



## **Careers Education and Information, Advice and Guidance Strategy 2016-2019**

### **1. Introduction**

The overarching mission of the College is 'Creating Brighter Futures'. This is underpinned by six corporate aims, three of which are detailed below.

#### **Supporting the Corporate aims**

1. Provide a safe, supportive and inclusive learning culture where learners can thrive.
  - Providing comprehensive Information, Advice and Guidance (IAG) that enables individuals to [enrol], achieve and progress onto higher learning or into relevant employment
  - Recognising the importance and value of Personal and Social Development (Personal development, behaviour and welfare, under the OFSTED CIF 2015) to employability by embedding it throughout curriculum delivery, tutorial and activities that enrich the learner experience.
2. Meet the needs of employers, the local economy and regional skills shortages through a curriculum offer that puts employability at its centre
  - Ensuring that skills for employment underpin all curriculum design, development and delivery
  - Using Labour Market Intelligence (LMI), market share analysis, employer feedback and local and regional economic plans to inform curriculum products and delivery strategies
3. Enable learners to succeed, progress and meet future challenges by providing high quality teaching, learning and assessment
  - Developing tutorial practice, progress reviews and personal skills development that enable all learners to make progress and prepare for their next steps

(Weston College Group Strategic Plan, 2016-2019)

Weston College is committed to providing impartial information, advice and guidance on education, training and employment opportunities to prospective, current and former learners. The College believes that high quality IAG and careers guidance raises attainment and aspirations, supporting learners to achieve their potential. Due to the raised participation age, changes to qualifications and national guidance on IAG at KS3, 4 and 5, the main target for IAG is the 14-18 year old cohort of learners.

To ensure a high quality service to all learners, including those 19+ the College recognises the importance of working closely with external agencies such as the North Somerset NEET Team, Team North Somerset, West of England Careers and the National Careers Service to utilise referral routes for additional support.

The College designs its programmes of study to ensure that learners leave with both qualifications and employability skills, assuring that the College mission of 'Creating Brighter Futures' is fully realised.

## 2. Local and National Context

From September 2012, schools were legally responsible for securing access to independent and impartial careers guidance for all pupils in years 9 to 11. In the context of this duty, careers guidance consists of services and programs intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers. In addition to this the government has increased the age to which all young people in England must continue in education or training, requiring them to continue until their 18th birthday from 2015.

The proportion of learners leaving the local schools in Weston-super-Mare with a C or above in English and maths GCSEs in 2016, can be seen below. (Gov.uk 15/2/17)

School	% GCSE inc E&M	% +/- North Somerset Average (63%)	% +/- National Average (59.3%)
Broadoak Mathematics and Computing College	56%	-7%	-3.3%
Priory Community School – An Academy Trust	62%	-1%	+2.7%
Worle Community School	47%	-16%	-12.3%
Hans Price Academy	46%	-17%	-13.3%

## 3. Priorities

### Department priorities

- Promotion of the educational provision at Weston College; maintain high levels of application and conversion of 16-19 year old learners (supporting the RPA agenda and NEET prevention work of North Somerset); maintain operational working relationships with local schools and providers

- Ensure all prospective and current Weston College learners receive the necessary careers education, information, advice and guidance to make informed choices about their courses, careers and futures
- Ensure destination and follow up procedure is robust

The overarching priorities for the three years of the Strategy are as follows:

- Year 1** To continue to grow the ASPECT brand awareness (advice, schools, progression, employability, careers, transition) in the Weston College Group and external agencies. Deliver Higher Education, Employability and Progression tutorials to full time Weston College learners in accordance with the PDBW calendar. Create an ASPECT staff prospectus to reflect support available to all learners.
- Year 2** The Russell Group Programme will offer a timeline of events and activities for suitable learners, supporting progression to these universities. In addition to the current PDBW tutorial offer, offer a suite of employability tutorials to compliment UCAS tutorials for level 3 learners. Achieve a minimum qualification standard of Level 3 Advice and Guidance qualifications throughout the team. Maximise the electronic agenda to ensure CEIAG offer is accessible at all three campuses and achieve parity of service for all levels of college learners. Destination data and follow up procedure is robust, detailed in the ASPECT staff prospectus. Matrix accreditation is renewed.
- Year 3** To consolidate approaches and ensure the branding, resources and facilities for accessing and delivering CEIAG are fit for purpose. To outsource the service offered to partners in the Weston College Group, generating income and therefore requiring growth of the team.

#### **4. Principles and Approach**

The following section outlines the principles of the Strategy and the approaches that will be adopted. This will be subject to an annual review as the College moves through each year of the three year Strategy.

##### **4.1 Implement an infrastructure that can effectively manage, co-ordinate and deliver CEIAG across the College**

Underpinning principles

- Personalised and impartial careers information, advice and guidance
- Support for parents/carers to help learners make informed decisions
- IAG resources are accessible and up-to-date
- Employability skills are embedded in curriculum delivery
- Access to 1:1 face-to-face IAG support
- IAG interventions are recorded electronically for learner reference and accountability

## CEIAG Entitlement

- Opportunities provided to ensure learners experience and understand progression opportunities (Brighter Futures Fair, UCAS Conventions, HEI visits, guest speakers, HE related activities) and targeted activities based upon needs assessment and intended destinations
- To maintain and ultimately grow a specialist CEIAG team (ASPECT) that sits within Student Services and is independent of any faculty and works across college with prospective, current and former learners
- To devise clear communication mechanisms and referral channels between ASPECT and the curriculum

### **4.2 Ensure the curriculum offer and the process of pre-enrolment IAG is efficient, robust and enables learners to be placed on the most appropriate study programme**

- To ensure all new curriculum staff undertake an IAG training session
- To provide pre-enrolment IAG to undecided applicants and those who must consider a different study programme
- To provide a suite of activities and events to potential applicants to aid informed choices on applications
- To work with local schools to ensure staff, students and their families are aware of the study programmes, including English and maths delivery, support and enrichment available at Weston College.

### **4.3 Ensure CEIAG delivery can cater for learners of all levels through sessions delivered by ASPECT and College+ as part of the PDBW tutorial and Theme Week programmes**

- Faculty staff to work collaboratively with the ASPECT team to utilise the referral routes for IAG in a timely and accurate way
- To plan CEIAG tutorial content with College+, curriculum and Quality colleagues to ensure joined up delivery
- To ensure that knowledge of the latest national guidance and legislation for CEIAG, changes to qualifications and professional/academic entry requirements is used to inform tutorials and resources provided to learners
- To ensure that resources and CEIAG delivery is accurate, relevant and up to date, using LMI to inform this
- To timetable all tutor groups who do not attend College+ for all relevant sessions at a time which suits their needs

- To monitor CEIAG delivery, ensuring quality and accuracy of delivery
- To ensure the importance of CEIAG is signposted and promoted extensively at all stages of the learner journey by the College

#### **4.4 Implement effective communication, curriculum liaison and quality monitoring to support the effective delivery and co-ordination of CEIAG and recording destinations**

- The roles and responsibilities of ASPECT and other IAG services are communicated to learners, staff and external partners
- ASPECT to be a standing agenda item at each CQMG meeting
- ASPECT Manager to be a member of the PDBW summit group
- Outcomes of IAG interventions are to be recorded on e-ILP and accessible to tutors, as well as paper copies maintained and a central spreadsheet for auditing purposes.
- Intended destinations and exit tutorials recorded on e-ILP by tutors are to be followed up by ASPECT in accordance with service standards

#### **4.5 Implement, monitor and review an effective process for recording CEIAG interventions and intended destinations of learners**

- The referral of CEIAG interventions to be centralised through the Student Services Administrator
- The Student Services Administrator to be the central point of contact for learners in accessing appointments with ASPECT
- The ASPECT Manager to work with Quality, IT and MIS colleagues to ensure progression and destination data captured and recorded is fit for purpose
- The Heads of Faculty to take ownership and be accountable for ensuring tutors utilise the intended destination and exit interview capabilities on e-ILP

#### **4.6 Develop the capacity within the College to deliver and embed CEIAG across faculties via College+, enrichment and aspirational activities**

- To support curriculum staff to improve and embed CEIAG and employability skills in class through targeted INSET sessions, resources, planning and the PDBW summit group
- To provide a minimum of a level 3 qualification in advice and guidance for all relevant staff

- To evaluate and audit CEIAG practises across college to assure parity of service
- To review the approach and staffing in line with changes to government policy and funding

## **5. Review**

The strategy will be monitored by the ASPECT Manager. It will be reviewed termly and formally updated annually. The strategy will be communicated to staff and governors.

## **Appendix 1**

<p style="text-align: center;"><b>Delivering CEIAG College Approach 2016/17</b></p>
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The offer will be as follows:

### **1. 1 year Programme of Study at Level 1 or 2**

- Level 2 learners will receive mandatory tutorials as per the PDBW calendar
- Learners will have access to theme week activities
- Learners will attend the Brighter Futures Fair as a mandatory activity
- Learners will have access to 1:1 CEIAG support from ASPECT
- Learners will receive a progression tutorial towards the end of their course
- Delivery of an exit tutorial and recording of a destination will be completed by the tutor; at this point the learner can be referred to ASPECT for IAG
- Learners will have access to targeted drop in support sessions including 'Job Shop'

### **2. First Year of a 2 Year Programme of Study at Level 3**

- Learners will receive mandatory tutorials as per the PDBW and theme week calendar
- Learners will attend the Brighter Futures Fair as a mandatory activity
- Learners will have access to 1:1 CEIAG support from ASPECT
- Learners will receive UCAS tutorials towards the end of the year to advise on how to research for their applications
- Learners will attend the UCAS Convention as a mandatory trip

- Delivery of an exit tutorial and recording of a destination will be completed by the tutor; at this point the learner can be referred to ASPECT for IAG
- Learners will have access to targeted drop in support sessions including 'Job Shop', UCAS and Student Finance

### **3. Second Year of a 2 Year Programme of Study at Level 3/ 1 year level 3 programmes**

- Learners will receive mandatory tutorials as per the PDBW and Theme Week calendar
- Learners will be invited to attend the Brighter Futures Fair as a mandatory event
- Tutors will book learners employability tutorials from a suite offered in the ASPECT staff prospectus
- Learners will have access to 1:1 CEIAG support from ASPECT
- Learners will have access to HE/employability IAG to support them into their intended destination, including through a suite of tutorials offered in the ASPECT staff prospectus
- Delivery of an exit tutorial and recording of a destination will be completed by the tutor; at this point the learner can be referred to ASPECT for IAG
- Learners will have access to targeted drop in support sessions including 'Job Shop', UCAS and Student Finance