**Careers, Work Experience and Progression Strategy and Development Action 2018 – 2021**

The strategy is integral to the college’s mission and brand values. Through its implementation, students will be supported to make informed choices about their progression so that their career ideas are aspirational.

The strategy supports a destination led, capacity building model designed to inspire, inform, advise and guide individual students towards their progression goals. The strategy outlines how curriculum, central teams, employers and external partners collaborate to support student progression in an impartial manner. Intervention includes curriculum delivery, employer input through talks, visits and work experience activities, progression events, external and internal specialist advice and personalised guidance.

This Careers, Work Experience and Progression strategy addresses:

* The aims of the National Careers Strategy (published December 2017) and the embedded Gatsby benchmarks
* Key priorities of the LEP and feedback from employer surveys at national and regional level which focus on the soft skills needed for successful employment; resilience, initiative, communication, self-motivation and attitude, organisation, team working complementing English, maths, digital literacy and technical skills
* The IAG good practice that will be integral to the high quality work placements including Technical Level L3 qualifications from 2020.

**Strategic aim for careers and work experience:**

Students are inspired to aim for aspirational careers and will gain the skills and experiences they need to achieve their career goals. This is with support to overcome any barriers to progression, promoting social mobility.

**Our strategic approach:**

* We inspire our students by exposing them to a wide variety of opportunities to meet employers, professionals and industry specialists
* We provide students with information about the range of progression pathways from their course or apprenticeship
* Embed a positive work culture through engagement activities and events and through meaningful work experience, volunteering, employability skills and digital literacy
* Work placements, enterprise and employer led activities develop skills for work readiness and to support student progress
* Careers information, advice and guidance is well embedded in vocational areas drawing on work experience, industry specialism and labour market information
* A centrally planned and resourced taught tutorial programme shapes personal growth, career planning and builds resilience
* Every student receives careers planning; resources and delivery are differentiated to meet individual learning support needs
* Activities and resources develop transition and career management skills to help students find and secure employment or apprenticeships and succeed at work
* Contributing to improvements in achievement, punctuality, attendance, retention and progression to positive destinations through work related activities
* Building impactful, long-lasting relationships with employers based on agreed expectations, common understanding, well planned activities, ease of access for employers and clearly defined needs for the curriculum
* We invest in tracking to ensure our students plan their progression and move into positive destinations
* Strong external partnerships and community relationships to enhance the student experience

The college will work with the National Careers Strategy to deliver its strategic approach whilst the embedded Gatsby benchmarks will inform the college’s quality measures.

**Embedded Gatsby Benchmarks**

1. A stable careers programme
2. Learning from careers and labour market intelligence (LMI)
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of work places
7. Encounters with Further and Higher Education
8. Personal guidance

Linked documentation

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf>

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| Current activity mapped to aims of strategy | | |  | Development actions mapped to Gatsby benchmarks |
| **IAG Strategies to drive the scope, impact and quality of CEIAG in Leeds City College** | | | | |
| Careers advice is available for all students and staff to access impartial specialist IAG resources, signposting and support.  The capacity building and destination led model is delivered through:   * digital tools and resources * staff training to build capacity for curriculum knowledge and assurance * presentations and workshop delivery to students * personal guidance from the internal team and external careers service * specialist input from HE, Employers and apprenticeship providers.   The central team provides a drop-in service and signposts students where appropriate to external careers advice such as National Careers Service (NCS).  The college is part of the NCOP (National Collaboration Outreach Programme) ‘Go Higher’. This programme aims to improve social mobility and aspirations to progress to HE for students living in deprived neighbourhoods.  The college has been awarded Matrix Quality Standards from 2017 – 2020  Intended destinations and the careers pathways inform annual careers and work experience plans. | | |  | New strategy in response to the Gatsby benchmarks and 2017 National Careers Strategy.  Gatsby Benchmark – 1 |
| Work towards accreditation of the Quality in Careers Standards.  Gatsby Benchmark – 1 |
| Create a brand and marketing materials for Careers, Work Experience & Progression.  Join up between career aspiration and marketing work on sectors.  Gatsby Benchmark – 1,5,6 |
| Drive social mobility activities including aspiration and motivation.  Gatsby Benchmark - 1,3,5,7 |
| Establish systems and processes to enable departments to collect students’ intended and actual destinations.  Analyse data to understand patterns in progression against career plans.  Centrally collect and report on student destinations at college and at department level.  Gatsby Benchmark – 1 |
| Build quality processes and checks to ensure that the quality is measured and is impactful to the student experience and their positive destinations. This informs intended destinations.  Gatsby Benchmark – 1 |
| **Curriculum Delivery** | | | | |
| The centralised team provides professional and impartial information, advice and guidance to staff and students about labour market information (LMI), which is accessible and embedded into course programmes through Google careers classrooms and Career Coach.  The careers team provides training sessions to curriculum teams to enable staff to utilise LMI software, UCAS applications and employability workshops to support their students’ career planning.  Careers IAG and LMI is delivered through the tutorial programme supported by digital tools, resources and staff training.  IAG training started in 2016/17 for student support staff.  Every student receives careers planning, resources and delivery which are differentiated to meet individual learning support needs.  The independent study ‘Careers Planning’ is aligned to literacy, numeracy and digital skills.  Every student to receive career planning.  Curriculum departments are able to build their careers plans from the careers menu, careers classrooms and brokered activities and engagement informed by career pathways.  Careers classrooms link job options to LMI data and are sector specific to curriculum departments.  Others are more generic in content, informing students and staff of the knowledge, actions and skills that are required for careers management including progression to apprenticeships, HE and year 11+.  Other forums have been established to promote opportunities and engagement for students:   * Google Community – jobs-part/time * Social Media – Student Life Facebook page * Staff Intranet   Students on study programmes were work ready; participate in meaningful work placements, some of which are EU based through the Erasmus+ programme. Students who are not able to attend external work placements are involved in social action projects, work tasters, work simulation, volunteering and internal placements.  An Ahead Partnership secondment started in Nov 17 to develop links / opportunities with employers (particularly where engagement gaps exist)  Students participate in meaningful enrichment activities that build employability and social skills. Students are able to engage in leadership opportunities through student voice, student leaders and Duke of Edinburgh award as well as participating in sport/physical activities, skills based activities and student led societies. | | |  | Within each department identify a careers leader to cascade and drive the use of information and resources by colleagues to ensure students are able to use careers information to support their individual career plans.  Gatsby Benchmark – 4 |
| Training for coaching tutors and curriculum careers leads is required on the following good practice approaches to:   * giving advice to students about progression choices and ensuring that these choices are attainable for each student * One to one action planning * How to find and use good quality LMI * Promote use of resources selected and developed by the careers team * Skills development to support students’ transition to their next destination, for example CVs and applications for apprenticeships, HE and jobs.   Gatsby Benchmark – 2,3,4 |
| Embed independent study (personalised careers plan) supported through tutorial programme (January 18). Monitor the completion and quality of work.  Gatsby Benchmark – 2,3,4 |
| Extend the careers programme within the tutorial programme to be delivered through the academic year.  Gatsby Benchmark – 1,4 |
| Manage resources on Google and other digital platforms, to ensure all information is accessible, current and relevant. Link to external resources and website.  Gatsby Benchmark – 2,3,4 |
| Develop and promote suitable resources to link English/maths and digital skills to careers activities.  Gatsby Benchmark – 4 |
| Develop display resources for each school/ department linking case studies to career pathways and LMI data and monitor that these have been used.  Gatsby Benchmark – 2,4 |
| IAG training delivered to build capacity of other college teams, new IV and additional assessors identified/trained.  IAG training will include High Needs and Transition staff.  Gatsby Benchmark – 1,3 |
| Work related learning and generic skills on PPP are explicitly linked to employability – review the PPP action sheet:   * Students use the PPP (personal progression plan) to show skills developed during the year * Student actions are meaningful, attainable and link to the skills to be developed. * Students reflect on enrichment activities, record skills developed and can relate these to employability. * Course leaders monitor this is happening.   Gatsby Benchmark – 1,3, 5 |
| The career plan is included in the group profile. The review of the group career plans shape the content and contextualisation.  Gatsby Benchmark – 1,3 |
| **Personal Guidance** | | | | |
| The college careers team run internal drop-in sessions at each campus, and provide specialist advice to students and curriculum staff during points of transition - pre-entry, progression and changes in destination choices.  NCS also work with 19+ students.  Career Coach provides accessible LMI information. This is readily available on the college website and used through curriculum independent study and careers planning.  Pre enrolment guidance supports students through NARIC to ensure that overseas qualifications are matched to their course entry requirements.  Admissions - Pre-Entry Guidance  The Student Recruitment & Admissions team offers a first point of contact within the college setting for initial advice and guidance on choosing progression pathways and appropriate courses.  They also signpost those needing further advice and guidance to the careers team with in college.  Provide LMI data and market share information to curriculum, advise on trends and local economic growth within the region.  Provide admissions data to curriculum to help ensure students are receiving a fluid, consistent and supportive admissions process through applications, interviews and offers.  Schools Liaison - Pre-Entry Guidance  ·         Provide information, advice and guidance at events and activities in schools across the region.  Deliver school presentations on career options and application procedures.  ·         Attend option events and parents’ evenings to discuss courses and progression pathways, welfare and financial questions.  ·         Provide application techniques workshops and interview preparation for college in schools. Also using digital and Career Coach web package to do this.  ·         Arrange educational experiences for school pupils to visit our industry-standard facilities and have a real insight into what college life is like. Embedding curriculum focused awareness/engagement sessions.  Support the work of our pre 16 provisions at college and offer face-to-face guidance interviews.  Centrally planned and coordinated programme with the White Rose Academy Trust careers guidance officer. | | |  | Ensure students have the opportunity to access specialist guidance when making a complete transformation to their career plan.  Students discuss their career pathway (sector and job) with tutor/coach and record actions on PPP.  Planned careers are recorded on ProMonitor/Pro Portal.  Gatsby Benchmark – 3,8 |
| Equip coaching tutors, tutors and pastoral staff with the skills to have one-to-one careers conversations with their students and understand when to refer to specialist guidance.  Gatsby Benchmark – 3, 4, 8 |
| Drive the use and impact of Career Coach across curriculum, working with Marketing to ensure that this tool is fit for purpose.  Gatsby Benchmark – 2,3,4,5 |
| Create with Marketing a web page (landing page) to link to the website that provides careers advice for future, current and past students.  Gatsby Benchmark – 3 |
| Admissions work with curriculum to ensure consistent messages and information delivered during the interview process, including options available and what pathways are offered in the department.  Gatsby Benchmark – 1 and 3  The Schools Liaison team provides career and LMI information direct to students, staff and parents/careers (at schools). This offer is available from Key Stage 3 and addresses the needs of pupils and what guidance is needed at different stages, working jointly with the school.  Gatsby Benchmark – 3  Make the curriculum come to life - linking learning / courses to career paths.  Gatsby Benchmark – 4  Analyse data to help understand progression against career plans and actual destinations.  Gatsby Benchmark – 1 |
| **Employer Engagement and Partnership Work** | | | | |
| Progression events and employer talks are brokered for each academic year to bring employers, industry specialists, HE and apprenticeship providers into college to engage with and add to student and staff knowledge.  HE and apprenticeship external providers/specialists attend HE fairs, progression events; deliver workshops to students, as well as staff training i.e. higher level apprenticeships, student finance and UCAS.  Students visit university open days, applicant days  National Careers Service delivery advice to 19+ students including Adult & Community and HE.  Ahead Partnerships deliver employability and sector specific projects to a range of curriculum schools.  Curriculum schools invite employers into college to talk to their students and develop relationships. The centralised Careers, Work Experience and Progression team broker employer and partnership engagement with progression and enrichment activities.  The NCOP programme has enhanced the college offer considerably, providing opportunities and challenges for students to address barriers that may prevent them from considering HE progression.  Participating in enrichment activities allows students to gain skills that helps them progress. These include volunteering opportunities in local communities. A central activities and enrichment team supports students to engage and understand the transferable skills gained as well as offering opportunities to gain additional qualifications and experience. | | |  | Broker sector based progression events to promote internal progression, apprenticeships, HE and employment.  Gatsby Benchmark – 5,7 |
| Prepare employers to deliver to students and debrief employers to enhance good practice.  Gatsby Benchmark – 5 |
| Build capacity through delivery partnerships to enhance the breadth of the programme.  Gatsby Benchmark – 5,7 |
| Re-engage with the Careers and Enterprise Company - linking to the new enterprise coordinator and identify the support they can provide and start planning activity accordingly.  Gatsby Benchmark – 3,5 |
| The student leaders’ programme is extended to include careers champions and alumni to inspire students in their career choices and pathways.  Gatsby Benchmark – 3,7 |
| **Monitoring and Reporting** | | | | |
| All interventions and activities are recorded and tracked on ProMonitor.  The programme is reviewed through action planning and through the Performance Review process.  Student enrichment activities are recorded on their ILP to enable tracking of student progress throughout the year.  Matrix Quality Standard was awarded in 2017 in recognition of the quality of information, advice and guidance.  All student voice activity is recorded to ensure that it can be used to bring positive changes in college.  Student survey results are recorded in QDP which allows the college to determine where its strengths are and areas for improvement as well as tracking progress both termly and annually.  SU course representatives are elected and meet with heads of department, campus managers and directors to discuss feedback and create actions.  All actions are tracked and updated through Google Sheets and are available to all students through the LCCSU website. | | |  | Review the work experience and career plan (with LMI included) as part of Business Planning with each school/department. To be monitored and the quality measured throughout each academic year.  Gatsby Benchmark – 1,2,6 |
| Work experience evidence/reflection log to measure progress of steps towards career goals.  Gatsby Benchmark – 3,6 |
| Monitor and track enrichment activities so all career links, progression activities and skills have been captured on ProMonitor. ProMonitor is the single place for centrally recording activity to demonstrate that the study programme is fully delivered.  Monitor & track all student voice actions.  Measure progress of departments in reaching 90% completion rate for surveys.  Gatsby Benchmark – 3 |
| Monitor and report on the reach of the programme.  Gatsby Benchmark – 1 |
| Standard suite of reports established to monitor the quality and impact.  Gatsby Benchmark – 1 |
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