



South
Staffordshire
College

South Staffordshire College Careers Strategy

| | |
|---------------------------------------|--|
| Reference/version: | V1 |
| Owner: | Careers Coordinator |
| Date Equality Impact Assessed: | December 2022 |
| Next review date: | December 2023 |
| Review interval: | Annual |
| Audience: | All staff, learners, parents & Governors |

South Staffordshire College is committed to offering a planned programme of Careers Education, Information, Advice and Guidance to our learners. As an organisation we have high aspirations and celebrate creativity, difference, and diversity of all the people we support. We aim to enhance, enrich and develop their lives by empowering them to make the most of opportunities within and beyond curriculum.

The aim is to ensure that learners are prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our learners have both the aptitude and skills to effectively communicate and add value within the workplace and their local community.

We work in partnership with the Stoke and Staffordshire Careers Hub and the Careers and Enterprise Company to ensure all learners develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience. We do this by following the **8 Gatsby Benchmarks framework** to deliver Matrix accredited guidance by experienced staff; evidence shows that good career guidance in college supports learners to develop an understanding of the world of work. We believe this has become even more important as a result of the Covid-19 pandemic.

1. **A stable career programme** - to prepare learners for the opportunities, responsibilities and experiences of later life so they can make well informed decisions about education, training, apprenticeships and employment options.
2. **Learning from careers and labour market information** - providing learners with detailed information about progression routes, relevant courses, digital skills, employers and useful networks strengthens their capacity to make effective choices and transitions
3. **Addressing the needs of each pupil** - the careers programme should actively seek to challenge stereotypical thinking, raise awareness and recognise barriers to improving social mobility and raising aspirations to maximise learners' life chances.
4. **Linking curriculum learning to careers** - learners are 18 times more likely to be motivated to learn if their tutors make their course more relatable and relevant to everyday and working life.
5. **Encounters with employers and employees** - learners should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Research shows by the Education and Employers Taskforce suggest that a young person who has four or more encounters is 86% less likely to be unemployed, or not in education or training, and can earn up to 18% more during their career.
6. **Experiences of workplaces** - every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience so they are well prepared for the workplace involvement they are about to have
7. **Encounters with further and higher education** - all learners should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in colleges, universities and the workplace.
8. **Personal Guidance** - every learner should have opportunities for careers guidance with a career advisor– a career advisor can be internal or external provided they are trained to an appropriate level.

Aim of the Careers Programme:

To encourage and empower learners of all ages to explore the full range of options available to them after their chosen course of study ends.

Objectives of the Careers Programme:

- To give learners the opportunities to explore the various options available to them, for example, university/apprenticeship/employment/next level of course - this includes our 14-16 learner cohort
- To reduce the risk of learners becoming NEET (Not in Employment, Education or Training) through an effective referral process between curriculum and the career team, and by working with other providers
- To ensure that learners understand University entry requirements and how to write an effective UCAS application and personal statement
- To support learners to successfully apply for a place at university, if applicable
- To support learners to successfully apply for their next level course of choice, if applicable
- To support learners to successfully apply for an apprenticeship vacancy via the National Apprenticeship Service (NAS), if applicable
- To ensure that learners have exposure to a wide range of meaningful encounters with employers and employees to help them make informed decisions on various routes/options available to them
- To ensure learners have the opportunity to practice interview techniques for university, apprenticeship and job applications
- To enhance the personal development of learners' characteristics via the college tutorial programme to increase their confidence, resilience and knowledge so they can reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others

The college offers differentiated support for learners including those with Special Educational Needs and Disabilities (SEND)

Learners with SEND have access to specialist impartial advice and guidance about education, training and employment opportunities, as well as specialist provision.

| Careers Programme Objective: | Careers Activity Programme: | Outcomes for Learners: |
|---|--|--|
| To give learners the opportunities to explore the various options available to them, for example, | <ul style="list-style-type: none"> ▫ 1-1 career referral ▫ Open events ▫ Interviews | <ul style="list-style-type: none"> ▫ To explore the full range of options available to them – <i>further FE study</i> |

| | | |
|--|---|---|
| <p>university/apprenticeship/employment/next level of course</p> | <ul style="list-style-type: none"> ▫ Taster Days ▫ A Level/GCSE day guidance ▫ Enrolment ▫ Right Choice Interview ▫ Induction employer encounters ▫ National Apprenticeship Week ▫ National Careers Week ▫ Work experience/work placement ▫ Work experience unit as part of study programme ▫ Progression tutorial ▫ Exit tutorial ▫ College website ▫ MySSC app | <p><i>programme/apprenticeship/ work or training</i></p> <ul style="list-style-type: none"> ▫ To be prepared to make individual choices regarding their next steps, which are best suited to them through a comprehensive tutorial programme of personal development ▫ To successfully apply for a place at either university/Further Education provider/apprenticeship vacancy/apply for a job ▫ To have exposure to a wide range of meaningful encounters with employers and employees to ensure accurate LMI (labour market information) to help them make informed decision on the qualifications and skills required for their next steps |
| <p>To reduce the risk of learners becoming NEET (Not in Employment, Education or Training) through an effective referral process between curriculum and the career team, and by working with other providers</p> | <ul style="list-style-type: none"> ▫ Curriculum/careers referral process ▫ Working with external providers, for example Entrust ▫ Swap Don't Drop initiative ▫ A Level/GCSE day guidance ▫ Right Choice Interview ▫ Withdrawal calls ▫ January course starts ▫ Step up programmes | <ul style="list-style-type: none"> ▫ To reflect and question career pathways to ensure it is the most suitable option ▫ To consider other internal and external pathways |
| <p>To ensure that learners understand University entry requirements and how to write an effective UCAS application and personal statement</p> | <ul style="list-style-type: none"> ▫ UCAS PowerPoint ▫ UCAS information booklet ▫ Personal Statement writing workshops ▫ 1-1 career referral | <ul style="list-style-type: none"> ▫ To understand what entry requirements are needed for their course of interest ▫ To understand how to write an effective, high quality UCAS |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> ▫ 1-1 tutorials ▫ Student Finance England workshops ▫ MySSC app | <p>application and personal statement to increase their career opportunities</p> |
| <p>To support learners to successfully apply for a place at university, if applicable</p> | <ul style="list-style-type: none"> ▫ 1-1 career referral ▫ Tutorials ▫ UCAS PowerPoint ▫ UCAS information booklet ▫ MySSC app | <ul style="list-style-type: none"> ▫ To explore and consider several universities to find the most suitable option ▫ To understand how to write an effective UCAS application and personal statement to increase their career opportunities |
| <p>To support learners to successfully apply for their next level course of choice, if applicable</p> | <ul style="list-style-type: none"> ▫ 1-1 career referral ▫ 1-1 tutorials ▫ Progression tutorial ▫ Exit tutorial ▫ Open events ▫ College website ▫ A Level/GCSE day guidance ▫ MySSC app | <ul style="list-style-type: none"> ▫ To understand how to complete a course application and the enrolment/induction process |
| <p>To support learners to successfully apply for an apprenticeship vacancy via the National Apprenticeship Service (NAS), if applicable</p> | <ul style="list-style-type: none"> ▫ 1-1 career referral ▫ 1-1 tutorials ▫ Progression tutorial ▫ Exit tutorial ▫ Apprenticeship IAG enquiry ▫ MySSC app ▫ A Level/GCSE day guidance ▫ College website | <ul style="list-style-type: none"> ▫ To understand how to write effective apprenticeship vacancy applications to increase their career opportunities ▫ To practice interview techniques in advance of apprenticeship interviews to be better prepared for actual interviews |
| <p>To ensure that learners have exposure to a wide range of meaningful encounters with employers and employees to help them make</p> | <ul style="list-style-type: none"> ▫ Induction employer encounters ▫ Enrichment employer encounters ▫ Work experience/work placement ▫ National Careers Week ▫ National Apprenticeship Week | <ul style="list-style-type: none"> ▫ To understand how to write effective job applications to increase their career opportunities ▫ To gain an understanding of the local labour market in relation to careers |

| | | |
|---|--|---|
| <p>informed decisions on various routes/options available to them</p> | <ul style="list-style-type: none"> ▫ Freshers Fairs ▫ Volunteers Fairs | <ul style="list-style-type: none"> ▫ To learn about different career pathways, including T levels and apprenticeships, local training providers, FE colleges and universities ▫ To plan forward, and subsequently, reflect on the learning experience during a work experience placement, whether this is virtual or face-to-face |
| <p>To ensure learners have the opportunity to practice interview techniques for university, apprenticeship and job applications</p> | <ul style="list-style-type: none"> ▫ National Careers Week ▫ National Apprenticeship Week ▫ Enrichment employer encounters ▫ Work experience/work placement | <ul style="list-style-type: none"> ▫ To practice interview techniques in preparation of university, apprenticeship, job or course interviews to increase their career opportunities |
| <p>To enhance the personal development of learners' characteristics via the college tutorial programme to increase their confidence, resilience and knowledge so they can reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others</p> | <ul style="list-style-type: none"> ▫ Tutorial programme ▫ Induction programme ▫ Pastoral support via mentoring/safeguarding service ▫ Learning support from Progression Coaches and Learning Support Assistants ▫ 1-1 career referral ▫ 1-1 tutorial ▫ Employer encounters ▫ Volunteers Fairs ▫ Freshers Fairs ▫ MySSC app ▫ Enrichment activities ▫ National Careers Week ▫ National Apprenticeship Week ▫ Tasters Days | <p>To develop the following personal development skills:</p> <ul style="list-style-type: none"> ▫ Communication ▫ Interpersonal ▫ Organisational ▫ Problem solving ▫ Self-confidence ▫ Adaptability ▫ Resilience ▫ Work ethic ▫ Responsible ▫ Respectful ▫ Integrity |

The Careers Leaders at South Staffordshire College are:

Jo Simms, Careers Coordinator joanna.simms@southstaffs.ac.uk

Ali Hanson, Learner Services Manager ali.hanson@southstaffs.ac.uk

If you are a current South Staffordshire College learner and would like to speak to a career advisor, you can either speak to your tutor about making a referral or self-refer by completing the referral form on ProPortal

If you are a potential student or parent with any queries relating to careers guidance at South Staffordshire College, please email careerguidance@southstaffs.ac.uk or call 0300 456 2424

If you are an employer and would like to speak to someone regarding opportunities to support our Careers Programme; by providing employer encounters, work experience/placements or other career-related activities, please email careerguidance@southstaffs.ac.uk or call 0300 456 2424

If you are a school and you would like to work with us on careers related activities or invite us to attend a school careers event, please contact karen.burley@southstaffs.ac.uk

