**Myerscough College Careers Programme** 

Our careers programme supports students to learn about careers and prepare for their next steps. Opportunities for careers education, information, advice and guidance (CEIAG) participation are provided throughout a student’s learning journey at Myerscough. The below themes, tasks and learning outcomes show the typical activities a Myerscough student will experience during their studies.

| **Career Learning Themes** | **Career Learning Tasks** | **Career Learning Outcomes** | **Gatsby** | **CDI** |
| --- | --- | --- | --- | --- |
| **Careers Advice & Guidance** | | | | |
| Pre-enrolment information & advice | Analyses course information on the website to support individual’s in considering entry requirements and appropriateness for the intended destination.  Participates in school, college or sixth form CEIAG events.  Attends Myerscough advice mornings/applicant days/taster days, to investigate courses, training, careers and the labour market. | * Describe relevant education pathways including academic routes, vocational routes and apprenticeships. * Identifies and applies for learning/training pathways which support career goals. | 1,2,3 | EP |
| Personal careers guidance appointments | Receives information and updates on the careers support offer and how to access appointments with a Careers Adviser.  Books and engages in personal careers guidance appointments with a Careers Adviser.  Uses the Canvas VLE careers resources for 24:7 access to reliable careers information. | * Reflects on self-assessment of personal strengths, weaknesses, skills and interests. * Summarises personal values/interests and the influence of these on career choices. * Interrogates reliable career resources to compare various industries, job roles and career paths, whilst considering job market trends and the impact on career choices. * Develops a careers action plan and chooses SMART, short- and long-term career goals. | 1,2,3,8 | GTL, EP, MC, CO, BLW, STBP |
| Careers Workshops | Participates in careers workshops delivered by the careers team, as part of curriculum/personal tutorial. | * Workshop specific – to be agreed with Tutor on booking. * Participants feel more confident and prepared to take the next steps in their career journey, with knowledge of the resources and strategies available to support them in achieving their career goals. | 2,3,4 | EP |
| **Careers in Personal Tutorials** | | | | |
| Self-awareness for personal development | Understands the concept of self-awareness and its importance.  Develops strategies to manage and regulate emotions effectively.  Recognises the factors that contribute to self-confidence and those that undermine it, developing positive thinking and self-talk.  Manages interpersonal relationships | * Define self-awareness and its importance in personal development. * Demonstrates increased emotional intelligence by recognising and responding to own emotions and the emotions of others. * Shows improved self-confidence through proactive behaviour, and resilience in the face of challenges. * Exhibits stronger interpersonal relationships by applying self-awareness to understand and manage interactions with others effectively. | 3 | GTL, STBP |
| Behaviours and attitudes for work and life | Develops the following attitudes and behaviours:   * Smiles and is kind and courteous to others. * Is polite and avoids interrupting or causing disturbances. * Listens to others and respects differences in beliefs and opinions. * Is open, honest and acts with integrity. * Respects the environment they are in. * Works collaboratively and communicates appropriately. * Practices self-compassion and doesn’t take things personally.   Undertakes learning in tutorial topics including:  Fundamental British Values  Prevent  Healthy Relationships  Equality & Diversity  Online Safety & Digital Footprints | * Understands the importance of displaying appropriate and respectful behaviour in different contexts. * Demonstrates effective interpersonal skills, including empathy, active listening and respectful communication. * Maintains a positive attitude to support improvement of life-chances and positive outcomes. * Demonstrates basic knowledge of legal rights and responsibilities. * Understands the roles and responsibilities of individuals to act as informed and active citizens. * Exhibits respect for diversity and inclusion. | 3 | GTL, STBP |
| Employability Skills | Develops understanding and application of core employability skills necessary for gaining and maintaining employment.  Expands ability to communicate effectively, work collaboratively, and demonstrate professionalism.  Cultivates critical thinking, problem-solving, and adaptability skills to thrive in a work environment. | * Articulates ideas clearly and effectively in both written and verbal formats. * Demonstrates active listening skills and the ability to give and receive constructive feedback. * Works effectively in diverse teams, showing respect for others and contributing to collective goals. * Demonstrates skills in conflict resolution and collaborative problem solving. * Understands work etiquette and displays professional behaviour, including punctuality, reliability and integrity. * Manages time effectively and prioritise tasks to meet deadlines. * Adapts to changing circumstances and new challenges. * Shows a willingness to learn new skills and take on new responsibilities. * Gains proficiency in using common workplace technologies and digital tools including, email, word processing, spreadsheets and presentation software. * Understands the importance of digital etiquette and cybersecurity in a professional setting. * Understands the importance of professional networking and maintaining professional relationships. | 3 | GTL, MC |
| **Careers in Curriculum** | | | | |
| Sector specific knowledge, skills and behaviours | Identifies key vocational sectors linked to curriculum and explores associated career pathways.  Understands sector impact and industry trends.  Uses labour market information (local, national and international) to access opportunities.  Identifies and defines key technical skills and professional behaviours relevant to the sector.  Engages in hands-on activities to practice specific skills needed in the sector. | * Describes the vocational sectors linked to curriculum, including their core function, typical roles and economic significance. * Analyses a range of careers within the vocational sector linked to curriculum and understand the skills, qualifications and personal attributes needed for each role. * Investigates current trends, challenges, and growth opportunities in selected vocational sectors, considering how these may impact upon future career opportunities. * Summarises workplace cultures, ethics, and expectations within different vocational sectors, and demonstrates professionalism in workplace environments. * Demonstrates a foundational level of proficiency in key technical skills relevant to the sector. * Participates in contacts with at least two employers/employees to learn about sector specific work, employment and skills. * Reflects on sector learning and uses it to make realistic career plans. | 2,4 | GTL, EP, MC, CO, STBP |
| Skills for working life | Uses the ‘Learn, Develop, Apply’ approach, to gain and develop the necessary skills to make a successful transition from education/training into work.  Uses the ‘Growth Mindset’ model to overcome problems and increase resilience and motivation.  Provide employment skills and behaviours support for students with SEND  Develops additional graduate specific skills and attributes. | * Develops skills in the following key areas:   + Follow Instructions & Attention to Detail   + Learn and apply new information and skills   + Commitment & Strong Work Ethic & Reliability   + Positive attitude & Motivation   + Teamwork   + Communication   + Accountability   + Adaptability   + Time management   + Problem solving * Identifies and rectifies negative thinking, such as - * I can’t do this I am still learning, I will keep trying * I am afraid of making a mistake Mistakes are how I learn and grow * This is too hard With more practice it will get easier * I give up I will try a different way * I don’t know how I can learn how! * I am not good at this What can I learn to get better at this? * They are better at it than I am What can I learn from them? * Develops skills for independence to support long-term employability. * Research skills for gathering, evaluating and synthesising information. | 2,4 | GTL, MC, BLW, STBP |
| Preparation for adulthood | Equip EHCP/HN students with the knowledge, skills, and attitudes to navigate and manage the responsibilities and challenges of adulthood effectively. | * Travels independently using public transport. * Understands money and manages it independently/with support. * Demonstrates competence in basic household management tasks including, cooking, cleaning, and home maintenance. * Understands the importance of health and wellbeing, including eating a balanced diet, taking regular exercise and having adequate sleep. |  |  |
| Employer guest speakers, workshops and projects | Participates in at least one employer-based curriculum activity per term. | * Reflects on career learning from employers and uses it to make realistic career plans. | 5,6 | CO |
| Workplace visits | Gathers information on the organisation structure, processes and opportunities.  Identifies roles and responsibilities within the organisation. | * Gain insights into workplace expectations, culture and professionalism. * Acquires up-to-date information about the labour market, in-demand skills, and future workforce needs. * Explains how the organisation/opportunities align with personal skills/career goals. | 6 | GTL, EP, CO, STBP |
| **Work Experience** | | | | |
| Work experience placements | Identifies employers of interest, to complete work experience with.  Health, Safety and Wellbeing suitability checks completed.  Meets with the work experience team to develop a work experience plan.  Completes work experience assignments for pre-placement and post-placement assessments.  Completes work experience and evaluates participation. | * Acquires and applies a range of skills relevant to the sector. * Uses effective communication in a professional setting. * Works effectively in diverse teams, demonstrating leadership and interpersonal skills. * Exhibits reliability, accountability, and a strong work ethic in professional settings. * Understand health & safety in the workplace and how to work in a safe environment. * Receives a work experience reference from the employer. | 6 | GTL, EP, CO, STBP |
| Supported Internships | Participates in a supported internship and develops employability skills. | * Understands expectations of a workplace setting and how to work in a safe environment. * Acquires and applies a range of skills relevant to the sector. * Receives a work experience reference from the employer. |  |  |
| Part-time jobs and Voluntary work | Considers the benefits of part-time/voluntary work in supporting long-term career goals.  Conducts part-time/voluntary job search. | * Reflects on personal circumstances and priorities to achieve work-life balance. * Chooses reliable sources to identify suitable job vacancies. * Applies for job vacancies with confidence. * Prepares for recruitment and selection processes. | 2,3 | EP, MC, BLW, STBP |
| **FE Progression Pathway** | | | | |
| FE progression options | Identifies FE progression options. | * Explores a range of courses and analyses how these support long term career goals. * Understands entry requirements for courses of interest and assesses suitability based on personal circumstances. | 2,3 | GTL, EP |
| FE progression action plan | Participates in regular progress reviews with curriculum teams and progression coaches, accessing support from the Careers Team when needed. | * Commits to a FE course as an intended destination at the end of the study programme. * Maintains good levels of attendance and punctuality throughout the year. * Demonstrates good behaviour and attitudes to learning. * Achieves the required grades for progression to the next level/study programme. | 3,4 | MC, CO |
| **HE Progression Pathway** | | | | |
| University options and pathways | Researches university options and courses, identifying suitable provision to support future career goals. | * Participates in contacts with at least two different universities to learn more about their provision and related careers. * Reflects on what is learned in each encounter to determine the impact on future career choices. * Identifies courses and providers which support individual needs and career goals. * Assesses entry requirements and develops SMART plans to meet them. | 2,3,7 | EP, STBP |
| UCAS applications | Analyses the UCAS application process and deadlines. | * Registers with UCAS, completes and submits the UCAS form in line with requirements and deadlines. * Secures offer of a place on a university course which supports future career goals. * Responds to UCAS offers, participating in clearing (if needed). | 3 | GTL, MC, CO, STBP |
| UCAS personal statements | Reviews guidance for personal statements, including course specific requirements. | * Writes and submits a personal statement of up to 4000 characters, which accurately describes skills, knowledge and suitability for the course. | 3 | GTL, MC, CO, STBP |
| University admissions interviews | Explores university admissions interviews (where appropriate) and prepares to meet expectations. | * Develops interview skills to support university admissions interviews (if required). * Predicts interview questions and formulates answers. * Provides relevant examples of knowledge, skills and experience, in response to questions, which demonstrate suitability for the course. | 2,3 | CO |
| Finance for HE | Considers Student Finance England support for HE study and personal eligibility. | * Explores Student Finance England funding including tuition fee loans and maintenance loans. * Uses the HE student finance calculator to predict funding entitlement. * Develops a personalised funding plan for HE study including income and expenditure, to assess feasibility of choices. | 3 | GTL, EP, MC, CO |
| **Apprenticeship Progression Pathway** | | | | |
| Apprenticeship vacancies | Understands the training and employment elements of an apprenticeship.  Searches for apprenticeship vacancies. | * Explains how apprenticeships work and understands what they’ll get out of it. * Assesses suitability of an apprenticeship in supporting career goals. * Registers with gov.uk to find apprenticeship vacancies. * Identifies apprenticeship employers of interest. | 2,3 | EP, MC, CO, STBP |
| Apprenticeship applications | Applies for apprenticeship vacancies and opportunities. | * Makes apprenticeship applications which showcase knowledge, skills, experience and interest, linked to specific vacancies. * Manages apprenticeship applications effectively by organising deadlines, tracking application statuses, and following up with employers. * Develops a back-up plan to fall back on should applications be unsuccessful. | 3 | GTL, MC, CO, STBP |
| Apprenticeship interviews | Prepares for apprenticeship interviews. | * Articulates effective preparation techniques for interviews. * Understands and applies positive body language techniques. * Anticipates interview types and questions, linked to the apprenticeship role. * Uses the STAR technique to showcase relevant skills, experiences and accomplishments, in response to interview questions. | 3 | CO |
| **Employment Progression Pathway** | | | | |
| CV writing | Understands different types of CV and their uses.  Writes a CV. | * Explains the purpose of a CV and its importance in the job application process. * Identifies and understands the essential components of a CV. * Develops a CV which accurately describes own skills, experience and knowledge. * Tailors a CV to meet specific job descriptions. * Understands the importance of maintaining and updating CVs to reflect new skills, experiences and accomplishments. | 2,3 | CO |
| Job search | Develops job search plans and identifies where to look for vacancies.  Applies for job vacancies. | * Uses appropriate job search strategies to increase chances of success. * Uses a range of sources to find suitable job vacancies including online job boards and networking. * Makes job applications which showcase knowledge, skills, experience and interest, linked to specific vacancies. * Manages job applications effectively by organising deadlines, tracking application statuses, and following up with employers. | 2,3 | EP, MC, BLW, STBP |
| Interview skills | Prepares for job interviews. | * Articulates effective preparation techniques for interviews. * Understands and applies positive body language techniques. * Anticipates interview types and questions, linked to the job role. * Uses the STAR technique to showcase relevant skills, experiences and accomplishments, in response to interview questions. | 2,3 | CO |
| Career management | Understands how to manage career and plan/prepare/respond to progression opportunities. | * Explains the different stages of career progression, including entry-level, mid-career, and senior roles, and how they evolve over time. * Demonstrates the ability to assess and develop the skills required for career development. * Discusses the importance of developing professional networks and maintaining relationships to influence career growth and provide opportunities. * Assesses different career pathways and makes informed decisions based on personal interests, goals and industry trends. * Recognises the importance of completing relevant Continuous Professional Development (CPD) to upskill and stay updated. | 2, 3, 5, 7 | GTL, EP, MC, STBP |
| **Post Graduate Progression Pathway** | | | | |
| Post-graduate study options and pathways | Explores relevant post-graduate qualifications. | * Identifies courses and providers which support individual needs and career goals. |  | GTL, EP, MC, CO |
| Post-graduate admissions | Applies for post-graduate courses.  Prepares for post-graduate admissions. | * Assesses entry requirements and develops SMART plans to meet them. * Makes post-graduate course applications in accordance with deadlines. * Identifies the use of competitive selection processes including psychometric tests, knowledge and skills tests and interviews, and makes preparations to demonstrate suitability for a place on the course. |  |  |
| Finance for post-graduate study | Understands funding availability for post-graduate study. | * Explores funding for tuition fees and maintenance costs. * Develops a personalised funding plan for post-graduate study including income and expenditure, to assess feasibility of choices. |  | EP, MO, BLW, STBP |
| **Events** | | | | |
| Green Careers Week Activities | Participate in Green Careers Week activities promoted by the Careers Team. | * Considers individual role in green careers, sustainability and the environment. * Develops knowledge and understanding of careers and LMI. |  |  |
| Apprenticeship Week Activities | Understand the structure and duration of apprenticeships.  Identify key stakeholders involved in apprenticeships including, apprentices, employers, training providers, and regulatory bodies.  Attend ASK workshops/presentations. | * Lists and describe different types of apprenticeships available across specific sectors. * Uses a range of sources to find vacancies and opportunities. * Outlines application processes and time scales. * Considers apprenticeship pathways as an option for progression. | 2,7 | EP, MC, CO |
| MY Sector Showcase | Meet with employers/training providers/universities. | * Gains insights into specific sectors, roles and career paths. * Understands the requirements and expectations of different professions. * Develops the ability to effectively network with professionals and potential employers/providers. | 2,5,7 | EP, MC, CO |
| National Careers Week Activities | Participate in National Careers Week activities promoted by the Careers Team. | * Increases career aspirations and develops career goals. * Develops knowledge and understanding of careers, LMI and opportunities. | 2,5,7 | GTL, EP, MC, CO. BLW, STBP |

**Careers Framework Key**

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| **Gatsby Benchmarks** | | **CDI Career Development Framework** | |
| 1 | A stable careers programme | GTL | Grow throughout life |
| 2 | Learning from career and labour market information | EP | Explore possibilities |
| 3 | Addressing the needs of each student | MC | Manage career |
| 4 | Linking curriculum learning to careers | CO | Create Opportunities |
| 5 | Encounters with employers and employees | BLW | Balance life and work |
| 6 | Experience of workplaces | STBP | See the big picture |
| 7 | Encounters with further and higher education |  |  |
| 8 | Personal guidance |  |  |

**Useful Links and Resources**

[**Careers guidance and access for education and training providers (publishing.service.gov.uk)**](https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers_guidance_and_access_for_education_and_training_providers_.pdf)

[**The Careers & Enterprise Company | The Careers and Enterprise Company**](https://www.careersandenterprise.co.uk/)

[**CDI Framework - Career Development Institute**](https://www.thecdi.net/resources/cdi-framework)

[**Work-Ready-Lancashire-Booklet.pdf (lancashirecareershub.co.uk)**](https://lancashirecareershub.co.uk/wp-content/uploads/2024/06/Work-Ready-Lancashire-Booklet.pdf)

[**Lancashire Careers Hub – Unlocking the potential of Lancashire’s future workforce**](https://lancashirecareershub.co.uk/)