



Careers Education, Information, Advice and Guidance (CEIAG) Strategy



2019 - 2022

Careers Education, Information, Advice and Guidance (CEIAG) Strategy

1.0 Introduction

Darlington College is committed to providing high quality CEIAG which is independent, impartial and accessible to all students and will encourage students to raise their aspirations and assist them to plan and manage their personal progression and career planning. Further education colleges have been given the responsibility to arrange independent careers guidance for their students. The aim of this strategy is to broaden our students' horizons and empower them to make informed realistic decisions at all key transition points throughout their student journey. The central Careers team, including internal staff and external agencies, provide a service to students to be able to obtain impartial and independent advice on CEIAG and lead on many centralised careers focused events. It is essential that the College challenges perceptions and raise aspirations so that subject and career choices are free from discrimination.

Gatsby Benchmarks

Good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them. In 2013 Sir John Holman developed the Good Career Guidance Benchmarks. The government careers strategy has adopted these. The benchmarks define world-class career guidance and were developed on behalf of Gatsby by Sir John Holman as part of an international study.

THE EIGHT GATSBY BENCHMARKS OF GOOD CAREER GUIDANCE

BENCHMARK

Benchmark 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 pupils, parents, teachers and employers.

Benchmark 2: Learning from career and labour market information

Every pupil, 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.

Benchmark 3: Addressing the needs of each student

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 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.

Benchmark 5: Encounters with employers and employees

Every pupil 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.

Benchmark 6: Experiences of workplaces

Every pupil 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.

Benchmark 7: Encounters with further and higher education

All pupils 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.

Benchmark 8: Personal guidance

Every pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs.

2.0 Mission Statement**Our Mission**

To be a centre of excellence for education and skills that supports and inspires people to achieve their aspirations and prepares them for their next steps in life.

Our Vision**To achieve this, the College will:**

- Develop a culture of values centred around high expectations and focus on our students
- Support wider economic and social well-being, developing an offer that meets the needs of individual, the local economy, businesses and communities
- Develop a successful and sustainable independent college, that remains open to collaboration and partnership
- Maintain a broad and appropriate curriculum offer at our campus in Darlington for the benefit of communities across Darlington, North Yorkshire and South West Durham
- Achieve long-term financial sustainability that allows us to continue to invest – in our facilities and our staff – for the benefit of our students, their learning, and their future.

Our Values

The values that underpin the College Strategic Plan have been chosen following discussions at team briefings across the College where staff talked about what is most important and valued about the College.

To achieve this, the College will:

- Develop a culture of values centred around high expectations and focus on our students
- Support wider economic and social well-being, developing an offer that meets the needs of the individual, the local economy, businesses and communities
- Develop a successful and sustainable independent college, that remains open to collaboration and partnership
- Maintain a broad and appropriate curriculum offer in Darlington for the benefit of communities across Darlington, Co Durham and North Yorkshire
- Achieve long-term financial sustainability that allows us to continue to invest – in our facilities and our staff – for the benefit of our students, their learning, and their future.

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| 3.0 | Strategy Details |
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CEIAG Provision in line with The National Careers Strategy 2017:

- Provision is within a framework of appropriate confidentiality, data protection, record keeping and safeguarding policies
- Provision is inclusive, responds to the needs of the individual, building on previous learning and experience
- Provision recognises and promotes Equality and Diversity
- Provision is accurate, current and impartial in an appropriate range of formats
- Involves collaborative approaches and partnerships including curriculum staff, support services and external agencies
- Contributes to widening participation, student retention and achievement by raising aspirations, helping individuals to make realistic, informed choices and to develop career planning and management skills.

All users of the College's CEIAG service are entitled to a service which is:

- Of high quality, impartial and delivered by appropriately qualified and trained staff
- Based in a dedicated, open access and well signposted service area
- Welcoming, friendly, personalised and aspirational
- Fully aware of and responsive to diversity, equality of opportunity and the need to challenge stereotypes

- Designed to develop self-confidence, self-sufficiency and optimism
- Integrated with other College services eg Additional Learning Support, Student Support and Curriculum teams
- Aligned to the needs of business and the wider local community
- Structured to support the continuous improvement of the quality of students' experience.

Objectives for Students (prospective, current and former):

- To make students and potential students fully aware of their entitlement to up-to-date, impartial, accessible CEIAG, to be available at all stages of their progression, from initial application through to completion of their courses and for an appropriate time after leaving the College
- To promote optimism, raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers
- To encourage self-development through supported self-assessment of strengths, limitations, aspirations, values, needs and potential
- To encourage the use of internally mediated (and some unmediated) information sources to explore, research and evaluate opportunities in apprenticeships and other employment, higher education, further education and training schemes, gap year activities, internships, work experience and volunteering
- To encourage development of employability skills/competencies, a broad understanding of the world of work and an ability to respond to changing opportunities
- To encourage students to take advantage of work experiences/placements/insights and the full range of other progression related insight opportunities
- To encourage participation in continued learning, through work-based training, further or higher education
- To help students/prospective students to establish criteria for their career management decisions and to assist them at transition stages through research, application and interview support
- To refer students to other specialist support networks in College when this is most appropriate to ensure they can address barriers to their learning and progression
- To refer students to specialist external agencies when this is most appropriate to ensure they receive expert, realistic and unbiased support
- To work rigorously in support of all students in their efforts to secure a viable, secure post-college destination appropriate to their aims, programme of study and personal circumstances.

Objectives for Staff

- To ensure that CEIAG is delivered by appropriately qualified, knowledgeable and experienced staff
- To ensure that all Careers, Curriculum and other staff in student support functions undertake professional training and development in line with their role, in order to be able to offer appropriate information and advice to students, parents and other college staff

- To ensure that careers information and advice is available to individual students within one week of a request for such support. Information and advice to be provided by all members of the Careers team.
- To ensure that more in-depth careers guidance is available to individual students within one week of a request for such support. Guidance to be provided by appropriately trained members of the Careers team
- To develop, on behalf of students, effective working relationships with other relevant stakeholders, including: partner schools, HE institutions, other local colleges, training providers, employers, NECOP.

Objectives for Stakeholders

- To create methods for the delivery of information so as to ensure parents/carers are well informed about the support offered by the Careers team eg via the website, social media, letters home, College events, face-to-face meetings etc
- To provide information to parents/carers of prospective students to enable them to support their daughter/son with decisions on post-16 institutions and course choices
- To inform parents/carers of current students of all forthcoming events and activities relating to the students’ progression journey eg presentations, apprenticeship/employment and HE fairs, UCAS application processes, student finance
- To seek parents/carers’ feedback on relevant activities and events and to consider these responses carefully in the development of future provision
- To keep the College governors informed of the work of the Careers team and to create opportunities for them to influence the work of these teams through the introduction of a link governor role.

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| 4.0 | ROLES AND RESPONSIBILITIES |
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The Senior Leadership Team will be responsible for:

- Appointment of a Careers Lead
- Ensuring that all staff are aware of this Strategy for development of the College’s careers service
- Ensuring that there are sufficient, qualified and experienced staff and up-to-date resources for delivery of the service and development strategy.

The Corporation will be responsible for:

- Having ultimate accountability for the Careers programme and provision
- Ensuring an appropriate and timely response to recommendations from the Careers Lead
- Appointing a ‘link’ governor to work with the Careers Lead on evaluation and development of the careers programme and provision.

The Careers Lead is responsible for:

- Devising and delivering a high quality, stable careers programme which meets the expectations of the latest government guidance and its 'Gatsby Benchmarks'
- Developing a strategy for ongoing development of this programme
- Working with the link governor and SLT to ensure that the careers team and programme are properly resourced
- Ensuring that the Careers Strategy document is published on the College's website
- Ensuring that progression and destination information for all students is recorded so that destinations can be tracked and information used to improve the effectiveness of the careers service
- Evaluation of the careers programme and subsequent measures to ensure improved relevance and effectiveness for students
- Liaison with external partners, such as employers, partner schools, other learning and training providers, support networks, engagement agencies etc to support delivery and enhancement of the careers service
- Liaison with curriculum managers and teaching staff to embed careers education into the delivery of subject content
- Liaison with all other student-facing support services in College to ensure that individual students are signposted to and/or receive assistance appropriate to identified needs
- Managing a team of Careers staff so as to be able to deliver the objectives and services set out in the Careers Strategy.

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| 5.0 | Resources |
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The Careers Lead and staff in the Careers Team have the following responsibilities with regard to resources:

- To ensure that advice and guidance are informed by up-to-date labour market information for example, local and regional employment trends, job vacancies, graduate employment trends, apprenticeship developments (at all levels), HE course vacancies etc
- To ensure that comprehensive, up-to-date online and hard copy resources are available to students in the Careers/Future Me area at all times when the area is open
- To ensure that relevant resources are shared with other student-facing staff in order to support their own delivery of IAG eg the Schools Liaison team, Admissions staff and Curriculum teams
- To ensure that the Future Me area within Student Services is kept well resourced
- To ensure that LMI and careers related resources are standing items at meetings of the Careers team so that issues of concern can be identified and addressed
- To ensure the monies allocated for careers work are properly allocated in the interests of students and the objectives of the service

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| 6.0 | Monitoring and Evaluation |
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The Careers Lead and the College Executive will ensure management information is gathered regularly to illustrate usage of the CEIAG service; this will be analysed and inform development and improvement. The Careers Leader and the Quality Improvement team will ensure that student, parents, carers and partner services feedback is regularly requested and fed into meetings and decisions about development of all aspects of the CEIAG service.

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| 7.0 | Links with other Organisations |
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The Darlington College Careers team will work in partnership with other organisations, including schools, the Job Centre, universities, other FE Providers and employers where they are providing advice about careers

The Careers Lead is a member of the Darlington group for CEIAG 14-19

The Careers Lear will liaise with Curriculum Managers and other curriculum staff to share contacts and maximise the potential for cooperation and opportunities for students

Darlington College have been accredited to the Matrix standard for information advice and guidance services in 2016 and 2019.

Training

Darlington College Careers Advisers are trained to Level 7 Advice and Guidance

Darlington College Careers Advisers will undertake continuing staff development as appropriate to ensure that the information and advice they give is correct and up-to-date.