



Careers Strategy

2018/2020

V2

1. SCOPE & PURPOSE

- 1.1 Hopwood Hall College is committed to providing high quality careers education, information, advice and guidance (CEIAG) for all of our learners to prepare them to progress into sustainable education, training and employment.
- 1.2 The careers strategy is aligned with the college's overall strategic vision and aims to ensure that our CEIAG programme contributes to Hopwood Hall College being a vibrant learning community where learners are enabled to reach their full potential and to make their aspirations a reality. All college staff must be guided by the student's aspirations, ambitions, careers, work, and life goals.
- 1.3 Our CEIAG programme will enable learners to explore their career and study options, identify gaps and plug gaps in their careers knowledge, utilise labour market intelligence to challenge learners to make informed, aspirational careers choices, and empower learners to take ownership of their own career development.
- 1.4 All College staff are expected to refer to this strategy for guidance as it applies to all colleagues, particularly those working to raise the aspirations, skills and progression outcomes of our learners.
- 1.5 This strategy will not discriminate either directly or indirectly against any individual on grounds of sex, ethnicity, sexual orientation, religion or belief, age, disability, ability levels, socio-economic status or any other personal characteristic.
- 1.6 This Careers Strategy has been informed by:
 - The 'Careers Strategy – making the most of everyone's skills and talents' report (2017 & 2018) and the;
 - Careers and Enterprise Company publication: 'Careers Guidance – Guidance for further education colleges and sixth forms' which provides an overview of how we need to approach the 8 Gatsby Benchmarks of Good Careers Guidance

In line with the guidance our careers strategy applies to all of our 16-19 year old (up to 25 with an EHCP) learners. Where there is demand for CEIAG from our adult learners we will review this based on the availability of staff and resources. Priority will need to be given to our learners who this strategy is applicable to: aged 16-19 (up to 25 with an EHCP) already on programme with us. The strategy also references our pre-admissions process and the support available to potential learners in schools which will be provided through our school liaison officers and curriculum teams to provide IAG to those potential learners.

- 1.7 It is our intention that the core careers team will have their Level 6 Careers qualification by the end of the academic year 2020, and any new members of the team will achieve this level of qualification within 12 months of appointment.
- 1.8 The college's Career Leader, along with the Senior Management Team (SMT) and Governors, will have overall responsibility for the Hopwood Hall College careers strategy.

2. STRATEGIC INTENTIONS AND VALUES

Strategic Intentions

- High Quality, High Expectations
- A thriving community
- An innovative offer
- Sound finances
- A 21st century college

Values

- Equality of opportunity
- Treating everyone with respect
- A climate of honesty, openness and trust
- Celebrating the achievements of learners and staff
- Encouraging innovation and development

3. PRINCIPLES

- 3.1 Hopwood Hall College is committed to ensuring that our CEIAG programme supports the differing needs of our learners regardless of level of study and will take into account any additional needs of our learners. A comprehensive CEIAG programme will be available and adapted to each learner's level of study.
- 3.2 Our learners will be at the heart of our careers strategy and CEIAG activity. Feedback from learners, parents / carers, and employers will be used to inform our approach to supporting learners with their career development. We will ensure that the right channels are available to capture and respond to feedback appropriately to inform our CEIAG programme and strategy.
- 3.3 Our CEIAG provision will:
- Be impartial, well planned and managed.
 - Be aspirational, informative, and sufficiently challenging.
 - Be inclusive of and adapted to meet the needs of all learners
 - Be strengthened through working collaboratively with curriculum, SST, SCS and careers colleagues to ensure the needs of all learners are understood and addressed.
 - Be a high quality, well-structured careers provision will be supported by a whole-college approach to CEIAG and this will be accredited by the Matrix standard and the Quality in Careers Award.
 - Adopt a whole college approach will demonstrably support learner progression with both soft and hard outcomes and will be used to inform CEIAG planning
 - Be transparent to ensure the right advice is available to learners at the right time from the right member of staff.
 - Provide a fast track route to careers guidance for those at risk of withdrawing from their programme of study.
 - Be supported by partnership work with external agencies and employers as appropriate to help our learners to build the knowledge, skills and attitudes needed to progress.
 - Promote equality of opportunity and challenge stereotypical thinking to broaden learners' careers thinking and opportunity awareness.
 - Engage with employers & education providers to enable learners to develop the insights, skills, behaviours and experience required to enable them to make effective career decisions and to become work ready.

- Ensure parents / carers will be engaged with CEIAG through the appropriate channels to ensure they are equipped to support their children to make informed choices & to provide feedback on the programme.
- Support learners to develop the skills and action plans they will need to effectively manage their own career and progression journey during their studies and beyond
- Ensure that staff, systems and processes are in place to achieve the Gatsby Benchmarks by the end of the 2020 academic year and beyond.
- Ensure that our CEIAG programme has a demonstrable impact that benefits learners and captures both soft and hard outcomes.
- Enable the college to assess the budget requirements for careers activity that will support the achievement of the Gatsby Benchmarks and ensure a high quality provision is achieved and sustained both in the short and long term.

4. IMPLICATIONS OF CEIAG FOR LEARNERS

- 4.1 A high quality programme of CEIAG activity, delivered by suitably qualified staff, will help our learners to develop a variety of skills, knowledge and understanding to navigate the labour market and progress into positive destinations. Whilst the college will focus primarily on our 16-19 year old (up to 25 with an EHCP) learners we will also endeavour to provide CEIAG for our adult learners as and when practical to do so.
- 4.2 Learners will be made aware of the range of CEIAG activities they can access and they will be responsible for engaging with the opportunities made available to them. Learners will be encouraged to access and engage with this activity by all college staff, particularly those working in curriculum. Our CEIAG programme will consist of classroom based activity, group sessions, 1-1 guidance, encounters and experiences of workplaces, guest speakers, educational taster days and fairs appropriate to the needs of each learner.
- 4.3 Our CEIAG programme will be underpinned by high quality labour market information and intelligence (LMI) to ensure that learners are able to make informed decisions when exploring their career options. LMI will feed into the CEIAG programme through guest speakers, tutorials, 1-1 and group sessions with the College Careers Adviser, work placement opportunities, curriculum planning including T-Levels, itsLearning, and will be supplemented by trusted online resources such as www.icould.co.uk and <https://login.startprofile.com/Login.aspx>
- 4.4 Learners will have access to high quality online careers information and advice. This will be made available through the itsLearning platform. We will also develop a careers section on the college's website that will provide an overview the CEIAG programme, the careers team and contact details, support available in the Careers Zones, Labour Market Information, and other relevant careers content based on feedback.
- 4.5 ItsLearning will provide an important platform to engage learners with relevant careers information and advice. Some key aspects will include: activities that learners can work through, cascade updates / messages to learners, enable learners to contact the college careers adviser and make an appointment, and enable learners to achieve employability skills badges.
- 4.6 We recognise that parents and carers have a vital role to play in supporting their children to make informed decisions about their career options and routes to progression. The college will maximise opportunities to engage parents with our careers programme through parents evenings, social media, the college's website and any other relevant platform such as ProPortal.

- 4.7 Our college-wide approach to CEIAG will ensure that our learners are given the opportunity to develop their social mobility to lead fulfilling and economically rewarding lives. We will achieve this through supporting learners to develop the career management skills they will need to successfully engage with and contribute to the labour market. This can only be achieved by utilising the skills, knowledge and passion of suitably qualified and experienced staff from across the college to empower learners and support them with preparing for their next steps.

5. CEIAG OFFER

Pre-Admission - Schools Liaison Team, Student and College Services & Curriculum

- School engagement programme including assemblies in school and attendance at school events
- College open events for prospective students and parents
- Individual interviews undertaken at school or in the College environment
- Our Year 10 Taster Day and New Learner Day will be aimed at prospective learners and will be coordinated with the support of schools to prepare future learners for the transition to College through subject related activities
- Student and College Services will respond to any additional course and funding enquiries to support potential learners with choosing the right Hopwood Hall College option
- Curriculum teams will support recruitment events, put on masterclasses and interview potential learners during enrolment

Existing Learners - Student and College Services, Curriculum Teams and Careers

- 5.1 Right Choice, Right Course; 1-1 careers guidance made available for those learners who feel they have not made the right choice during the first 6 weeks of term. This will be available to all further education learners aged 16-19 and those aged up to 25 with an EHCP to give those learners the opportunity to remain in education by developing a goal-focused careers plan that enables them to explore their options
- 5.2 Appropriately qualified staff will provide impartial careers and progression related advice to learners. This will enable learners to plan effectively for their future career goals and confidently take the next step towards achieving their ambitions. This will be delivered by staff from across the college including careers, curriculum and support teams and will inform / be informed by their careers action plan.
- 5.3 Information, advice and guidance will be underpinned by labour market intelligence to ensure that staff are confident to (and will encourage learners to) challenge stereotypes and support opportunity for all
- 5.4 The college will provide, timely, relevant employer interactions that are informative and engaging for our learners and meet their career needs based on the subjects they are studying and their aspirations
- 5.5 A Careers Zone is available at each campus to provide learners with the opportunity to receive 1:1 and group guidance from the careers, work experience and apprenticeship teams. Where appropriate there will also be opportunities for learners to engage with employers and training providers in this space to complement the range of CEIAG activity that is available in classrooms, through industry visits, educational taster days and the other CEIAG activity that run throughout their programmes of study.
- 5.6 Each learner will have the opportunity to undertake a meaningful work placement that is relevant to their programme of study and aspirations, supported primarily through their curriculum area and the work experience team. Learners will be encouraged and supported to self-place in order to develop their career management skills and confidence.
- 5.7 Learners wishing to progress onto higher education will be supported by their curriculum department and by the college's careers adviser. Programmes of support including a 2 year UCAS programme will be made available to level three learners. Learners will also be

encouraged to participate in HE taster days, information events and HE Fairs to broaden their understanding of the options available.

- 5.8 All learners applying to University during their programme of study will be eligible for a minimum of one review of their UCAS personal statement from the college's careers adviser before submission. Those learners who require more feedback than this will be encouraged to seek that support from their curriculum department.
- 5.9 Learners will be supported to develop the skills they will need to navigate the UCAS application process. They will be made aware of, and given access to the resources available to manage their own applications. Learners will be empowered to reflect upon and develop their own personal statements to ensure they have the independent writing skills required for HE study.
- 5.10 Curriculum staff will receive training on the UCAS process to ensure they are sufficiently skilled to support learners through the process and that they are able to write good quality references to support learner applications.
- 5.11 To ensure that learners are fully supported and informed, we will aim to ensure that relevant HE information sessions are available to parents and carers at Parents Evenings, for example Student Finance and applying through UCAS. This will be complemented by a parents' guide to higher education' that includes key information and a timeline of key tasks that need completing at set times as part of the UCAS process.
- 5.12 Training at Hopwood will provide apprenticeship information, advice and guidance (IAG) that develops and enhances learners' knowledge of career options. The IAG provided by Training at Hopwood will enable learners to understand the expectations of employers and develop strategies to demonstrate their readiness for employment.
- 5.13 Training at Hopwood will support learners through the application process when they meet the criteria for a Hopwood Hall apprenticeship. Where there is no available apprenticeship or the learner does not meet the requirements, impartial advice and guidance will be provided to support learners with their progression.
- 5.14 Curriculum teams will have overall responsibility for the development of our learners' technical skills, ensuring they are embedded throughout the study programme and that they are monitored and tracked effectively. This will include liaising with the Careers and Work Experience team to ensure meaningful encounters with employers and employees are made available to learners.
- 5.15 Tutorial sessions will be designed in such a way as to allow learners to reflect on and understand what they have gained from their engagement with the colleges CEIAG programme. This will help to inform the personal guidance needs of our learners to enable them to progress into aspirational destinations.

6. ROLES AND RESPONSIBILITIES

The Governing Board will:

- Monitor and hold to account performance of the Careers Strategy.

The Executive Team will:

- Ensure the college has a Careers Leader in post.
- Have ultimate responsibility for the Careers Strategy across the College.
- Ensure there are enough suitably qualified staff and resources to deliver the Careers Strategy.

The Careers Leader will:

- Influence the development of the strategy and implement the delivery of the College's programme of CEIAG.
- Lead on the achievement of a college-wide Matrix accreditation and the Quality in Careers Standard (IAG).

- Develop a high quality careers programme and engage with the college's Enterprise Adviser to ensure that, as a minimum, the college's CEIAG provision meets the requirements outlined in the 8 Gatsby Benchmarks.
- Ensure that the College has a dedicated Careers section on the website where we will upload the careers strategy, the CEIAG programme and other relevant careers updates
- Work with colleagues responsible for tracking learner destinations so this information can be used to improve the effectiveness of the College's CEIAG Programme.
- Work with the Head of Quality to quality assure the Careers Programme for the College. This will ensure that we continuously improve and that the programme meets the targets and expectations set out in the Quality Improvement Plan (QIP).
- 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 with the support of the Senior Management Team.
- 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 and promotes the internal CEIAG offer to ensure learners understand how to access and feedback on the provision.
- 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 the development of our Careers Programme.
- Ensure staff have access to training, resources and support appropriate to their role
- Monitor KPIs of the service, destinations and progression data.
- Make staff aware of the Careers Strategy and the responsibility of all colleagues to ensure it is implemented and delivered effectively.
- Work with SLT to ensure there are enough suitably qualified staff and resources to deliver the Careers Strategy.

7 THE GATSBY BENCHMARKS

In line with the Government Careers Strategy our Careers Leader and the Senior Management Team will continue to review our careers provision and ensure that we offer:

1. A stable careers programme

Delivered by internal staff (IAG and careers advisers, teaching staff, and Student Support Tutors) and external partners (including National Careers Service and Positive Steps, as appropriate and whilst available. to meet learner needs).

Managed by the Careers Leader and SMT. We will continue to review our Careers Schedule on an annual basis.

2. Learning from career and labour market information (LMI)

LMI underpins all of our careers, information advice and guidance work. This is reinforced and enhanced by visits to / from employers, our apprenticeships and employer engagement teams.

3. Addressing the needs of each student

Support is available through the careers team, Student Support Tutors, Student and Colleges Services Team, pastoral care, teaching staff, and through our engagement with Rochdale Local

Authority who fund Positive Steps to support our Rochdale-resident learners who have an ECHPs and / or are LAC.

4. Linking curriculum learning to careers

Employability linked to vocational and pastoral schemes of work and supported by employer talks, visits, IAG interviews including a careers aspirations questionnaire, work exposure and through curriculum led assignments and coursework.

5. Encounters with employers and employees

Work placement opportunities and visits from employers are complemented by trips and visits, alumni speakers, employer talks, charity fundraising and events.

6. Experiences of workplaces

All learners encouraged and supported to undertake appropriate work experience with a dedicated in-house work experience team to support learners and curriculum staff.

7. Encounters with further and higher education

Guidance is provided on moving into higher education and supported through visits to/ from Higher Education Institutions, HE Careers Fairs, 'Stepping Up Week', and our work with GM Higher.

8. Personal guidance

Provided by in-house careers adviser and during progress reviews with the Student Support Team. Partnership agencies also provide this support to our learners including Positive Steps and National Careers Service, both of which have a presence at The College.

This will be reviewed on a termly basis using the Compass Tool and the outcome of these reports, along with stakeholder feedback, will guide the development of our careers strategy and CEIAG programme.

DOCUMENT REVIEW INFORMATION

Policy date: February 2019

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