

British Creative Institute (BCI) Careers Policy

Policy Title: Careers Education, Information, Advice, Guidance and Graduate Transition Policy

Applies to: All BCI students, staff, graduates, parents/carers and relevant external partners

Policy Owner: Principal / Senior Leadership Team

Operational Lead: Careers Lead / Employability Lead

Review Cycle: Annual

Next Review Date: 16 April 2027

1. Policy Statement

British Creative Institute is committed to delivering a careers programme that is **ambitious, personalised, inclusive and achievable** for every learner. At BCI, a “career” is not viewed only as a job title. It is a pathway into adult life that includes employment, further learning, independence, community participation, confidence, wellbeing and sustained progression.

BCI recognises that students with Special Educational Needs and Disabilities (SEND) often require careers education and transition support that is more personalised, more practical and more gradual. Our careers programme is therefore designed to help students identify strengths, build self-belief, understand realistic next steps, access meaningful employer encounters, and move into positive destinations with dignity and support.

This policy is informed by the Department for Education’s current careers guidance, the updated Gatsby Benchmarks now expected across schools, colleges and independent training providers, and the SEND preparation-for-adulthood framework, which places strong emphasis on employment, independence, community inclusion and health.

2. Aims

BCI aims to ensure that every student:

- understands their strengths, interests and aspirations
- receives impartial careers education, information, advice and guidance
- experiences careers learning that is relevant to their course and adult life
- encounters employers, workplaces and realistic progression routes
- develops employability, communication, independence and self-advocacy skills
- is supported to make informed choices about education, training, employment, volunteering or supported pathways
- leaves BCI with a clear transition plan and follow-up support
- is not allowed to “fall off a cliff edge” at the point of leaving college

3. Guiding Principles

BCI’s careers programme will be:

Student-centred

Students’ voices, interests, preferred communication styles and long-term goals will guide planning.

High aspiration, high support

BCI will maintain ambitious expectations while recognising that some learners need smaller steps, repetition, work preparation and confidence-building before progression becomes secure. The SEND Code of Practice stresses high aspirations, participation in decision-making and successful preparation for adulthood, including employment and independent living.

Inclusive and personalised

Careers education will be adapted for students with communication needs, cognition and learning needs, SEMH needs, autism, sensory differences and physical needs.

Practical and attainable

Students will not be given abstract advice without real support. Careers learning will include portfolios, interviews, encounters, workplace preparation, travel confidence, digital skills and transition routines.

Collaborative

Parents/carers, local authorities, employers, adult services, training providers, health professionals and community organisations will be involved where appropriate.

4. Scope

This policy applies to:

- all full-time and part-time BCI students
- students with EHCPs and students receiving SEND support
- final-year students preparing to leave BCI
- graduates during the six-month transition period after leaving
- staff involved in teaching, pastoral care, SEND, leadership and employer engagement

5. External Framework and BCI Commitment

BCI will structure its careers programme around the **eight Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil/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

BCI also recognises that, in specialist settings, careers guidance must be **aspirational, personalised, well-informed, and closely connected to transition planning**, with strong involvement from families and employers.

Where learners have EHCPs, BCI will contribute to preparation-for-adulthood planning and reviews in line with the SEND Code of Practice, including a focus on aspirations, post-16/post-college outcomes, employment, independent living and participation in society.

6. BCI Careers Entitlement

Every BCI student is entitled to:

- a careers induction and baseline discussion on starting at BCI
- an individual learner profile recording interests, support needs, aspirations and intended destination
- careers learning embedded within the curriculum
- at least one structured careers guidance meeting each academic year, with extra meetings for students in transition
- exposure to employers, role models, alumni, freelancers and entrepreneurs, particularly in creative, digital and community-facing industries
- opportunities for enterprise, project work, live briefs, volunteering, internal work-related learning, job shadowing, workplace visits or external work experience where appropriate
- support to create a CV, portfolio, personal statement, references profile and interview preparation record
- guidance on progression routes including employment, apprenticeships, supported internships, traineeship alternatives through college-based transition routes, volunteering, self-employment, further learning and community opportunities
- support to understand reasonable adjustments, disclosure, workplace behaviour, travel, attendance and self-advocacy
- an exit plan before leaving BCI
- six months of follow-up transition support after graduation

7. Careers Delivery at BCI

BCI will deliver careers education through:

Curriculum-based careers learning

Careers themes will be built into creative media, photography, TV production, web design, games, journalism, digital marketing, art, music, English, maths, personal development and life skills. Students will learn how classroom skills transfer into real work and adult life.

Individual guidance

Students will receive one-to-one guidance that is adapted to communication, confidence and readiness levels. Guidance will be practical, not purely verbal.

Employer engagement

BCI will invite employers, freelancers, ex-students, job coaches, colleges, training providers and community organisations to contribute to learner understanding of work and progression.

Workplace experiences

Where direct work placements are appropriate, BCI will broker them. Where they are not yet appropriate, BCI will use graded alternatives such as internal enterprise, simulated work tasks, live briefs, volunteering, supported visits, job shadowing or short tasters. This reflects the strong emphasis in current guidance on meaningful encounters with employers and workplaces.

Family and multi-agency engagement

Parents/carers and professionals will be engaged in transition planning wherever helpful and appropriate.

8. Roles and Responsibilities

Principal / Senior Leadership Team

Will ensure careers education is valued, resourced, monitored and reviewed.

Careers Lead / Employability Lead

Will coordinate the programme, maintain destination records, organise guidance and encounters, oversee graduate support, and report to senior leaders.

SENCo / Additional Needs Lead

Will ensure careers planning reflects EHCP outcomes, reasonable adjustments, communication needs, emotional readiness and preparing-for-adulthood priorities.

Tutors and Teaching Staff

Will embed employability and career relevance into teaching, contribute to learner profiles, and identify emerging aspirations and barriers.

Pastoral Staff

Will support attendance, confidence, wellbeing, resilience and transition stability.

Students

Will be encouraged to participate actively, reflect on goals, attend guidance, and practise independence and employability skills.

Parents/Carers

Will be invited to contribute to planning, review next steps and support continuity where appropriate.

9. Personalisation for SEND

BCI will ensure careers education is accessible by:

- using visual, practical and repetitive teaching methods
- breaking goals into smaller attainable steps
- offering supported communication and advocacy
- providing quiet or familiar environments for interviews and employer encounters
- preparing employers and partners to understand student needs
- building confidence before expecting independence

- recognising that some learners may progress first into volunteering, community participation, supported employment or further preparation rather than immediate open employment

This approach reflects national specialist-setting findings that careers work for learners with SEND must be personalised, family-inclusive and shaped by the learner's voice.

10. Transition Routes BCI Will Promote

BCI will support students to explore progression into:

- paid employment
- part-time or flexible employment
- apprenticeships where appropriate
- supported internships for eligible learners with EHCPs aged 16 to 24
- volunteering with progression aims
- self-employment or freelance creative work, where realistic
- further education, specialist college or adult learning
- community-based pathways that strengthen independence and employability

Supported internships are a structured work-based study programme for young people aged 16 to 24 with an EHCP, built around a substantial work placement and job coach support, and designed to lead into sustained paid employment. They last at least 6 months and up to 1 year.

11. Preparing for Adulthood at BCI

BCI will align transition planning with the four preparing-for-adulthood pathways:

- employment
- independent living
- community inclusion
- health and wellbeing

This means that careers planning at BCI will not only ask, "What job next?" but also:

- Can the student travel or access transport support?
- Can the student manage routines, time and attendance?
- What support will they need to sustain a placement?
- How will they participate in adult/community life?
- Are health, anxiety or emotional regulation needs likely to affect the next destination?

12. Six-Month Graduate Transition Support Plan

BCI will provide a structured six-month transition support pathway for every graduate, especially those with SEND, EHCPs, anxiety, low confidence, interrupted education histories or limited family/social capital.

12.1 Purpose

The purpose of graduate transition support is to:

- reduce the risk of students becoming NEET
- strengthen the move from college into adult life
- provide continuity during the most vulnerable post-exit period
- help students start and sustain their next step
- identify issues early and intervene before breakdown occurs

12.2 Before Leaving BCI

Before a student graduates, BCI will complete a **Graduate Transition Plan** that includes:

- intended destination
- named BCI transition contact
- student consent and preferred contact method
- parent/carer contact where appropriate
- CV and portfolio completion
- references prepared
- interview practice completed
- travel plan or travel training needs identified
- reasonable adjustments passport for employer/provider
- risk factors for transition breakdown
- referrals/signposting to local authority, adult services, job coach, supported employment, National Careers Service or other agencies as needed
- clear first-step actions for the first 2 weeks after leaving

12.3 Contact Schedule After Graduation

Within 2 weeks of leaving

BCI will make first contact to confirm whether the student has started, attended, enrolled or engaged with the intended destination.

At 6 weeks

BCI will review attendance, confidence, travel, support arrangements, emerging anxieties, employer/provider feedback and any immediate risk of dropout.

At 3 months

BCI will review whether the destination is stable, whether the student needs additional signposting, and whether the original destination remains suitable.

At 6 months

BCI will complete a final transition review, record destination status, identify whether support can safely end, and capture progression evidence.

12.4 Support Available During the Six Months

BCI may offer:

- motivational and reassurance check-ins
- support with applications, phone calls and emails
- liaison with parents/carers where agreed
- liaison with training providers, employers, supported internship teams or agencies
- reworking CVs and portfolios
- mock interview refreshers
- advice on workplace expectations and disclosure of needs
- signposting to wellbeing, community, employment or adult support services
- rapid review if a placement or course begins to break down
- a re-direction plan where the first destination does not work out

12.5 Graduates at Higher Risk

The following graduates should receive enhanced monitoring:

- students without a confirmed destination
- students with a history of non-attendance or placement breakdown
- students with significant anxiety, SEMH needs or social isolation
- students who rely heavily on routine and struggle with change
- students awaiting EHCP, transport, funding or adult service decisions
- students moving into their first external workplace or large provider

These graduates should usually receive more frequent contact in the first 12 weeks.

12.6 End of Support

Six-month support will end when:

- the student is settled into a sustainable destination, or
- the student/family declines ongoing contact, or
- responsibility is clearly transferred to another service, or

- BCI has completed final signposting and recorded next steps

BCI will keep a record of contact attempts, support offered, outcomes and final destination.

13. Monitoring, Recording and Quality Assurance

BCI will monitor:

- student aspirations and intended destinations
- participation in careers activities
- access to one-to-one guidance
- employer encounters and workplace experiences
- student and parent/carer feedback
- destination data at leaving, 3 months and 6 months
- number of graduates requiring re-direction support
- sustained destinations and reduction in NEET risk

Attainable Annual Targets for BCI

BCI will work toward the following minimum standards:

- 100% of students to have a careers baseline/profile
- 100% of final-year students to have an exit transition plan
- 100% of graduates to be offered follow-up support for six months
- destination tracking for all leavers at point of exit, 3 months and 6 months
- all curriculum areas to evidence at least one careers-linked learning activity each term
- each student to receive at least one personal guidance meeting annually, plus exit guidance in their leaving year

14. Safeguarding, Confidentiality and Consent

All careers and transition work will be delivered in line with BCI safeguarding, confidentiality, data protection and SEND procedures. Information sharing with employers, agencies or parents/carers will take place lawfully and appropriately, with student consent where required and with safeguarding considerations always prioritised.

15. Review

This policy will be reviewed annually, or earlier if there are significant changes to statutory guidance, local need, destination outcomes or BCI provision.

Suggested Appendix: Graduate Transition Plan Template

Student name:

Course:

Leaving date:
EHCP / SEN profile:
Career goal:
Intended destination:
Named BCI transition contact:
Preferred contact method:
Parent/carer involvement agreed: Yes / No
Travel plan in place: Yes / No
CV complete: Yes / No
Portfolio complete: Yes / No
Reference ready: Yes / No
Reasonable adjustments passport completed: Yes / No
Known transition risks:
Agencies involved:
First 2-week actions:
6-week review notes:
3-month review notes:
6-month outcome:
Final destination status: Sustained / Changed / Unknown

Reviewed: Robert Edwards (SENCo)

17/04/2026