



Walsall College

# Our Corporate Strategy

2017-2020

Supporting people into higher levels of study and jobs



Bringing talent to life...



# Foreword

Supporting people into higher levels of study and jobs

We have been on an incredible journey over the past few years as an 'outstanding' provider of education, skills and training for the communities we serve. Putting students at the heart of everything we do and working closely with employers in ensuring our curriculum is effectively aligned to industry and economic needs, has been fundamental to our success. We are passionate about providing high quality education and skills that enable individuals to progress and prosper in their chosen career pathway. Driving prosperity for the borough of Walsall remains our continued focus; working closely with our partners to identify key opportunities, innovative activity and developments is a priority.

We are delighted to present our Corporate Strategy 2017-2020, looking forward to the continuing prosperity of Walsall College and all those that we serve. We understand the changes in Further Education (FE) will require us to continue to invest in our people and resources. This strategy puts our dedicated staff at the heart of our ambition, as we know excellent staff ensure an outstanding experience for all students, employers and parents.

Through believing in the desire to continue to build upon our success, the Governing Body recognises

the transformational challenges within the Further Education Sector and the global economy. This Corporate Strategy outlines our intent to ensure Walsall College is at the forefront of providing innovative, high quality education and skills for a modern Britain.

There will undoubtedly be many challenges ahead, but with our success to date and continued determination, hard work and expertise in producing high-calibre and job-ready graduates. We have every confidence that by working together we will also succeed on the next stage of our journey.



**Jatinder Sharma OBE**  
Principal & Chief Executive



**Allan Pinnegar**  
Chair of Corporation

# Our Mission

Walsall College is uniquely and proudly vocational. Our greatest passion is unleashing the potential of individuals, communities and businesses; our greatest legacy is the talent of our students: skilled, professional and enterprising.





# Our Vision

To provide students with an outstanding learning experience, education and skills development to support them into higher levels of study and jobs.

Students who choose to study at Walsall College receive a holistic education that supports their personal development, confidence, health and well-being, and prepares them for their next steps into work or higher levels of study. We engage and work pro-actively with businesses to ensure our curriculum is fit for the future. Whether through curriculum planning and design, or direct work-experience and project-based-learning, using digital technology, **we aim to continue to strengthen our employer partnership network to best support the students' career potential and progression.**

The FE and Skills Sector has experienced significant change and challenges over the past few years, but it is clear that the next three to five years will require transformation not seen for several decades.

Our culture of dedicated people is our most precious asset and we understand the changes in Further Education will require investment to ensure we support and develop our people, thereby continuing to successfully deliver an outstanding experience for all students, parents and employers.

**We aim to ensure that our staff are confident, ambitious and innovative, effectively supported and well prepared for the future.**

We are passionate about ensuring we meet the demands of a changing world by being agile, innovative and creative, and providing individuals,

businesses and our community with the skills necessary for a modern economy. We believe digital skills are the golden thread across all industries which are being transformed by the power of digital technology, from advanced manufacturing, automotive and finance, through to education, health care and public services. Walsall College will be at the forefront of technological change in both digital-specific and digital skills in traditional sectors, offering high-level skills to the Black Country workforce. **We aim to be renowned for our expertise in the digital sector, giving students real career pathways into professions such as cyber security, robotics, computing and artificial intelligence.**

Working pro-actively together with employers, our Local Authorities (LA), Local Enterprise Partnerships (LEPs), West Midlands Combined Authority (WMCA) and both public and private sector, our aim is to provide the skills necessary to increase the regional and national economic prosperity and contribute to the success of our communities. **We will embrace the changes planned for professional and technical education (Post-16 Plan 2016), and will respond effectively to meet the skills required in high demand; low supply Science, Technology, Engineering and Maths (STEM), manufacturing, creative, construction, health care and medical sectors.**

Achieving financial stability in the current funding climate presents a significant challenge. **We are committed to effectively managing our resources to deliver on financial health and generate an operating surplus to reinvest in facilities for the benefit of students and the communities we serve.**

Finally, effective implementation of our Corporate Strategy<sup>1</sup> is essential to successfully deliver our aims and to provide world-class technical and vocational skills, fit for modern Britain.

<sup>1</sup>This document provides the detail of our Corporate Strategy. The Success Measures and Operational Plans for each College Department are contained in a separate document, due to the need to periodically update the Operational Plans to reflect progress and emerging detail of the Supporting Strategies.



# Our Teaching and Learning Philosophy

## Walsall College Graduate (WCG)

Walsall College believes in preparing students for the world of work with skills and attributes that go beyond the mastery of their chosen discipline to include skilled, professional and enterprising.

The Walsall College Graduate programme equips students with the attributes required to make a positive impact in the workplace with wider interpersonal skills, professional confidence, positive attitudes to work, motivation, and health and wellbeing.

Upon completing their course at Walsall College, students will have demonstrable qualities that enhance their values to employers in addition to their main qualification. Skills and qualities that the Walsall College Graduate programme offers include:

Reflection upon personal qualities including levels of motivation, ability and transferable skills.

Identification of strengths, areas for development and actions required for improvement.

Strong communication skills (including the ability to adapt to different situations and people).

A strong awareness of the requirements of the professional environment and digital identity.

The ability to work effectively with others.

An awareness of social and cultural issues and an improved understanding of the world around them.

Identification of a career goal and a pathway to achieving it.

The development of a strong work ethic and the motivation required to excel within their chosen field of work.

The Walsall College Graduate programme maximises opportunity for personal development through the delivery of core curriculum and the provision of a comprehensive tutorial and enrichment offer.

Walsall College believes in preparing students for the world of work with skills and attributes that go beyond the mastery of their chosen discipline to include skilled, professional and enterprising.

## Believing in our students' future

Ensure that students engage in vocational learning that is supported by relevant work-experience, industry links and client-led problem-based commissions.

Prepare students to be active, thoughtful and caring citizens through a culture that promotes positive attitudes to learning, work and those around them.

Ensure that students are engaged in learning experiences that develop their skills, their professionalism and improve their progression opportunities through enterprise, employment or further / higher study / training.

Encourage students to set themselves personal development targets, which address the Walsall College Graduate competencies, and to aspire to achieve Gold, Silver or Bronze awards on completion of their course of study.







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to operational deployment. To achieve our vision, everything we do will be underpinned by excellent triangulation of the dedication and professionalism of our people, financial stability and quality of provision and services, through agreed success measures (Figure 1).

## Our People



Individuals will receive excellent and impartial careers advice and guidance, which gives a clear line of sight to employment in their chosen occupation or higher levels of education.






We understand that to deliver our Corporate Strategy successfully and to offer an outstanding experience for our students, parents and employers, requires a culture of dedicated people. We want our staff to continue making a positive difference to our students' lives by feeling empowered to lead and being committed to their work.



<sup>2</sup>This includes staff, students, parents, employers, local Government, WMCA and business representatives.



# Our Strategic Ambitions and Values

Strategic Ambition	Our Shared Values
 Outstanding Provision and Services	<b>Passion</b> The student is at the heart of everything that we do. We create and deliver opportunities for prosperity to students, employers and the wider community.
 Maximise Staff Potential and Performance	<b>Integrity</b> We value professionalism, dedication, quality and excellence in our staff. We practice and promote respect, wellbeing and empowerment for the individual.
 Innovate and Transform	<b>Innovation</b> We are committed to the needs of the modern economy and champion innovation, creativity and enterprise.
 Energise our Communities and Partners	<b>Collaboration</b> Develop strategic partnerships with employers and wider stakeholders to ensure we lead and shape the education and skills landscape. We work positively with and value our partners.
 Secure and Transform our Future	<b>Sustainability</b> We promote personal development, build confidence and ambition in our staff and students. We manage our resources responsibly for the benefit of our students.



“We work positively with and value our partners. We develop strategic partnerships and work effectively with employers, to support the local and regional skills agenda and productivity growth.”



# Our Strategic Ambitions

## Outstanding Provision and Services



Provide outstanding education and skills that enables students to achieve their potential and progress against their chosen career pathway.

Students receive excellent induction, tutorial and pastoral support for their personal development, behaviour, confidence, health and wellbeing, that develops understanding of respect and British Values.

Provide excellent customer service to ensure customers are highly satisfied with their College experience.

Students enjoy a safe, respectful and supportive learning environment.

Transform lives by overcoming educational and economic disadvantage.

National careers recognition for excellent Careers Education Initial Advice and Guidance (CEIAG).

Employers are actively engaged with students for work-experience and project based learning.

## Maximise Staff Potential and Performance



Grow staff through performance, empowerment and accountability with effective and supportive workforce development.

Create a working environment in which staff are inspired to give their best every day and are motivated to be part of the College's success.

Continue to improve the digital skills of staff for their professional role and keeping themselves and others safe online.

Provide expert facilitation and support to enable managers and staff to undertake transformational change.

Further support the mental wellbeing of staff outlined in the Mindful Employer Charter<sup>1</sup>.

Achieve the Sunday Times, '100 Best organisations to work for'.

## Innovate and Transform



We will encourage innovation and creativity in all that we do.

Increase the percentage of education and skills we offer in priority sectors.

Ensure the development of students' digital skills for life, the workplace, their professional digital identity and for keeping themselves and others safe online.

We will plan and design our curriculum to enable students to take advantage of new technical qualifications due to take effect from 2020.

We will create a digital learning culture for both staff and students including opportunities for digital teaching and learning.

We will review student's digital journey to provide excellent customer service.

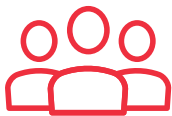
We will engage students in online activities and encourage digital interaction and professional networking.

<sup>1</sup> Mindful Employer aims to show a positive and enabling attitude to employees and job applicants with mental health issues - more information can be found here [www.mindfulemployer.net/charter/](http://www.mindfulemployer.net/charter/)



# Our Strategic Ambitions

## Energise our Communities and Partners



Further develop strategic partnerships with employers and wider stakeholders to ensure the College leads and shapes the education and skills landscape.

Our curriculum structure will provide strong locality working with partners to enhance strategic links with local business groups and professional networks.

We work with our partner employers, LEPs and universities to support the local and regional skills agenda and productivity growth.

We will ensure greater work-experience, progression and destination opportunities for our students.

End to end efficient technological processes for Apprenticeships, including Customer Relationship Management (CRM), enrolment, learning, contracts management and finance.

There will be greater awareness of overall external stakeholder needs.

Achieve national recognition for our excellence in employer engagement.

## Secure and Transform our Future



Good financial health that generates operating surplus to reinvest in facilities for the benefit of students and the communities we serve.

Ensure an efficient and effective staffing structure to support a high quality student experience.

Review business processes to allow effective and transparent management of the College.

Enhance financial management skills throughout the organisation to develop a culture of financial accountability.

## Supporting Strategies

- Curriculum Strategy.
- Teaching and Learning Strategy.
- Quality Improvement Strategy.
- Learning Technologies Strategy.
- Workforce Development Strategy.
- Additional Learning Support Strategy.
- Human Resources Strategy.
- Health and Wellbeing Strategy.
- Higher Education Strategy.

## Government Documents

- Careers Strategy: making the most of everyone's skills and talents (Gov 2017)
- FE Workforce Strategy (BIS 2014).
- English Apprenticeships: Our Vision 2020 (Gov. 2015).
- Further Education and Skills Inspection handbook (2018).
- Keeping Children Safe in Education (2018).
- Post-16 Skills Plan (DfEd 2016)
- Report of the Independent Panel on Technical Education (Sainsbury 2016)
- Building our Industrial Strategy (2017)
- UK Digital Strategy (Gov. 2017)
- Securing student success: regulatory framework for higher education in England (OfS 2018)
- The UK Quality Code for Higher Education (the Quality Code) QAA (2015)
- WMCA Regional Skills Plan (WMCA 2018)

## Glossary

- BIS - Business, Innovation and Skills
- BC - Black Country
- CIF - Common Inspection Framework
- CEIAG - Careers Education Initial Advice and Guidance
- DfE - Department for Education
- ETF - Education Training Foundation
- LEP - Local Enterprise Partnership
- OfS - Office for Students
- WMCA - West Midlands Combined Authority



# Appendix

## College Profile

Established in 1952, Walsall College aims to support our customers with the highest quality education, skills development and training programmes, which are focused on the needs of a modern economy. One of the largest in the West Midlands, the College is the only general Further Education College in the borough of Walsall, with over 3,700 14-19 year olds, 6,585 adults and 1,500 apprentices. Students are recruited from Walsall, the wider Black Country and Birmingham, although some partnership work does serve other parts of the country. Links with partners locally, regionally and nationally are strong and interactions with businesses have become a prominent focus for the College over recent years, working with over 700 employers. The College has grown its Apprenticeship provision since 2013, making it one of the West Midland's biggest providers of Apprenticeships, delivering occupational specific training throughout the borough and beyond. Merging with the Walsall Adult Community College means a stronger focus on progression pathways for students from pre-entry through to Level 6 degree and wider participation with over 30 community venues.

Responding to the Black Country Local Enterprise Partnership (BC LEP) priorities means that Walsall College's offer has expanded to include medical, technology and engineering. The College is Walsall's biggest skills provider with 32% of the 16-19 market share in 2016/17. Walsall College students are in the top 10% of highest achievers in the UK, despite 68% of our 16-18 year olds being drawn from Band 1, 2 or 3 areas of deprivation and being below national average performance at GCSE.

The College offers courses in most sector subject areas on a full-time, part-time day and evening basis, in the classroom and in the workplace. The College has six campuses: The main Wisemore Campus (which opened in 2009), Green Lane, Digital Engineering Skills

Centre, Walsall Business and Sports Hub, Hawbush and Whitehall Campuses. The Job Shop (based within Wisemore Campus) supports students and the unemployed to find work, whilst offering support for businesses. The College has recently made available an online Virtual Academy to offer flexible and self-service Continuous Professional Development (CPD) to small businesses and the community.

## Strategic Context

The College has a passion to ensure it meets the demands of a changing world, to be agile, innovative and creative, thereby providing individuals, businesses and our community with the skills necessary for a modern 21<sup>st</sup> century economy.

The College believes digital skills is the golden thread across all industries, from advanced manufacturing, automotive, finance, education through to healthcare and public services, all of which are being transformed by the power of digital technology. Walsall College will be at the forefront of technological change, in both digital-specific and digital jobs in traditional sectors, offering high-level skills to the Black Country workforce.

## Local and Regional Context Walsall

Walsall has 269,323 residents, making it a similar sized town to those that make up the remainder of the Black Country population of 1,159,700. Walsall is an area of high economic and social deprivation: low skills, low income economy, ranked 18th out of 326 for the proportion of the population living in income-deprived households (21.9%) and ranked 20th out of 326 Local Authorities on the 'extent' Index of Multiple Deprivation (DCLG 2015, p.15). 16.7% of the working population in Walsall have no qualifications (this has improved by -3.2% in recent years), which is twice the national

figure of 8%. 24.3% are qualified to Level 4 and above, compared to the national figure of 38.2%.

There are 104,000 jobs in Walsall of which 67.3% are full-time and 32.7% are part-time. The top jobs by industry are wholesale and retail, repair of motor vehicles and motorcycles (18.3%), manufacturing (13.5%) and human health and social work activities. Walsall has a higher manufacturing base than both the West Midlands at (12.2%) and Great Britain (8.3%) (Nomis).

## The Walsall Plan: Our Health and Wellbeing Strategy 2017-2020

(Walsall Local Authority 2017)

The Walsall Plan identifies three emerging needs: People, Business and Place, and sets out three priorities:

1. Increase economic prosperity through increased growth.
2. Maximise people's health, wellbeing and safety.
3. Creating healthy and sustainable places and communities.

The College is crucial to the successful implementation of the Walsall Plan being a major contributor to the 14-19 and adult education, skills and training agenda. Strong Walsall partnerships, committed and working together, will realise the priorities of the Walsall Plan.

## The Black Country

Despite the decline in manufacturing in the early 1980s, the Black Country is a key national manufacturing centre and has enjoyed investment by companies such as Pargat and Jaguar Land Rover in recent times. The Black Country generates 20% of the UK aerospace output and forms the largest concentration of high value manufacturing jobs of any LEP area (BCCDP 2017).

The Black Country hosts 32,000 enterprises, of which 87% employ fewer than 10 people, 11% employ 10 to 49 people and 2% employ 50 to 249 people. Larger employers account for less than 0.5%.

## The Black Country Local Enterprise Partnership Strategic Economic Plan (BCLEP 2014)

By 2033, the Black Country will have increased the number of local jobs to 545,000 (+113,000 jobs) and will have strengthened its business base of 32,000 with an additional 1,500 new businesses each year. The Black Country will be home to 1.2 million residents, within which there will be increased levels of graduates (+231,000), and other people (+80,000). An additional

47,000 new homes will be accommodated from a baseline of 445,000. The BC LEP priority sectors are:

- Advanced Manufacturing.
- Building Technologies.
- Business Services.
- Environmental Technology.
- Transport Technology.

## West Midlands Combined Authority (WMCA)

A key target in the WMCA Strategic Economic Plan (SEP) is that by 2030 the region's productivity, salaries, skills attainment and labour market participation levels match or exceed the national average. The WMCA has developed the Regional Skills Plan with clear aims of:

- More people to move into employment
- More people to move into higher skilled jobs
- More skilled employees available to support business growth and productivity
- All communities to benefit from the region's economic growth
- An agile and responsive skills system that is more aligned to the needs of business and individuals

The devolution of over £100m adult education budget (AEB) to the WMCA in 2019 provides an opportunity to generate a shift in the way the region works together to deliver more for residents and businesses, with more outcomes aligned to the WMCA priorities. "AEB is currently delivering a significant amount of learning below level 2 and whilst this is meeting a need we want to see a significant increase in the number of level 3 and 4 qualifications being delivered, particularly in priority sectors." (WMCA 2018)

Recently, the WMCA have produced a summary report on the response to call for evidence on productivity and skills. This report considers the possible impact of BREXIT on the region, for example concerns over the loss of skills at all levels in industries but particularly those such as construction and hospitality. WMCA says "It should be noted that the West Midlands is relatively well positioned in terms of its balance of trade compared to other regions as it sends a lower proportion of exports to the EU, although at 39% of all exports the EU is still the main destination of exports from the region." West Midlands has existing links with the USA, India and China, which puts the region in a positive position post-Brexit. Brexit means the region has the opportunity to re-jig parts of its economy, with skills being a challenge at all levels of our economy, particularly at level 4 and 5.



The forces for change and transformation: Government policy background

In July 2016, the Government released its Post-16 Skills Plan (DfBIS 2016) which builds upon the educational reform and transformational policies of recent times. This paper is underpinned by the Report of the Independent Panel on Technical Education (Sainsbury 2016) and accompanied by Apprenticeships: Our 2020 Vision (HM Government 2015). The Post-16 Skills Plan (DfBIS 2016) accepts the recommendations of Sainsbury (2016) for technical education transformation. T-Levels are a new 2-year, level 3 technical study programme that include a qualification. They will enable students to secure skilled employment by providing a mixture of:

- practical skills and knowledge specific to their chosen industry or occupation
- at least 45 days' work placement in their chosen industry or occupation
- core English, maths and digital skills
- transferable skills to use in the workplace

T-Levels will become 1 of 3 major options when a student reaches level 3, alongside:

- apprenticeships for students who wish to learn a specific occupation 'on the job'
- A-Levels for students who wish to continue academic education

Total qualification time is expected to be 1,800 hours over 2 years (including the work placement of at least 45 days). This is a significant increase for most current technical education programmes. There are currently a number of work placement pilots to see what model works best for specific industries and providers. There are 52 providers selected to deliver T-Levels in academic year 2020 to 2021, we are one of those providers.

These technical education ambitions, combined with the Brexit agenda, means that the Government has produced its green paper, Building our Industrial Strategy (Gov 2017, p.37-51).

Building our Industrial Strategy (2017)

Following the Post-16 Skills Plan (DfBIS 2016) and the Independent Panel on Technical Education Report (Sainsbury 2016), the Building our Industrial Strategy reflects the recommendations made in this previous work. In summary, the headlines from Building our Industrial Strategy place importance upon the improvement of maths and English at all levels and offers the opportunity for colleges to become centres of excellence for maths and English. There will be a transition year for 16 year olds who have basic skills gaps; this transition year will demonstrate progression against a career plan.

90% of all jobs will require digital proficiency by 2030, therefore all the new technical education routes will include digital skills and new legislation will be introduced through the Digital Economy Bill to provide

digital skills, free of charge, for those adults (in England) who need it. 35% of UK jobs are at high risk of being replaced by technology in the next 10 to 20 years.

The introduction of a new system for high quality technical education routes will be in place by 2022, with the first routes being delivered in 2020. These will be two-year programmes, progressing onto higher levels. The new system will give flexibility between classroom and Apprenticeship provision (interchangeable) and will include high quality work placements.

Alongside the new technical education reform, there are a number of Governmental initiatives to address sector-specific skills shortages. For example Science, Technology, Engineering and Maths (STEM), including mathematics participation at Level 3 and above. To support awareness and analysis of skill gaps, the Government will work towards a single authoritative view of the skill gaps faced by the UK by establishing a Labour Market Intelligence (LMI) gateway.





## UK Digital Strategy

The Government released the Further Education Learning Technology Action Group (FELTAG 2014) recommendations’ response document in June 2014: ‘Technology is set to transform education over the next decade as much as it has transformed the rest of our lives over the past decade’. Further Government policies including the UK Digital Strategy (2017) has put digital education at the heart of teaching and learning. The role of digital technology is increasingly becoming an important learning addition to directed study opportunities for students. The Government has acknowledged the need for raising the standards in digital literacy, digital education training and professional development for teachers and leaders in FE.

The UK Digital Strategy applies the principles outlined in the Industrial Strategy paper to the digital economy. The UK Digital Strategy identifies a number of aims to be achieved over the next 5 years, including building a world-class digital infrastructure and skills for a digital economy (1 in 10 adults have never used the internet). The proposal includes:

- Making incentives available for the recruitment of more computing graduates into teaching.
- Offering bursaries and scholarships to teachers.

## Ofsted - Common Inspection Framework

In October 2018, Ofsted released a slightly revised ‘further education and skills inspection handbook’ for inspections from October 2018. These revisions are:

- Monitoring visits to newly directly funded providers delivering apprenticeship-training provision.

Ofsted is preparing for its new 2019 education inspection framework (EIF), which is expected to come into effect from September 2019. The four grade system will continue but with a focus on how colleges are achieving an outstanding or good education not just what the results are. Colleges will need to make clear the intent of the curriculum, the implementation and its impact for different groups. Behaviour is a focus in the new EIF, Spielman (2018) says “I’m not just talking about serious disruption or bullying, important as these



are. I want us to look just as hard at low-level disruption, which stops pupils learning and which can make the job of classroom management miserable.”

## Keeping Children Safe in Education 2018

There have been significant changes to the Safeguarding Policies (Children and Adults at Risk of Harm) because of revised guidance “Keeping Children Safe in Education 2018”. A key change to policy is the requirement for all staff to read and understand Part 1 and Annex A of the guidance. To this end, documents have been issued to all staff by post together with an assessment, which is being marked by the Deputy Safeguarding Lead. Completion and outcome of assessment will be recorded as part of the Single Central Record. Human Resources will track and monitor compliance with this requirement to ensure all new starters complete this requirement.

The Government released Keeping Children Safe in Education (DfE 2018) to provide guidance and information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. Walsall College is passionate about safeguarding our students. We believe that not only do we have a statutory duty to ensure that we safeguard and promote the welfare of children, young people and adults at risk of harm in our care, but also a moral duty. The way in which we recruit and train our staff, support our students, make referrals and deal effectively with allegations against staff is high priority for the College. It incorporates a wide range of risks we need to safeguard against, including those related to the prevention of violent extremism.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment and preventing impairments of children’s health or development. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (DfE September 2018).

## Office for Students (OfS)

The OfS regulate English higher education (HE) providers to ensure student receive a high quality education that

prepares them for the future. The OfS are required to establish a register of all English HE providers officially recognised by the OfS.

Sir Michael Barber, chair of the OfS recognised the lack of further education (FE) representation on the OfS board and made a commitment, on 27th March, to the education select committee to consider representation from the FE sector saying, “The OfS will welcome high-quality applications from candidates from the further education sector during all recruitment exercises to the board. The first opportunity for applicants when the DfE launched its new campaign for the student experience board member this month.” He also acknowledged the importance of FE students in the OfS. We have been successful in our application.

## Careers Strategy

In December 2017 the Department of Education released the Careers strategy: making the most of everyone’s skills and talents. The strategy emphasises the requirement to create a culture of having the right advice, in the right place, at the right time, backed up by the experiences with employers and educators that make a difference. With ambitions of a world class careers provision the strategy stresses the need to ensure “people understand the range of opportunities available to them in today’s economy and acquire the skills and qualifications they need to succeed in the workplaces of the future.” To achieve this the strategy recommends the eight Gatsby Benchmarks of Good Career Guidance, these are:

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

A thriving careers system should be accessible to everyone and is at the heart of government focus on social mobility. Excellent careers guidance makes sure there is equality of opportunity by unlocking potential and transforms outcomes for people of all ages.





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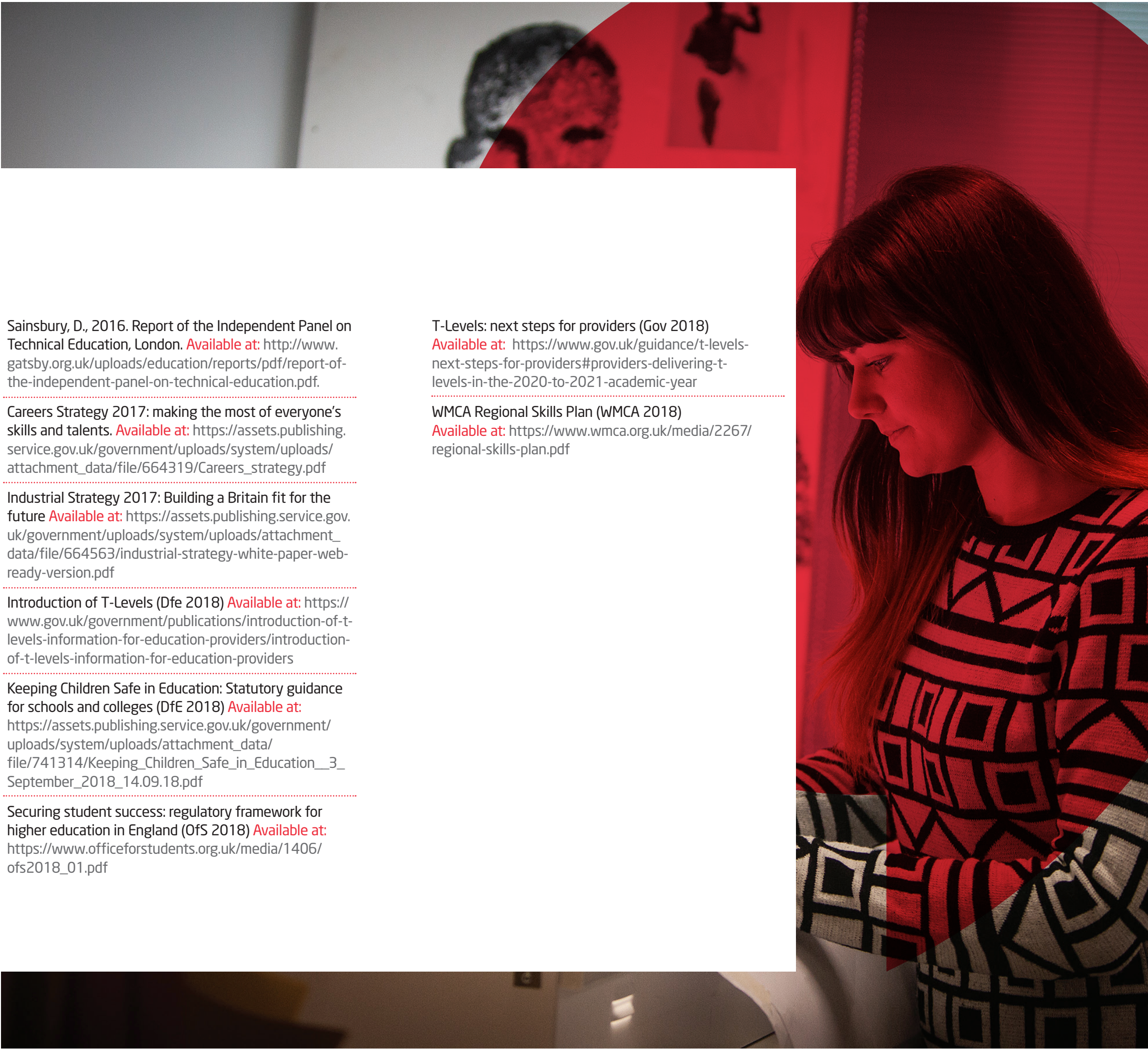
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