

# Careers Education Information Advice and Guidance Strategy

**2018/19**

Harlow College is recognised for providing education of the highest quality to its local community. We are committed to ensuring that we change and transform the lives of young people and adults in our community. We want all of our learners to achieve their ambitions, contribute significantly to the productivity of the economy and have happy and purposeful lives. At the core of our strategy are our values:

- Students at the heart
- Be your best, be your future
- Work hard, work together
- Be innovative and enterprising

The CEIAG strategy has been designed to reflect the College's wider Strategy but specifically falls within the scope of Personal, Development, Behaviour and Welfare (PDBW).

## **Statutory Duty to provide CEIAG**

The Education Act 2011 inserted a duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in years 9-11. From September 2013 this was extended to years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance for those under compulsory school age must also include information on all options available in respect of 16-18 education or training, including Apprenticeships. For those over compulsory school age, information should include higher education and employment options post-18, including Apprenticeships. Schools will be held to account for the destinations of their leavers through the annual publication of Destination Measures. The statutory duties have been further strengthened by the DOE's publication Careers strategy: Making the most of everyone's skills and talents (December 2017).

## **Our Commitment**

Harlow College recognises that it has a responsibility to provide careers education in Years 12 & 13 and a duty to provide these learners with access to impartial careers information, advice and guidance. It is committed to providing a planned programme of impartial careers education by a dedicated internal team of staff working with external agencies as necessary. The STAR Agency is staffed by a range of qualified staff, able to provide support regarding the Student Journey, from admissions, to work placements, through to moving on into HE, Careers or Apprenticeships. It is located in the reception area, easily accessible to students and is open during College hours. Students are able to book appointments to discuss their careers options or drop-in for advice.

The College is committed to promoting the value of careers education within the college ethos in order to raise student attainment and successful progression to employment, further or higher education. The College aims to effectively support learners in their choices in order for them to achieve personal and economic wellbeing throughout their lives. This commitment has the full support of the Governors, the Principal and the Executive team.

## **Our aims and objectives**

<b>Aims</b>	<b>Objectives</b>	<b>Action points</b>
<b>1. A stable careers programme</b>	Develop and publish a coherent careers	1.1 Identify all current careers activities to define career programme clearly. Undertake a GAP analysis against Gatsby benchmarks.
		1.2 Disseminate clear and coherent careers programme with

	statement and programme targeted at stakeholders (Students, Parents, Employers, Governors and Teachers)	<p>stakeholders</p> <p>1.3 Seek feedback on career programme from stakeholders and establish a process to review regularly</p> <p>1.4 Develop a suite of high quality resources to support the communication of this programme</p>
<b>2. Learning from career and labour market information</b>	Enable access to high quality relevant, up to date, robust information with easily accessible support from well trained staff.	<p>2.1 Set Up KUDOS with training. Review signposting in communication (online &amp; printed) to relevant LMI data</p> <p>2.2 Review the environments where support can be accessed (Internal &amp; External) and then implement changes to improve access.</p> <p>2.3 Develop training plans for front lines staff aspiring to the highest levels of IAG qualifications</p> <p>2.4 Provide CPD for all delivery staff to improve the quality of IAG that they provide to their students including the sharing of their sector expertise across the college.</p>
<b>3. Addressing the needs of each pupil</b>	Ensure that high quality careers guidance is readily available to all before, throughout and after their programmes	<p>3.1 Review all schools and interview communications to ensure they are focussed on careers, setting out clear progression pathways to enable informed choices</p> <p>3.2 All learners to complete 'My Goals and Targets' in their ILPs, with regular review in Learner Mentor sessions</p> <p>3.3 Ensure the Tutorial programme has a clear careers theme with access to high quality IAG material.</p> <p>3.4 Provide a welcoming environment to access specialist careers advice</p>
<b>4. Linking curriculum learning to careers</b>	Ensure curriculum planning and delivery have a strong influence on relevant careers and industry requirements	<p>4.1 Review all curriculum activity to ensure they are relevant to industry requirements and lead students to positive destinations.</p> <p>4.2 Align curriculum content with industry need and ensure career paths are clearly defined and communicated</p> <p>4.3 Ensure feedback from employers is gathered and used to shape the curriculum</p> <p>4.4 Ensure all curriculum areas embed STEM content where possible to demonstrate the relevance across sectors</p>
<b>5. Encounters with employers and employees</b>	Develop a cross college plan to engage with employers to support learners understanding of the workplace	<p>5.1 Review current activity on employer engagement across all teams</p> <p>5.2 Develop plans at team level to facilitate meaningful engagements with employers relevant to their study programme</p> <p>5.3 Setup a systematic approach to recording all encounters</p> <p>5.4 Design system so learners are motivated to engage more with employers</p>
<b>6. Experiences of workplaces</b>	Further develop current work experience activities to increase relevant work experience and implement substantial work	<p>6.1 Increase the number of work experience opportunities available to learners</p> <p>6.2 Focus employer engagement activities on building long term well established relationships</p> <p>6.3 Build a range of work placement (T Levels) opportunities across sectors</p> <p>6.4 Identify learners moving into second year that would be suitable for work placements (T Levels)</p> <p>6.5 Set up work placement learning plans for all learners</p>

	placements for T Levels	
<b>7. Encounters with further and higher education</b>	Develop a programme that enables all groups to access the right support and information regarding all HE opportunities	7.1 Review all encounters with HE institutions across teams
		7.2 Identify funds through NCOP to further promote HE opportunities
		7.3 Set out and clear HE support programme including: finance talks, application process, visit etc.
		7.4 Setup a systematic approach to recording all HE encounters
<b>8. Personal guidance</b>	Ensure qualified staff are available and accessible to all at key times during the academic year	8.1 Invest in training of central staff IAG qualifications
		8.2 Review the environment to ensure learners can easily access the right guidance
		8.3 Support local stakeholders to deliver the right advice and guidance
		8.4 Ensure Moving On process aligns and incorporates IAG for learners making career choices in a timely manner

## Responsibility

There is a designated member of the Senior Management Team responsible for CEIAG, the Head of Marketing and STAR agency. They report to a member of the College Executive team.

## Monitoring & Evaluation

Careers Guidance is monitored and evaluated annually through discussion with Governors & Senior managers, as part of the SAR process.

There is a College process for gathering destination data and annual destinations reports are included in the College SAR. This contains detailed analysis of student destinations to HE, FE or employment.

Student Surveys are carried out at various times of the year to assess student satisfaction of the quality of the careers provision and student experience.

Stakeholders including students, parents, Universities, and employers complete feedback forms on careers events they have participated in, for example, Fairs, Open events, Work placements.

An annual action plan is developed by the lead manager based on the self-assessment report.

## Review and publication

This Strategy will be reviewed annually as part of the College's SAR process and published on the College's website.