



East Coast College

Careers Strategy 2019/20

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Student counsel	n/a
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Recommended by SLG to Standards Committee	Pending approval January 2020
Approved by Corporation	n/a

This document can be provided in a larger font, electronically or other accessible requirement, upon request.

Careers and Progression Strategy

1. Context

East Coast College recognises the need for all students to be on the right course, at the right time to enable achievement of their personal career plan goals and qualifications. Careers Education, Information, Advice & Guidance (CEIAG) is a whole College responsibility, co-delivered through curriculum, support and partnership teams to exceed sector standards including matrix accreditation and the Quality in Careers Standard. The strategy is written in accordance with the DfE *Careers strategy: making the most of everyone's skills and talents* Dec 2017 and the follow up statutory guidance published for colleges October 2018: *Careers Guidance – for further education colleges and sixth form colleges*. The college will deliver and review its careers offer based on the Gatsby Benchmarks:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser (Appendix 1).

The College works in partnership with public, private and voluntary sector colleagues to deliver careers provision to students on an individual and group basis that supports attainment, achievement and participation.

2. Aims

Our aim is to help learners, through careers and work-related activities, personal development and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

The main focus of the strategy is students aged 16-18 who are engaged on full time programmes of study or apprenticeship at the college, which falls in line with the national careers strategy. However, all students and potential students of all ages and backgrounds, will have access to impartial careers education, information, advice and guidance that supports progression upon completion of their programme of study. The college will enable success by helping students to develop their wellbeing and character; skills and qualifications; knowledge of the labour market and how to succeed in employment, in preparation for their chosen pathway.

3. Statutory duties

We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include access to a trained specialist in career guidance as well as a range of FE, HE, Apprenticeships and other training providers, employers and employer engagement providers.

Publishing details of the careers programme that will be updated annually.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the college website.

4. Principles and approach

4.1 Underpinning principles:

- The student journey enables current and potential students to choose the course or programme which is valid, current, right for them and effective in guiding individuals towards available progression opportunities
- College strategic plan prioritises careers and wellbeing
- We will provide an educational experience for students which will encourage and enable them to recognise and develop their potential
- Careers support will be accessible, impartial, client-centred and free from institutional bias
- The College will prepare students for the next stage in their life by supporting them to develop the skills, knowledge and behaviours required for the workplace
- We will encourage students to shape their learning and experience by providing opportunities for involvement in developing the curriculum and environment of the College
- Cross College information, advice and guidance is unbiased and supports recruitment with integrity and progression planning
- The College will engage with stakeholders to shape the student journey
- Student services will create a welcoming environment that is inclusive and flexible in approach, suiting the needs of the client. The student services areas will be central points from which students, staff and potential students can access support and guidance
- The College will work closely with local careers and provision networks.

4.2 The College will:

- Deliver a full and comprehensive tutorial programme that facilitates meeting the Gatsby Benchmarks: encouraging career focus, development of

wellbeing and contribution to the College and individual's community. The College will make available resources for staff across all campuses to deliver careers education through Moodle and record via eLLP

- Publish the Career Programme on the College website
- Information, advice and guidance will be provided by appropriately qualified and experienced staff across College, including teachers with experience and expertise in their subject, careers coaches and via a Level 6 or above careers advisor for those who wish to access this service
- We will work in conjunction with employers and local partners, including NEACO, New Anglia Local Enterprise Partnership and the Careers Enterprise Company across College to develop enterprise and employment skills in conjunction with the College strategic development plan
- We will enable students to achieve their personal goals through regular reviews and target setting; ensuring that learning or wellbeing support needs are identified and considered
- The College will support school, education setting and community events by providing staff and student ambassadors to attend
- Facilitate opportunities for meaningful industry experience through study programmes, or in addition to studies
- Increase the number of students studying apprenticeships, higher, technical and professional qualifications at levels 3, 4 and 5
- Support and provide guidance for UCAS Higher Education applications, enabling students to access their full range of options
- All curriculum groups, for full and part time courses will receive support during induction from their teachers and student services team, to introduce them to resources that are available to them. Apprentices will receive an induction and introduction to resources from their assessor. Work based, business, leisure and pleasure students can access careers information via the College website and through their tutor
- Involve parents and carers to support transition that includes: attendance; motivation and progression through College publications; *Parent and Carer Progress Events*; Parent and Carer forums; access to the website and Moodle resources; reports; inclusion and disciplinary process; individual planning meetings and texts alerts
- Experienced staff will write SMART actions for each careers guidance appointment, or where this supports the client, providing follow up opportunities
- Create and co-ordinate a college Careers Working Group involving all stakeholders

- An information, advice and guidance member of student services will be linked to every curriculum area, focussing on early intervention career planning and progression transition
- The College meets the Cross College Matrix Accreditation Standards and the Quality in Careers Standard is maintained in Lowestoft Sixth Form
- Alumni information is developed to increase FE & HE recruitment, volunteering, work experience and employment opportunities.
- The College will be represented at area strategic and networking groups and refer to the Careers Development Institute (CDI), allowing the College to lead and keep up to date with changes and developments within the sector.
- Ensure all learners receive timely information, advice and guidance on careers and progression opportunities through targeted tutorials, information accessible on multiple platforms and bespoke packages for curriculum areas and technical disciplines
- To ensure that knowledge of the latest national guidance and legislation for CEIAG, changes to qualifications and professional/academic entry requirements is used to inform tutorials and resources provided to learners
- The service will be advertised to the whole College community in a variety of ways, including:
 - making best use of technology, this includes social media, video clips, online and digital tools, ProPortal, ProMonitor, Moodle, which should demonstrate how careers and progression is embedded across all areas of college life
 - availability of a careers page on the College website that is accessible to all
 - via the student welcome materials and parent/carer reports and newsletters
 - at induction and through embedded sector specific and labour market information within their chosen course or study programme
 - by access to student services
 - signposting information displayed in a variety of places across the estate
 - via school and education provider links and visits
 - via partner links across all sectors
- Ensure the curriculum offer and the process of pre-enrolment IAG is efficient, robust and enables learners to be placed on the most appropriate study programme
 - To design and implement a quality and consistent application to interview process, that provides clarity and adds value to the student experience
 - To ensure all new curriculum staff undertake an IAG training session as part of their college induction

- To provide a responsive service that provides pre-enrolment IAG to undecided applicants and those who must consider a different study programme
- To provide a suite of activities and events to potential applicants to aid informed choices on applications
- To work with local schools and education settings to ensure staff, students and their families are aware of the study programme and support at the College

- Implement effective communication, curriculum liaison and quality monitoring to support effective delivery and coordination of CEIAG activity and outcomes
 - All careers related interventions are recorded centrally on the e-ILP and accessible to curriculum, support teams and learners
 - CEIAG delivery staff are working towards or hold relevant qualifications and observed on a regular basis, as well as attending PD events

- Implement, monitor and review an effective process for recording CEIAG interventions, intended and actual destinations of learners
 - The referral and review processes of CEIAG interventions to be overseen by Student Support Manager, Assistant Principal Student Wellbeing and Support and curriculum leads

 - The Assistant Principal Student Wellbeing and Support and Student Services Manager to liaise with Development Team and MIS colleagues to ensure progression and destination data captured and recorded is fit for purpose

 - Design and maintain appropriate systems and approaches to comprehensively collect actual learner destinations and use this information to further improve our provision will be important for the future

 - The curriculum leads to take ownership and be accountable for ensuring teachers utilise the intended destination

- Develop the capacity within the College to deliver and embed CEIAG across curriculum, including non-curriculum aspects of a student's programme of study :
 - To support curriculum staff to improve and embed CEIAG and employability skills in class through targeted PD sessions, resources, and planning

 - To create and maintain a comprehensive, relevant and up-to-date online CEIAG library/resource accessible to curriculum staff

 - To evaluate and audit CEIAG practises across college to assure parity of service

- To review the approach and staffing in line with changes to government policy, funding and demand both internally and externally

5. Key Performance Indicators (KPIs)

- Cross College MATRIX accreditation is maintained through 3 yearly assessment with annual monitoring assessments
- Quality in Careers Standard is maintained in Lowestoft Sixth Form
- Completion of the Compass Assessment, available via the Careers and Enterprise Company
- Monthly position paper reporting college progress and action points towards delivery of Gatsby Benchmarks
- Departmental and whole college self-assessment and quality improvement plan
- Completion of professional development
- Stakeholder feedback and engagement is reflected in curriculum planning and reviews
- Quality observations and audits will be carried out across college, are recorded and actioned through quality improvement processes
- Induction, in year and end of year surveys will be evaluated
- Over 95% of students will progress into positive destinations including: employment, Apprenticeships or Further and Higher Education and training, recorded via the MIS Destination Report
- Increase in Students accessing HE and Apprenticeships
- Engagement with partners that supports recruitment with integrity, transition and progression pathways

6. Implementation and Monitoring Arrangements

Annually the Assistant Principal Student Wellbeing and Support will complete a Self-Assessment Review and Quality Improvement Plan, to include both positive and development points and identified risks. The success of the programme will be reported to the Governing Board within the College's Self-Assessment Report.

The College works in partnership with public, private and voluntary sector colleagues to deliver guidance to students on an individual and group basis and to contribute to the tutorial programme.

Pre-entry information, advice and guidance is provided throughout the year during the admissions process, with detailed course specific guidance provided by teachers during interviews, ensuring the student is offered the right course for them.

7. Risk

- Failure to offer and monitor this service would lead to a negative impact on student experience, numbers, retention, achievement and progression
- Failure to achieve the Cross College Matrix Award impacts funding regulations, reputation and quality of service
- Strategy not being fully implemented would put the college at risk of not meeting its Careers Strategy Dec 2017 duty for 16-18yr olds.

Strategy, Policy and Procedure schedule of amendments

Details of amend	Date of amend
Amended "SFA" to "Funding" in point 6 risk section NL	29.6.17
Included increased detail following DfE Careers Strategy 2018	30.7.18
Inclusion of Gatsby Benchmarks	July 18
Re-worked document with all sections updated	Oct 19

Appendix 1 The Gatsby Benchmarks: further education guidance

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Equality and Diversity Impact Assessment Form

Part 1

Department	Student Services	
Policy	Careers and Progression Strategy	
Date of Assessment	Oct 19	
Panel Members	Tif Ward, Maria Watson	
Relevance to the College's Equality Duty? (disability, gender and race)		
		If yes , please cross reference with relevant scheme - Yes

Part 2

	Groups	Likely Impact (positive or adverse)
a	Age	Ensure communications are made in ways other than electronically for those not internet aware
b	Belief/Religion/Faith	All students have access to support with progression. Careers information can be shared in a variety of ways.
c	Socio-economic Status	See comment (a) re those who don't have internet access.
d	Disability (physical, sensory, learning, mental and physical health)	References EHCP process and resource in place to support learners who have additional needs.
e	Ethnicity/Race/Nationality	Students, Parents/carers can be supported to access information where language is a barrier.
f	Gender Re-assignment	'Student' used in all areas to be inclusive of all.
g	Sex	'Student' used in all areas to be inclusive of all.
h	Sexual Orientation	'Student' used in all areas to be inclusive of all.
i	Pregnancy and Maternity	Supports long term career planning, signposting available for those exiting early for pregnancy and maternity
j	Marriage and Civil Partnership	No impact

k	Any other groups/issues (unemployed, homeless, refugees or asylum seekers, migrant workers, rural issues)	Covers those in care/leaving care and additional vulnerabilities for this. Covers individual's communities.
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Part 3

a	Is the document subject to equality monitoring?	Yes / No
b	If yes, how is the data collected/disseminated and where will it be discussed?	Internet quality monitoring
c	Has the document developer consulted with any groups or sought information from them? What are the sources of data to inform this document?	Yes – Student feedback Parent feedback Partner feedback Legislative guidance

Part 4

a	Other diversity observations noted in this document?	
b	Language	
c	Format	

Part 5

Changes proposed by the panel (including any comments from document owner)

Part 6

	Signature	Date
Chair (to confirm meeting)	<i>Marne</i>	24.10.19
Owner (to confirm changes)	n/a	
Document Control (to confirm update)	n/a	