



<b>Attending</b>	Paddy Bradley (PB), SWLEP Director Sally Burnett (SB), Swindon Borough Council Skills Lead Scott Green (SG), CEC Louise Stanton (LS), representing Lead School Shona Taylor (ST), Wiltshire Council Jackie Tuckett (JT), Wiltshire Council
<b>Apologies</b>	Daniel Busson (DS), Lead Employer Alison Simpson (AS), Lead School Morag Sullivan (MS), Swindon Borough Council
<b>Guest(s)</b>	
<b>Chair</b>	Paddy Bradley (PB)
<b>Minutes</b>	Deborah House (DKH)
<b>Venue</b>	The Boardroom A216, Wiltshire College, Cocklebury Road, Chippenham, SN15 3QD
<b>Start time</b>	1.10pm
<b>Finish time</b>	2.35pm

Item	Topic	Deadline
<b>1.0</b>	<b>Welcome and apologies, Conflicts of Interest</b>	
	<p>PB welcomed attendees to the meeting and apologies were noted. Changes to membership were mentioned as below:</p> <ul style="list-style-type: none"> <li>• LS advised that Alison Stanton would be leaving Malmesbury School to take up a position as Deputy Head at another school and that Louise herself would shortly be going off on maternity leave;</li> <li>• MS to be removed from the membership list with immediate effect; and</li> <li>• JT would be retiring from Wiltshire Council at the end of the month so should be replaced by Mandy Timbrell, who would be leaving her position as SWLEP Higher Futures Manager and taking up the role Jackie was vacating.</li> </ul> <p><b>Action: SB / PB to meet with LS at Malmesbury School prior to the start of her maternity leave.</b></p>	<b>End June</b>
<b>2.0</b>	<b>Minutes of meeting on 15 February 2019, matters arising and Action Log</b>	
	<p>Minutes of the meeting held on 15 February 2019 were read and approved.</p> <p><b>Matters arising not on the agenda:</b></p> <p><b>Look to fill the roles for the College Lead and SEND School Lead in time for the next meeting.</b></p>	



- SEND meeting happening on Thursday, 23 May to create a SEND working party.
- The FE meeting was in the process of being set up, with three dates being looked at around the middle of June. Bring technical expertise, energy and drive for collaboration.

**Produce organograms of the schools to show lines of reporting for Careers Leads.**

ST spoke to Paper 2.2 which demonstrated the role of the careers lead, showing where they had / did not have support.

- 18 Careers Leads were members of the schools' Senior Leadership Teams (SLTs) and
- 13 of these also had additional support,
- meaning five of the Careers Leads had no support behind them.
- However, 27 Careers Leads were not members of the schools' Senior Leadership Teams and
- 10 of these did not have additional support behind them either.

The paper also showed the levels of engagement with the Careers Hub, which allocated a RAG rating accordingly. ST admitted that this was a subjective report, but stated that it gave a snapshot view of the situation at the time. PB thanked ST for this very helpful picture and requested she bring this back to future meetings to record any changes.

**Salisbury Chamber carried out its Chamber School Challenge.**

PB advised the meeting that the latest Challenge had brought about excellent ideas from students for Salisbury regeneration, one of which was to have a bank of lockers at the park and ride hubs in order that shoppers drop off their purchases and carry on with their shopping.

**The Careers Hub Summit for the South of the county was going to be scheduled for the last week of February / first week of March in Salisbury.**

- The Careers Summit being held in Salisbury on 17 May 2019 had attracted 25 delegates from schools and colleges, representing 22 institutions.

**Obtain Legal advice from each council on this version of Health & Safety checks.**

- JT reported to the meeting that she had gone directly to the Health & Safety Executive for direction and it had advised that the responsibility sat with the employer.

**Action Log**

The meeting reviewed the Action Log with particular mention of:

**Point No 2** – to review the Terms of Reference for the meeting to ascertain whether it was still fit for purpose. Deadline 19 September 2019.

**Point No 5** - look to fill the roles for the College Lead and SEND School Lead before the Summer break. Change RAG rating from AMBER to RED if named persons were not allocated by then.

**Point No 6**, SASH and WASH meetings – delayed.



	<p><b>Action: meeting to be arranged to discuss inclusive growth to include KC and Morag Sullivan. Plan could be included in the HE Strategy.</b></p> <p>SG reported to the meeting that CEC was very happy with the performance of this LEP and commented that it was:</p> <ul style="list-style-type: none"> <li>• over-achieving in Benchmark 5;</li> <li>• just about there in Benchmark 6;</li> <li>• over-performing against the wider network;</li> <li>• over-performing on its targets and operating at 100% against the contract letter;</li> <li>• it was its own critical friend and was always seeking to improve against the targets; and</li> <li>• look at those partially achieved results as real opportunities to improve.</li> </ul> <p>PB advised the meeting that they should take a longitudinal approach, gaining feedback from the young people once they had their work encounter.</p> <p>Benchmark 1, to have a strategy in place, was performing the worst across all schools in the hub.</p> <p>ST stated that the priority by the end of July would be to have made progress on Benchmark 6.</p>	<p><b>June 2019</b></p>
<p><b>4.0</b></p>	<p><b>College reporting systems and Gatsby requirements</b></p>	
	<p>SG advised the meeting that colleges' reporting was carried out differently; sometimes by faculty, sometimes by department etc and the questions varied slightly. They were however measured against the same Benchmarks using Compass.</p>	
<p><b>5.0</b></p>	<p><b>Summary of work on Benchmark 6 outcome, and initial work on Benchmarks 4 and 8</b></p>	
<p><b>5.1</b></p>	<p><b>Summary of work on Benchmark 6</b></p> <p>ST presented to the meeting on the outcomes of the work on Benchmark 6, experiences of the workplace, (included in the presentation attached.) The working party held four workshops involving 22 schools and colleges and solutions to increase awareness were discussed.</p> <ul style="list-style-type: none"> <li>• Meetings with employers had led to a request to spread the student experiences throughout the year, which would be easier to manage and potentially offer more opportunity to more students.</li> </ul>	



	<p><b>Point No 11</b>, Compass – take off action log because this would be a regular item on the agenda.  <b>Point No 12</b>, Cold spots – retain on log, because we need to monitor the progress. Sign off to be completed by October 2019. Collating the whole picture would show where there were geographical variations and would be translated into an overarching skills plan.  <b>Point No 16</b>, Finance papers – remove from the Action Log because regular budget updates would be coming through to meetings  <b>Points Nos 1, 2, 9 and 13</b> to be moved into the blue section, “completed”.</p> <p><b>Action: ST to make necessary amendments to Action Log</b></p>	<p><b>May 2019</b></p>
<p><b>3.0</b></p>	<p><b>Summary of performance against target</b></p>	
	<p>ST presented to the meeting on the current performance of the Careers Hub detailing the progress made against the Benchmark targets, looking at the national picture overall and the SWLEP in particular. (Presentation attached.)</p> <p>Particular comment was made regarding <b>Benchmark 3</b>, as this was a difficult area for schools/college to track students’ destinations. If students went on to University it was easier to monitor than those students who were care leavers, crossed county boundaries or simply did not engage with their former schools. Councils should already track students’ destinations, but there was no legislation for schools to do so, only statutory guidance. This was declared a national issue and a fix was due from CEC to try to tackle this. SG announced that a minimal viable produce would be ready by September.</p> <p>What are the good products on the market to capture the student journey? The Careers Hub was researching products and if they were considered effective, it would pass them on to schools at a collective rate.</p> <p><b>Benchmark 7</b>, encounters with higher education – by the age of 16, students should have undertaken two university visits. Achieving this was a problem nationally. Many schools were unable to afford these trips as they did not have the additional money for transport. A suggestion was made to add to the careers hub fund and then issue to schools to support the visits into universities. A suggestion was also made to ascertain whether more universities would be amenable to making university transport available for these visits (as some already do) or paying for transport to enable these visits to be offered to students. ST suggested that if the school were to take an employer with them on these visits then it would hit several benchmarks at once, particularly when making sector specific links to areas of the curriculum.</p>	



5.2	<ul style="list-style-type: none"> <li>• The Partnership concept had produced no enthusiasm, so it was progressing no further.</li> <li>• A resource into employers would ascertain what they would be prepared to offer and allocate the young person accordingly.</li> <li>• A range of “Talking Heads” to be produced detailing the range of potential opportunities.</li> <li>• The emphasise should be on employers to think creatively to provide the opportunity.</li> <li>• VR in schools would tempt students into different working environments</li> </ul> <p>It was suggested to progress this by email in order that it could be communicated to schools in September.</p> <p>JT advised the meeting of an organisation called Your Choices Theatre touring into schools at a cost of £12,000, which was previously covered by the incentive money. The impact report stated that 20 schools were covered, engaging with 3,400 young people. The company had been back in touch to repeat the tour this year. There was debate around when these were held and whether this was also available in Swindon, not just Wiltshire. The meeting was advised that £25k of incentive money was still available.</p> <p><b>Action: JT and SB to ascertain what the company would undertake and the cost.</b></p> <p>We would need to show how this would relate to the Benchmarks and view in the totality of the spend available. Make all funds into one pot and look at creative ways to engage young people; theatre might indeed be a part of that.</p> <p><b>Action: Impact Report to be circulated with the minutes.</b></p> <p><b>Initial work on Benchmarks 4 and 8</b> ST presented initial work on Benchmarks 4, Careers in the Curriculum, and 8, Personal Guidance. (See presentation attached.)</p> <p>Schools had a long list of requests for materials and there was a requirement to agree the process for what the schools were asking. They must have impact. There was further work to be done.</p>	<p>May 2019</p> <p>May 2019</p>
6.0	<b>Budget position summary and commissioning plan for Hub Funds</b>	
	Discussed under previous items.	



Item	Topic	Deadline
7.0	<b>Wave 2 Bid Implementation Plans</b>	
	ST announced to the meeting that the SWLEP Careers Hub had been successful in Wave 2. However, she was unable to promote this at the moment as it was embargoed until 20 May. Once public, the MOUs to other schools to join the Hub would be issued and the recruitment process for a senior enterprise co-ordinator to join the team would be underway.	
8.0	<b>Any Other Business and date of next Meeting</b>	
	<b>Next Meeting:</b>  Thursday, 19 September 2019, 1pm-2.30pm Committee Room B, Monkton Park, Chippenham, SN15 1ER <b>Future Meetings:</b> Tuesday, 10 December 2019, 9am-10.30am Bewley Room, Monkton Park, Chippenham, SN15 1ER	
	<b>Meeting closed at 2.35pm</b>	

*Paddy Bradley*  
*19/09/19,*

THE CAREERS & ENTERPRISE COMPANY

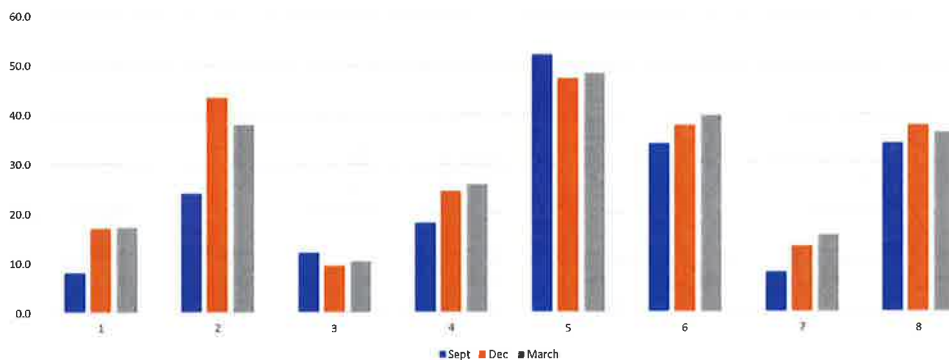
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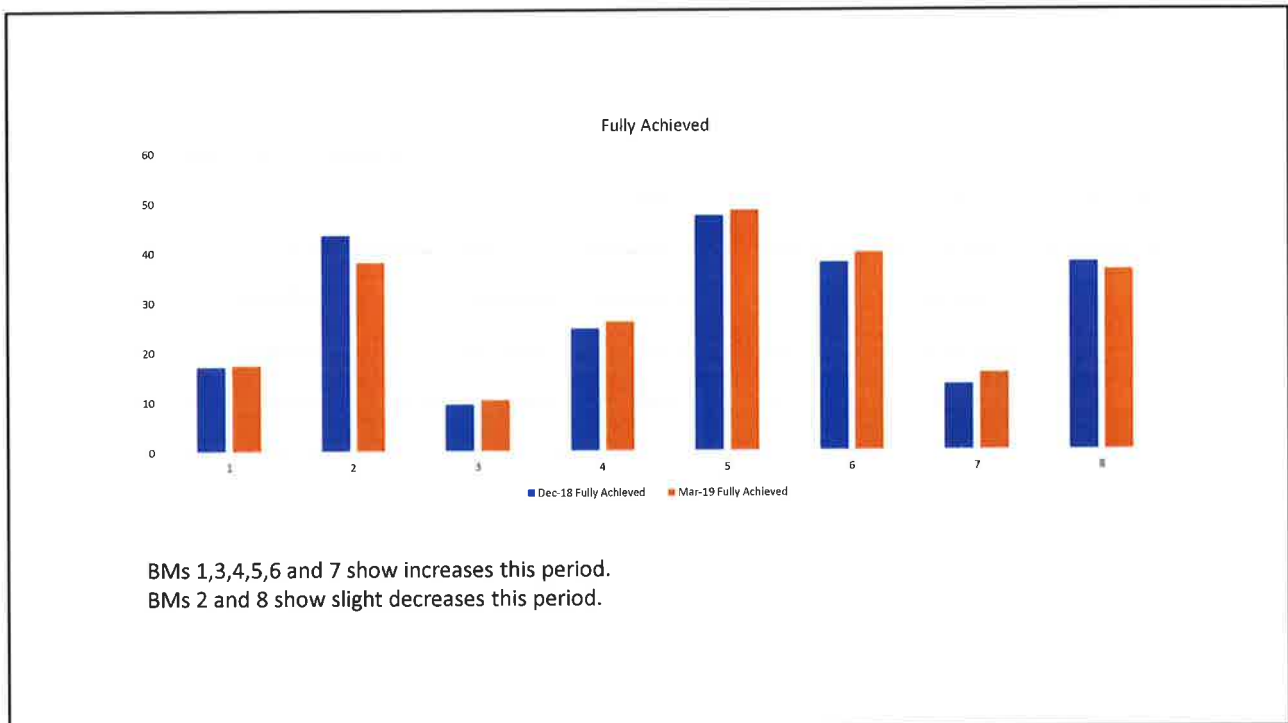
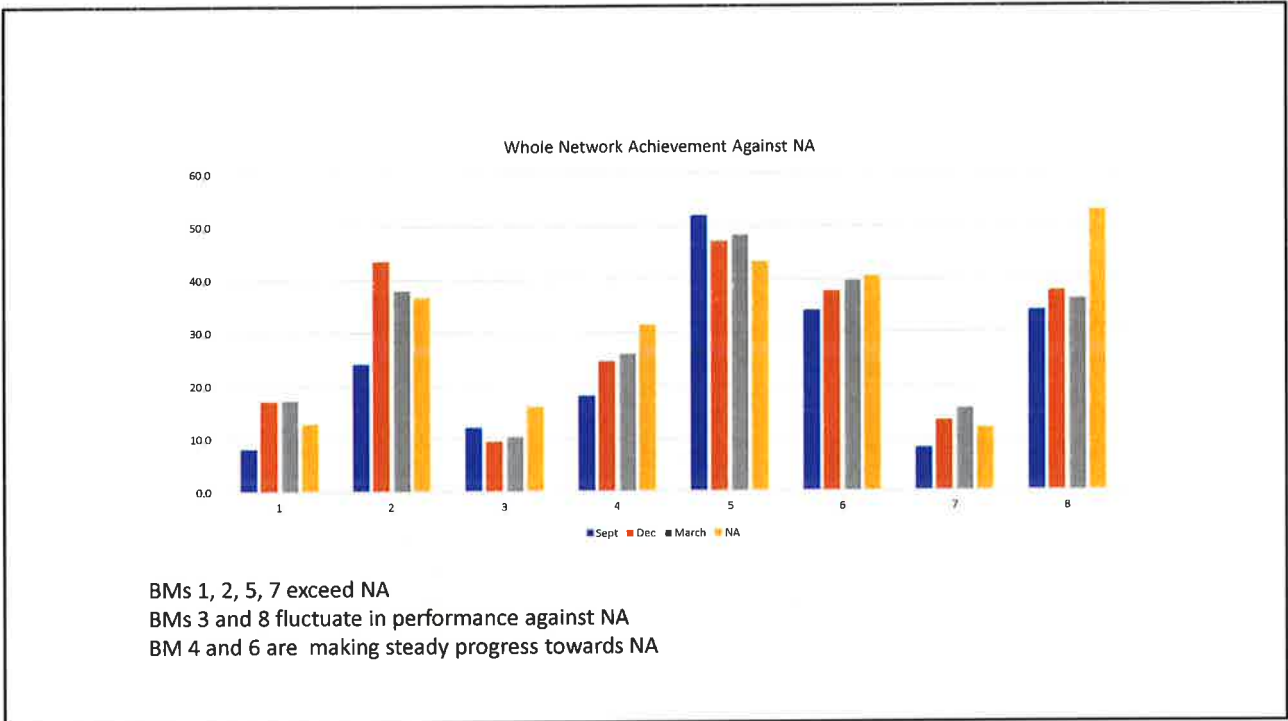
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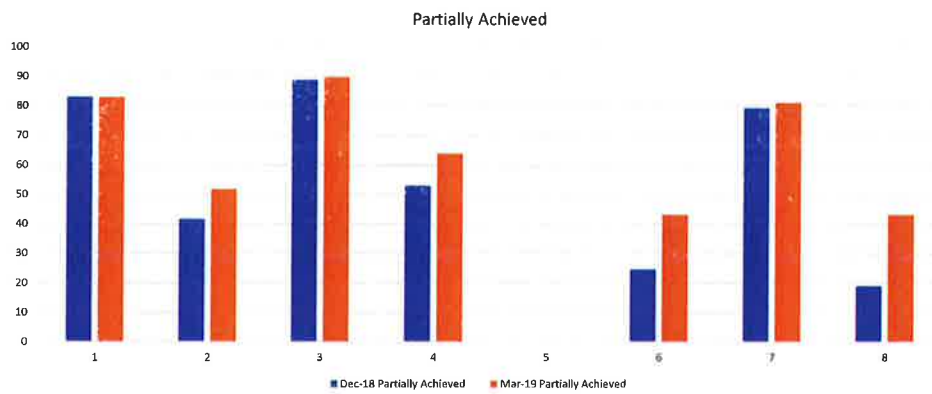
Whole Network Achievement



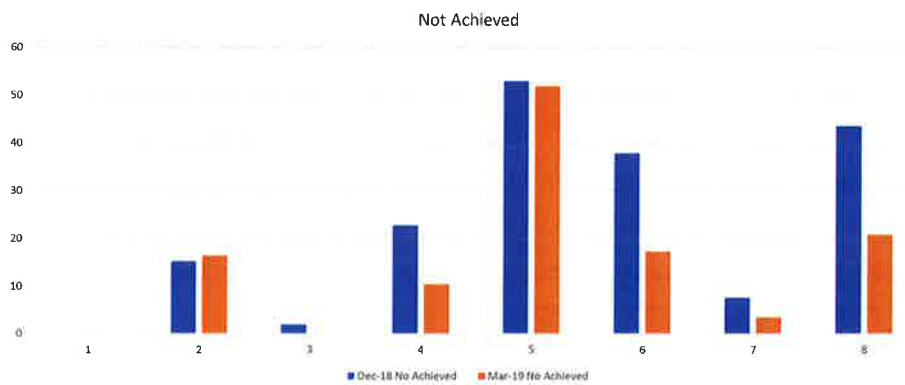
Overall improvements in BM 1, 4, 6 and 7  
BM 2, 3, 5 and 8 fluctuate in performance



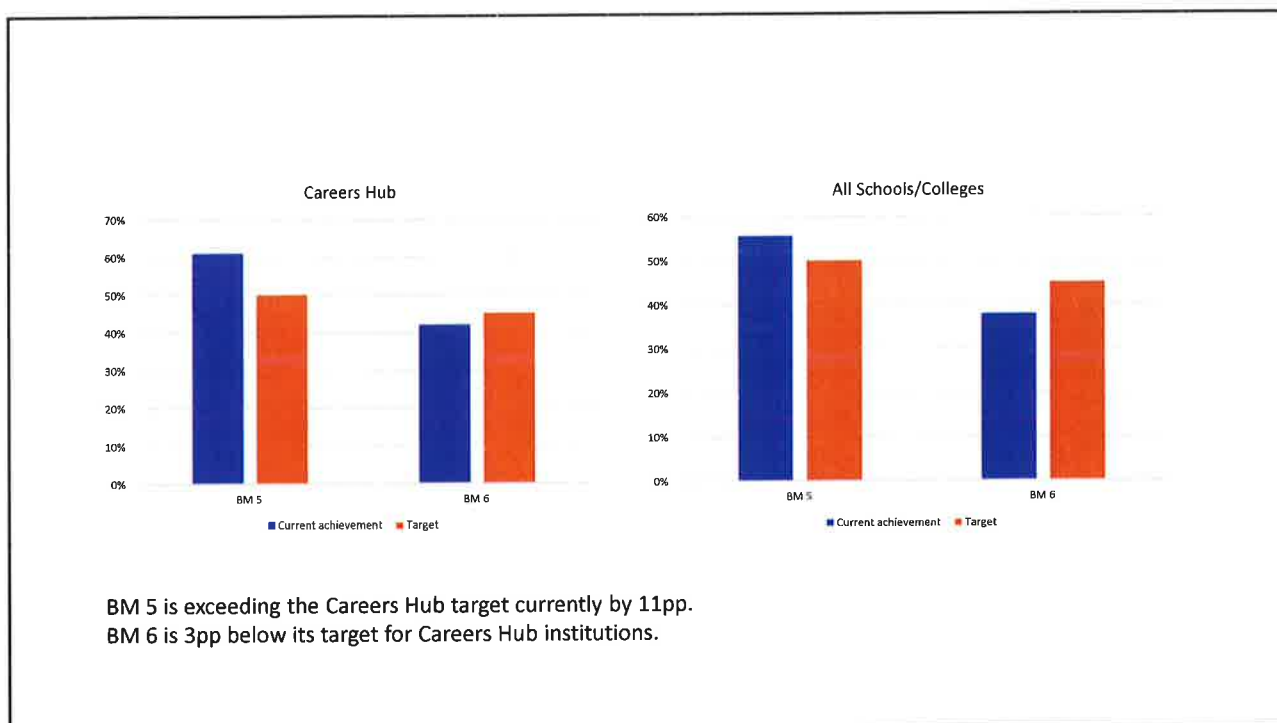




All benchmarks have improved or remained stable this period.



With the exception of BM 2, all BMs have decreased in the numbers of non achievement this period.



## Gatsby Benchmark 6 Working Party Feedback

### Initial Solutions:

- Coordination of work experience weeks and the 'ask' to employers.
- Centralisation of paperwork: '*The Malmesbury Way*'.
- Social media resources targeted at employers, young people and parents on the value of experiencing the workplace.
- Changing the view of the value at Headteacher & Governor level.
- Collating sector-based requests across the area to join up needs of students from several institutions and one employer who can support an activity.
- Utilising existing events such as theatre trips to explore workplaces.



## Employer Feedback

### NHS Trusts:

- preference is for one day visits/workshops with a focus on specific specialisms.
- students must be interviewed before a placement is allocated.
- students aged 17+ can look at joining the NHS 'bank' staff registers and gain experience working on wards as auxiliary staff

Majority of employers request that work experience weeks are spread throughout the year which will enable them to provide more opportunities.



## Partnership Concept

A jointly funded work experience programme (Careers Hub, Study Higher and Swindon schools) with an aim to:

- coordinate work experience timings locally
- combine a number of different funding streams into an affordable offer to schools
- lessen the impact to employers in terms of the 'ask'
- support schools to provide the resource where it is currently not available
- provide a legacy of streamlined planning for work experience weeks and an employer database for all schools involved.
- embed work experience as a learning tool and not a stand alone activity.



## Partnership Concept

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Preparation and inspiration day. Objectives: Consider GCSE qualifications and how they fit with their WEx placement Reflect on personal circumstances, interests etc. &amp; how they are influencing academic and employment aspirations</p>	<p>Work experience days and site visits.  Students complete workbooks</p> <p><b>Cost per student approx. £87</b> <b>Cost to school per student via match funding: £26</b></p>	<p>Work experience days and site visits.  Students complete workbooks</p>	<p>Work experience days and site visits.  Students complete workbooks</p>	<p>Reflection and action planning day with input from Study Higher and presentation of student certificates. Objectives: Transferable skills How will it help develop you in the future Explore HE subject areas/ opportunities. Develop confidence</p>



## BM 6 Funding

2 responses to partnership concept.

Commissioning of talking heads videos to promote experiences of the workplace; employers, students and parents backed up by a social media campaign.

Commissioning of teaching and tutorial lesson plans and resources/poster packs featuring LMI and local pathways/employers.

Commissioning a stakeholder to provide an 'open doors' month.

Running events to promote experiences of the workplace to employers.



## Benchmark 4 Working Party Feedback

### Initial Solutions:

- Teacher training sessions to demonstrate generic ideas of how to integrate curriculum into careers
- Nominating a careers advocate in each department-promote careers in their subject area and carry out departmental audits
- Teacher assemblies – a careers timeline within classrooms for students to research
- Teacher profiles + alumni – display around the school
- Lesson starters (career related)
- Linking topics teachers already cover-integrate in to curriculum-not a 'bolt on'
- Shared BM4 resources amongst schools/ colleges
- Careers Assemblies for students-with different employers/ different age groups each week.
- Shared bus cost for trips-coordinate with other institutions
- Dolphins Den (child friendly version of Dragons Den)



## Benchmark 8 Working Party feedback

### Initial solutions:

- Tutor time triage interviews (partnership with CareerPilot)
- Informal identification of careers during lesson time (visiting and listening to students during class)-collating this data to identify trends in Year groups
- 5/10 minutes careers slots for parents at parents' evenings Year 7-11

CDI have announced that the Higher Apprenticeship Standard: Career Development Professionals - Approved



## Commissioning Plan

Expression of interest from 14 institutions:

- 7 x display resources and improving careers areas, including display boards.
- 5 x books and resources including STEP booklets
- 3 x online resources including Unifrog, Future First and Grofar
- 2 x L6 training courses\*
- 2 x improving current websites including access to LMI
- 2 x purchasing technology (TV/Video Camera)
- 2 x curriculum resources/poster including examples of Alumni stories
- 1 x funding for work experience via a stakeholder
- 1 x Medical Mavericks workshop
- 1 x Quality in Career Mark \*
- 1 x employing an IAG Adviser
- 1 x setting up a LinkedIn Alumni Group
- 1 x inspirational careers talks by guest speakers



## Cornerstone Employer Group

Cornerstone Employers work together with their networks, the wider business community and the local Enterprise Coordinator, to ensure all young people in an area have the opportunities they need to be prepared and inspired for the world of work.

Recruitment : Capita WFM

Also: SJP, The Marriott Hotels and The Army.