

# Careers Education Information Advice and Guidance Policy

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## **Careers Education Information Advice and Guidance**

### **Introduction**

1.1 Students are at the heart of Craven College and our strategic plan lays out how we aim to support our learners by bringing 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 Careers education information advice and guidance (CEIAG) is guided by two main documents:

DFE Careers guidance and access for the education and training providers: Statutory guidance for further education colleges and six form colleges, July 2021 which included the Gatsby Benchmarks

The Skills for Jobs: Lifelong Learning for Opportunity and growth, January 2021.

Using these guidelines and legal requirements our focus is on each student gaining the skills, knowledge, and behaviours required to navigate their way around an ever-changing labour market.

1.3 This policy takes account of the local context and drivers concerning 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, staff and their parents/carers.

1.4 The CEIAG Policy outlines the plans for the continuous development of the CEIAG 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 labour job market and the maintenance of the below external quality standards:

- The Quality in Careers Standard
- The Matrix Standards

1.5 This policy also underpins the College's commitment to ensuring that students have access to all careers in line with external careers standards and the college's Equality and Diversity policy in that it will raise aspirations; promote equality of opportunity; celebrate diversity and challenge stereotypes for all students – existing and potential students.

### **Key Principles**

2.1 The College will deliver this policy in line with the eight Gatsby Benchmarks:

- i. A stable career programme
- ii. Learning from career and labour market information
- iii. Addressing the needs of each student
- iv. Linking curriculum learning to careers meet the needs of the job market.

- v. Encounters with employers and employees
- vi. Experiences of workplaces
- vii. Encounters with further and higher education
- viii. Personal guidance

More details on the Gatsby Benchmark can be found on the below link:

<https://www.gatsby.org.uk/uploads/education/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf>

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

- To explore careers that meet their needs and interest including the routes into these careers
- Make the correct course choice or get help moving courses
- Access a meaningful work experience to develop their employability skills and gain an insight into industries
- Gain the skills to do job search activities and gain employment; where to find jobs including using social media, how to make a CVs, effectively complete an application form and interview skills, being self-employed or starting your own business
- Develop their knowledge of their options after completing their course e.g. Further or higher study and apprenticeships
- Gain the skills to create opportunities e.g. networking, work shadowing, gaining working experience and attending events

### **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 reviewed 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 career goals and aspirations.

### **Legislation**

Section 45 of the Education Act 1997

Section 37 of the Children and Families Act 2014 – Education Health Care Plan

Section 72 of the Education and Skills Act 2008

Equality Act 2010

## **Careers Education Information Advice and Guidance Procedure**

### **1. Introduction**

Craven College is committed to the Careers Education Information and Advice (CEIAG). The following procedures detail how the objectives of the Careers Education Information and Advice Policy will be met and identified:

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

### **2. Key Processes**

- Careers advisers, curriculum staff and SEND team will attend all Open Events and Taster Days to interact with potential students and their parents or guardians about options.
- Schools Liaison Officer and curriculum staff will attend and facilitate progression activities at feeder schools e.g. School's careers and STEM events.
- Information, advice, and guidance will be offered by the Customer Service Team on courses provided and the application process with referrals made to the Careers team when more in-depth support is required e.g. when prospective students are unsure of careers and/or course choices.
- Careers adviser staff will be involved in the enrolment process for new students, supporting them with changes to career ideas any with changed plans or with their options if they don't meet the entry requirements for their initial course choice.
- All students with ECHP will have a careers guidance interview as part of their plan delivery by the Careers Team.
- Progress Coaches will offer students information advice as part of the tutorial programme and refer students to careers advisers for in-depth careers guidance.
- The Industrial Placement Officer will support students with gaining work experience.
- A careers guidance interview will be offered to all those students during the Swap don't Drop and at risk of leaving College early to support them with exploring options to help them in achieving their career goals.

- A planned and timely careers programme will be delivered throughout the year and is embedded into the curriculum and tutorial and is supported by the careers team. It includes guest speakers from industries, industry-based projects and links with higher education institutions.
- The Careers Team will support Progression Weeks and next step choices with existing students.
- One to one careers guidance is available to all students and prior students is delivered throughout the year and is delivered by Qualified Careers Adviser (level 6 and & 7) who adhere to the Careers Development Institute's Code of Ethics and are in line with the Gatsby Benchmarks.

### **3. Roles and Responsibilities**

1. Careers focus and support for our students are a college-wide responsibility. As part of our strategic aim to prepare our learners for their next step and to develop their behaviours and attitudes required by employers, reference to careers and skills will permeate all aspects of college life.
2. All the CEIAG work at the College will be overseen by the Careers Leader who will also, in conjunction with the Head of Student Services, the Vice Principal for Curriculum and Quality and Governors, monitor the implementation of this policy.
3. Impartial careers guidance delivered by the Careers Team is offered in line with the Careers Development Institute Code of Ethics standard: <https://www.thecdi.net/Code-of-Ethics>
4. Progress Coaches and Programme Tutors are responsible for signposting students to the Careers team for one-to-one careers guidance interviews 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.
5. The 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. Curriculum staff will engage with HEIs to support students with their progression into higher education as part of exploring all opportunities and raising students' aspirations. They are responsible for recording all activities on Promonitor and all feedback on activities as part of the development of the provision of CEIAG.
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 careers guidance. The careers advisers will support the SEND team with EHCP reviews and preparation for adulthood.

### **4. Objectives**

1. The key objective of this strategy is to support our learners with gaining the skills for progression opportunities and to develop their employability skills to make them work-ready.
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.

3. In addition, the College is guided by the objectives of the DfE Careers guidance and access for the education and training providers, The Quality in Careers Standards and the Matrix Standards (see Appendix 1)

## **5. Communication**

The following principles are fundamental to the communication of the CEIAG policy and procedure:

1. The CEIAG Policy and Procedure will be published on a standardised template.
2. The CEIAG will be reviewed annually by the Careers Leader before being escalated to the SMT for approval.
3. The CEIAG Policy and Procedure will be ratified by the Learning, Teaching and Assessment Committee of the Governing Body.
4. The intended audiences of the CEIAG Policy and Procedure are:
  - Students and prospective students
  - Parents/guardians
  - Staff
  - Governors
  - Schools
  - Employers
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**

Adherence to the policy will meet our obligations as outlined by the Government's national strategy for Careers as outlined in DfE Careers guidance and access for the education and training providers.

6.1 Students can access CEIAG support:

- One-to-one careers guidance interviews can be offered in person, via Team or by telephone by qualified Careers advisers in line with the CDI Code of Ethics and the Gatsby Benchmarks
- Students can access the careers guidance interview by either referring themselves or being referred by staff e.g. Progress Coaches or Programme Tutors and SEND Team
- Through group tutorials designed in conjunction with curriculum teams
- Via career options and HE 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
- Career education is embedded into the curriculum
- Through attending internal and external events such as guest speakers; Apprenticeship Fairs, UCAS events 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

### 6.3 Parents and guardians can access CIAG support:

- By attending careers meetings with their son or daughter
- By attending open days, and parents' evenings where careers support is available as a drop-in
- By accessing information via the Parent's Guide which is available on the College's website
- Through the termly Careers Newsletter
- Contacting the careers team

## 7. Monitoring

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

- Admission process prospective students' questionnaire
- Feedback from one-to-one careers guidance interviews and group work delivered by the careers adviser
- Feedback from guest speakers from industries and HEI who attend- internal events
- Feedback from external visitors from industry or external events, UCAS events and university visits
- The Compass tracking tool to measure compliance with the Gatsby Benchmarks
- Feedback gathered from student voice meeting
- Annual review of performance against targets and the performance of comparable organisations using the Compass
- Analysis of external audit data i.e. Matrix and The Quality in Careers Standard Award review reports addressing emerging themes
- All statistical data and feedback from stakeholders will be used to review the service delivery. This information will be used annually to develop a Self-Assessment Review and Quality Improvement plan

## 8. Reporting

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

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

## **9. Assessment of Impact**

1. All CEIAG activities will seek feedback from the relevant stakeholders e.g. students and staff and this feedback will be used to develop the service further.
2. 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 CEIAG service.
3. Assessment of the impact of work experience will be analysed against student achievement and destinations and used to promote career pathways to students.
4. 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.
5. 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 CEIAG offer at the College will be continuously reviewed and adapted using:

1. Feedback questionnaires and impact assessments will be obtained after one-to-one careers guidance interviews, one to one IAG sessions, group work and observations will be regularly analysed to identify the training need of staff which will form part of staff CPD.
2. Government guidance and national strategy
3. Local and national good practices in career guidance
4. Careers Development Institute Code of Ethics
5. Updates and developments led by the Careers and Enterprise Company
6. Feedback from all stakeholders
7. The College's and CEIAG SAR and QIP objectives and plans



## 11. Associated Documentation

1. [Gatsby Benchmark](#)
2. [Careers Development Institute](#)
3. [DFE Careers guidance and access for the education and training providers: Statutory guidance for further education colleges and six form colleges, July 2021 which included the Gatsby Benchmarks](#)
4. [The Skills for Jobs: Lifelong Learning for Opportunity and growth, January 2021](#)
5. [College's Equality and Diversity Policy](#)
6. Matrix Report 2020 – see appendix A

# Craven College Student Support Services



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## Assessment Information

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<b>Accreditation Review onsite visit to be conducted by</b>	26 <sup>th</sup> January 2024

## Organisation – Introduction, Aims, Objectives and Outcomes

Craven College (referred to throughout this report as the College), is a small, general further education college, based in the market town of Skipton and draws many of its students from the dispersed towns and villages of the Yorkshire Dales, East Lancashire and West Yorkshire. The college operates over 5 teaching and administration locations, with the principal site in Skipton on the Aireville campus. Land-based provision is based on the neighbouring Craven Cattle Mart, whilst a significant number of full time Study Programmes and undergraduate provision is delivered at the Aviation Academy within Leeds-Bradford Airport. A significant number of High Needs and Social, Emotional, Mental Health students are taught at the College's Evolve centre in Ripon.

Significant capital development works have been undertaken throughout lockdown which has resulted in the High Street provision, providing Hair, Beauty and Nails and Catering and Hospitality courses being relocated to the Aireville campus.

During the last two academic years, the College has had four principals and a wholly new senior management team is now in place to work collaboratively with the College management team to elicit cultural change and re-chart the College's future growth strategy and direction.

The College's vision statement reads:

*"To deliver and develop high quality learning opportunities for all through an aspirational team who collaborate with our key stakeholders in a well-connected and resourced, sustainable learning and working environment. "*

The College engages over 3,700 students on average annually and these are supported by a team of staff within the Student Services function (referred to throughout this report as the Service).

The Service provides a range of support to students, their parents/carers, employers and other support organisations. **Careers and Employability:**

Information, advice and guidance (IAG) provided through this team looks to support prospective, current and recently left learners by offering guidance on what courses might be available to them and helps to identify options for the various learning and careers pathways. Staff look to explore peoples' aims and aspirations, interests, strengths and weaknesses, in order to help students to identify suitable options, including moving on into further, or higher education, gaining employment and taking up an apprenticeship. For those with aspirations to go to university, the careers team works with other colleagues to provide support to students as they move through the UCAS application process.

In addition to providing careers education and IAG to students at the various stages of their engagement from initial enquiry to transition and progression, this team also looks to support students who might be in danger of withdrawing from College. In a programme called "Swap, Don't Drop", staff are helping students to fully understand just what the alternatives to leaving College might be and how these alternatives might help them to better achieve their aims and ambitions.

### **Admissions:**

The Admissions Team typically provides IAG to people in the early stages of engagement regarding the College's offer of courses (e.g., content, duration, structure and learning approaches, etc.) and its various facilities. This is delivered typically through school

presentations, open events and vocational taster sessions within College and various careers fairs around the area.

The Admissions Team then goes on to assess student applications and makes decisions and offers based upon the suitability of each applicant.

The Team also provides financial information and impartial advice on matters relating to financial support, including Bursaries, Travel, and Advanced Learner Loans.

### **Special Educational Needs & Disabilities (SEND):**

Members of the specialist SEND team provide support for young people with, as defined through their Education and Health Care Plans (EHCP). The provision is designed to enable each of these students to develop their independence with discrete support within the classroom setting and around the college campus and to raise aspirations of SEND young people and prepare them for adulthood through education.

Transition meetings and annual reviews are held between all parties prior to students commencing, or returning, to college to ensure all required resources are in place. From the initial diagnostic discussions, SEND Team staff create one-page profiles to inform person-centred action planning and targets that lay out each students' aspirations, their needs and what support will be required. 6 weekly reviews of individual's progress are undertaken, in which attainment is determined and any further advice and guidance about progression is provided as necessary.

Annual reviews between all stakeholders for each SEND student focus on next steps and seeks to identify any further support students may need to prepare them for adulthood, including securing paid employment, independent living and participating in society. Any SEND students requiring specific careers IAG are referred to the Careers Team for careers and next step guidance as appropriate. **Delivery Support:**

Progress Coaches and Mentors are engaged to support the delivery of one to one and group tutorial provision within the College. This group of staff also look to help students explore career options available to them after completion of their course of study and signposts students to the Careers Team for more in-depth one-to-one sessions and to deliver workshop sessions with their groups. Progress Coaches and Mentors also help learners to develop their employability and job searching skills alongside the achievement of their qualification, in addition to supporting the students' personal and social development needs.

The Service additionally engages a number of permanent staff and volunteers to provide counselling support to students. These counsellors provide information to prospective clients, undertake initial assessments to determine presenting problems and identify aims, objectives and goals for each client. The counsellors are typically required to research, prepare and devise appropriate and accessible information materials for clients, as well as develop and maintain appropriate network connections with other organisations and agencies, for example Child and Adolescent Mental Health Services, Social Services, housing associations and substance abuse support centres.

*"The advice and guidance I had from \*\*\*\*\* (Mentor) and my tutor was first class. I started off thinking I would do a level 2, but they quickly realised I could do a level 3 and so we looked at what that would mean to me and what I would be expected to do. I'm getting on great now, but I'm not sure I would have had the confidence to do it without her support". (Learner)*

### **Employers:**

The Service engages with a number of local employers, where typically staff help employers understand the needs and wants of students and their expectations of placements in order that they can reflect this in the student's experience action plan.

Staff equally commented that they find themselves providing general information to employers about what is expected of organisations who provide these placements, especially related to the extended industry placements. They described how this then helps to ensure that learning objectives are realistic and can be met at that particular placement. In some cases, discussions are held around apprenticeships at a general level, with these being signposted to the College's Apprenticeships Team for more specific IAG.

IAG is clearly contributing to the overall performance of Craven College. Success for the organisation is determined not only in academic achievement levels, but also in the level of learners leaving their course early and in their progression to other education, training, or employment situations. Staff within the Service are clear that the retention and progression of students is positively impacted by their contributions. Performance data supports this view, with rates rising from 92.7% in 2017/18 to 94% in 2019/20, this against a target of 92.9%.

Student satisfaction levels are also used by Student Services as a measure of performance. Factored into the 'beginning of course survey', and results show some significant improvements in certain areas related to Student Services over the last couple years. For example, the 2020/21 survey shows that 95% of students were satisfied that 'the guidance given was good', up from 85% the previous year. In the same survey, 97% indicated their satisfaction that they 'felt on the right programme of study', this up from 95% in 2019/20 and 94% reflected that they 'were clear about the support they could get', up from 87% in the survey of 12 months earlier. These performance levels are measured against an overall Service target of 94% satisfaction.

In considering the personal outcomes that learners experience in their time on the College's courses, staff described how all students have 6 themed group tutorials in each academic year, with Progress Coaches having 1:1 meetings with each student. These meetings are used to reflect on behavioural competencies, including aspects such as self-confidence, self-belief, resilience, preparedness for work, etc. Progress Coaches are currently capturing this progress on the student comment sections within the ProMonitor system, though plans are well under way to introduce a behavioural competence model, based on the defined behaviours of students in terms of being: "*authentic, resilient; collaborative; and aspirational.*"

Related to managing student outcomes, the Counselling Team uses a Core Form that looks at setting goals related to improving each students' mental health. This is discussed and defined at the start of the support provision and reviewed at the course mid-point and again on transition. This Core Form helps to define, for example, each student's motivation, resilience, confidence and preparedness for transition to the next stage of support.

In considering the improvements made to the IAG service delivery within the Service, staff highlighted a number of examples. These included the widening of access to Read Write Gold to allow students to use this support on their own PCs, the adoption of Microsoft Teams to allow more students to access IAG services and the development of the behavioural competencies model, soon to be released. Other examples are provided in the next section of this report.

## Strengths

A number of strengths were identified during the assessment, which are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- Discussions with a wide range of staff confirmed that the approach to leadership, both across the College and within Student Services, is proving highly effective in directing and motivating people to achieve the goals of the organisation at all levels. In particular, people commented very favourably on the approaches taken to communication by the very senior levels of the College, and the accessibility of the leadership team over the last 12 months. This has done much to help staff across the College, including Student Services, to work in a more coherent and collaborative fashion and to better understand each other's roles.

*“The meetings tier system is great and is working well and is really useful. And I love how accessible the senior managers are now, including the Principle.” (Staff)*

*“We’re all very clear about the aims of the service and there is a great approach to collaboration*

*– we are working really well together and supporting each other effectively.” (Staff) (1.2, 4.8)*

- Staff were able to provide a range of examples of how they have contributed ideas and suggestions that have been used to influence the development of the Service. Team meetings, one-to-one reviews, standardisation meetings and personal reviews (appraisals) were all cited as being invaluable in this communication infrastructure. Examples of the improvements made to services included the development of a 360° virtual and interactive tour of the College, available to students on the College website and the introduction of a simplified prospectus to help inform and advise students with SEND requirements. (1.7, 4.8)

- The Covid-19 pandemic appears to have provided staff within the Service with additional opportunities to advance their Continuous Professional Development significantly. Staff explained how the move to digital platforms had allowed for more time to be devoted to personal learning and created greater opportunities for exploring additional avenues for supporting students. Examples provided included cyber training, to help keep students safe online and participation in digital courses on subjects such as ‘Conversations for Change’ and ‘Suicide First Aid’. In particular, the volunteers confirmed that they too had been provided with additional opportunities for learning and that this compared very favourably to other volunteering situations they were aware of.

*“The majority of my learning has in fact come through my placement at College, even more than my university course to be honest”. (Volunteer) (2.4)*

- All learners were highly complimentary when it came to them describing the quality of IAG provided to them by Student Services staff through a wide range of inclusive sources. Learners commented that they feel staff go out of their way to help them identify



options appropriate to their needs and to support their decision-making, for example, by explaining the implications for each of the options available.

*"I was struggling with my university choices and \*\*\*\* was careful to avoid giving her own opinions of what I should do, she just asked me some questions to think about" and we discussed what I thought and felt about each option. (Student)*

Learners also commented favourably on the range of information, including IAG provided to them, both prior to their enrolment and in the early stages of their programme.

This, they indicated, had helped them be clear on what to expect from their time on the programme, including the specialist support they can receive from other organisations. Approaches to providing this information cited by students included taster days, open events, school presentations, the College website, the Advice Desk in College and the College Moodle.

*"Craven were the best college for giving information upfront; that's what influenced me to come here to be honest, it was really good." (Student)*

*"I got a starter pack when I first started, and they adapted it all to fit me and my needs (EHCP Student)".*

The Service also provides a range of resources with which to support people in identifying options. This includes the websites of various local and national organisations such as the National Apprenticeship Service, various recruitment websites, other colleges and universities. These approaches are not only supporting people to identify and make choices in the context of their programme, but also helping them to develop some useful life skills for the future. (3.1, 3.3, 3.4, 3.5)

- The effective relationships that the Service has with external specialists, for example CAMHS, Social Services, the police and other learning providers, ensure that any advice is available to every student in need of specialist support in a highly effective manner. These relationships provide a good source of advice and guidance, for example related to mental and physical well-being, relationship issues, financial problems and homelessness, etc. Students were very positive in describing the support they had received to help them overcome their personal barriers.

*"I got kicked out of the house I was living in and was sleeping on a sofa at a mates - I got support to live on my own and I get a call every couple of weeks to make sure I'm OK. I also got help from the Children and Family Wellbeing Service and that was useful." (Student)*

Contact details for these support organisations are available to all students within the 'Starter Pack (provided to students during their induction), in addition to being available on the Moodle and the College website. Additional leaflets related to these wider services are freely available on request and on display around the various campuses. The students themselves confirmed that opportunities to engage with these support organisations are discussed with them during their induction and again within each of their personal progress reviews on a consistent and frequent basis. (1.8, 3.1, 3.6)

- As referenced earlier in this report, the Service has made significant strides in looking to develop and improve the support made available to students at all stages on the student journey. Staff described how Promonitor has been used effectively to capture and monitor student progress, including the recording of specific support provided to any student through the Service. Online enrolment has enabled the College to maintain a good level of recruitment, with an increase in new student numbers commencing in September 2020 of 17%.

*“The opportunity to engage students online has been fantastic – providing the services to students within the comfort and security of their own homes, has enabled us to engage with students with special learning needs far more effectively, As a result, the changes in the students have been fantastic”.* (Staff) (4.8)

## Areas for Development

Areas for development are offered in the spirit of continuous improvement and a way for an Assessor to add value e.g. where the service is of a high quality, development areas are offered to help the service be even better than it already is, or to give insight into practices seen elsewhere. There is no correlation between the number of strengths and areas for development. Where development areas are greater in number this is not intended to indicate that the information, advice and guidance service is in any way lacking. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The introductory section of this report describes the primary measures of success of both the College and its Student Services. Whilst the leadership and senior management teams are clear on the indicative targets against which success is measured, some staff are less clear. It should be noted however, that all staff were able to describe the broad areas against which performance is being measured, e.g., achievement, retention and progression, including employment. They were less clear however, around the targets against which performance is judged. Some were equally unclear as to how their personal objectives would be measured for impact, with the majority citing actions that they had agreed to complete, rather than degrees of performance they had agreed to reach. Consideration could therefore be given as to how all staff within the service could be helped to more fully understand and ‘own’ these team and personal targets, for example by being able to explain their own performance levels. The leadership team members interviewed explained how the appraisal process is to be reviewed in the coming months and it may be worth considering how the recommendation above could be factored in accordingly, e.g., by making it a requirement that all objectives in the new system be ‘SMART’ and by focussing on impact and outcomes, rather than outputs. (1.1, 1.2, 3.2, 4.1)

- Anecdotal and narrative records are currently being maintained by staff related to the personal progress being made by students that are supported through Student Services. Once the new behavioural models and the Three Peaks system comes fully on stream to recognise and reward behavioural progress, the leadership team may wish to consider the feasibility of defining some benchmark figures against which typical progress can be judged. For example, identifying the average uplifts in each of the behaviours across the College, could help to measure and compare progress and performance, both cohort to cohort and across the staff body. In addition to helping

manage staff performance and identify where process and structure developments might be beneficial, it could also provide some useful messages with which to promote the College to a wide range of stakeholders. (1.5, 3.1, 4.2)

- Discussions confirmed that some staff have already gained recognised IAG related qualifications, though this does not relate to all staff. Recognising that all staff nonetheless hold appropriate professional qualifications, the leadership team may wish to consider how the Service might use the National Occupational Standards (NOS) for Career Development as a framework against which all job roles can be compared. This could help to map out the IAG requirements within each post, including support staff, and compare these to a recognised national standard. This in turn could then help to create a suitable, IAG orientated framework of competencies, specific to the organisation, that could serve of benefit in identifying how the Service can continue to improve its IAG services.

Considering how these organisational standards can be factored into the IAG strategy could equally help to further improve the IAG services, develop the robustness and consistency of the IAG services provided across the organisation, regardless of the point of delivery, and create additional outcomes against which IAG can be evaluated. (2.3, 2.4, 4.5, 4.6)

- The surveys of students identified earlier in this report are providing valuable insights into the experiences and opinions of students at all levels and at all stages of their learning journey. These surveys are supported by student focus group discussions and through the feedback provided to staff during student reviews. Examples provided by both staff and students of improvements, made as a result of feedback provided, included the introduction of a specific Career Focus Group, the development of Year 13 career guidance interventions and the adjustments made to taster sessions to better represent the actual course structure in some cases. Discussions with students however, indicated that for many, they had little or no knowledge of the adjustments made as a result of the wider student feedback. Consideration could therefore be given to developing a more robust approach to sharing student-driven improvements in order that more students might be encouraged to come forward with their own ideas and thoughts. (4.3)

The annual **matrix** Continuous Improvement Check will allow the organisation to demonstrate on an ongoing basis the developments they are continuing to make in order to support individuals. These may include the Areas for Development above. <https://matrixstandard.com/assessmentjourney/continuous-improvement-checks/>

Please note that annual Continuous Improvement Checks are mandatory and non-completion within the required timescale will impact on your organisation's accreditation, please see the section Assessment Information for dates.

## Methodology

The following methods were used to gather evidence against the **matrix** Standard during the assessment process.

### Location of on-site review.

Due to the Coronavirus pandemic and the measures put in place by the government at the time, this 3-year review was conducted wholly remotely, using Zoom and telephone calls.

### Interviews:

- Individual staff discussions - 26 staff.
- Student discussions – 12 people.
- Discussions with external partners - 2 organisations.

### Evidence reviewed.

- Craven College Strategic Plan

- College Self-Assessment Report
- College Quality Improvement Plan
- Performance data
- Careers IAG Guidance Policy – September 2020
- Careers Newsletter
- Student Log-Book
- Careers Action Plan
- Statement of Services
- College website with virtual tour.

## Conditions of Accreditation

Holders of the **matrix** Standard Accreditation must:

1. Maintain and continually improve upon their services.
2. Throughout the period of accreditation satisfy The Growth Company that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
3. Complete annual continuous improvement checks in a timely way, it is expected these will be carried out annually by the accreditation anniversary date.
4. Inform The Growth Company or their Assessor if the key contact name/contact details change.
5. Submit their Booking Form for re-accreditation to the **matrix** Standard at least 3 months prior to the accreditation anniversary date ensuring all pre on-site activity is completed in a timely way including planning, payment and interview scheduling. Accreditation Reviews are due 3 years from the anniversary accreditation date; it is expected that organisations will be assessed by this date or will risk being de-accredited.
6. Inform The Growth Company of any significant changes made to the organisational structure, senior management or systems that may impact on their accreditation; email: [matrixStandard@growthco.uk](mailto:matrixStandard@growthco.uk).
7. Inform The Growth Company immediately if they wish to extend or reduce the scope of their accreditation.
8. Inform The Growth Company of any serious complaint or rise in numbers of complaints received (within the scope of the accreditation).
9. Not undertake or omit to undertake any activity that may be misleading and/or may cause The Growth Company and/or the **matrix** Standard to be brought into disrepute.
10. Only use the **matrix** Standard Quality Mark for the areas within the scope of the accreditation and in accordance with the guidelines. For example, if a certain department is successfully **matrix** accredited, the Quality Mark can only be used on that department's letterhead or on that department's page on their internet homepage.
11. Ensure in cases where accreditation is withdrawn or where they do not come forward for accreditation review, remove from display any certificates or plaques issued by The

Growth Company and do not display the **matrix** Standard Quality Mark nor refer to be a former holder of the **matrix** Standard.

12. Be aware that The Growth Company reserves the right to remove any accreditation and/or certification previously applied if payment is not received for services provided.

## 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 F – 1.8

Unit B – 2.0

Unit G – 1.8

Unit C – 1.7

Unit H – 1.8

Unit D – 1.6

Unit I – 1.6

Unit E – 1.4

**Assessor**

John Barber

**Signed**

**Date**

28<sup>th</sup> June 2018