



Employability and Enterprise Strategy 2021-22

SLT Member responsible for policy

Vice Principal Quality and Curriculum

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“The vast majority of young people with SEND are capable of sustained, paid employment with the right preparation and support... all professionals working with them should share that presumption”¹

Executive Summary

The purpose of the Employability & Enterprise Strategy is to ensure that all learners receive relevant and meaningful experience of work and enterprise which will equip them to live more independently, and to progress into employment, further education, or training.

This reflects the College’s vision: - ***Each learner’s experience at Hereward College will prepare them to the next stage of their life, with outstanding employability skills and much greater control over their own life.***

This Employability and Enterprise Strategy incorporates the following key objectives, which incorporate the Gatsby Benchmarks:

- Objective 1: To embed an employability and enterprise culture within the College
 - Gatsby Benchmark 1: Deliver a stable careers programme
 - Gatsby Benchmark 2: Learning from career and labour market information
- Objective 2: To prepare learners for life outside College
 - Gatsby Benchmark 2: Learning from career and Labour market information
 - Gatsby Benchmark 5: Encounters with employers and employees
- Objective 3: To further embed employability within the curriculum
 - Gatsby Benchmark 4: Linking curriculum learning to careers
 - Gatsby Benchmark 6: Experiences of workplaces
- Objective 4: To expand and extend the Supported Internship model
 - Gatsby Benchmark 6: Experiences of workplaces
- Objective 5: To develop clear progression routes
 - Gatsby Benchmark 3: Addressing the needs of each learner
 - Gatsby Benchmark 8: Personal Guidance
 - Gatsby Benchmark 7: Encounters with further and higher education
- Objective 6: To implement an effective employer and partner engagement strategy
 - Gatsby Benchmark 5: Encounters with employers and employees

A key component to achieve this vision is to ensure the effective planning and delivery of employer engagement. The College has reconfigured its Employability Team to meet this challenge and ensure the College is well equipped to drive forward the opportunities for growth.

Fast-paced changes to the workplace, the local economy and technology and more recently, the impact of COVID-19 mean that learners who already face disadvantage in the community, are ill-served if they are not given every possible help to progress into work.

¹ [DfE Post-16 Skills Plan](#)

Not all learners will reach this goal, however the vast majority of young people with SEN are capable of sustainable paid employment with the right preparation and support “... *supporting one person with a learning disability into employment could, in addition to improving their independence and self-esteem, increase that person’s income by between 55 and 95 per cent*”².

A stretching and challenging work-focussed experience is therefore at the heart of what the College will provide for its learners, and this will involve continuing to embed employability more closely within the curriculum planning process.

Objective 1: To embed an employability and enterprise culture within the College

- Gatsby Benchmark 1: Deliver a stable careers programme
- Gatsby Benchmark 2: Learning from career and labour market information

One of the most successful ways to influence a change of culture is to develop a whole-organisation approach, and to encourage staff to recognise their role in developing employability skills. The College will therefore continue to bring together staff to work on short-term projects to enhance the delivery of activities such as:

- Independent careers advice and guidance for all learners delivered by Prospects.
- Work experience
- Employability skills in the classroom
- Vocational skills and curriculum changes
- Supported internships and apprenticeships
- Enterprise skills

Organisational culture will be transformed through the gradual and persistent introduction of a wide range of interventions such as:

- Development of an art shop/café
- Development of a construction training centre
- Development of a catering kitchen
- Employability events/career days
- Staff development in TSI (Training in Systematic Instruction) and supported employment
- External business advice on curriculum development through an employer forum
- Work shadowing for teachers and progress/job coaches
- The creation of short-life project teams to focus on specific sectors (hospitality, arts etc)
- Business mentoring for individual learners.
- Visits and partnership with other institutions and authorities
- Cross College team participation in school engagement events

Objective 2: To prepare learners for life outside College

- Gatsby Benchmark 2: Learning from career and Labour market information
- Gatsby Benchmark 5: Encounters with employers and employees

All learners start their preparation for life beyond College as soon as they arrive, with timetabled employability and enterprise sessions linked to their areas of study. This includes understanding job roles, preparing for interviews, money management, presentation skills and workshops.

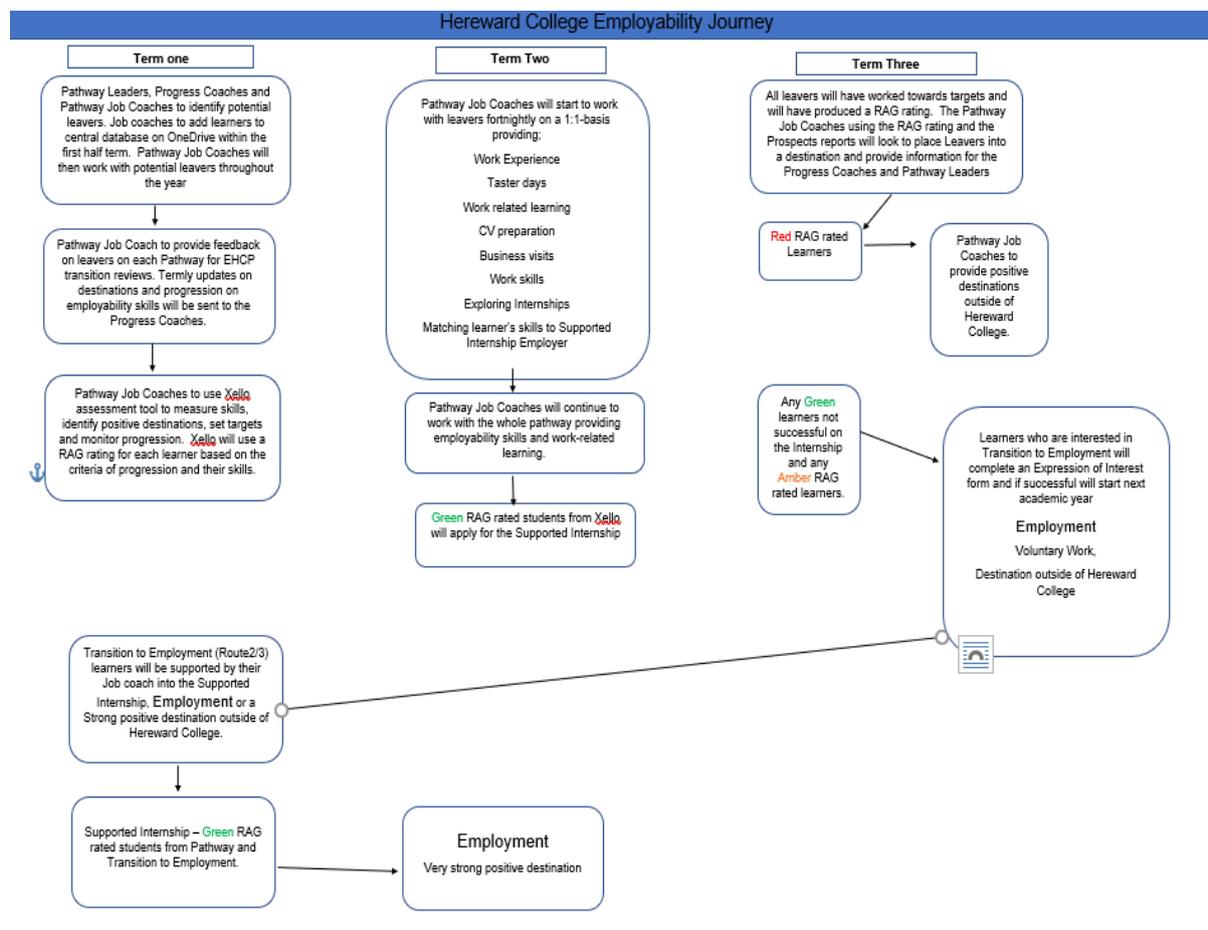
The Job Coach team currently provide guidance to students while working with employers to help promote work placement and networking opportunities linked to the local labour market. This can include guest speakers, visits to employers and careers events; as well as individualised work experience programmes.

There was however a gap between the support the Job Coaches provide and our students being “ready for work”. In response the development of the Route 3 Transition to Employment programme now prepares young people for the supported internship.

Objective 3: To further embed employability within the curriculum

- Gatsby Benchmark 4: Linking curriculum learning to careers
- Gatsby Benchmark 6: Experiences of workplaces

The development and delivery of employability within the curriculum during 2021/22 will be based upon the introduction of the Xello, a systematic job matching process as described in the following flowchart devised by the Head of Employment Services:



The Xello software provides an assessment of a person’s ability to carry out a task, using various questionnaires that lead to assessment reports, which aid placement selection, job carving and progression feedback.

Outstanding employability skills is fundamental to the College vision and these need to be further developed through learning and support within each learner’s programme of study. Examples of those employability skills include self-management, teamwork, business and customer awareness, communication and literacy, numeracy, and IT in the workplace.

All study programmes currently have a component which features employability and enterprise, appropriate to the needs of individual learners either as a weekly timetabled session, through external work placements or via a work focussed programme like Route 3 or the Supported Internship model.

The content of these components is reviewed quarterly by Curriculum Managers in conjunction with Job Coaches and Progress Coaches to ensure it is truly reflecting the needs of each learner and the skills required by employers as identified in Objective 2.

Work Experience

All learners receive meaningful experience of work and enterprise (work-based learning), to enable them to progress to the next level of employment and further education/training.

Work experience provides learners with increased career awareness, the opportunities to explore different career options, and career planning activities. It also helps them to acquire competencies such as positive work attitudes and other employability skills.

Work Experience within Study Programmes³

The common principles of a high-quality work experience placement are that it:

- *Is purposeful, substantial, offers challenge and is relevant to the young person's study programme and career aspirations;*
- *Is managed under the direction of a supervisor to ensure the young person obtains a genuine learning experience suited to their needs;*
- *Has a structured plan for the duration of the placement which provides tangible outcomes for the learner and employer;*
- *Focuses on the skills required for that occupational sector;*
- *Has clear roles, responsibilities and expectations for the learner and employer;*
- *Is followed by some form of reference or feedback from the employer based on the young person's performance*

The College work experience programme includes the following support from Job Coaches:

- **Vocational profiling** – getting to know the individual really well, to understand their strengths, skills, attributes and areas of development
- **Development planning** – helping someone to identify where they ultimately want to be, and the steps needed to help them achieve this
- **Employer engagement** – understanding an employer's business needs, their working environment and specific employee roles. Employers are viewed as an equal partner in the process. All employer contacts are encouraged to become engaged in the wider College employability process
- **Job matching** – individuals are matched to a placement or experience of work that supports their development and adds value to the employer. Placement roles are "carved" to identify the steps which the learner will need to take to become skilled
- **In-work support** – supporting the individual and employer throughout the process; helping to layer up the individual's skills and ensuring that the actions within the development plan are achieved

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/534922/Post_16_work_experience_guidance.pdf

The pattern of work experience provision takes account of the needs and aspirations of the learner, the length of time that they have been at the College, and the availability of placement opportunities.

Enterprise

Many learners take part in enterprise activities as part of their course or linked to outside interests which provides opportunities for business experience. These have included organising stalls at Christmas and summer fayres, coffee mornings, charity events and projects with external bodies such as the City of Culture.

These enterprise activities are integral to the development of the learner and embedded within the curriculum as part of their employability experience and progression. In the absence of available work placements because of COVID-19, Job Coaches and other curriculum staff will develop enterprise activities, for example; the Dragon's Den initiative, within the College.

Objective 4: To expand and extend the Supported Internship model

- Gatsby Benchmark 6: Experiences of workplaces

Supported internships (SIs) at Hereward College are a structured study programme based primarily at an employer, although the College, as an employer, offers a small number.

SIs enable learners aged 16-24 with an Education, Health and Care plan (EHCP) to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Supported internships are unpaid, and last for a minimum of six months (currently 9 months at the College). Wherever possible, they support learners to move into paid employment. One day per week learners complete a personalised study programme, which includes the chance to study for relevant qualifications and English and maths.

Supported Internships within the College Strategic Plan

Supported Internships are one of the most attractive developments in SEN education over recent years and provide the sector with one of the most hopeful ways of reducing the poor employment prospects of disabled young people. The Supported Internship offer is therefore the major component of the Employability strategy. The College has links with a significant number of high-profile employers from the local area and therefore will build on the excellent groundwork that has been completed to create a sustainable and high-quality model.

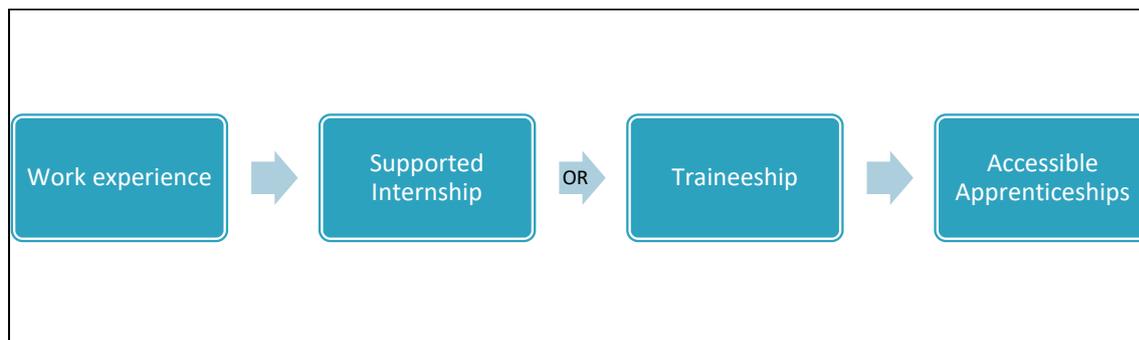
Further development of the College Supported Internship provision needs to take account of the increased focus other regional providers now have on offering supported internship programmes.

COVID-19 has created unique difficulties for providers of Supported Internships, Traineeships, Apprenticeships and Sector Based Work Academy Programmes. These difficulties will continue to challenge, as competition for placement opportunities increases. Additional support for those out of work will also add to the choices available to employers. For instance, the Government has launched the Kickstart Scheme and it is now open to any employer, the College's response is detailed in the Action Plan below. The Kickstart Scheme aims to create hundreds of thousands of government-subsidised jobs across the UK to help young people who have been particularly hit by the pandemic.

Objective 5: To develop clear progression routes

- Gatsby Benchmark 3: Addressing the needs of each learner
- Gatsby Benchmark 8: Personal Guidance
- Gatsby Benchmark 7: Encounters with further and higher education

Figure 1 College Vocational Progression Routes



Traineeships

The Traineeship programme is a government initiative developed to support into the world of work young people who have not achieved highly academically. A Traineeship lasts from 6 weeks to 6 months. The employer is not obliged to pay the trainee, although travel and lunch costs are normally covered. Undertaking a Traineeship does not impact on a person's benefit entitlement.

To be eligible for a Traineeship, the learner must be:

- Unemployed and have little work experience;
- Motivated to work;
- Aged 16-24; not yet have achieved a full Level 3 Qualification;
- And likely to be ready for employment or an Apprenticeship within six months of engaging in the Traineeship

Accessible/supported Apprenticeships

The most positive outcome at the end of the Traineeship period would be for progression to an Apprenticeship, however learners may progress onto an Apprenticeship following completion of any programme of study.

As a consequence of the Maynard report⁴, legislation was introduced which allowed the minimum English and maths completion requirement for Apprenticeships to be adjusted to Entry Level 3 for:

“those who have a current or previously issued EHCP or Statement of SEN or Learning Difficulty Assessment and who, as a result of their learning difficulties and/or disability, could not meet the regular English and maths requirements but could otherwise meet the occupational requirements of their apprenticeship”.

⁴ <https://www.gov.uk/government/publications/apprenticeships-improving-access-for-people-with-learning-disabilities>

Apprenticeships are now starting to be offered to this group of people who previously struggled with the English and maths requirements of a Level 2 Apprenticeship following the introduction of these flexibilities. However, Colleges and Training Providers are not always cognisant of to the new flexibilities, and in some cases fear negative impact on performance – especially as reasonable adjustments to End Point Assessments (EPAs) are still under consideration in certain sectors.

The College role is therefore not necessarily as Apprenticeship provider, but as Apprenticeship enabler – acting in a supportive and educational role to employers and providers. A valuable partnership to address this issue has been put in place during 2019/20 with Aurelia Training. This has been successful and will continue to be the focus of activity in 2021/22.

Ongoing work to take place to address the availability of new progression options as a result of post COVID-19. This will involve dialogue with DWP, Local Authorities and Kickstart providers to create bespoke solutions for individual leavers.

Objective 6: To implement an effective employer and partner engagement strategy

- Gatsby Benchmark 5: Encounters with employers and employees

The College is increasingly working closely with a broader range of employers. This growth is reflected in terms of the number of employers, locations and individual contacts. In order to develop these relationships further the College will:

- ***Identify champions in businesses where there is potential for partnership***
- ***Engage employers in programme design, curriculum development, work-based learning and work experience, through an employer forum***

Hereward College Employability and Enterprise Action Plan 2021/22

Annex 1 – Implementation Plan

Objective 1: To embed an employability and enterprise culture within the College									
Gatsby Benchmark 1: Deliver a Stable Careers Programme									
Gatsby Benchmark 2: Learning form career and labour market information									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
1.1	Instigate a programme of short-term enterprise projects in areas such as horticulture, retail and arts/crafts, construction, a Dragon’s Den activity and the cross-City Careers hub challenge	3 events per Pathway this academic year	Job Coach from each Pathway to meet with Curriculum Manager and teachers to arrange a schedule of events.	HOES/CMs	17.12.21				
			Schedule of events publicised on the Intranet and communicated to learners through Job Coach sessions and briefings		04.01.22				
			Establish task and finish group to organise the College’s contribution to the cross-City Careers Hub challenge		04.01.22				
1.2	Identify changes to the external environment which impact work outcomes for learners. (e.g. remote working, enterprise opportunities, new funding streams)		Job Coach team to report findings to Head of Employment Services, who will create a list of requirements to overcome the impact which will be shared with SLT		28.01.22				

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Objective 2: To prepare learners for life outside College									
Gatsby Benchmark 1: Deliver a Stable Careers Programme									
Gatsby Benchmark 5: Encounters with employers and employees									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
2.1	To identify and tackle the key challenges which need to be overcome by learners in preparation for external work experience / placement	All learners, for whom it is appropriate have access to high quality work experience placements	Job Coach team to meet each learner in their cohort to identify their wishes, feelings and challenges with regard to work experience	HOES	31.01.22				
			Ensure each learner has a Prospects (impartial careers advice and guidance) meeting		20.05.22				
			Job Coach team to identify where there are gaps in provision and report to HOES.						

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Objective 3: To further embed employability within the curriculum									
Gatsby Benchmark 4: Linking curriculum learning to careers									
Gatsby Benchmark 6: Experiences of workplaces									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
3.1	Identify appropriate skills to embed into the curriculum as a result of individual vocational assessment	All learners, for whom it is appropriate, have exposure to employability focused activity in their weekly timetable	Ensure all learners have a Xello profile	HOES	17.12.21				
3.2	Maximise contact with external agencies, WMCA, Chamber of Commerce and the Careers Hub to identify potential new employers in key vocational areas where there is an identified need		HOES to meet with WMCA, the Chamber and Careers Hub regularly.	HOES to share information from these meetings with the Job Coach team to follow leads with regards to employer contacts in the locality	31.10.21 ongoing				
			3.3						
			Contact selected employers to identify their capacity to offer work placements for learners	04.02.22					
		Invite chosen employers to engage with the newly established Employer Forum	28.02.21						

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	to join the Employer Forum								
3.4	To ensure that all learners have access to multiple enrichment activities, in addition to work experience, such as visiting speakers, mentoring and enterprise activity.	All learners have exposure to 3 or more enrichment activities related to employability	HOES, Lead Job Coach and Curriculum Managers meet to plan the schedule of activities over the course of the academic year.		17.12.21				
			Schedule of activities shared with learners across all Pathways.		07.01.22				

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Objective 4: To expand and extend the Supported Internship model									
Gatsby Benchmark 6: Experiences of workplaces									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
4.1	Explore opportunities for SI delivery within the context of a post COVID-19 environment – share experiences across Project Search and other placement providers	50 supported Interns recruited for Sept 22	Devise a mapping exercise, whereby the most positive aspects of each internship model are identified Deliver proposals through the newly formed Employer Forum	HOES	17.12.21 28.02.22				
4.2	Maintain the number of potential Interns through external recruitment, expanding the opportunities in other regions such as Birmingham and the wider West Midlands	10 external applicants recruited directly onto Supported Internship provision	Identify other schools within the Birmingham and Coventry areas as potential feeder schools for direct entry onto the Internship programme. Respond to local employer need through the creation of additional internship opportunities.		28.01.22				
4.3	Continue to develop a flexible Job Coach model to take account of placements in SMEs and across a wider geography	5 SMEs engaged to support internship placements	Research opportunities with employers situated in the local business park.		25.02.22				

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4.4	Introduce new models of communication and assistive technology to facilitate, enhance and improve learner experience in the workplace	All learners, for whom it is appropriate have access to communication and assistive technologies to meet their needs	Job Coach team to identify learners who would benefit from improved communication/assistive technology		Through Admissions Process				
			Learner list to be shared with TEFM and AT specialist.						
			Technology to be resourced, training for learners and employers scheduled.						

Hereward College Employability and Enterprise Action Plan 2021/22

Objective 5: To develop clear progression routes									
Gatsby Benchmark 3: Addressing the needs of each learner									
Gatsby Benchmark 8: Personal Guidance									
Gatsby Benchmark 7: Encounters with further and higher education									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
5.1	To explore the development of a Supported Employment Agency for college leavers and potential leavers	Employment agency established	Research funding possibilities through AEB	HOES	04.04.22				
			Identify any other local funding opportunities						
			Research possible models of delivery						
5.2	To respond to new employment initiatives, such as Kickstart, which might provide progression opportunities in a post COVID-19 environment	1 Kickstart employee engaged	Register with the KickStart gateway.		10.12.21				
			Advertise Sports Coach position		11.02.22				
			Recruit to post		25.02.22				
5.3	Exploit the expertise from with the newly established Employability team to ensure effective job matching for learners with employers		Conduct skills analysis to ensure Job Coach contacts and expertise is known.		17.12.21				
			Utilise the information arising from contacts at WMCA and allocate appropriate Job Coach as key contact to develop further SI and Supported Apprenticeship or T level opportunities.		28.01.22				

Hereward College Employability and Enterprise Action Plan 2021/22

Objective 6: To implement an effective employer and partner engagement strategy									
Gatsby Benchmark 5: Encounters with employers and employees									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
6.1	To build on the relationship with Warwick University and Project Search, implementing and promoting best practice across the college SI programmes.	50 Interns recruited, best practice model in place	Identify best practice models from local, national and international practice	HOES	31.03.22				
			Create potential flexible models for current and future employers						
			Promote models to those learners with a planned end date of 2022						
6.2	To implement a marketing policy which continues to clarify the employability route within the College, for parents and learners		Liaise with the marketing officer to create high quality promotional material, in print and on line		14.04.22				
		Utilise Xello software for each learner to establish employability pathway.							
6.3	Use regional business network groups to broaden reach to employers		Attend all meetings with WMCA, Chamber of Commerce and maximise the contacts from the Careers Hub network.		11.11.21 ongoing				
6.4	Maintain regular contact with partners through coordinated employer communications activity		Distribute newly published Employer promotional material.		01.11.21				
			Establish regular electronic communication with key employers.						