East Coast College

Careers and Progression Strategy 2018/19

Quality Document Number	QD038
Version	30th July 2018
Document Owner	Assistant Principal Student Wellbeing and Support
Review Period	Annually
Review Date	July 2019
JCC/ECG approval	n/a
Equality Analysis	30 July 2018
Student counsel	n/a
SLG Approval	14 August 2018
Recommended by SLG to Standards	11 September 2018
Approved by Corporation	n/a

This document can be provided in a larger font, electronically or other accessible requirement, upon request.

Careers and Progression Strategy

1. Context

East Coast College recognises the need for all students to be on the right course, at the right time to enable achievement of their personal career plan goals and qualifications. Careers Education, Information, Advice & Guidance (CEIAG) is a whole College responsibility, co-delivered through curriculum, support and partnership teams to exceed the Cross College Matrix standard. The strategy is written in accordance with the DfE *Careers strategy: making the most of everyone's skills and talents* Dec 2017 and the follow up statutory guidance published February 2018: Careers Guidance – guidance for further education colleges and sixth form colleges**.** The delivery model will follow the Gatsby Benchmarks (Appendix 1).

The possession of employability skills does not necessarily make a student employable. The career management skills that include self-awareness; decision making; resilience; ability to identify and articulate one's own skills and knowledge, together with work experience are essential for success.

The College works in partnership with public, private and voluntary sector colleagues to deliver guidance to students on an individual and group basis and to contribute to the study programme. Norfolk and Suffolk County Councils deliver limited support for those young people who are supported by an Education Health Care Plan; Personal Education Plan; Leaving Care Plan; who are Not in Education Employment or Training.

2. Aims

All students and potential students of all ages and backgrounds, will have access to impartial careers education, information, advice and guidance that supports progression at the end of their programme of study. We will enable success by helping students to develop their wellbeing and character; skills and qualifications; knowledge of the labour market and how to succeed in employment, in preparation for their chosen pathway.

3. Objectives

We will ensure in the provision of careers education and progression that:

3.1   The student journey enables current and potential students to choose the course or programme which is valid, current, right for them and effective in guiding individuals towards available progression opportunities.

3.2   A nominated Careers Leader is in place and name is published via the College website.

3.3   Deliver a full and comprehensive Careers and Wellbeing Tutorial Programme that facilitates meeting the Gatsby Benchmarks: encouraging career focus, development of wellbeing and happiness and contribution to the College and individual's community. We will make available resources for staff across

College to deliver careers education through Moodle and record via ProMonitor.

3.4 Publish the Career and Wellbeing Programme on the College website.

3.5 Support will be accessible, impartial, client-centred and free from institutional bias. This will be provided by appropriately qualified and experienced staff across College, including teachers with experience and expertise in their subject, student coaches and a Level 6 careers advisor.

3.6 We will prepare students for the next stage in their life by helping them to develop their soft skills. We will achieve this by increasing their confidence, motivation and resilience by helping to overcome any barriers faced in their learning and progression.

3.7 We will work in conjunction with employers and local partners, including the Careers Enterprise Company across College to develop enterprise and employment skills in conjunction with the College strategic development plan.

3.8 We will provide an educational experience for students which will encourage and enable them to recognise and develop their potential.

3.9 We will enable students to achieve their personal goals through regular reviews and target setting; ensuring that learning or wellbeing support needs are identified and considered.

3.10 We will encourage students to shape their learning and experience by providing opportunities for meaningful involvement in developing the curriculum and environment of the College.

3.11 The College will support school and community liaison events by providing staff and Student Ambassadors to attend.

3.12 Facilitate opportunities for meaningful industry experience through our study programmes, or in addition to studies; including voluntary and paid.

3.13 Increase the number of students studying apprenticeships, higher, technical and professional qualifications at levels 3, 4 and 5, by ensuring that cross College information, advice and guidance supports recruitment with integrity and progression planning.

3.14 Support and provide guidance for UCAS Higher Education applications, enabling students to access their full range of options.

3.15 All curriculum groups, for full and part time courses will receive support during induction from their teachers and student services team, to introduce them to resources that are available to them. Apprentices will receive an induction and introduction to resources from their assessor. Work based, business, leisure and pleasure students will receive information on how to gain further support from student and learning services in addition to their assessor or teacher that is accessible via Moodle.

3.16 Involve parents and carers to support transition that includes: attendance; motivation and progression through College publications; *Parent and Carer* Progress Events; Parent and Carer forums; access to the website and Moodle resources; reports; inclusion and disciplinary process; individual planning meetings and texts alerts.

3.17 Experienced staff will write SMART actions for each careers guidance appointment, or where this supports the client, providing follow up opportunities.

3.18 An information, advice and guidance trained member of student services will be linked to every curriculum area, focussing on early intervention career planning and progression transition.

3.19 Student services will create a welcoming environment that is inclusive and flexible in approach, suiting the needs of the client. The information centres/Job Shop will be central points from which students, staff and potential students can access support and guidance.

3.20 The College meets the Cross College Matrix Accreditation Standards.

3.21 Alumni information is developed to increase FE & HE recruitment, volunteering, work experience and employment opportunities.

3.22 Represent the College at area strategic and networking groups and refer to the Careers Development Institute (CDI), allowing the College to lead and keep up to date with changes and developments within the sector.

3.23 The service will be advertised to the whole College community in a variety of ways, including:

- o making best use of technology, this includes social media, video clips, online and digital tools, ProPortal, ProMonitor, Moodle, which should demonstrate how careers and progression is embedded across all areas of college life

- o availability of a Careers page on the College website that is accessible to all

- o via the student welcome materials and parent/carer reports and newsletters

- o at induction and through embedded sector specific and labour market information within their chosen course or study programme

- o by access to student services

- o signposting information displayed in classrooms

- o via school and education provider links and visits

- o via partner links across all sectors

4. Key Performance Indicators (KPIs)

- Cross College MATRIX accreditation is maintained through 3 yearly assessment with annual monitoring assessments
- Completion of the Compass Assessment Toolkit from September 2018, available via the Careers and Enterprise Company
- Termly position paper reporting college progress and action points towards delivery of Gatsby Benchmarks
- SAR and QIP
- Appraisals and curriculum reviews
- Quality observations and audits will be carried out across college, are recorded and actioned through quality improvement processes

- Induction, in year and end of year surveys will be evaluated
- Over 90% of students will progress into employment or further and Higher Education and training, recorded via the MIS Destination Report
- Increase in Students accessing HE and apprenticeships
- Student voice and parental feedback and engagement will be recorded, visible and reported across the College
- Engagement with partners that supports recruitment with integrity, transition and progression pathways

5. Implementation and Monitoring Arrangements

Annually the Assistant principal Student Wellbeing and Support will complete a Self-Assessment Review and Quality Improvement Plan, to include both positive and development points and identified risks. The success of the programme will be reported to the Governing Board within the College's Self-Assessment Report.

The College works in partnership with public, private and voluntary sector colleagues to deliver guidance to students on an individual and group basis and to contribute to the tutorial programme.

Pre-entry information, advice and guidance is provided throughout the year during the admissions process, with detailed course specific guidance provided by teachers during interviews, ensuring the student is offered the right course for them.

6. Risk

- Failure to achieve the Cross College Matrix Award impacts funding regulations, reputation and quality of service
- Failure to offer and monitor this service would lead to a negative impact on student experience, numbers, retention, achievement and progression.

Strategy, Policy and Procedure schedule of amendments

Details of amend	Date of amend
Amended "SFA" to "Funding" in point 6 risk section NL	29.6.17
Included increased detail following DfE Careers Strategy 2018	30.7.18

Appendix 1 The Gatsby Benchmarks: further education guidance

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. They should be expected for all students but should be timed to meet their individual needs.

Equality and Diversity Impact Assessment Form

Part 1

Department	Student Services
Policy	Careers and Progression Strategy
Date of Assessment	30th July 18
Panel Members	Tif Ward, Maria Watson
Relevance to the College's Equality Duty? (disability, gender and race)	If **yes**, please cross reference with relevant scheme - Yes

Part 2

	Groups	**Likely Impact** (positive or adverse)
a	Age	Ensure communications are made in ways other than electronically for those not internet aware
b	Belief/Religion/Faith	All students have access to support with progression. Careers information can be shared in a variety of ways.
c	Socio-economic Status	See comment (a) re those who don't have internet access.
d	Disability (physical, sensory, learning, mental and physical health)	References EHCP process
e	Ethnicity/Race/Nationality	Parents reports/newsletters in preferred language on request?
f	Gender Re-assignment	'Student' used in all areas to be inclusive of all.
g	Sex	'Student' used in all areas to be inclusive of all.
h	Sexual Orientation	'Student' used in all areas to be inclusive of all.
i	Pregnancy and Maternity	Supports long term career planning, signposting available for those exiting early for pregnancy and maternity
j	Marriage and Civil Partnership	No impact

k	Any other groups/issues (unemployed, homeless, refugees or asylum seekers, migrant workers, rural issues)	Covers those in care/leaving care and additional vulnerabilities for this. Covers individual's communities.

Part 3

a	Is the document subject to equality monitoring?	Yes / ~~No~~
b	If yes, how is the data collected/disseminated and where will it be discussed?	Internet quality monitoring
c	Has the document developer consulted with any groups or sought information from them? What are the sources of data to inform this document?	Yes – Student feedback Parent feedback Partner feedback

Part 4

a	Other diversity observations noted in this document?	
b	Language	
c	Format	

Part 5

Changes proposed by the panel (including any comments from document owner)

Part 6

	Signature	Date
Chair (to confirm meeting)	Mane	30th[rd] July 18
Owner (to confirm changes)	n/a	
Document Control (to confirm update)	n/a	