

Careers Information/Education Provider Access Policy 2025-26

Management of provider access requests procedure

A provider wishing to request access should contact:

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Introduction

The policy statement sets out the College's arrangements for managing the access of providers to students at the College for the purpose of giving them information about careers education and training. This complies with the College's legal obligations under Section 42B of the Education Act 1997.

The College is also mindful of the significant and rapidly evolving impact of Artificial Intelligence (AI) on the labour market and future career pathways. We recognise that AI is reshaping employment opportunities, creating new fields, transforming existing professions, and increasing the vulnerability of certain jobs to automation. As part of our responsibility to prepare students effectively, the College ensures they receive balanced, realistic and well-informed advice about careers that may be affected by AI, as well as emerging opportunities created by technological advancement.

Student entitlement

All students in Years 10 to 13 are entitled:

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.

Students should be able 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;
and to understand how to make applications for the full range of academic and technical courses.

1. Policy statement

The College will provide a planned provision of courses and activities that are inclusive and support all students' personal careers development in line with the requirements of the Gatsby benchmarks and other College policies relating to student guidance and support.

The College will provide Careers Education, Information, Advice and Guidance (CEIAG) that is student-centred and impartial - in line with 'The Baker Clause' and not show bias towards a particular route, promoting a full range of options.

All CEIAG will be directed to the specific needs of the student and will be based on the principles of: progression and transition into Higher/Further Education and the world of work, career exploration and management, opportunity awareness and decision-making skills.

CEIAG will be integrated within pre-entry admissions to the College, at interview stage, during chosen courses (and combinations), pastorally and post-exit through destinations. The policy will be renewed annually with contributions from those involved in CEIAG and Senior Leadership. Self-assessment of CEIAG is based on Gatsby Benchmark Guidelines, Ofsted and DfE statutory guidance.

In addition, the College recognises the importance of supporting students to understand how Artificial Intelligence is influencing career structures, employment trends and skill requirements. Guidance will be provided to help students evaluate which sectors may be more resilient, which may be vulnerable to automation, and where substantial new opportunities are expected to arise as a result of AI-driven innovation.

2. Aims

- To co-ordinate careers activities, to meet the Gatsby benchmarks and link them to student development.
- To have a clearly defined framework in which to deliver careers education whereby staff involved in the delivery of CEIAG are fully aware of their roles and responsibilities.
- To utilise the services of external agencies and practitioners to ensure both impartiality and diversity.
- To provide adequate resources for the provision of CEIAG and undertake regular review and evaluation of such resources, updating them when necessary.
- To ensure that students receive realistic and well-informed advice about the ways in which AI may influence their future employment opportunities, including areas of risk and areas of rapid growth.

3. Objectives

The objectives of CEIAG provision in College are student-centred and designed to meet the requirements of the Gatsby benchmarks.

The primary objective will be to deliver a stable careers programme (Benchmark 1) which is planned, co-ordinated and ensures student progression. This will provide a foundation for the other seven benchmarks. To offer a careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. To publish the careers programme on the College website in a way that enables students, parents, school/College staff and employers to access and understand it. To evaluate regularly the programme with feedback from students, parents, College staff and employers as part of the evaluation process. To offer access to good quality information about future study options and labour market opportunities (Benchmark 2). To use labour market information (LMI) including job roles, pay and vacancies to highlight trends and explore what different sectors might look like in the future.

As part of this LMI provision, the College will ensure that students learn about the expected impact of AI across different industries, including careers that may become more automated, roles likely to change, and new career fields emerging as a result of AI-enabled technologies.

Additional objectives include:

- To meet the career guidance needs of each student at different stages (Benchmark 3).
- To actively seek to challenge stereotypical thinking and raise aspirations.
- To keep systematic records of the individual advice given to each student, and subsequent agreed decisions and to make these records available to students to support their career development.

- To collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave College.
- To direct students to sources of help, advice, guidance and sources of information that are available and to take the initiative in using them.
- To help students understand application procedures and make effective applications.
- To provide students with accurate and up-to-date information, including computer programs relating to HE/FE, Training, employment, year-out opportunities and work-related learning.
- To provide open and continuous access to students, staff and parents during the College day and at all College events, Open Evenings, Parents Evening, Enrolment and orientation/induction.
- To link curriculum learning to careers (Benchmark 4). Subject staff should link curriculum with careers and throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations. This is given a particular focus during National Careers Week.
- To ensure students have the opportunity to learn about how different STEM subjects can lead to a wide range of career paths.
- To ensure CEIAG is embedded in the wider College curriculum framework, including the College Personal Tutor Programme.
- To be aware of Employability Skills which can be developed with a student's chosen curriculum subject and highlight opportunities to advance these skills.
- To provide engagement with employers/employees (Benchmark 5) through curriculum areas and planned events.
- To provide students with multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This may be through a range of enrichment activities including visiting speakers, and can include students' own part time employment where it exists.
- To encourage students to record their work-related learning experiences including their own part-time work and volunteering activities and reflections on the employability skills they have developed
- To support students looking for opportunities to access direct experience of the world of work (Benchmark 6).
- To give students a more realistic idea of the workplace to help their exploration of career opportunities and expand their networks.
- To provide encounters with providers of, and learners in, Further and Higher Education and Employers and Employees (Benchmark 7).
- To ensure every student, whatever their ambitions, has the opportunity to explore what it is like to learn at the full range of learning providers, including Colleges, universities, apprenticeship and training providers. This includes (although is not limited to) T Levels, apprenticeships, traineeships, technical and vocational qualifications, applied qualifications and higher technical skills courses.
- To provide all students with access to personal guidance (Benchmark 8).
- To encourage students to make sense of the careers activities they have experienced across the other benchmarks and reflect on what this means for their career plans.
- To help students to identify ambitious education, training and career options, and progression routes, by exploring potential opportunities with the student, supporting them in assessing their abilities, interests and achievements, enabling them to reach an informed career decision and empowering them to move forward.
- To help Students gain self-development and careers management skills, develop plans for the future and set goals to achieve them.

4. Curriculum Framework

CEIAG is embedded into the wider College curriculum framework but is most clearly evident in the Personal Tutor programme and whole-College assemblies which form a compulsory part of each students' timetable. The framework is informed by student needs, legislation, national and local developments and incorporates specified learning outcomes, skill developments and work-related learning.

The College also integrates learning about AI literacy, AI competency and the emerging impact of AI on the future workplace into the wider curriculum, supporting students in developing an informed, adaptable and future-focused mind set.

5. Teaching and learning strategies

CEIAG is:

- Structured with clear aims, objectives and learning outcomes.
- Accessible to all students and supportive of equal opportunities.
- Differentiated according to student needs.
- Assessed as appropriate, recorded, reported and evaluated.
- Informed by up-to-date information about developments in the economy and labour markets.

Supported by teaching that includes opportunities for students to explore how Artificial Intelligence is affecting different sectors, helping them understand changes in employment patterns, critical new skills, and the need for adaptability in an AI-enabled world.

6. Management

CEIAG is supported by:

- A written policy as a working document
- Effective communication systems
- A designated person responsible for co-ordinating Careers Education, Information and Advice across the College

AI Readiness and the Futura Programme

As part of the College’s forward-looking approach, students have access to **Futura**, a specialist course designed to support AI literacy and competency. Futura includes a significant section on how AI is reshaping the labour market, the types of jobs that may be vulnerable to automation, and the broad range of new opportunities being created through technological advancement. The College’s guidance intentionally adopts a balanced, realistic perspective: we avoid being alarmist, yet we are clear and honest about the challenges and transformations ahead. This ensures students develop confidence, awareness and adaptability in planning for careers in an AI-influenced future.

7. Opportunities for access: Academic Year 2025-26

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<p>Careers Guidance and Counselling</p>	<ul style="list-style-type: none"> • One-to-One Career Interviews: personalized career advice through regular one-on-one sessions with Head of Careers • Drop-In Career Sessions: Regular, informal drop-in sessions where students can ask quick questions or get immediate advice. • Career Action Plans: Personalized career action plans developed during career counselling sessions, outlining students’ goals and the steps needed to achieve them • Student Surveys conducted at the beginning and end of each year regarding careers aspirations, career paths and employability skills.
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<p>Careers Education and Workshops</p>	<ul style="list-style-type: none"> • Curriculum-Embedded Careers Education: Subject teachers highlight potential career paths related to their subject areas, connecting learning to future job opportunities. Special lessons planned for National Careers Week • Careers Tutorials: Dedicated sessions on career planning, goal setting, employability skills, CV writing, and interview preparation • Skills Workshops: Focus on developing specific skills such as networking, leadership, teamwork, time management, and communication. • Financial Literacy Sessions: Workshops that cover budgeting, managing finances, student loans, and salary expectations in different career paths.
<p>Work Experience and Placements</p>	<ul style="list-style-type: none"> • Work Experience Placements: assist with the organisation of short-term placements in local businesses, industries, or public sector organizations, tailored to students' interests and career aspirations. • Volunteering Opportunities: Promote volunteering as a way to gain experience, develop skills, and enhance students' CVs • Job Shadowing: Assist with opportunities for students to shadow professionals in their field of interest to gain first-hand insight into different roles and industries • Professional Development Days: Designate specific days for students to engage in workshops, training sessions, or talks that develop their professional skills and readiness for the workforce
<p>Employer Engagement + alumni programme</p>	<ul style="list-style-type: none"> • Careers Fairs: Host annual or bi-annual careers fairs, inviting local and national employers to provide students with information about job opportunities, apprenticeships, and internships • Employer Talks and Presentations: Regular employer visits and guest speakers from different industries to talk about their sectors, roles, and career journeys (assemblies) • Mock Interviews: Arrange mock interview sessions with employers to give students experience and feedback in a realistic interview setting. • Mentorship Programs: Pair students with professionals from relevant industries to provide guidance, insight, and support in career development • Alumni Network: Leverage the College's alumni network to connect current students with former students who are now in higher education or employment. Alumni can offer advice, share their experiences, and provide mentorship
<p>University and Apprenticeship Support</p>	<ul style="list-style-type: none"> • University Open Days and Campus Visits: Arrange trips to universities and higher education institutions, allowing students to explore their options and attend presentations on different courses. • UCAS Workshops: detailed guidance on the university application process, including how to write personal statements, choose courses, and meeting deadlines • Apprenticeship Information Sessions: apprenticeship opportunities, covering both traditional apprenticeships and degree apprenticeships
<p>Digital and Online Resources</p>	<ul style="list-style-type: none"> • Careers Portal (Unifrog) offers access to an online destinations platform where students can find information on different career paths, apprenticeship and job vacancies, university courses, and labour market

	<p>trends. It offers tailored career exploration, personality assessments, and career matching tools.</p> <ul style="list-style-type: none"> • Virtual Work Experience: Provides access to online platforms offering virtual work experience programs, especially for students unable to attend physical placements. <p>https://barclayslifeskills.com/</p> <p>https://uk.investing.com/</p> <p>https://medicmentor.org/</p> <p>https://www.nhs.uk/</p> <p>https://www.skillsbuilder.org/</p> <p>https://www.myworldofwork.co.uk/</p> <p>https://www.prospects.ac.uk/</p> <p>https://nationalcareers.service.gov.uk/</p> <ul style="list-style-type: none"> • Labour Market Information (LMI): Ensure students have access to up-to-date labour market information through digital resources, helping them understand job market trends, growth industries, and salary expectations
Networking and Professional Development	<ul style="list-style-type: none"> • Industry-Specific Networking Events: Arrange networking opportunities where students can meet professionals from their chosen industries, gaining insights and establishing contacts. • Career Pathway Panels: panel discussions featuring professionals from various sectors who can share their experiences and answer students' questions • Professional Development Days: Designate specific days for students to engage in workshops, training sessions, or talks that develop their professional skills and readiness for the workforce
Parental Engagement	<ul style="list-style-type: none"> • Careers/UCAS Information Evenings for Parents: parents and guardians can learn about the College's careers provision, ask questions, and receive advice on how to support their child's career planning and UCAS applications • Parent Resources: Share guides, newsletters, and online resources with parents to keep them informed of key careers events, deadlines, and opportunities
Support for Students with Special Educational Needs and	<ul style="list-style-type: none"> • Individual careers guidance that takes into account the specific needs and strengths of SEND students • Transition Support: Additional support for SEND students transitioning to higher education or employment, including liaising with future employers or educational institutions to ensure appropriate accommodations are made

Disabilities (SEND)	<ul style="list-style-type: none"> • Help to source work experience placements or volunteering opportunities that are particularly suited to the abilities and interests of SEND students
Extracurricular Activities linked to careers	<ul style="list-style-type: none"> • Enterprise Challenges: Participation in entrepreneurship competitions (Dragon's Den) or business challenges that develop skills such as teamwork, leadership, and problem-solving • Clubs and Societies: DGC Offer a range of clubs and societies (e.g., debating, STEM, Film Club) that allow students to explore career-related interests and develop relevant skills outside of the classroom. • Duke of Edinburgh Award Scheme: Promote the Duke of Edinburgh (DofE) Award as a way to enhance students' CVs and develop valuable life skills
Gap Year and Travel Opportunities	<ul style="list-style-type: none"> • Gap Year Planning Workshops: Information sessions and resources for students considering taking a gap year, including advice on travel, volunteering, internships, or paid work opportunities during their gap year
Evaluation and Reflection Opportunities	<ul style="list-style-type: none"> • Career Development Journals: Encourage students to maintain a journal where they can reflect on their career aspirations, document their experiences, and track their progress • Post-Event Evaluations: After careers events or work placements, offer debrief sessions where students can reflect on what they learned, what skills they developed, and how the experience has influenced their career planning

8. Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school 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 the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Area in the library or in the Careers room (A220). The library is available to all students at lunch and break times and during 'free periods'. Students are able to access room A220 via appointment or where available on an 'ad-hoc' basis.

Approval and review

Next review: December 2026

Signed: John Dalton, Principal