College Faculty Roadmap

Our mission is to help every young person find their best next step.

This roadmap supplements the College Roadmap and aims to guide you through each stage of your journey, providing helpful advice, tips and guidance on how to embed and mobilise careers plan across college through faculties, departments and curriculum areas.

Phase 1 – Reviewing current provision and developing your careers plan

Phase 2 – Implementing your careers plan

Phase 3 – Reviewing, evaluating, and updating your programme and strategic plan

PHASE

1

QUICK WINS

✓ Invite your Enterprise Adviser to meet your curriculum teams.

✓ Nominate a Careers Champion in each faculty, department or curriculum area.

✓ Gather information from curriculum teams about current activities in their areas and what they need support with e.g via a staff questionnaire.

✓ Collate information about cross-college careers activity e.g. progress sessions, 1:1s, extra-curricular activity.

✓ Complete Compass evaluation.

✓ Once your strategic careers plan is approved with SLT and Governors, engage your curriculum teams in forming ideas to develop your programme, incorporating and building on their current activity.

Reviewing current provision and developing your careers activity

Reviewing current provision

- **Review** - there will be lots of activity taking place right across college – maybe just not identified as a careers plan! By reviewing the current provision, you will engage with key staff that will be crucial to implementing your programme and identify areas of strength and where future focus should be. You could ask staff to complete a questionnaire, visit department or team meetings or conduct desk top reviews of internal data and reports.

- **Compass** – complete an evaluation to compare your careers provision against the eight Gatsby Benchmarks and identify strengths and areas for improvement. Your Enterprise Adviser can help you with this.

- **Collate** – all this information ready to create your careers plan.

Strategic priorities

- **Priorities** – compare the current position and activities against the strategic careers plan and wider college strategic plan. Is current activity meeting these priorities?

- **Plan** – create a programme which meets the strategic career plan priorities and fills the gaps in provision whilst supporting and enabling existing good practice.

- **Events** – share key cross college events, meetings and key dates with all Faculty Staff and your Enterprise Adviser.

Developing the careers activity

- **Identify** priorities and gaps in your provision and agree priorities in discussion with your Enterprise Coordinator, Enterprise Advisor, college management and Governors.

- **Plan** a range of faculty-based activities to fulfil the priorities. This should ideally be done in collaboration with the curriculum team and detailed in their curriculum intent statements, implementation plans (and later reviewed for impact).

- **Resource** – identify the staffing and any financial resource required to deliver your programme and how this will be implemented in faculty. You could create a team of Careers Champions. Your local Enterprise Coordinator will help you connect to local career programme providers, employers and support to make the process easier.

- **CPD** – help college staff with their Continued Professional Development (CPD), for example, connecting the college to labour market information tools to inform the plan.

- **Insight** – ask your Enterprise Adviser to help arrange commercial updating experience or insight days at business workplaces.

- **Involve** – help curriculum staff to engage employers in the curriculum.

College Support

- **Commitment** – for the programme to be successful, it is important that the college Senior Leadership Team and its governing body are committed and can champion the careers strategy and the programme implementation.

- **Collaboration** – encourage cross college collaboration and support for careers and enterprise related activities e.g. a guest speaker being offered to more than one relevant curriculum area. This can be coordinated through your faculty-based Careers Champions.

- **Engagement** – a successful careers programme will have multi stakeholder engagement down to course level. This will include students, staff, parents, employers, and your Enterprise Advisor.

- **Support** – your Enterprise advisor may be able to support individual curriculum areas by arranging meetings with student groups, visits to their workplace, attending careers events etc.

- **Meetings** – commit to regular meetings and reviews and establish these in the college calendar.

PHASE

2

QUICK WINS

- ✓ **Create** a calendar of cross college careers and enterprise activities for all faculties to engage with.

- ✓ **Share** the college level plan with Heads of Faculty, Curriculum Leaders and Faculty Staff, ensuring they take ownership of their part in the delivery and progression of the programme.

- ✓ **Promote** the activities that have been planned and agreed for the academic year.

- ✓ **Plan** review points throughout the year where you can gather feedback from Faculty Staff and other stakeholders e.g. students, parents, business.

- ✓ **Engage** – ensure key stakeholders that will add quality to your provision are engaged in the programme e.g. local businesses, Enterprise Adviser, Enterprise Co-ordinator, schools, HEIs and training providers.

- ✓ **Update** – brag about your achievements! Keep everyone informed of the activity and progress you are making through newsletters, social media, reports to Governors, in meetings etc.

Implementing your careers plan

Implementing the programme

You will now have a progressive cross college programme planned, detailed to faculty or vocational area level for the academic year comprising many college, faculty, course and individualised activities and events.

Implementation

- ● **All –** the Faculty Staff have a crucial role in delivering the programme. Share it with key stakeholders and explain its delivery and progression.

- ● **Resource –** ensure all identified resources are allocated so that the plan can be delivered.

- ● **Share –** provide opportunities for your Enterprise Adviser to work with faculties and curriculum staff.

- ● **Action –** to bring the careers plan to life, put into place the activities you have set out and agreed and make them high profile in college.

- ● **Extra Curricula –** work with faculty staff and your Enterprise Adviser to identify opportunities for events, employer encounters and activities in extra curricula time.

- ● **Update –** keep parents and other stakeholders informed and updated by publishing success stories, case studies and events on social media and in college news.

- ● **Support –** your college faculty champions by meeting with them throughout the year to review progress, share best practice and check that the plan is being actioned as intended.

Celebrating Success

- ● **Celebrate –** during the programme there will be many achievements and successes to celebrate both internally and externally. Sharing these internally will help maintain momentum, a little bit of healthy competition between faculties or vocational areas and encourage sharing best practice. Celebrate too with your stakeholders and partners to create good news stories for newsletters, websites, and social media. Attend events hosted by your local Careers Hub and Local Enterprise Partnership.

- ● **Relationship –** continue to build relationships with the local Careers' Hub, your Enterprise Adviser, and employers.

PHASE

3

QUICK WINS

- ✓ Set up a formal evaluation process to gather feedback and evaluate every event or encounter that takes place. This will feed into overall evaluation.

- ✓ Complete Compass on a termly basis to measure your success against Gatsby Benchmarks.

- ✓ Provide feedback to SLT and Governors on a regular basis and use this as a basis for planning next year.

Reviewing, evaluating, and updating your programme

Reviewing and evaluating your programme to ensure it is having the desired impact is essential to its success. There are different stages to the review process, culminating in a final annual review at the end of the academic year.

Reviewing and evaluating

Your Enterprise Adviser can support you in monitoring and evaluating the programme as it progresses and regular meetings with your Careers Champions in faculties or curriculum areas will help collate this information.

- ● **Implementation** – are the activities and events in the programme being implemented as planned?

- ● **Success** – gain regular feedback from students, staff, and other stakeholders about the success of events and planned activities. How could they be improved in the future?

- ● **Impact** – what have students learned, taken from the events, activities, or encounters? Do they have a better understanding of their choices / destinations and their future pathway?

- ● **Curriculum** – to what extent is the careers plan embedded in the curriculum? Have curriculum leaders measured impact based on their intent and implementation? Ask champions to complete a curriculum-based evaluation to contribute to the wider college evaluation.

- ● **Compass** – has there been any movement in your compass scores? Can you identify areas of strength in your provision and areas for future improvement?

- ● **Awareness** – are students, staff, and parents more aware of labour market information and opportunities?

- ● **Encounters** – do students have at least two employer encounters a year?

- ● **Destinations** – evaluate destination data at course, faculty then college level including progression to different pathways.

- ● **Strategic review** – use the data collected on the programme to inform an end of year review of the careers strategy and report to SLT and Governors.

- ● **Share** – your successes for the year with all stakeholders in newsletters, on social media and other college communication channels.

- ● **Learnings** – use the outcomes of evaluation to learn and update your strategic plan and programme for the next academic year.

- ● **Case Studies** – collect learner journey case studies to demonstrate impact of your careers programme.

- ● **Evidence** – improvements in attendance, retention, achievement, progress against targets linked to your careers plan.

- ● **CPD** – are there any new training needs identified during the academic year?