Progression, Careers and Work-Related Learning Policy

The College works to ensure that it reaches the expectations as set out in the DFE guidance papers **'Careers Guidance: Guidance for further education colleges and sixth form colleges 2018'** and **'Careers Guidance and access for education and training providers 2018'**

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Policy Statements

The College recognises that:

1. Inspiring, informing and supporting young people at this age is especially important now that young people have to stay in education or training for longer. Pupils who left year 11 in summer 2014 or beyond are now required to continue to participate until at least their 18th birthday.

2. We have a duty to notify local authorities, or the service provider of the local authority, whenever a 16 or 17 year old leaves an educational programme at the College before programme completion.

3. We need to work with local authorities to ensure that students in their first year of post-compulsory education have received a suitable offer, under the September Guarantee

4. A key aspect of the 16-19 study programme is the provision of work related learning opportunities, and for BTEC vocational students, the provision of realistic and relevant work experience placements. We connect with the wider business community to identify speakers from business, student mentors and offer relevant work experience placements.

5. We understand the importance of obtaining and analysing destination measures data to assess our success in supporting students to take up education, employment or training which offers good long term prospects. This data can also be used to compare our performance with those in other areas.

6. We have a duty to secure access to independent and impartial careers guidance which is presented in an impartial manner and includes information on the range of education or training options, including apprenticeships and other vocational pathways that will promote the best interests of the students to whom it is given.

7. All students are entitled:
   - To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

- To understand how to make applications for the full range of academic and technical courses.

8. We have a duty to ensure that we meet each of the Gatsby Benchmarks:
   1. A stable careers programme
   2. Learning from career and labour market information
   3. Addressing the needs of each student
   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

Impartial and Independent Careers Guidance

The College aims to ensure that we have secured access to independent careers guidance. This forms part of our sixth form college funding agreements.

The College aims to ensure that and advice and guidance provided will:

- ***Inspire and inform young people about the full range of education, training and employment opportunities available to students***

- ***Be provided in an impartial manner, and***

- ***Promote the best interests of the student to whom it is given***

The College does this through:

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into college and speak to students and/or their parents/carers.

(What we do and some past examples)

- A range of speakers from Higher Education and the workplace
- Independent university and financial support advice for parents, led by visiting speakers
- Inspirational speakers sourced through 'Speakers for Schools' and 'Inspiring the Future'
- Independent employer careers talks on CV writing and career management
- Workplace visits
- Funded trip to the Apprenticeship Roadshow
- High quality work experience placements
- In house HE and career fair (including University, careers, vocational options and apprenticeships)
- External HE fair; students are encouraged to attend the UCAS Convention
- Creative independent advisory online programme – Fast Tomato
- Students attend university open days, taster events and lectures
- Alumni days
- Trips abroad – Most recently to Lanzarote and Paris where students practised language skills
- ESOL students focus on the language of work, reading real life job adverts, interview role plays, cv writing and writing job applications

- Students are advised to use the National Careers Service, this is advertised throughout the College
- Working with U Explore to support with the progression of students within the RONI category in Year 11
- A Careers Department with full time staffing enabling students to access personalised advice at all times.

Management of provider access requests

Procedure
A provider wishing to request access should contact Sarah Williams, Student Progression Coordinator, Telephone: 01483761036, email swi@woking.ac.uk

Premises and facilities
The College will make the theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The College will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with a member of the Progression Team.

Providers are welcome to leave a copy of their prospectus or other relevant course and employer literature in the Careers Office. The Careers Office is open to all students from 8:30-16:00 each day.

Raising of the Participation Age

The College takes seriously its duty to notify local authorities, or the service provider of the local authority, whenever a 16 or 17 year old leaves an educational programme at the College before programme completion.

The College has a data sharing agreement with Surrey and data is transferred in accordance with this agreement.

In addition, at the end of every two months, the Registrar sends Surrey County Council a list of our early leavers.

Work-related Learning

The College ensures that all students complete work-related learning as a core aspect of their 16-19 study programme.

The College does this through:

(What we do and some past examples)

- A range of speakers from the workplace, including local, national and international businesses such as Capgemini, KPMG, CGI, the Police, McLaren, Surrey County Council.

- Inspirational speakers sourced through 'Speakers for Schools' and 'Inspiring the Future' from international businesses such as Proctor and Gamble.

- Independent employer careers talks on CV writing and career management from recruitment agencies and employers, such as Barclays Life Skills.

- Workplace visits, for example, to the Pirbright Institute and RSM

- High quality work experience placements for BTEC students. All students are encouraged to take part in work experience.

- The promotion of SATRO club opportunities, such as work placements, for our science students.

- Trips abroad – Recent trips include Paris, Lanzarote, Florence, Salamanca and Venice where students practised language skills and spent time with the local police force

- ESOL students focus on the language of work, reading real life job adverts, interview role plays, cv writing and writing job applications

- Students take part in work taster competitions: Including: McLaren, Young Engineer of the Year, Physics Olympiad, Cambridge Physics Challenge, Chemistry Olympiad, Cambridge Chemistry Challenge, Biology Olympiad, Computing Olympiad, Computing Beaver Challenge, Oxford Medical School Gazette Essay Competition.

- Work related learning is embedded into all aspects of college life, including:
- The tutorial system for all year groups focuses on the various progression routes available with dedicated sessions on employability.
- BTEC courses in IT, Law and Health and Social Care include units on each of the professions, professional standards and employability
- ESOL students focus on the language of work, reading real life job adverts, interview role plays, cv writing and writing job applications

Work Experience

All students are invited to undertake work experience.

The College recognises the importance of facilitating realistic and relevant work experience opportunities for all BTEC vocational learners.

Learners are introduced to the importance of work experience in their Year 11 interview. This is also made explicitly clear at enrolment, when each vocational student is given a letter about work experience. Parents are encouraged to support the College through offering placements, where appropriate and possible.

The College particularly targets its students on Level 3 Year 1 of a vocational programme, to ensure that across the duration of their study programme, the number of work experience opportunities are maximised. Students at Level 2 will undertake a placement in the first year of their Level 3 studies.

As part of Woking College's commitment to ensuring that all students on Year 1 of a BTEC Level 3 programme undertake a Work Experience placement, there are two dedicated cross-college weeks allocated for work experience placements (in February and June). Students who do not undertake a placement in February become a focus for their teachers in the period leading up to the second week of placements.

The Work Experience Coordinator manages the administration and checks of work experience placements, in accordance with established safeguarding procedures and risk assessments procedures.

Woking College deems work experience as a critical aspect of vocational 16-19 study programmes. Therefore, the percentage proportion of Level 3 Year 1 students who undertake a work experience placement will be reflected in the departmental SAR, as a contributory grade 'vocational learning through work experience'. This will be graded as either 'Outstanding', 'Good' or 'Requiring Improvement'. If the proportion of work experience placements is 'requiring improvement' the overall departmental grade may be limited in the subsequent quality cycle, if remedial action is not taken to address the lack of students undertaking a work placement.

Gathering Destination Data

We understand the importance of obtaining and analysing destination measures data to assess our success in supporting students to take up education, employment or training which offers good long term prospects. This data can also be used to compare our performance with those in other areas.

Destination data is collected through UCAS Adviser Track which allows us to collate data for our university applicants, including a breakdown of subject area and destination university and a comparison of the college data with other comparable institutions.

Destination information for students who have not applied to university is collected in September by telephone and email. All students who have not applied to university are contacted and our records are updated. This process is completed by October.

Our destination data cross references data from various sources including actual grades, previous school, and information on protected groups. This information is then passed along to individual department areas to assist in their planning. The Careers Department use the information to plan speakers, events and trips and to target areas for further development.

The overall information is then carefully broken down to analyse whether any protected groups require specific support, encouragement or whether additional knowledge is required. An action plan for the following year is subsequently set.

UCAS application processes

The UCAS application process begins in June during the Progression Conference. All students create log-ons and are encouraged to research the variety of courses and universities/providers available. Dedicated time for supporting UCAS applications and personal statements is provided through the tutorial session as well as one to one meetings with Progression Advisers.

A rigorous checking procedure is in place to ensure accuracy of all applications: The Personal Tutor gives out checklists to students who are in the process of completing their UCAS forms. The student completes and prints off completed UCAS application form. The student gives the form and completed checklist to their tutor for checking. The Personal tutor checks form to make sure all sections are complete and accurate. The Personal tutor adds the completed reference (with predicted grades) to the UCAS form and attaches a final copy to the application form before signing and dating the checklist. The student may now 'Pay and Send'. Please note this does not yet go to UCAS. The student must now take the final copy of the checklist, application form and reference to a Progression Adviser for final checks. If the form is all correct, the Progression Adviser will send the form electronically to UCAS.

For the subject references 'Instructions for Teachers' please see Appendix 1.

Advertising Opportunities (Employment, sponsored degrees, apprenticeships)

Career opportunities such as employment, sponsored degrees and apprenticeships are advertised to students and parents in a variety of formats.

1. Use of careers bulletin, moodle and twitter pages to promote jobs, apprenticeships, sponsored degrees and career events. Both moodle and twitter are advertised to parents through the parental newsletter and at the parents Progression Evening.

2. Links to the National Careers website, how2become.com, icould.com, apprenticeships.org.uk and Fast Tomato are all available through the Careers Department moodle page.

3. The weekly college bulletin advertises part time job opportunities as well as employment, sponsored degrees and apprenticeships available to students on a weekly basis, when they become available.

4. Organisations offering sponsored degree programmes such as KPMG and Allianz have given talks to students to advertise the various opportunities.

5. Organisations offering higher apprenticeships, such as IBM, have been invited in to talk to students and advertise the opportunities.

6. Progression Advisers regularly update their local labour market intelligence and use this to advise students.

7. External speakers from careers organisations, such as Push and Career Crowd are invited to progression events and speak specifically about alternatives to university, including apprenticeships, employment, sponsored degrees and online learning.

Level 2 Students

All Level 2 students are interviewed by a member of the Senior Leadership Team during the second half of their courses. All level 2 students are also strongly encouraged to attend an interview with a Careers Advisor. At this interview the student is given advice and guidance about their progression to Level 3 at Woking College, at another College, or to work-based learning providers. This conversation is recorded on the learner's Promonitior page with any associated student actions/ targets.

Measuring and Assessing the Impact of the Careers Programme

Feedback is received from students, staff and, where appropriate, parents for all individual events, talks, speakers as well as an annual survey evaluating the department as a whole. This information is then used to shape future events.

The College collects and analyses information from all students comparing intended and final destination.

Internal Progression Policy:

- ***Progression from Year 12 to Year 13 at Woking College***

In order for students to progress from Year 12 to Year 13 they will need to achieve at least a grade E in their end of year assessments.

Where BTEC programmes are undertaken, a student must achieve a Pass in the first year of these courses.

Students will also need to have demonstrated satisfactory attendance (above 90%) and commitment across their programme of study.

Where a student has not met the requirements to progress, progression will be at the discretion of the Senior Leadership Team.

Students not quite meeting the requirements to progress, may be required to satisfactorily complete a six week probationary period at the start of their studies, prior to their place being confirmed.

- ***Progression from Level 2 to a Level 3 programme at Woking College***

In order for students to progress from a Level 2 course to an Advanced Level 3 course they will need to achieve:

- Merit Grades in CTEC Level 2 qualifications
- 90% Attendance and good punctuality
- Progress reports, averaging at least 'satisfactory' or better for effort.
- A positive reference from Teachers and Personal Tutors

Where a student has not met the requirements to progress, progression will be at the discretion of the Senior Leadership Team.

Students not quite meeting the requirements to progress, may be required to satisfactorily complete a six week probationary period at the start of their studies, prior to their place being confirmed.

LCO (2020)

Subject Teachers Guide to UCAS References

Instructions for Entering Subject References on Pro- Monitor

Please complete a subject reference for each first year student. Only one reference is required per subject, except for vocational courses which are double or triple options. Completed references should then be uploaded to Promonitor, following the process outlined in this guide.

Deadline:

- These **skills- focussed** references must address certain elements, please see **Appendix 1**-
Subject Reference Quality and Exemplars (at the reverse of this guide).
- Some Heads of Department may have developed a 'subject exemplar reference' for teachers to use as a starting point, please check with your HOD.
- New Teachers- please see your Head of Department to explain the process.

How to Upload References to Promonitor
- All subject references will be uploaded to the students profile area of **Pro-monitor** this year.
- This replaces the system last year, where teachers were required to e-mail subject references to Anne Jackman.
- Before placing your references onto Promonitor, it is advisable to write all of your subject references first on MS Word. Once completed they can all be copy and pasted into Promonitor. This will potentially save you time and allow for spell checking etc.

Once you are ready to paste reference into Pro-monitor, please follow the numbered steps below

1. Firstly, you will need to launch Promonitor.

Moodle ➡ **Staff Links** ➡ **Promonitor**

2. You will then need to select the relevant teaching group from the Home box (see below)

Home

MY STUDENT GROUPS

LASELEC-3-2A (AS Electronics - 2A)

OR… search for a group via the top menu.

Search ❓ Help ℹ

College Structure
Comments
Courses
Student Groups
Students
Tutor Groups

3. Then you will need to select a student from the purple group list, by clicking on their name (link)

4. Once you have selected the student, click on their <u>UCAS Reference</u> on the bottom of the left hand menu (see below)

Miscellaneous

Reports

Reports To Parents

Published Reports to P/G

UCAS Reference

UCAS Personal Statement

Work Placement Training

5. This will list all of the student's courses with spaces to add text. Staff should firstly click on edit. Then enter a reference for your course (the template is labelled by course).

Add your subject reference in the relevant course box.

Once you have completed the reference, you must click on save, otherwise the reference will be lost!

Please comment on the following areas for each student:

1. **ACADEMIC SKILLS**
   The student's academic skills relating to your subject including:
   - Independent learning
   - Research skills
   - Powers of analysis
   - Communication skills

   e.g. Sarah has developed an excellent knowledge of History and particularly excels at the independent research tasks. This was exceptionally demonstrated through her recent project on The French Revolution which not only provided a fascinating insight into that period of history but also looked critically at the effect on the French economy.

2. **PERSONAL SKILLS AND ATTRIBUTES**
   The personal skills shown by the student during the course including:
   - Motivation
   - Attitude
   - Teamwork – social/charity events, expeditions, sports teams
   - Time management – Meeting deadlines
   - Commitment to the subject – steps taken to confirm commitment
   - Leadership qualities -
   - Relationships with others
   - Ability to accept criticism

   e.g. Suleman is a highly motivated student in English who displays an enthusiastic attitude towards the subject, contributing fully to class discussions. He works well with his peers and always responds well to any constructive criticism presented to him. He has joined the creative writing group and has had some articles published in the college magazine.

3. **PARTICULAR INTERESTS AND ACHIEVEMENTS**

   Any achievements and interests relevant to the course applied for.

   e.g. Kate's passion for Maths is further demonstrated through her involvement in the recent Maths Challenge at Surrey University. She also achieved 100% in her Unit 3 coursework project for Maths.

4. **RELEVANT ENRICHMENT/WORK EXPERIENCE**

   - Curriculum enrichment
   - Relevant work experience, placements or voluntary work
   - Wider community involvement

   e.g. David's passion for Spanish ensured he used every opportunity to develop his subject knowledge and linguistic skills. He joined the Spanish society and was a volunteer Spanish teacher at a local secondary school during their recent international week.

5. **SUITABILITY FOR THE COURSE**

   Is the student suitable for the course and what are his/her career ambitions?

   e.g. Aneesa has always shown a dedication to becoming a primary school teacher. Her empathy, academic ability and relationships with young people make her ideal for this course and I recommend her unreservedly.

6. **INTELLECTUAL POTENTIAL**

   - GCSE grades
   - Achieved AS grades
   - Predicted A2 grades
   - Other evidence of intellectual potential

   e.g. Having obtained 11 GCSE passes including 7 A grades, Cheung studied 4 AS subjects last year and achieved 3Bs and a C. This year, he has concentrated his programme of study on three A2 subjects and is predicted to achieve 2As and a B at the end of the year.

Were changes made to the Policy when received? If YES complete the Partial Equality Analysis table.

Questions for all Policies	Please Tick Box	
Is it likely that the Policy Revision could have a negative impact:-	YES	NO
1. On minority ethnic groups?		X
2. Due to gender?		X
3. Due to disability?		X
4. Due to sexual orientation?		X
5. Due to their religious beliefs (or none)?		X
6. On people due to them being transgender or transsexual?		X
Additional questions for Policies relating to Staff Is it likely that the Policy Revision could have a negative impact:-		
7. On people due to their age?		X
8. On people due to their marital or civil partnership status?		X
9. On people with dependants/caring responsibilities?		X

Date of Review	Jan 2019	Did you make changes?	x	

If YES please speak with The Assistant Principal as a full Equality Analysis may be required.