

Career Benchmarks Pilot: Audit of Practice	
Name of School / College:	Askham Bryan College
Designation:	
Age Range Covered:	16 to 19+
Address and Contact Details:	Askham Bryan College Askham Bryan York YO23 3FR
Local Authority Area:	North Yorkshire

Total Number of Pupils on Roll: (not including HE)	2543
Number of Pupils on Roll Pre-16:	44
Number of Pupils on Roll Post-16:	2499
Most Recent Ofsted Grade (and date):	Good (March 2017)
Name of Headteacher / Principal:	Catherine Dixon
Name of School / College Lead for Pilot:	Bobby Shori
Email address of School Lead for Pilot:	Bobby.shori@askham-bryan.ac.uk

Benchmark 1: A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school / college has a structured careers programme that is written down?			x	<p>CEIAG is incorporated in to the appraisal and professional development programmes, this is further supported by Employability Coaches delivering on range of employability-related skills including job search skills, how to write a CV, how to complete and application form, interview preparation. This is all underpinned by a Careers Leader and Careers Adviser/s. The Careers team can be referred to throughout the year and learners can book appointments for 1 to 1 IAG interviews. Interviews will include action plan and SMART targets.</p> <p>In addition there will be key dates and enrichment activities through the academic calendar that include UCAS deadlines, National Careers Week and Careers Fairs.</p>

<p>The careers programme is published on the school / college website?</p>			x	<p>A Careers Charter has been produced and circulated amongst academic colleagues and students. It is published on the college website and Moodle, it clearly defines what learners can expect from Askham Bryan College Careers Services. Both Moodle and Facebook are used to communicate to existing and previous students of job opportunities and different progression routes. Facebook as an electronic medium is very accessible to our learners and we have found learners receptive to this.</p>
<p>An appropriately trained and qualified person has responsibility for the coordination of the careers programme?</p>			X	<p>The current Careers Leader holds the level 6 Diploma in Guidance and Qualification in Careers Guidance (QCG). He regularly attends regional CEIAG network meetings in the York area to keep up to date with current CEIAG developments and labour market information. He subscribes to local and regional business news sites such as Make it York and updates from universities and Young Enterprise. He will be completed level 7 training for Careers Lead at the University of Nottingham.</p> <p>In addition, Careers is part of a wider Careers and Employability hub, which is comprised of Work Placement Co-ordinators and Employability Coaches. The Work Placement Co-ordinators, find and match learners to work placements and manage the integral work based learning for a wide range of courses. The Employability Coaches, deliver real employability skills in professional development sessions, these range from how to write a CV, UCAS applications and how to write a personal statement to job search and interview preparation.</p>

<p>A senior leadership team link has responsibility for Careers?</p>			X	<p>The Director of Student Services has direct responsibility for Careers. The Employability Manager is responsible for the operational management of the Careers Service within college.</p>
<p>The school / college leadership team regularly evaluate the effectiveness of the school's careers programme (at least every three years)?</p>			X	<p>The College holds the Matrix accreditation for CEIAG, this reviewed every three years.</p> <p>The Matrix Assessor visited the College 13th-15th June 2017 to complete an assessment and the College was re-awarded the Matrix Standard.</p> <p>The college has recently achieved the Quality in Careers Standard (September 2018).</p> <p>The Careers Programme will be evaluated annually as part of collating feedback from learner voice, meeting with curriculum staff and employers.</p>
<p>As part of this process schools / colleges seek systematic feedback on the careers programme from learners?</p>			X	<p>Askham Bryan College is continuously striving to deliver, review and improve its careers delivery and feedback is an essential component. After each careers interview students are encouraged to complete a short survey on their experiences. The survey is divided in to four parts:</p> <ol style="list-style-type: none"> 1. Ease of access of service 2. Quality of interview/experience 3. Do learners understand their next steps 4. Do they feel more confident after the interview or not.

				<p>In addition Careers service related questions are to be incorporated as part of student forum and learner voice.</p> <p>Results to be updated annually.</p>
<p>As part of this process schools / colleges seek systematic feedback on the careers programme from teachers?</p>			X	<p>The Careers Leader will meet curriculum head of departments and centre managers at a careers review meeting once a term. Askham Bryan College has a main centre in York, a sister centre in Newton Rigg at Penrith and two satellite centres at Stewart Park, Middlesbrough and Saltaire, Shipley. The aim is to collect feedback from meetings and questionnaires.</p>
<p>As part of this process schools / colleges seek systematic feedback on the careers programme from parents?</p>		X		<p>Feedback from parents is gathered at all Parents Evening Events. These events are aimed at providing parents with information on the careers service and potential career paths for young people.</p> <p>Local employers are invited to events to provide information as to what they look for in their employees etc. We will continue to review our plans with regard to engaging with parents in the future.</p> <p>The Careers Team encourages parental engagement and contact details are available on the website.</p> <p>As part of our commitment to achieving this we will also be publishing the careers timetable in the Parent/Carer guide and advising parents that we are happy to have their input into the careers programme and actively encourage parents to support their son/daughter at UCAS meetings and careers advice talks.</p>

				The College website has a dedicated section under Student Information, where parents can find ways to contact the Careers Advice Service.
As part of this process schools / colleges seek systematic feedback on the careers programme from employers?			X	The College works closely with employers and an essential component for students is a yearlong part-time work placement. As part of this, feedback is collated from employers to ascertain student progress. As Askham Bryan College is renowned in land-based and animal courses, employers consistently contact the College to advertise job opportunities and recruit students.

Benchmark 2: Learning from Career and Labour Market Information

Every pupil and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school / college provide access to independent and impartial careers guidance for pupils in Years 8-13?			X	The Careers Leader is centrally located in the York campus and easily accessible in the Employability and Careers Hub. To support other centres, each centre has

				<p>a either a level 4 adviser or a trainee adviser. To ensure quality of service and entitlement to all learners the Careers Leader regularly visits each centre.</p> <p>In addition, the Careers Leader and Careers Adviser support Employability Coaches and provide specialist support in the form of group work, referrals and one to one interviews. CEIAG can be requested in person, email, telephone or tutor referral.</p>
<p>Parents are encouraged to access and use information about</p> <p>a) labour markets</p> <p>b) future study options</p> <p>to inform their support to their children</p>			X	<p>Askham Bryan College is uniquely positioned as a specialist in land based studies and on completion of their qualification approximately a third of learners will be returning to work in the family business. We actively encourage all parents to have better understanding of their child's future careers prospects. Labour Market information is widely available and links are available on the website for parents to look through. These include EMSI and the UK Commission's Employer Skills Survey 2015 (link on website). Progression routes are discussed with students and advisers will ask each learner if they have consulted with their parent/s or guardians about their career ideas.</p> <p>The College values the link with parents and this is an area for continuous development.</p>
<p>The school / college keeps systematic records of the individual advice given to each learner and subsequent agreed actions.</p>			X	<p>All guidance interviews are recorded on Pro Monitor, a summary/action plan is emailed to each learner. Learners are encouraged to provide feedback.</p>
<p>These records are shared with parents.</p>			X	<p>In order to protect the data and privacy of learners this information is not readily shared with parents unless the College has the learners permission or it</p>

				is deemed necessary in order to protect the safety of an individual or individuals.
Learners have access to these records whenever they need them.			X	Learners are emailed a summary or action plan so they have a record to take with them.
Learners use these records to support their career development			X	Careers guidance records are e-mailed to students following an appointment with the Careers Coordinator with SMART action points and tasks to complete by a given deadline and supporting actions from the Careers team.

Benchmark 3: Addressing the Needs of Each Pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

CHARACTERISTICS	Not	Partially	Achieved	Evidence to support judgement
	Achieved	Achieved		

The school / colleges careers programme actively seeks to raise its learner's aspirations.			X	Raising of aspirations and awareness of opportunities is a core value for the Careers service at Askham Bryan College. This is achieved by delivering enrichment events and visits to employers, industry bodies, apprenticeship providers and higher education institutions.
The school / colleges careers programme actively seeks to challenge stereotypical thinking.		X		Employability Coaches run group sessions on equality and diversity that includes stereotyping and prejudice thinking with regards to careers, gender or disability. They run sessions on challenging prejudice and how equality and diversity enriches society.
The school / college keeps systematic records of the individual advice given to each learner and subsequent agreed actions.			X	All guidance interviews are logged on a spreadsheet on a shared drive. In addition to comments registered on the College's Pro Monitor, every interview will have a follow-up careers plan or summary emailed to each learner. The follow-up consists of a summary of main points, actions the student and adviser will be taking next and SMART targets which have been set.
These records shared with parents.			X	In order to protect the data and privacy of learners this information is not readily shared with parents unless the College has the learners permission or it is deemed necessary in order to protect the safety of an individual or individuals. Parents can contact the College anytime.
Learners have access to these records whenever they need them.			X	Learners are emailed a summary or action plan so they have a record to take with them.
Learners use these records to support their career development.			X	Careers guidance records are e-mailed to students following an appointment with the Careers Co-ordinator with SMART action points and tasks to complete by a given deadline and supporting actions from the Careers team.

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
All teachers link curriculum learning with Careers; Subject teachers highlight careers education within their subject.			X	<p>All marketing information and subsequent information which learners receive is focused on career outcomes.</p> <p>Further work is required on the college's website to enhance its focus on career choices and courses which will support these long term goals, in addition staff training is required to develop the usage of the website and its tools to support prospective and current learners.</p> <p>All staff have fully embedded career links within their course planning and delivery. There are many opportunities for learners to visit employers and for talks from employers within the classroom setting.</p> <p>All learners are required to undertake work experience activity as part of their study programme. This provides learners with the opportunity to apply class room teachings in real world experiences. In turn this gives all Askham Bryan College learners skills, experiences and confidence to progress their careers.</p> <p>In addition, students benefit from Employability Skills programme, each week Employability Coaches cover a range of sessions to help with UCAS applications,</p>

			<p>job search, research careers, how to write a robust CV and winning covering letter.</p> <p>All teachers link curriculum learning with Careers; Subject teachers highlight careers education within their subject.</p> <p>Agriculture:</p> <p>At the heart of Askham Bryan College is it's Agriculture Department, across two main sites York and Penrith, the College farms over 650 hectares. Students have the opportunity to make reciprocal visits to partner College Farms in the Vale of York and Cumbria to study upland and lowland agriculture, farming systems and alternative land production systems. During their course students will attend shows such as the Great Yorkshire Show, events, industry visits and farm visits. In addition students will benefit from short courses and industry recognised qualifications including tractor driving, forklift truck driving, ATV training, safe use of veterinary medicines, first aid and other certificates of competence.</p> <p>Animal Management:</p> <p>There are four pathways under Animal Management – general level 1 to 3 qualification, Zoo or Wildlife for those who would like to look after more exotic animals, Companion Animals, for general care of smaller animals; Applied Science for students interested in veterinary nursing and/or research. The College has it's own Zoo located on the York campus, this is where students can develop a range of skills and gain experience of working with animals and the general public. In addition all courses require a work experience component to successfully achieve the qualification. Students are currently on work</p>
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			<p>placements with Scarborough Sea Life Centre, Harewood Bird Garden, Tropical World through Leeds City Council, Swithens Farm and Pets Pantry.</p> <p>An integral part of these courses are visits from leading industry experts, guest speakers, visits to different Zoos, sanctuaries and habitations. These visits can be both national and international including conservation trips to South Africa, visits to Zoos in Eastern Europe and a trip to Aruba to observe dolphins in their natural habitat. As well as providing educational experiences, these trips also enhance careers progression for covering letters, CVs and UCAS applications.</p> <p>Arboriculture:</p> <p>Students learn practical skills and develop their understanding of the various disciplines to support them with their career progression. This includes tree identification, planting and care, tree and soil sciences, advanced arboriculture practices, woodland and habitat management, pest and diseases. They will also achieve industry recognised qualifications such as use of chainsaw. Work experience is an essential part of this course and all students will undertake an investigation project of their own, which they can do as a live project with an employer.</p> <p>Engineering - Land-Based Technology:</p> <p>A hands-on practical course that provides learners with the opportunity to develop skills and learn from experiences on how to maintain and repair a wide</p>
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				<p>range of agricultural and industrial machinery, as well as off road vehicles. Students learn 'real-life' skills such as how to inspect and test machinery and equipment, how to service and repair engines, health and safety, welding, machine maintenance. This is all underpinned with work experience and workshop practice. Current students are on work placements at Ripon Farm Services.</p> <p>Equine:</p> <p>All students have a combination of classroom study and practical weekly work experience, where they have to achieve 150 hours of work based learning to pass their course. Students can gain work experience on the College Equestrian Yard, Equestrian Centres both local and national. The College has both an external and internal arena. All courses are in line with British Horse Society training and exams and in October 2018 students had the opportunity to be involved with the British Eventing Horse Trials Event</p> <p>Floristry:</p> <p>Students learn about flowers, identification and use of foliage and plants, design for gifts and occasions. In addition to the display and construction techniques used in the floristry industry, work experience is to gain practical experience within a business environment.</p> <p>Foundation Learning:</p>
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			<p>Supportive learning environment, where students can learn about subjects they are interested in with the goal to improve life skills and prepare participants for further learning and employment. Course programmes include Animal Care, Horticultures and Animal Care. The courses offer work related skills and work placements, as well as functional English and Maths skills. Student get the opportunity to gain work experience with different organisations such as Pets at Home, Living Potential Care Farms and Beetle Bank Farm.</p> <p>Motorsport:</p> <p>Learners will work on a variety of vehicles and learn about many aspects of vehicle technology, operation of vehicle chassis systems, fault diagnosis and rectification, motorsport workshop practices, motorsport vehicle preparation and inspection and many more aspects of motor sports maintenance. The aim is to give a good grounding of skills required to enter work in the motorsport and motor vehicle industries. Learners have the opportunity to apply these skills and knowledge on work experience, examples of placement organisations are JCT 600, Halfords and Ebor GT.</p> <p>Sport – Outdoor Adventure</p> <p>Learners will achieve level 2 in Bushcraft Studies. At level 3, learners will spend at least one day per week doing work experience in an outdoor centre. The course includes trips to different outdoor centres and activities such as surfing in Cornwall and mountaineering in Snowdonia. As well as providing students</p>
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				<p>with practical and classroom sessions, the combination of work experience and trips will enhance careers prospects in the outdoor adventure industry.</p> <p>Uniformed Public Services:</p> <p>This course is designed to provide students with the knowledge, skills and understanding required to gain employment in uniformed or armed services. The course combines both theory and practical work, including residential courses and participating in outdoor adventure activities such as white water rafting, gliding and expeditions. Students will be introduced to some of the entry processes for the Public Services, Police and Criminal Justice. Theory is underpinned by visits to the Houses of Parliament and the Old Bailey. In addition students can participate Combined Cadet Force (CCF) which offers broad range of challenging and adventurous and education activities. CCF is an educational partnership between the College and the Ministry of Defence and may include Royal Navy, Royal Marines, Army or Royal Air Force.</p>
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Benchmark 5: Encounters with Employers and Employees

Every pupil 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.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every pupil in Key Stage 5 has multiple opportunities to learn from employers.			X	<p>All staff have fully embedded career links within their course planning and delivery. There are many opportunities for learners to visit employers and for talks from employers within the classroom setting. All learners are required to undertake work experience activity as part of their study programme and to complete their qualification.</p> <p>More recently the College ran it's first CPD day, this is where the timetable is paused for a day and students attend enrichment workshops/fair. The first CPD day was focused on the World of Work, where students signed up to different careers themed workshops and attended a careers fair and motivational presentation. As part of the College's Careers schedule of enrichment activities there will be a 'Gap year' fair and a recruitment fair for final year level 3 learners and focuses on National Careers Week.</p>
Encounters with self-employed people form part of the careers programme			X	Given the nature of the courses taught at Askham Bryan College, not every learner encounters self-employed people as part of their study programme, but

				<p>many will work for local and national small business and sole traders. The College backs up enterprise and business learning through weekly Enterprise classes, where learners are taught a range of skills including how to start a business, cash flow, marketing and business case studies.</p>
<p>Every year, from age 11, pupils participate in at least one meaningful encounter with an employer</p>			X	<p>All staff have fully embedded career links within their course planning and delivery. There are many opportunities for learners to visit employers and for talks from employers within the classroom setting.</p> <p>All learners are required to undertake work experience activity as part of their study programme. This is undertaken by the majority of learners, who have to achieve a set number of hours to complete their qualification.</p>

*A 'meaningful' encounter is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace

Benchmark 6: Experiences of Workplaces

Every pupil should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Colleges: In Years 12 and Year 13 or by the age of 18, every learner has had one further experience of the workplace (for example through work visits, work shadowing, or work experience), other than through part-time or holiday jobs.			X	<p>At the heart of all teaching at Askham Bryan College is the drive to equip all learners with a combination of academic understanding and achievement, married with real life long skills and work experiences in students chosen subject/vocational areas. The College has a team of Work Placement Co-ordinators that source, match and oversee work placements for the majority of learners. They visit employers and carry out risk assessments. The aim is to embed work-related confidence and improve individual employability.</p> <p>Students complete a work experience log book before and during their experience. Employers' comments and suggestions are collated through a questionnaire at the end of the work experience.</p>

Benchmark 7: Encounters with Further and Higher Education

All pupils 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.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
All learners understand the full range of learning opportunities that are available to them (including academic and vocational routes and learning in schools, colleges, universities and the work place).		X		The College is committed in supporting learners in their career planning and decision-making. Learners can book in to see a careers adviser at a day and time that suits them. As part of the Careers engagement strategy all year 1 students on a level 3 qualification will receive information on progression routes when they finish their qualification at the end of year 2. This input is disseminated through the use of Employability tutors and Careers Adviser/Careers Leader. For example for UCAS an Adviser runs in a drop in session over lunch time near the student cafeteria. The Careers Leader has visited every year 2 Employability and Professional Development session and offered 1 to 1, or group support sessions to help with UCAS applications/personal statements.

				<p>In addition students are supported with job/apprenticeship search, CV and covering letters, interview preparation through Employability classes. During the academic year students are encouraged to set themselves SMART targets. These are monitored by Employability Coaches and students are given activities to self-reflect and either revise or make new SMART targets.</p> <p>The Careers Facebook page is regularly updated with open day info, events at uni, UCAS updates and student finance info. Deadlines for UCAS and student finance and apprenticeship and job advertisements are also put on there.</p>
By the age of 18, all learners who are considering applying for university have had at least two visits to universities to meet staff and learners.		X		The College is looking to review it's contacts with HE institutions and plans to use a combination of visits from and visits to different HE providers. This is currently under review as part of the Careers engagement strategy.

*A meaningful encounter is one in which the learner has an opportunity to explore what it is like to learn in that environment.

Benchmark 8: Personal Guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant

<i>study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</i>				
CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every pupil has opportunities for guidance interviews with a professional careers adviser *			x	Learners can access the Careers Leader and Careers Adviser at any point in the year for help with University applications, CVs, job and Apprenticeship applications, course advice, careers action planning and mock interviews. The College has an Information, Advice and Guidance Statement of Service available on the College website, this includes the Careers Charter and a timetable of enrichment events throughout the academic calendar.
Sixth Form / College: Every pupil has had at least one guidance interview with a professional careers adviser by the age of 18. (if not every pupil, then what proportion?)			X	Every student will attend weekly employability tutorials and have access to a Careers Adviser.
Guidance interviews are timed to meet the individual needs of learners.			X	Learners can access the Careers Adviser at any point in the year for a guidance interview and help with university applications, CVs, mock interviews, job

				<p>applications, course advice. During the year there will be different enrichments events and activities.</p> <p>Appointments available with Bobby Shori, Careers Leader and Jenny Saxton Careers Adviser/UCAS Coordinator as and when required.</p> <p>As part of the preparation for UCAS Jenny runs lunch time drop in on a Thursday. The Employability Coaches promote the service and invite Careers Advisers in to class to provide specialist support!</p>
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*By professional we mean advisers that are professionally qualified to give careers guidance