



CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE STRATEGY

Final Draft for Approval

Owner	Assistant Principal, Student Support
Last Review	January 2020
Approved by	Havering Board
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Related Documents	See appendix 7

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1. Introduction

Havering Colleges are part of the New City College group (NCC). Havering colleges comprise the former Havering College General Further and Higher Education College (GFHE) and Havering Sixth Form College (HSFC). The Local Havering Board has specific delegated governance duties from the NCC Group.

Havering Colleges are fully committed to ensuring that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. In order to achieve this, the College recognises the importance of implementing Ofsted's Education Inspection Framework and duties regarding career guidance and skills development and the importance of employer engagement within CEIAG.

Havering Colleges also recognises its duty to secure access to independent careers advice for its students and to ensure that students are supplied with guidance materials and a wide range of up to date reference materials relating to careers education.

Havering Colleges reviews and monitors the quality of Careers Education Information Advice and Guidance via termly reports to the Assistant Principal, Student Support.

Representatives from Havering Colleges Careers attend termly NCC Group Careers Meetings.

Throughout this document Havering Colleges will simply be referred to as the 'college'.

2. Background and Purpose

The purpose of this policy is to specify the college's approach to developing students' understanding of career and progression routes and the level of preparation required for the workplace. The policy complies with the Government's Careers Strategy and Careers Guidance for FE and Sixth Form Colleges, firstly by ensuring students have engaging and inspirational careers education, information and guidance through access to employers and other providers. Secondly, by ensuring that the College supports students' ability to progress effectively within learning and the labour market, therefore underpinning social mobility and economic efficiency. The college follows the Government's Careers Strategy December 2017 and the Careers Guidance for Further Education Colleges February 2018. The college will ensure that the students have access to a range of opportunities and that they receive an excellent programme of advice and guidance delivered by appropriately skilled staff.

The Careers Guidance for Further Education Colleges February 2018 sets out its expectations for Colleges. The college is working towards these requirements and expectations and will work within the given timelines. See Appendix 1

In 2014, the Government established The Careers and Enterprise Company (CEC) to be the strategic coordinating function for employers, schools, colleges, funders and providers and to provide high impact careers and enterprise support to young people. The initial focus was on employer engagement and allowing learners access to a variety of different employers from a wide range of sectors.

The College's Vision

The quality of careers education, information, advice and guidance (CEIAG) is central to the college's Vision:

The Havering Colleges aim to be first choice, outstanding and aspirational providers of education and training. As part of the NCC Group, Havering Colleges will serve the community to enrich and transform student lives and facilitate progression to positive destinations for all.

The College's Values

New City College is built on trust, a positive attitude, honesty and integrity in all that we do. We value:

- Effort, determination and aspiration in our students and ourselves.
- Continuous improvement in high quality education and training.
- Deep-seated support for student wellbeing and success

- Local Priorities within a regional and national landscape.
- Sharing knowledge and skills; working productively together across the group.
- The celebration of equality and diversity

3. Scope

This policy applies to all staff involved in the delivery of information, advice and guidance; careers guidance; teaching; enterprise and employability. All students 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 37 of the Children and Families Act 2014.

The College has in place a Careers Management Structure Chart, **see Appendix 2.**

4. Aims and Objectives

Aims

The college will ensure that by delivering high quality, professional CEIAG students develop personal, social and employability skills and attitudes to enhance employability and are supported in their career management. Furthermore, to achieve this aim, the college will be guided by the Gatsby Benchmarks to develop and enhance its Careers provision, **see Appendix 3.**

The college recognises that both coordinated external support and appropriately skilled and experienced careers leadership in the College are important to meet the Benchmarks. Havering Colleges have a published Careers Education Programme, appropriately tailored for the profile of students who attend the former GFHE and HSFC **see Appendices 4 & 5.**

The college has named careers leaders who have the support of the Senior Leadership Team (SLT) to ensure delivery of the careers programme across all 8 Gatsby Benchmarks.

Objectives

To ensure all students have:

- Access to high quality, professional and impartial 1:1 careers guidance;

- Access to an inspirational Careers Education programme that challenges career stereotypes and promotes equality of opportunity;
- Opportunity to improve employability skills and their understanding of and awareness of entrepreneurship through employer encounters;
- Access to information about work, employment and apprenticeship opportunities that makes students better informed of progression, career and employment routes;
- Encounters with Higher Education Institutions;
- Support with evaluating information and developing analytical skills;
- Support and guidance with training, further and higher education routes;
- A programme of careers events, published annually, available on the Colleges' website;

The opportunity of involving Parents/carers in careers decision making, **see Appendix 6.**

5. Student Entitlement

All learners in the college will take part in courses that have CEIAG embedded in the programme, this 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 programme will enable students to:

- Develop the skills they need to plan and manage their own personal development
- Experience the world of work through a work placement, insight event or employer talk
- Be given direct access to employers, training providers and Higher Education institutions
- Identify their transferable skills required for the world of work and HE
- Receive high quality face-to-face information, advice and guidance
- Receive high quality resources that will help their career decision-making & planning

- Be given personal support with their applications to HE or Employment
- To feedback their views on the quality of the careers programme

Students will have access to a dedicated careers office which is located in an easily accessible area of the college.

Students can expect to receive careers guidance that is:

- Impartial
- Confidential
- Personalised to suit the needs of the student
- Supportive of equal opportunities and free from stereotyping
- Up-to-date and accurate
- Provided by professionally trained Careers Advisers

6. Monitoring and Evaluation

The college will evaluate the impact and success of the careers guidance provision by a range of performance measures which includes destination data, employer feedback, local and published Self Assessment Reports (SAR) student evaluations and surveys.

7. Quality Assurance

The college adheres to the highest standards of professional behaviour as stated in the Career Development Institute Code of Ethics which incorporate:

- **Equality of Opportunity**
- **Accessibility**
- **Accountability**
- **Impartiality**
- **Confidentiality**
- **Competence**
- **Transparency**
- **Trustworthiness**
- **Competence**
- **Duty of Care**
- **Continuous Professional Development**

The former Havering GFHE holds the Matrix quality standard successfully re accredited in June 2018, Fair Train kite mark, Enterprise and Employability kite mark; The Quality in Careers Gold Standard (QiCS) July 2018 (Prospects Quality Award in CEIAG)

The former Havering SFC has been assessed and accredited in January 2019 as “committed to work towards meeting the Quality in Careers Standard incorporating the Gatsby Benchmarks”. It was also awarded a Sixth Form Colleges Association Award for exceptional practice in Enrichment and Employability in 2018.

Careers Advisers follow the Career Development Institute code of ethics and the College is an Affiliate Member of the CDI.

8. Links to Other College Policies and Documents

- **Strategic Plan**
- Safeguarding
- Information Advice and Guidance
- Equality & Diversity
- Observation of teaching, learning and assessment
- **Compliments and Complaints Policy**

9.0 Policy Review

This policy will be reviewed annually.

Appendix 1 - Requirements and expectations of colleges

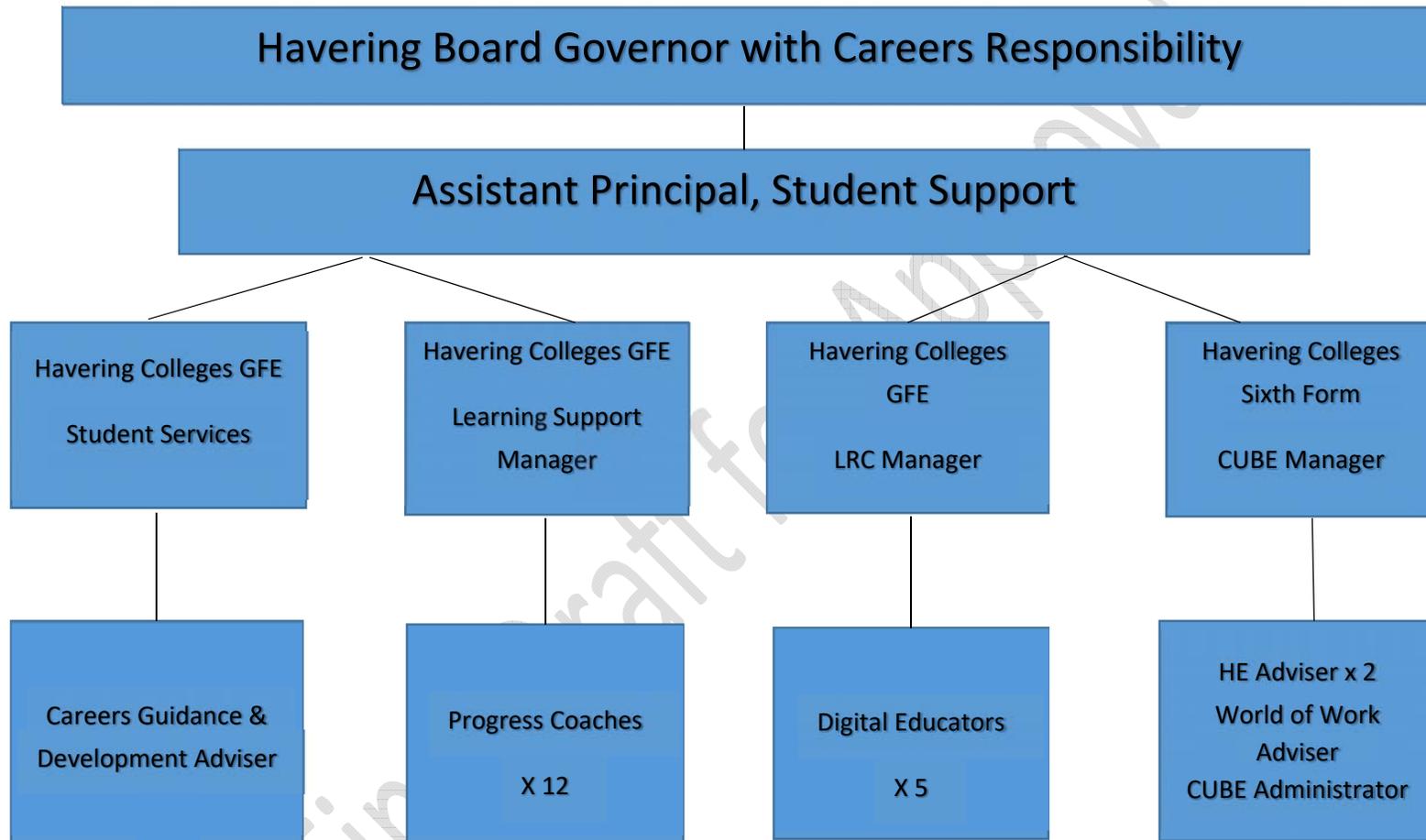
Timing	Action
<p>Ongoing</p> <p>(requirement was introduced in September 2013 through FE college and sixth form college grant funding agreements)</p>	<ul style="list-style-type: none"> • Every college must ensure that 16 to 18 year-olds and 19 to 25 year-olds with an EHC Plan are provided with independent careers guidance.
<p>From January 2018 to end 2020</p>	<ul style="list-style-type: none"> • Every college should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. • For the employer encounters Benchmark, every college should begin to offer every learner at least two meaningful encounters with an employer each year and should meet this in full by the end of 2020. At least one encounter should be related to the students' field of study.
<p>From September 2018</p>	<ul style="list-style-type: none"> • Every college should appoint a named person to the role of Careers Leader to lead the careers programme. • Every college should publish the careers programme on the college's website in a way that enables students, parents, college staff and employers to access and understand it.

Support for colleges

Timing	Action
From September 2018	<ul style="list-style-type: none">• The Careers & Enterprise Company (CEC) will take on a broader role across all the Gatsby Benchmarks.
During 2018 and 2019	<ul style="list-style-type: none">• CEC will provide tools to help colleges meet the Gatsby Benchmarks.
During 2018 and 2019	<ul style="list-style-type: none">• Careers Leaders training funded for 500 schools and colleges.
By end 2020	<ul style="list-style-type: none">• All colleges will have access to an Enterprise Adviser.

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Appendix 2 – Careers Management Structure



Appendix 3

The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, employers and other agencies</p>	<ul style="list-style-type: none"> • Every college should have a stable programme that has the explicit buy-in from the management team, and has an identified and trained person responsible for it. • The careers programme should be prominently featured on the college's website in a way that encourages all college staff and employers to access it. • The programme should be regularly evaluated, with feedback from students, parents, employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> • During their study programme all learners should access and use information about career and labour market opportunities to inform their own decisions. • Parents should be encouraged to access information about labour markets to inform their support to the student.
<p>3. Addressing the needs of each learner</p>	<p>Students 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.</p>	<ul style="list-style-type: none"> • A college's careers programme should challenge stereotypical thinking and encourage learners to consider a range of options. • Colleges should keep systematic records of advice given to each learner, and use this to inform their decisions. • The records of advice given should be linked to those given at the previous stage of education (including their secondary education) and made available. Records should be kept from the first point of contact or from the start of the programme. • All students should have access to advice and support to support their career development, and maintain accurate data for each learner throughout their education, training or employment.
<p>4. Linking curriculum learning to careers</p>	<p>All subject staff should link curriculum learning with careers, even on courses that 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>	<ul style="list-style-type: none"> • Throughout their programme of study (and throughout their course) every learner should have the opportunity to experience how their learning can gain entry to (and be more effective in) a wide range of occupations.
<p>5. Encounters with employers and employees</p>	<p>Every learner should have multiple opportunities to learn from employers about work,</p>	<ul style="list-style-type: none"> • Every year, alongside their study programme, every learner should participate in at least two meaningful encounters with employers or employees.

	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 students' own part time employment where it exists.	<p>with an employer. At least one en delivered through their curriculum</p> <ul style="list-style-type: none"> Colleges should record and take a part-time employment and the infl their development. <p>*A 'meaningful encounter' is one in which the learn about what work is like or what it takes t workplace</p>
6. Experiences of workplaces	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.	<ul style="list-style-type: none"> By the end of their study program have had at least one experience additional to any part-time jobs the
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.	<ul style="list-style-type: none"> By the end of their programme of should have had a meaningful en providers of learning and training stage of their career. This should further education colleges, higher apprenticeship and training provid the opportunity to meet both staff <p>*A 'meaningful encounter' is one in which the explore what it is like to learn in that environm</p>
8. Personal guidance	Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet individual needs. * The college should ensure that access to a level 6 adviser is available when needed.	<ul style="list-style-type: none"> Every learner should have at least the end of their study programme.

Appendix 4 – Havering Colleges GFE Careers Programme

Careers is embedded within the GFE College and is delivered through academic courses, tutorials/Progress Coach Sessions, the Careers Hub and through Digital Enterprise sessions within timetables. Examples of which are:

Teaching staff, Progress Coaches and Digital Enterprise Facilitators:

The delivery of compulsory tutorials which include British Values, Prevent, Growth Mindset, My Safety, Careers tutorial, The Importance of maths & English and Equality & Diversity.

Duke of York iDea Award delivered by Digital Enterprise Facilitators.

Support for students in preparing Individual Learning Plans (ILP) and ensure that students are aware, monitor and review their individual targets and target setting.

Conducting regular Learner Progress Reviews and one to one reviews with students.

Employability skills are identified, embedded and demonstrated in all students' main vocational qualifications.

Maths and English GCSE/FS is taught and embedded throughout the duration of students' vocational qualification.

Ensuring that students participate in careers events and industry days.

Ensuring students on relevant courses have encounters with STEM Ambassadors.

Careers Hub

Careers guidance and development practitioners contribute to the delivery of CEIAG through providing:

Accessible, professional, impartial 1:1 careers guidance interviews across campuses, where learner's individual needs can be taken into account.

Support to curriculum staff, Progress Coaches by delivering careers and progression tutorials.

Careers practitioner who works collaboratively with curriculum staff, progress coaches, external agencies, employers, universities and volunteering organisations for the benefit of students.

Centre for Apprenticeships & Work Experience

Contribute to the delivery of CEIAG through:

Enterprise and Work Placement Coordinators within curriculum areas liaise and work with employers to provide opportunities for students to access meaningful work experience.

Assist in searching and applying for apprenticeship opportunities.

Deliver group sessions on apprenticeships.

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Appendix 5 – Havering Colleges Sixth Form Careers Programme

As well as the dedicated space the CUBE (careers university, business and enterprise) which is staffed by the careers team a number of events, integrated into the college's careers programme offer providers opportunities to speak to students and/or their parents include:

	Autumn Term	Spring Term	Summer Term
Year 12		Post-18 Choices: Employability, Apprenticeship and HE Parents evening	Careers Event Student Finance parents evening
Year 13	'Work Ready' lunchtime sessions with apprenticeship providers HE provider support with UCAS applications and personal statements	'Work Ready' lunchtime sessions with apprenticeship providers HE provider support with student finance applications	'Work Ready' lunchtime sessions with apprenticeship providers HE provider support with Results day/Clearing

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Appendix 6 - Examples of parent/carer involvement

The following list is neither exclusive nor exhaustive, but details the range of activities and methods by which parents and/or carers may be made aware of CEIAG.

- Access to Parent Portal
- Student Review Meetings
- Invitations to Progression Evenings
- Open Events
- Departmental Parents' Evening
- Parent Surveys

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Appendix 7

Policy statement on provider and employer access

NCC Havering Colleges

1. Introduction

This policy statement sets out the college's arrangements for managing the access of providers to students at the college for the purposes of giving them information about the provider's education or training offer. This complies with the College's legal obligations under Sections 42B and 45 of the Education Act 1997 and Section 29 of the Education Act 2011. It also takes into account recommendations from the Department of Education's (2017) *Career's strategy: making the most of everyone's skills and talents*.

2. Student entitlement

All students are entitled:

- To find out about apprenticeships, degree apprenticeships, higher education and employment opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local employers and institutions about the opportunities they offer, including apprenticeships, degree apprenticeships, higher education and employment – through options evenings, industry days, progression events, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

3. Management of provider access requests

3.1 Procedure

A provider wishing to request access should contact:
Career Guidance & Development Officer or Careers Leader
Havering GFE College: Email: nriza@havering-college.ac.uk
Telephone: 01708 462804

A provider wishing to request access should contact:
Kirsten Witchalls, Careers Leader Email: Havering Sixth Form Email:
kirstenwitchalls@havering-sfc.ac.uk Telephone: 01708 514443

4. Opportunities for access

A number of events, integrated into the college's careers programme, will offer providers an opportunity to come into College to speak to students and/or their parents:

An example is set out below.

NCC Havering Colleges GFE College

Autumn Term	Spring Term	Summer Term
Industry Days	Industry Days National Apprenticeship Week	Industry Days
	National Careers Week	

NCC Havering Colleges Sixth Form College

A number of events, integrated into the college's careers programme offer providers opportunities to speak to students and/or their parents include: -

	Autumn Term	Spring Term	Summer Term
Year 12		Post-18 Choices: Employability, Apprenticeship and HE Parents evening	Careers Event Student Finance parents evening
Year 13	'Work Ready' lunchtime sessions with apprenticeship providers HE provider support with UCAS applications and personal statements	'Work Ready' lunchtime sessions with apprenticeship providers HE provider support with student finance applications	'Work Ready' lunchtime sessions with apprenticeship providers HE provider support with Results day/Clearing

Please speak to our named Careers Leaders at each campus to identify the most suitable opportunity for you.

The College policy on safeguarding sets out the College's approach to allowing providers into College as visitors to talk to our students.

5. Premises and facilities

The College will make appropriate spaces available for discussions between the provider and students, as appropriate to the activity. The College will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant literature at the Careers Office and/or in the Learning Resources Centre.

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