



Newham College London

**Careers Strategy
2018 - 2019**

The Careers Strategy

1. Our Vision

Newham College is committed to creating high quality careers education information advice and guidance (CEIAG) provision that provides opportunities for students to develop careers awareness, employability skills, labour market knowledge and resilience to achieve long-term success. We are fully committed to putting all measures in place to prevent students from becoming NEET.

Newham College is dedicated to giving students a diverse range of insights into the world of work and in helping them to understand the different progression routes i.e. further education, higher education, vocational pathways or into work. A variety of approaches, activities, events and communication channels will be employed to provide students with a good foundation of skills and knowledge to build on. The 8 Gatsby Careers Benchmarks (see Appendix 1) will be used to develop and improve careers provision at the College.

2. The strategic priorities

We will achieve our vision through the following actions:

1. Developing, delivering and promoting a structured careers programme tailored to meet the needs of students, linked to the variety of curriculum subjects and utilising external partnerships.
2. Providing timely careers guidance interventions in which students receive impartial careers advice from a qualified careers practitioner.
3. Presenting students with an opportunity to undertake a workplace experience via work visit, work shadowing, and or work experience to explore career opportunities
4. Providing students with a comprehensive up-to-date range of online resources and materials associated to careers education, employer and employment opportunities.
5. Ensuring that all students know the progression options available to them on completion of their course and understand the steps they need to take to achieve their goals.
6. Ensuring that 16-18 on study programme progress from level to the next level up, or progress to vocational study, Higher Education or secure work.
7. Guaranteeing that 19-25 years students with an (EHCP) are provided with the means to achieve their maximum potential irrespective of SEND status with full support from specialist teams.
8. Recognising the importance of T level programmes and promoting them as an achievable progression route and equal to Apprenticeships as a work based option.
9. By working with Careers and Enterprise Company (CEC) who are contracted to work with colleges to provide strategic coordination and to contribute to high impact careers and enterprise support for students. In addition, CEC will contribute towards the colleges work with employers to show students work related insights.
10. Showing our commitment to progression advice by ensuring that students are confident and able to make informed decisions about the next steps to achieve their goals.

3. Implementation and delivery mechanisms

3.1 Careers Leader

The Director of Student Services has been appointed to the role of Careers Leader to take forward and implement the careers programme. The Director of Student Services is a member of the College Management Team with a clear oversight of strategic business priorities as well as operational knowledge.

3.2 Pre-Entry Information, Advice and Guidance

The Admissions Team and curriculum staff will offer:

- Course advice consultations
- College interviews with academic staff and vocational specialists
- Taster Days providing subject specific insights and learning experiences

3.3 Inclusive and client-centered careers advice and guidance

All students will be able to access one to one impartial careers information advice and guidance from a qualified Careers Adviser.

3.4 Workplace Experience

The Work Experience Team will assist students on the Study Programme to identify and secure suitable workplace or work experience. These experiences will help students to develop employability skills; to gain meaningful insights of the work environment, appreciate employer expectations and what is required of them to secure sustainable employment.

3.5 Opportunity events, workshops and fairs

- Careers Induction sessions
- Higher Education Fairs
- University Options Talks
- UCAS Personal Statement Sessions
- Student Finance Talks
- Career Development Workshops
- CV Workshops
- Subject Group Tutorials linked to sectors
- Progression Information Sessions
- Educational and Industry Visits
- Workplace Careers Fair on campus
- UEL Summer School
- Work Experience preparation sessions
- University Visits
- Focus engagement events

3.6 Induction and Group Tutorial Sessions

There is a comprehensive Tutorial programme of group workshops that are delivered primarily by curriculum staff with input from Careers Advisers. These workshops incorporate a range of learning opportunities and mandatory topics to ensure students are able to challenge and grow in knowledge, skills and confidence.

3.7 Careers Resources, Internships and Job Opportunities

There is a dedicated Careers section on Moodle/E-Volve which provides useful information on a range of careers related topics and is also used to promote internships, voluntary work, job vacancies and forthcoming internal and external events.

3.8 Supporting At-Risk Students

The Careers Advisers and Pastoral Workers will be provided with a list of learners who are at risk of becoming NEET and these students will receive careers advice, guidance and support to make realistic informed decisions about their next steps and options.

4. Quality Review, Reporting and Monitoring

4.1 The college remains committed to the Ofsted requirements for providing high quality careers guidance and recognises the need to build on this for continual quality improvement.

4.2 The quality of Careers Advice and Guidance will be reviewed, developed and monitored through the Self Assessment Report (SAR), which will inform the Quality Improvement Plan (QIP)

4.3 The College will use student intervention data, UCAS data, student feedback, online surveys, questionnaires and focus groups to monitor the effectiveness of the Careers Strategy.

4.4. The College will include the Careers Team in forthcoming Matrix Re-accreditation.

4.5 This Careers Strategy will be reviewed on an annual basis by the Executive Management Team and will provide a summary report to the Board of Governors.

September 2018

Lorraine Laurent

Interim Head of Student Experience

The Gatsby Benchmarks

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.