

Careers Education, Information, Advice and Guidance (CEIAG) Strategy 2019-2020

Our Mission

“The mission of the College is a simple one:

Excellence in Further and Higher Education and we aim to be one of the leading colleges in the Tees Valley, East Durham and beyond for the provision of high quality professional and technical education in order to transform students’ lives.”

- Darren Hankey, Principal, Hartlepool College of Further Education

CEIAG Strategic Priorities

In line with the ‘Good Careers Guidance – Benchmarks for Colleges’ our strategic priorities are:

1. To embed and review a programme of career education and guidance, accessible to all learners and parents as well as both internal and external stakeholders.
2. To give all learners and parents/carers the opportunity to learn from career and labour market information, ensuring they are aware of future study options and opportunities.
3. To embed equality and diversity in to our careers programme in order to promote optimism, raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers, ensuring support is tailored to the needs of each learner. This includes referring learners to other specialist support networks in the College, when appropriate, to ensure they can address barriers to their learning and progression and/or refer learners to specialist external agencies, when appropriate, to ensure they receive expert, realistic and unbiased support.
4. To address the importance of maths and English to all learners, alongside linking curriculum learning with careers with the support of all subject staff.
5. To give every learner opportunities to learn from and engage with employers; encouraging development of employability skills/competencies, giving them a broad understanding of the world of work and an ability to respond to changing opportunities.

6. To give every learner the opportunity to engage in work placements and/or work visits that will ultimately broaden their knowledge and understanding of real life work environments. Students will be encouraged to take advantage of work experiences/placements/insights/volunteering as well as the full range of other progression related insight opportunities with NECOP support.
7. To give every learner opportunities to learn from and engage with further and higher education institutions; exploring opportunities and progression routes available to them. The use of multiple information sources will be used to explore, research and evaluate opportunities relevant to continued learning, through work-based training, further or higher education, training schemes, gap year activities and internships.
8. To give every learner opportunities for guidance interviews with a Careers Adviser, making students and potential students fully aware of their entitlement to up-to-date, impartial, accessible CEIAG and to be available at all stages of their progression (from initial application via transitional/CEIAG recruitment processes through to completion of their courses and for an appropriate time after leaving the College). Guidance appointments will seek to encourage self-development through supported self-assessment of strengths, limitations, aspirations, values, needs and potential and will help students/prospective students establish criteria for their career decisions and to assist them at transition stages through research, application and interview support. The colleges Careers Advisers will also work rigorously in support of all students in their efforts to secure a viable, post-college destination appropriate to their aims, programme of study and personal circumstances.

Our Commitment

Hartlepool College of Further Education is committed to offering all students and prospective students an effective and impartial programme of CEIAG. The College's Student Support CEIAG staff work with a clear sense of purpose, offering courtesy and fairness to all and respect for the rights and beliefs of all.

All students are entitled to good quality CEIAG and we aim to support all students in making choices which suit their interests, abilities and competencies, sustain their personal and employability development over time and enhance their life chances. The foundations of our programme aim to raise aspirations, challenge stereotypes and promote equality and diversity, whilst ensuring confidentiality and transparency in line with the Career Development Institute's Code of Ethics. These commitments are underpinned by the College's overarching HARTS and RESPECT values, which are integrated into our Careers Education Programme.

All users of the College's CEIAG and Student Support provision are entitled to a service that is:

- Aligned with the guidelines within the Gatsby Benchmarks;
- Of high quality, impartial and delivered by appropriately qualified and trained staff;
- Based in a dedicated, open access and well signposted service area;
- Welcoming, friendly, personalised and aspirational;
- Fully aware of and responsive to diversity, equality of opportunity and the need to challenge stereotypes;
- Designed to develop self-confidence, self-sufficiency, aspirations and optimism;
- Integrated with other College services e.g. WARMS/Welfare Officer, SEN support and tutorials;
- Aligned to the needs of business and local community;
- Structured to support and develop the quality of learner voice and student experience.

Careers Leadership and Staffing

The College's Careers Lead is Laura Main and receives vigorous support from the College's dedicated and qualified Student Support team.

Laura Main – Head of Student Support
Tina Preston – Lead Student Advisor
Rachel Ness – Student Advisor (School Liaison Lead)
Sam-Amy Kidson – HE Advisor
Christian Williams – Transitions Officer
Sue Costello – Information Officer

Statement of Provider Access

Our Statement of Provider Access policy can be accessed via our website.

Development and Review

The college's strategic CEIAG priorities and careers programme will be reviewed annually in line with the colleges overarching strategic plan and reviewed by the Governing Body, and will be developed in response to stakeholder engagement and feedback, internal validation processes, departmental development plans as well as educational developments both locally and nationally.

Signed/Approved by: Linda Nelson, Link Governor

..... Shaun Hope, Assistant Principal

..... Laura Main, Careers Lead, Head of Student Support