

# Heart of Worcestershire College

## Careers Strategy 2018-2020



HEART OF  
WORCESTERSHIRE  
COLLEGE

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# Heart of Worcestershire College

## CAREERS STRATEGY

### Purpose and Aim

Heart of Worcestershire College (HoW) is fully committed to ensuring that all learners acquire the skills, knowledge and attitudes to manage their learning and career progression. This commitment is recognised by the 'whole' College being accredited to the Matrix Quality Standard which includes ensuring high quality provision for all our learners (including those on Apprenticeships and in Higher Education)

HoW College has established a range of effective careers guidance programmes which is reflected in the higher numbers of learners progressing to positive destinations such as apprenticeships, technical routes, higher education or employment.

This strategy sets out Heart of Worcestershire Colleges key approaches internally and externally to enhance the current Careers Guidance Services. The aim is to ensure that learners are prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our students have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

The college will collaborate throughout this strategy with a range of external agencies to deliver the key outcomes in partnerships, these will include The Careers Enterprise Company, Chamber of Commerce, Schools, other education providers and employers. The key priorities identified for skills development in Worcestershire will also form part of the delivery of this strategy.

High quality career guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If young people are aware of the careers options available to them, they will be more able to make informed choices about which qualifications and routes to take.

The strategy includes measures to further develop and improve the current careers provision in order to meet the eight 'Gatsby Benchmarks' (<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>) required by 2020 and also the additional priorities set within the Ofsted Common Inspection framework. This will involve co-ordinated external support in addition to appropriately skilled and experienced careers leadership within the college.

This strategy outlines a whole college approach to careers guidance. However, there are new statutory and funding requirements which specifically apply to:

- All learners in college up to and including the age of 18 years old;
- 19 to 25 year olds with a current Education, Health and Care (EHC) Plan in place under section 37 of the Children and Families Act 2014.

## Background

All further education (FE) colleges in England are subject to a requirement to secure access to independent careers guidance. This forms part of FE College funding agreements. Colleges also have a legal requirement to provide all college learners with guidance materials and a wide range of up to date reference materials relating to careers education and career opportunities.

Government reforms set out in the Post 16 Skills Plan aim to meet the needs of our growing and rapidly changing economy by raising the prestige of technical education. FE colleges will have a key role in delivering these reforms. There will be 15 high quality routes to skilled employment which will group together occupations where there are shared training requirements. New T level programmes will sit within each of these routes. Alongside apprenticeships as our high quality work-based option, T levels will form the basis of our new technical education offer.

The Government's Careers Strategy, published on 4 December 2017, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf), sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This guidance has been updated to expand on the measures set out in the strategy; to make sure that all young people get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. It is now a requirement for 16 to 18 year olds (and also 19 to 25 year-olds with a current EHC Plan) in college to have access to independent careers guidance. All 16 to 19 study programmes should be focussed on progression towards learning at the next level or progression in to employment.

The Government's expectation is that colleges will begin to work towards the benchmarks now and will meet them by the end of 2020. An online self-evaluation tool, Compass, will be available in September 2018 for colleges to assess how their careers support compares against the Gatsby Benchmarks and the national average.

There are 8 benchmarks which constitute 'good practice' in career guidance. Schools and colleges should use the benchmarks when setting their careers programmes.

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Department for Education has published statutory guidance (most recently updated in January 2018) for maintained schools on their duty to provide careers guidance. All academies and free schools are subject to a new duty to provide pupils with access to a

range of education and training providers. An amendment was tabled to the Technical and Further Education Bill in the House of Lords in February 2017 by Lord Baker, to require schools to admit providers of technical education and apprenticeships to contact pupils to promote their courses. The amendment was accepted by the Minister and passed into law shortly prior to the 2017 General Election. The provisions came into force in January 2018.

Worcestershire LEP already has Enterprise Coordinators and an established Careers and Enterprise Programme in place. Currently approximately 32% of employers offer work experience and 15% offer work inspiration opportunities.

Skills for Worcestershire (<http://www.skills4worcestershire.co.uk>) is the new careers hub website which provides online career support for students, parents and careers' advisors. The first of its kind in the UK, it provides all the information a young person will need to map out their career pathway. Focused on Worcestershire's key growth sectors, it highlights the qualifications, work experience and the skills required for different positions.

Worcestershire Local Enterprise Partnership has identified the following priorities for the next 4 years:

- Strengthening the relationship between schools and businesses – Building a clear picture of skills required and increasing opportunities created under academy status.
- Increasing Employability – Addressing youth unemployment; building better mechanisms to identify job opportunities and support local recruitment; and helping small businesses recruit.

## **Current position at Heart of Worcestershire College**

- Full time students receive at least one pre-entry interview for initial guidance and enrolment onto appropriate courses. Full-time learners are assigned a Personal Tutor who implement Careers work through the Tutorial Programme and individual 1:1 interviews. Specialist IAG Advisors offer impartial, individual and confidential careers guidance sessions to all full-time, part-time and non-students. Action planning is an integral part of these sessions. Group sessions and workshops offered by advisers complement the tutorial programme. Visits and conventions are arranged and students are encouraged to attend.
- Students receive support to develop their skills and knowledge to enter the employment market and to have confidence in the journey to take their place there.
- Students receive support to find suitable work placements or work experience to help develop the skills they need to enter the workplace and to secure and sustain meaningful employment.
- Before joining the college formally, learners have access to a range of pre-enrolment activities including 1:1 appointments, open days/evenings, school visits themed around careers, school taster days, interviews with curriculum staff who are vocational specialists and Welcome Days.
- Whilst on programme learners have access to a range of opportunities to raise their aspirations to help them develop on their career journey. These include:
  - Volunteering Fairs
  - Higher Education Fairs
  - CV Workshops

- External guest speakers bespoke to learning areas
  - Workshops delivered by staff who are vocational specialists
  - Educational visits
  - Personal Statement Sessions
  - University visits
  - Student Finance Workshops
  - Careers Induction Sessions
- All students have access to high quality impartial careers information, advice and guidance from qualified staff to help clarify their aspirations for work, to understand the options available to them and to take control of and make informed decisions in terms of job and career change, training and promotion.

### **Marketing teams contribute to the delivery of careers guidance through:**

- Organisation of open events showcasing the College facilities and provision offer
- Attendance at school guidance events
- Organisation of taster days within College to give young people experience of the College offer
- Organisation of College tours to offer insight into services and potential courses
- Design of literature to promote progression routes and careers for all cohorts
- Organisation of Careers Advisor network meetings
- Maintaining the website for course information and signposting

### **Teaching staff contribute to the delivery of careers guidance through:**

- The delivery of tutorials which include, College values, Equality & Diversity, Study skills, Progression routes, employability skills
- Support for learners in preparing Individual Learning Plans (ILP) and ensuring that learners are aware of and monitor / review their individual targets and target setting
- Conduct regular 1:1 reviews with learners
- Employability skills are identified, embedded and demonstrated in all learners' main vocational qualifications
- Maths and English is taught and embedded throughout the duration of the learners' vocational qualification
- Ensure that learners participate in careers events and organised trips
- Providing support and guidance for adult's learners and signposting to specific specialist provision internally and externally.
- Supporting and promoting careers and aspirations with learners and encouraging participation at cross college events and with specific vocational opportunities

## **IAG Advisors contribute to the delivery of careers guidance through providing:**

- Accessible, professional, impartial 1:1 careers guidance interviews across all campuses
- Independent external careers advice offered to learners via the National Careers Service, if this is considered to be more appropriate
- Support provided to curriculum teams by developing and providing tutorials on UCAS, HE, Student Finance and Progression – Alternatives to HE
- Annual Super Futures weeks – a college wide employability event
- IAG Advisors who work collaboratively with curriculum staff, external agencies, employers, universities and volunteering organisations for the benefits of learners

## **Employability and Work Experience teams contribute to the delivery of careers guidance through:**

- Organising industry specific talks for curriculum areas
- Work placement co-ordinators work within curriculum areas to liaise and work employers to provide opportunities for learners to access meaningful work experience

## **Objectives for 2018 - 2020**

### **1. A stable careers programme (which includes encounters with further and higher education)**

- To ensure the careers programme is delivered by individuals with the right skills and experience. The college will be expected to use qualified careers professionals to offer advice and guidance to learners.
- To enable all learners to have an understanding of the full range of opportunities available to them, the skills that are valued in the workplace and to have first-hand experience in the workplace.
- To develop a published college careers programme that will raise the aspirations of all learners but is also tailored to meet individual needs
- To develop ways for parents/carers and advisers to access good quality information about future study options and labour market opportunities
- To further develop the colleges approach to UCAS support for students; ensuring clarity of roles and responsibilities and plan timely alternatives to those who are planning alternative routes.
- To ensure there is a clear focus on the enterprise, employability skills, experience and qualifications that employer's value and can support preparation for work.

### **2. Learning from career and labour market information/resources/awards**

- To utilise existing and develop further online career tools and packages. Working with our own internal team, blended learning consortium and key partners.

- To utilise and then further develop the existing relevant labour market information to ensure staff and learners are informed in their decisions and advice. Work with The Careers Enterprise Company to establish key priority areas for development.
- To promote the values of labour market information to their parents/carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet local and national priorities
- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop appropriate tracking systems to ensure learners are able to keep track of their own journey, record and access the advice they have received and monitor their agreed actions and next steps.
- To maintain high quality careers provision endorsed by continued Matrix Standard accreditation and to review other opportunities to accredit and improve provision.
- To use the Compass on line toolkit when available to benchmark against the Gatsby principles

### **3. Linking curriculum learning to careers**

- To ensure subject teachers support the college's approach to careers education and guidance and are able to link the content of study programmes with careers, even on courses which are not specifically occupation led. The study programme model offers excellent opportunities for developing the broader skills that employers need, such as team working and problem solving. Subject specialist staff can be powerful role models to attract learners towards their field and the careers that flow from it.
- To integrate government initiatives and project opportunities to further enhance the college provision e.g. NCOP, One in a Million etc.
- To ensure progression topics are built in throughout a programme, not just towards the end of the programme.
- Ensure an effective referral process to the careers and work experience teams, building on best practice.

### **4. Encounters with employers and employees and experiences of workplaces**

- To build on the work of the current successful work experience strategy and linking in best practice and ways of working with the Careers Team.
- To build on and further develop work with Career Enterprise Company using the audit tools available to plan and scope out additional activity.
- To develop ways of sharing contacts amongst areas and teams (including Apprenticeships )
- To further realise opportunities for learners to develop entrepreneurial skills for self-employment by engaging fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of the careers strategy.
- To ensure learners have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship.



- To ensure learners have the opportunity to participate in at least two “meaningful encounters ‘with an employer per year whilst they are on their study programme with at least one encounter being delivered through their curriculum area. This is in addition to the experiences of the workplace described in Benchmark 6. Ensuring in addition we take account of learners’ own part time work and its influence on their development.
- To ensure there is a clear focus on the enterprise, employability skills, experience and qualifications that employer’s value and can support preparation for work.
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.
- To develop strategies to plan for the introduction of T Level provision.
- To create a bank of resources by recording guest speakers, existing students and alumni and sharing within college and with partners.
- To explore using existing learners as guest speakers to discuss progression in to HE and apprenticeship opportunities and to share their experiences in the workplace.
- Develop marketing material for employers that will enable them to easily understand the impact of their involvement, the breadth of the options available to them and the ways in which they can show they meet their corporate social responsibility.

## **5. Personal guidance & addressing the needs of each student**

- To ensure learners with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance for learners with SEND should be based on the learner’s own aspirations, abilities and needs.
- To establish learner feedback using appropriate mechanisms after 1:1 guidance, group work, talks, events and activities and through learner voice processes that will inform future services and opportunities.
- To ensure all learner are made aware of and have access to specialist professional and impartial Careers Guidance.

## External Resources / Links

<b>The Careers Enterprise Company</b>	<a href="https://www.careersandenterprise.co.uk/">https://www.careersandenterprise.co.uk/</a>
<b>Gatsby Foundation</b>	<a href="http://www.gatsby.org.uk/education/focus-areas/good-career-guidance">http://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>
<b>Post 16 Skills Plan</b>	<a href="https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education">https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education</a>
<b>Department of Education Careers Strategy</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf</a>
<b>Skills For Worcestershire</b>	<a href="http://www.skills4worcestershire.co.uk/">http://www.skills4worcestershire.co.uk/</a>
<b>Government Careers Strategy December 2017</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf</a>
<b>National Careers Service</b>	<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>
<b>UCAS (Universities and Colleges Admissions Service)</b>	<a href="https://www.ucas.com/">https://www.ucas.com/</a>
<b>Worcestershire Local Enterprise Partnership</b>	<a href="http://www.wlep.co.uk/">http://www.wlep.co.uk/</a>