

Careers Advice and Guidance Procedure (Skills and Careers Programme Plan)

Date Approved:	November 2021
Approved by:	Policy Review Board
Review Date:	November 2022
Responsible Manager:	Assistant Principal Learner Experience
Accessible to students/customers:	Yes

Contents	Page
1. Purpose	2
2. Scope and Responsibilities	2
2.1 Our Curriculum Intent	3
3. References	4
4. Definitions	4
5. Procedure	4
5.1 Transition Support	5
5.2 On-Programme	6
5.3 Progression, Achievement and Destination	7
5.4 Experiences of the workplace	8

1. Purpose

The purpose of this procedure is to ensure that careers education, information, advice and guidance (CEIAG) is delivered and managed consistently at Lewisham College. It sets out the high standards and expectations for all students and staff in line with the NCG Careers Education Advice and Guidance Framework (2021).

The procedure applies to the following groups of funded learners:

- Study Programme Students (14-16, 16-18; 19+)
- Adult Provision
- Apprenticeships (all ages and levels)

It reflects statutory guidance from the Department for Education to ensure all students receive their entitlement to impartial and informed careers information, advice and guidance and is relevant and contextualised to their learning goals and career ambitions.

If you require this document in an assisted format, please contact info@lewisham.ac.uk.

We review our procedures regularly to update them and to ensure that they are accessible and fair to all. The implementation of this procedure is not considered to have a negative impact on protected characteristics.

2. Scope and Responsibilities

This procedure of Careers Education, Information, Advice and Guidance (CEIAG) for Lewisham College sets out a commitment to all students, college staff, employers, parents and carers to ensure full support is embedded at every stage of a student's journey.

We aim to provide an enriched, diverse and inclusive learning experience, which provides students with the essential skills to be able to make meaningful choices about their intended career path and to have the confidence to develop new skills, understand the behaviours required and to seek guidance when needed to make decisions to fulfil this ambition.

The Lewisham College Careers Leader is responsible to ensure this procedure is fully implemented and coordinated across all relevant departments.

Our whole college approach to the delivery of CEIAG allows for a coordinated and collaborative approach to be implemented throughout the student journey at Lewisham College.

Curriculum Management have responsibility to ensure this procedure is implemented.

2.1 Our Curriculum Intent

Lewisham College's vision and intent of our curriculum is to develop the skills and talents of our students to succeed in modern enterprise and make a positive contribution to the prosperity of our region.

A statement of the intent of our curriculum is made by provision type, i.e. Study Programme, Adult Learning Programmes, Provision for Learners with High Needs, and Apprenticeships as outline below:

Provision Type	Strategic Intent
Study Programme	Programmes intended to prepare young people to progress to their next level of study or to employment.
Adult Learning Programmes	Programmes intended to enable adults to lead fulfilling lives in their community, and prepare them for work by developing the skills required by the region.
Apprenticeships	Programmes intended to provide full occupational competence in a recognised occupation.
Provision for Learners with High Needs	Programmes intended to prepare students for their next steps in education, training, or employment, and promote independence.

Our intent is to ensure students are aware of the importance of developing these new skills and are reviewed at sequential points throughout their course of study.

Read the Lewisham College Curriculum Intent Report 2021 [here](#).

3. References

NCG and NCL Policy and Procedures:

- NCG Careers Education Advice and Guidance Framework
- NCG Teaching Learning and Assessment Policy

External Frameworks:

- The Matrix Standard
- The Gatsby Benchmark Framework
- The Career Development Institute (CDI) Careers Development Framework (2021)
- DfE Careers guidance and access for education and training providers (July 2021)

4. Definitions

- FE: All further education provision incorporating both education and training and apprenticeships.
- Education and Training (E&T): Provision formerly known as 'School-based provision'.
- Apprenticeships: Includes both infill provision and offsite apprenticeship provision.
- HE: All higher education provision.

5. Procedure

The following details the various whole college approach to how CEIAG at Lewisham College is fully embedded across provision. It provides both strategic and operational mechanisms to deliver timely support throughout a student's journey so they are equipped with the knowledge, skills and behaviours they need to make positive career

decisions and improve their employment opportunities. The College's Career Programme is embedded into the study programme or apprenticeship and includes activities that aim to:

- Develop students through positive engagement of careers, employability and enterprise and work experience activities (where appropriate).
- Provide opportunities to learn more about the labour market and the world of work.
- Increase awareness of opportunities to enhance student's prospects such as social action, volunteering and citizenship.
- Provide timely progression advice and support on next steps including Further Education, Apprenticeships, Higher Education, and into employment.
- Enable students to have high aspirations for their future career through positive role models and a diverse and inclusive range of activities and initiatives:
 - Build confidence
 - Help learners to identify their skills, qualities and goals
 - Help learners understand their motivators and potential barriers
 - Help learners raise awareness of factors that affect their career choice
 - Motivate and inspire learners to take responsibility for their chosen pathways
 - Raise aspirations and encourage independence in our learners
 - Provide a planned programme careers education and guidance activities that give them information about education and training opportunities and the chance to experience of the world of work, a variety of independent and impartial organisations will assist us to achieve this aim.
 - Promote equality, celebrate diversity and challenge stereotyping
 - Promote social mobility by Informing learners about the full range of education, training and employment opportunities available to them both locally and nationally and this will be supported by good quality Labour Market Information (LMI).

Lewisham College is committed to supporting all students to be confident and competent about their future career development and for them to achieve well.

5.1 Transition Support (Pre-enrolment)

Students, parents and carers and employers have access to unbiased information about career development opportunities. Our aim is for all students to understand the progression pathways and the skills required to be part of the local and national workforce. Students are also able to make the link between course content, their next steps and opportunities to experience the world of work.

The Lewisham College website integrates labour market intelligence into subject and course pages. This information supports prospective students to identify career opportunities aligned to their area of interest and includes information on job tasks, skills and salaries. In addition, students are able to perform a career search and view associated college courses.

Lewisham College 's offer includes access to:

- Information, Advice and Guidance College Events and Open Days which take place at intervals throughout a year.
- Our Educational Partnerships team work collaboratively with schools from across the region offering general and bespoke course and career presentations and on-campus tours and taster days.
 - Our website, which provides a 'shop window' to information students, apprentices, parents and carers need on courses and the support we offer including full and part time courses and Apprenticeships.

- Financial support with course fees, study costs and other financial support available e.g. Free school meals, support with travel and college bursaries, childcare and accommodation, IT support and DBS Application support can be found on the website or from the customer services team in every campus.
- 1:1 Course and careers advice appointments which are available as drop in sessions for all learners. 16-18s, EHCP and care experienced learners can book 1-1 appointments through an online booking system
- Offer of an external referral service to the National Careers Service online and telephone appointments service and signposting to local authority
- Careers provision providing further support and access to labour market information.
- Differentiated support for learners with additional needs, including neurodiversity, learning needs and other disabilities

Expected Impact

- Students receive impartial information about the choices available to them and the pathways they can take to meet their current learning needs and aspirations.
- Students are able to settle into college life and their course, building positive relationships with their peer group, tutors and employers; fully understanding what is expected of them.

5.2 On-Programme

Support is provided to students to help them positively engage during a course to make good choices about what they need to do to successfully achieve their personal and career aspirations and progress in their working life.

Study Programme Students

All study programme students will create and complete a 'Career Plan' using eTrackr during the initial weeks on their course. This plan will act to promote the intent of a student and demonstrate the progress they need to make to successfully achieve.

At planned milestones throughout a course, a student will engage in a number of group and individual tutorial sessions to reflect on current progress and will update their Career Plan, this includes:

- Engaging in 1:1s with Personal Tutors where their Skills, Knowledge and Behaviours are reviewed at intervals across the course.
- Planned careers and employability sessions throughout the year, during which their career plan will be updated.
- Progress Reviews which are conducted 3 times a year to ensure students are on track based on their initial target setting at the beginning of their course.

Apprentices

All apprentices will create and complete a 'Career Plan' at the start of their apprenticeship and upload this to either VQ Manager or Smart Assessor. This plan will act to promote the intent of an apprentice and demonstrate the progress they need to make to successfully achieve.

At planned milestones throughout a course, a student will engage in a number of group and individual tutorial sessions to reflect on current progress and will update their Career Plan, this includes:

- Engaging in 1:1s where their Skills, Knowledge and Behaviours are reviewed at intervals across the course.

- Progress Reviews, which are conducted every 8 weeks to ensure apprentices are on track based on the progress they are making.
- Reviewing and recording their own progress using action plans and adding updates.
- Demonstrating essential and transferrable skills development by adding and updating evidence and justification statements to reflective logs.

Expected Impact

- Students are confident and can take ownership of their progress, demonstrating positive emotional and physical mental health and wellbeing.
- Students are able to progress into destinations of their choice based on their career intentions, either into further or higher study, a higher-level apprenticeship or into employment.

5.3 Progression, Achievement and Destination

All students are entitled to impartial careers education, information, advice, and guidance (CEIAG) to assist them with progression and career planning.

This is delivered by a range of support staff and departments and is embedded into schemes of learning at sequential points in the year.

All students have the opportunity to undertake a formal guidance interview with a trained Careers Advisor to inform and support a student's next steps and progression.

A variety of supported progression related activities, as part of the tutorial activities and work experience progression sessions, are planned and delivered to inform and provide awareness of progression options.

This includes:

- Understanding Apprenticeships
- Job search support and preparation, including CVs and Interview Skills
- Information about further education courses
- Support on making an application to Higher Education/UCAS
- Support with Student Finance applications

Intended, actual and sustained destination information is collected following the Learner Destination Collection Procedure (QPRO 04) for Education and Training Programmes of Study, Adult students and Apprentices.

Referral to appropriate support staff is also offered throughout a student's course for them to make early informed decisions regarding their next steps.

Planned review, evaluation and self-reflection of a student's progress is core to the success of a student achieving their intended career destination. Monitoring of progress on a course will differ depending on what provision type a student is enrolled on. The overall intent of Lewisham College's Careers Programme is to ensure that all students are able to acknowledge all opportunities available to them, be aware of the all possibilities and future challenges and manage these accordingly.

Through positive engagement in all aspects of a student's course they will:

- Make a positive contribution to their personal and career development, taking ownership of their needs and responsibilities to explore and maximise the range of opportunities available to them.
- Make informed decisions at sequential milestones on their course to review their targets and proactively build on feedback from a range of relevant stakeholders

including personal tutors, vocational tutors, work experience coordinators, careers advisors and employers as part of the wider resources and support they have access to.

- Understand the balance of life and work to contribute effectively to the world around them and consider their responsibilities within the workplace and within society in general.

Exit interviews in the form of 1:1's take place at the end of a course, where progression either to the next level of qualification, an apprenticeship or higher education will be discussed with a student's personal tutor or skills trainer.

Expected Impact

- Students take ownership of their learning, know their targets and have high aspirations through planning, recording and reflecting on their career goals
- Timely and meaningful 1:1 tutorial and progress reviews take place.
- Ensuring students know what they need to do to successfully achieve and information is shared with parents and carers to further support next steps and destination decision making.

5.4 Experiences of the Workplace

Every student has access to a range of work experience opportunities from which to make informed choices about their next steps towards achieving their intended career aspirations.

A student's personal and social development, professional behaviour and continuous reflection of their performance is supported through high-quality meaningful experiences of work and placements and engagement in related group and 1:1 tutorial activity.

All full-time students enrolled to a Study Programme are offered:

- Opportunities that prepare them to access work placements with an employer external to the college, undertake work experiences and work-related
- Activities which enhance their prospects of employability and develop awareness to make career decisions;
- Purposeful and substantial work experiences and activities that offer challenge and is relevant to their main study programme and intended career destination;
- If appropriate to the level of study programme, an approved employer placement provider offering a safe and well managed environment which provides a genuine learning experience suited to the needs of the student;
- Full support at every stage of their work experience journey through preparation, understanding employer requirements, reflection of learning and follow up impact on knowledge, skills and behaviours on return to college.

Expected Impact

- Students experience high-quality work-related opportunities within the workplace relevant to their intended destination.
- Students are knowledgeable about their career intentions and able to articulate their progress and take appropriate action to realise their aspirations.
- Meaningful encounters with employers promote commitment to work and understanding of professional attitudes and behaviours they require to deploy to successfully achieve their qualification and progress into work.

Support for young people with special educational needs or disabilities

Support for young people with special educational needs or disabilities and their parents

The College has high aspirations for all young people, including those with special educational needs (SEN) and disabilities. We offer a differentiated approach for all learners and particularly those with SEND. We aim to raise the careers aspirations of our learners, to broaden their employment horizons and support them in preparing for the next phase of education/training or work-related activities and beyond that. Young people with SEN or disabilities has access to impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision.

Evaluation and Monitoring

We seek feedback from learners and staff about the relevance of the programme, IAG provided and the materials used. This feedback is reported to the College's Senior Management Team at regular meetings, through reviews and the self-assessment report. The methods we will use to gain feedback are:

- Social media comments and discussion
- Intensive feedback weeks including telephone calls, postcards and quick surveys
Focus groups
- Student Council feedback
- Online surveys
- Impact measures
- Feedback postcard at end of drop-ins and booked appointments
- Using Destination measures data to help us to measure our success as a College in supporting learners to take up education, employment or training which offers good longterm prospects

CEIAG at Lewisham College: Management of the Careers Programme

CEIAG - Key Contact Information

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Work Experience/Placements

Claire Reed

CEIAG Reporting Schedule
21/22 Academic Year

- Term 1 - Week Commencing 13/12/21
CEC (Careers and Enterprise Company) Classic Compass Tool Audit 1
- Term 2 - Week Commencing 04/04/22
CEC (Careers and Enterprise Company) Classic Compass Tool Audit 2
- Term 3 - Week Commencing 27/06/22
CEC (Careers and Enterprise Company) Classic Compass Tool Audit 3