

South Staffordshire College

Lichfield • Cannock • Tamworth • Rodbaston



Careers Education, Information, Advice and Guidance (CEIAG) Strategy 2021/2023

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Careers Strategy

This strategy sets out South Staffordshire Colleges key approaches internally and externally to enhance the current Careers Guidance Service. As an organisation we have high aspirations and celebrate creativity, difference, and diversity of all people we support. We aim to enhance, enrich and develop their lives by empowering them to make the most of opportunities within and beyond curriculum.

The aim is to ensure that learners are prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our learners have both the aptitude and skills to effectively communicate and add value within the workplace.

The College will collaborate throughout this strategy with a range of external agencies to deliver the key outcomes in partnership, these will include The Careers Enterprise Company, Chamber of Commerce, Schools, other education providers and employers.

The key priorities identified for skills development in Staffordshire will also form part of the delivery of this strategy. High quality career guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If young people are aware of the career's options available to them, they will be more able to make informed choices about which qualifications and routes to take.

The strategy includes measures to further develop and improve the current careers provision in order to meet the eight 'Gatsby Benchmarks' (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>) Required by 2021 and the additional priorities set within the Ofsted Education Inspection Framework. This will involve coordinated external support in addition to appropriately skilled and experienced careers leadership within the College. This strategy outlines a whole College approach to careers guidance. However, there are new statutory and funding requirements which specifically apply to:

- 14 - 16
- 16 – 18
- 19- to 25-year-olds with a current Education, Health and Care (EHC) Plan in place under section 37 of the Children and Families Act 2014
- All other learners enrolled at college

Background

All further education (FE) Colleges in England are subject to a requirement to secure access to independent careers guidance, this forms part of FE College funding agreements. Colleges also have a legal requirement to provide all college learners with guidance materials

and a wide range of up-to-date reference materials relating to careers education and career opportunities. Government reforms set out in the Post 16 Skills Plan aim to meet the needs of our growing and rapidly changing economy by raising the prestige of technical education. FE colleges will have a key role in delivering these reforms.

There will be 15 high quality routes to skilled employment which will group together occupations where there are shared training requirements. New T Level programmes will sit within each of these routes. Alongside apprenticeships as our high-quality work-based option, T levels will form the basis of our new technical education offer.

The Government's Careers Strategy, published on 4 December 2017, sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This guidance has been updated to expand on the measures set out in the strategy; to make sure that all young people get a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience. It is now a requirement for 16- to 18-year-olds (and 19 to 25-year-olds with a current EHC Plan) in college to have access to independent careers guidance. All 16 to 19 study programmes should be focussed on progression towards learning at the next level or progression into employment.

Careers education and learner support is a well-established part of the curriculum and is at the heart of a well-planned and progressive programme of personal, social, health, citizenship and careers modules which enables students to develop aspirational goals and have structured and incremental support to achieve them.

The Government's expectation is that colleges will begin to work towards the benchmarks and will meet them by the end of 2021. We are working closely with the Career Enterprise Company and completing the Compass Tool self-evaluation tool, each term, to assess how careers support compares against the Gatsby Benchmarks and the national average.

There are 8 benchmarks which constitute 'good practice' in career guidance. Schools and colleges should use the benchmarks when setting their careers programmes.

The eight Gatsby benchmarks of Good Career Guidance are:

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

The DFE has published Statutory Guidance for maintained schools on their duty to provide careers guidance. All academies and free schools are subject to a new duty to provide pupils with access to a range of education and training providers. An amendment was tabled to the Technical and Further Education Bill in the House of Lords in February 2017 by Lord Baker,

to require schools to admit providers of technical education and apprenticeships to contact pupils to promote their courses. The amendment was accepted by the Minister and passed into law shortly prior to the 2017 General Election. The provisions came into force in January 2018.

South Staffordshire College are part of the SSLEP which means that we are supported by the Careers and Enterprise Company.

SSLEP is an economic powerhouse driven by a transformation of Stoke-on-Trent and Staffordshire into a truly competitive along with inspiring core city and accelerated growth in our county corridors and urban centres.

The SSLEP is committed to ensuring our businesses grow, generate global customers, collaborate with suppliers, nurture new enterprise, drive innovation and draw in investment.

The SSLEP have identified 10 potential growth areas for the region. Below are key priority areas which will be targeted with the Careers and Enterprise Company project:

- Applied Materials
- Auto Aero Engineering
- Med-Tech
- Agri-Tech
- Energy
- Tourism & Leisure
- Professional & Business services
- Digital & Creative

Other Locally important sectors (due to size/recent growth)

- Health & Social Care
- Construction
- Retail
- Other Manufacturing
- Education
- Logistics & Distribution

Current position at South Staffordshire College

- Full time learners receive at least one pre-entry information session/ interview for initial guidance and enrolment onto appropriate courses. Full-time learners are assigned a Course Tutor who implement careers work through the Tutorial Programme and

individual 1:1 interview. Specialist CEIAG Advisors offer impartial, individual, and confidential careers guidance sessions to all full-time, part-time, and non-students. Action planning is an integral part of these sessions. External agencies deliver Group sessions and workshops where relevant to complement the tutorial programme. Visits and conventions are arranged, and students are encouraged to attend.

- Students receive support to develop their skills and knowledge to enter the employment market and to have confidence in the journey to take their place there. Students receive support to find suitable work placements or work experience to help develop the skills they need to enter the workplace and to secure and sustain meaningful employment.
- Before joining the college formally, learners have access to a range of pre-enrolment activities including 1:1 appointment, open days/evenings, school visits themed around careers, school taster days, interviews with curriculum staff who are vocational specialists, Taster and Discovery Days.
- Our Study Programmes careers guidance is imbedded within the curriculum as a progressive journey for our learners. Our planned programmes support learners to ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability.
- Whilst on programme learners have access to a range of opportunities to raise their aspirations to help them develop on their career journey.

These include:

- Volunteering Fairs
- Higher Education information
- Apprenticeships
- Mock interview workshops
- External guest speakers bespoke to learning areas
- Workshops delivered by staff who are vocational specialists
- Educational visits
- Personal statement sessions
- Student finance workshops

All students have access to high quality impartial careers information, advice and guidance from qualified staff to help clarify their aspirations for work, to understand the options available to them and to take control of and make informed decisions in terms of job and career change, training and promotion.

Our Career Strategy Strategic Lead is: Assistant Principal Learner Services

- Their role is to create opportunity and sustainability for learners to progress and develop their career pathways through dedicated and meaningful Careers Education, Information, Advice and Guidance (CEIAG) throughout their educational journey within the college.
- We will continue to develop our wider college approach to careers, encompassing the Matrix Standard which is currently embedded throughout the organisation and align both to deliver a robust, high quality careers plan for learners across the college.

Careers Lead - Careers Coordinator Operational Lead

- Monitor the usage of each resource type and explore if and how information sources can be improved through learner feedback and consult with CEIAG strategic leads
- Utilise CLP for all learners as part of their CEIAG passport and career pathways within the curriculum

Our college strategic Career Leads will oversee the organisation's 16-19 careers strategy and be responsible for ensuring the strategy is reviewed annually. The Board of Governors, Executive Leadership Team, Careers Lead and Careers Coordinator will be responsible and have a duty to ensure:

- Learners are offered and presented with impartial careers guidance based on the best interests and ability of the learner
- Careers guidance will include information on a range of education or training options, including apprenticeships and other vocational pathways
- The oversight of careers destination data and outcomes of teaching and learning of our learners is evidenced specifically to CEIAG
- The provision of advice and support on a strategic level to the curriculum lead and staff to embed a consistent approach for CEIAG which will be appropriately resourced.
- There is Continuing Professional Development for staff involved in CEIAG.
- The Governing Board is appraised annually on the Careers programme, developments, and destination data.
- Regular Careers meetings with leads will be held for consistency for the review and successful achievement of a high-quality careers programme.

College Department contribute to the delivery of careers guidance through:

- Organisation of open events showcasing the College facilities and provision offer
- Attendance at school guidance events
- Organisation of taster days within college to give young people experience of the College offer
- Organisation of College tours to offer insight into services and potential courses
- Organisation of Careers Advisor network meetings
- Maintaining the website for course information and signposting (See Appendix 1)

Teaching staff contribute to the delivery of careers guidance through:

- The delivery of tutorials which include, College values, Equality & Diversity, Study skills, Progression routes, employability skills
- Support for learners in preparing Careers Learning Plans (CLP) and ensuring that learners are aware of and monitor / review their individual targets and target setting
- Conduct regular 1:1 review with learners
- Employability skills are identified, embedded, and demonstrated in all learners' main vocational qualifications
- Maths and English is taught and embedded throughout the duration of the learners' vocational qualification
- Ensure that learners participate in careers events and organised trips
- Providing support and guidance for adult's learners and signposting to specific specialist provision internally and externally.
- Supporting and promoting careers and aspirations with learners and encouraging participation at cross college events and with specific vocational opportunities

CEIAG Advisors contribute to the delivery of careers guidance through providing:

- Accessible, professional, impartial 1:1 career guidance interview across all campuses
- Independent external careers advice offered to learners via the National Careers Service, if this is considered to be more appropriate
- Support provided to curriculum teams by developing and providing tutorials on UCAS, HE, Student Finance and Progression – Alternatives to HE Careers Week– Apprenticeship week
- CEIAG Advisors who work collaboratively with curriculum staff, external agencies, employers, universities, volunteering organisations for the benefits of learners

Employability and Work Experience teams contribute to the delivery of careers guidance through:

- Organising industry specific talks for curriculum areas
- Work placement coordinators work within curriculum areas to liaise and work with employers to provide opportunities for learners to access meaningful work experience

Other College Departments that support IAG and the Careers Team

Mentors

- Refer to Careers Team where a learner is unsure of their next steps, this could be course, apprenticeship or employment.
- Senior Mentor and Safeguarding Officer to refer at risk learners to the Careers Team for support around raising aspirations.

- Teaching staff to refer to Mentor Team if pastoral support needed.
- Mentors liaise with Careers team and Virtual Schools in order to prevent Looked After Children becoming NEET; supporting learners through regular Personal Education Plan meetings (PEP's) and ensuring learners are on the right course and are progressing well.

Learning Support Team

- Refer to Careers Team where a learner is unsure of their next steps, this could be course, apprenticeship or Employment.
- High Needs Practitioner to invite Careers Coordinator to EHC learners review if unsure of next steps or leaving the college.
- Teaching staff to refer to learning support team if learner needs to be assessed for support from the team.

Hub Staff

- Refer to Careers Team if learner is unsure of course or career next steps.
- If not a learner at the college, hub staff to follow the refer to careers flowchart to support the enquiry.
- Teaching staff to refer to hub staff if financial support needed with bursary and any other financial enquiry.

Our Careers Statement

Our Careers Statement to give every learner, an individualised differentiated career profile passport throughout their learning journey. To raise aspirations and opportunities, to develop their capacity to be successful based on informed choices and in-depth CEIAG

Our careers statement aim is to encourage learner development by aligning to the five Gatsby Outcomes of - Motivated, Aware, Aligned, Acquiring and Attaining (see below in objectives) by demonstrating how these outcomes can be integrated into the curriculum accompanied by opportunity and diversity through real life working and studying situations. We will link our curriculum with continuing education, employment experiences and exploration of possible future careers through a robust careers programme. Seeking to address the question 'how will my course help in my future careers pathway? This, we believe, will better link learners to the world of work or further career progression. We will raise their aspirations, raise awareness of their opportunities, and increase their motivation and independence for their future

Our Development Priorities (2021/23)

The Careers Strategy has created opportunity to audit our current careers provision and has identified areas for further development. We are dedicated to delivering provision aligned to the eight Gatsby Benchmarks and will begin working towards the Quality in Careers Standard.

Following completion of the Gatsby Benchmarks audit tool, our priorities will be to build on our strengths and address the areas highlighted in the audit for further development. Our priorities

will be changeable and responsive to different labour and employer market needs as well as the changing needs of our learners.

- We will continue to embed Careers within our curriculum i.e. Careers workshops, 1:1 career session, group career meetings as a voice for the colleges Careers Strategy
- Continue to build on our partners and employers' relationships to enhance our careers plan.
- Matrix Quality Standard (June 2020) to be reviewed every 12 months and reaccredited every 3 years in line with the standard requirements
- Seek feedback on Careers provision from learners, parents, and employers collaborated through questionnaires, surveys, and parent careers evenings and seek direct ongoing feedback from employers.
- Offer Careers Guidance at enrolment and through set activity days throughout the curriculum programme until exit.
- Improve and develop further a system to record achievement, progress and careers related activity for our learners individually mapped to their career plans at the start, middle and end stage in their educational programme.
- Improve evaluation of our careers programme through tracking on progress, subjects, and destination.
- Review our careers resources
- Create a development plan for staff and review training needs and future qualification requirements on a regular basis.

Our objectives are based on the five Gatsby outcomes. Highlighted below are the key areas for our learners - centred approach to good careers guidance.

1. **MOTIVATED:** Learners are fully supported through a holistic and rounded approach to **CEIAG** throughout their learning journey. We will increase understanding and available opportunities to them in the world of work or further their career progression.
2. **AWARE:** Learners are proactively engaged through reflective teaching practices to raise self-awareness to better understand more about their own skills, needs, interests, achievements, and aptitude to support them in making informed choices and decisions. Awareness of the current labour market will provide the foundation for enhancing their own career or educational path and develop their own identity and support in their emotional wellbeing.
3. **ALIGNED:** Learners have the opportunity and support in their career exploration and careers development aligned to their aspirations, ambitions, and skills to labour market opportunities.
4. **ACQUIRING:** Learners will acquire skills, knowledge, behaviours through supported **CEIAG** to develop their initiative to build their own inspired career or educational pathway. Learners will recognise and understand the requirements needed for their anticipated employability. Learners will understand employers' requirements and measure progress of their ability to meet these expectations.

5. **ATTAINING:** Learners make a successful transition into their desired employment or are on track to achieve their careers and or personal goals when they leave the College.

Performance and Monitoring

Measuring the impact of our careers programme is critical to ongoing development and success. We recognise that this must be completed in a more robust and timely way and will seek to implement a reporting and evaluation structure which will contribute to Board of Governor reports. We will seek to gain valuable feedback and insight in a more robust manner from our partnerships, employers, parents, staff and learners through annual surveys and on-going feedback at various stages and on the organisations Career website page.

Our intention and commitment are to work towards external validation of our Careers programme and provision through systematic review of our careers programme and a targeted plan for continuing development,

Appendix 1

Careers Guidance - Useful Links

Working Futures Headline Report 2014 to 2024 - Useful insight information, examines output and employment trends by sector and builds up short sector profiles

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/514285/Working_Futures_Headline_Report_final_for_web__PG.pdf

Gatsby Good Careers Guidance Benchmarks - Provides information on the eight Gatsby Benchmarks for colleges.

<https://www.goodcareerguidance.org.uk/>

National Careers Service - Provides information, advice and guidance to help students make decisions on learning, training and work opportunities. The service offers confidential and impartial advice and is supported by qualified careers advisers. You can chat with an adviser using webchat (8am to 10pm, 7 days a week). Or you can call 0800 100 900 to speak to an adviser (8am to 10pm, 7 days a week). Calls are free from landlines and most mobile numbers

<https://nationalcareersservice.direct.gov.uk/>

National Apprenticeship Service

Apply for an Apprenticeship - <https://www.gov.uk/topic/further-education-skills/apprenticeships>

UCAS (Universities and Colleges Admissions Service) <https://www.ucas.com/>

Preparation for Adulthood - <https://www.preparingforadulthood.org.uk/>

Amazing Apprenticeships - provides guidance on how to apply for an apprenticeship as well as listing current local apprenticeship opportunities. More information on apprenticeships can be found at <https://amazingapprenticeships.com/>

iCould - Provides career information for young people through free access to over 1000 personal video stories, detailed job information, plus practical tips, insight and advice. <http://www.icould.com/>

Advice for Parents - <http://www.parentadviser.co.uk/advice-for-parents.aspx>

National Citizenship Service - <http://www.ncsyes.co.uk/>

Youth Employment UK is a leading organisation, dedicated to tackling youth unemployment.

<https://www.youthemployment.org.uk/>