



# Careers, Information Advice and Guidance Programme (Careers Programme) 2021 - 2022

March 2022

## **Overview**

Stanmore College's aim is to provide every opportunity to ensure that students achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated impartial and independent information, support, and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions and the skills needed to get there. The College has a statutory duty to secure independent careers guidance for all students (The Education Act 2011/Careers guidance and access for education and training providers January 2021).

High quality, effective careers provision is key to supporting the transition of young people through college and onto their next steps. The effectiveness of a careers programme can be measured qualitatively and quantitatively. We may gauge how 'useful' guidance has been in the eyes of practitioners and users, or measure how many users have accessed a service and how many have progressed to higher education, employment, further study or apprenticeships. Careers education includes informing students about how their college programme will affect their futures. By helping students with decisions at crucial stages, informing them of all their options and providing inspiration by introducing them to the world of work, market intelligence as regards growth job sectors, universities and subject specialist knowledge, we aim to prepare them for their next steps whichever pathway they choose.

There has never been a time when careers guidance has been more important for young people than it is today. The landscape of education, training and employment opportunities is more complex and challenging than it has been for generations due to a variety of challenges such as the digital skills shortage, global warming, Brexit and the economic climate. Since the Government raised the age for participating in learning more young people face a wider range of choices and courses and places to study.

Students need to make informed choices and, to do this effectively and ensure as smooth a transition as possible to the next phase of their lives, high quality careers, information and advice is of crucial importance. This Programme sets out how the College provides a 'fit for purpose' careers, advice, and guidance provision for students to ensure they acquire the knowledge, inspiration and ability to take ownership of their career action plans which will enable them to succeed in their chosen career paths.

We will help our students develop high aspirations and consider a broad and ambitious range of careers. Through work experience and by inspiring students through real-life contacts with the working world, they will be able to put in context other areas of their education and increase their motivation to learn and progress.

The College's Careers Programme is based on the CDI Framework for Careers, Employability and Enterprise Education (2020) and it indicates the importance of employability, careers, and enterprise education as part of the College's overall strategic plan and there is a clear vision for employability and enterprise education. It is also heavily influenced by the DfE document Careers guidance and access for education and training providers (2021) and the Gatsby Benchmarks.

The Careers Programme was reviewed in conjunction with all the above information and the use of Compass evaluation tools which enabled the College to ensure that resources will be focused on the right areas, consideration of structures and mechanisms as well as the effectiveness of interventions.

## Aims

Our Careers Programme will:

- Provide high quality independent and impartial careers advice to students to inspire and motivate them to reach their potential.
- Provide information, advice, and guidance in the best interest of each individual student.
- Encourage students to develop high aspirations and consider a broad and ambitious range of careers and, in doing so, contribute to raising achievement.
- Inform students of local market intelligence relating to growth job sector areas and jobs of the future.
- Provide opportunities for real-life work experience and/or to work and interact with employers and subject sector specialists to inspire and prepare students for their working lives.
- Develop employability, communication and enterprise skills including skills for self-employment.
- Support inclusion, equality of opportunity and challenge stereotyping.
- Support students at key transition points such as university applications, cv writing and job applications.
- Encourage students to see career development as a life-long process.

CIAG at Stanmore College comprises the following elements:

1. Careers Education: planned elements in the curriculum giving students knowledge and skills to help them to formulate and manage their own career progression and utilise technology effectively while doing so.
2. Careers Information: options, skills, occupations, labour market information (LMI), pathways and progression routes, UCAS information and university entry requirements, apprenticeships, routes to employment, qualifications sought, progression opportunities and other requirements.
3. Careers Advice and Guidance: independent impartial careers advice and guidance provided by a level 6 qualified careers advisor.
4. Work related opportunities and learning: experiences within and outside the curriculum to introduce students to the world of work, employability skills, working collaboratively to ensure authentic interactions that provide real insight into workplaces and to learn about economic well-being.

## The Gatsby Benchmarks

The College supports the achievement of the eight Gatsby benchmarks:

1.	A stable careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.
2.	Learning from career and labour market information	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.
3.	Addressing the needs of each student	Learners 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.
4.	Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses which 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.
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, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.
6.	Experiences of workplaces	Every learner should have first-hand experience 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 learners 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 learner should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of college staff) or external, provided they are trained to level 6. These 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 timed to meet individual needs.

## Key roles and responsibilities

### Senior Leadership Team

- Strategic leadership of CIAG across the College.
- Ensure development and implementation of the Careers Programme.
- Ensure that schemes of work incorporate elements of careers education and embed English and maths.
- Monitor CIAG provision and careers guidance.
- Analysis and tracking of destination data.
- Establish, maintain and develop relationships with employers, HE and apprenticeship bodies.
- Liaise with Personal Tutors, Heads of School, Curriculum Managers, Student Services and Learning Support to identify and support students with careers guidance.
- Secure student access to careers guidance.
- Promote careers across the curriculum and the tutorial programme.
- Lead in-house training/CPD for staff.
- Brief and support staff with delivery of CIAG.
- Maintain own CPD.
- Review and evaluate quality of provision.
- Report to SLT and governors.

### Admissions and Marketing: led by Attracta Rafter, Director of Marketing, Admin and Communications

- Promoting the College, its curriculum and its services to students via multiple platforms and mediums to attract students to the College.
- Providing high quality customer service and information.
- Arrangements and provision of opportunities for students to be formally interviewed to ensure that they are matched to the most appropriate study programme in order to minimise the risk of drop-out (Gatsby benchmark 3).
- Building links with schools to recruit new students.
- Provision of both online and hard-copy marketing materials (i.e. an annual prospectus), which detail the college's curriculum offer and the types of careers each course can lead to (Gatsby benchmark 4). This includes case studies of former students and the career trajectories they followed after completing their study programme.
- Provision of Open and other events to promote the curriculum and exhibit the facilities, taster events and outreach activities e.g. at schools.
- Providing applicants with advice and guidance on the right course to take, course information and the application process.
- Liaising and working collaboratively with all departments across college to facilitate the provision of informative events, information sharing and all aspects from enquiry stage onwards.
- Using college social media platforms to advertise careers related opportunities and information

### **Careers Information, Advice and Guidance (IAG) Adviser:** Sarah Wood

- Providing information, advice and guidance to students. This includes online as well as face-to-face provision delivered either one-to-one or in groups.
- Administering the UCAS process and delivering guidance on effective personal statements (Gatsby benchmark 7).
- Monitoring the provision of CIAG.
- Planning and support for development of CIAG across the College in collaboration with colleagues.
- Visits from guest speakers, universities, employers and careers fairs (Gatsby benchmarks 5 and 7).
- Support successful transitions into work, training or further study (Gatsby benchmark 2).
- Support students with career action plans and to develop the competencies to become more self-efficient in managing their career development in future.
- Provide support to SEN students to help them to generate their individual careers action plans Helping students to identify job types or study options that they want to pursue and supporting them through the application process.

### **Personal Tutors:** led by Pastoral Support Manager, Gayle Brown

- Assist students with all aspects of their personal development through tutorials (scheme of work). This can include support with their career planning and extra-curricular and enrichment arrangement and analysis.
- Ensure they are familiar with the Careers Programme and its objectives.
- Work with CIAG colleagues to provide additional support for the NEET risk group.
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances (Gatsby benchmark 3).
- Feedback specific student needs (or opportunities) to the CIAG team.
- Deliver tutorial careers programme.
- Delivering guidance on effective personal statements (Gatsby benchmark 7).
- Support successful transitions into work, training or further study (Gatsby benchmark 2).
- Collection of destination data.
- Engage with careers related CPD.
- Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

### **Teaching staff:** led by Heads of School, Stephanie Chittenden, Harriet D'Cruz and Vik Seeborun

- Integrating careers content into the curriculum via lesson plans (Gatsby benchmarks 2 and 4).
- Link curriculum areas to careers.
- Support the development of employability skills.
- Promote progression routes within their curriculum area (Gatsby benchmark 2).

- Develop external links to support CIAG within curriculum areas. These enable teachers to facilitate various types of encounters with professionals/employers (Gatsby benchmarks 5 and 7).
- Feedback specific student needs (or opportunities) to the CIAG team.
- Signpost students to appropriate advice and information.
- Engage with careers CPD.

**Work Placement Team:** led by Marsha Thompson, Careers and Employability Manager.

- Working with employers to inform the development of programmes and find placements/dedicated work experience.
- Facilitate encounters with employers and providers (Gatsby benchmark 5).
- Preparation of students for work experience, risk assessment, feedback, and analysis.
- Organising employer talks and workshops.
- Working with the Careers Adviser to support students and prepare students for their next steps.

**Employer liaison staff:** led by Business Development Manager, Barbara Stone

- A dedicated apprenticeship and business development team responsible for engaging with employers and students with a view to delivering apprenticeships and developing/retraining and upskilling existing staff in the community, providing bespoke provision and also delivering provision to support those seeking employment (Gatsby benchmark 5).

**Learning support staff:** led by Learning Support Manager, Maureen Amah-Ota

- Work with the CIAG Adviser to research available careers resources.
- Review SEN students career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure that learning support staff understand the College's statutory responsibility to students with SEN.
- Work with the CIAG Adviser to generate individual career plans as part of the Education Health and Care plan.

## Self-Development, Careers Exploration and Career Management

The careers programme is based around 3 areas:

Self-Development	Careers Exploration	Employability Skills
<p>Developing yourself through a qualification, careers advice and information, employability, experience and enterprise education.</p>	<p>Learning about careers and the world of work.</p>	<p>Developing your employability skills.</p>
		
<p>Students know their strengths and understand themselves, influences on them and what they need to improve.</p>	<p>Students investigate different roles within job sectors, opportunities for progression, pathways to employment and further learning required.</p>	<p>Students make and adjust plans to manage their personal development to acquire the skills and experience needed for transition towards their ultimate career.</p>

## BTEC LEVEL 3 YEARS 1 & 2 CAREERS PROGRAMME<sup>1</sup>

YEAR GROUP	CDI FRAMEWORK LEARNING OBJECTIVES	ACTIVITIES	GATSBY BENCHMARKS	WHEN
1	Learning about careers and the world of work	<b>Tutorial- Progression to higher education</b> Explanation of topic, Tasks. Q & A Video		October
1	Learning about careers and the world of work	<b>Progression to HE- HE choices and research</b>		October
1	Learning about careers and the world of work	<b>Alternatives to university</b> <ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Traineeships</li> <li>• Employment</li> <li>• Gap year</li> </ul>		October/Nov
?	Learning about careers and the world of work	<b>Work Experience</b>		Winter term Nov/Dec/Jan/Feb
1	Learning about careers and the world of work	<b>Worldskills uk</b> Conference on careers, apprenticeships and technical education		November
1	Developing yourself through careers, employability and enterprise education	<b>Progression to HE-</b> How to write your personal statement.		November
1	Learning about careers and the world of work	<b>Work Experience</b>		Spring term March /April
1	Developing yourself through careers, employability and enterprise education	<b>Employability and Enterprise with Barclays lifeskills</b> <ul style="list-style-type: none"> <li>• How to write a CV.</li> <li>• How to fill in application forms</li> </ul>		Spring term March/April
1	Learning about careers and the world of work	<b>HE and career fair</b> Conference with national and local employers and		Summer term April

<sup>1</sup> This calendar doesn't marry up very easily to the schedule in the Careers Policy. Personally, I found the schedule in the Policy easier to read and follow. Wonder if we should just go with one format for both?

		universities throughout England.		
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YEAR GROUP	CDI FRAMEWORK LEARNING OBJECTIVES	ACTIVITIES	GATSBY BENCHMARKS	WHEN
2	Developing yourself through careers, employability and enterprise education	<b>Applying to university-</b> Registering with UCAS and filling in application form		Autumn/Winter term October - Jan
2	Developing yourself through careers, employability and enterprise education	<b>University life-</b> Talks from university representatives		Autumn/Winter term
2	Developing your career management, employability and enterprise skills	<b>Looking for and applying for Apprenticeships –</b> Presentations and workshops with 'Amazing Apprenticeships'		Autumn/winter term
2	Learning about careers and the world of work	<b>National Apprenticeship Week</b>		Spring term
2	Developing your career management, employability and enterprise skills	<b>Student finance-</b> Talks from universities		Spring term March/April
2	Developing your career management, employability and enterprise skills	<b>Applying for student finance</b>		Spring term March/April
2	Learning about careers and the world of work	<b>HE and careers fair</b> Conference with national and local employers and universities throughout England.		Spring term April
2	Developing yourself through careers, employability and enterprise education	<b>Progression</b>  Individual careers interviews-discussing next steps.		Spring term April/May