



London South East Colleges Careers Strategy

2025 – 2027

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 'Transforming Lives through the Power of Learning: We believe that education changes lives and communities for the better.'

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. [Careers guidance and access for education and training providers - GOV.UK\(2025\)](#)

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 which were updated in 2024 to set the standards to provide high quality careers provision

This strategy will also outline 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

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

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

capable achieving their potential regardless of their starting point. The LSEC Career Strategy aligns with the college's mission, Vision and Values, in particular 'Transforming Lives through the Power of Learning: We believe that education changes lives and communities for the better.'

The recent reforms to technical education and skills and the update to the Gatsby Benchmarks 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 including 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
- Access high quality resources and labour market information that will support their career decision-making & planning skills

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

- Receive personal support with their applications to employment of 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 Career Advantage Plus offices

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 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

Ensuring Gatsby compliance to achieve our Careers Vision.

GATSBY BENCHMARKS FOR YOUNG PEOPLE IN COLLEGES AND INDEPENDENT TRAINING PROVIDERS

Benchmark	Summary	Criteria	progress towards Benchmark
1 A STABLE CAREERS PROGRAMME	Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.	Every provider should have a stable, structured careers programme that has the explicit backing of those in governance roles, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.	LSEC has a clear, structured careers programme supported by leadership and led by a trained careers leader, understood by students, staff, parents, and partners. Students are introduced to the Careers programme during their induction.
		The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole institution development plan. It should also set out how parents and carers will be engaged throughout.	LSEC's careers programme is carefully sequenced and published at the start of each academic year to ensure clarity and accessibility for all stakeholders. It is tailored to meet the diverse needs of our learners, underpinned by defined learning outcomes, and closely aligned with the institution's development plan. The programme outlines clear progression pathways and is designed to build knowledge and skills over time. A core element of the LSEC Careers Programme is the bespoke <i>Career Advantage Awards</i> , which are tailored to each student's level and support learners in identifying appropriate resources to help them prepare for the world of work.

			Full details of the awards are published on the college website
		The careers programme should be published on the provider's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.	The Careers programme is published on the website. Students receive an introduction to careers programme during their induction. Careers staff CPD resources have been created to raise awareness of our whole college approach to Careers Education
		The programme should be regularly evaluated using feedback from learners, parents and carers, subject staff and other staff who support learners, careers advisers and employers to increase its impact.	The effectiveness of the college's Careers Programme is regularly reviewed through student evaluation surveys. Feedback on the Career Advantage programme is also captured as part of the award process. The college holds the Matrix Standard and remains committed to maintaining and enhancing the quality of its careers provision in line with this framework. Action: As part of our continuous improvement, LSEC needs to work towards achieving the Quality in Careers Standard
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	All learners, parents and carers, subject staff and other staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with	During their programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.	FE, HE, and Apprenticeship learners are encouraged to explore Labour Market Information (LMI) through their curriculum and tools like the Career Advantage LMI platform. Other resources such as Career Coach and E-Clips are also used regularly.

	<p>special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.</p>	<p>Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the learners in their care.</p>	<p>Action: Work with the ALS & SEND Department to explore resources to meet diverse needs of students</p> <p>Parents, carers, and staff are supported to access this information to help guide learners. Career Advisers are available at open events and can attend 1:1 guidance meetings to help them support learners in their care.</p> <p>Learners with SEND are provided with tailored support to ensure they can access and use LMI effectively when planning their next steps.</p>
<p>3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<p>Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.</p>	<p>A provider's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <p>Providers should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.</p>	<p>The Careers Lead works with Quality Tutorial Manager to develop Careers tutorial resources to ensure that that they actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Navigate Software is used to record all Career Activities delivered by the Careers Team</p> <p>Action: To implement robust systems and processes that ensure all curriculum-based careers learning is consistently and accurately recorded in Navigate. This includes training staff to log activities, embedding recording practices into lesson planning, and conducting regular audits to verify completeness and quality of data</p>

		<p>The records of participation and 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>Records of learner participation in careers-related activities, including individual advice and guidance, must begin from the first point of contact— starting with induction activities when students enrol at College. .</p> <p>Students have access to their individual records of participation in careers-related activities, including advice and guidance, through the Navigate platform. From the point of induction onwards, all relevant interactions and engagements are recorded, enabling learners to review their career development journey, reflect on their progress, and make informed decisions about their future pathways</p>
		<p>Learners’ intended destination data is captured periodically through the progression window, providing a snapshot of their aspirations and planned next steps</p>	<p>Students’ intended destination data is captured periodically through the progression window, providing a snapshot of their aspirations and planned next steps.</p>
		<p>Providers should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</p>	<p>The college analyses learners’ intended and actual destinations and shares this data with curriculum and support staff to inform careers planning. We work with J2 Research to capture sustained destination data, helping us track long-term outcomes. Accurate records of learners’ aspirations and destinations are used to tailor personalised support and guidance.</p>
		<p>Providers should use sustained and longer-term destination data as part of their evaluation</p>	<p>Action: Careers team to explore ways to increase usage of Alumni network to</p>

		process and use alumni to support their careers programme.	support careers learning and ensure evidence of this is captured.
4 LINKING CURRICULUM LEARNING TO CAREERS	As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.	Throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.	At LSEC, all subject staff embed careers education into their teaching by linking curriculum content to relevant progression routes and demonstrating how the knowledge and skills developed support entry into, and success within, a wide range of careers. Action: Ensure evidence of GB4 learning is routinely recorded on Navigate
		Careers should form part of the provider's ongoing staff development programme for subject staff and all staff who support learners	The Careers Team at LSEC has secured dedicated slots within the college-wide CPD programme and is developing online careers education modules to be delivered during whole-college events and as part of new staff induction. Careers education will form a key element of ongoing professional development for all teaching and support staff.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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,	Every year, alongside their programme of study, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.	Curriculum and work experience teams regularly provide learners with opportunities for encounters with employers. These employer encounters complement the wider skills agenda by giving learners multiple opportunities to engage with professionals, understand

	mentoring and enterprise schemes, and could include learners' own part-time employment where it exists		workplace expectations, and develop the skills most valued by employers Action: Conduct a detailed analysis of the Gatsby Benchmark recordings on Navigate to ensure LSEC is compliant with Benchmark 5 for both curriculum and non-curriculum delivery
6 EXPERIENCES OF WORKPLACES	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	By the end of their programme of study, every learner should have had at least one meaningful experience of a workplace, in addition to any part-time jobs they may have	The work experience team work with employers and students to source and record placements for learners. These are recorded on Navigate. Progress of this benchmark is recorded on MIS dashboard.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stages of their career. This should include, as appropriate, further education colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.	LSEC meets Gatsby Benchmark 7 by actively organising a range of higher education encounters, including career fairs, guest speaker sessions with university representatives, and visits from training providers. These activities ensure that learners are well-informed about their future education and training options, supporting them in making aspirational and informed decisions. Action: Increase the number and diversity of opportunities for learners to engage with Higher Education Institutions (HEIs) and Independent Training Providers (ITPs) by expanding partnerships, scheduling more targeted events throughout the academic year, and integrating virtual engagement

			opportunities to reach a broader range of providers.
8 PERSONAL GUIDANCE	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings 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 scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	Every learner should have at least one personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners.	Given the small size of our careers team, we are committed to meeting the benchmark that every learner receives at least one personal guidance meeting with a qualified adviser. All students are offered IAG meetings. To extend our reach, we may offer group guidance where appropriate. We will continue working closely with the SENDCO and key staff to ensure guidance is tailored, timely, and embedded in the careers programme
		Every learner should have at least one personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners.	Action: Explore the scheduling of annual reviews and the progression window to identify and address any overlaps that place increased demand on the careers team. This review will help inform planning and resource allocation to ensure effective support for learners during peak periods.

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, Platinum and Diamond awards:

- Compulsory Components (includes CV writing, interview skills, skills assessment and understanding the labour market)
- Employability and Work placements
- Critical Thinking
- Social Action and Enterprise
- Digital Skills

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

The Diamond Award is made up of five strands—Compulsory Components, Self-Awareness, Career Mapping, Career Action Planning, and Final Review—designed to equip students with essential career skills, including CV and interview preparation, labour market research, and self-reflective

career planning, culminating in a detailed career pathway research project presented to a qualified careers adviser

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

- 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.
- The College is committed to the Gatsby Benchmarks and the use of the Compass tools and LEAN networks to assist with their delivery.
- The quality of Careers Advice and Guidance will be reviewed, developed and monitored annually and improvements built into future plans and the strategic direction.
- 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.
- The College holds the Matrix quality standard successfully last achieved February 2023.
- 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.