

Careers Education and Information, Advice and Guidance Strategy

2017-2020



This strategy aims to look at the current positioning of careers advice and guidance at Weston College, its relationship to the wider college group and the needs of its stakeholders. It will determine the direction of careers advice and guidance services for the three year period 2017-2020.

1.0 Context

Careers education, information, advice and guidance (CEIAG) has never had a higher profile within the education sector. Over the past 18 months, there have been calls for it to become its own judgement category within an Ofsted inspection. Many influential individuals and bodies are now emphasising the importance of quality careers advice. In the September 2017 Common Inspection Framework update, it is clear there is a real focus on careers advice and it is the main tenant of achieving top grades across all categories. The evidence below highlights the need for high quality careers advice and guidance.

- 64% of young people who start college or sixth form, state they do not know what they want to do when in terms of a career (*CDI, 2017*)
- 68% of parents feel that their children do not receive enough careers advice at school or college (*Chartered Management Institute, 2017*)
- Insufficient and poor careers advice is putting at risk £90bn of the UK's GDP (*FE News, 2017*)
- A majority of employers state that schools and college are not preparing young people with the right skills to succeed in the UK job market (*UKCES, 2016*)
- 'Without access to the best possible careers support, some people will miss out on the opportunities available' (*Anne Milton, Skills Minister, 2017*)
- 'Good Career Guidance is the key to social mobility. For young people coming from a background of low socioeconomic aspirations, school and college career guidance is their best hope of charting the way to a rewarding future career.' (*Sir John Holman, Senior Advisor to the Gatsby Foundation and author of the Gatsby Career Benchmark report, 2017*)
- 'Impartial advice and guidance and high quality careers education is vital if we are to achieve the social mobility and aspiration that the prime minister has talked about and vital to creating the skilled workforce needed to grow the economy post-Brexit.' (*Robert Halfon, Chair of Education Select Committee, 2017*)

The Government aims to make sure that further education provides the skilled workforce employers need and helps individuals reach their full potential. To deliver this there have been a number of reforms and now is truly a time of great change for everyone in educational and skills. The implementation of the Sainsbury review, which sees the most significant transformation of post-16 education since the introduction of A Levels, will have wide-ranging and radical implications for the sector. The continued investment in apprenticeships and the April 2017 launch of the apprenticeship levy, will no doubt also impact the progression opportunities available. We are already seeing less people apply to university and with the expansion of degree apprenticeships, more learners are looking for localised, affordable further learning. It is therefore imperative that any approach to CEIAG is alludes to and incorporates these developments.

Update - the government has now released the national careers strategy (December 2017) and we are pleased to announce that the Weston careers strategy not only meets, but exceeds the requirements set out in the Department for Education's paper.

2.0 Objectives

Careers education and information, advice and guidance has a key role to play in ensuring that all individuals, regardless of age, ability or circumstances, particularly young people and their influencers, are fully informed of the range of career opportunities and pathways available, are supported to maximise the options open to them, and are encouraged to make career decisions which will lead on to better things, whether that be further study or employment.

Weston College is committed to providing impartial information, advice and guidance on education, training and employment opportunities to prospective, current and former learners. The College believes that a high quality information, advice and guidance (IAG) and careers guidance offer raises attainment and aspirations, and is ultimately crucial in helping young people emerge from education ready and capable of achieving their potential.

While sound careers advice and guidance is undoubtedly crucial for young people, the right guidance is no less important to adults. The impact of changing economic circumstances means that there will be a change in the skills requirements of our workforce. Access to good careers guidance throughout adult life enables individuals to clarify their aspirations for work, to understand options open to them and to take control of and make informed decisions in terms of job and career change, training, promotion, flexible working and retirement. This is particularly important when you consider that 75% of the 2020 workforce has already completed compulsory education. As a college at the heart of the local community, we play a key role in ensuring that the local and national workforce is appropriately skilled, which has a direct impact on raising employment levels, improving productivity and supporting the local economy.

The College designs its programme of study to ensure that learners leave with both qualifications, experiences and employability skills that meet local and national priorities and demand. Therefore, this strategy plays a key role in achieving the College's mission statement of 'Creating Brighter Futures'.

This strategy includes the importance of technology to ensure quality careers advice and guidance is accessible for all. In today's world 90% of young people use smartphones, 93% are accessing the internet, and 53% own their own tablets. Therefore, this strategy needs to be fit for purpose and it meets the needs of these 'digital natives' by taking into account how they think, how they act and how they access and use the support available.

Supporting the Corporate aims

This strategy is in line with the Weston College Group's Strategic Plan 2017-2020 as follows:

1. Provide a safe, supportive and inclusive learning culture where learners can thrive
2. Meet the needs of employers, the local economy and regional skills shortages through a curriculum offer that puts employability at its centre
3. Develop partnerships, collaborations and models of learning that increase opportunity for different groups within their immediate locality
4. Enable learners to succeed, progress and meet future challenges by providing high quality teaching, learning and assessment.

5. Harness and use technology to support innovation in learning and smarter, more efficient working practices
6. Remain a financially robust, sustainable and resilient organisation that can continue to develop and invest in its facilities, infrastructure and workforce.

3.0 Scope

The main focus of this strategy is young people (and their influencers), particularly those aged 16-18, who are engaged in or who are considering a full-time programme of study, apprenticeship or traineeship at Weston College. This falls in line with the focus of the new national careers strategy, however, careers education, advice and guidance is available to all in the wider college group. There is a service offer for adults and the use of/referral to external agencies as and when required. Though this has been acknowledged as an area of improvement and subsequent strategies are identified in this strategy document to enable the College to better serve this demographic.

CEIAG is also available to learners with SEND, though this is a bespoke offer and learners are supported as and when required.

4.0 Principles and Approach

The following section outlines the formation and principles of the strategy, and the approaches that will be adopted. This will be subject to an annual review as the College moves through each year of the three-year strategy.

The actions set out within three key themes:

- Improving access to careers education, advice and guidance
- Improving the quality of careers education, advice and guidance
- Improving professional development of staff

The Career Management Quality Alliance (CMQA)¹ was formed in August 2017 by four leading organisations within the CEIAG sector. They proposed 12 key requirements of the new national strategy and these will be embedded in the College's approach to careers advice and guidance. One of the proposed requirements is that all schools and colleges adopt the Gatsby Foundation's eight benchmarks of effective careers guidance (Gatsby Foundation 2014) will underpin the design of the College's careers advice and guidance offer and will also ensure the College achieves the three overarching themes identified within this strategy.

The Gatsby Foundation Eight Benchmarks

This set of eight benchmarks act as a framework for improving careers provision. These benchmarks have been well received by education institutions, government and a wide range of stakeholders.

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

¹ Assessment Services Ltd (Matrix), The Career Development Institute (CDI), Careers England, The Quality in Careers Consortium

6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

4.1 Weston College Approach

4.1a Implement an infrastructure that can effectively manage, co-ordinate and deliver CEIAG across the College

Underpinning principles:

- Personalised and impartial careers information, advice and guidance
- As a key influencer, provide sufficient advice and guidance to parents/carers, so they are able to help learners make informed decisions
- IAG resources are up-to-date, accessible for all and on a range of platforms
- Relevant employability skills are embedded in delivery and employers engaged/research undertaken to ensure they are the skills that meet both local and national priorities
- Those who wish, have access to quality 1:1 face-to-face careers advice and guidance
- Careers advice and guidance services to adopt processes that meet the College's digital focus and 'paper-less' way of working

Weston College will:

- Provide opportunities to learners that enable them to experience and understand progression opportunities, as well as facilitating targeted activities based upon learner-needs and intended destinations
- Provide a specialist CEIAG team that is independent of any faculty and works across college with prospective, current and former learners
- Create and coordinate a collegiate working group; the IAG and Recruitment group that reviews and develops all CEIAG services
- Design and deliver a centralised careers programme/PDBW offer that is relevant, adaptable and measureable
- Devise clear communication mechanisms and referral channels between careers advice and guidance services and the curriculum

4.1b 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 learner 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 to ensure staff, students and their families are aware of the study programme and support at Weston College

4.1c Ensure CEIAG delivery can cater for all full-time learners of all levels through sessions delivered by CEIAG services

- 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
- Create a management group that oversees the design, delivery and review of the College's Personal Development, Behaviour and Welfare (PDBW) offer, including the tutorial and theme week programme to ensure a joined-up approach
- Curriculum staff to work collaboratively with the ASPECT team to utilise the referral routes for IAG in a timely and accurate way
- 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
- To timetable all tutor groups who do not attend CollegePlus for all relevant sessions at a time which suits their needs
- To monitor CEIAG delivery, ensuring quality and accuracy of delivery
- To ensure the importance of CEIAG is signposted and promoted extensively at all stages of the learner journey by the College

4.1d Implement effective communication, curriculum liaison and quality monitoring to support effective delivery and coordination of CEIAG activity and outcomes

- The roles and responsibilities of ASPECT and other IAG services are communicated to learners, staff and external partners
- Senior Leadership members of staff to attend relevant management meetings that involve the delivery of CEIAG and PDBW including Curriculum Quality Management Group (CQMG) and Curriculum Quality Leadership Group (CQLG)
- All CEIAG outcomes are recorded centrally on the e-ILP and accessible to tutors and learners
- All CEIAG services have their own service standards for learners and clients, which are monitored regularly
- CEIAG delivery staff are working towards or hold relevant qualifications and observed on a regular basis, as well as attending CPD events

4.1e 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 relevant middle managers
 - School Liaison, Student Progression and IAG Manager
 - College Information Services Manager
- The admin team within Student Services to be the central point of contact for learners in accessing appointments with ASPECT
- The Assistant Director School Engagement and Learner Growth to liaise with Quality, IT 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 Heads of Faculty to take ownership and be accountable for ensuring tutors utilise the intended destination and exit interview capabilities on e-ILP

4.1f Develop the capacity within the College to deliver and embed CEIAG across faculties, including non-curriculum aspects of a learner's programme of study

- To support curriculum staff to improve and embed CEIAG and employability skills in class through targeted INSET sessions, resources, and planning
- To create and maintain a comprehensive, relevant and up-to-date online CEIAG library/resource for college 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

5.0 CEIAG Priorities: a three-year plan

The below outlines the objectives and annual key performance indicators over the duration of the strategy.

Year 1

To rebuild a sense of trust and quality associated with CEIAG services within the College, as well as supporting staff from the wider college to feel confident to competently provide quality advice and guidance. A priority will also be to ensure all CEIAG services are resourced and focussed on measuring impact and outcomes. The following have been identified as desired outcomes for year one:

- 1a Ensure College Information Services can effectively service all five college group campuses
- 1b Re-design full-time collegiate interviews to deliver a more consistent, high quality experience pre-enrolment
- 1c Design and deliver a programme that supports the needs of learners wishing to enter employment at the end of their level 3 programme of study
- 1d Design and launch a new online resource for learners and staff that supports them with CEIAG
- 1e Re-design Parent-focused IAG, ensuring it better suits the needs of this target audience
- 1f Standardise feedback mechanisms and implement appropriate tracking systems to better evaluate the impact of CEIAG
- 1g Design and implement a robust mechanism that comprehensively collects actual learner destinations and ensure this information is embedded into an annual review process to further improve the service offer
- 1h Successfully achieve the full Matrix accreditation
- 1i Ensure qualified careers support is available that meets the requirements of the Government's careers strategy, in particular the Gatsby benchmarks

Year 2

Further enhance the reputation of the College's CEIAG services by working collaboratively with the marketing department. Continue to formalise the delivery and accountability associated with CEIAG services and any outside agencies, as well as exploring digital capabilities to enhance the breadth and reach of CEIAG and maximising learner outcomes and growth.

- 2a Develop a new plan for marketing and communications that further raises the profile of CEIAG services with college learners and the local community
- 2b Explore formal agreements with outside agencies to support the delivery of CEIAG to better support the requirements of all college learners
- 2c Redesign the College website so that it places a greater emphasis on CEIAG, so that it plays a bigger role pre-application
- 2d Explore the use of technology to enhance the keeping warm activities and how CEIAG is embedded to support college growth

Year 3

To consolidate approaches and ensure the branding, resources and facilities for accessing and delivering CEIAG are fit for purpose.

- 3a Evaluate the physical spaces across all college campuses that are used for CEIAG delivery and explore the creation of 'career hubs'
- 3b Raise the profile of the College and its CEIAG services by receiving external recognition for the College's CEIAG services

6.0 Impact and review

Success will see CEIAG services being fully embedded within the wider College Group to enable success for all. All CEIAG services will be highly responsive, financially robust, digitally-savvy and that all deliver an outstanding service.

This will be evidenced by:

- Improved attainment outcomes for college learners
- Improved progression outcomes
- Reduced NEET figures and as a result, increased retention statistics
- Maintaining quality standards e.g. Matrix

Softer outcomes, such as the learner voice and feedback will also be evidence the strategy's success and will allow for continual development of the strategy throughout the three-year cycle.

This strategy will be reviewed on an annual basis by the Assistant Director School Engagement and Learner Growth and will be judged and resourced through the following annual college processes

- Self-assessment report (SAR)
- Associated department's Strategic Plans

7.0 Ownership and impact/Review

This strategy is owned by the Vice Principal Adult Partnerships and SEND and implementation and review is led by the Assistant Director School Engagement and Learner Growth.

This strategy involves the following teams/groups of staff within Weston College:

- ASPECT (college careers team)
- College Information Services
- CollegePlus
- College curriculum

Other college stakeholder groups play a significant role in successfully implementing this strategy.

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| Governors | College governors are responsible for ensuring that that all objectives are adhered to and that the CEIAG offer maximises both learner and college outcomes. They also are to hold all key members of staff involved with this strategy to account. A recommendation of this strategy, is that a member of the College’s governing body is assigned the role of specifically overseeing CEIAG. |
| Corporate Leadership Board and Senior Leadership Group (<i>Principal, Group Directors and Assistant Directors</i>) | Responsible for reviewing this strategy and the performance of all CEIAG activities, as well as ensuring a quality and consistent collegiate approach is delivered. They are responsible for communicating this strategy and the College’s position on CEIAG and therefore holding SMT and MMT to account. |
| Wider College Management Team (<i>SMT and MMT</i>) | Making sure each faculty or department delivers its responsibilities set-out by this strategy and any supporting documents. SMT and MMT are also accountable for the tracking and data management of all CEIAG-related activities. |
| Staff (<i>curriculum and support services</i>) | College staff are responsible for ensuring that all CEIAG practices and procedures are followed and duly recorded. They are also responsible for making sure all activity is timetabled, that learners attend and any necessary work (either by the learner or themselves) is completed in a timely manner. |
| Learners | Learners need to guarantee they attend all CEIAG activity that is part of their programme of study, as well as take ownership for their own career development and employability skills. |

8.0 Supporting documents

The following documents complement this strategy:

- Careers Strategy: making the most of everyone’s skills and talents (DfE, 2017)
- Weston College 16-18 Recruitment Strategy
- Weston College IAG Policies and Procedures
- Weston College Full-time Collegiate Interviews Minimum Expectations
- Weston College PDBW and Theme Week Academic Calendar
- Weston College CEIAG service standards document
 - ASPECT
 - College Information Services