

GET THERE FROM HERE

**Bishop
Auckland
College**

STUDENT PROGRESSION:

Intent, implementation and impact framework

2022-23



**STUDENT
PROGRESSION
HUB >>>**

ASSOCIATION OF COLLEGES
BEACON AWARDS
2022/23
**HIGHLY
COMMENDED**

swdt
South West Durham Training

 **durham
gateway**

Student Progression:

Intent, implementation and impact framework 2022-23

Action to be performed:

Develop a careers education intent framework that promotes a collaborative approach between the Student Progression Team, Group Tutorial and employability skills development provided by Learning Coaches, underpinned by Gatsby benchmarks, Career Development Institute (CDI) Framework and UN Sustainable Goals.

Planned development / improvement:

Intensive support for students with CEIAG, work placements and employability skills development, preparing students for future success in education or employment leading to a sustainable positive destination.

Overall Careers Education Programme Intent:

The careers education programme, which is embedded through curriculum areas via group tutorials enables students to make informed choices and decisions about their career aspirations throughout their learning journey at Bishop Auckland College and SWDT, allowing students to progress successfully into sustainable positive destinations.

STUDENT PROGRESSION • IMPACT CASE STUDY

JESS WARD



Nail Technician Assistant,
Elegant Nails by Garn, Crook

"I loved my courses at college and the tutors taught me so many practical skills and techniques, preparing me for the world of work as a Nail Technician. My tutors and the Student Progression team helped me so much to prepare for my career and I am very grateful for this opportunity."

INTENT

What will our students experience throughout their careers education programme?

We term this 'FMAB'

- **F**acilitation – helping students to locate suitable and realistic opportunities and make applications to a range of potential destinations, including further study in FE or HE, apprenticeships, traineeships, internships, part-time and full-time employment
- **M**entoring – providing individualised support with CVs, applications, preparing for interviews and additional training needs
- **A**dvocacy – working with the College apprenticeship team and external organisations to advocate for individual students and maximise their chances of securing a sustainable positive destination
- **B**rokerage – understanding the labour market needs of target destination organisations, as well as the skills and potential of individual students, in order to broker sustainable positive destinations

Through the Student Progression 'FMAB' service, students will receive the following:

- We aim to transform the life chances of every student, helping them to progress into fulfilling careers and contribute to the productivity of our local economy.
- Access to careers education from pre-entry throughout their student journey – learning that is linked through their curriculum provision and personalised one to one support.
- Unbiased careers advice and support from a qualified and experienced Progression Coach (CEIAG Specialist).
- Working with students and parents/carers through our unique personalised service, finding out what motivates them, their career aspirations and supporting students to progress towards a bright future.
- Staff who are committed and passionate about helping students develop as they make key decisions and prepare for their future pathways.
- A varied and staged approach to the exploration of career pathways and the development of employability skills across the curriculum and at key decision points, to ensure that students have the essential skills to be work ready.
- A careers curriculum that is aspirational, ensuring all students are aware of the possibilities open to them, delivered through a range of enrichment and extra-curricular opportunities.
- Extensive support for students and parents/carers to ensure students are best prepared for their future choices to maximise potential.
- Tracking of students' career aspirations and progress towards achieving these goals via a personalised career plan.
- Access to up to date local and national Labour Market Information (LMI) to help students plan their future career.
- Promotion of the rights and responsibilities of both employers and employees, helping students to develop the appropriate attitudes and values required to become work ready.
- Build students' self-esteem and provide support to develop both confidence and resilience to aim high and attain their career aspirations.

Why do we want this? We want our students to:

- Know their skills and strengths.
- Work towards independent living and working.
- Have hope and optimism, adaptability and resilience.
- Have access to, and engagement in employer engagement (work placement, voluntary and paid).
- Learn and make progress so they can thrive and experience success in their future pathways.
- Pursue and value their own wellbeing and happiness through their chosen career path.

IMPLEMENTATION

How will we deliver this? Meeting the 8 Gatsby Benchmarks:

B1. A stable careers programme

Students will be aware and have access to a fully embedded career education and guidance programme that is known and understood by students, parents/carers, teachers, employers and other agencies. The Student Progression Team and Group Tutorial Learning Coaches offer a comprehensive careers group tutorial schedule for all full-time students across the College Group. We will provide clear and direct evidence of the positive impact of how this engagement benefits students and ensure continuous and sustained improvement through robust destination data, self-assessment report (SAR), student surveys and the Compass (Gatsby benchmark) survey.

B2. Learning from career and labour market information

Students and their parents/carers will have access to good quality information about future study options and labour market opportunities with the support of a Progression Coach (CEIAG Specialist). We will prepare students for future success in education, employment or training by providing unbiased information about potential locally relevant careers guidance and opportunities for encounters with the world of work, ensuring staff engagement with students, employers, parents and the local community/ economy is very effective.

B3. Addressing the needs of each student

Students will have access to career guidance throughout their study programme, tailored to their individual needs and embedding equality and diversity considerations throughout. We will ensure that participation is very high within career group tutorials, particularly among those from disadvantaged backgrounds, and all benefit from CEIAG opportunities and experiences.

We will ensure that all students, including disadvantaged students and those with EHCPs or inclusion needs complete a personalised career plan and receive the information, advice, guidance and support to achieve their next steps to progress to a sustainable positive destination.

B4. Linking curriculum to learning

Tutors and Learning Coaches will link their curriculum teaching and learning with careers, including courses which are not specifically occupation-led and highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes will also reflect the importance of Maths and English as a key expectation from employers.

We will construct a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities, designed to give students, particularly the most disadvantaged, the knowledge and skills they need to succeed in life. Tutors will have expert knowledge of the subject(s) they teach and the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

B5. Encounters with employers and employees

Students will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, careers fairs, work placements, volunteering and students’ own part time employment.

B6. Experiences of workplaces

Students will have first-hand experiences of the workplace through employer visits, work shadowing and external work placement to help their exploration of career opportunities and expand their networks.

B7. Encounters with FE and HE

Students will understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes in schools, colleges, universities and in the workplace.

B8. Personal guidance

Students will have the opportunity for one-to-one personal guidance with a qualified and experienced Progression Coach (CEIAG Specialist) including access to a Level 6/7 Progression Coach. Appointments will be available whenever significant study or career choices are being made and are timed to meet students’ individual needs. We aim for every full-time student to have at least two Careers Guidance one-to-one interviews by the end of their study programme. Personal guidance sessions will also be incorporated at selected times during the careers group tutorial programme.

STUDENT PROGRESSION • IMPACT CASE STUDY



KELLY KYLE



Teaching Assistant,
Parkside Academy, Willington

“The Student Progression team were amazing! It was quite daunting changing career, and having not had an interview for many years, I was so grateful for the support I was offered. I had regular appointments in the Student Progression Hub which were flexible to fit around my apprenticeship. The advice and guidance that the team provided me helped me so much in my job search skills and preparing for interviews. The staff are wonderful and so welcoming!”

STUDENT PROGRESSION • IMPACT CASE STUDY



NIKKI BEASTON



Sports Leader,
Gateway North East

“During my time at college, the Student Progression team supported me with my work placement and developing my career skills which gave me lots more confidence and made me ready for employment. I love my new job as it allows me to change the lives of others so they become active members of their community.”

Summary of key points:

How will we deliver this?

Students will have access to:

- An aspirational careers education programme throughout their student journey and this will be routinely monitored and evaluated to ensure it is fit for purpose.
- A personalised career plan.
- Careers one-to-one appointments.
- Experiences of different workplaces and environments.
- Meaningful encounters with the world of work.
- Careers fairs and skills workshops.
- Opportunities for external work placements.
- Industry speakers.
- Work related trips.
- University trips.
- The world of work embedded within their study programme.

IMPACT

What is our expected impact?

Students will:

- Develop, flourish and progress into a sustainable positive destination including employment, apprenticeships, higher or further education.
- Have received experience of a wide range of careers and work-related opportunities so they are best placed to make informed decisions about their future choices.
- Develop the skills needed to be employable through nurturing each individual's unique talents, circumstances and aspirations.
- Know the value of having sustainable employment in their lives.
- Understand the term Labour Market Information (LMI) and can apply their knowledge and understanding to LMI data and career pathways, using relevant theories and research to support their career goal.
- Know that they have a valued and important part to play in the world in which they live and are motivated to contribute to society in a way which best suits their interests and skills.
- Know about and make use of the range of CEIAG support and advice that is available to them in order to support their choices and decision making as they progress from their College course.
- Have an increased sense of confidence, following experience of work-related tasks both internally and externally.
- Communicate and record information clearly and accurately, using appropriate terms and in a range of ways such as applications for employment, CVs and interview techniques.
- Have high aspirations and expectations regarding positive destinations and be able to investigate and evaluate the future opportunities in their chosen career path.
- Have comprehensive knowledge and understanding of the key themes delivered through careers group tutorials.

Careers Group Tutorials 2022-23

Key themes:

Introduction to the Student Progression team

Introduction to personal guidance

How to research your career ideas and employment opportunities

Labour Market Information (LMI)

Green Careers Week

Best job search tools

Christmas temp jobs

Skills and Qualities

How to match your skills and qualities to a vacancy

CVs and cover letters

Interview techniques

Branding yourself for employment

Apprenticeship Week

Payslips explained

National Careers Week

Volunteering

Jobs of the future

How to start your own business

The benefits of Higher Education

How to find an apprenticeship

Progression options

Labour Market Information (LMI) update

Student Progression Team – Information, Advice and Guidance regarding next steps and progression



**STUDENT
PROGRESSION
TEAM...**

careers@bacoll.ac.uk
01388 443059

Bishop Auckland College
Woodhouse Lane
Bishop Auckland
County Durham
DL14 6JZ

01388 443000

bacoll.ac.uk

start@bacoll.ac.uk

