

Careers and Progression Strategy

The College will provide a planned provision of activities, courses and programmes that are inclusive and support all students' personal career development in line with the requirements of the Gatsby Benchmarks, the College Mission Statement and other College policies relating to student guidance and support.

[The Statutory guidance for schools and guidance for further education colleges and sixth form colleges January 2023](#)
[Statutory guidance at a glance](#) by the CEC (Careers Enterprise Company)

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

- Every school should appoint a named Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively. Schools must name their Careers Leader and publish their contact details on the website. [Careers Leader is Evette Hawkins, Head of Careers](#)
- Every school must publish details of their careers programme for young people and their parents. [Published on the College website under Progression](#)
- Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. [Careers Progression event in June, Employment and University Fairs held twice a year, Talks at College and trips and visits to workplaces and organisations.](#)
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. [We allow any providers to come to college and encourage them to come to planned events and since January have invited them in for a special provider access day.](#)
- Schools should continue to track student destinations for 3 years post KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement. [We track student destinations via UCAS and destination requests in October to recent leavers. HESA data provides a picture, after 3 years, for those attending university.](#)
- Every school should be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities. [\(see below\)](#)

College Mission and Vision The College's mission is to provide suitably qualified 16 to 19 year olds wishing to pursue full time academic general education in the Colchester area with a supportive and inclusive environment, in which they are able to acquire the necessary qualifications, talents and skills vital for success in adult life. Our vision is to be the first choice for these students and to deliver to them the highest quality educational experience, the broadest possible curriculum, and the strongest pastoral and enrichment support within the resources available.

Careers and Progression Strategy

The aims of Careers and Progression programme are detailed in the [Careers policy](#)

- To co-ordinate careers activities, to meet the Gatsby Benchmarks, and link them to student development.
- To have clearly defined aims and learning objectives for all careers education.
- To have a programme of staff development for the delivery of Careers Education, Information, Advice and Guidance.
- To have clearly defined roles and responsibilities for staff involved in Careers Education, Information, Advice and Guidance.
- To use the services of external fully qualified guidance practitioners to ensure impartiality.
- To provide adequate resources for the provision of Careers Education, Information, Advice and Guidance.
- To arrange contributions from stakeholders in particular; parents, governors, employers, training providers, Higher Education Institutions and others, as appropriate.
- To undertake regular review and evaluation

To deliver the aims the set of objectives has been established

1. To deliver a Stable Careers Programme (Key Dates) Our Careers programme provides learners with opportunities to develop, demonstrate and evidence their employability skills and readiness for their next steps in employment or further study. The programme is developed for the 2 years students are with the college and helps to ensure students are ready at key stages to make decisions about their future.
2. To provide access to good quality information about future study options and labour market opportunities. Learners choosing to progress into Higher Learning, including Higher and Degree Apprenticeships are supported to make informed decisions regarding their potential pathways. Essex Careers provides up to date LMI.
3. To meet the career learning needs of each student Individual students can have independent careers and progression advice at any stage of their time with us at college.
4. To ensure Careers Education, Information and Advice is embedded in the wider College curriculum framework, including the College Tutorial Programme Learners are supported to understand their potential progression and career opportunities linked to their chosen curriculum/sector studies.
5. To provide all students with the opportunity to engage with employers and employees through curriculum areas and planned careers events. Careers planned events include two Employment and University fairs which have over 100 exhibitors and the Progression event which Subjects arrange up to 8 talks, a good range from Universities and Employers. Departments also offer trips and visits which help students engage with employers. Some courses encourage students to arrange work experiences.
6. To support students looking for opportunities to access direct experience of the world of work. Students have to arrange their own work experience but college does offer support. Work Experience additional Study is offered as are interviews with a Careers Advisor. The Careers Moodle page has opportunities for work experience and we list current ones on the Careers Bulletin which is published weekly, these are also advertised in the Student Bulletin. Pre-Teaching, MEDICs, Sports coaching, Health and Social Care all have supported students in finding work experience.
7. To provide encounters with providers of, and learners in, Further and Higher Education and Employers and Employees Careers planned events include two Employment and University fairs which have over 100 exhibitors and the Progression event which Subjects arrange up to 8 talks, a good range from Universities and Employers. Departments also offer trips and visits which help students engage with employers. Departments organise external speakers.
8. To provide all students with access to personal guidance Learners have access to individual careers guidance from a qualified (level 6) Careers Advisor and information and advice from Personal Tutors and other qualified Careers staff throughout their time at college.

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Quality improvement plan for 2023/24

Cross College Target:

Employability: further enhance students’ skills and work-related learning; further develop monitoring, recording and evaluation

Progression: excellent guidance and support for students’ next steps, whether HE or apprenticeships/employment; response to UCAS changes

- **Respond to Essex Local Skills Improvement Plan priorities: Soft Skills, Digital Skills , Green Skills, Leadership and Presenting, Basic English/ESOL (for specific objectives, see Accountability Statement)**
- **Departments to continue to develop work-related learning within academic courses, and links with employers**
- **Introduce and develop “Morrisby” platform for students to develop and record work-related learning**
- **Redesign College UCAS process in response to forthcoming changes to the application and reference, and provide inset for staff**
- **Slightly increase the number of “ambitious” student HE choices, eg Russell Group and Sutton 30 universities**
- **Develop further support for students taking apprenticeship routes, through the work of the Careers department and the Lead Practitioner for Progression**

Target	Action required	
To review materials that are sent to students/staff for Progression to ensure they are up to date and relevant and clearly show different progression routes including apprenticeships	<p>Review and research to provide up to date information</p> <p>To add to contacts/links for progression to provide a wider range of opportunities</p> <p>To email students direct via Tutor group (PT gets info) to ensure all students have access to the same information even if not in tutorial. To email direct information at key points</p> <p>We have this year also been able to target specific groups e.g. those who said they were looking at apprenticeships in the year 2 re-enrolment questionnaire</p> <p>Most materials for tutorials will have all options available to students mentioned – with Employment/Apprenticeships first</p>	Resources have been updated for this year.
To implement Morrisby to help document attendance at activities and inform Gatsby	<p>Year 1 students to register on enrolment as part of the IT process. Tutorial materials and emails from Careeroffice to encourage students to use the site</p> <p>Year 2 students sent an email to register -</p>	

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<p>Benchmark – Compass completion</p>	<p>Personal Tutors encouraged to look at the uptake during Personal Tutor reviews Subject staff and extra-Curricular and Careers office to add activities for students to sign up to</p>	
<p>To engage with the external agencies and hopefully gain more employer contacts</p>	<p>CEC – Greater Essex CharlotteCondon@southend.gov.uk Charlotte Condon Attend meetings Project is LinkedIn - to establish a contact with alumni to help foster links with employers. To work with the CEC link</p> <p>DWP – new contact established Moon Liesa DWP Community Engagement Team LIESA.MOON1@DWP.GOV.UK</p> <p>Essex Careers Magazine – skills – Kaisa.ellis@essex.gov.uk – can link us to apprenticeship opportunities in Essex</p> <p>ASHE – Careers advisors meetings (Great Baddow) for all Essex schools and colleges</p>	<p>Project is LinkedIn - to establish a contact with alumni to help foster links with employers. To work with the CEC link</p> <p>Emailing DWP for talks to year 2 apprenticeship hopefuls on presenting me and interviews etc.</p>
<p>To ensure statutory legislation is abided by – especially Provider access</p>	<p>Review website Form relationships with local providers – Colchester Institute/ Writtle/ Chelmsford College Invite to events so students can engage with them and try to get them into college at other times – this has proven difficult due to demand for their services</p>	<p>Provider access statement on website.</p>
<p>To highlight skills</p>	<p>Employability tutorial for students – CV and Personal statement writing tutorials Department encouraged to display skills and embed into lessons as appropriate – part of lesson observation criteria Curriculum maps</p>	<p>Morrisby purchased by The College for 2023/24</p>
<p>Increase the number of ambitious university choices</p>	<p>Information to students about Russell Group universities and contextual offers Advertise Sutton Trust opportunities</p>	<p>Student introduction powerpoint about progression routes included Russell groups/good university guides and contextual offers Email sent late September to tie in with Tutorial – contextual offers and financial support at university</p>

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College UCAS process - references	To work with Jo Cadman and Senior Tutor Support to provide resources when necessary	
To work with Make Happen Annika/Sian Rachel Wier is the lead	ss22772@essex.ac.uk – Sian Smith a.burges@essex.ac.uk – Annika Burges Targeting disadvantaged groups advertising and hosting their projects Looked after/care – Link with Alan Mears Disabled – Link with Alison Day Estranged/Refugees/Military – Link with Jo Cadman	Let Flourish – 12-20 students aimed at looked after students via Alan Mears

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Careers Programme and the Gatsby Benchmarks

	<u>Gatsby benchmark</u>	What happens	feedback
	1 A stable careers programme	Key Dates are updated annually and finalised in September. Tutorial programme and events are reviewed after each event and updated with changes The Careers department consists of a Careers Leader, Careers & Education Guidance Tutor and assistant Careers & Education Guidance Tutor and 2 careers admin staff all are trained to provide information and advice to students via the CDI.	We have a comprehensive programme. Students will only fully engage when they are ready so we are trying to ensure they have access to information when they require it or the knowledge of where to come for assistance. The Principal is extremely supportive of new ideas and changes to the programme.
	8 Personal Guidance	Students are informed about the formal careers guidance they can have at college with a qualified careers adviser to level 6– a sign up process. It is not limited for individual students. All communication from careers includes information about careers appointments. Personal Guidance is given by PT, ST, interviewer, enroller, Subject teachers and careers staff.	This year we have an agency holding careers guidance 2 days are covered all year. We have also appointed a Careers & Education Guidance Tutor and assistant Careers & Education Guidance Tutor to provide Careers information and advice along with the Careers Leader. The Careers admin assistants are also trained to provide information and advice in careers.
Open Evening Oct	3 Addressing the needs of each student 4 Linking curriculum learning to careers	Students can talk to staff and students about courses. Independent Careers advice is available on the concourse (in Map and referred to in talks). External careers adviser and Careers Leader Some career related Additional Studies are also represented within relevant departments (MEDICS/LAWERS)	Good feedback from parents at end of evening
Enrolment Aug	3 Addressing the needs of each student 4 Linking curriculum learning to careers	Personal Tutor If student is qualified to take courses – they will be coursed if not qualified students can see Careers staff/Senior Tutor. High GCSE achievers spoken to about OXBRIDGE and courses Additional Studies courses for MEDICS/Lawyers/Pre-teaching/Coaching/	Good that Careers leader is not enrolling students so can be available
Induction Tutorial Aug/Set start of term		Highlights Progression and availability of Career advice, Information and Guidance	Students start to book careers interviews after this tutorial
Initial Personal tutor review	Personal Tutor interview		

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If students want to change courses. Sept to Oct	Personal Tutor/Senior Tutor interview		
Employability Skills Tutorial Oct	4 Linking curriculum learning to careers	All Students start to think about skills they currently have and skills they will learn in subjects and ways to improve the skills they have. Useful for CV writing and Personal Statement writing. Link to work done in subject areas	New Employability and Personal Development role will now do this.
Opportunities from external agencies	2 Learning from careers and labour market information 3 Addressing the needs of each student 4 Linking curriculum learning to careers 5 Encounters with employers and employees 7 Encounters with further and higher education	Opportunities are advertised in the Careers Bulletin and in the Student Bulletin – virtual and actual work experience, Open days, taster days, employment, apprenticeships	Need to know what departments are doing throughout the year.
Opportunities provided at college	2.Learning from careers and labour market information 3.Addressing the needs of each student 4.Linking curriculum learning to careers 5.Encounters with employers and employees 6.Experiences of workplaces 7.Encounters with further and higher education	Departments will host outside speakers relevant to their courses. University representatives are invited in to talk to students -Make Happen opportunities are advertised to NCOP students and delivered on site. Independent Careers advice. Trips and visits	Need to know what departments are doing throughout the year.

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	8. Personal guidance		
November Reviews/Reports	Personal Tutor interview		
Parents Talk about Progression activities at college	1. Stable careers programme	All parents of Year 1 students are invited to be informed about progression routes and our Careers programme	Did not happen last year – link sent to key dates on a newsletter
Progression Tutorial		Introducing the purpose of the University and Employers fair. Also the role that the Careers department can help with in terms of progression decisions	
University and Employers Progression Fair (Feb)	3 Addressing the needs of each student 4 Linking curriculum learning to careers 5 5 Encounters with employers and employees 7 Encounters with further and higher education	Students can be inspired to think about employment and University options and ask questions	Good turn out from invited external agencies. Would always like more employers.
January Reviews/Reports	Personal Tutor interview		
Progression Tutorials		All students are emailed and Personal tutors deliver materials on all scenarios	
Progression Event June	3 Addressing the needs of each student 6 Linking curriculum learning to careers 7 5 Encounters with employers and employees 8 Encounters with further and higher education	Can go to subject talks to see if they would like to study the subject at university. Can also go to Apprenticeship/employment talks General CV completion talks Personal Statement Advice from subjects Part of this is also a Employment and University fair	Last year was one day in July-feedback from subject staff was it was not long enough. Feedback from Universities is that it is during their open days/events The fair was really well attended by students a constant flow and exhibitors very happy

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<p>Progression Tutorials researching options</p>	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from careers and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning to careers 5. Personal guidance 	<p>Students are encouraged to have conversations about their choices. A range of resources are available to help students – KUDOS and Careers interviews</p> <p>Students to research their career choice and routes into their career and encouraged to consider all options and apply for a range if appropriate</p> <p>Students to research courses/why go/ subjects you can study/universities that offer courses/entry criteria/if they have interviews or admissions tests. Check out and attend Open days</p>	<p>These are updated every year. Students give positive feedback and will make appointments to see us. PT feedback was positive</p>
<p>Progression Tutorials –</p>	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from careers and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning to careers 	<p>Encouraged to go to Careers</p> <p>How to complete the UCAS application form and Student finance information</p>	

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Essex Higher Education Exhibition	7 Encounters with further and higher education	Very similar to our University fair in February and one held in June/July	Advertise in parent newsletter and student bulletin
Parents talk – Higher Education and Finance			Did not happen last year. Information sent in an email to parents
Year 2			
Re enrolment with Personal Tutor		Update on progression from the student – possible referral to Careers	
Progression Tutorial – Personal Statements		For Use in CV's and UCAS applications so all students can produce one	
Opportunities from external agencies	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from careers and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance 	Opportunities are advertised in the Careers Bulletin and in the Student Bulletin – virtual and actual work experience, Open days, taster days, employment, apprenticeships	

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<p>Opportunities provided at college</p>	<p>2.Learning from careers and labour market information 3.Addressing the needs of each student 4.Linking curriculum learning to careers 5.Encounters with employers and employees 6.Experiences of workplaces 7.Encounters with further and higher education 8.Personal guidance</p>	<p>Departments will host outside speakers relevant to their courses. University representatives are invited in to talk to students -Make Happen opportunities are advertised to NCOP students and delivered on site. Independent Careers advice. Trips and visits</p>	
<p>November Reviews</p>	<p>Personal tutor Interview</p>		
<p>UCAS applications</p>	<p>3 Addressing the needs of each student 8 Personal Guidance</p>	<p>Personal Tutors will work with students Encouraged to meet the deadlines but also informed students can apply after the deadline and assistance is provided.</p>	
<p>Apprenticeship and Employment applications</p>	<p>3 Addressing the needs of each student 8 Personal Guidance</p>	<p>Students are encouraged to continue researching an signing up of alerts on websites. Student Bulletin and Careers Bulletin also have information. Top 100 apprenticeships, Amazing apprenticeships, GOV.UK, ESSEX apprenticeships etc are all encouraged to be used</p>	

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University and Employers fair (Feb)	<p>3 Addressing the needs of each student</p> <p>8 Linking curriculum learning to careers</p> <p>9 5 Encounters with employers and employees</p> <p>9 Encounters with further and higher education</p>	Students can be inspired to think about employment and talk to universities on their shortlist about accommodation/offers/interviews	
Reviews/Reports			
Student Finance application support		In Feb/March students are reminded to apply for student finance and help is provided in the careers office	
Year 2 Parents information evening about HE and Finance		Parents are informed about Financial support available and the Student Finance application. Also Post results help	This was done via email last year
Post results assistance		All students are informed about Post results help and it is included in a newsletter to parents	
Leavers day	3 Addressing the needs of each student	Students are asked for their intended destination – any student who does not know or is seeking work is informed in Careers they can get help from Careers	
Post results assistance		Any student is welcome to contact college and then make an appointment to see Senior Tutor or Careers.	

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<p>Destination collection</p>	<p>3 Addressing the needs of each student</p>	<p>UCAS report is downloaded Colchester Institute is contacted</p> <p>Students are sent a letter via parents/guardians for the Reunion and Awards evening as part of the form we ask for destination data</p>	<p>Need Writtle/ Chelmsford college</p> <p>The form needs to be changed to encourage students not attending to give us the destination data and possible email to parents in sept re OFSTED questionnaire could also include destination information.</p>
	<p>6 Experiences of workplaces</p>	<p>Our students follow a 3 A Level programme and do not complete T Levels or a Full BTEC programme. No student is following a direct career path from their studies. Work experience (normally for a week) is allowed for students to take but is not a whole school programme due to the sheer numbers of students we teach. 1600 year 1 and 1500 year 2. We record experiences of work and volunteering work on enrolment.</p> <p>Sports coaching, Pre-teaching, Lawyers and MEDICs all encourage work experience. Health and Social Care year 1 are all doing a week's placement at the hospital We advertise any work experience placements real and virtual and will assist students in finding experiences.</p>	
	<p>3 Addressing the needs of each student</p>	<p>Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</p> <ul style="list-style-type: none"> – The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. – All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations. 	<p>All students who have Careers advice/guidance in the careers department there is a record kept. Feeder schools all use different methods and do not pass on the information to us. Interview notes are held and students are given a copy of the letter.</p> <p><i>Records should begin to be kept from the first point of contact or from the point of transition. All learners should have access to these records to support their career development.</i></p> <p>This has proved different to devise a system to do this especially as we only see our students for 18 months – a paid for system would cost. Staff and students would need to update the records</p>