

Northampton College Strategy for Careers Education, Information Advice & Guidance (CEIAG) 2024 –2025

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. Careers education should be a core focus at every stage of the student and apprentice journey, and it is essential to positive progression into career pathways that they will find engaging and rewarding.

The Careers Lead and Assistant Principal of Student Services Mark Owen oversees CEIAG provision, alongside the Careers Education and Guidance 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](#) which underpin the DFE Careers Strategy and set the standard for good careers guidance. Progress is evaluated termly through The Careers and Enterprise Company’s Compass evaluations.

It is our belief that each student at Northampton College should be well prepared for the opportunities, responsibilities and experiences of life beyond education. Access to good careers guidance enables individuals to clarify their aspirations, understand options open to them and to take control of and make informed decisions, and be supported to upskill and reskill as part of the lifelong learning agenda.

Northampton College’s Futures team consists of 3 Careers Advisers. Careers staff either hold or are working towards a Level 6 Careers Education 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 Careers in Curriculum link staff to support the development and inclusion of careers learning to ensure that the curriculum offer has careers at its core. 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. Students experience curriculum learning that highlights the relevance of their subject to future career paths.

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 and attainment, 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, termly careers newsletters, advice and guidance on progression options and links to local labour market information. Having access to relevant labour market information (LMI) is critical when exploring career options and making career decisions. This is a crucial part of ensuring a successful transition to and sustainability of employment throughout life. LMI 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.

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.

The aims of this strategy with the associated operational objectives and quality improvement plans will be monitored by the College's Careers Lead and the Careers Education and Guidance Coordinator, who will work closely with curriculum teams and the link governor for careers.

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, 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.
- Support students to access high quality work experience.
- Widen access to advice on options available post-16 and post-18.
- 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 2024-25

1. Careers Programme for A Level students

- Adapt the careers programme for the new A Level cohort to ensure that curriculum learning links to careers, raises aspirations and challenges stereotypes.
- Provide meaningful encounters with employers and representatives from higher education institutions.

2. Curriculum reforms

- Staff training on the changes to progression pathways and course offers.
- Guidance provided to Careers Leaders in schools to navigate the changes.

3. Futures support for students on ESOL and Foundation programmes

- A review of current CEIAG content on these programmes.
- Student survey to highlight areas for development.
- A strategy to develop current CEIAG provision tailored to the needs of the students.

4. Increase promotion of degree apprenticeships

- Develop and promote resources including webinars, SharePoint information and guest speakers.

5. Increase student usage of online tools to support CEIAG

- Introduction of careers platform Xello to all students and parents, with staff training prior to launch.
- Integration of Xello to Progress and Support sessions where relevant and useful.

6. Schools Liaison

- Increased promotion of T Level programmes to school staff, students and parents/carers.
- Increased promotion of our higher education provision to school staff, students and parents/carers.

Results from the July 2024 Compass evaluation:

Gatsby Benchmark	Score	Areas for development in 2024-25	Staff responsible
1. A stable careers programme	100%	<ul style="list-style-type: none"> Adaption for requirements of A Level cohort 	<ul style="list-style-type: none"> Curriculum manager and Futures team
2. Learning from career and labour market information	100%	<ul style="list-style-type: none"> Launch of careers platform Xello to all students and parents Staff CPD session Integration of Xello into Progress and Support sessions 	<ul style="list-style-type: none"> Futures Team Leader, with training for Academic Coaches
3. Addressing the needs of each student	75%	<ul style="list-style-type: none"> Further development of systematic records of students' careers learning experiences Earlier intervention for students identified as at risk of dropping out through staff referrals. 	<ul style="list-style-type: none"> Futures Team Leader and MIS team
4. Linking curriculum learning to careers	100%	<ul style="list-style-type: none"> Adaption for requirements of A Level cohort 	<ul style="list-style-type: none"> Curriculum team
5. Encounters with employers and employees	100%	<ul style="list-style-type: none"> Increase number of employer encounters Increased focus on making encounters 'meaningful' 	<ul style="list-style-type: none"> Curriculum teams Futures team Business Centre team
6. Experiences of workplaces	100%	<ul style="list-style-type: none"> Adaption for requirements of A Level cohort 	<ul style="list-style-type: none"> Curriculum team Work experience team
7. Encounters with further and higher education	83%	<ul style="list-style-type: none"> Increased engagement with external further education providers CPD for staff in preparation for UCAS personal statement reform for Apply 2026 	<ul style="list-style-type: none"> Futures team Curriculum teams Academic Coaches
8. Personal guidance	60%	<ul style="list-style-type: none"> Review number of Level 6 trained careers advisers in the Futures team 	<ul style="list-style-type: none"> Careers Leader (staffing) Futures team

		<ul style="list-style-type: none"> • Develop staff referral process for students identified as needing advice and guidance • More promotion of Futures service at induction and throughout the academic year 	
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Measures of Success

It is important to us that our Careers Programme meets the needs of our students, employers, and other stakeholders. A summary of progress is reported twice a year by the Careers Education and Guidance Coordinator to the senior management team.

Progress and success will be measured and evidenced by:

- Student progression outcomes
- Futures careers service engagement figures
- Employer engagement figures
- Careers in Curriculum annual reviews
- Reduced NEET figures and as a result increased retention statistics
- Maintaining quality standards e.g. Matrix
- Student and parent/carer feedback
- Compass assessment rating
- Self-assessment report (SAR) and Quality Improvement Plan
- Staff appraisals
- Destination and exit surveys

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 2024-25
- Northampton College Work Experience Policy 2024-25
- Northampton College Mission Vision and Values

Mark Owen

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