

Morley College London Careers Plan

Context

The College has a responsibility to offer a Careers and Education Programme for our students under the age of 18 and those students aged up to 25 with a current Education, Health and Care Plan in place. We also recognise the importance of offering an accessible careers programme to our students aged above the age of 18 as part of their wider student experience.

As set out in the recent [Careers Guidance and Access for Education and Training Providers](#), we benefit from working with [The Careers & Enterprise Company](#) in developing our Careers Programme. This facilitates that we can review our current provisions in relate to careers and build an action plan.

We measure the effectiveness of the service against the [Gatsby Benchmarks](#) and this underpins the careers activity of the College. The benchmarks allow us to map our progress with a goal of fully meeting the framework by the start of 2022 academic year.

The eight Gatsby benchmarks of Good Career Guidance 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 higher education
8. Personal guidance

Who is responsible for the Careers Plan?

The responsibilities of meeting the benchmarks and providing the careers education across the college are shared across curriculum and Student Services. Student Services have worked with designated Curriculum Heads in the Chelsea and North Kensington centres in ensuring we are effectively working towards or achieving each Gatsby Benchmark. The Careers Plan has the backing of the College's Senior Leadership Team and Governing Body.

What are the Aims & Objectives of the Careers Plan?

Aims & Objectives

- To ensure that every student will leave Morley College prepared for life in modern Britain
- To provide a structured programme of teaching and learning that allows each student to develop the necessary values, skills and behaviours for life
- To ensure students receive a rich provision of extra-curricular and work related learning activities that develop a range of character attributes, such as resilience and aspiration, which underpin success in education and employment
- To provide access to high quality, independent careers guidance that helps students emerge

from college as rounded individuals and ready for the world of work

- To ensure all students will be well-informed when making subject and career decisions
- To provide a variety of opportunities to all students for engaging with employers, universities and other education providers to experience a working environment during their time at Morley College
- To provide resources and information that allows parents to support their children in making informed choices

Who can access the support and when?

The careers support we offer to students runs from the moment a student expresses an interest in a course through to them completing their course with us. Curriculum actively do outreach work in schools in introducing not only our courses but also the careers attached to these course. All

students are individually interviewed for Study Programmes where students' motivations for their course of study is explored and this links to their future aspirations.

The role of the Student Services Team

The Careers Education, Information Advice and Guidance (CEIAG) team sits within Student Services and will be comprised of two qualified careers professional. The service is available to all students and prospective students by prearranged appointments following a student or tutor referral. The CEIAG team are responsible for disseminating information on learning and work opportunities to students, and the pathways to them. This is done by targeted email newsletters and a presence on My Day that is being developed.

The team develop and deliver workshops as part of the tutorial programme aimed at enhancing the employability skills of our students through workshops on; CV's, Interview skills and understanding the job application process, as well as a specific workshop around Apprenticeships as part of National Apprenticeship Week in February. The CEIAG run the Higher Education Progression event in October. This cross college event incorporates information on Apprenticeships as an alternative to the traditional University route. They offer individual support to students with their UCAS application alongside group workshops related to this.

Careers in the classroom

Careers education is integrated into the delivery of a student's subject teaching. While these activities are largely facilitated by teaching and lecturing staff in each curriculum area, they are complemented and are supported by the work of the CEIAG team. These activities involve the presentation of careers information to help students develop a better understanding of different occupations in a vocational area, and what they need to do in order to pursue these opportunities. Curriculum link with local or national employers to offer students exposure to meeting employers related to their chosen vocational area. Students may also have opportunities to learn about further study options, with teaching and lecturing staff arranging and facilitating talks by local universities and apprenticeship providers which complements the HE Progression event that Student Services run in October.

Work Experience

Morley College's Work Experience Programme seeks to assist the College in its joint aims of providing opportunities for all students to learn and achieve, and promote their social and cultural development, preparing all students for the opportunities, responsibilities and experience of life. This is achieved by providing all students with the opportunity to learn about work, learn through

work and learn for work. All students on appropriate study programmes complete a relevant work experience placement. (If work experience is not possible due to restrictions then work-related projects or virtual work experience will be offered.)

Responsibilities of Students

- Be actively involved in and take ownership of their progression planning and career development
- Attend punctually all planned Progress and Support sessions, one to one appointments and CEIAG activities
- Work co-operatively with staff and fellow students, respecting the views of others and the principles of equality and diversity

How we meet the Gatsby Benchmarks

Gatsby Benchmark	Quality Measure	Detailed Measurable	Current Situation	Action Point	Responsible / timeframe
1-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, employers and other agencies.	Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the College's website in a way that enables students, parents, college staff and employers to access and understand it.	The careers plan is being delivered to SLT in October and presented to Governors in November Board meeting. Will then be posted on website. The Head of Student Services who has a Level 6 CEIAG qualification.	Scheduled dates to be set on the review the plan annually.	Head of Student Services June 2022
2-Learning from Career and Labour Market Information	Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market	During their study programme all students should access and use information about career paths and the labour market to inform their own decisions on study options.	A schedule of emails is sent to students and parents during the year around latest Labour Market Information. During 1-1 appointment with	To develop resources to meet the needs of new Curriculum areas across centres.	CEIAG Team Resources reviewed March 2022

	opportunities. They will need the support of an informed adviser to make best use of available information	Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the students in their care.	Careers Adviser students are given Labour Market Information to support their future decisions when necessary		
3-Addressing the needs of each student	Students have different career guidance needs at different stages. 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>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All students should have access to these records to support their career development. Colleges should collect and maintain accurate</p>	All students are interviewed before their course where their Career Aspirations are discussed to ensure they are in line with their chosen course.	<p>To load all the records of careers interventions and engagement with Employers on Etrackr</p> <p>Tutors to use Careers Actions plan to inform individual discussions in tutorials</p>	<p>Curriculum areas and CEIAG team</p> <p>Ongoing</p>

		data for each student on their education, training or employment.			
4-Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations. Fusion Skills of Connectivity, Community, Ethics, Buoyancy and Pride are embedded across the Study Programmes where these skills are linked to the world of work.	Centre Principals in Chelsea and North Kensington have identified Heads of Curriculum who have responsibility for leading on this. Most tutors are current or former professionals within their subject area CEIAG team support with workshops in class		Curriculum Heads
5-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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists.	Every year, alongside their study programme, students should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what	Guest speakers from industry deliver talks regarding progression into employment. These are arranged by both curriculum and CEIAG team and can be adapted to virtual talks if required The Creative Agency in Chelsea gives students direct exposure to employers and to work on projects with professional briefs.	All encounters with employers to be updated in Etrackr to record encounters and students to have access to these.	Curriculum Heads



		<p>work is like or what it takes to be successful in the workplace.</p> <p>Colleges should record and take account of students' own part-time employment and the influence this has had on their development.</p>			
6-Experiences of workplaces	<p>Every student should have first hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>By the end of their study programme, every student should have had at least one experience of a workplace, additional to any part time jobs they may have.</p>	<p>Students go on work experience as part of their study programme at college</p> <p>Childcare and Healthcare students go on placement as part of their course to gain their qualification</p>	<p>Work experience to uploaded onto Etrackr and centre log kept</p>	<p>Curriculum Heads</p>
7-Encounters with further and higher education	<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 should have had a meaningful encounter* with a range of providers of learning and training that may form the nextstage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.</p> <p>*A 'meaningful encounter' is one in which the student has an</p>	<p>Higher Education institutions invited to attend the annual HE Fair, this year this will include presentation from a Apprenticeship provider</p> <p>Tutorials on Apprenticeship as part of National Apprenticeship week in February</p>	<p>Progression event in October with HE providers delivering as well as an Apprentice provider.</p>	<p>CEIAG Team</p>



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		opportunity to explore what it is like to learn in that environment.			
8-Personal Guidance	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet individual needs.</p> <p>* The College should ensure that access to a level 6 adviser is available when needed.</p>	Every student should have at least one such interview by the end of their study programme	All students have a 1-1 scheduled intervention with a Level 6 Qualified Careers Adviser as part of their course	Intervention to be loaded onto ETrackr – Linking to personal tutorials.	CEIAG Team