

Careers, Information, Advice and Guidance Policy

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Governor Y/N	Y	Committee:	LTA	Governor Date approved:	24/09/20 Pending

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Careers, Information, Advice and Guidance Policy

1. Introduction

- 1.1 Students are at the heart of Craven College and our strategic plan clearly lays out how we aim to support our learners by brining careers to life; offering them clear progression journeys into their working life and how we aim to connect with our local community and employers locally and nationally to meet their needs.
- 1.2 The Careers offer at the College does this guided by the Gatsby Benchmarks and the Government's agenda for skills development and careers support in schools and Colleges, outlined in the DfE Careers Strategy published in 2017. However more importantly, it focuses on giving **each** student an excellent education that provides them with a clear progression pathway and builds in them key behaviours that meet employer expectations. We prepare them for their next step by taking account of who they are; where they want to be and how we can support them to get there.
- 1.3 This policy takes account of the local context and drivers in relation to employment opportunities and stresses the importance of basing careers support on both local and national Labour Market Information (LMI). We share this essential information with both students and their parents/carers.
- 1.4 It outlines the plans for the continuous development of the careers offer within the College over the next three years, fundamental elements of which include sustained commitment to the Gatsby Benchmarks; constant evaluation of the context of careers in the job market and the maintenance of the national Careers Quality Mark. This will also include a College-wide rebrand in 2020/21 driven by a focus on careers and progression.
- 1.5 This policy also underpins the College's commitment to the Matrix Standards for quality information, advice and guidance and also our own Equality and Diversity policy in that it will raise aspirations; promote equality of opportunity; celebrate diversity and challenge stereotypes for **all** of the College's students – existing and potential.

2. Key Principles

- 2.1 The College will deliver this policy in line with the eight Gatsby Benchmarks:
 - i. A stable careers programme – our College-wide Employability Programme will ensure all students have input on a wide range of career related topics, which will be delivered at an appropriate level and in a timely manner.
 - ii. Learning from career and labour market information – our online resources will keep students informed of choices and pathways. Our bi-annual Careers newsletter for parents/carers will provide them with the information they need to support their young person.
 - iii. Addressing the needs of each student – **all** our Careers support will be individualised and differentiated.

- iv. Linking curriculum learning to careers – our tutors will connect their teaching to career pathways and employability skills that meet the needs of the job market.
- v. Encounters with employers and employees – our College-wide employer engagement strategy will ensure that all students have access to real people in real jobs.
- vi. Experiences of workplaces – our intention is to get all our level 2 and 3 learners benefitting from work experience and to support our level 1 learners with work related learning.
- vii. Encounters with further and higher education - our students will be supported to access the pathway that is right for them and our dedicated UCAS team will work with students progressing to HE.
- viii. Personal guidance – **all** our learners can access personal CIAG at all stages of their College journey and all our year 13 students will be automatically invited for a one-to-one interview with a Level 6 qualified careers professional.

2.2.1 The College will ensure that high quality, impartial and relevant careers education, information, advice and guidance (CEIAG) is available to **all** students of the College, at all sites. This support will enable our students to:

- Aspire to and plan for their future career
- Make the correct course choice or get help moving courses
- Enhance their employability skills
- Access a meaningful work experience to support their skills development
- Develop their knowledge of the options for further or higher study
- Apply for higher education courses via UCAS
- Undertake university and/or job interview practice
- Be better informed about routes into work including apprenticeships
- Build their understanding of job roles
- Understand how to apply for work and present themselves well

3. Responsibility

1. The Craven College Senior Management Team has overall responsibility for this policy.
2. The Careers Leader is responsible for ensuring that this strategy and its associated specific policies and procedures are developed, monitored and delivered across the College.
3. All College teaching and support services staff are responsible for using this strategy to inspire; challenge and support our learners towards their careers goals and aspirations.

4. Legislation

There is no specific legislation associated with this policy.

Careers, Information, Advice and Guidance Procedures

1. Introduction

Craven College is committed to providing our students with an excellent education that provides clear progression pathways. The following procedures detail how the objectives of the Careers, Information, Advice and Guidance (CIAG) Policy will be met and identifies:

1. Key Processes
2. Roles and Responsibilities
3. Objectives
4. Communication
5. Implementation
6. Monitoring
7. Reporting
8. Assessment of Impact
9. Continuous Improvement
10. Associated Documentation

2. Key Processes

- 1.0 Careers interventions will happen at all stages of the learner journey at College:
 - 1.1 Careers staff will attend all Open Events and Taster Days to interact with potential students and their parents about next steps. They will also attend and facilitate careers activities in feeder schools in liaison with the Marketing Team
 - 1.2 CIAG will be a key aspect of the application process with the Admissions Team referring in any students unsure of choices or links to future options
 - 1.3 Careers staff will be involved in the enrolment process for new students, supporting any with changed plans or who do not meet the entry requirements to particular pathways
 - 1.4 CIAG will be offered to all those students at risk of leaving College early
 - 1.5 The Careers Team will play a key role in the Swap, Don't Drop support for new students to College who are unhappy with their course choice
 - 1.6 The Careers Team will also support Progression weeks and next step choices with existing students
 - 1.7 CIAG will be offered to any student wanting to progress to university both internally and externally and full support in the UCAS application process will be accessible to all who need it
 - 1.8 Dedicated careers support will be available to those who are progressing in to work or an apprenticeship once their course is completed
 - 1.9 Ongoing support is also available to any past student
- 2.0 Details of how and when students can access careers support are published Student Careers Entitlement Statement. This is reviewed and updated in line with stakeholder feedback. All year 13 students at the College will automatically receive a careers intervention.
- 3.0 Planning for and the delivery of CIAG will be done alongside the specific requirements of each curriculum area and curriculum teams will support the process with their industry specific contacts and experience.

- 4.0 CIAG will take account of student voice and will ensure that CIAG services are tailored to their articulated needs. From 2020/21, a Careers focus group will be set up with representatives from each faculty to ensure all careers developments meet the needs of the students.
- 5.0 From 2020/21, a College-wide Employability Programme will ensure that all students have weekly access to a wide range of activities and resources to support their progression. This will be delivered in the Employability Hour and will be adapted to each level and curriculum area. These sessions will include regular input from the Level 6 careers professionals.
- 6.0 Careers and employability sessions will also form a key part of the wider College tutorial programme. These will be delivered by specialist staff and Progress Coaches.
- 7.0 All students will undertake skills assessments and Career Action Planning throughout their time at College. They will also create a Start Profile during their first term at Craven College. These resources will allow them to make informed choices and plan ahead.
- 8.0 The College will continue to develop relationships with local employers to provide students with opportunities for valuable work placement; focusing on identifying skills needs and gaps in their sectors and inviting them in to work with students as guest speakers, activity providers and local experts.
- 9.0 Students at level 2 and 3 will undertake work experience, with those studying at entry or level 1 doing work related learning.
- 10.0 Student feedback on both group and individual activity will form a key part in the development of the Careers offer at College and from 2020/21 will include Microsoft Forms feedback sent after one-to-one sessions and tutorials.
- 11.0 The Gatsby Benchmarks will form the basis of all CIAG activity at the College and progress towards achieving these will be monitored using the Compass Tool.
- 12.0 CIAG for SEND learners will be further developed in line with The SEND Gatsby Benchmark Toolkit and the Careers Team will continue to support the SEND Team with the development and delivery of Support Internships as one progression option.
- 13.0 Progress with CIAG will be also monitored against the Matrix standards and the revised Ofsted Framework.
- 14.0 The College has the Quality in Careers Standard and will work towards achieving the Gold Standard in this at the next review (July 2021).
- 15.0 The College will work in conjunction with the local Careers and Enterprise Company representation and will continue to play a key role in the local Careers Hub via the Craven Careers Network.

3. Roles and Responsibilities

- 3.1 Careers focus and support for our students is seen as a College-wide responsibility. As part of our strategic aim to prepare our learners for their next step and to develop in them behaviours and attitudes demanded by employers, reference to careers and skills will permeate all aspects of College life.
- 3.2 All the CEIAG work at the College will be overseen by the Careers Leader who will also, in conjunction with the Student Services Manager, the Vice Principal for Curriculum and Quality and Governors, monitor the implementation of this policy.
- 3.3 Impartial careers guidance is offered in line with standard, professional ethical standards but will also be supported through an Independent Careers Adviser who will attend the College one day per week.
- 3.4 Progress Coaches and Programme Tutors are responsible for signposting students to the Careers team for one-to-one sessions and for inviting the Careers team to deliver workshop sessions with their groups. They are also responsible for supporting and encouraging learners in their work experience and reinforcing the College's behavioural standards.
- 3.5 Curriculum staff will be responsible for making careers 'real' by including careers-related work and activities in the curriculum and optimising the Employability Hour on the timetable. The Employability Hour Tutor will deliver the College-wide Employability programme with support from the CEIAG team.
- 3.6 The Student Support Services team, including the SEND Team Leader and the Mentors, in their role of supporting the personal and social development of our learners, are also responsible for referring students for CIAG, in particular those with additional needs or those who need extra guidance. The Careers Leader will support the SEND team with EHCP reviews and preparation for adulthood activities.

4. Objectives

- 4.1 The key objective of this strategy is to support our learners with progression opportunities and to develop their employability skills to make them work ready.
- 4.2 Craven College wants to prepare and support students as they move towards their career goals and give them the skills and tools they need to succeed in a competitive, ever changing digital world.
- 4.3 In addition, the College is guided by the objectives of the DfE National Careers Strategy; the Matrix Standards (see Appendix 1) and the National Quality in Careers Standard (see Appendix 2), all of which have key actions for compliance e.g. publication of careers strategy on College website.

5. Communication

The following principles are fundamental to the communication of the Careers, Information, Advice and Guidance Policy and Procedure

1. The CIAG Policy and Procedure will be published on a standardised template.
2. The CIAG will be reviewed annually by the Careers Leader before being escalated to the SMT for approval.

3. The CIAG Policy and Procedure will be ratified by the Learning, Teaching and Assessment Committee of the Governing Body.
4. The intended audiences of the CIAG Policy and Procedure are:
 - Students
 - Parents
 - Prospective students and parents
 - Staff
 - Governors
 - Feeder schools
 - Local employers and apprenticeship providers
5. The CIAG Policy and Procedure will be published on the College's website; on the students Moodle; in the Parent Guide and on the Staff Intranet.

6. Implementation

6.1 Adherence to the policy will meet our obligations as outlined by the Government's national strategy for Careers as outlined in Careers Strategy: making the Most of Everyone's Skills and Talents.

6.2 Students are able to access CIAG support:

- In one-to-one careers guidance sessions tailored to individual needs, either referring themselves or being referred by Progress Coaches or Programme Tutors
- Through group tutorials designed in conjunction with curriculum teams
- Via career options exploration within the Employability Hour as part of study programmes for 16-19 students or as part of enrichment sessions for adults and HE learners
- Through attending events such as guest speakers; Apprenticeship Fairs and subject specific trips and visits to workplaces
- By accessing the resources on the Careers, Enterprise and Employability Moodle which will be continuously updated and reflective of the current labour market and workforce skill demands

6.2 Parents are able to access CIAG support:

- By attending careers meetings with their son or daughter
- By attending parents' evenings where careers support is available as a drop-in
- By accessing information via the Parent's Guide which is available from the College's website
- Through the bi-annual Parent Careers Newsletter

7. Monitoring

The CIAG policy and procedures are audited and reviewed through a range of activities, including:

1. Ongoing quality reviews and evaluation activities
2. Annual review of performance against targets and against the performance of comparable organisations
3. The Compass tracking tool to measure compliance with the Gatsby Benchmarks
4. Ongoing audit of operational procedures to ensure compliance

5. Analysis of external audit data i.e. Matrix and other quality review reports to address emerging themes
6. Review of service user feedback from customer and stakeholder surveys and identify changes as necessary to improve the customer experience
7. Monitoring of progress against quality improvement plans using Self-Assessment Reviews.

8. Reporting

CIAG activity will be reviewed and reported on an ongoing basis by:

1. Weekly reporting to the Student Services Manager
2. Monthly reporting to SMT
3. Annual reporting to LTA Committee of Governors
4. Annual reporting to Matrix
5. Tri-annual reporting to the Quality in Careers Standard

9. Assessment of Impact

- All CIAG activity will seek feedback from the relevant stakeholders e.g. students and staff and this feedback will be used to develop the service further.
- Feedback will be obtained after every one-to-one session through Microsoft Forms and this will be regularly analysed to see patterns of need; gaps in information and to allow suitable follow up sessions to be booked
- The College will monitor and analyse the destination data of each academic year cohort and will use this information to further enhance and develop the CIAG service.
- Assessment of the impact of work experience will be analysed against student achievement and destinations and used to promote career pathways to students
- Assessment of 41-day data will help to monitor the impact of interventions early on with students in terms of withdrawal and movement between courses.
- Questions relating to careers support and work experience activity will feature in annual student surveys and results analysed to improve communication and uptake of the service as necessary

10. Continuous Improvement

The fundamental aim of the service is to be responsive and dynamic to support the students towards their career goals and longer-term plans.

The CIAG offer at College will be continuously reviewed and adapted in light of:

- Government guidance and national strategy
- Updates and developments led by the Careers and Enterprise Company
- Innovations and ideas from the sector
- Feedback from students; staff, parents and employers
- SAR/QIP objectives and plans

11. Associated Documentation

Government strategy

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

Published Careers Entitlement Statement

<https://www.craven-college.ac.uk/wp-content/uploads/2019/04/Student-Entitlement-Statement.pdf>

Published Careers Tutorial Programme

<https://www.craven-college.ac.uk/support/careers/>

Appendix 1

The matrix Standard



Annual Continuous Improvement Check (CIC) Year 2

Customer name	Craven College Student Support Services
Customer key contact	Catherine Jackson
Customer ID	C10989
Project number	PN103228
Assessor name	Andy Richardson
CIC due date	26/1/2020
CIC completed on	13/2/2020
Decision	Maintaining accreditation.

General Comments	<p>There have been three changes of Principal from October 2018 to present which has led to some variation in leadership approach.</p> <p>New Principal Lindsey Johnson starts at the College on 17th February 2020. Lindsey is currently the VP Curriculum and Support at Manchester College. She has extensive experience in the sector, having worked in land-based colleges for nearly 20 years before moving into general further education. Lindsey brings a wealth of experience from all aspects of our sector and is passionate about ensuring our student experience enables progression and aspiration. Lindsey is recognised nationally for work on the leadership of maths, English and work experience as an integral part of any curriculum offer.</p>
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	The VP Curriculum & Quality also retires on the 14 th February and Anita Lal joins us from Bradford College where she was Assistant Principal Quality.
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Please comment below in Section 1 the areas of your Information, Advice and Guidance (IAG) that you have developed over the last twelve months. These may be a continuation of the areas you developed last year and discussed with your assessor at your last Annual CIC or these may be new areas that you have focussed on. These developments need to focus on the IAG aspects of your delivery but may link to how it is managed, resources, delivered or evaluated – consider the impact these changes have had.

Section 1	Section 2
Please describe the developments you have made to your IAG in the last 12 months	Your assessor's comments
<p>At enrolment, in addition to supporting those who are unable to access the course of their choice, we are now offering specific IAG to those who are wanting to undertake just maths and English, focusing on what this could lead to longer term. We can also now adapt the programme we offer to meet the needs of the individual learners (Fresh Start) and add work experience or science to suit, through the Study Programme. It also led to the introduction of taster sessions in academic subjects.</p>	<p>This CIC confirms that Craven College is investing significantly in resources and practices with which to further develop it IAG services. Statistics continue to show that students supported by Student Services are outperforming their peers in academic achievement terms.</p> <p>Common across all the development areas described in this CIC is the recommendation to consider how the impact of these developments could be evaluated and their impact determined. The essence here could be to look at how the situations related to each has improved as a result of these actions. Is it better, or just different? What will tell you it's better? When would you expect this to become evident? etc. Trend analysis, comparing data over recent years, can often help understand impact over time.</p> <p>Following on from this is the management of expectations and the defining of success markers. Here the question might be 'at what level of performance would we deem the change to have been a success?' Looking at the present state and defining a desired future state (change management theory) is often useful, if we are to determine measurable success.</p> <p>In looking to demonstrate this impact to a wider audience (beyond Student Services at least), consideration could also be given as to how such developments will impact on the Key Performance Indicators of the College as a whole.</p>

Section 1	Section 2						
Please describe the developments you have made to your IAG in the last 12 months	Your assessor's comments						
<p>At Risk Meetings – we introduced “At Risk” weekly meetings in first few weeks of the academic year between Careers team and curriculum staff to identify students in need of support in terms of course choices they have made; any who want to switch programme and any who want to leave College. Impartial IAG offered resulting in some moving courses, some moving on to apprenticeship programmes and some moving on to the Fresh Start option. This resulted in fewer drop-outs and more settled students.</p> <table border="1" data-bbox="248 587 1028 699"> <tr> <td></td> <td>18/19</td> <td>19/20</td> </tr> <tr> <td>FT Leavers >41 days</td> <td>149</td> <td>38 ytd</td> </tr> </table>		18/19	19/20	FT Leavers >41 days	149	38 ytd	<p>This has also had the effect of reducing ‘drop outs’ in the early stages (<41 days).</p>
	18/19	19/20					
FT Leavers >41 days	149	38 ytd					
<p>Careers education sessions offered to all students via tutorial programme – we have delivered these session to get students planning for their careers early on, understanding what a career is and thinking about what they can do to find out more about options and make considered choices.</p>	<p>Taster sessions now being introduced to help career choices and reduce number of students changing courses mid-programme.</p>						
<p>Introduction of an Action Planning template for students to consider where they are now; where they want to be and what they can do to move towards their goals.</p>							
<p>Career of the Month information on College Moodle – details of careers related to specific curriculum area including different roles, wage details and required skills.</p>	<p>Integration of the local jobs market picture into the Career of the Month is currently being considered by management, possibly drawn from EMSI and local labour market knowledge will add further useful insights. This in turn will also help to shape the delivery of the curriculum.</p>						

CAREER OF THE MONTH



FEBRUARY - HAIR & BEAUTY

A-Z Careers

Aroma Therapist, Barber, Colour Technician, Dermatologist, Eyelash Artist, Facialist, Hair Dresser, Laser Therapist, Masseur, Nail Technician, Osteopath, Reiki Healer, Skin Consultant, Threader, Wax Therapist.

CAREER PROFILE: HAIR DRESSER/BARBER

Average Salary: £14,000-£30,000
Typical Hours: 37-40 a week

Job responsibilities:

- Greeting customers
- Shampoo and conditioning hair
- Getting towels and supplies ready to use
- Keeping the salon clean
- Cutting, styling, perming and straightening
- Colouring
- Giving advice on hair and scalp problems
- Booking appointments and taking payments
- Making sure products are used and stored carefully following safety procedures
- Provide scalp, face and neck massages
- Keep up to date with new styles
- Shaping, trimming and shaving beards

Work environment:

Barbershop, clients home, health spa, salon, care homes, film sets or cruise ships.

Career path and progression:

- With experience you could become a senior stylist/barber or salon manager
- With suitable further qualifications, you could also move into training or assessing student hairdressers
- You could also open your own salon/barbers
- Other options include wig making, training in make-up techniques and working in the theatre, film and television industries

Source: National Citizens Service 2019

INDUSTRY STATISTICS

The industries annual turnover: £6.2 billion
Total jobs UK: 277,333 (0.87% of total workforce in the UK)

Males currently employed in the industry: 10.7%
Females currently employed in the industry: 89.3%
Current skills and qualification and the % of workers who possess them:

- Degree 2.9%
- Level 4 and above 8.5%
- A Level (or vocational equivalent) 5%
- Level 3 37.8%
- Level 2 35.3%
- Below Level 2 or none 18.3%

*Figures are from Habia 2011-2012 research.

ESSENTIAL SKILLS/QUALITIES TO WORK IN THE HAIR & BEAUTY INDUSTRY:

- Customer service
- Paying attention to detail and being thorough
- Patience and the ability to remain calm
- Excellent verbal communication
- The ability to work well with others
- Being flexible and open to change
- Able to work well with your hands
- Active listening
- Basic computer skills
- Sensitivity and understanding
- Desire to help people
- Ability to sell products and services
- Concentration skills

HOW TO BECOME

College course:

Search for vocational courses that will teach you the skills and knowledge you need for this industry.

- You will need 2 or more GCSE'S grade 9-3 to get onto a level 2 course
- You will need 4-5 GCSE's grade 9-4 to get onto a Level 3 course

Apprenticeship:

Learn as you work, and earn with an apprenticeship

- Visit www.gov.uk/apply-apprenticeship to search and apply for apprenticeships

Job Searching:

You can use the following sites to help you search for jobs and courses in the beauty industry outside of the general job search engines

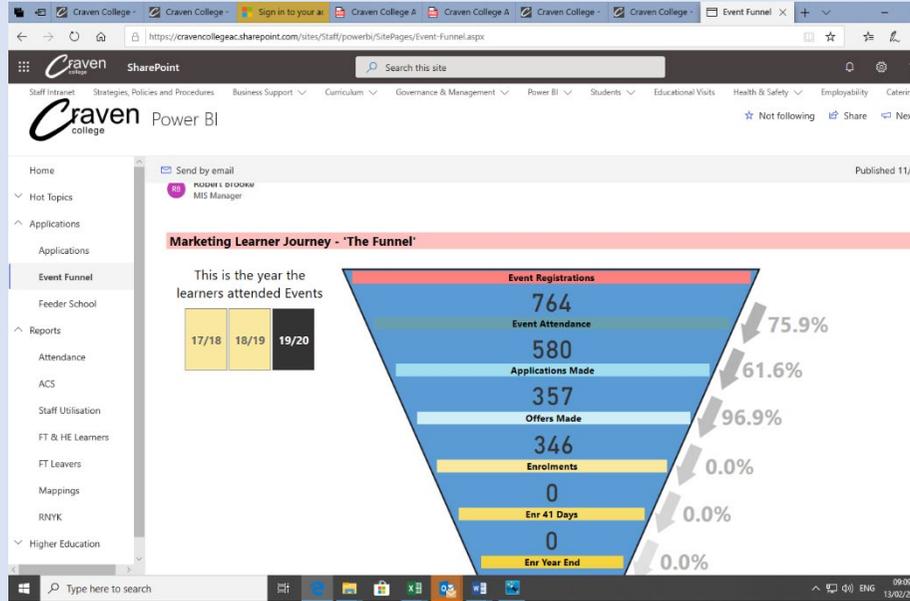
- www.jobsinbeauty.co.uk
- www.hairandbeautyjobs.com
- www.habia.org
- www.babtac.com

Section 1	Section 2
Please describe the developments you have made to your IAG in the last 12 months	Your assessor's comments
New referral system shared with Progress Coaches to facilitate easier booking of one to one careers meetings – Outlook calendar driven	
Introduction of 'Progression Week' in March which encouraged students to focus on their next step – this resulted in an increased number of one to one IAG sessions with students who were unclear about what to do next.	
Enhanced use of Pro-Monitor to log IAG sessions– this allows all staff working with a student to be informed about any interventions. Students are made aware at the start of their IAG session that brief notes will be shared.	
Development of Labour Market information – College has bought in the EMSI system to support the marketing function of the College with LMI and career information. This allows students and parents to make links between the subjects they are studying and job roles and sector demand. The system tells you which industries and occupations are growing and predict future trends. Supplied with this data, the college can tailor its curriculum and amend courses to suit the needs of the broader economy.	
Developments in obtaining feedback from learners after one to one sessions using One Drive Forms – this allows for automated emails to be sent to learners and also a log of responses which can be analysed and reviewed to enhance the service further. This has also been used to analyse feedback from group sessions.	This analysis has very recently started and has yet to provide its full results.
HE Careers Week introduced this year to focus careers support specifically at those on HE courses - exploring graduate programmes, interview techniques and involving local businesses to give students an insight into what they are looking for in their recruitment processes.	Anecdotal and student feedback indicate that this is being received well.

Section 1	Section 2
Please describe the developments you have made to your IAG in the last 12 months	Your assessor's comments
<p>The College is involved in the Capacity and Delivery Fund project to prepare for the introduction of the new Technical Level qualifications. Identified student groups have received significant IAG to support them to undertake Industry Placements – extended work experience in businesses related to their course. College has recruited two Industry Placement Officers who support the learners to be work ready and spend time coaching and supporting them. A detailed strategy document has been prepared covering:</p> <ul style="list-style-type: none"> • Sending out a positive message about being involved in the CDF project and industry placements • Designing the curriculum and timetable to facilitate students being involved • Identifying and helping to prepare appropriate students • Identifying developmental objectives / targets for students to share with employers • Sharing industry contacts with the industry placement teams • Working together to overcome barriers to student involvement 	<p>This development found initial resistance from Study Programme staff who perhaps don't see the benefits of placements within a busy timetable.</p> <p>Much work has been done with staff to gain buy-in and with students who are on programmes.</p> <p>College is also looking to develop a learner data management system to help bring all activities into one central place, enabling greater integration and information flow.</p>
<p>The College is working to develop Power BI – Power BI lets you easily connect to your data sources, visualize this, helps you discover what is important in respect of the data and enables you to share with relevant staff. Example screenshot below showing “Marketing Learner Journey – The Funnel”</p>	<p>This data includes ProMonitor and the staff's own Sharepoint.</p> <p>This example shows a good conversion rate between applications and offers. Enrolments will come on stream at the start of the next academic year (Sept 2020).</p> <p>The Start Profile also enables personal growth to be captured and measured.</p>

Section 1

Please describe the developments you have made to your IAG in the last 12 months



Further example

Section 2

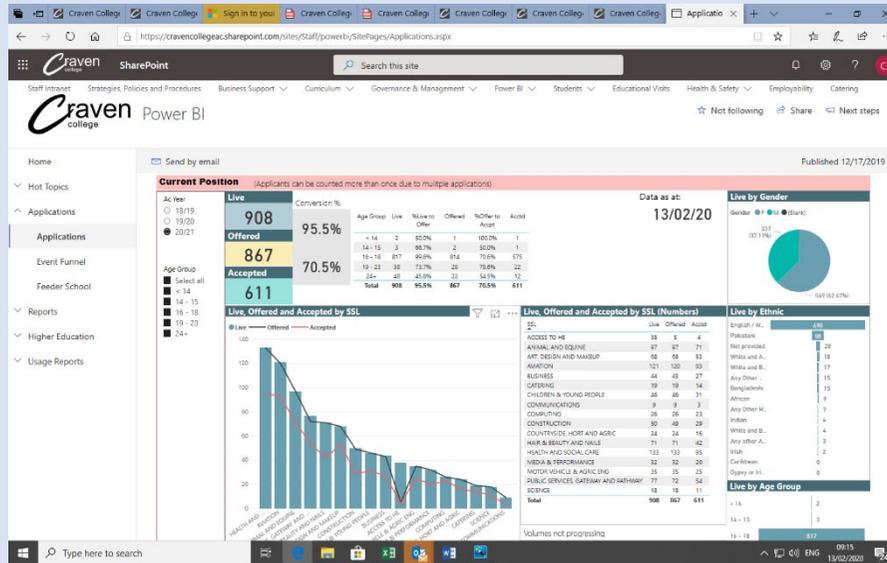
Your assessor's comments

Section 1

Please describe the developments you have made to your IAG in the last 12 months

Section 2

Your assessor's comments



We are also capturing;

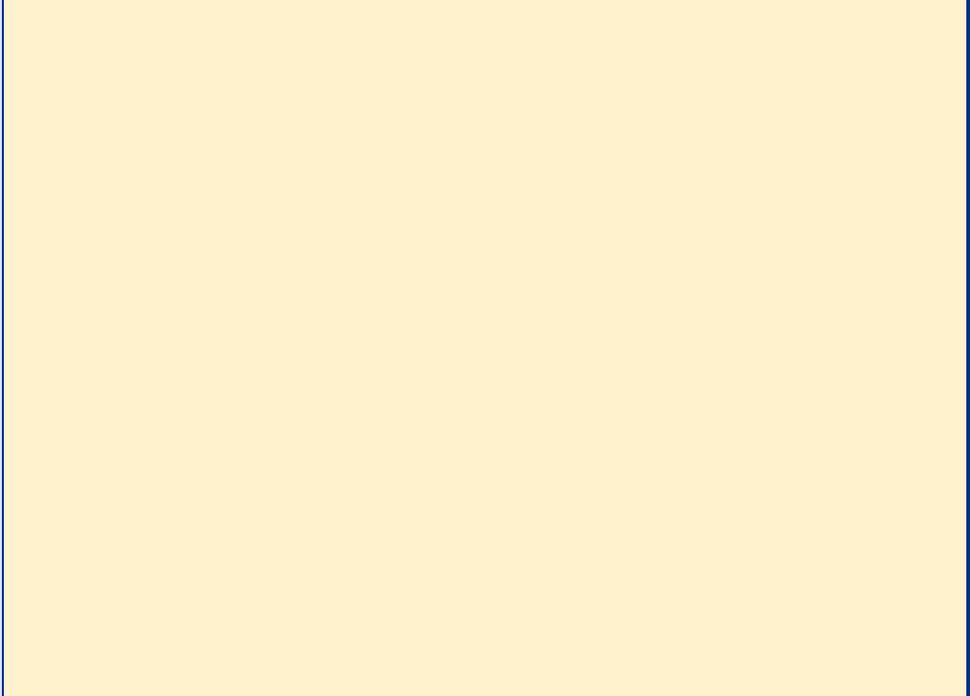
- Feeder School, FT leavers, Geographical mapping as examples

Future Plans

Cross College use of the Start Profile to support skills development and career aspirations in learners <https://www.startprofile.com/>

Termly Careers newsletters to parents to inform them of current careers activity and focus; outline progress towards Gatsby Benchmarks and how it all relates to their young person and outline key skills required for the workplace.

The establishment of a Student Voice Careers Panel using our course reps and to ensure that the IAG offered by the College is fit for purpose.



Self-Assessment confirms that College is now 100% compliant with the Gatsby benchmarks.

Section 1	Section 2
Please describe the developments you have made to your IAG in the last 12 months	Your assessor's comments
Our plan is to revamp the systems in place for recording student interactions with employers in terms of guest speakers and visits.	

What Next	Date
Booking form for Accreditation Review to be submitted by (this should be submitted at least 12 weeks prior to the on-site date)	26/10/2020
Accreditation Review on-site visit to be conducted by	26/1/2021

Appendix 2

Quality Award in CEIAG (Prospects) - Assessment Report

Institution

Craven College

Strengths

- Excellent CEIAG policy and entitlement statement, well promoted to all partners.
- Committed and enthusiastic Careers & Employability Team Leader, with supportive senior management and a pro-careers ethos among the College staff generally.
- Strong arrangements for evaluation, including via the College-wide SAR and QIP. The “You said – we did!” information following the Student Conference demonstrates willingness to modify provision in response to evaluation.
- Excellent provision of information, including through an attractive resource centre (at the main site), and dedicated pages on the College’s website and the Student Moodle. Provision for parents is strong, both through the website and the excellent Parents’ Handbook. OfSTED and Matrix assessors have both commented on the quality of information provision.
- Students’ ease of access to individual, qualified and impartial careers guidance. Those met during the assessment visit spoke of an excellent and responsive service, echoing the findings of student surveys.
- Good tracking of students’ plans whilst on roll and of progress after leaving.
- Good programme of CEIAG delivered through tutorials and supported by numerous events, visits and activities.
- Excellent work experience programme, backed by a dedicated policy and incorporating logging of experiences and post-placement debriefing and reflection.
- Active links with schools in the area to support students’ transition to the college (e.g. the excellent outreach support given to individual students at Craven PRS).
- Strong network of employers and other opportunity providers

Areas where not meeting standard

None identified

Recommendation

That Craven College be awarded the Quality in Careers Award.

Development Points

- Use the newly-identified Careers Link Governor to develop communication with the Board of Governors.
- Although evaluation is already strong generally it would be useful to gain feedback on the impact of 1:1 careers interventions on students.
- Other staff (e.g. progress coaches and subject teachers) recognise their role and would welcome more training in CEAIG issues.
- The work experience programme, though excellent, would benefit from more feedback from employers and students.
- Continue to collaborate with the Students' Union to develop a Careers Focus Group which will improve existing arrangements for "student voice".
- Continue to forge links with larger employers.

Any other comments

Craven College is a general FE college based in Skipton, but with additional centres at Yeadon (Leeds), Ripon and Seamer. It offers courses from Entry Level to Level 3, with the majority of students on Level 3 programmes.

The College is already working towards the Gatsby Benchmarks, and there is genuine enthusiasm to develop what is already excellent provision. That commitment, whilst in no small part due to the efforts of the Careers and Employability Team Leader, is shared by Student Services staff generally, and by the curriculum staff as a whole.

Assessor's final unit scores

Unit A – 1.6

Unit B – 2.0

Unit C – 1.7

Unit D - 1.6

Unit E – 1.4

Unit F – 1.8

Unit G – 1.8

Unit H – 1.8

Unit I – 1.6

Assessor

John Barber

Signed

Date

28th June 2018