

Overview of Emerging Pathways Programme (EPP) for schools

See below for a summary of the most frequently asked questions from teacher about the EPP.

1. What is EPP?

This programme is all about developing career pathways for students with art based skills, talents and passions. IP supports students in finding out how these gifts can be translated into a rewarding and fulfilling career path. Our vision is to help students –

- understand and appreciate their own capabilities and use this information to make informed choices about future education and careers
- feel open-minded and enthusiastic about their choice of career and opportunities which may become available to them
- be well-prepared for the world of work and understand the demands and opportunities of the future economy
- nurture high, but achievable aspirations to enter careers which interest them, without concern for whether their chosen field is regarded as traditionally male or female dominated
- feel well-supported in making, and taking responsibility for, decisions about their future
- make suitable choices and be successful in gaining access to higher education institutions of their choosing

2. Who is the EPP aimed at?

Students in years 11 and 12 who show particular aptitude in arts based subjects.

3. Why should schools invest in EPP?

- Follow a tried and tested programme designed to enable students to reach their highest potential
- Dedicated one to one time focussed on each individual student
- External careers advisor expert to work with each student
- Thinking outside the box – career wise.
- Access to information on the widest range of potential careers and burgeoning industries
- Regular progress reviews working toward a tangible goal
- Help to access the most up to date and suitable information sources to research ideas and/or further education courses

4. How many students can take part in the programme at any one time?

A maximum of 10 students

5. How will individual students benefit from this programme?

- Expert focus on their individual needs, including subject choices
- Research their areas of interest using ICT, literature, and expert knowledge
- Assess their transferable skills and qualities
- Recognize the skills they need to develop
- Guidance and help in choosing college or university courses
- Information on volunteering, work experience and gap year opportunities
- Personalized guidance and interaction with their peer group students
- They will find out about opportunities and progression routes, including entry requirements, skills, qualities and the experience required

6. What is the format of the programme?

Schools can opt for a 10 week programme or a 30 week programme dependant on their needs and available budget. Either programme allows for 2 hours per week contact time for an IP Advisor with the students in school.

This is a typical route the Emerging Pathway Programme takes:

Step One: Initial consultation. IP has initial consultation with head of department / Head Teacher to discuss the student group. A teacher Consultation Document is completed which captures individual student profiles from the teacher's perspective.

Step Two: Students complete a general questionnaire prior to meeting them to capture their skills and interests so basic research can be brought along to the first meeting and also so different learning styles can be catered for.

Step Three: At the **first meeting with the student group**, the Advisor involves them in an interactive workshop to get them talking about where they see themselves going in the future. The format of the EPP programme is explained and 'signed up to' by the students.

At this workshop, the students complete the following:

- Service level agreement
- Safeguarding agreement
- A learning style questionnaire
- Psychometric profile
- Personality profiling



Step Four: 1:1 interview with the Student and Advisor (20 minutes each). The student and advisor discuss ideas for career pathway(s) based on the information captured in the above documents, discussions from Teacher Consultation Document and the student themselves. A Time Orientated Action Plan is drawn up. This encourages the student to take ownership and research the actions that are flagged at this session. They will do this at home and in session times. The Time Orientated Action Plan will also have a section for parent comments.

Step Five: 1:1 weekly clinics. These are held for the duration of the programme. Students meet periodically with the advisor to refine and review the action plan and discuss what they have found out about. The actions get more specific and the career or profession may even change as the learner researches this.

Whilst one to one clinics are taking place the other students work on their Time Orientated Action Plans. This could include activities such as:

- ✓ Students to create a PowerPoint presentation about their potential career or a biography of someone who has excelled in the visual arts industry
- ✓ Sessions on interview techniques, CV writing, job search skills, communication skills (face to face, telephone, written)
- ✓ Creating and presenting PowerPoints on specific jobs/careers, emerging industries, visual industries
- ✓ Watching videos and You Tube clips about visual arts jobs/careers

Step Six: During the programme, students are encouraged to participate in a **20 minute video conference** with an industry professional. This will be arranged by the advisor who will select an appropriate expert (LinkedIn profiles of all experts are available) and attend the video conference which will be held on school premises.

Step Seven: An **end of programme workshop** is held where students each have the opportunity to show a one minute presentation to the group. Each student reviews their career plan and 'pledges' to continue with their chosen pathway. Students are presented with an IP EPP Certificate of Attendance.

7. By the end of this programme students will:

- Be more curious, strategic and informed about opportunities beyond the school environment
- Have been exposed to a more expansive, creative and ambitious outlook when researching and developing a personal career plan
- Have clarified the skills and expertise that are needed for their future careers
- Have evaluated themselves honestly and realistically
- Have received information on volunteering, work experience and gap year opportunities

- Have created a Personal Profile and be able to effectively market themselves verbally and in writing
- Have matched personal skills, abilities and interests to careers aspirations
- Have found out about opportunities and progression routes, including entry requirements, skills, qualities and the experience required
- Have practised goal and target setting
- Had practise at making applications
- Have practiced interviews
- Have prepare and produce a UCAS statement
- Be able to evaluate themselves honestly and realistically
- Have had practised and refined their presentation skills and presented a career concept to the group
- Have had practice at making decisions and choices and completing application forms
- Have developed their confidence in pursuing a variety of information sources
- Have received guidance and help in choosing college or university courses
- If appropriate, started to complete a UCAS statement
- Have had fun with their peers, planning their futures

8. Do you involve parents in the EPP Programme?

We recognise that parents have a major role to play in the area of careers, both in terms of encouraging and supporting their children and in supporting the School in its endeavours to promote a wide variety of careers information. Should parents wish to come into School and discuss careers opportunities for their child with any member of staff, they are most welcome to fix an appointment.

9. What is the cost of the programme?

10 week programme - £1,200 (20 hours contact time)

30 week programme - £3,600 (60 hours contact time)

For more information or to book your EPP Programme, please contact Imaging Partnership on 01562 730696 or email us at enquiries@imagingpartnership.co.uk