocated for work experience placements.

The Work Experience Coordinator manages the administration and checks of work experience placements, in accordance with established safeguarding procedures and risk assessment procedures.

Woking College deems work experience as a critical aspect of vocational 16-19 study programmes. Therefore, the percentage proportion of Level 3 Year 1 students who undertake a work experience placement will be reflected in the departmental SAR, as a contributory grade 'vocational learning through work experience'. If the proportion of work experience placements is insufficient, the overall departmental grade may be limited in the subsequent quality cycle, if remedial action is not taken to address the lack of students undertaking a work placement.

7. Gathering Destination Data

We understand the importance of obtaining and analysing destination measures data to assess our success in supporting students to take up education, employment or training which offers good long-term prospects. This data can also be used to compare our performance with those in other areas.

Destination data is collected through UCAS Adviser Track which allows us to collate data for our university applicants, including a breakdown of subject area and destination university and a comparison of the College data with other comparable institutions.

Destination information for students who have not applied to university is collected in September by telephone and email. All students who have not applied to university are contacted and our records are updated. This process is completed by October.

Our destination data cross references data from various sources including actual grades, previous school, and information on protected groups. This information is then passed along to individual department areas to assist in their planning. The Careers Department use the information to plan speakers, events and trips and to target areas for further development.

The overall information is then carefully broken down to analyse whether any protected groups require specific support, encouragement or whether additional knowledge is required. An action plan for the following year is subsequently set.

8. UCAS application processes

The UCAS application process begins in June during the Careers Morning. All students create logins and are encouraged to research the variety of courses and universities/providers available. Dedicated time for supporting UCAS applications and personal statements is provided through the tutorial session as well as one to one meetings with Careers Advisers.

It is the student's responsibility to research and consider different degree programmes at different university providers. They are encouraged to seek support from their subject teachers, personal tutor; and the Careers Adviser and to use online platforms including Unifrog and the UCAS website to support their research.

It is the student's responsibility to complete their UCAS application forms correctly. Dedicated guidance and resources to support them to do this are provided by the Careers Team and shared through tutorial and through the Careers 'Team' on Microsoft Office. Dedicated time is given in tutorial and in the June Careers morning to support students to complete their application form.

A rigorous checking procedure is in place to ensure accuracy of all applications: The Personal Tutor gives out checklists to students who are in the process of completing their UCAS forms. The student completes their UCAS application

form and then meets with their Personal Tutor who checks the form to make sure all sections are complete and accurate. The Personal Tutor adds the completed reference (with predicted grades) to the UCAS form, and the student may now 'Pay and Send'. The student then books an appointment with a Careers Adviser for final checks. If the form is all correct, the Careers Adviser will send the form electronically to UCAS.

9. Advertising Opportunities (Employment, sponsored degrees, apprenticeships)

Career opportunities such as employment, sponsored degrees and apprenticeships are advertised to students and parents/carers in a variety of formats.

1. Use of online Padlet careers bulletin board (updated weekly); posts on the Student Careers Team and posts on the College internal systems (on Teams and on the College TV screens) to promote jobs, apprenticeships, sponsored degrees and career events.
2. The careers bulletin board and key information regarding opportunities and important dates, are advertised to parents/carers through the College email communication, the College website, and at the parents/carers HE Evening.
3. Links to national careers services and websites as well as the Unifrog careers tool are all available through the Careers Bulletin Board which can be accessed via the student intranet, Teams and the College website.
4. The online college bulletin board is updated at least weekly and advertises part-time job opportunities as well as employment, sponsored degrees and apprenticeships.
5. Organisations offering sponsored degree programmes such as CGI, KPMG and Allianz have given talks to students to advertise the various opportunities.
6. Organisations offering higher apprenticeships, such as IBM, have been invited in to talk to students and advertise the opportunities.
7. Careers Advisers regularly update their local labour market intelligence and use this to advise students.
8. External speakers from careers organisations are invited to progression events and speak specifically about alternatives to university, including apprenticeships, employment, sponsored degrees and online learning.

10. Foundation Students

All students on our Foundation year programme completing Level 2 qualifications are interviewed by a member of the Senior Leadership Team during the second half of their courses. At this interview the student is given advice and guidance about their progression to Level 3 at Woking College, at another college, or to work-based learning providers.

All Foundation students are also strongly encouraged to attend an interview with a Careers Adviser. This conversation is recorded on the learner's Portal page with any associated student actions/ targets.

11. Internal Progression Policy:

- ***Progression from Year 12 to Year 13 at Woking College***

In order for students to progress from Year 12 to Year 13 they will need to achieve at least a grade E in their end of year assessments.

Where vocational programmes are undertaken, a student must achieve a Pass in the first year of these courses. Students will also need to have demonstrated satisfactory attendance (above 90%) and commitment across their programme of study.

Where a student has not met the requirements to progress, progression will be at the discretion of the Senior Leadership Team.

Students not quite meeting the requirements to progress, may be required to satisfactorily complete a six-week probationary period at the start of their studies, prior to their place being confirmed.

- **Progression from Foundation level to a Level 3 programme at Woking College**

In order for students to progress from the Foundation year to Advanced Level 3 courses, they will need to achieve:

- Merit Grades in vocational Level 2 qualifications.
- 90% Attendance and good punctuality.
- Progress reports, averaging at least 'expected' or better for effort.
- A positive reference from Teachers and Personal Tutors.

Where a student has not met the requirements to progress, progression will be at the discretion of the Senior Leadership Team.

Students not quite meeting the requirements to progress, may be required to satisfactorily complete a six-week probationary period at the start of their studies, prior to their place being confirmed.

Raising of the Participation Age

The College takes seriously its duty to notify local authorities, or the service provider of the local authority, whenever a 16 or 17 year old leaves an educational programme at the College before programme completion.

The College has a data sharing agreement with Surrey County Council and data is transferred in accordance with this agreement.

In addition, at the end of every two months, the Registrar sends Surrey County Council a list of our early leavers.

12. Measuring and Assessing the Impact of the Careers Programme

The Careers Programme is reviewed regularly as part of the College's annual SAR and targets are set for improvement to the programme.

The College uses the Compass evaluation tool [Info | Compass](#) from the Careers Enterprise Company to regularly audit the College programme against benchmarks.

Feedback is received from students, staff and, where appropriate, parents/carers for all individual events, talks, speakers as well as an annual survey evaluating the department as a whole. This information is then used to shape future events.

The College collects and analyses information from all students comparing intended and final destination.

Were changes made to the Policy when received? If YES complete the Partial Equality Analysis table.

Questions for all Policies Is it likely that the Policy Revision could have a negative impact:-		Please Tick Box	
		YES	NO
1.	On minority ethnic groups?		X
2.	Due to gender?		X
3.	Due to disability?		X
4.	Due to sexual orientation?		X
5.	Due to their religious beliefs (or none)?		X
6.	On people due to them being transgender or transsexual?		X
Additional questions for Policies relating to Staff Is it likely that the Policy Revision could have a negative impact:-			
7.	On people due to their age?		X
8.	On people due to their marital or civil partnership status?		X
9.	On people with dependants/caring responsibilities?		X
Date of Review	February 2026	Did you make changes?	x

If YES please speak with The Assistant Principal as a full Equality Analysis may be required.