

Careers Education and Guidance Strategy Statement 2019-20

Responsible Senior Manager: Vice Principal (Student Services)

Effective Date: September 2019

Related Policies:

Approved By: Senior Leadership Team

Next Review Date: September 2020

The logo for HS DC, consisting of the letters 'HS' stacked above 'DC' in a bold, black, sans-serif font, enclosed within a black square border.

HS
DC

Contents

1.	HSDC Career Objectives	4
2.	Purpose	5
3.	Roles and Responsibilities	6
4.	The Gatsby Benchmarks	7
5.	Evaluation of HSDC Career Services	9
	Appendix 1 – Gatsby Implementation Plan	10
	Appendix 2 – Careers Calendar	15
	Appendix 3 - Information and Self Help	16
	Appendix 4 – Careers Service Sessions	19

Foreword

This Careers Strategy has been developed to ensure that the College is working towards and achieving all 8 Gatsby benchmarks.

These benchmarks are:

- 1 A stable careers programme
- 2 Learning from Career and Labour market information
- 3 Addressing the needs of each pupil
- 4 Linking curriculum learning to careers
- 5 Encounters with employers and employees
- 6 Experiences of workplaces
- 7 Encounters with further and high education
- 8 Personal guidance

HSDC (which comprises of campuses at Havant, South Downs and Alton) is fully committed to meeting all benchmarks in order to provide our students with effective, impartial and relevant careers education, information, advice and guidance.

1. HSDC Career Objectives

1. To enable our students to make informed choices regarding their career pathway, based on local and national job opportunities and labour market information.
2. To provide students with comprehensive careers information, advice and guidance in order to support future career paths.
3. To raise aspirations and challenge stereotypes in order to improve social mobility, and so supporting and assisting students to reach their full potential.
4. To help students develop their employability skills and the behaviours needed for the world of work.
5. To support a successful transition into employment or higher education.
6. To provide all students with opportunities to experience the workplace.

2. Purpose

This document outlines the HSDC careers strategy. It will be reviewed annually taking on board the views of or stakeholders (students, staff, parents and employers) and will be fully available to the communities HSDC serves.

3. Roles and Responsibilities

To maintain and run an effective Careers Service the following staff have a specific role and their roles and responsibilities are laid out below.

<p>Senior Leader with overall responsibility for careers provision</p> <ul style="list-style-type: none"> • This will be the Vice Principal (Student Services) • Ensure the careers programme is adequately resourced to deliver the agreed careers plan. • Support the Careers Manager. • Be the College focal point on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities. • Report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made. • Ensure that the agreed careers objectives are understood and implemented across the college. • Ensure the College meets the statutory careers requirements and industry quality standards where appropriate. • Review progress and achievements against the careers strategy and make adjustments as necessary. • Meet with the link Governor for Careers to review careers provision at the College. 	<p>Careers Manager</p> <ul style="list-style-type: none"> • Ensure students are effectively supported with their future career plans • Engage with stakeholders including, Local Authority, Local Colleges and Universities, SLT, tutors, support staff, students, parents, local businesses and guest speakers. • Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the College. • Ensure the students make a smooth transition from year to year and are supported onto the right pathway. • Work with the Head of Student Services to oversee the operational implementation of a cross college careers guidance programme for students with relevant and meaningful tutorial sessions • Lead on the coordination of work experience and work placement for 16-19 Study Programme students • Manage the work experience team, ensuring that participation and outcome targets are achieved • Provide operational management of the College’s employability delivery service and associated staff members • Conduct annual surveys and audits to report on stakeholder satisfaction and collate relevant information. 	<p>Curriculum and Pastoral Teams</p> <ul style="list-style-type: none"> • Ensure that students are aware of the career paths possible from their programme and the employability and transferrable skills that they are developing (Directors of Curriculum, Learning Managers, Teaching staff) • Ensure that career options and relevant labour market information is provided to students as appropriate (Directors of Curriculum, Learning Managers, Teaching Staff) • Provide opportunities for students to have encounters with employers at least twice per year (Learning Managers, Teaching staff) • Provide opportunities for students to have encounters with Higher Education and Further Education providers (as appropriate during their course) (Learning Managers, Teaching staff) • Emphasise the importance of Work Experience and Work Related learning for all students, encouraging students to source and arrange work experience in a timely manner (Teaching staff, Personal tutors) • Deliver tutorial sessions to students as prepared by Head of Student Services and feedback where relevant (Teaching staff and Personal tutors)
---	--	---

		<ul style="list-style-type: none"> • Raise the profile of the Careers Service to students encouraging students to engage with opportunities provided.
Joint responsibility: Ensure that the College is meeting Gatsby Benchmarks		

The HSDC Careers Lead is Jon Myers (Vice Principal - Student Services)

The HSDC Careers Team is:

Kate Creswick (Careers Manager)

Darren Della Maestra (Head of Student Services)

Federica Bocciarelli (Work Experience Team Leader)

Melissa Salter, Emily Wilson-Race and Heather Stokes (Work Experience Mentors)

Kim Small & Sarah Street (UCAS Progression Advisors)

Additional Careers Advice is provided by Hampshire Futures

4. The Gatsby Benchmarks

	GATSBY BENCHMARKS	HSDC'S POSITION
1	<p>A Stable Careers Programme</p> <p>Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers</p>	<p>HSDC will have a stable, structured careers programme that has the backing of the Senior Leadership Team and has an identified person responsible for it.</p> <p>The Careers Programme will be published on the HSDC website.</p> <p>The programme will be regularly evaluated, with feedback from students, parents, college staff and employers as part of the evaluation process</p>
2	<p>Learning from Career and Labour Market Information (LMI);</p> <p>Every student and their parents should have access to good quality information about future study options and labour market opportunities</p>	<p>During their study programme, all students will have access to and use information about career paths and the labour market to inform their own decisions on future paths. This will be done through the tutorial programme and in the curriculum.</p> <p>Parents will be encouraged to access information about labour markets and future study options to inform the support they provide to students.</p>
3	<p>Addressing the Needs of Each Student;</p> <p>Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout.</p>	<p>HSDC will actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>HSDC will keep records of the individual advice given to each student, and subsequent agreed decisions on ProMonitor or Insight.</p> <p>Where possible the records of advice given will be integrated with those given at a previous stage of the student's education.</p> <p>HSDC will endeavour to collect and maintain accurate data for each student on their education, training or employment destinations</p>
4	<p>Linking Curriculum Learning to careers;</p> <p>All teachers should link curriculum learning with careers. For example, STEM subject teachers</p>	<p>Throughout their programme of study every student will have the opportunity to understand how their subjects help them gain entry to (and be more effective workers within) a wide range of occupations and/or study options relevant to their study programme.</p>

	should highlight the relevance of STEM subjects for a wide range of future career paths.	
5	<p>Encounters with Employers and Employees;</p> <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>	<p>Every year, alongside their study programme, students will participate in at least two meaningful encounters with an employer. At least one of these encounters should be delivered through their curriculum area. This will be monitored and reviewed through an annual audit.</p> <p>HSDC will record and take account of students own part-time employment.</p>
6	<p>Experiences of Workplaces;</p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience</p>	<p>By the end of their study programme, every student will have had at least one valuable and meaningful experience of a workplace or participated in an employability programme, additional to any part-time jobs they may have. This will be monitored and reviewed through an annual audit.</p>
7	<p>Encounters with Further and Higher Education;</p> <p>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.</p>	<p>By the end of their programme of study, every student will have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This will be monitored and reviewed through an annual audit.</p> <p>This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers.</p>
8	<p>Personal Guidance;</p> <p>Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.</p>	<p>HSDC will provide each student with the opportunity for guidance interviews with a specialist careers advisor at least once during their time at the college.</p> <p>HSDC is committed to taking positive steps to establish a supportive environment for all students. There will be workshops and tutorials designed to help every student to develop essential skills and assist students with decision making at crucial stages, informing them of all their options and introducing them to the world of work. We also aim to prepare them for life after study or training in whichever path they choose.</p>

5. Evaluation of HSDC Career Services

The College believes that it is important that robust management, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
Careers Benchmarking	<p>We will complete the Compass Self Evaluation exercise.</p> <p>Results of the assessment will be used to identify further improvements.</p>	Termly
Student Feedback	<p>We will gather feedback on how well we are preparing students for their next steps at the Campus Student Conferences.</p> <p>We will gather feedback from the Student Committee (cross campus) on how well supported students believe they are.</p> <p>We will gather feedback after every Careers Interaction to understand how well we meet student needs and to identify further improvements.</p>	<p>Annual</p> <p>Annual</p> <p>Ongoing throughout the year.</p>
Employer Audit by the local business community	<p>We will ask a member of the local business community to complete an audit of our careers provision.</p> <p>The assessment will provide feedback from the business community and identify areas for collaborative improvement.</p>	July
Parent/Carer Survey	We will carry out a survey to understand how well we meet our students needs and to identify further improvements.	May

Appendix 1 – Gatsby Implementation Plan 2019/20

Gatsby Benchmark	Action	Success criteria for July 2020	Staff responsible
<p>BM1: A stable careers programme – Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.</p>	<ol style="list-style-type: none"> 1. Careers Strategy to be approved by SLT, with both Strategic and Operational elements. 2. Raise profile of Gatsby to students and staff. Poster campaign. 3. Termly audit of Compass Tool to match progression against benchmarks 4. Development of a Gatsby Working Group. 	<ol style="list-style-type: none"> 1. Strategy published on the college website so that the following audiences can benefit from it: Students, Employers, Parents/Carers, Other Agencies. 2. Greater staff and student awareness in campus conversations. 3. Achievement of all Gatsby benchmarks. 4. Whole staff approach ensuring all benchmarks are successfully met. 	<p>Vice Principal (Student Services)</p> <p>Careers Manager</p>

<p>BM2: 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.</p>	<ol style="list-style-type: none"> 1. Develop Google Classroom for all Tutors to use based on: <ul style="list-style-type: none"> • Self-Assessment • Careers Matching • LMI 2. Parents to have access to Monthly Careers Bulletins linked on the Website 3. Careers Manager to meet with Learning Managers to ensure access/availability of LMI. 	<ol style="list-style-type: none"> 1. Successful integration of Google classroom activity across all three campuses 2. Successful rating in satisfaction parent surveys. 3. Evidence of use of LMI in curriculum areas. 	<p>Careers Manager Directors of Curriculum Learning Managers Teachers</p>
<p>BM3: Addressing the needs of each student – Opportunities for advice and support need to be tailored to the needs of each student. A college’s careers programme should embed equality and diversity considerations throughout.</p>	<ol style="list-style-type: none"> 1. Explore a platform that captures and records each student’s experiences or careers & enterprise activity. 2. Tutorial session to actively challenge stereotypical thinking and raise aspirations among all students. 3. Raise profile of Careers Service 	<ol style="list-style-type: none"> 1. Integration of a digital employability platform that matches/evidences the Gatsby Benchmarks. 2. A Careers activity or presentation is embedded into the careers programme/Tutorial programme. 3. Increased number of careers interactions. 	<p>Careers Manager Head of Student Support Personal Tutors</p>

<p>BM4: Linking curriculum learning to careers - All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ol style="list-style-type: none"> 1. Careers Manager needs to ensure all teaching staff understand the Gatsby Benchmarks and college commitment to them. 2. Discuss inclusion of careers element in lesson observation. 3. During National Careers Week, produce material including a focus on the importance of Maths/English in careers of today. 	<ol style="list-style-type: none"> 1. Greater awareness through campus conversations. 2. Embedding of careers education/opportunities into lesson observations. 3. Embed English/Maths resources that highlight the importance of English/Maths in the World of Work. 	<p>Vice Principal (Student Services)</p> <p>Careers Manager</p> <p>Director of Curriculum</p> <p>Learning Managers</p> <p>Teachers</p>
<p>BM5: 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.</p>	<ol style="list-style-type: none"> 1. Use Google form widely across each campus that captures employer encounters, careers activities and university visits through the curriculum. 2. Meet with Learning Managers to support where needed. 3. Explore an employability platform that captures and records each student's experiences, skills or careers & enterprise activity. 	<ol style="list-style-type: none"> 1. Audit of what activity/encounters have taken place with employers and sharing of good practice. 2. Every curriculum area providing at least two encounters. 3. Integration of tracking system. 	<p>Careers Manager</p> <p>Learning Managers</p> <p>Teachers</p>

<p>BM6: Experiences of workplaces – Every student should have first hand experiences of the workplace through visits, work shadowing and/or work experience.</p>	<p>1. Agree a dedicated week so all 1st year A Level students have the opportunity to go out on placement. (Students that do not go out will have a dedicated Google Classroom and suite of activities that will cover: Self-Assessment, Careers Matching, LMI).</p> <p>2. Full involvement in tutorial sessions in promoting Work Experience to all students at Alton and Havant campuses.</p> <p>3. Careers Manager to meet with Learning Managers where support needed.</p>	<p>1. Increase in total number of work placements across all 3 campuses with all A Level students at Alton and Havant having work placement or undertaking Google classroom activity.</p> <p>2. Session embedded in tutorial programme.</p> <p>3. All Learning Managers supporting and contributing to benchmark.</p>	<p>Careers Manager</p> <p>Learning Managers</p> <p>Head of Student Services</p> <p>WEX Team Leader</p>
---	---	---	--

<p>BM7: 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.</p>	<ol style="list-style-type: none"> 1. SUN Coordinator to keep records of attendance for the Higher Education and Opportunities Fair and other events. 2. Careers Service to promote Open Days and include key dates/Insight Days etc. in the Careers Bulletins. 3. Use a Google form that captures employer encounters, careers activities and university visits through the curriculum. 	<ol style="list-style-type: none"> 1. Increase number of students attending events. 2. Audit of what activity/encounters have taken place with FE and HE sharing of good practice. 3. Every learning area providing at least two opportunities. 	<p>Careers Manager</p> <p>Learning Managers</p> <p>Teachers</p>
<p>BM8: Personal guidance – Every student 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.</p>	<ol style="list-style-type: none"> 1. Fully promote the Careers Service through all means and channels. 2. Use Marketing to create branded resources that can promote the service. 3. Introduce a digital booking system on all campuses where students can book their own guidance appointments. 	<ol style="list-style-type: none"> 1. Increase in number of careers interactions. 2. Branded Careers Service / WEX promotional material 3. An autonomous booking system for Careers Appointments 	<p>Careers Manager</p> <p>Head of Student Services</p> <p>Personal tutors</p>

Appendix 3 - Information and Self Help

Information and self-help material will be made available across HSDC in a variety of ways (Google classroom, SharePoint, notices, posters, visual promotions etc.) and our dedicated support area in the 'Student Hub'. Students will be encouraged to engage informally and formally using the various forms of information.

Information within the College

Students will have access to Information, Advice and Guidance which can support them in their future progression and career journey. This will allow them to make informed decisions about future courses, employment or training options.

- This includes licenced careers software packages such as eClips Online.
- Employability skill training (CV Building, interview skills, application support, work experience, volunteering,) on a 1-1 basis or on request during planned group sessions.
- UCAS and university support including: Research, Apply, Personal Statements, Track, Post Application responding to offers, Student Finance.
- Pre-booked 1:1 guidance interview with a qualified Careers Adviser. Content of the interview is a three-pronged approach whereby the adviser will discuss in-depth the following three key aspects which link to employability:
 1. Exploration – Building a picture of current thinking and situation
 2. New understanding – Finding solutions, deciding goals
 3. Action – What to do to achieve goals
- Accommodating additional needs e.g. if a student requires information in a particular size/colour/format or have accessibility needs, we will endeavour to meet those needs.

Resource	Description
----------	-------------

General Careers:

https://nationalcareersservice.direct.gov.uk/	Provides information, advice and guidance to help make decisions on learning, training and work
https://careerpilot.org.uk/	Helps decision making in choices at 18, routes to different qualifications and job sectors. Career tools to help you decide.
www.icould.com	Features films of people talking about their careers and the route they took
www.careersbox.co.uk	Free online library of careers related films, news and information
https://www.startprofile.com/	Free, online careers platform designed to support future career potential
https://www.allaboutcareers.com/	Career exploration, jobs & advice. One stop site for exploring careers and advice.
https://www.prospects.ac.uk/job-profiles	A-Z of job profiles
www.ucas.com/careers-advice	Explore different careers and pathways, plus job and employment advice
www.targetcareers.co.uk	Explore options for careers, university or apprenticeships
www.hsdac.ac.uk/careers	Labour market information is available on a range of occupations and career routes

Self-Awareness Career Matching:

https://sacu-student.com/?page_id=2850	Free Career Quiz showing Careers, UCAS Courses, FE Courses, Apprenticeships, Labour Market Information, Job Vacancies.
https://icould.com/buzz-quiz/	Short quiz to get you started thinking about your strengths.

https://nationalcareersservice.direct.gov.uk/skills-health-check/home	A set of quizzes and activities designed to help explore skills, interests and motivations.
https://app.startprofile.com/my-profile	Includes an 'About Me' section that explores Interests, Work preferences, Skills and Qualities. Suggests jobs of interest.
https://www.allaboutcareers.com/career-test	A career test that will ask a simple series of questions and then suggest five industry sectors to explore in more detail.
https://www.prospects.ac.uk/planner	Career Planner matching skills, motivations and desires to a career that's perfect.

Appendix 4 – Careers Service Sessions

Careers Programme Section and Session Title	Availability (South Downs and Havant Campuses)	Availability (Alton Campus) – months
GENERAL CAREERS (tutorial programme) General introduction to career routes Challenging stereotypes	Mid Jan – June Mid Jan - June	October Mid Jan - June
EMPLOYABILITY CVs, Application Forms, Workshops/Drop ins Employability Sessions Exploring Careers and Labour Market Information workshops Work Experience session Apprenticeship Session Gap Year / Volunteering	All year All year Mid Jan-June All year April/May/June All year	All year All year All year All year All year All year
HIGHER EDUCATION Higher Education Research UCAS Apply sessions Effective Personal Statements Oxbridge Session Student Finance session	May/Jun – Sept/Oct Sep/Oct/Nov June/July – Sep/Oct/Nov June/Sep Feb/March	Oct/June-Jul/Sep-Nov Jun/Sep/Oct/Nov Feb/Jun/Sep/Oct/Nov Oct/Jan/Mar/May/Jun/Sep Feb/Mar
PERSONAL GUIDANCE Careers 1:1 meeting What Next Progression Talks	All year Feb/Mar/Apr/May	All Year October/June
EVENTS	September – HE Fair November – Personal statements Drop-In sessions March – Student Finance Information Evenings March – Apprenticeship Fair April – UCAS Exhibition	September – Enrichment Fair October – Aspire Launch to Yr12 students November – Student Finance (parents of Yr13) Jan/Feb – HE Information Evening (parents of Y12) February – Trip to Surrey UCAS Exhibition February – Personal Statement Presentations March – Trip to National Apprenticeship Show March – Employment and Apprenticeship Fair June/July – Progression Fair with universities/employers/apprenticeships and gap year providers.