



London South East Colleges Careers Strategy

2023 – 2025

Careers Strategy

Strategy Statement

London South East Colleges has a long history of providing our students with a varied range of opportunities to develop their skills and experience to help them emerge from education ready and capable achieving their potential regardless of their starting point. LSEC Careers Strategy aligns with the college's mission, Vision and Values, in particular '*We will strive to change people's lives, creating social value and promoting social mobility in every community we work with. We are enterprising in our approach, and as an agile, multifaceted education group, we enable and empower people of all ages from 5 to 95 to 'step up' to their next opportunity in life*'.

The Careers Strategy is aligned with the College Curriculum which aims to provide a clear line of sight to employment, progression and independence for learners. The approach to Careers supports development of the knowledge, skills and behaviours needed to work in modern Britain, and create a successful future for learners and the communities in which they work. This includes embedding social action into the opportunities and activities for learners, which is a core part of the wider London & South East Education Group Strategy¹, as a social enterprise aiming to bring greater benefits to our learners and the communities in which they live and work.

The purpose of this strategy is to outline the provision and direction of Careers Education, Information Advice and Guidance at London South East Colleges. The college aims to fulfil its statutory requirement to

- Secure access to independent careers guidance
- Provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and careers opportunities. ([Statutory guidance for schools and guidance for further education colleges and sixth form colleges September 2022](#))

This strategy encompasses recommendations and research from [Skills for jobs: lifelong learning for opportunity and growth - GOV.UK \(www.gov.uk\)](#)

The college is committed to following the recommendations of the Department of Education's Careers Strategy (December 2017) which sets out that every further education institution should use the eight benchmarks developed by the Gatsby Foundation to set the standards to provide high quality careers provision

This strategy will also outline the how LSEC will assist schools in complying with the new Provider Access Legislation (Jan 2023) through providing meaningful encounters of apprenticeships and technical education.

Scope

This policy applies to all staff involved in the delivery of information, advice and guidance; careers guidance; teaching; enterprise and employability. All learners up to and including the age of 18; 19–25-year-olds with a current Education, Health and Care (EHC) Plan in place under section 27 of the Children and Families Act 2014.

1.Our Vision

¹ London & South East Education Group Strategy (2019/23)
laseeg.co.uk/images/ImportantPolicies/Group_Strategy_Jan_2020.pdf

London South East Colleges has a long history of providing our students with a varied range of opportunities to develop their skills and experience to help them emerge from education ready and capable achieving their potential regardless of their starting point. The LSEC Career Strategy aligns with the college's mission, Vision and Values, in particular *'We will strive to change people's lives, creating social value and promoting social mobility in every community we work with. We are enterprising in our approach, and as an agile, multifaceted education group, we enable and empower people of all ages from 5 to 95 to 'step up' to their next opportunity in life'*.

The recent reforms to technical education and skills coupled with the impact of Covid-19 on the Labour market has increased the need for LSEC to adapt its career strategy priorities to ensure our learners and staff are equipped to meet the demands of changing workplaces. To achieve this LSEC will continue to work more collaboratively with partners including employers, local authorities, other education and training providers and the Careers and Enterprise Company to drive forward careers provision across the college group. An important part of this will be building on work to date in our communities to further embed efforts to generate social value, which is a core strand of the London & South East Education Group Strategy². This provides learners with opportunities to develop their employability and core transferrable skills through volunteering and community-based projects while contributing to civic and community life. This will help strengthen connections at an individual and organisational level, generating further social value.

LSEC is committed to ensuring that high quality CEIAG (Careers Education Information Advice and Guidance) is available to all students at every stage of their educational journey. We believe that high quality CEIAG raises aspirations and attainment whilst supporting and equipping students to meet the demands of their chosen positive progression pathway and meet local skills needs. CEIAG is embedded across all curriculum areas. We will support curriculum and pastoral teams in achieving positive outcomes through the development, delivery and monitoring of the college-wide careers programme, informed by national and local labour market information, to ensure that our students consistently benefit from a high-quality careers provision. LSEC is committed to a whole college approach to the delivery of Careers education, it is our aim to provide an inspirational, comprehensive and innovative provision that will prepare our students and apprentices to reach their potential and be successful in their chosen career pathway and encourage engagement in community and civic life.

2. Entitlement

All students and apprentices have access to a Careers education programme that will help them understand their career options and encourage them to reach their full potential in the progression to FE, Higher Education or employment. The careers provision enables students to:

- Develop the required skills to plan and manage their personal development to become resilient individuals
- Experience a diverse range of insights into the world of work through; work placements, workplace visits, insight events, guest speakers etc
- Be given direct access to employers, training providers and Higher Education institutions
- Identify their transferable skills required for the labour market and higher education
- Receive high quality information, advice and guidance services

² London & South East Education Group Strategy (2019/23)
laseeg.co.uk/images/ImportantPolicies/Group_Strategy_Jan_2020.pdf

- Access high quality resources and labour market information that will support their career decision-making & planning skills
- Receive personal support with their applications to employment or further study
To provide feedback on the quality of the careers programme
- Students will have access to dedicated careers staff who are based in the student hub

Students can expect to receive careers guidance that is:

- Impartial, up to date, accurate and provided by professionally trained careers advisers
- Tailored to meet the individual needs of each student
- Supportive of equal opportunities and free from stereotyping
- Informed by local and national labour market information, including local skills needs

Parents or Carers can expect:

- To meet with a Careers Adviser at a Parents evenings (subject to availability)
- To have access to good quality information about labour markets and future study options to inform their support to the learners in their care.
- To have the opportunity to feedback their views on the quality of the careers programme

3. Gatsby Strategic Priorities

We will achieve our Careers Vision through the following actions:

Gatsby Benchmark 1: A Stable Careers Programme		
Benchmark Descriptor	Statutory Action for Colleges	LSEC Careers Strategy Action
Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies	Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it	<p>LSEC to retain the Matrix Standard Accreditation and work towards Quality in Careers Standard.</p> <p>To establish and promote minimum Student Gatsby Entitlement across LSEC group by level and type.</p> <p>To map Career Advantage against Gatsby Benchmarks and further expand to include platinum strand.</p>
	The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.	<p>LSEC to publish name of the Careers Lead and ensure that careers programme is published on website.</p> <p>To work in collaboration with Marketing to review and agree content of Careers information on website.</p> <p>Review the published careers programme activities termly to ensure they are fully accessible to parents and external stakeholder.</p> <p>Embed Careers into the LSEC apprenticeship programmes whilst making sure all learners know how to access careers advice.</p>
	The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.	<p>To work with Student Achievement and Engagement Teams to ensure student voice is captured in the design and evaluation of the careers programme.</p> <p>Establish a Careers steering group to ensure all stakeholders are involved in the robust evaluation of cross college careers provision.</p>

		An LSEC Governor to be given responsibility for championing Careers under the PDBA umbrella.
Gatsby Benchmark 2: Learning from Career and Labour Market Information		
Every learner, and their parents (where appropriate), 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.	During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.	<p>To undertake review of current software tools used to support CEIAG for maximum use and impact.</p> <p>To allocate CPD time for staff to refresh knowledge of how to access and use up to date Career and labour market information including up to date industry knowledge and experience (Teachers, SATs & Careers Staff).</p> <p>To embed 'progression' and 'understanding LMI' tutorials in the Pastoral Scheme of work.</p> <p>All learners will have the opportunity to access local and national LMI to raise their awareness of career pathways.</p>
	Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.	To develop resources to support parent/carers in accessing and using labour market information
Gatsby Benchmark 3: Addressing the needs of each learner		
Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.	A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.	<p>Work with the Head of Tutoring to develop Careers tutorial resources to ensure that that they actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Work with college EDI lead to champion 'Careers' in the development of future EDI and Careers Strategies</p>
	Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.	Gatsby Benchmark 8 IAG records to be recorded on E-Tracker documenting agreed actions

	<p>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</p>	<p>To work with local authority to explore the possibility of establishing a data sharing protocol to capture prior careers learning</p>
	<p>All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations</p>	<p>Destinations and Progression data to be captured and recorded on LSEC MIS systems</p> <p>Learners have access to their IAG records via E-Tracker which are recorded in line with data protection and GDPR guidance</p>
<p>Gatsby Benchmark 4: Linking Curriculum Learning to Careers</p>		
<p>All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<p>Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</p>	<p>To review and plan the curriculum in partnership with employers to ensure students are made aware of entry routes, how to be effective workers within their desired profession and meaningful industry encounters</p> <p>Provide Careers support and resources which complement curriculum activity, with careers and employer engagement embedded within vocational and tutorial sessions, and supporting learners to gain essential transferrable skills, including digital skills.</p> <p>To work with college STEM lead to ensure that the relevance of STEM is championed across all study programmes</p> <p>Careers Team to work Curriculum Managers of Maths, English & ESOL to ensure that importance of English and Maths as key expectation from employers is consistently delivered in courses.</p>
<p>Gatsby Benchmark 5: Encounters with Employers and Employees</p>		

<p>Every learner 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, and should include learners' own part-time employment where it exists.</p>	<p>Every year, alongside their study programme, learners should participate in at least two meaningful encounters*1 with an employer. At least one encounter should be delivered through their curriculum area</p>	<p>To establish a minimum entitlement to meet this benchmark</p> <p>To implement systems and allocate time for students to reflect and record encounters with employers and Employees</p> <p>To publish programme of guest speakers, enterprise schemes etc</p>
	<p>Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</p>	<p>To work with SAT and WEX team to record impact of part time work on students' development</p> <p>Standardise process for advertising part time employment opportunities with learners</p>
<p>Gatsby Benchmark 6: Experiences of Workplaces</p>		
<p>Every learner 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.</p>	<p>By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>To work with the placement team to ensure benchmark is being met and recorded ensuring that high quality placements are personalised around students' aspirations, study programme and support needs.</p> <p>This will be achieved through capturing students intended destination at enrolment and the Careers team, Student Achievement Team, Work Experience Team and Curriculum working together to provide opportunities to learners that meet their intended destinations and aspirations.</p>
<p>Gatsby Benchmark 7: Encounters with Further and Higher Education</p>		
<p>All learners 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.</p>	<p>By the end of their programme of study, every learner should have had a meaningful encounter*2 with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.</p>	<p>To establish a minimum entitlement for CEIAG activities to include Progression talks, inviting Guest speakers from HEI. Visits to UCAS conventions, University Visits, HE (Higher Education) Taster programmes and twilight HE sessions</p>

Gatsby Benchmark 8: Personal Guidance

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.
*3 These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.

Every learner should have at least one such interview by the end of their study programme.

To maintain the Matrix standard and work towards the Quality in Careers Standard

Qualified careers professionals to be available to provide impartial careers information advice and guidance across all campuses

To raise the profile of the Careers Team at induction to ensure all learners are made aware of how to access IAG services in college

To ensure qualified IAG professionals are given opportunities to maintain their professional competence, knowledge and skills through participation in continuous professional development

*1 A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
*2 A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.
3 The college should ensure that access to a level 6 adviser is available when needed.

4. Implementation and Delivery Mechanisms

4.1 Careers Leader

The college has a named Careers Leader who supports the Senior Leadership Team (SLT) to ensure delivery of the careers programme across all 8 Gatsby Benchmarks. The Careers Leader reports directly to Deputy Principal Student Experience and Group Safeguarding. The Careers Leader holds the Career Development Institute Level 6 Certificate in Careers Leadership

4.2 Pre-Entry Information, Advice and Guidance

The Admissions Team and curriculum staff will offer:

- Course advice consultations
- College interviews with academic staff and vocational specialists (where identified on website)
- Taster Days and Subject Information Meeting (SIMs) providing subject specific insights and learning experiences
- School outreach and guidance with a dedicated Schools Liaison Officer

4.3 Inclusive and client-centered careers advice and guidance

All students will be able to access one to one impartial careers information advice and guidance from a qualified Careers Adviser. Students can be referred or book appointments directly with the Careers Advisers through contacting careers.hub@lsec.ac.uk

4.4 Work Experience

The Work Experience Team will assist students on relevant programmes to identify and secure suitable industry placements or work experience. These experiences will help students to develop employability skills; to gain meaningful insights of the work environment, appreciate employer expectations and what is required of them to secure sustainable employment. These experiences can include community based projects and volunteering to provide students with a range of meaningful encounters and the opportunity to participate in community and civic life, supporting links with their communities and generating additional social value.

4.5 Career Advantage

Students on a study programme are enrolled on Career Advantage which is an online platform which provides students an opportunity to complete career modules, through independent study, to work towards achieving Bronze, Silver, Gold and Platinum awards:

- Critical Thinking
- Social Action and Enterprise
- Working Digitally
- Labour Market Information and Interview Skills

The platform also provides students an opportunity to create a CV and engage in interview skills using artificial intelligence (AI) to provide feedback.

Students will be introduced to Career Advantage in their tutorial lessons and engagement will be monitored by the Student Achievement Team and Careers Team, reviewed through Quality processes.

4.6 Opportunity events, workshops and fairs

- Careers Induction sessions
- Higher Education Fairs
- University Options Talks

- UCAS Personal Statement Sessions
- Student Finance Talks
- Career Development Workshops
- CV Workshops
- Subject Group Tutorials linked to sectors
- Progression Information Sessions
- Educational and Industry Visits
- External guest speakers bespoke to learning areas
- Workplace Careers Fair on campus
- UEL Summer School
- Work Experience preparation sessions
- Focus engagement events

4.7 Induction and Group Tutorial Sessions

A range of learning opportunities are provided by workshops delivered primarily by curriculum staff and Student Achievement Tutors. These workshops incorporate a range of learning opportunities and mandatory topics to ensure students are able to challenge and grow in knowledge, skills and confidence. The students are encouraged to use Career Advantage to monitor and record work experience and careers education they undertake whilst on their course.

4.8 Careers Resources

There is a dedicated Careers online section on the College website called Career Coach which provides useful information to assist the student to identify their skills and areas of career interest and linking College courses with a range of career opportunities. There are further digital resources available on Canvas including e-clips.

4.9 Supporting At-Risk Students

The Careers Advisers and specialist support staff work together to support students who are at risk of becoming NEET and these students will receive appropriate careers advice, guidance and support to make realistic informed decisions about their next steps and options.

4.10 Schools Liaison Work

In January 2023, the updated provider access legislation (PAL) came into force. The updated legislation specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students: Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend. To support this work LSEC has appointed a Schools Liaison Officer who will be managed by the Careers Leader. The focus of the school liaison work is to:

- Develop and maintain relationships with schools to support IAG delivery and application processes, including HE.
- Increase applications from schools and increase conversion of application to enrolment from schools.
- Organise and deliver bespoke opportunities for schools and targeted cohorts to meet the needs of local schools.
- Work with the Marketing and Admissions team to support in the planning, promotion and delivery of open and application events.

- Work with schools leads to develop transition processes to ensure that support arrangements are in place for the beginning of the academic year and learning plans can be individualised.

4.11 Career Advantage Plus Centres

Each campus has a dedicated Career Advantage Plus Centres, introduced September 2023, which is a one stop shop for students to access:

- Careers information, advice and guidance
- Work Experience opportunities
- Volunteering opportunities
- CV building
- Interview skills and feedback
- Industry placement opportunities
- Part-time job opportunities
- Advice on logging activity into navigate and career advantage.

5. Quality Review, Reporting and Monitoring

5.1 The College is committed to the Ofsted requirements for providing high quality careers guidance and recognises the need to build on this for continual quality improvement.

5.2 The College is committed to the Gatsby Benchmarks and the use of the Compass tools and LEAN networks to assist with their delivery.

5.3 The quality of Careers Advice and Guidance will be reviewed, developed and monitored annually and improvements built into future plans and the strategic direction.

5.4 The College will use student intervention data, UCAS data, student feedback, online surveys, questionnaires and focus groups to monitor the effectiveness of the Careers Strategy.

5.5 The College holds the Matrix quality standard successfully last achieved February 2023.

5.6 This Careers Strategy will be reviewed on a bi-annual basis by the Senior Leadership Team and will provide a summary report to the Board of Governors.