

Careers Education and Guidance Strategy Statement 2021-22

Responsible Senior Manager: Vice Principal Students, Learning & Quality

Effective Date: September 2021

Approved By: Executive Team

Next Review Date: September 2022

The logo consists 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 Students, Learning & Quality • 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 Executive 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, Executive, 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. • Support the College's progression process to enable smooth transition from year to year and ensure students are fully supported onto the right pathway. • Work with the Vice Principal Students, Learning & Quality to oversee the operational implementation of a cross college careers guidance programme for students with relevant and meaningful tutorial sessions. • Provide operational management of the College's careers service and associated staff members. • Lead on the College's annual destinations data. Capturing and analysing student outcomes to support future career programmes. • 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 (Assistant Principals, Heads of Faculty, Programme Leads and Teaching staff & Personal Tutors) • Ensure that career options and relevant labour market information is provided to students as appropriate (Assistant Principals, Heads of Faculty, Programme Leads and Teaching staff & Personal Tutors) • Provide opportunities for students to have encounters with employers at least twice per year (Heads of Faculty, Programme Leads, Teaching staff) • Provide opportunities for students to have encounters with Higher Education and Further Education providers, as appropriate during their course (Heads of Faculty, Programme Leads, 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 (Heads of Faculty, Programme Leads, Teaching staff) • Deliver tutorial sessions to students as prepared by Head of Student Progress
---	---	---

		<p>and feedback where relevant (Teaching staff and Personal Tutors)</p> <ul style="list-style-type: none"> • Raise the profile of the Careers Service to students encouraging students to engage with opportunities provided.
<p>Joint responsibility: Ensure that the College is meeting Gatsby Benchmarks</p>		

The HSDC Careers Lead is Suki Dhesi (Vice Principal Students, Learning & Quality)

The HSDC Careers Team is:

Kate Creswick (Careers Manager)

Kim Small & Sarah Street (UCAS Progression Advisors)

Celine Scott & Jodie Meakin (SUN Progression Mentors)

Anna Campbell, Careers Adviser

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 has a stable, structured careers programme that has the backing of the Executive Team and has an identified person responsible for it.</p> <p>The Careers Programme is published on the HSDC website.</p> <p>The programme is 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 available 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.</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, 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 Adviser 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>	Annual
Parent/Carer Survey	We will carry out a survey to understand how well we meet our students needs and to identify further improvements.	Annual

Appendix 1 – Gatsby Plan 2021/22

Gatsby Benchmark	Action	Success criteria for July 2022	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 reviewed annually by Executive Team, with both Strategic and Operational elements. 2. Raise profile of Gatsby to students and staff. 3. Termly audit of Compass Tool to match progression against benchmarks. 4. Make careers strategy accessible for employers. 	<ol style="list-style-type: none"> 1. Annual strategy published on the college website so that the following audiences can benefit from it: Students, Employers, Parents/Carers, Other Agencies. 2. Careers Manager to provide termly report on Gatsby Benchmarks at Quality Forum. 3. Achievement all Gatsby benchmarks (over 75%). 4. Link careers pages to employer engagement pages on the HSDC webpage. 	<p>Vice Principal Students, Learning & Quality</p> <p>Careers Manager</p> <p>Marketing</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. Embed careers 'Future YOU' programme into annual tutorial plan. 2. Annual update of LMI information on careers pages. 	<ol style="list-style-type: none"> 1. Successful integration of 'Future YOU' activity across all three campuses. Completion of new Careers Resources within the 'Future YOU' site. 2. Evidence of up-to-date LMI on careers intranet page. 	<p>Careers Manager</p> <p>Head of Student Progress</p> <p>Heads of Faculty</p> <p>Programme Leads</p> <p>Teachers</p> <p>Careers Advisers</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. Keep systematic records on each learner’s experiences of career and enterprise activity. 2. Destinations data analysed annually and used to shape the careers service to support all learners. 3. Annual evaluation of SUN engagement activity to ensure support for those least likely to progress on to Higher Education. 4. Increase the accessibility of the Careers Service. 	<ol style="list-style-type: none"> 1. 75% of all students have logged at least one ‘Be Employable’ theme. 90% Level 3 student engagement with ‘Future YOU’ programme. 2. Report on 2020/21 destinations produced with key action points for all learners. 3. Continued 80% student satisfaction on SUN activity. 4. Introduce an online booking service across all campuses with the availability of online, telephone and face to face appointments – to suit the learner. 	<p>Vice Principal Students, Learning & Quality</p> <p>MIS Curriculum Services Manager</p> <p>Careers Manager</p> <p>Head of Student Progress</p> <p>Careers Advisers</p> <p>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. All teaching staff understand the Gatsby Benchmarks and college commitment to them. 2. Careers Team to provide adaptable resources for academic staff to embed within their subjects, highlighting the importance of English and maths for career and updated annually. 	<ol style="list-style-type: none"> 1. Careers Manager to provide a termly report at Quality Forum to update academic staff on Gatsby scores and action points. 2. Updated resources on the importance of English and maths available on careers intranet pages. 	<p>Vice Principal Students, Learning & Quality</p> <p>Careers Manager</p> <p>Learning Managers</p> <p>Teachers</p> <p>Careers Advisers</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. Keep systematic records on each learner’s employer engagement. 2. Provide two+ meaningful employer encounters for each student. Including follow up activities such as Q&A and opportunities for reflection. 3. Suitable capturing of part-time employment and its influence on student development. 	<ol style="list-style-type: none"> 1. 75% of all students have logged at least one ‘Be Employable’ theme. 90% Level 3 student engagement with ‘Future YOU’ programme. 2. Future YOU employer activities evidenced in activities. Successful running of HSDC Careers Fair with additional follow up and reflection activities for 2022. 3. CV writing and competency capturing activities embedded through ‘Future YOU’ activities on new Google Site. 	<p>Careers Manager</p> <p>Manager for Work Based Learning</p> <p>Heads of Faculty</p> <p>Programme Leads</p> <p>Teachers</p> <p>MIS</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>	<ol style="list-style-type: none"> 1. Increase number of filled work placements and/ or work related learning activity. 2. Annual update of virtual resources to support virtual work experience where physical placements are not possible. 3. Work with employer networks to improve opportunities for students. 	<ol style="list-style-type: none"> 1. Successful completion of employer engagement day for A Level students. Increase in physical A Level placements. The overwhelming majority of learners will have had an experience of the workplace 2. Evidence of virtual work experience on careers intranet pages, accessible to all students. 3. Link employer and careers web pages on HSDC website. Careers Manager attend employer engagement boards and meetings. 	<p>Careers Manager</p> <p>Careers Advisers</p> <p>Manager for Work Based Learning</p> <p>Heads of Faculty</p> <p>Programme Lead</p> <p>Work Based Learning Team</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. Keep systematic records on each learner's encounters with Further and Higher Education. 2. Increase varied opportunities with external Further and Higher Education providers. 3. Ensure encounters are meaningful. 	<ol style="list-style-type: none"> 1. 75% of all students have logged at least one 'Be Employable' theme - linked to Further and Higher Education encounters. 2. Exhibitors at Careers Fair to include at least 30+ external providers of both higher and further education. 3. Evidence of follow up and reflection after encounters to include feedback forms and reflection activities. 	<p>Careers Manager</p> <p>Heads of Faculty</p> <p>Programme Leads</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. Continue to increase the number of careers interactions. 2. Update careers involvement in enrolment process 2022 so all students are aware of careers. 3. Introduce a digital booking system on all campuses where students can book their own guidance appointments. 	<ol style="list-style-type: none"> 1. 15% increase in careers appointments attended. 2. All students have a careers interaction through 2022 enrolment process. 3. Fully working autonomous booking system for Careers Appointments, including the ability to book a telephone, online or face to face appointment. 	<p>Careers Manager</p> <p>Careers Advisers</p> <p>Vice Principal Students, Learning & Quality</p> <p>Personal Tutors</p> <p>MIS</p>

Appendix 3 - Information and Self Help

Information and self-help material will be made available across HSDC in a variety of ways (Google Site, 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 Unifrog.
- 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
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
https://www.unifrog.org/	Compare, research, and apply for progression options (university/ apprenticeship/ scholarship)
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 Programme

Careers Programme	Activity dates
GENERAL CAREERS (Tutorial programme) General introduction to career routes Challenging stereotypes Future YOU SUN Guest Speaker Series	September onwards (Introduction of SUN Programme and Careers support through tutorial) All Year October - May
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 All year All year All year All year
HIGHER EDUCATION Higher Education Research UCAS Apply sessions Effective Personal Statements Oxbridge Sessions Student Finance session	Oct/June-Jul/Sep-Nov Sep - Dec / June Sep – Dec / June All year through the Aspire Programme Nov/ Feb/ Mar
PERSONAL GUIDANCE Careers 1:1 meeting What Next Progression Talks	All Year October / March / June
EVENTS Enrichment Fair Aspire Launch to Yr12 students Student Finance (parents of Yr13) HE Information Evening (parents of Y12) Trip to UCAS Exhibitions Personal Statement Presentations Trip to National Apprenticeship Show Employment and Apprenticeship Fair Progression Fair (Universities/employers/apprenticeships and gap year providers)	September October Dec / Feb Jan / Feb February February March March September / June