



BIMM  
INSTITUTE



INSTITUTE FOR  
CONTEMPORARY  
THEATRE

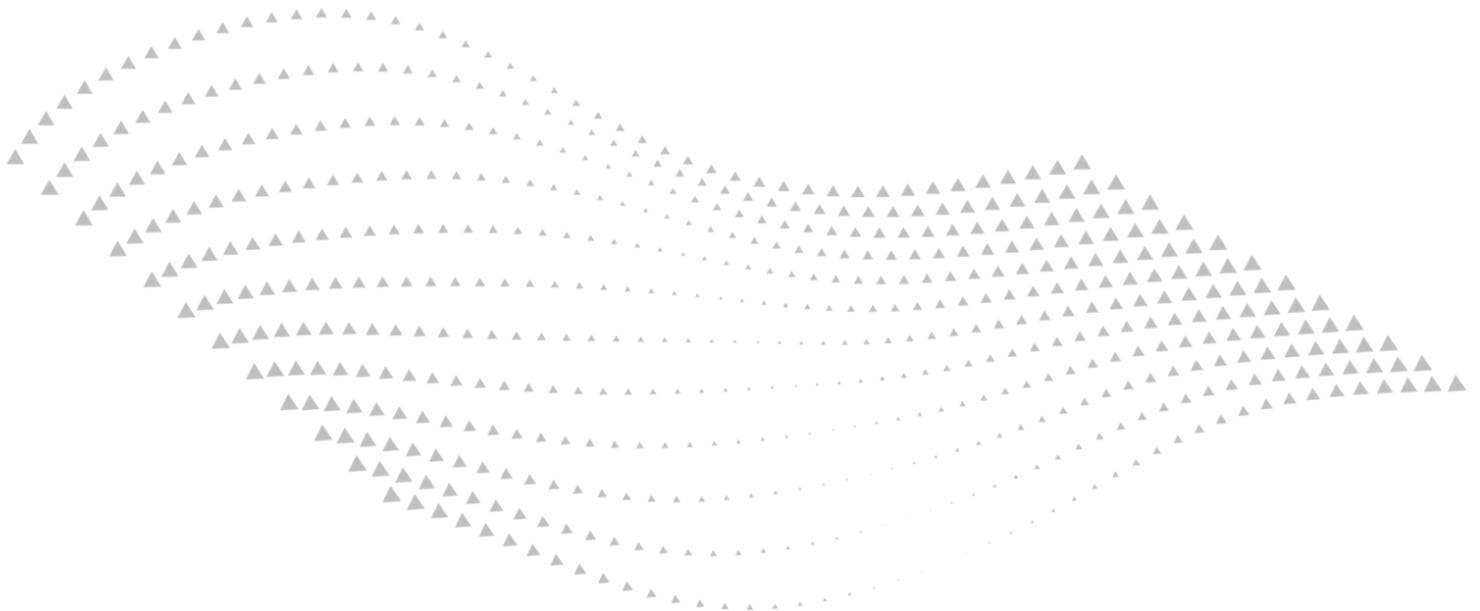


PERFORMERS  
COLLEGE



SCREEN AND  
FILM SCHOOL

# **Further Education Careers & Employability Policy**



Last approved: April 2021

Approved by: Academic Board

Next review due: April 2025



## **Vision & Values**

This policy is underpinned by our long-term vision to provide the highest standard of industry-led education built on a foundation of collaboration, inclusivity and an entrepreneurial spirit; preparing our students for a sustainable career within the creative industries. We are committed to implementing a careers programme that inspires the next generation of industry professionals through the creation of inclusive and creative learning environments that remove barriers and create opportunities for equal participation in the creative industries and provide our students with the skills, networks and knowledge to succeed in their careers.

## **Statutory Requirements & Expectations**

This policy provides a framework for meeting all national requirements and expectations, and the Institute is committed to fulfilling its statutory duties in relation to:

- The Education Acts (1997, 2002 and 2011)
- The Equality Act (2010), DfE (2018)
- The Gatsby Foundation Benchmarks
- 2018 Access to Providers (including the Baker Clause)
- Statutory Guidance 2018
- The Education Inspection Framework (2019).

## **Student Entitlement**

Every student is entitled to high quality careers education and guidance as part of their overall learning, which prepares them to successfully transition onto Higher Education, training or work. Students across the Institute follow a programme of careers education that meets the Careers Development Institute Framework for Careers, Employability & Enterprise Education (2018) and have access to independent careers guidance from a Level 6+ qualified professional advisor.

## **Management & Delivery**

The Institute recognises the importance of putting effective arrangements in place for the management and delivery of the programme. This policy informs local careers strategies, and each college's FE management team meets at least once a term, with careers and employability included as a standing item on the agenda.

## **Roles & Responsibilities**

- Each college will identify a senior member of its FE team as a Careers Lead, who will liaise with the leadership team termly.
- Each college will appoint an independent Careers Advisor, who will report to the college Careers Lead.
- The contact details for Careers Leads and Advisors will be published online, as per DfE requirements.
- Careers Leads are responsible for creating, overseeing and updating their individual college's careers strategy.
- Careers Leads are responsible for ensuring the career education programme is being delivered and for overseeing the independent guidance provision.
- Careers Advisors are responsible for ensuring all students have access to at least one 'one-to-one' guidance session during their time at the Institute, as per DfE requirements.
- All staff have a responsibility for being aware of this policy and to contribute to the delivery of a robust programme of careers support.
- BIMM Institute College Careers Teams will aim to deliver work placements aligned to student career goals, with essential guidance provided in work placement handbooks made available online.



## **Staff Development**

All lecturers are expected to contribute to the career learning and development of students in their different roles and will be offered annual careers-specific training. The Institute commits to meeting the additional training needs that arise from this through the Academic Staff Development Plan. All lecturers and education partners should have regard to the 2019 code of ethics of the Career Development Institute.

## **Funding & Resourcing**

Funding for careers programmes will be allocated from individual college budgets. Colleges will resource the careers provision at the level needed to achieve the requirements of the policy.

## **Teaching, Learning & Assessment**

The Institute's commitment to improving employability is embedded in the curriculum and addressed explicitly in a number of the units taken by students on Further Education courses. The Institute's curriculum is industry-led and includes industry classes, professional tutors, work placements and a vocational learning approach, and careers support is person-centred and based on the Gatsby Foundation Benchmarks.

## **Information, Advice & Guidance**

All students at the institute have access to a Level 6+ qualified professional advisor for impartial information, advice and guidance about all academic and vocational pathways, including education, training and employment.

## **Monitoring, Reviewing, Evaluating & Reporting**

The implementation of the careers programme will be monitored and reviewed by Careers Leads in each college, and they will also review the careers strategy yearly. The programme will be monitored via termly Boards of Studies and annual student surveys in order to evaluate and improve delivery.

## **Parents/Carers**

The Institute recognises the important role that parents/carers have in their child's career development. Parents and carers are recognised as co-partners in the career development of their child and supported in developing the confidence and capability to help their child's planning and decision-making. Parents are informed about key careers events and calendar deadlines, such as UCAS, and offered the opportunity to meet with the Careers Advisor with or without their child.

## **Employers, Community Partners & Learning Providers**

The Institute is committed to collaborative working with employers, Higher Education providers, local learning providers, apprenticeship providers, Local Enterprise Partnerships, etc. The Institute's vocational courses are labour market led and designed with and for employers. The Institute also ensures students attend events that showcase a range of post-18 pathways and are committed to endorsing the Baker Clause, which stipulates that colleges and training providers have access to students to discuss available routes.

## **Appendix**

This Policy works in conjunction with each college's Careers Strategy, which details how the requirements outlined will be met at a local level.

### **Statutory Responsibilities & Expectations**

- The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "[Good Career Guidance](#)" by the end of 2020 (para.17, p.14) by following the recommendations of the [toolkit](#).
- [Statutory guidance](#): Careers guidance and access for education and training providers (DfE, 2018) requires all 16-18 year-olds (and 19-25 year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement) which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and will promote the best interests of the students to whom it is given.
- Schools and colleges are expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).
- Colleges have a legal requirement to provide all students with guidance resources and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act).
- Access to Providers - Legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils.
- The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students for the opportunities, responsibilities and experiences of later life.
- Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).
- All ESFA-funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.