

## **Northampton College Strategy / Action Plan for Careers Education, Information Advice & Guidance (CEIAG) 2023 –2024**

### **Introduction**

At Northampton College, we are committed to providing our students with a comprehensive programme of Careers Education, Information, Advice and Guidance (CEIAG) and have a Matrix accredited service. The Careers Lead and Assistant Principal of Student Services Mark Owen oversees CEIAG alongside the Futures Team Leader, IAG and Schools Coordinator Kirsty Lee.

The College works towards the [Careers Guidance – Guidance for further education colleges and sixth form colleges’ \(October 2018\)](#) and the [DFE Careers Strategy \(2017\)](#) and other good practice guidance from the Department of Education, OFSTED and other relevant bodies. Effectiveness of the CEIAG provision is assessed using the [Gatsby Benchmarks](#) and evaluated termly through The Careers and Enterprise Company’s Compass evaluations. Northampton College’s CEIAG Strategy has been developed in response to these documents.

It is our belief that each student at Northampton College should be well prepared for the opportunities, responsibilities and experiences of life beyond education. Learners experience curriculum learning that highlights the relevance of their subject to future career paths.

Northampton College’s Futures team consists of 3 Careers Advisers. Careers staff either hold or are working towards a Level 6 Careers Education/IAG qualification with some holding other degrees and postgraduate qualifications. Futures advisers provide high quality, professional and impartial careers information, advice and guidance to support the students’ learning journey and progression into work, training or higher education.

Futures staff work closely with Curriculum Managers and Curriculum Careers link staff to support the development and inclusion of careers learning within the curriculum. The careers related content of each course is mapped against the Gatsby Benchmarks to identify examples of best practice, areas for development and employer engagement.

Our Careers Education and Work Experience programmes provide students with skills, knowledge, support and insight into the world of work to enable them to make informed choices for their future to maximise their potential. Northampton College also supports students in researching and identifying a full range of opportunities, raising aspirations, challenging stereotypes and supporting progression to their next steps.

Northampton College encourages parents and guardians to play an active role in exploring the options and choices which are best for their child, providing relevant information on their progress, and advice and guidance on progression options and links to local labour market information. Having access to labour market information is critical when exploring career options and making career decisions. Labour market information can tell us; skills currently sought by employers, areas of work that are growing and those that are in decline, education or training required for particular jobs, industries that are prominent in particular areas of the UK, where there may be skills gaps with demand for workers.

Northampton College also supports adults in the local community to access courses specifically designed for them. The aim of these courses is to support adult learners to build on their skills to enter, or succeed further, in employment or education. Northampton College staff are committed to supporting adults to overcome barriers to learning and to progress successfully in their chosen career path. Where these courses are part-time students can still access careers advice and guidance from the Futures team at a time to suit them, as well as the careers resources on the student intranet and in the College libraries.

Uni Connect are part of the Aspire Higher Consortium with the Universities of Northampton, Bedfordshire and Hertfordshire, working across the three counties to develop and share opportunities and resources to encourage and support students progressing to Higher Education whether at University, Further Education College or through Apprenticeships. The Uni Connect project worker linked to Northampton College both creates and promotes these opportunities to young people and adults studying here, complementing the work of the Futures team.

### **Scope**

This strategy applies to all identified young people and adults on any College study programme as well as the managers, teaching staff and support workers that contribute directly to the educational and wider experiences of these students.

### **Aims & Objectives**

- To provide a structured programme of teaching and learning that allows each student to develop the necessary values, skills and behaviours for life.
- To ensure students will receive a rich provision of extra-curricular and work-related learning activities that develop a range of character attributes, such as resilience and aspiration, which underpin success in education and employment.
- To provide access to high quality, independent careers guidance that helps students emerge from college as rounded individuals and ready for the ever-changing world of work.
- To ensure all students will be well-informed on a full range of options when making subject and career decisions.

- To provide a variety of opportunities to all students for engaging with employers, universities and other education providers to experience a working environment during their time at Northampton College
- To deliver services to students using both physical and digital means to support remote working during either lockdown or periods of limited social contact.
- To provide resources and information that allows parents to support their children in making informed choices on a wide range of opportunities.

### **CEIAG Strategy**

Northampton College uses the most up-to-date information released by the DfE on careers guidance to help ensure all students are fully prepared and informed about their next steps. The following specifications are key to achieving the strategic objectives;

- Provide access to a range of activities that inspire students, including presentations and careers fairs, employer talks, mentoring and university presentations.
- Build strong links with employers from the local community who can help to boost employability skills, inform students about the range of roles and opportunities available and help them understand how to succeed in the world of work.
- Offer high quality work experience.
- Widen access to advice on options available post-16 and post-18, exploring digital methods.
- Deliver professional careers guidance to provide individual advice and guidance, building confidence, focus and motivation.
- Ensure measures are taken to identify vulnerable young people, including those with special educational needs and those at risk of not participating in post-16 education or training, and provide the necessary support and guidance to them.
- Ensure students are aware of the full range of options that are available to them post-18 and that they are supported in following the most appropriate pathways. This includes information on the availability of funding, access courses and the development of personal statements.
- Consciously work to raise aspirations and prevent all forms of stereotyping in the advice and guidance provided, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers.

### **Work Experience**

Northampton College's Work Experience Programme seeks to assist the College in its joint aims of providing opportunities for all students to learn and achieve, and promoting students' spiritual, moral, social and cultural development; preparing all students for the opportunities, responsibilities and experience of life. This is achieved by providing all students with the opportunity to learn about work, learn through work and learn for work. All students on appropriate study programmes complete a relevant work experience placement.

- Parents and students will be briefed on the importance of work experience and given an overview of the process at the start of the academic year.
- A Work Experience pack will be provided to each student to support them in their placement.
- Further support will be provided in college by dedicated work experience staff.

SEN Provision students with special educational needs will be given special consideration and guidance when choosing a placement. Any details of relevant special educational needs will be forwarded to employers, and if necessary, a phone call will be made to discuss the possibility of special provision during the placement.

### **Responsibilities of Students**

- Be actively involved in and take ownership of their progression planning and career development
- Attend punctually all planned Progress and Support sessions, Futures appointments and CEIAG activities
- Work co-operatively with staff and fellow students, respecting the views of others and the principles of equality and diversity

### **Key Areas for Development in 2023-24**

#### **1. Careers in Curriculum**

- Careers in Curriculum link staff to work with the Futures team to support the development and inclusion of careers learning in the curriculum.
- Increasing use of labour market information to promote opportunities where there are skills gaps.

#### **2. Enterprise**

- Explore methods of promoting entrepreneurship to students e.g. a week of activities including guest speakers, starting your own business / self employment.
- Map all cross-college employer engagement.
- Increase employer engagement in curriculum areas.

### 3. Parent Engagement

- Develop the careers section on the Northampton College website aimed at enhancing parents' understanding of careers and progression opportunities.
- Termly careers newsletter targeted at parents.

### 4. Schools Liaison

- Develop a 2023-24 Schools Liaison strategy to target top 20 feeder schools, identifying those from which applications/enrolments have declined.

#### Action Plan – Gatsby Benchmarks

Gatsby Benchmark	Quality Measure	Detailed Measurable	Current Provision	Proposed Provision	Responsible/ TIMEFRAME
<b>1. A stable careers programme</b>	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.	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.  The careers programme should be published on the College's website in a way that enables students, parents, college staff	Careers programme in place.  Careers Leader: Mark Owen  Futures Team Leader: Kirsty Lee  Information on Futures service on College website and a specific area added for parents in 2020.	Develop parents' area of website to include more CEIAG content.	Futures team & Marketing team – Autumn term 2023

		and employers to access and understand it.		Termly careers email newsletter to be developed for parents	Futures team & Marketing team – Autumn term 2023
		The programme should be regularly evaluated	Annual meetings with Careers team, Careers Lead, Vice Principal for Curriculum & Student Progress and Governor linked to Careers Education for evaluation of the CEIAG activities undertaken across college.	Mapping activity to be undertaken each year to establish current provision within curriculum and identify areas for development.	Futures Team Leader Spring Term 2024
			Feedback on careers provision gathered throughout the year from students	Parent feedback on CEIAG provision to be gathered through the careers newsletter	Futures Team Leader June 2024
<b>2. Learning from career and labour market information</b>	Every student, 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	During their study programme all students should access and use information about career paths and the labour market to inform their own decisions on study options.	Mapping activity conducted with curriculum teams to establish current provision in each course area.	Careers in Curriculum Link staff to develop future provision of guest speakers and other CEIAG activities to increase students' participation in LMI related activities.	Careers in Curriculum link staff - ongoing  Futures Team - ongoing

	best use of available information.		<p>Futures team offer impartial advice and guidance about progression routes for students who access this service. Within this discussion, Labour Market information may be researched and discussed if appropriate.</p> <p>Guest speakers from industry deliver talks regarding progression into employment. These are arranged by both the curriculum and Futures teams.</p> <p>Futures team arrange an annual careers fair inviting exhibitors from industry, higher education and apprenticeship training, attended by 1300 students in 2023.</p>	<p>Labour markets to be discussed at every CEIAG appointment</p> <p>Signposting to resources as part of the student's action plan</p> <p>Careers in Curriculum Link staff to develop future provision of guest speakers.</p> <p>Increased engagement with South East Midlands Careers Hub</p>	<p>Careers in Curriculum link staff, supported by Futures Team</p> <p>Futures team</p>
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		<p>their support to the students in their care.</p>	<p>The Futures team liaise with the South East Midlands Careers Hub to ensure up to date labour market information and links with employers.</p> <p>Kudos careers platform used in Progress and Support sessions which encourages students to access LMI.</p> <p>Parents' evenings used to discuss progression routes and labour markets.</p> <p>Parents invited to attend talks by guest speakers from higher education.</p>	<p>to explore further opportunities available.</p> <p>Termly careers email newsletter to be developed for parents</p> <p>An increase in presentations/webinars for parents delivered by guest speakers from industry, apprenticeships, and higher education.</p> <p>More links to external websites detailing local labour markets to be</p>	<p>Futures team &amp; Marketing team – Autumn term 2023</p> <p>Futures team – ongoing</p> <p>Futures team &amp; Marketing team – Autumn term 2023</p>
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			Parents area of website encourages the use of LMI.	included on the College's website.	
<b>3. Addressing the needs of each student</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout.	<p>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career</p>	<p>Progress and Support schedule of topics linked to progression at every stage of the student journey</p> <p>Uni Connect Coordinator in post within the Futures team, offering opportunities to raise students' aspirations. This programme was extended to cover adult students in 2021-22</p> <p>Pro Solution allows the Futures team and curriculum staff to record all CEIAG activity for each student.</p> <p>Notes from appointments with the Futures team are</p>	<p>Students to be able to self-refer for personal guidance with the Futures team via their E-ILP</p>	<p>Futures team leader and MIS team ongoing updates and developments</p> <p>Futures team leader and MIS team</p>

		development. Colleges should collect and maintain accurate data for each student on their education, training or employment	accessible on Pro systems		
<b>4. Linking curriculum learning to careers</b>	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.	Throughout their programme of study (and by the end of their course) every student 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.	Learners experience curriculum learning that highlights the relevance of their subject to future career paths.  The careers related content of each course is mapped against the Gatsby Benchmarks to identify examples of best practice, areas for development and employer engagement	Continue to be evaluated annually with curriculum staff through mapping exercise coordinated by Futures Team Leader	Careers Leader, Futures Team Leader and curriculum staff – summer term 2024
<b>5. Encounters with employers and employees</b>	Every student 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	Every year, alongside their study programme, students should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.	Students go on work experience as part of their study programme.  Childcare and Healthcare go on placement as part of	Students will have another employer encounter through their Progress and Support sessions  National Careers Week activities and resources	Curriculum Link staff/Academic Coaches and the Futures team - ongoing  Futures team March 2024

	<p>schemes, and should include students' own part time employment where it exists.</p>	<p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<p>their course to gain their qualification.</p> <p>Employers are invited to attend the annual Careers Fair.</p> <p>Guest speakers from industry deliver talks regarding progression into employment. These are arranged by both curriculum and Futures teams.</p> <p>Curriculum areas organise industry days/weeks</p> <p>Students discuss employability skills related to their work experience and part time jobs.</p> <p>Students' part time work is recorded</p>	<p>to be arranged by the Futures team</p> <p>Curriculum mapping activity to be developed to record all employer engagement throughout the year in each course area.</p>	<p>Careers Leader, Futures Team Leader and curriculum staff – summer term 2024</p>
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		Colleges should record and take account of students' own part-time employment and the influence this has had on their development.			
<b>6. Experiences of workplaces</b>	Every student 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.	By the end of their study programme, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.	<p>Students go on work experience as part of their study programme at college.</p> <p>Childcare and Healthcare students go on placement as part of their course to gain their qualification.</p> <p>Live learning environments allow students to experience realities of a workplace e.g. professional catering kitchens and the Salon NC.</p> <p>Students experience the industry they will be going into e.g. Music students</p>	Students will continue to go on work experience as part of their study programme.	<p>Ongoing</p> <p>Ongoing</p>

			arranging and performing gigs.		
<b>7. Encounters with further and higher education</b>	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.	<p>By the end of their programme of study, every student should have had a meaningful encounter* 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 students.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>	<p>Higher Education institutions invited to attend the annual Careers Fair (if social distancing allows for this)</p> <p>presentations delivered by HE institutions:</p> <ul style="list-style-type: none"> <li>• Introduction to UCAS</li> <li>• Student Life and Budgeting</li> <li>• Personal Statement writing</li> <li>• Preparation for open days</li> <li>• University Interview preparation</li> <li>• Guest lectures on specific subjects</li> </ul>	<p>Careers Fair preparation booklet to be completed by the student. This will include preparation in tutorials before the event and reflection afterwards.</p> <p>Futures to plan trip to UK University and</p>	<p>Ongoing</p> <p>Ongoing</p> <p>10<sup>th</sup> November 2023</p>

			<p>Futures trip to UCAS HE Exhibition</p> <p>Uni Connect coordinator works with the Futures team, offering opportunities to raise students' aspirations.</p>	Apprenticeship Search Fair	Ongoing
<b>8. Personal guidance</b>	<p>Every student 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.</p>	<p>Every student should have at least one such interview by the end of their study programme</p>	<p>Students have the opportunity to book an appointment with a Futures advisor as many times as they would like. There is the option to have telephone or email guidance, or a Teams call. 1:1 appointments in person can also be arranged with parents if requested.</p> <p>Curriculum staff and Academic Coaches refer students for guidance when</p>	<p>Increase the number of 1:1 in person guidance interventions through self-referral system and more promotion of the Futures service</p>	<p>Futures Team and MIS team – Autumn term 2023</p>

			<p>needed and all students have progression guidance in the spring term.</p> <p>The Futures team has one advisor who is qualified to level 7. All other advisors are qualified to or working towards achieving level 6 in Careers Education.</p>		
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\* The College should ensure that access to a level 6 adviser is available when needed.

## Review

This strategy will be reviewed on an annual basis. The review will include perceptions of all stakeholders, as well as those college staff with direct involvement in supporting students' learning programmes.

## Additional Reading

This strategy should be read in conjunction with the following:

- Northampton College CEIAG Policy 2023-24
- Northampton College Work Experience Policy 2023-24
- Northampton College Mission Vision and Values

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