



# EMPOWERING CREATIVE THINKERS

## Dv8 Careers Strategy 2020/2021

### **Introduction**

Every student is entitled to high quality career education and personal guidance as part of their overall programme of education. In 2017 the government published its *Careers Strategy: Making the most of everyone's skills and talents* which was followed by the *Statutory Guidance for Education and Training Providers* and *Guidance: Careers Guidance for Colleges* in January 2018. These documents set out its ambition that the provision of CEIAG in all schools and colleges should work towards the standards laid out in *The Gatsby Benchmarks for Careers Education and Guidance* (2014) in the planning of their CEIAG programme.

Dv8 is committed to fulfilling its statutory career guidance duties in relation to the 2011 Education Act, detailed in *Guidance: Careers guidance for colleges* (DfE, 2018)\* and will provide its learners with high quality, impartial Careers Information, advice and guidance at key transition points whenever significant study or career choices are being made. In line with this guidance it will ensure:

*"That every learner has at least one such interview by the age of 18 (in addition to one by the age of 16). The college should integrate this guidance within the pastoral system so that personal careers interviews can be followed up by form tutors or their equivalent "*

Personal Advice and Guidance will also be supported by a wider programme of Careers Education and preparation for adult and working life.

### **Mission Statement & CEIAG Intent Statement**

As a Creative College, Dv8's Mission Statement is *Empowering creative thinkers to be successful in work and life*, to be aspirational and employable and to increase their confidence and motivation. The intention of the CEIAG Programme is to provide accurate, impartial and comprehensive information, advice and guidance so that they can navigate the options open

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# EMPOWERING CREATIVE THINKERS

to them, develop the skills needed to manage their career and life choices, achieve learning and career goals and fulfil their potential.

This CEIAG programme and this strategy is underpinned by the following principles:

## **Creative Futures:**

- **C**areers focused plans designed around the individual
- **R**espect and recognition for all choices of positive progression
- **E**mployer engagement and networking to ensure maximum opportunity and enrichment
- **A**spirational goals and unlocking potential
- **T**argeted support and advice for priority groups
- **I**nclusivity and widening participation for all learners
- **V**aluable industry experience and training from local businesses, guests and our own professional tutors
- **E**xperiences in the workplace with employers

## **Strategic Aims**

1. Raise the standard and quality of the CEIAG programme through achievement of the Eight Gatsby Benchmarks
2. Provide high quality, impartial IAG which meets individual needs and raises aspirations for all learners'
3. Improve attendance and retention through linking curriculum learning with careers, encounters with employers and the world of work
4. Increase motivation and engagement by linking industry led CEIAG/LMI and vocational training with work experience and preparation for work and life
5. Help learners achieve, fulfill their potential and progress onto positive, recorded destination outcomes

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# EMPOWERING CREATIVE THINKERS

## Implementation

Gatsby Benchmark and Dv8 Compass Assessment	Link to Strategic Aim	Actions Needed
1.A stable Careers Programme  <b>Score: 64%</b>	1,3, 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> CEIAG Scheme of Work mapped to CDI Framework for Careers and Enterprise Learning</li> <li><input type="checkbox"/> CEIAG programme includes both strategic and operational elements</li> <li><input type="checkbox"/> CEIAG programme and strategy to be approved by new Board of Directors and SLT and resources allocated</li> <li><input type="checkbox"/> CEIAG Programme and Strategy to be published on Website</li> <li><input type="checkbox"/> Careers Leader completing Level 6 CDI qualification in Careers Leadership funded by Careers and Enterprise Company</li> <li><input type="checkbox"/> Evaluated using systematic feedback from staff and students</li> </ul>
2. Use of Careers and Labour Market Information  <b>Score: 60%</b>	1, 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Regularly share with learners and parents/carers a range of resources from 'Amazing Apprenticeships' and 'CareerMag'</li> <li><input type="checkbox"/> Prioritise staff understanding and keeping up to date with local labour market opportunities -Students and staff provided with sector specific LMI during NCW</li> <li><input type="checkbox"/> Parents notified of key events like NAW &amp; NCW and provided with resources to use with students at home</li> <li><input type="checkbox"/> Provision of 'curated' resource Toolkits for Media, Music and Games</li> <li><input type="checkbox"/> Link with an Enterprise Adviser to grow knowledge of business community and local labour market</li> <li><input type="checkbox"/> Jobs and Opportunities Virtual Classroom regularly updated with local</li> <li><input type="checkbox"/> LMI Careerometer embedded into Website</li> </ul>
3. Addresses the needs	1, 2, 4, 5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish systems and processes to track, record and respond to intended and</li> </ul>

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# EMPOWERING CREATIVE THINKERS

of all learners <b>Score: 72%</b>		<p>actual destinations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regular programme of 1-1 Progression/Tutorial Meetings held with all students to determine intended destinations and target interventions accordingly</li> <li><input type="checkbox"/> Ensure that vulnerable students and those at risk of not making positive transitions are identified and supported.</li> <li><input type="checkbox"/> Work proactively with local authority and YES service around careers guidance and progression of vulnerable and ECHP/SEND learners</li> <li><input type="checkbox"/> Ensure all intended destinations and actual destinations are followed up and recorded and shared with local authority</li> <li><input type="checkbox"/> Starter and leaver information shared with local authority</li> </ul>
4. Linking Curriculum Learning to Careers <b>Score: 41%</b>	1, 3, 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occupational and sector information/LMI embedded into vocational studies</li> <li><input type="checkbox"/> Workplace visits and industry guest speakers/mentors</li> <li><input type="checkbox"/> Opportunities to work to real workplace design briefs and simulations</li> <li><input type="checkbox"/> Provision of 'curated' resource Toolkits for Media, Music and Games</li> <li><input type="checkbox"/> Awareness raised of importance of Maths and English for future career</li> </ul>
5. Encounters with Employers <b>Score: 75%</b>	1,3, 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record what proportion have one encounter with an employer</li> <li><input type="checkbox"/> Record what proportion have two encounters with an employer</li> <li><input type="checkbox"/> Record and take account of students part time employment experiences</li> <li><input type="checkbox"/> Curriculum areas - guest speakers, industry visits/insights/mentors</li> <li><input type="checkbox"/> Participation in local Creative projects - Lookout, Little Green Pig, Brighton Festival</li> </ul>
6. Experiences of the workplace	1,3, 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation of T Level Industry Placement contract - 17 placements</li> <li><input type="checkbox"/> Work Experience for all other students (Virtual/simulation/immersive experiences due to lockdown)</li> </ul>

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<b>Score:</b> 65%		<input type="checkbox"/> Participation in local Creative Organisations - Lookout, Little Green Pig, Brighton Festival
7. Encounters with FE/HE  <b>Score:</b> 50%	1, 5	<input type="checkbox"/> Provision of UCAS talks and 1-1 meetings to support applications <input type="checkbox"/> UCAS Virtual online exhibition, workshops and Q and A for Creative Subjects - Oct <input type="checkbox"/> Visit annual UCAS Exhibition at Brighton Centre - March <input type="checkbox"/> Apprenticeship virtual interactive workshops by NAS for every class <input type="checkbox"/> Visits to FE/HE Open days <input type="checkbox"/> Signposting to alternative FE providers
8. Personal Guidance  <b>Score:</b> 50%	1, 2, 5	<input type="checkbox"/> Every learner has at least one Careers Guidance interview by the age of 18 <input type="checkbox"/> Implement new Progression process to identify learners needing personal guidance at key transition points <input type="checkbox"/> Use of shared Progression Tracker to schedule and plan for guidance interviews <input type="checkbox"/> All Level 3 Year 2 Learners to have Personal Guidance by end of Autumn term <input type="checkbox"/> ALL ECHP learners to have Personal Guidance as part of Annual Review planning process when their placement with Dv8 due to end <input type="checkbox"/> Level 2 learners not progressing to Level 3 Spring term <input type="checkbox"/> Level 3 Year 1 learners not progressing to Year 2 Spring term

### **Impact - Successful CEIAG is reflected in:**

- Reduction of percentage of learners in NEET outcomes
- Higher numbers of learners progressing to positive destinations such as Apprenticeships, technical routes, higher education and employment opportunities
- Improved collection and recording of Destination Data
- Student Survey's year on year increase in percentage of students stating they feel CEIAG has prepared them well for the next steps in education or employment.

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