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## Careers Strategy 2019/20

### 1.0 Purpose and Scope

At the centre of the College's strategic approach are five pivotal concepts:

- impartial, student-centred Information, Advice and Guidance;
- inspiring teaching, learning and assessment;
- excellent customer service;
- a culture of high expectations;
- accountability for students' progress and success.

These concepts are the building blocks for the successes of each student, each course and therefore the College's overall success in achieving its mission, which is to deliver "**Transforming lives through excellence in education and training.**"

The SK College group is committed to offering a careers service that is Matrix quality assured and accessible to all. This is to ensure that all clients are fully equipped with the knowledge to make informed decisions leading to gaining the necessary skills to enable them to operate confidently, effectively and independently in life and work.

The College Group believes that by effectively promoting and delivering high quality, impartial careers information, advice and guidance, all clients will be confident about their career path and understand how their choices and decisions will impact on their future success. It is anticipated that this will lead to:

- Greater understanding of the full range of opportunities available and the skills that are valued in the workplace
- Students to have first-hand valuable experiences in the workplace
- All students having access to a full and holistic programme of careers education, including advice and guidance from appropriately qualified and guidance officers
- All students having access to careers advice and guidance that is tailored to their individual aspirations
- The College group achieving **corporate priority CP8**

The College Group commits to providing an excellent and holistic careers service that will enable clients to understand the range of opportunities available to them in today's economic climate, both locally, regionally and nationally. The College group is committed to supporting students to acquire the right skills and qualifications they need to succeed in their workplaces of choice in the future. This strategy sets out the aims and objectives of the Colleges careers provision.

## 2.0 Entitlement

The College group will offer a programme of high quality impartial careers information, advice and guidance that is structured and delivered by a combination of appropriately skilled, experienced and qualified personnel. The College will adopt the **Gatsby Careers Benchmarks** model (see Appendix A) using the eight benchmarks to provide structure and effective impact evaluation.

### Gatsby Benchmarks

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

## 3.0 Mechanisms of Delivery

### 3.1 Careers Lead

The College Group appointed Careers Lead, will lead on the development and delivery of the Gatsby Benchmark Model. The College will develop a Careers action plan based on the outcome of the Compass Careers Benchmark Tool self-assessment.

### 3.2 Work Experience

Students will receive support to find suitable work placements or work experience to develop the skills they need to enter the workplace and secure and sustain meaningful employment.

All programmes will include employer led related activities, including for example, visits, tours, guest speakers, mock interviews and contact with employers.

### 3.3 Access to Advice and Guidance

In addition to the careers programme of activity undertaken as part of the tutorial programme with curriculum specialist tutors, students will also be able to access Matrix Standard accredited impartial careers advice and guidance through a combination of group and individual one to one sessions with qualified Careers Advisors.

### 3.4 Pre-Enrolment

Curriculum tutors and the Careers, Enquiries and Recruitment Team will provide:

- School outreach and a range of themed careers and IAG sessions
- Tours and taster days (1:1 or Group)
- College Experience Day
- General open events
- 1:1 appointments
- Mock Interviews

- Application assistance sessions
- Pre enrolment curriculum/vocational specific interviews

### **3.5 Events & Activities**

The Careers, Enquiries and Recruitment Team will lead on the delivery of a range of events, workshops and information sharing sessions to support students in understanding their options, take control and make fully informed decisions that are appropriate to their career aspirations. These activities are delivered at pre, mid and post enrolment stages of the student journey, and include for example:

- General information events
- Tours and taster days
- Welcome days
- Careers aspiration and planning sessions
- Right choice interviews
- Progressions planning, 1:1 sessions
- Career focused skills and information events with external partners and employers
- Higher Education information events
- Student finance workshops
- CV workshops
- Careers and employment fairs
- Educational visits
- University / UCAS visits
- Personal statement sessions
- Volunteering fairs

### **3.6 Induction and Tutorial**

Personal Tutors are responsible for introducing students to the range of careers support available to them within College, providing appropriate impartial career development support activities.

The Careers Advisors will work closely with the curriculum teams to fully support the delivery of the careers programme as part of the tutorial programme, providing relevant resources, and offering additional sector specific materials and providing workshops as required.

### **3.7 Apprenticeship Vacancies & Job Shop**

The Recruitment and Outreach team will work closely with the Commercial Team and curriculum departments to actively advertise apprenticeship vacancies or other employment opportunities, offering a recruitment service that includes, if required, shortlisting, pre-screening, assessment centres or initial interviews.

### **3.8 At Risk Students**

The College Attendance and Behaviour Policy, along with the “Students at Risk” strategy clearly and comprehensively sets out the procedures for monitoring and mitigating the risk of students dropping out and becoming NEET. These procedures detail the various interventions in place at the different stages of the student journey, and make clear reference to the various signposting and referral process that are deployed, including but

not limited to referrals to the IAG and careers team, the Apprenticeship Recruitment team and the preparation for employment department.

### **3.9 Next Steps and Planning for Progression**

All students will receive 1:1 support in planning their next steps after they have completed their current qualification. This will be monitored by the Director of Marketing Recruitment and Customer Services, and outcomes and planned progression data will be reported to the SLT.

## **4.0 Progression to Higher Education**

Curriculum tutors and the Careers advisors will support students at every stage of applying to University via the UCAS process. Personal statement writing sessions, tips and techniques and 1:1 guidance will be available. Personal tutors will quality check all personal statement prior to submission.

The Finance and Welfare Guidance Officer will provide 1:1 and group workshops on the Student Loan process and information sessions on higher education finance.

An annual HE Fair will enable student to discuss progression opportunities with a range of Universities.

## **5.0 Impact Evaluation and Review**

Progress on the delivery and implementation of the Careers Strategy will be reported to the Senior Leadership Team on a termly basis by the Director of Quality and the Director of Marketing, Recruitment and Customer Relations.

The Impact of the Careers Strategy will be monitored via the curriculum quality review process, and will be reported in curriculum departmental Self-Assessment Reports (SAR), which will inform the overall College SAR and Quality Improvement plan (QIP).

Student voice activities will monitor student feedback on the delivery, impact and effectiveness of the Careers Strategy.

The College will work towards achieving the Careers Quality Standard and maintaining Matrix accreditation.

The overall careers strategy will be reviewed by Governors annually.

## APPENDIX 1

### **Gatsby Benchmarks model**

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, 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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student 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.
6	EXPERIENCES OF WORKPLACES	Every student 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.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students 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.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school 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 students but should be timed to meet their individual needs.