



Careers Strategy



1. Scope and Purpose

Wigan & Leigh College is committed to providing high quality careers education, information, advice and guidance (CEIAG) for all of its students and apprentices to prepare them to progress into sustainable education, training and employment.

This strategy applies to all students and apprentices at the College and is inclusive of all levels and modes of study programme. It also includes information about how the college will meet its statutory requirement for all 16-18 year olds and up to the age of 24 for those young people with Education and Health Care Plans (EHCP). The college also offers CEIAG to applicants through the admissions process.

The college employs a team of Careers Coaches who work independently of the curriculum to offer impartial CEIAG to all. The college is committed to ensuring that all Career Coaches are qualified to a minimum of level 6 or are working towards this level of qualification.

The strategy is written in accordance with DFE guidelines below and is in alignment with the Gatsby Benchmarks:

'Careers Guidance – Guidance for further education colleges and sixth form colleges' February 2018 and October 2018

'Careers Strategy' – making the most of everyone's skills and talents' December 2017

The 8 Gatsby Benchmarks of Career Guidance underpin the DFE Careers Strategy and set the standard for good career guidance. The 8 Benchmarks are:

1. A Stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

The service is directed by a Careers Leader:

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2. Strategic Outline

Our strategic vision is to create outstanding futures. Pushing forward and being even more ambitious for our learners and the communities of Wigan and Leigh are central to our strategic direction and we welcome our role in responding to a changed education and skills agenda at a local, regional and national level.

Wigan & Leigh College aims to:-

- Empower all students and apprentices to plan and manage their own future
- Respond to the needs of each student and apprentice as an individual
- Raise aspirations
- Promote equality and challenge stereotypes
- Support students and apprentices to progress and track their destinations
- Develop and design curriculum provision that is aligned to industry and community growth and underpins increased opportunities for students and apprentices
- Provide opportunities for students and apprentices to develop the skills and attributes employers are looking for

3. Principles

Key principles of the strategy are that CEIAG is differentiated and supports individual progression; empowering students and apprentices to make fact based decisions and manage their life choices to sustain employability throughout their lives.

Students and apprentices are offered a planned programme of activities that will support them choose pathways that are right for them and that are appropriate to their learning, planning and development.

Students and apprentices are entitled to CEIAG that meets professional standards and is impartial and confidential. This CEIAG will:

- Be personalised and provide opportunity to identify and respond to needs of the individual
- Be inclusive and promote equality of opportunity, challenge stereotypes and sensitive to faith, culture and background
- Be transparent, impartial and provide opportunity for confidentiality as required by the individual
- Offer guidance to any student at risk of non-completion to either aid retention or to provide a suitable alternative destination when appropriate
- Be enhanced by strong networks with industry, local and regional employers and stakeholders
- Contribute to raising aspiration, improving destinations and increasing employability skills
- Be underpinned by collaborative approaches involving FAB Futures, curriculum teams and external partners
- Work in partnership with applicants, students, their parents and external partners

4. The benefits of CEIAG to students and apprentices

The opportunity to explore careers choices with relevant labour market information (LMI) to aid future decisions is a crucial part of ensuring a successful transition to and sustainability of employment throughout life.

For young people aged 16- 18 or those aged up to 24 with a EHCP, the college is happy for parents / carers to attend any 1:1 careers guidance appointments. Close partnerships between home and college provide the best supportive framework for young people to confidently make decisions about their future.

A prospective student may benefit from CEIAG, for example, if they:

- Are uncertain of the course they choose to do at College
- Do not meet the entry requirements for the course they have chosen
- Have limited knowledge of the pathways and careers the course would open up for them
- Have previously withdrawn from the College
- Have low confidence and a negative experience of education

A current student may benefit from CEIAG, for example, if they:

- Need help to plan their career pathway
- Are considering withdrawing before the end of the course
- Are coming to the end of the course and need support with their progression
- Need help applying to university, Wigan & Leigh College University Centre or another educational establishment
- Would like support with applying for jobs and apprenticeships such as checking a CV, application and interview advice

5. Our offer to students and apprentices

5.1 Pre-entry to College

- School liaison programme such as assemblies in school, workshops, apprenticeship workshops and school events
- College open evenings for prospective students and parents
- Participation in Higher Education events to raise awareness and aspirations of HE opportunities
- Sampling events, masterclasses and other college events
- Engagement with employers such as our Meet the Employer events
- Individual interviews, undertaken at school or in college / via teams with Additional Learning Support advice available
- Adult interview and bespoke information events
- New Student Day – bridging the summer break gap and preparing for the transition to College through subject related transition tasks and readings
- Impartial advice and guidance available during all enrolment sessions and through the FAB Futures centre for late applicants in September

5.2 On programme at college

FAB Futures / Apprenticeship Team (where applicable)

- Right start, right choice; supporting students who feel they have not made the right choice during the first 6 weeks of term
- Higher education programme of support including HE insight days, information events and HE Fair, Parent Evening dedicated to progression to HE, group sessions and individual appointments to support
- University application support including advice and guidance on personal statements, application check and finance applications
- Apprenticeship information, advice and guidance that develops employability skills of and matches students to apprenticeship vacancies
- Access to appropriately qualified, impartial careers advisers for 1:1 careers guidance and support to plan effectively for the learning journey and beyond
- Targeted progression planning and support to enable all students to confidently take the next step on their educational journey or into the world of work
- Support for students moving into apprenticeships or employment including Meet the Employer events and Targeted Recruitment Events
- Support materials and access to appropriate resources underpinned by labour market intelligence and that challenge stereotypes and support opportunity for all
- Employer interactions that are informative and engaging
- Central promotion events utilising employers to showcase relevant industries
- Meaningful work placement opportunities that are relevant to the career a student wishes to pursue
- Support students in securing volunteering opportunities

Curriculum

- Work related learning that is closely linked to the area of study and that promotes and develops employability knowledge and skills
- Development of skills for employment, including technical skills that are embedded throughout the study programme and monitored and tracked
- Trips and visits that are industry linked
- Sector relevant industry speakers
- Competitions and skills events that showcase the best our students have to offer to the world of work
- Employer master classes
- Projects and briefs from live employers that are delivered to industry expectations and standards
- Tutorial sessions that allow students to reflect and understand what they have gained from their experiences with employers and how this can be used to develop CV's, personal statements and future applications

6. Student Entitlement

We will provide:

- Accurate course and careers information aligned with current job market information through the College website and publications
- Impartial CEIAG before accessing a learning opportunity for all students
- 1:1 impartial careers advice and planning available to all students and apprentices but with a mandatory entitlement for those aged 16-18 in further education and those aged up to 24 with an EHCP
- Support to secure meaningful work placement opportunities that are sector relevant and develop employability skills
- Accurate and impartial advice and guidance on moving on to another college course, higher education or apprenticeships and employment
- Opportunities to engage with employers to help develop and inform career aspirations

We will:

- Respect your right to confidentiality, interviews will take place in appropriate environments and you can request a private space if you wish to do so.
- Record your careers discussions on your pro-monitor / apprentice e-portfolio account so that you have a record to refer back to and reflect upon
- Not share your data with a third party unless you have agreed for us to do so. The most common instance of this will be your CV if we are supporting you to seek an apprenticeship or employment
- Help with applications to higher education such as personal statements and how to research the right university for you. We will also provide guidance about Student Finance for Higher Education
- Support you with job applications for apprenticeships and employment

7. Expectations of students and apprentices

- Engage with the college's careers programme
- Develop employability skills through the core programme
- Develop a CV and Biography to support progression to apprenticeships and employment
- Attend events related to next steps
- Reflect on participation in careers activities

8. Roles and responsibilities

The Governing Board will:

- Monitor and hold to account performance of the Careers Strategy

The Executive Team will:

- Appoint a Careers Leader
- Have ultimate responsibility for the Careers Strategy across the college
- Make staff aware of the Careers Strategy and the responsibility of all to ensure its effective delivery
- Ensure there are enough suitably qualified staff and resources to deliver the Careers Strategy
- Ensure staff have access to training, resources and support appropriate to their role
- Monitor KPIs of the service, destinations and progression data

The Careers Leader will:

- Influence the development of the strategy and implement the delivery of the college's programme of career advice and guidance
- Establish a quality careers programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of students with an EHCP.
- Ensure that the college has published on our website details of the Career Programme and the role of the Career Leader.
- Ensure the destinations of students from the college are tracked and that this information is used to improve the effectiveness of the college's Careers Programme.
- Quality assure the Careers Programme for the college to ensure it continuously improves and that it meets the targets and expectations set out in the Self-Assessment Report (SAR)
- Establish and maintain effective relationships with external partners, such as employers, schools, other learning providers and career guidance services, as well as ensuring that the various elements of the college's careers provision are coordinated and managed through a stable and embedded programme.
- Ensure the marketing team support the development of material that is influenced by labour market information, is accurate and informative and that showcases the College alumni and careers
- Work with external agencies including the Careers and Enterprise Company and the local network of Enterprise Co-ordinators and Enterprise Advisers, Greater Manchester Careers Hub to support our Careers Programme

The FAB Futures Manager will

- Work alongside the Careers Leader to develop and implement the college Careers Strategy including activities that are planned and delivered by all aspects of the FAB Futures team such as Admissions, Work Placement and the Career Coaches
- Work with the Careers Leader to ensure effective quality assessments for the services are undertaken and achieved, such as the Matrix standard
- Monitor the reports from the team and challenge appropriately to ensure the service is delivered effectively and aligned to the Careers Strategy
- Ensure that resources are effectively managed and that the Careers Leader is notified of any gaps identified
- Ensure that effective direction and guidance is provided to staff in the FAB Futures area and that the Personal Review & Development (PRD) targets effectively reflect the requirements of the Careers Strategy
- Ensure that skills and training issues for staff are identified and responded to appropriately

Career Coaches will:

- Provide impartial CEIAG to all students', with a particular focus on 1:1 appointments for 16-19 year olds and those aged up to 24 with an ECHP who are in full time further education. All meetings will be recorded on the student pro-monitor account
- Link with curriculum areas to plan, develop and deliver suitable careers education activities to students
- Work with the FAB Futures Manager to remain abreast of the requirements of the tutorial scheme of work and provide the required resources and support to ensure effective delivery
- Develop and deliver tutorials, group work and 1:1 sessions to students and parents, that are directly linked to progression and destinations
- Provide training for college staff on the use of the UCAS system, effective personal statements and reference writing upon request.
- Ensure effective and appropriate careers information and resources are updated, regularly reviewed and maintained on the college VLE and that they are clearly accessible to all students and staff
- Ensure effective resources are available and maintained in the FAB Futures centres
- Produce effective communication resources to promote activity and raise aspirations through communication channels in accordance with the calendar of activity for the academic year
- Adhere to the College calendar of activity for CEIAG through effective advance planning and engagement of employers and resources to ensure all events are successful. Update the calendar with specific detail for each event
- Gather feedback from all clients of the service, including employers and those engaged to deliver to student's to influence development of the service in the future
- Keep abreast of changes within the college environment to ensure they can advise and guide students effectively, such as course changes, entry requirements, fees and fee waivers and financial support mechanisms
- Work closely with other members of the team to ensure all employability development is fully embedded and supported by the Career Coaches, including apprenticeship opportunities
- Be a key point of contact for progression and ensuring student's make the right next steps in education and into the world of work, ensuring the destinations app is effectively utilised to capture this information
- Offer a differentiated approach for students with an EHCP
- Ensure that gender stereotyping is avoided in all career interventions and that they adhere to the colleges FREDIE values

- Make effective use of LMI to support careers interventions, including use of LMI for ALL, and making those resources widely available to students, and parents / carers as appropriate
- Ensure students have access to a wide range of careers and employability interactions through meaningful encounters with employers, universities and other training providers where appropriate
- Maintain own CPD and be qualified at Level 6 or higher, or be committed to working towards this level as quickly as possible.

The FAB Futures Team / Employer Engagement Team will:

- Deliver an effective recruitment process that puts the applicant's ambitions and aspirations at the centre of the guidance provided and that is realistic and informative
- Ensure applicants and current students can get up to date and effective advice on becoming an apprentice and the steps they must undertake to be successful
- Support progression for current students into apprenticeships and/or employment by actively promoting vacancies, providing CV building and interview workshops, talent matching students and their skills to vacancies and employer need and arranging and supporting the interview process liaising with the student and the employer
- Work cohesively to identify employers who will engage with the college to provide meaningful encounters with students through guest speaking, master classes, employer briefs and projects, supporting competitions, providing industry taster days or visits and provide quality work placements, apprenticeships or employment opportunities
- Encourage student interaction with employers by actively promoting participation in careers events, open evenings and meet the employer events
- Deliver the services to applicants and students to the highest customer service standards
- Maintain at all times effective and up to date knowledge of the college offer and the relevant support information to advise applicants, student's and apprentices effectively and accurately

Personal Tutors / Curriculum Tutors / Trainer Assessors will:

- Provide sufficient course information and advice to enable prospective students to make suitable choices during interview or enrolment activity
- Provide impartial careers advice and guidance at the start of an Apprenticeship to ensure that the employer and apprentice can meet and commit to the full scope of the apprenticeship or suggest alternative apprenticeships
- Provide advice and guidance on progression routes and next steps at the start of and throughout the duration of the apprenticeship
- Provide careers advice and guidance on progression routes and next steps at the end of the apprenticeship in the form of an exit review.
- Ensure that students and apprentices are aware of FAB Futures services, by maintaining effective working links with the FAB futures team and making appropriate and timely referrals for course advice, progression and careers guidance when required
- Ensure that students and apprentices develop knowledge and understanding of employability skills and how they can develop these skills further through effective career planning, engaging with employers and undertaking work related learning and work placement.
- Ensure that all students and apprentices have meaningful encounters with employers that are relevant and linked both to the course of study and the sector / industry they are being prepared for.

- Promote equality of opportunity, by challenging industry stereotypes and being aware of confidentiality issues and dealing sensitively with information disclosed by students.
- Link lessons/activities/progress reviews and workplace visits, especially those that include either employers or labour market information to effective career planning and employability skill development
- Using a range of methodologies to make CEIAG effective
- Link subject content to the development of career thinking

9. Quality Assurance

The college will maintain the quality of its Careers Strategy through engagement with external quality boards as well as a robust internal review process. We will work with external agencies like the Careers and Enterprise Company to ensure that we keep up to date with best practice in the sector and are positioned to take advantage of all support available to maintain continuous development.

The standards we will undertake are:

Matrix accreditation

Use of the Compass tool for the College to analyse the strength of Careers provision

Engagement with Bridge GM

Commitment to the GM Careers Hub

10. Monitoring and evaluation

The College will monitor and evaluate the effectiveness of the Careers Strategy:

- Tracking within the college's strategic plan. Targets will be monitored at KPI meetings and Careers Strategy meetings
- The annual SAR process for FAB futures and curriculum teams, Heads of Department will report on the key performance indicators outlined in the SAR process as well as working continually on a quality improvement plan
- Undertake peer observation of the delivery team within FAB futures and Schools Liaison
- Observation of teaching and learning practice
- FAB Futures team to gather feedback from applicants, students, parents and employers supporting career development activities to promote continuous improvement.
- SPOC surveys

11. Other relevant policies procedures

- Equality and Diversity
- Admissions Procedure and guidelines
- Data Protection Policy

12. Review and development

The Careers Strategy will be reviewed annually by the Careers Leader, Executive Team and the Governing Board.

Appendix 1 – The Gatsby Benchmarks

<p>Benchmark 1</p> <p>A Stable Careers Programme</p> <p><i>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</i></p>	<p>Benchmark 2</p> <p>Learning from Career and Labour Market Information</p> <p><i>Every pupil 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 the best use of available</i></p>	<p>Benchmark 3</p> <p>Addressing the Needs of Each Pupil</p> <p><i>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations</i></p>	<p>Benchmark 4</p> <p>Linking Curriculum Learning to Careers</p> <p><i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.</i></p>
<p>Benchmark 5</p> <p>Encounters with Employers and Employees</p> <p><i>Every pupil 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.</i></p>	<p>Benchmark 6</p> <p>Experiences of Workplaces</p> <p><i>Every pupil 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.</i></p>	<p>Benchmark 7</p> <p>Encounters with Further and Higher Education</p> <p><i>All pupils 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.</i></p>	<p>Benchmark 8</p> <p>Personal Guidance</p> <p><i>Every pupil should have opportunities for guidance interviews with a careers 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</i></p>

