



Careers Education, Information, Advice  
& Guidance Strategy

# CEIAG Strategy

Last Updated: October 2018

## Strategy Mission

To provide good quality impartial careers education, information, advice and guidance for all of our current and prospective learners to support them on their journey to meet their aspirations for their chosen career pathways.

## Introduction

Stoke-on-Trent College has a commitment to its current and prospective learners to provide good quality impartial information, advice, guidance and a comprehensive careers education programme. Our information, advice and guidance aims to:

- Inspire and inform young people about the full range of education, training and employment opportunities available to learners
- Be provided in an impartial manner
- Promote the best interests of the learner to whom it is given

High quality, independent careers guidance is crucial in helping our learners leave the College more fully rounded and ready for the world of work. It is our aim to ensure that all of our learners have access to external perspectives from the world outside of the College. Also by providing more direct experiences of the world of work, a clear view of the labour market and a good understanding of progression routes, we will inspire our learners and help them understand where their choices will take them in the future.

Good career guidance helps inspire learners towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open learners' eyes to careers they may not have considered.

An amendment was tabled and accepted to the Technical and Further Education Bill in the House of Lords in February 2017 by Lord Baker, which requires schools to admit providers of technical education and apprenticeships to contact pupils to promote their courses. Our strategy aims to help our local schools meet this requirement by extending our outreach activities to schools with a range of services to provide impartial advice and guidance.

Recent research from the Education and Employers Taskforce has found that young adults who recalled engaging in four or more encounters with an employer were 86% less likely to be NEET (not in education, employment or training) and earned, on average, 22% more than peers who recalled no such activities.

In 2013, the Gatsby Charitable Foundation commissioned Sir John Holman to examine what pragmatic actions could be taken to improve career guidance in England's secondary schools. As part of the research, they surveyed English secondary schools and visited six countries (the Netherlands, Germany, Hong Kong, Finland, Canada and Ireland) where career guidance and educational results are considered to be good. They visited five independent schools in England and spoke to school leaders, careers specialists and pupils. They also studied the available literature on career guidance in English state schools. From

all this input, they made a judgement on what 'good' looks like. These judgements are in the form of eight benchmarks, identifying different dimensions of good career guidance. Although the report is almost entirely about career guidance in secondary schools, which is where many of the make-or-break decisions are made, most of the principles set out in the benchmarks apply to further education colleges too. Working towards meeting these benchmarks is the core of our strategy.

## Links to Corporate Strategic Plan Objectives

### The College's Vision, Mission and Strategic Objectives are:

*"To work together to raise aspirations and success in all that we do whilst striving to achieve the best sustainable practices"*

#### **Vision**

Our learners will have the confidence and skills to make choices for a lifetime of fulfilment

#### **Mission**

To provide an inclusive professional and technical education to energise and grow our city region.

In doing this we

- ✓ **Promise learners** that we will help you to access and achieve their aspirations
- ✓ **Promise employers** that we will work with them to develop a highly trained and reliable workforce
- ✓ **Promise stakeholders** that we will play an active role in the development of a vibrant local economy

#### **Strategic Objectives**



## Our Values

- **Resilience** – our staff are resilient and adaptable. In times of change and uncertainty, they balance personal needs with the ambition of the College
- **Inclusive** – our staff are customer focused. They strive to meet the needs of all members of the community we serve.
- **Collaboration** – our staff build long-term meaningful relationships by working in partnership with the community and each other for mutual benefit.
- **Expert** – our staff are experts in their fields, developing themselves and others.
- **Supportive** – our staff create and maintain a safe and supportive environment
- **Trust** – our staff build trust and credibility in the College brand. They are responsive and diligent, move ideas into action, and take initiative to drive actions forward
- **Ambition** – our staff strive to be the best 'in class'
- **Confidence** – our staff demonstrate the confidence to push

## CEIAG Strategy Objectives

### PROVIDE A STABLE CAREERS PROGRAMME

- Every school and college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, governors and employers.

#### 1 PROMOTE LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

- Every learner and their parents/carers should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.

#### 2 ADDRESS THE NEEDS OF EACH LEARNER

- Learners have difference career guidance needs at different stages.
- Opportunities for advice and support need to be tailored to the needs of each learner.
- A careers programme that embeds equality and diversity considerations throughout.

#### 3 LINK CURRICULUM LEARNING TO CAREERS

- All teachers should link curriculum learning with careers.
- 4 MAXIMISE ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES**
- Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- 5 CREATE OPPORTUNITIES TO EXPERIENCE WORKPLACES**
- Every learner should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- 6 FACILITATE ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION**
- All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.
- 7 PROVIDE PERSONAL GUIDANCE**
- Every learner should have opportunities for guidance interviews with a careers advisor, who could be internal (a member of school/college staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.
  - They should be expected for all learners but should be timed to meet their individual needs.

## **To achieve our objectives we will:**

- 1 PROVIDE A STABLE CAREERS PROGRAMME**
- Our senior management team will give full backing to our CEIAG strategy, will appoint a named Careers Leader and be regularly updated on progress against our objectives.
  - Maintain a governor link for careers education, information, advice and guidance.
  - Put in place a CEIAG Working Group to implement the CEIAG strategy.
  - Ensure that careers education and guidance resources are current and accessible.
  - Continually develop the skillset of our Admissions & Careers Information, Advice and Guidance (IAG) Advisors.
  - Develop the skillsets of our learners to make best use of new and emerging technologies, such as learners being able to develop a digital careers presence.
  - Maintain our Matrix standard status as a means of driving forward quality improvement of our information, advice and guidance services.
  - Publish our CEIAG Policy on our college website.
  - Regularly evaluate our careers programme with input from learners , parents, teachers and employers.
- 2 PROMOTE LEARNING FROM CAREER AND LABOUR MARKET INFORMATION**
- Promote careers and pathways to those careers in our prospectus rather than courses.
  - Provide access to our Careers Coach software at pre-application stage and when on-programme.

Widen our knowledge of 'new jobs for the future' and new labour market opportunities.

- Utilise learner destination data and local market intelligence (LMI) data to plan our curriculum to maximise opportunity of employment for our learners.

### **3 ADDRESS THE NEEDS OF EACH LEARNER**

- Continue to provide good quality impartial pre-enrolment IAG to applicants who are still unsure of their options or who may wish to change programme.
- Develop our electronic ILP (ProMonitor) so that learners can maintain a record of their careers related activities so that tutors can work with them to address any gaps.
- Embed and promote equality of opportunity across the CEIAG programme.
- Enable all of our full-time further education learners to have the opportunity to have a practice interview with feedback.
- Seek to increase our Supported Internship and programme for SEN learners.

### **4 LINK CURRICULUM LEARNING TO CAREERS**

- Develop closer working links between the IAG Advisors and the curriculum staff.
- Carry out an annual review of career education in the curriculum to ensure continuous development and parity of service across areas.
- Engage with employers on the development of curriculum and learner study programmes.
- Ensure the IAG Team works closely with the senior lead for tutorial delivery to ensure that the tutorial programme facilitates delivery of the CEIAG strategy, developing those employability skills not addressed within their core curriculum.
- Develop an employment skills checklist for each main career pathway within each vocational subject area to ensure learner and staff can ensure they have made progress in acquiring the skills required for their chosen career.
- Ensure we have comprehensive study programmes that give learners the opportunity to work towards their 9-4 grades in GCSE English and Maths, gain work experience and access to enrichment that will enhance employment prospects.
- Prepare for introduction of the T-levels to facilitate co-learning with employers establishing links with guests from industry co-delivering some elements of the course.

### **5 MAXIMISE ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES**

- Provide curriculum heads with a target to ensure that learners in their areas have the opportunity to take part in two engagements with employers throughout their time at the college.
- Utilise the Enterprise Advisor network to facilitate engagement with 'hard-to-reach' sectors.
- Use the IAG Team to work with curriculum areas to facilitate visiting speakers from related industries.
- Develop an alumni programme to provide a source of additional industry links.
- Utilise established Employer Forums to widen employer engagement with our learners.
- Ensure all of our learners are notified of external careers events and job fairs.
- Further develop our own in-house Careers Fair by increasing the range of employers who attend.

### **6 CREATE OPPORTUNITIES TO EXPERIENCE WORKPLACES**

- Ensure that every learner below level 3 takes part in relevant work experience, and also those learners at level 3 whose intended destination is not higher education.
- Encourage curriculum teams to take learners on off-site visits to workplaces.
- Seek to introduce a work shadowing programme in which a learner accompanies an employee through their working day.

## **7 FACILITATE ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION**

- Support our learners with the UCAS application process.
- Notify learners of local higher education careers fairs.
- Include higher education presence in our internal careers fair.
- Provide progression assemblies, highlighting higher education and apprenticeship progression routes.
- Encourage curriculum areas to invite past learners currently in university or apprenticeships to come and talk to their class groups about their personal experiences.
- Participate in the Higher Education Outreach Network (HEON) programme.

## **8 PROVIDE PERSONAL GUIDANCE**

- Promote and signpost the services offered by our IAG Team.
- Provide opportunities to ensure that all learners understand their options for progression and provide targeted activities based upon needs assessment and intended destinations.
- Work with local schools to provide an impartial CEIAG offer and attend events to ensure that school pupils have access to impartial information on progression opportunities into classroom based technical education and apprenticeships.
- Provide support for parents/carers to enable them to help learners make informed decisions.
- Promote the National Careers Service as an alternative 'independent' careers advisory service for our learners aged over 19.
- Invite year 10 pupils into the college for vocational taster days to give them an earlier insight into potential post-school pathways.
- Ensure that all staff involved in admission interviews undertake an IAG training session.

## **Financing the CEIAG strategy:**

The costs of financing the CEIAG strategy are not significant as most of the costs are in established staff tie. The main areas of additional cost are listed below. However, specific levels of costs can only be modelled once volume of planned activity has been assessed.

- Increase of travel costs to support the increase in school liaison activities
- A small hospitality budget for refreshments and guest speakers
- Costs of coach hire for attendance at higher education and careers fairs
- Costs for development of an alumni programme
- Ongoing staff development costs
- Increased cost of extending internal careers fair
- Cost of EMSI Career Coach c£7k



## Where are we now? Progress against the Gatsby benchmarks

Benchmark	Standard	Status	Current Position
<b>1 A STABLE CAREERS PROGRAMME</b>	<p><b>1.1</b> Every college should have a structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person of authority responsible for it.</p> <p><b>1.2</b> The careers programme should be published on the college's website in a way that enables learners, parents, teachers and employers to understand the college's offer in this area.</p> <p><b>1.3</b> The programme should be regularly evaluated with feedback from learners, parents, teachers and employers as part of the evaluation process.</p>		<p>Careers programme is in place but needs further development. Senior lead for CEIAG Director of Learner Support Services &amp; Foundation Learning</p> <p>Completed</p> <p>Questions amended on QDP for classroom and Apprenticeships. HE to be developed.</p>
<b>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b>	<p><b>2.1</b> All learners should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p><b>2.2</b> Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support of their children.</p>		<p>Career Coach purchased. Awaiting links to our course information on the website.</p>
<b>3 ADDRESSING THE NEEDS OF EACH LEARNER</b>	<p><b>3.1</b> A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><b>3.2</b> Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</p>		<p>Intended destinations to be captured in February. 'Progression Guarantee' to be implemented as part of progression procedure. Actions to be taken to follow through on an individual basis. Bursary available for learners progressing to a Russell Group university. Visits to universities to be arranged during target setting weeks. Enterprise Advisors to provide guest speakers that challenge stereotypes.</p> <p>IAG Advisors maintain records. ProMonitor careers education page to be created. Reference site Trafford College.</p>

	<p><b>3.3</b> All learners should have access to these records to support their career development.</p> <p><b>3.4</b> Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations after they leave college.</p>		<p>ProMonitor careers education page to be created.</p> <p>College collect intended and actual destinations for FT, FE and HE. Need to extend for adults.</p>
<b>4 LINKING CURRICULUM LEARNING TO CAREERS</b>	<b>4.1</b> Every learner should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.		<p>Event to be planned and implemented</p> <p>Enterprise Advisors working with Engineering and motor vehicle and Business and IT</p> <p>Open evenings give opportunity to STEM</p>
<b>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	<b>5.1</b> Every year, from the age of 11, learners should participate in at least one meaningful encounter with an employer.		All activities to be logged on Promonitor
<b>6 EXPERIENCE OF WORKPLACES</b>	<p><b>6.1</b> By the age of 16, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have/may have had.</p> <p><b>6.2</b> By the age of 18, every learner should have had one further such experience additional to any part-time jobs they may have/may have had.</p>		<p>Strategy includes pre-16 learners. Additional strategy for independent school in process.</p> <p>Target 100% of FT FE learners to have a planned work placement. 855 to have completed and external work placement or live brief</p>
<b>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	<p><b>7.1</b> By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><b>7.2</b> By the age of 18, all learners who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>		<p>Pre-16 Independent School pupil to attend our Careers fair and opportunities shared on other providers.</p> <p>Review programme of activities to encourage learners to consider progressing to HE. UCAS applications schedule in twice on tutorial scheme of work – to be followed up. Centrally planned university visit for learners raise aspirations.</p>
<b>8 PERSONAL GUIDANCE</b>	<b>8.1</b> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.		<p>Progression interviews w/c 4<sup>th</sup> February</p> <p>Progression assemblies and 'Fresh Start' week for</p>

			all learners w/c 14 <sup>th</sup> January
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## Strategy Action Plan

Action	Lead	By When	Progress 12.7.18
<b>1. Provide a stable careers programme</b>			
Our senior management team will give full backing to our CEIAG strategy, will appoint a name Careers Leader and be regularly updated on progress against our objectives.	Director Learner Support Services & Foundation Learning	2017/18	Lead agreed
Establish and maintain a governor link for careers education, information, advice and guidance	Clerk to the Corporation	2017/18	Julie Obada agreed to be governor link
Put in place a CEIAG Working Group to implement the CEIAG	Director Learner Support Services & Foundation Learning	2017/18	VP Curriculum & Quality, Director of Learner Support Services and Foundation Learning, Director of Curriculum, Director of Apprenticeships and Employer Engagement, Director of Quality, Head of Learner Support Services, Careers Coordinator, Head of Teaching & Learning, Head of Quality, Learning and Performance
Ensure that careers education and guidance resources are current and accessible	Head of Learner Support Services	2018-21	Guidance resources in place and current Careers education programme to be further developed ESMI Careers Coach
Continually develop the skillset of our Information, Advice and Guidance (IAG) Advisors	Head of Learner Support Services	2018-21	Central IAG suitably qualified Distance learning quals for all staff to be targeted and rolled out 18/19
Develop the skillsets of our learners to make best use of new and emerging technologies, such as learners being able to develop a digital careers presence	Head of Teaching & Learning Head of Learner Support Services	2018-21	TLA Strategy incorporates digital technologies ILT Strategy to build in technology enhanced learning KUDOS Adult Directions used ESMI Career Coach

			Build into tutorial sow for more able learners to create profile on platforms such as Linked In supported by Ed Techs EA creating on line applications for work experience
Maintain our Matrix standard status as a means of driving forward quality improvement of our information, advice and guidance services	Head of Learner Support Services, Director of Quality	2018-21	Full visit in May 19 - plan
Publish our CEIAG policy on our college website	Director of Learner Support Services & Foundation Learning	2017/18	To be uploaded by 31 August 2018
Regularly evaluate our careers programme with input from learners, parents, teachers and employers	Head of Teaching & Learning Head of Learner Support Services	2018/19	EA advisors scrutinising the audit Parents' evenings to include a focus group for feedback
<b>2. Promote learning from career and labour market information</b>			
Promote careers and pathways to those careers in our prospectus, rather than courses	Director of Curriculum Director of Marketing	2017/18	Prospectus updated. To be reviewed to ensure consistency across all areas and ensure embedded in all areas of delivery and support
Provide access to EMSI Careers Coach software at pre-application stage and when on-programme	Director of Marketing Head of Learner Support Services	2017/18	Subject to purchase approval
Widen our knowledge of 'new jobs for the future' and new labour market opportunities	Director of Curriculum Director of Apprenticeships and Employer Engagement Director of Marketing	2017/18	Use of LMI and employer feedback used in curriculum planning – to be developed further
Utilise learner destination data and local market intelligence (LMI) data to plan our curriculum to maximise opportunity of employment for our learners	Director of Curriculum Heads of Faculty	2017/18	Curriculum planning underway

	Head of MIS		
<b>3. Address the needs of each learner</b>			
Continue to provide good quality impartial pre-enrolment IAG to applicants who are still unsure of their options or who may wish to change programme	Head of Learner Support Services	2018-21	In place with central teams – training and development to be broadened to include all teams involved in IAG and interviews
Develop our electronic ILP (ProMonitor) so that learners can maintain a record of their careers related activities so that tutors can work with them to address any gaps	Head of Learner Support Services Director of Quality	2017/18	To develop
Embed and promote equality of opportunity across the CEIAG programme	Director of Learner Support Services & Foundation Learning Head of Learner Support Services	2017/18	
Enable all of our full-time further education learners to have the opportunity to have a practice interview with feedback	Director of Curriculum Heads of Faculty	2020-21	To be developed and work with EA advisors, WEX team and careers Mock interview in Access, childcare and social care offered for individuals
Seek to increase our Supported Internship and programme for SEN learners	Head of Learning Support Head of 14-16s, Foundation Studies and ALS	2018/19	Offer in place for 18/19
<b>4. Link curriculum learning to careers</b>			
Develop closer working links between the IAG Advisors and the curriculum staff	Head of Learner Support Services	2017/18	Good mapping in place
Carry out an annual review of career education in the curriculum to ensure continuous development and parity of service across areas	Director of Quality Director of Learner Support Services & Foundation Learning	2017/18	Completed audit tool – results under scrutiny SAR to identify
Ensure the IAG Team works closely with the senior lead for tutorial delivery to	Head of Learner	2018/19	To carry out a review

ensure that the tutorial programme facilitates delivery of the CEIAG strategy, developing those employability skills not addressed within the core curriculum	Support Services Head of Quality, Learning & Performance		
Develop an employment skills checklist for each main career pathway within each vocational subject area to ensure learners and staff can ensure they have made progress in acquiring the skills required for their chosen career	Director of Curriculum Heads of Faculty	2018/19	Developed in childcare. HoFs reviewing checklist.
Ensure we have comprehensive study programmes that give learners the opportunity to work towards their 9-4 in English and Maths GCSE, gain work experience and access to enrichment that will enhance employment prospects	Director of Curriculum Director of Learner Support Services & Foundation Learning Director of Apprenticeships & Employer Engagement	2018/19	Curriculum plan signed off. Plan in place for WEX for study programme learners for each area.
Prepare for introduction of the T-levels to facilitate co-learning with employers establishing links with guests from industry co-delivering some elements of the course	Director of Curriculum Director of Apprenticeships & Employer Engagement	2020-21	HoFs have attended training over the summer with further CPD planned. T-Level implementation plan completed for DfE. Participating in the pilot for building capacity in WEX with targeted groups
<b>5. Maximise encounters with employers and employees</b>			
Provide curriculum heads with a target to ensure that learners in their areas have the opportunity to take part in two engagements with employers throughout their time at the college	Director of Curriculum	2018/19	ProMonitor to track
Utilise the Enterprise Advisor network to facilitate engagement with 'hard-to-reach' sectors	Director of Curriculum Heads of Faculty	2018-21	Assigned 4 EA's from UNITAS. Initial meetings taken place with faculty leads.
Use the IAG Team to work with curriculum areas to facilitate visiting speakers from related industries	Head of Learner Support Services	2018/19	To plan out
Develop an alumni programme to provide a source of additional industry links	Director of Marketing	2019/20	In progress
Utilise established Employer Forums to widen employer engagement with our learners	Director of Apprenticeships	2018-21	

	& Employer Engagement Sales and Contracts Manager		
Ensure all of our learners are notified of external careers events and job fairs	Head of Learner Support Services, Heads of Faculty	2017/18	Planned as part of the quality calendar
Further develop our own in-house Careers Fair by increasing the range of employers who attend	Head of Learner Support Services Director of Apprenticeships & Employer Engagement	2018/19	To be planned
<b>6. Create opportunities to experience workplaces</b>			
Ensure that every learner below level 3 takes part in relevant work experience, and also those learners at level 3 whose intended destination is not higher education	Director of Curriculum Director of Apprenticeships & Employer Engagement Heads of Faculty	2019/20	WEX strategy to be updated to enable planning
Encourage curriculum teams to take our learners to visit workplaces	Heads of Faculty Director of Apprenticeships	2017/18	To be planned in SOW
Seek to introduce a work shadowing programme in which a learner accompanies an employee through their working day	Director of Apprenticeships	2020/21	
<b>7. Facilitate encounters with further and higher education</b>			
Support our learners with the UCAS application process	Head of Learner Support Services	2017/18	Support plan in place
Notify learners of local higher education fairs	Head of Learner Support Services	2017/18	Plan in place
Include higher education presence in our internal careers fair	Head of Learner Support Services	2018/19	Plan in place
Provide progression assemblies, highlighting higher education and apprenticeship progression routes	Head of Learner	2017/18	Currently delivered in classes

	Support Services		Progression week in quality calendar for 18/19 – content/activities to be planned out to support
Encourage curriculum areas to invite in past learners currently in university or apprenticeships to come and talk to their class groups about their personal experiences	Director of Marketing Heads of Faculty	2019/20	Alumni plans to include
Participate in the Higher Education Outreach Network (HEON) programme	Head of Learner Support Services	2017/18	
<b>8. Provide personal guidance</b>			
Promote and signpost the services offered by our IAG Team	Head of Learner Support Services	2017/18	In place.
Provide opportunities to ensure that all learners understand their options for progression and provide targeted activities based upon needs assessment and intended destinations	Head of Learner Support Services Heads of Faculty	2017/18	To plan for 18/19 as part of progression week and other activities in the quality calendar
Work with local schools to provide an impartial CEIAG offer and attend events to ensure that school pupils have access to impartial information on progression opportunities into classroom based technical education and apprenticeships	Director of Marketing	2018/19	To be planned
Provide support for parents/carers to enable them to help learners make informed decisions	Director of Learner Support Services & Foundation Learning	2018/19	Parents evenings in the quality calendar
Promote the National Careers Services as an alternative 'independent' careers advisory service	Head of Learner Support Services	2018/19	In place
Ensure that all curriculum staff involved in admissions interviews undertake an IAG training session	Director of Curriculum Director of Apprenticeships & Employer Engagement Head of Learner Support Services	2018/19	Relaunch CPD: DL IAG L2

## The DfE Careers Strategy Timelines

On 4<sup>th</sup> December 2017 the Department for Education release its Careers Strategy. The timelines for the implementation of their strategy are as follows:

**Jan  
2018**

- Schools and colleges should use the Gatsby benchmarks to improve careers provision, as set out in new statutory guidance
- Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils
- Ofsted must comment in college inspection reports on the careers guidance provided to young people

**Sept  
2018**

- The CEC will launch a new investment fund of £5m
- Schools and colleges are expected to publish details of their careers programme for young people and their parents
- Job specification and standards for Careers Leaders developed and started to be used by schools and colleges
- A named Careers Leader should lead the careers programme in every school and college
- CEC will begin to take on a broader role across all the Gatsby benchmarks
- 20 'careers hubs' will be funded by the government and supported by a coordinator from the CEC
- Government sponsors two UK Career Development Awards for 2018

**2018-  
2019**

- CEC triples the number of cornerstone employers committing to work with schools and colleges across the country, including Opportunity Areas, to 150
- New approaches to careers provision are tested and evaluated, to:
  - Encourage young people, especially girls, to consider jobs in science, technology, engineering and maths;
  - Understand what careers activities work well in primary schools;
  - Improve careers information, advice and guidance for young people and adults who are disadvantaged or vulnerable
- CEC will provide tools to help schools and colleges meet the Gatsby benchmarks
- Careers Leaders training funded for 500 schools and colleges
- Clear information about T levels is provided to parents, teachers, young people and careers professionals
- Guidance will ask universities to do more to help students from disadvantaged backgrounds to make good use of their careers services
- New contracts for the National Careers Service in place
- Results from the Career Learning Pilots collected and evaluated
- New standardised application forms tested to make it easier for young people to apply to further education
- Data on student destinations widely available and easily

**By end  
of 2019**

- All schools and colleges will have access to an Enterprise Advisor
- Schools should offer every young person seven encounters with employers – at least one each year from years 7 to 13 – with support from the CEC (some of these encounters should be with STEM employers)
- A new, improved National Careers Service website will include all of the information the help citizens make informed choices