



Careers & Employability Policy

Last approved: September 2025
Approved by: Quality Committee
Next review due: September 2027

Aims

The BN1 Arts Further Education Careers & Employability Policy provides a framework for meeting all national requirements and expectations. The College 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 2023
- The Ofsted Education Inspection Framework (2024).

Student Entitlement

Every BN1 Arts Further Education student is entitled to high quality careers education information advice and guidance (CEIAG), which prepares them to successfully transition onto Higher Education, training or work. Students across the College 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 College recognises the importance of putting effective arrangements in place for the management and delivery of the programme. This policy informs careers strategies, the 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

- BN1 Arts FE Centre Team will identify a senior member as a Careers Lead, who will liaise with the senior leadership team termly.
- BN1 Arts FE Centre Team will appoint an independent Careers Advisor, who will work directly with the nominated Careers Lead, and report to the College Principal
- The contact details for Careers Leads and Advisors will be published online, as per DfE requirements.
- The Careers Lead and College Principal are responsible for creating, overseeing and updating the college's careers strategy.
 - The Careers Lead and College Principal 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 College, 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.
- Careers support and training for delivery Team provided by external careers advisor, Elev8, and local partnerships

BN1 Arts will aim to deliver; work experience, and encounters with the workplace, employers & industry, aligned to individual student career goals

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 College 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. Additional training for staff is provided by the external careers advisor and local partnerships.

Teaching, Learning & Assessment

The College'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 College'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 College 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. Additional support is sign posted through the Department for Education's [National Careers Service](#).

Work Experience, and Encounters with Workplace, Employers & Industry

BN1 Arts and educational partners recognise the complexities around providing work experience in the creative industries. The BN1 Arts Careers teams work towards facilitating 70-100 industry encounter hours per academic year, per learner. However, Ofsted have stated that where it is not possible to meet these hours, industry encounters need to be meaningful and have value. BN1 Arts learners experience industry encounters through the following opportunities;

- guest speakers
- masterclasses
- termly off-site performances
- industry professional shadowing
- visits to workplace (professional studios, venues, agencies, publishers, record companies, agents)
- All BN1 Arts Lecturers have current industry experience. BN1 Arts' Curriculum is designed for the creative industries, by the creative industries. BN1 Arts' learners encounter industry when they walk on campus.

FE learners document and reflect on work experience, and encounters with workplace, employers & industry in formal assessment, and student journals

Meeting the Skills Needs of Employers & Industry

- leaders and managers engage very effectively with employers and other relevant stakeholders such as local authorities and chambers of commerce to understand the skills needs of the local, regional and national economy, and plan their curriculum accordingly
- leaders and managers involve employers and other relevant stakeholders very effectively in the design, implementation and delivery of the curriculum to prepare students for future education, employment or work
- leaders and managers are very clear how they contribute to skills needs
- leaders and managers ensure that the curriculum is planned and taught effectively, so that learners and apprentices learn the skills they need

Monitoring, Reviewing, Evaluating & Reporting

The implementation of the careers programme will be monitored and reviewed by the Careers Lead and College Principal, and they will also review the careers strategy yearly. The programme will be monitored via termly College Management Team Meetings and annual student surveys in order to evaluate and improve delivery.

Parents/Carers

The College 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 College is committed to collaborative working with employers, Higher Education providers, local learning providers, apprenticeship providers, Local Enterprise Partnerships, etc. The College's vocational courses are labour market led and designed with and for employers. The College 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.

SEND

BN1 Arts will provide support around the early career development for young people with SEND utilising Learning Support Assistants, additional targeted activities and workshops, and in line with [The Careers and Enterprise Companies Gatsby Toolkit for learners with SEND](#).

Appendix

This Policy works in conjunction with the college Careers Strategy, which details how the requirements outlined will be met

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.