Careers Information, Advice and Guidance Strategy

Introduction:

Chichester College Group (CCG) aims to provide outstanding advice and guidance to ensure all potential students, students, their parents and guardians and employers can access a wide range of current, informative and varied information to support making their individualised progression choices.

Our aim is to support students in making choices which will suit their interests and abilities, sustain their personal and employability development over time and maximise their opportunities for the future.

In December 2017 the Department for Education released the Careers strategy and then the subsequent guidance released in February 2018 'Careers guidance: A guide for College's and Sixth forms clearly outlines a framework of expectations for delivery which is based around the 8 Gatsby Benchmarks

This document outline CCG's strategy for embedding these expectations and to raise the standard of all elements of advice and guidance.

Context:

CCG believe that all elements of advice and guidance at every stage in the student journey is essential for positive progression and individual development therefore to support the embedding of the Careers strategy and to ensure the highest possible standard of CEIAG we will review all aspects of advice and guidance.

The designated careers led (Group Director of Student Services and Pastoral Support) for the group will chair a Careers committee which will oversee the review, evaluation and development of all information, advice and guidance functions within the group and implement change. The Committee will produce and monitor an action plan, this will be monitored against the Gatsby benchmarks which are the Key Performance Indicators. Please see Annex A for an overview of the review structure.

A number of pieces of work have already taken place to begin the evaluation process including a Careers away day to consider all elements of the strategy with all key IAG staff in the group, a development session with Heads of Learning to review curriculum links to careers and a number of other evaluation meetings. All feedback to date has been collated to be reviewed at the first meeting of the Careers Committee.

Strategic Aims:

Gatsby	Responsibility	
A Stable Careers Programme	Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.	- To establish minimum entitlement for CEIAG across CCG by level and type of provision - To establish internal service level agreement across campuses to ensure CEIAG teams are delivering to same standards and meeting or exceeding entitlement in partnership with curriculum areas - To identify designated careers lead (with appropriate training) on each campus to oversee and deliver against the Careers strategy and entitlement – strategic and operational leads will be identified as part of the College strategy and endorsed by GLT, reviewed annually.
	The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.	To create task and finish group in partnership with Marketing to create content and agree presentation of information on website
	The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.	- To establish a Careers steering group to oversee quality cycle activities including self-assessment, feedback from stakeholders, impact of implementation and further developments - To create cycle of reporting to GLT and annually to the Quality and Stakeholder committee of the Governing Body
Learning from career and Labour Market information	During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.	- To reinvigorate progression as focus of CEIAG and course choice throughout the student journey (from initial enquiry to successful outcomes) - To undertake review of current software tools used to support CEIAG for maximum use and impact - To work with CCG SU to undertake evaluation of what career paths and labour market information mean for our

		students to inform future planning
	Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.	• To develop a parents journey plan for the time their student is at CCG, identify key communication points and information available • To establish web-based parents information zone to complement journey plan once in place
Addressing the needs of each student	A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations	• To work in partnership with the CCG's Equality, Diversity and Inclusion policy and create an EDI objective in this area
	Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.	• To extend S3 student support system and CSpace to incorporate all CEIAG activities
	The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.	• To extend S3 student support system and CSpace to incorporate all CEIAG activities • To liaise with WSCC to establish data sharing protocol to enable access and support for students • To create offer for schools to share information in return for destination tracking of their Year 11 leavers
	All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.	• To extend S3 student support system and CSpace to incorporate all CEIAG activities o 'My Career Space' on CSpace • Access available in line with data protection and GDPR guidance
Linking curriculum learning to careers	Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.	• To establish minimum entitlement for CEIAG across CCG by level and type of provision o E.g. minimum of 3 career talks by employers in different roles linked to course of study

Encounters with employers and employees	Every year, alongside their study programme, learners should participate in at least two meaningful encounters* 1 with an employer. At least one encounter should be delivered through their curriculum area.	• To establish minimum entitlement for CEIAG across CCG by level and type of provision
		  o E.g. minimum of 3 career talks by employers in different roles linked to course of study
		  o Site visits to places of work linked to curriculum or course

	Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.	• To extend S3 student support system and CSpace to incorporate all CEIAG activities
Experience of workplaces	By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.	• To establish minimum entitlement for work tasters, work experience and industry placements across CCG by level and type of provision
Encounters with further and higher education	By the end of their programme of study, every learner should have had a meaningful encounter*2 with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.	• To establish minimum entitlement for CEIAG across CCG by level and type of provision.
Personal guidance	Every learner should have the opportunity for guidance interviews with a Careers Advisor. These should be available whenever study or career choices are being made.	• To train and develop a number of key roles to support one to one opportunities for all learners and ensure access to career advisor as required.

Monitoring and Evaluation:

The aims of this strategy and the operational action plan to implement and embed the aims of the strategy will be monitored the Careers Committee, chaired by the Careers strategic lead.

All aspects of Careers, Advice and Guidance will have quality assurance processes embedded within them.

The careers committee will report to the Group Leadership team on termly basis on progress against the strategic aims and action plan. The careers lead will provide an annual report on the Group's careers, advice and guidance provision

and progress against the strategic aims to Group Leadership Team and the Governing Body.