

## Huddersfield New College Careers and Educational Guidance Service

### Introduction

Career choice determines how we spend a significant part of our lives and greatly affects the nature of the contribution we make to society. The CBI report 'Towards a Skill Revolution' published way back in 1989 acknowledged this and stressed that career development should be for *all* and should be *lifelong*. Since then much has changed in the world of careers guidance and guidance for all seems less of a real option in England. The demise of the Connexions service resulted in a very patchy national picture in terms of guidance for young people, although in Kirklees we seem to have fared better than most areas. It is therefore essential that we, in colleges, prepare young people with the necessary skills to plan and manage their career and their lifestyle and that we continue to offer guidance and support to students and prospective students irrespective of their level of achievement or ability.

The importance of achieving nationally recognised educational qualifications is now generally accepted and the number of young people continuing in full or part time study post 16 has risen substantially in recent years. The range of courses open to these students is greater than ever before and presents them with a daunting complexity of choices. Unless these students are given the preparation and support to develop their own self awareness, decision making skills and an accurate awareness of the opportunities open to them their chances of making the most of their abilities will be severely impaired.

Careers and educational guidance should be seen as a process rather than a single intervention and, although some students may choose to use the full range of guidance services available, others are more likely to opt in to specific elements at appropriate times. The guidance programme needs to reflect the different needs of all student groups within the college and be accessible to these students at a time appropriate to their needs. Guidance will also be available for intending students at the pre-entry stage in order to ensure appropriate course choice and high completion rates. The individual guidance interview is likely to play a key part in entry and pre-entry guidance whereas on course Careers Education will allow students to explore the relationship between education and employment and encourage the development of the skills necessary for effective career and educational planning.

The New College Careers and Educational Guidance Service offers all students:

- Access to individual guidance delivered by professionally qualified Careers Advisers. Interview appointments can be booked via the college Moodle system, by email or by calling in to the careers department.
- Weekly in college access to independent external advice delivered by C & K Careers staff. This service is available throughout term time and throughout much of the college holidays.
- Access to a well-resourced dedicated careers resource area, high quality careers information and the use of appropriate information technology, websites and software.

- Regular opportunities to engage with university staff, employers and training providers.
- Support for job seekers including a vacancy notification service available throughout and beyond their time at New College.
- Regular notification of local and national career and higher education related events.
- A structured tutorial support programme tailored to the needs of the different student groups within the college and focused on the individual and their specific needs.
- Opportunities to engage in personal development planning.

### Aims and Objectives

- 1) To help students understand the process of career choice and provide them with the necessary skills and self awareness to successfully plan and manage their future careers and to enable them to make the most of the educational opportunities open to them.  
  
Objectives: To enable students to:  
Increase their own self awareness and clarify their personal skills, abilities, values and interests.  
  
Be fully aware of the range of educational and employment opportunities open to them.  
  
Recognise the value of education and training as a means of empowerment.  
  
Develop the necessary research and decision making skills to allow them to relate their assessment of themselves to the range of educational and employment opportunities open to them.  
  
Prepare for the transition from education to employment and enable them to plan a strategy which will allow them to achieve their current career goals.
- 2) To market Huddersfield New College students to local and national employers.  
  
Objectives: To provide information about major employers and identify recruitment patterns.  
  
To provide information on local training opportunities.  
  
To provide a vacancy notification system for students.

To maintain good links with local employers and training providers and promote New College as a source of potential employees.

3) To provide support and advice for college staff.

Objectives: To ensure that all college staff are aware of the work of the careers and educational advisory service.

To promote the use of subject specific careers resources and information.

To ensure that all college staff are aware of the procedure for student referral.

To encourage college staff to refer their own careers related queries or concerns to the careers and educational advisors.

4) To provide user friendly, comprehensive careers resources appropriate to the needs of all student groups within the college.

Objectives: To ensure that all students understand and can confidently use the careers resource area.

To encourage students to use a broad range of careers resources including hard copy and interactive online careers guides.

5) To promote equality of opportunity and support students in challenging prejudice and discrimination in education, employment and training.

Objectives To ensure that high quality guidance is available for all students irrespective of gender, ethnic background or disability.

To provide additional support and arbitration where necessary in order to aid transition to employment or higher education.

To ensure that information and guidance is available to enable students to recognise and challenge discrimination.

6) To develop and maintain links with relevant external agencies and organisations.

Objectives: To further develop the close working relationship with the local Careers Service.

To ensure that the needs of New College students are represented through relevant local careers and advisory networks.

To provide a referral network of local organisations relevant to New College students.

## Guidance

### Pre-entry and Entry Guidance

#### Clear Information

- Students, prospective students and external guidance agencies will all have access to clear course information. This information will include a summary of course content, structure, method of assessment, length of course and any specific entry requirements.
- Prospective students (and their parents/guardians) will be invited to attend college open evenings where they will be able to talk to individual subject teachers.
- The application and admissions procedure will be clearly outlined in the college prospectus.

#### Guidance and Advice

All students and potential students will have access to honest, objective, impartial careers and educational guidance.

All students will attend an enrolment interview during which reasons for course choice will be discussed and consequences explored. If necessary, students will be referred to College Careers and Educational Advisers or an Adviser from the Careers Service. School leavers from state secondary schools should have received careers guidance or information in their final year of statutory education.

Guidance interviews will be client centred and conducted in suitable, comfortable accommodation. Diagnostic guidance tools may be used and advice will be honest and objective taking account of relevant options within and outside the college. A written summary of guidance will be produced where appropriate and relevant information and resource links will be forwarded to the interviewee by email.

Educational and career decisions are not made in a vacuum and many potential students face a range of real or perceived barriers to access. The college advisory service will attempt to help students identify such issues and explore possible solutions. This will, in some cases, involve referral to specialist external agencies for guidance, counselling or advice.

#### On Programme Guidance

On course guidance and support is provided both formally and informally throughout a student's course of study. This will involve a wide range of staff including subject teachers, personal tutors, specialist guidance staff and in some cases specialist counselling agencies. External staff from industry, training organisations and higher education will also be involved throughout the guidance programme.

The key elements of the guidance programme are:

### INDUCTION

The four week induction period forms an integral part of the course of study. Each student will receive clear information on course content, structure and method of assessment, college procedures, responsibilities and if necessary, time to re-appraise options. Where a course change is considered the student will be referred to the careers and educational adviser to discuss implications.

### CAREERS EDUCATION

The purpose of the careers education programme is to enable students to develop the necessary knowledge base, self awareness and decision making skills to plan and manage their future careers. It has been designed to encourage students to take responsibility for their own personal career and educational planning.

The careers education programme has moved from a group tutorial delivery vehicle to an emphasis on one to one individual support. Students are introduced to the importance of ongoing progression planning in the first term of their initial year in college. The concept of college as a stepping stone rather than an end destination is established and an ongoing conversation with their personal tutor begins, focused around why are they here, where do they want to get to and what do they need to put in place to achieve this. Interactions with their tutor, teachers and careers professionals are logged on the central CEDAR system and ongoing career plans and aims are documented. This enables appropriate communication of information and targeting of individual students regarding events, external initiatives and higher education, employment or training opportunities.

A structured programme of careers education related inputs will be delivered by tutors via the tutor period. A separate programme has been designed for each course level and year group and the timing of delivery will reflect the stage of planning and decision making currently facing the student. The course content and materials will be devised and produced by the college careers and educational advisers, vice principal - guidance and other relevant college staff. Students will be introduced to the process of individual action planning for career progression.

A very wide range of progression related inputs delivered by external speakers from industry and higher education is promoted to students. Some of these are arranged by vocational and academic departments whilst others are organised by careers staff. Careers staff also organise a large Progression Conference with over 90 one hour presentations delivered by external speakers and an employment and training fair. Students are offered a range of external visits or the chance to participate in progression related initiatives or events. Widening participation initiatives and events are promoted to appropriate students and identification of WP students is achieved via individual tutorial.

### HIGHER EDUCATION AWARENESS

Students are encouraged to thoroughly research the higher education options open to them. All year 12 students attend a higher education briefing and students and parents can access higher education related guidance and information at parents evenings. Students are also encouraged to visit the higher education institutions which they are

considering and the college will organise visits to relevant events and to the regional UCAS higher education fair.

The college Careers and Educational Advisers are also available at the request of teachers/tutors to talk to groups of students on subjects relating to career choice or higher education.

### INDIVIDUAL CAREERS AND EDUCATIONAL GUIDANCE

All students are entitled to individual careers and educational guidance interviews on request or by teacher/tutor referral. Appointments can be booked via the online booking system or via email. Guidance will be delivered by professionally qualified careers advisers and will be honest, objective and impartial. The college careers and educational advisers are often available to see students at other times on a 'drop in' basis. Appointments to see a careers adviser from the local Careers Service are also booked via the online booking system. Individual careers advice and guidance is available throughout term time and also throughout much of the college holidays.

The college recognises the importance of personal autonomy in career planning - the right to choose whether and when to seek guidance and whether subsequently to implement the agreed decisions. There is no 'blanket interviewing' policy but students are strongly encouraged to make use of the college careers and educational advisory service and it is crucial that a high profile is maintained. The role of the adviser is that of a facilitator, providing information and advice, raising questions and enabling students to make well informed and realistic decisions.

### EVALUATION OF INDIVIDUAL GUIDANCE INTERVIEWS

Student views on the effectiveness of careers guidance are sought via the cross college student survey. Staff views on the CEIAG service provided are gathered in the staff survey. A new individual guidance evaluation tool is being developed and will be trialled in 2016 - 17.

### **Exit Guidance**

Students will be encouraged to take up the offer of individual guidance interviews prior to the end of their course. In particular, students intending to seek employment or training should be a priority group as clarification of career plans and early referral to external placing services is necessary. The CEDAR system has been redeveloped to identify individual career focus and enable easier targeted information and placing help.

Information and advice will be available on job search skills, interview techniques, CVs. etc. along with information on relevant external agencies. Up to date information on local and national employment and training opportunities will be available and any vacancies notified to the college will be displayed and promoted via the careers department website, Twitter, relevant academic departments and on the careers noticeboards. Individual students registered as seeking employment and training will be notified of suitable opportunities via email. The college careers and educational advisory service will research progression routes, provide information and guidance and develop and maintain a good network of contacts in employment, training and education.



Advice and support will be available for students going through the UCAS application procedure. This will include written information for all students and prominent information displays at relevant times along with access to a range of appropriate online resources. Information and individual guidance and support will be available throughout the UCAS clearing period. College leavers will have continued access to the careers and educational guidance and information resources and will also be referred to the local Careers Service. Students considering leaving a course prematurely will receive guidance and advice from their tutors, senior tutors and will also be offered an interview with the college careers and educational adviser and C K adviser to clarify reasons for leaving and assess options.