



London South East Colleges

Careers Strategy 2020-2021

Responsible post holder	Clive Ansell
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Relationship to Strategic Goal	Goal 1 – Excellence in Learner Success
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Careers Strategy

Policy Statement

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: Guidance for further education colleges and sixth form colleges, Feb 2018*)

The college is also committed to following the recommendations of the Department of Education's Careers Strategy (December 2017) and in particular, its recommendation that schools and colleges use the eight benchmarks developed by the Gatsby Foundation to set the standards for high quality careers provision (*see appendix 1*)

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 are committed to offering a careers service that is accessible to everyone. This will ensure that all students are fully equipped with the skills and knowledge that will enable them to operate confidently, effectively and independently in life and work.

The college commits to providing an excellent careers service that will enable students to understand the range of opportunities available to them in today's economy and acquire the skills and qualifications they need to succeed in the workplaces of the future.

London South East Colleges firmly believes by providing high quality, impartial careers information, advice and guidance students will be confident about their future success. This will result in:

- All young people understanding the full range of opportunities available to them, the skills that are valued in the workplace and to have first-hand experience of the workplace.
- All young people receiving access to an excellent programme of advice and guidance delivered by individuals with the right skills and experience.
- All students having access to careers advice and guidance that is tailored to their individual circumstances.

2. Entitlement

We aim to provide high quality careers education information advice and guidance (CEIAG) provision that provides opportunities for all students, whatever their background or abilities, to develop careers awareness, employability skills, labour market knowledge and resilience to achieve long-term success. Our career programme incentivises our students to develop crucial skills required by employers and universities.

London South East Colleges are dedicated to giving students a diverse range of insights into the world of work and in helping them to understand the different progression routes inside and outside the College i.e. further education, higher education, vocational pathways including apprenticeships or into work. We use a variety of approaches, activities, events and communication channels to provide students with a good foundation of skills and knowledge on which to build. The 8 Gatsby Careers Benchmarks (see Appendix 1) will be used to develop and improve careers provision at our Colleges and inform our long-term strategy.

3. The strategic priorities

We will achieve our vision through the following actions:

1. Promoting a structured careers programme tailored to meet the needs of students. Making this known to young people, parents, teachers, governors and employers by publishing on the college website.
2. Giving access to a Careers Education programme that challenges career stereotypes and promotes equality of opportunity.
3. Ensuring that all students know the progression options available to them on completion of their course and understand the steps they need to take to achieve their goals.
4. Ensuring that 16-18 year olds on a study programme have the opportunity to progress to the next level, or an Apprenticeship, Higher Education or secure meaningful employment.
5. Embedding careers into curriculum learning, utilising internal partnerships, external partnerships with employers, education providers and other specialists.
6. Providing students with a comprehensive up-to-date range of online resources and materials associated to careers education, employer and employment opportunities.
7. Providing careers guidance interventions, either one to one or in groups, in which students receive impartial careers advice from a qualified careers practitioner.
8. Presenting students with an opportunity to undertake experience in a workplace environment via a work visit, work shadowing, and or work experience to help expand their networks and exploration of career opportunities.
9. Presenting students with multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
10. Guaranteeing that 19-25 years students with an (EHCP) are provided with the means to achieve their maximum potential irrespective of SEND status with full support from specialist teams.
11. Recognising the importance of T level programmes and promoting them as an achievable progression route and equal to Apprenticeships as a work based option.
12. By working with Careers and Enterprise Company (CEC) who are contracted to work with colleges to provide strategic coordination and to contribute to high impact careers and enterprise support for students. In addition, CEC will contribute towards the colleges work with employers to show students work related insights.

13. Demonstrating our commitment to progression by ensuring that students at level 3 are confident and able to make informed decisions regarding using UCAS for university applications.

4. Implementation and Delivery Mechanisms

4.1 Careers Leader

The college has a named Careers Leader who has the support of the Senior Leadership Team (SLT) to ensure delivery of the careers programs across all 8 Gatsby Benchmarks. The Vice Principal; Student Services has been appointed to the role of Careers Leader to take forward and implement the careers programme.

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
- Taster Days providing subject specific insights and learning experiences

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.

4.4 Workplace Experience

The Work Experience Team will assist students *on relevant programmes* to identify and secure suitable workplace 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.

4.5 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

4.6 Induction and Group Tutorial Sessions

A range of learning opportunities are provided by workshops delivered primarily by curriculum staff. 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.

4.7 Careers Resources, Internships and Job Opportunities

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 likely areas of career interest, and linking College courses with a range of career opportunities. There are further resources available on Moodle including e-clips.

4.8 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.

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 in to 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 re-accredited in February 2017

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

December 2019
Clive Ansell
Vice Principle Student Services

Appendix 1

The Gatsby Benchmarks

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.