

## CAREERS STRATEGY

AREA: | Learner Services

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TOPIC: | Careers

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### Background

All further education (FE) colleges and sixth form colleges in England are subject to a requirement to secure access to independent careers guidance. This forms part of FE college and sixth form 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.

This guidance is for all FE colleges and sixth form colleges in England and applies to:

- All learners in colleges up to and including the age of 18;
- 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.

To achieve this aim, the careers strategy sets out that every college should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The Gatsby Benchmarks are not a statutory framework but by adopting them, the college can be confident that it is complying with the careers guidance requirements set out in the funding agreement.

The Gatsby Benchmarks are set out in Appendix A of this Policy.

The requirements contained within the government's Career Guidance for colleges is as follows:

It is an ongoing requirement that every college must ensure that 16- to- 18-year-olds and 19- to- 25-year-olds with an EHC Plan are provided with independent careers guidance

### From January 2018 to end 2020

- Every college should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.
- For the employer encounters Benchmark, every college should begin to offer every learner at least two meaningful encounters with an employer each year and should meet this in full by the end of 2020. At least one encounter should be related to the learners' field of study.

## From September 2018

- Every college should appoint a named person to the role of Careers Leader to lead the careers programme
- Every college should publish the careers programme on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.

The College's nominated Careers Leader is the Deputy Principal and the career's programme is published on the college website, on the Career's Advice page.

The College provides independent Careers Advice and Guidance in the following ways:

### **Careers Information, Advice and Guidance Service**

Herefordshire & Ludlow College is committed to providing a service of advice and guidance to current and prospective students concerning their choice of course or career path, including supporting their progression into employment, an apprenticeship or higher education. The College provides students with support in the following areas:

- Preparing and updating CVs
- Completing job applications
- Interview techniques
- Course selection
- UCAS applications and personal statements
- Development of career management skills
- Careers guidance.

### **Employer Engagement**

The College will provide opportunities for all students to have meaningful engagement with employers in one or more of the following ways;

- Through the work experience element of the Study Programme
- Through college organised trips and visits to the workplace and other industry related visits
- Through a programme of guest speakers / guest lectures involving employers
- Through student attendance at other careers events such as the Herefordshire based "Meet Your Future" event, HE Fairs, Skills Shows and other careers related events

### **Tutorial Programme**

As part of the cross-college group tutorial system, students have the opportunity to access careers based tutorials that will include information about a wide range of careers and the options available to students for further study, employment or Higher Education. Talks by external specialist speakers may also form part of this programme.

All full time students will also benefit from the schedule of 1:1 tutorials, in accordance with the college's tutorial policy. This will include the discussion and recording of long term goals and intended progression route in the Individual Learning Plan and the review of progress against targets during the 1:1 reviews.

As part of the tutorial programme, all full time students will also be registered with and have ongoing access to "**Kudos Ad**", a bespoke on-line platform that provides students with tailored careers information, advice and guidance. Appendix Two sets out how Kudos Ad helps support the achievement of the Gatsby Benchmarks.

## **APPENDIX ONE**

### **The Gatsby Benchmarks**

#### **1. A stable careers programme**

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

- Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.

#### **2. Learning from career and labour market information**

Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.

#### **3. Addressing the needs of each student**

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

- A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.

- All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.

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

All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of Maths and English as a key expectation from employers.

- Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

#### **5. 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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part time employment where it exists.

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters\* with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.

\*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

#### **6. Experiences of workplaces**

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

- By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.

#### **7. 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.

- By the end of their programme of study, every learner should have had a meaningful encounter\* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.

\*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.

## 8. **Personal guidance**

Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level\*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.

\*The college should ensure that access to a level 6 adviser is available when needed.

- Every learner should have at least one such interview by the end of their study programme, if required.

## APPENDIX TWO

### Kudos Ad, on-line Careers Guidance platform

Gatsby benchmarks	How Kudos Ad supports
Gatsby 1: A stable careers programme	<p>Helps create a stable careers programme and highlighting needs such as governor input; ring-fencing careers budget; having a Careers Leader to ensure robustness; ensuring staff have regular careers IAG; and involving parents/guardians.</p> <p>Kudos Ad also includes a survey tool to allow staff to see how well the programme is understood by students, parents and teachers.</p>
Gatsby 2: Learning from career and labour market info	<p>New Kudos contains career information on over 750 careers and has been designed to be easily understood by young people.</p> <p>New Kudos also contains the latest geographical government-collected LMI (labour market information): <i>What will it look like when they are ready to enter the world of work?</i></p>
Gatsby 3: Addressing the needs of each student	<p>New Kudos, New Kudos Pathways: HE and Adult Directions all collect the users' career aspirations and related data, such as intended destinations and future subjects. This requires students to maintain their own records and develop career management skills.</p> <p>CASCAID Manager, both online and through printable reports, provides the data that helps focus interventions, activities and events and make them as effective as possible.</p>
Gatsby 4: Linking curriculum learning to careers	<p>New Kudos includes the ability to investigate careers starting from a subject, so a STEM teacher can start at their subject and show students the wide variety of careers to which that subject can lead.</p> <p>New Kudos Pathways: Allows users to see the Higher Education courses that lead to each relevant career.</p>
Gatsby 5: Encounters with employers and employees	<p>Outstanding Directions directs the user to create a program of visits by Employers, using students' data to ensure attendance by students who will benefit the most from targeted delivery.</p>
Gatsby 6: Experiences of workplaces	<p>Outstanding Directions directs the user to create a program of visits to employers' workplaces, again using students' data to ensure attendance by students who will benefit the most and with an emphasis on a follow-up program to ensure that learning and motivation are maintained.</p>
Gatsby 7: Encounters with FE and HE	<p>New Kudos Pathways: H.E. includes a weekly update on UCAS H.E. Courses. New Kudos contains a similar benefit for students interested in F.E. courses as these are also linked to careers.</p>
Gatsby 8: Personal guidance	<p>New Kudos supports personal guidance by providing a printable report detailing each student's career and qualification aspirations. Adult Directions provides the same benefit for its users.</p>