

# **SHCG COMMITMENT TO CAREERS EDUCATION AND GUIDANCE**

**Responsible**                      Director of Student Experience and Transition

**Review Cycle:**                      Annual

**Last Review:**                      August 2024

**Due for Review:**                      August 2025

# **SOUTH HAMPSHIRE COLLEGE GROUP**

## **1.0 Statement of Principles**

The South Hampshire College group is committed to equip all students with the knowledge, skills and opportunities to enable them to make informed, balanced and appropriate decisions about their futures and enhance their employability profile to move into their future progression/next steps.

Careers Education Information Advice and Guidance will respond to the suggested student outcomes following guidance from: Good Careers Guidance – The Gatsby Foundation 2013 and compass; Career Development Framework CDI, April 2021; Skills for Jobs: Lifelong Learning for Opportunity and Growth (Jan 2021) and the Careers Guidance and Access for Education and Training Providers (July 2021)

The South Hampshire College Group comprises of Eastleigh College, Fareham College and Southampton College and was formed as one collaborative organisation on 1st Aug 2023. This college group offers vocational, work-based, distance learning and Higher Education provision to a range of learners aged 16+. The South Hampshire College Group will ensure that each student is offered the opportunity to develop the necessary skills through their own career aspirations and there will be an equality of access to all careers services irrespective of gender, race, creed and ability. This will be achieved through consultation with the Governing body, staff, students, parents/carers and the statutory impartial careers advisers at each college location.

## **2.0 Scope**

2.1 For the purpose of this document, the use of the term 'students' refers to learners on full time, part time, HE and apprenticeship programmes

2.2 This will apply to all College systems and website(s).

## **3.0 INTENT**

3.1 SHCG aims to;

- To provide students with access to comprehensive careers education, information and impartial guidance to enable them to make informed choices regarding their career pathway.
- To equip and empower students with the necessary information to make informed choices for their progression and future.
- To give opportunity for exploration of future careers and the local labour market including

opportunities to experience the workplace

- To raise aspirations and challenge stereotypes in order to improve social mobility, and so supporting and assisting students to reach their full potential
- Work with student support and curriculum to ensure that careers related enrichment activities further complement student studies and expose students to the statutory requirements of the Gatsby benchmarks.
- To ensure that CEIAG is embedded throughout curriculum (16-18 full time) using the Gatsby benchmarks.

### 3.2 Roles and responsibilities

To maintain and run an effective Careers Service the following staff have a specific role, and their roles and responsibilities are laid out below.

#### 3.2.1 Senior Leadership

- Ensure the careers programme is well resourced to deliver the agreed careers plan.
- Ensure the Executive Team are kept informed of industry or legislative changes which may impact their responsibilities.
- Report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.
- Ensure staff are aware and understand careers objectives and they are implemented across the college group.
- Ensure the College meets the statutory careers requirements and industry quality standards where appropriate.
- Review progress and achievements against the careers strategy and make adjustments as necessary.

#### 3.2.2 Group Manager Careers Implementation and Admissions

- Ensure students are informed of career possibilities and effectively supported with their future career.
- Engage with stakeholders to ensure opportunities for our students.

- Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at SHCG.
- Support the College's Next Steps and progression process to ensure students are fully supported towards their next steps and smooth transition from year to year
- Work with the DOSE to oversee the operational implementation of a cross college careers guidance programme for students.
- Provide operational management of the College's careers service and associated staff members.
- Conduct annual surveys and audits to report on stakeholder satisfaction as well as collaborate on Student Voice to ensure students views and feedback are captured.

### 3.2.3

#### Curriculum and Pastoral Teams

- Ensure that students are aware of the career paths possible from their programme
- Ensure that career options and relevant labour market information is provided to students as appropriate
- Provide opportunities for students to have encounters with employers, Higher Education and Further Education providers, as appropriate during their course
- Provide opportunity for Work Experience and / or industry placement as appropriate as well as Work-Related activity, encouraging students to source and arrange their own work experience
- Deliver tutorial sessions to students to support next steps as directed by the Director of Student Experience.
- Promote the Careers Service to students encouraging students to engage with opportunities provided.

### 3.2.4 The Careers team include:

- Group Director of Student Experience and Transition - Ashley Martin
- Group Manager Admissions - Trudy McKenzie (Careers Leader)
- Careers Advisors - Fiona Thomson and Tristian Shields (& Trudy McKenzie interim cover)

#### **4.0 Our commitment**

South Hampshire College Group will:

- Provide a careers programme that supports all student's preparation for the world of work and beyond. See Annex 1.
- Allow all students to have access to 1:1 impartial careers information, advice and guidance from a qualified and impartial careers adviser.
- Provide CEIAG enrichment opportunities including work related learning, work placements, talks by external stakeholders (including employers, universities and other training providers) and visits to external stakeholders (including employers, universities and other training providers). See also Annex 2 for Provider Access.
- Refer students to appropriate agencies in order to meet individual needs.
- Provide a progression programme that supports a student's career plan and intended destination.
- Make available to all students and staff, up to date information and technology relating to careers and employability.
- Maintain up-to-date careers resources.
- Promote internal and external events related to progression.
- Provide opportunities for parents/carers to obtain information about student progression where relevant.

## 5.0 Monitoring and review of our Careers Service

SHCG believes that it is important to ensure the robust monitoring and review of our processes and procedure to provide a framework for on-going improvements.

FOCUS	METHODS	BY WHEN
The Matrix Standard	External assessment through the matrix quality standard. Capturing Feedback from students, staff and external stakeholders to evaluate our service	April 2025
Senior Leadership and Governors	The Careers programme will be reviewed on an annual basis by SLT and will be visible to all stakeholders on the college website. Governors will engage in activity to assess and feedback on our offer and the service provided. The Group Manager for Careers Implementation and Admissions will review the careers provision regularly to the needs of our students	Annually  Termly
Student Voice	We will gather feedback on how well we are preparing students for their next steps from Student Voice Conferences, event evaluations, careers interactions and college surveys to understand how we are meeting need and identifying opportunities to improve.	Ongoing

	We will gather feedback from Student Governors on how well supported students believe they are.	
Employer Feedback	Feedback after Careers events and fair and through our enterprise Advisor working with the Group Manager and Careers Advisors constantly reviewing careers and employability O both locally and nationally.	Ongoing Termly
Parent Activity	Hosting events to inform parents of progression opportunities and evaluating their feedback.	Twice yearly
Careers Benchmarking	To align to one college group and complete the self-evaluation exercise. Results of the assessment will be used to identify further improvements.	April 2025 and termly review.

6.0 Our commitment is to be read in conjunction with;

- Admissions Policy
- SHCG Careers Programme
- SEND Policy

Annex 1

## **SHCG Careers Programme**

<https://shcg.ac.uk/student-support/>



Annex 2

## Gatsby Benchmarks

How Careers Activity is matched against the Gatsby Benchmarks 2024/25

Gatsby benchmark	Intent	Implementation	Impact
A stable careers programme -an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.	Create & embed comprehensive and inclusive careers programme to ensure all students have equal entitlement for an effective careers & employability programme to enrich their curriculum learning	<p>Careers programme will be delivered through tutorial and available on intranet &amp; website. This is created with the support of our Enterprise Advisor (EA) and student feedback from previous years' activities</p> <p>Students will have the opportunity to join student voice/changemaker movement to be involved with careers planning &amp; review</p> <p>Careers commitment reviewed annually by SLT, with both strategic and operational elements.</p>	<p>All students understand and fully utilize the careers and employability support on offer to be able to make informed decisions about their future progression.</p> <p>Curriculum understand the role they need to play in helping deliver the contents of the programme.</p> <p>Students will have input into how the programme is shaped and how activities are delivered</p> <p>Annual strategy published on the college website so that the following audiences can benefit from it: students, employers, parents/guardians, other agencies</p>
<b>Learning from career and labour market information</b> -every student and their parents, should have access to good quality information about future study options and labour market opportunities.	Students are informed as to potential progression opportunities within their chosen career ideas and engage in organized activity..	<p>Employer engagement through:            Careers HE fairs            Mock interviews            Guest speakers            Work experience            Employer visits</p> <p>Research activities within curriculum specifically linked to their course as part of their studies</p> <p>An opportunity to find out more about apprenticeships and how to apply through</p>	<p>Students are exposed to have careers exposure which may be wider than they originally thought.</p> <p>Students know how to search &amp; apply for employment or apprenticeship vacancies.</p> <p>Students understand where how their career choice may be impacted by social mobility.</p>

		<p>ASK apprenticeship presentations/workshops</p> <p>Access to LMI tools/useful websites delivered in Tutorial programme</p>	
<p><b>Addressing the need of each young person</b> - Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout</p>	<p>All relevant Careers (CE) IAG is tailored to support all learners</p> <p>Stereotyping in careers is challenged</p>	<p>Careers Advisers to prioritise careers appointments for students who are: LAC Have EHCPs Risk of NEET Coming to the end of their study programmes</p> <p>This may be through referral from learners themselves, curriculum or support staff.</p> <p>ALL students treated equally and fairly despite what course they are on and what career aspirations they have</p>	<p>Students will feel ready for moving on with set plans after their studies.</p> <p>Students feel equipped to make informed decisions about their future progression</p> <p>Destination data shows students progressing into some form of EET</p> <p>Students enter career and job areas based on their interests, without stereotyping boundaries</p>
<p><b>Linking curriculum learner to careers</b> - All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>Students are clear about where their course can lead and understand the relevant transferable skills they have and how employers value them</p> <p>All students recognise the importance of Maths &amp; English and how these may be</p>	<p>Students are able to understand the jobs/careers their course can lead through their study programme and by their tutor who has previously/continues to work in the profession</p> <p>Students will have opportunities to recognize their worth and understanding what they are good at/what skills they have through various classroom activities and opportunities to engage in extra-curricular enrichment activities</p> <p>Identifying skills/worth in the tutorial programme</p> <p>Curriculum areas have effective displays and relay activities around why such skills are important in their</p>	<p>Students are able to identify jobs/careers linked to their skills and interests</p> <p>Students are able to effectively talk about their strengths in CVs and applications</p> <p>Attendance in Maths &amp; English classes, where learners are enrolled, is improved and pass rates</p>

	relevant for their future jobs and careers	future careers	enhanced.
<b>Encounters with employers and employees</b> - Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace	All students on full time programmes will have multiple opportunities to learn from employers about their organisation, careers and skills	<p>Students will have opportunity for a range of 'meaningful encounters' with employers through a variety of means, including:</p> <p>Work experience Guest speakers Trips to employer organisations Careers Fairs Mock interviews</p> <p>All students to have meaningful employer encounters logged</p> <p>Student CV and reflection activities embedded into tutorial programme</p>	<p>Students will have more confidence in networking</p> <p>Students will have a fuller understanding of workplace behaviours/skills required</p> <p>Students will have a fuller understanding on potential career paths/what organisations do</p>
<b>Experiences of work places</b> - Every student should have first-hand experiences of the workplace through visits, work shadowing and/or work experience	All students on full time programmes will have had at least one experience of a workplace, in addition to any part time jobs they may have	<p>Students will have opportunity to experience being in a workplace. This could be through:</p> <p>Work Experience Visit to an employer</p> <p>Students may be involved in 'commissioned projects' with local employers</p> <p>Work with employer networks to improve opportunities for students.</p>	<p>Students will be more confident in dealing with a range of new people and understand the importance of working in a team</p> <p>Students will be able to 'feel' what being in a workplace is like, so that they can be better equipped to move into employment in the future</p> <p>Students will get to experience performing a task as directed by an employer</p> <p>Students will be able to receive feedback from an employer about their work – allowing learners to reflect on their experience</p>
<b>Encounters with FE &amp; HE</b> -All students should understand the full range of learning	All students have the opportunity to find out about provision available elsewhere	This may be through: Careers & HE Fairs Don't walk...talk events UCAS exhibitions Referral through Careers	Students will be better informed of options allowing them to make informed choices re progression

<p>opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>All students on relevant programmes will have the opportunity to meet &amp; engage with HE providers</p> <p>As such, the above encounters will enable students to make informed choices about their futures</p>	<p>Guidance appointments Guest speakers Personal statement workshops Why HE presentations Apprenticeship presentations University visits</p>	
<p><b>Personal guidance</b> - Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level</p>	<p>All students have the opportunity to request 1:1 careers advice from a guidance specialist. (This specialist may be a Careers Adviser in training or an external provider such as NCS)</p>	<p>Careers Guidance interviews can be requested by emailing the relevant careers team on each college site. All appointments are person-centered and impartial.</p> <p>Guidance is also offered by curriculum staff as part of the 'next steps' process, where curriculum staff are experts in their industry area.</p>	<p>Allowing students to get support with making choices and action planning, specifically at transitional stages or for future-proofing their career ideas</p>

This is reviewed termly through completion of the Compass Report (Careers & Enterprise Company)\*  
As a newly merged group the review of the College Group is intended for Spring 2025

Annex 3

## **SHCG Provider Access**

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.

## **Our Commitment**

The South Hampshire College Group is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications, Higher Education programmes and apprenticeships. SHCG is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

SCHG endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

In providing access to other providers SHCG aims to;

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications, higher education programmes and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of college before making crucial choices about their future options.
- To maximise retention from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).
- Support students by allowing a number of encounters with employers, and training/education providers. This will be done through guest speaker events and other careers events within the college group.

## **Requests for access**

Requests for access should be directed to the Group Manager for Careers Implementation and Admissions: [Trudy.mckenzie@shcg.ac.uk](mailto:Trudy.mckenzie@shcg.ac.uk)

