

Progression Strategy

**Liverpool Life Sciences UTC
Progression Strategy 3002**

GOOD CAREER GUIDANCE IS THE KEY TO SOCIAL MOBILITY: IT IS ABOUT SHOWING YOUNG PEOPLE – WHATEVER THEIR SOCIAL AND FAMILY BACKGROUND – THE OPTIONS OPEN TO THEM, AND HELPING THEM MAKE THE RIGHT CHOICES TO SET THEM ON THE PATH TO REWARDING FUTURE CAREERS.

Our Promise – A job, apprenticeship or university place for every student who successfully completes their programme of study at the Life Sciences UTC

Key Focuses:

- Provide impartial, up-to-date careers education, information, advice and guidance which expands students' horizons, empowering and inspiring them to make successful, informed career decisions, and put them into practice.
- Enable students to understand and build the required skills and attributes and market these skills successfully so they are able to move onto the appropriate next destination be that education, training or employment.
- Develop and deliver meaningful employer-student interactions that inspire and open doors to future opportunities and allow the UTC to understand future workforce opportunities, skills gaps and appropriate progression routes.
- Monitor, review and evaluate systems that cover the accessibility, take up and effectiveness of provision and practice to ensure continuous improvement.

Targets

- **No NEETs**
- **90% say good/ excellent in student feedback**
- **90% say good/ excellent in parent feedback**
- **Quality awards In CIAG**
- **Outstanding OFSTED**
- **Win an award for CIAG (Educate, TES, Careers England)**

Within the framework of the Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

Benchmark 1: A stable careers programme		
Process	Outcome	Evidence

<p>Take a whole school approach to the delivery of IAG</p> <ul style="list-style-type: none"> • There is a named lead person on the senior team with responsibility for CIAG. • There is a named lead person on the governing body with responsibility for CIAG. • The UTC promise is central to all marketing to students and parents, even before they arrive at the UTC. • Conversations in the run up to enrolment at the UTC are centred on planning for future aspirations. The UTC is a significant step on the way to a chosen career. • Information about CIAG is included in the Partnership Agreement completed by all students and parents at enrolment. • Induction weeks have a clear focus on looking at future opportunities. • IAG is a firm and central part of the UTC leadership team priorities, promoted at department meetings and staff briefings. • IAG is delivered discretely during enrichment and implicitly in the Academic Mentoring, PSHE and individual subject teaching. • Resources to support IAG are available to all students at all times online, including National Careers Website, Susan Burke Careers website, Heap Online, U-Explore. • Support is given by the senior team to individual subject departments. • Support is offered to students for the year after they have finished their programme of study to ensure good transition to their destination. 	<p>Students have access to good CIAG.</p> <p>Students know when and how to access CIAG.</p> <p>Students understand their rights and responsibilities.</p> <p>All students have the necessary information to help make good decisions.</p>	<p>Named SMT: Lyndsay MacAulay</p> <p>Named governor: Steve Jones – Global Talent Director, Convatec</p> <p>Website, Adverts and Prospectuses</p> <p>Student Interview forms, Planning for your future forms</p> <p>Partnership agreement</p> <p>Induction week timetable</p> <p>PSHE LTP and MLTP</p> <p>UTC Website careers section</p> <p>Transition Packs for departing students</p>
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<p>Monitor, review and evaluate systems that cover the accessibility, take up and effectiveness of provision and practice to ensure continued improvement.</p> <ul style="list-style-type: none"> • Supply evaluation forms to parents/ students/ alternative providers at the end of events supporting CEIAG. • Review twitter feeds after events to get an overview of their success. • Invite the Junior Leadership Team to feedback on behalf of student community. • Invite staff to feedback at CPD sessions. • Encourage past students to feedback on what additions should be made to support the transition to university, employment, apprenticeship. • Encourage business partners to feedback on events they attend and student .interactions during work placements, projects and masterclasses. • Review the effectiveness of the referral system annually with HODs. • Use the outcomes of this process to make evidence based judgments about desirable improvements. • Plan and implement actions to improve provision and practice based on the outcomes of this process. • Review improvements at Senior Management level and with the Governing Body. 	<p>NO NEET Year on year improvements in provision and practice Increased use of IAG by young</p>	<p>Destinations data Evaluation Forms SIMs Screen shots of post events on twitter Personal action plans for students Parents satisfied with what they need to do eg Student Finance by a certain date etc Student satisfaction data Parental satisfaction data</p>
<p>Recruitment process and practices comply with local and national safeguarding best practice</p> <ul style="list-style-type: none"> • Recruitment and commissioning of any additional IAG follows safeguarding protocol. (Safer recruitment) 		<p>Recruitment policy DBS Certificates Website Staff Development Record SIMS Single Central Record</p>

<p>Promote the benefits of CIAG to all young people/parents & carers/ UTC staff</p> <ul style="list-style-type: none"> • The UTC must recognize that it is not enough to deliver CIAG implicitly, but that this information, and the associated benefits, should be explicitly promoted and sign posted as relating to CIAG to parents, students and staff. • Use a variety of techniques to promote the benefits of CIAG to students and parents, including the UTC website, in letters and newsletters to parents, at events and in explicit materials that outline the CIAG process, by term across the UTC. • Use INSET days to showcase what is happening in careers and provide additional resource for subject teachers and academic mentors. • THE CIAG agenda will be reflected on in SMT meetings and will be monitored by the governing body. 	<p>Students understand when they are experiencing careers advice and why it is useful</p>	<p>Marketing material Calendar of events CPD plans</p>
<p>Benchmark 2: Learning from career and labour market information</p>		
<p>The changing skills agenda and workforce requirements require that students and UTC receive and deliver up to date information</p> <ul style="list-style-type: none"> • The UTC is able to utilize strong relationships with the Local Enterprise Partnership and business partners to deliver up-to-date information about careers, opportunities, labour market trends and skills to students. • The use of independent recruitment consultants at leading Life Science agencies allows the UTC to deliver information based on current realities rather than past published information. 	<p>Students understand the current opportunities available. The use of external professionals ensures students recognize opportunities in the real world and have experience of working with them.</p>	<p>Displays of Labour Market Information Meeting notes, Lisa Baldwin, LEP Interview notes from meetings with recruitment consultants</p>

<p>Students must have access to impartial information to ensure they are able to make good decisions</p> <ul style="list-style-type: none"> • The three progression routes are given equal value and prominence within the school. • Students are able to access a variety of supporting resources for CIAG, including the extensive websites linked through the UTC site. • Students have access to an extensive careers library in the UTC Learning Resource Centre. • The UTC utilizes a range of impartial careers advisers to support planning and delivery of CIAG, including Career Connect, Shaping Futures, Gro Far, Susan Burke and the team at U-Explore. • Students work directly with HR teams at partner businesses and Recruitment Consultants to ensure information is impartial. • Vulnerable students are clearly signposted to alternative agencies. • Students in Year 10 and 11 are encouraged to think about alternative training and education opportunities out with the UTC and Northern Schools Trust. Local colleges and sixth forms to be invited to the UTC to meet students in the summer term of Year 11. 	<p>Students are able to base decisions on a range of sources of information.</p>	<p>UTC Website links to external resources Agreements with Susan Burke Careers U-Explore, Heap Online, Prospects Centigrade Year 11 Alternative Provider Evenings The Yearly Promise 3 week festival including debate between representatives from each option</p>
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<p>Delivery of CIAG will be focused upon the process of making successful, informed decisions as well as gathering information</p> <ul style="list-style-type: none"> • The UTC will utilize a variety of impartial resources to help students to reach a decision about their next steps. • CIAG at the UTC will acknowledge the complexity of making career decisions, and support the development of skills and techniques that help students to solve problems and apply problem solving skills to a range of situations. • CIAG will emphasize that careers adaptability is a key skill and that career planning and decisions do not necessarily happen in a linear fashion but are a lifelong developmental process. • Challenging activities and thought provoking questions will be delivered as part of the Wellbeing and Culture programme, the mentoring programme and during one to one careers interviews to guide careers planning and help students to make better decisions. • Careers interviews will focus students to complete a decision grid, not only based upon pros and cons but that also reflects future desires and perceived happiness using a 0-10 scale. • The process of the careers interview will help students overwhelmed by the range of options to clarify the steps of the process into smaller more manageable decisions. • Students will be aware of the incremental decisions that can be made, and the associated timeline and key junctures to reduce the pressure of trying to find the ‘best option’. 	<p>Students make better decisions</p>	<p>U-Explore Careers interview records Decision making grid Centigrade Student folders PSHE LTP and MLTP</p>
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<p>Utilize employer interaction to improve understanding of the future workforce opportunities, skills gaps and appropriate progression routes.</p> <ul style="list-style-type: none"> • Work with HR Directors from across the sector to fully understand recruitment processes, skills requirements and best progression routes to access said opportunities. • Work with the LEP to monitor changing skills requirements. • Work with the LEP to be part of the skills agenda conversations for the region. • Work with industry associations to understand the market, skills gaps and preferred progression routes. • Work with recruitment specialists to identify changing trends and opportunities. • Work with University Admissions teams to understand opportunities, progression routes, processes and requirements. • Ensure work placements are coordinated around future areas of opportunity. • Support students in accessing work placements in business areas of skills shortage. • Ensure pathways proportionally reflect progression routes and opportunities. 		<p>Partner Matrix Placement mapping documentation</p>
<p>Benchmark 3: Addressing the needs of each pupil</p>		

<p>Information, advice and guidance at the UTC recognises the specific and individual needs of vulnerable students to ensure it expands horizons and empowers students (particular focus on G&T, SEN&D, LAC and those with caring responsibilities)</p> <ul style="list-style-type: none"> • The UTC assesses students' needs as and where appropriate. • Pathways are assigned based on needs and aspirations • Student needs are recorded centrally so data can be monitored and shared effectively. • The UTC works in partnership with a range of agencies to deliver a referral system so that students can receive help from specialist staff in house or externally in response to identified need. • Students can be referred to a range of agencies by their Academic Mentor, Subject Teachers, Head of Year, SMT, Director of Inclusion or the Head of Sixth Form. • Where assessment leads to the involvement of more than one agency providing specialist support, the Director of Inclusion and Head of Sixth Form will be identified as the UTC lead professionals. • Referrals to specialist services/ multi-agency teams are monitored, recorded on SIMs and followed up with the Professional Guidance Leader taking overall responsibility. • Where a student is identified as being at risk of harm, an immediate referral for specialist assessment is undertaken, under the lead of the Director of Inclusion. • Students deemed to be vulnerable are given additional mentoring support by the pastoral team and professional mentor to ensure they are able to achieve their aspirations. • The Year head will identify additional opportunities for support across the UTC, particularly with those deemed to be vulnerable and those deemed to be G&T, and work with subject leaders to coordinate and monitor its delivery. • Guidance raises aspirations and challenges appropriately. • Students with additional needs are given additional opportunities to prepare for placements. • Placement providers are briefed on the additional needs of students prior to placements taking place. • Vulnerable students should be referred to the Head of Year and impartial careers professionals before they can be taken off-role, drop or change courses at the UTC. • Students deemed to be G&T will be pushed to complete longer, more intense project 	<p>Guidance raises aspirations/ challenges appropriately</p> <p>Students are matched successfully into further education, training or employment opportunities.</p> <p>Young people reaching the upper age limit of the UTC are supported in their transition.</p> <p>Matters which arise are resolved quickly.</p>	<p>Safeguarding policy SEN&D policy SIMs Destinations data Section 139a prepared as transition documents for Year 11 and Year 13 students leaving UTC Career Guidance Interviews Individual Action Plans Traffic Light System for tracking progress against target Parents/ Carers evenings Half termly written reports Parents/ Carers know who their lead professional at the UTC is. Exit interview process Course change process</p>
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<p>Information, advice and guidance at the UTC celebrates diversity and challenges stereotypes to ensure it expands horizons and empowers students.</p> <ul style="list-style-type: none"> • The UTC uses a variety of resources to reflect the diversity of our student community, whilst remaining sensitive to the different faith, cultural and family backgrounds. • The UTC promotes employee profiles from across our range of business partners that celebrate diversity, reflect a variety of socioeconomic backgrounds, and encourage students from all backgrounds to consider their future opportunities. • Work placements are centrally organized to ensure students without parental networks have equal access. • The UTC masterclass programme endeavors to reflect the make-up of the student community, promoting equal opportunities for women, different ethnic groups and different socioeconomic groups. • The UTC masterclass programme highlights professionals that have succeeded through a variety of non-traditional routes. • Students are given opportunities to discuss a variety of professions and non-traditional career routes at working lunches with industry partners. • Visual displays across the UTC and within subject areas promote the diversity of the student community. 	<p>Students are given the opportunity to experience positive role models and understand that the opportunities available to them are not confined by their background.</p>	<p>Futuremorph, Women in Engineering, Plotr, STEM, Prospects weblinks through the UTC site UTC website sponsor and partner employee profiles Work Placement Mapping Documentation Masterclass programme Careers working lunches – for development Display boards</p>
<p>IAG is provided confidentially and in an appropriate setting to ensure students feel comfortable to access it</p> <ul style="list-style-type: none"> • The Head of Year will ensure confidentiality is available if required for young people participating in one to one guidance, where possible within the context of safeguarding. • Students will be made aware of the limits of confidentiality. • Staff and students will be made aware of sharing agreements & where information is kept. • The Head of Year will develop a suitable area for careers interviews to take place that complies with child protection requirements. 	<p>Students know when privacy will be maintained. Students know how their information is stored and are able to access it if required for further IAG Students feel comfortable to seek advice on their future</p>	<p>Child protection policy/work Room layout Confidentiality agreement</p>

Benchmark 4: Linking curriculum learning to careers

Students experience a range of pathways within their curriculum learning

- Students experience a skills based curriculum through industry inspired projects that allow them to understand the professional context for their skills development as well as put them into practice.
- Skills are assessed as part of the skills passport allowing students to demonstrate to potential employers and admissions professionals the evidence of situations in which they have demonstrated this range of skills.
- Students experience a range of real life contexts and careers in core lessons
- Students access a specific careers focused curriculum in Culture Sessions in years 10 and 11 – Access All Areas
- All students participate in the Enrichment programmes to enhance their skills set and experience a range of opportunities that give them situations they can discuss at interview, during application processes and improve their employability.
- Teaching staff complete an annual audit of how careers is covered explicitly within their LTP
- Subject departments deliver an annual week long focus in lessons linking core curriculum to career pathways

KS4 and KS5 Curriculum rationale
LTP

Benchmark 5: Encounters with employers and employees

<p>Develop and deliver meaningful employer-student interactions that inspire and open doors to future opportunities</p> <ul style="list-style-type: none"> • Continue to recruit partners to the UTC business partner base to offer a wide range of experiences that reflect the aspirations of the student community. • Engage with sector associates to ensure the UTC is promoted across the business sector. • Include details of partners’ roles and responsibilities in the partnership so working arrangements and understanding of the contribution they make to young people is explicit. • Deliver a work-based learning experience for KS4 students in conjunction with the UTC business partners through industry inspired project based learning. • Utilize the skills and expertise of the HR teams within the partner businesses to recreate situations including mock interviews and performance reviews. • Utilize the experience of sector specialist recruitment consultants to give students first-hand experience of interview processes and applying for work. • Run drop in careers sessions with HR directors from the partner businesses. • Enter industry science competitions with support from Prof Dave Hornby. 	<p>Students are able to make better informed decisions</p>	<p>Partner Matrix Work Placement Mapping Documentation Partner/ Student/ Academic Placement Pack Destinations data Your future starts today Placement Reflections forms</p>
<p>Students are provided with extensive opportunities to understand and develop the key skills required for the specialist sectors on which the UTC is focused, as well as the core transferable skills associated with improved employability</p> <ul style="list-style-type: none"> • Students are introduced to a range of professionals from the Hospital and partner businesses in the masterclass programme enabling them to understand the value of acquiring such skills. • Employability skills are taught explicitly in the PSHE programme. • Core technical skills are taught explicitly in project based learning and curriculum subject programmes. • Professional qualifications that enhance employability are taught within project based learning time, including Care Certificate and IBMS Level 1. • Develop a Student Alumni through LinkedIn groups to promote positive UTC role models from a wide range of abilities and across pathways. 	<p>Students have a better range of available options</p>	<p>Skills Passport for Life Sciences Skills Passport for Health Industry inspired projects Masterclass programme PSHE LTP and MLTP Department audit of careers activity Displays within subject areas Professional qualifications</p>

Benchmark 6: Experience of Workplaces

- Work with Mersey STEM to participate in Science at Work days.
- Work with Nuffield to deliver longer project based internships during summer holidays.
- Coordinate an extensive work placement programme for Post-16 students that allows all students to have at least one work experience placement.
- Offer a week long self placement work experience week for Year 12 students
- Offer a week long self placement week, coordinated by Career Connect for Year 10 students
- Employers to provide feedback on student placements that is included as part of the Build My Future Folder and tracked on Gro Far and included in reports to parents.
- Employers to notify the UTC if students do not attend placements and the consequences of poor attendance to be highlighted to students.
- Work with employers to determine any opportunities for short term paid work experience that does not interfere with curriculum teaching.
- Include visits to employers in Wednesdays programme for Y12
- Year 10 students to participate in Build My Future festival with focus on replicating the experience of work
- Year 12 students to visit employers during Build My Future festival and to focus on understanding the different sectors and contexts

Benchmark 7: Encounters with Further and Higher Education

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| <ul style="list-style-type: none"> • Students experience the full range of learning opportunities that are available to them – equal prominence given on all documentation and in progression fair to FE/ HE/ Training/ Apprenticeships • Bring experts from industry, the university and academia into the UTC to deliver masterclasses to students. • Students meet with admissions teams during Build My Future festival • Students have regular interactions with UniFrog • Students have access to HE support through Shaping Futures programme coordinator, on site one day per week. • Students complete visits to a range of universities during induction programme • Regular clinical education sessions and taster sessions with academics take place on site and on university campuses • UTC Transmits seminar afternoons take place for year 10 and 12 students on university campuses with a range of academic speakers to allow students to imagine what it will be like to study at university | | |
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<p>Empower students with the understanding that all young people are guaranteed an offer of further learning on completion of Year 11</p> <ul style="list-style-type: none"> • Ensure all young people are told during careers education and in one to one interviews that they have a guaranteed place in learning, either in the UTC or in an alternative education provider. • Students participate in Year 11 progression fair with full range of post 16 providers to offer impartial advice on alternative options • Students participate in planning for sixth form programme to ensure we tailor advice based on their next intended step • Work with students to ensure they understand what that offer is, in relation to learning ability, their interests and where they live. • Invite other sixth form providers and colleges to attend options night for Year 11 students. • Ensure that young people who are not ready to take up an offer of learning at the UTC at the end of year 11 are supported to continue in another setting. 	<p>no NEET</p>	<p>Access all areas SIMs record Career Guidance Interview Destinations data</p>
<p>Benchmark 8: Personal Guidance</p>		
<p>The process of CIAG must empower students to be self-motivated, independent adults</p> <ul style="list-style-type: none"> • The Professional Mentor will support all students to create an individual action plan, outlining activities they can take to help them achieve their goals. • Individual careers Interviews will ensure all UTC students have the opportunity to discuss their ideas, hopes and aspirations, putting them firmly at the centre of the process. • The Professional Mentor will signpost next steps rather than spoon-feed to ensure students are empowered to take the next steps independently with fall back support. • There will be multiple opportunities for students to offer feedback on the programme and process and the Professional Mentor will ensure any changes made are well communicated. 	<p>Students have clear achievable goals and deadlines to support their transition to a job, university place or apprenticeship</p>	<p>Action plans Student interview templates Student interview records Destination data Evaluation forms</p>

<p>CIAG will be outcome driven to enable students to make the appropriate next steps, putting their decisions into practice.</p> <ul style="list-style-type: none"> • Students will have regular opportunities to update their career and progression choices to ensure the masterclass, placement and project programme reflects student needs. • All students will work to create an action plan in consultation with the Professional Mentor, and recorded in both Build My Future Folder and on Gro Far. • All students will have key milestones within their action plan so they are able to successfully and independently make next steps. • The Head of Sixth Form, supported by Director will monitor, track and record progress for all Year 12 and 13 students. • Academic Mentors will monitor, track and record progress for all Year 10 and 11 students. • Action plans will be shared with Academic Mentors, Subject teachers, SMT, parents and carers and any external agencies when required to ensure the steps on the plan are supported across the board. 	<p>Students are able to achieve their goals and aspirations</p>	<p>Action plans Destination Data Mentoring records Student folders Pledge to your future programme Your future starts today programme</p>
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<p>Students are explicitly taught to market themselves effectively so they are in the best position to access available opportunities</p> <ul style="list-style-type: none"> • Students are given multiple opportunities to safely practice self-promotion. • Students work with their Academic Mentor and Professional Mentor to establish their personal brand, core skills set and identify their strengths to ensure they are able to market themselves effectively. • Students are introduced to safe and responsible use of social media to improve promotion and ensure employability. • All students use LinkedIn as a method of continually recording and updating their personal information with supporting experiences, qualifications and skills. • Students develop networking skills and build an understanding of the opportunities for promotion through acquiring and connecting with people at all levels in their careers. • Students use LinkedIn to start to acquire recommendations, record and promote them at all opportunities. • Students develop strong research and entrepreneurial skills through project based learning that support their search for a job, apprenticeship or university course. • Students have opportunities to develop presentation skills during core curriculum teaching, industry inspired projects and work placements improving their confidence. • Students are involved in a range of mock interviews with employer partners, and our sponsors, the University of Liverpool and the Royal Liverpool and Broadgreen Hospital Trust. • The UTC recognizes that interviewing is a skill that can be developed explicitly. Students will participate in Competency Based interviews, designed to reflect the process within our core business partners with feedback and an opportunity to practice and improve. • A volunteering job board invites students to apply for opportunities giving them valuable practice of applying for vacancies and marketing their skills. • A range of competitive UTC work placement opportunities allows students to make applications and receive feedback. 	<p>Students have access to a range of opportunities. Students have confidence to make applications. Students understand and can apply the techniques of self-promotion.</p>	<p>Student LinkedIn Profiles Student CVs Recorded Student Presentations Feedback from Mock Interviews UCAS Process</p>
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