



Brockenhurst College



CAREERS PROGRAMME

— 2025–26 —



Careers Education, Information, Advice and Guidance



Charlie Woodsford

Assistant Principal: Partnerships and Skills

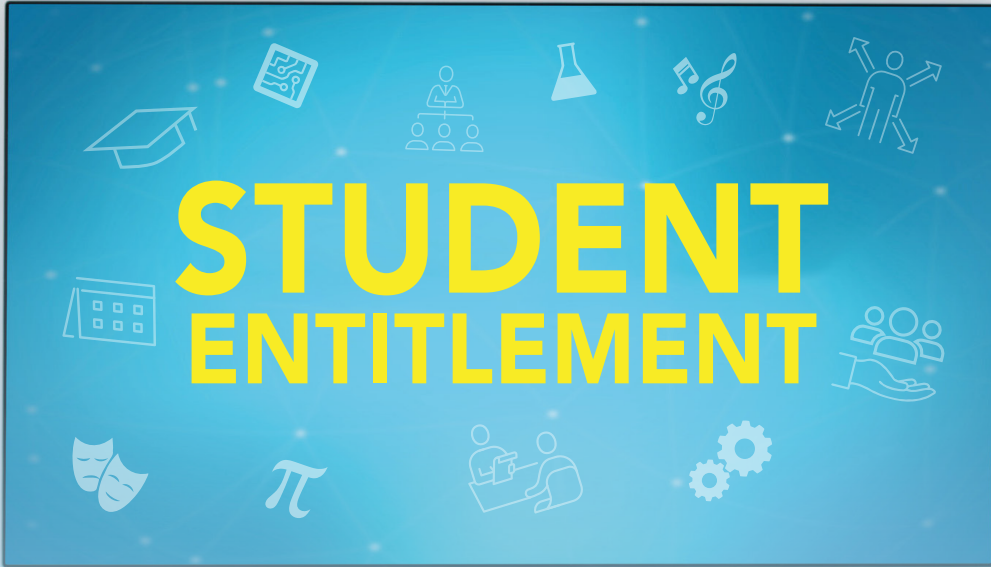
"At Brock we're committed to ensuring you have the knowledge, skills and opportunities to prepare you for your next steps. A key element of this is ensuring you have access to the highest quality careers education, information, advice and guidance. As a result, this document explains exactly what's on offer. Importantly, our careers provision is fully aligned to the Gatsby Benchmarks, which is the national framework for good practice. We're also pleased to have achieved the Quality in Careers Award in full. This requires a rigorous external assessment of our service. To ensure the best student experience, we regularly monitor and review our careers service. Furthermore, we constantly seek feedback from students and parents/carers, as well as our partners in Higher Education and the business community, to continually improve our service."



Alistair Lambon

Careers Leader

"As the Careers Leader here at Brock, it's a real privilege to support you with your career planning and next steps. Above all, we're committed to ensuring you progress onto great things in your chosen occupation. I'm looking forward to meeting you, either one-to-one in an individual careers interview, or when I visit classes. I'll also be on-hand to provide assistance during the numerous careers events we host throughout the year. I'm a fully qualified careers advisor, holding both the qualification in Careers Guidance and the Certificate in Careers Leadership, at Level 6. Plus, I'm a full member and a Registered Professional with the Career Development Institute – the professional body for Careers Guidance. So come and gain an expert's perspective on the careers landscape and assess your options critically. You'll be glad you did."



As a Brockenhurst College student you can access:

- One-to-one, impartial careers education, information, advice and guidance from our experienced Careers Advisors.
- An extensive range of opportunities, resources and expertise.
- Activities throughout National Careers Week and National Apprenticeship Week.
- Visits to and from universities, which will include subject-specific, interactive workshops.
- A Higher Education Fair with over 70 universities showcasing their strengths.

Depending on your Study Programme you may be able to access:

- Our Aspire Academy, which provides personalised support for students aiming for top universities.
- Industrial placement opportunities from our directory of over 2,000 employers, supported by our Employability Development Officer.
- Our STEM Academy, which is for students wishing to make their mark in the world of science, technology, engineering and maths.
- Our Performing Arts and Music Academy, which is for students with real prospects of establishing glittering careers in live performance and/or recorded entertainment.

GATSBY BENCHMARKS – WHAT ARE THEY?

The Gatsby Career Benchmarks represent a framework that schools and colleges can use to develop a good careers programme. Together, these represent the essential elements of good practice in careers guidance.

1

A stable careers programme

2

Learning from career and labour market information

3

Addressing the needs of each pupil

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

CAREERS CALENDAR 2025-26

PRE ENTRY

ACTIVITY	AUDIENCE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	GATSBY BENCHMARKS
School based IAG	Year 10-11	✓	✓	✓	✓	✓	✓	✓		✓	✓			3, 4, 7, 8
Parental and family tours	Year 10-11 and parents		✓	✓	✓	✓	✓	✓						3, 4, 7, 8
Taster/Experience events	Year 10-11					✓	✓	✓	✓			✓		3, 4, 7
Freshers' Day	Year 11										✓			3, 4, 7
Open Events	Year 9-11, adults and parents		✓	✓					✓		✓			3, 4, 7, 8
Student Interviews and IAG	Year 11, adults				✓	✓	✓	✓	✓	✓	✓	✓		3, 4, 7, 8
Enrolment and IAG	All new students and parents	✓											✓	3, 4, 7, 8

TUTORIAL PROGRAMME

ACTIVITY	AUDIENCE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	GATSBY BENCHMARKS
Induction activities	Year 12	✓												3, 7, 8
Personal development	Year 12 and 13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			3
VESPA	Year 12 and 13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			3
Progression and Employability activities	Year 12 and 13		✓	✓	✓	✓	✓	✓	✓	✓	✓			3, 7, 8

PERSONAL GUIDANCE

ACTIVITY	AUDIENCE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	GATSBY BENCHMARKS
Study programme evaluation support	Year 12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3, 8
Careers, University, Employment and Apprenticeship advice	All students	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2, 3, 8
Course progression advice	Year 12 and 13						✓	✓	✓	✓	✓	✓	✓	3, 8

EMPLOYABILITY

ACTIVITY	AUDIENCE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	GATSBY BENCHMARKS
Apprenticeship fair	All students							✓						2, 3, 4, 5, 6, 8
Careers week	All students							✓						2, 3, 4, 5, 6, 8
Employability skills workshop	Year 12 and 13		✓	✓	✓	✓	✓	✓	✓	✓	✓			3, 4
Industrial placement	Year 12 and 13		✓	✓	✓	✓	✓	✓	✓	✓				2, 3, 4, 5, 6, 8
Vocational progression day	Year 12							✓						2, 3, 4, 5, 6, 7, 8
Employability week	Year 12							✓						2, 3, 4, 5, 6, 8

HIGHER EDUCATION

ACTIVITY	AUDIENCE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	GATSBY BENCHMARKS
UCAS support drop-in	Year 12, 13 and Access	✓	✓	✓	✓	✓								3, 7, 8
Next Steps programme	All students		✓	✓	✓	✓	✓	✓	✓	✓				3, 4, 5, 6, 7
Tutorial programme – UCAS support (SSM)	All students	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			3, 7, 8
Aspire programme	Year 12 and 13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			3, 7, 8
Student finance presentations	All students and parents				✓									3, 7, 8
HE fair	All students							✓						3, 7
Progression day	Year 12							✓						3, 7, 8
UCAS registration support	Year 12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			3, 7, 8
HE presentation	All students and parents			✓				✓						2, 3, 7

As careers professionals we align ourselves with the Career Development Institute Code of Ethics

ACCESSIBILITY

Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

ACCOUNTABILITY

Members are accountable for their career development activities and services and must submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

Members must act in the interests of society and at all times exercise integrity, honesty and diligence.

Members must in all circumstances endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

AUTONOMY

Members must encourage individual autonomy in making decisions and always act in the individual's best interests.

COMPETENCE

Members must monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

Members must represent their professional competencies, training and experience accurately and function within the boundaries of their training and expertise.

CONFIDENTIALITY

Members must respect the privacy of individuals. Personal guidance interactions/interviews should be conducted in an agreed and suitably private environment. Clients must be informed of the limits of confidentiality and data-sharing at the outset. Disclosure of confidential information should only be made with informed consent or when required by law.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Members must maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and the National Occupational Standards: Career Development.

DUTY OF CARE – TO CLIENTS, COLLEAGUES, ORGANISATIONS AND SELF

Members have a duty of care and are expected always to act in the best interests of their clients.

Members must develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

Members must fulfil their obligations and duties to their employer (where applicable), except where to do so would compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal integrity, personal safety and their capacity to practise in order to provide an effective service to clients.

EQUALITY

Members must actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

IMPARTIALITY

Members must ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client.

Where impartiality is not possible this must be declared to the client at the outset.

TRANSPARENCY

Members must provide career development services and activities in an open and transparent manner.

TRUSTWORTHINESS

Members must act in accordance with the trust placed in them, ensure that the clients' expectations are ones that have reasonable expectation of being met and honour agreements and promises.

Within the Code of Ethics, reference to specific job roles or services has been avoided. All career development activities and services are covered by this code regardless of how they are delivered. For example, face to face, in groups, by telephone or online.

A complaint about a breach of this Code of Ethics will be dealt with in accordance with the CDI Discipline and Complaints Procedure. www.thecdi.net/about-us/cdi-code-of-ethics

For further information on the legal requirements, please see www.gov.uk

Links to specific legislation for each of the principles can be found at www.thecdi.net/about-us/cdi-code-of-ethics