# Enhanced My Career Insights (EMCI)

## Frequently Asked Questions

1. **What is the Enhanced My Career Insights pilot program? ﻿**

The Enhanced My Career Insights Pilot (EMCI) formerly known as Work-Based Learning for Priority Cohorts (WLPC) program connects year 9 and 10 students from priority cohorts with additional supports to build capacity to engage with work-based learning opportunities. It expands on the My Career Insights program, offering additional tailored support for young people from priority cohorts.

1. **Why should a school participate in the Enhanced My Career Insights pilot?**

The Enhanced My Career Insights (EMCI) pilot program helps to address several barriers impacting some students’ ability to prepare for and undertake work-based learning activities. It also helps employers understand the type of support and/or reasonable adjustments that might be required for these students.

The program does not seek to replicate any career education and work-based learning activities that are already being undertaken by the school; rather it aims to align with and support existing school processes/practices.

1. **What will my school be provided with in the pilot?**

Schools will be provided with an additional resource, a career consultant, to support those students who need it. This additional support will only target those in priority areas and will align with the existing My Career Insights program.

Evidence shows if we can build the capacity of students from priority cohorts, they will have more successful experiences with work-based learning opportunities.

1. **Which students are eligible to participate in the pilot program?**

For the purpose of the pilot program, students in priority cohorts who are eligible to participate in the program, are:

* Koorie students
* Students in out of home care
* Students engaged in Youth Justice
* Students with disabilities who experience significant disadvantage\*

\*Significant disadvantage is defined as: students with a disability who experience barriers to accessing work-based learning opportunities due to low social capital, poor mental or physical health and other equity related factors.

1. **What is ACCE and how are they delivering the program?**

ACCE is the Australian Centre for Career Education, formerly known as the Career Education Association of Victoria. They are a not-for-profit educational organisation with a focus on the development and delivery of high-quality career education resources and training. The department has funded ACCE to deliver the My Career Insights program to Year 9 students across Victorian government schools since 2019. ACCE will deliver the EMCI pilot program, including recruiting specialist career consultants and be the main operational contact point for schools.

1. **What is the expectation on the role of the school-based career practitioner?**

A career practitioner, or another relevant teacher at the school, will be required as key point of contact for ACCE career consultants and together will agree on their preferred communication approach.

1. **What if a year 10 student is referred but hasn’t done their Morrisby?**

Year 10 can complete their Morrisby profile as part of the pilot program if they didn’t complete in year 9. This can be facilitated through the ACCE career consultant.

1. **Will the career consultant meet the student face to face or online?**

Face to face participation at the school is preferable in the EMCI pilot program to encourage greater engagement, however schools can choose what best suits the student.

1. **When will the career consultant meet with students? Will students have to miss classes?**

Each school will have different processes that will be negotiated between the career consultant and the school liaison contact.

1. **Will the same career consultant work with an individual student across the entirety of the program?**

Yes. ACCE will employ career consultants who will be allocated schools and will work with those schools and their students for the program’s duration.

1. **Will the career consultants have the capability to work with students from priority cohorts?**

Yes, the ACCE career consultants will all have formal career education qualifications and have experience working with young people from priority cohorts. They will also undertake additional specialised training arranged by ACCE.

1. **How many career consultants will be assigned to an individual school?**

Each school will be assigned one specialist career consultant.

1. **Will the career consultant follow the planned timelines of MCI within the school?**

The career consultant will work with the school to ensure they align with the school’s MCI timelines. This way all students will be undertaking Morrisby and unpacking sessions within a similar timeframe, meaning students from priority cohorts will not be singled out.

1. **How will the school refer students into the program?**

There will be an online ‘individual student referral form’ that the referring teacher will complete.

1. **How many students are involved?**

Approximately 50 schools and up to 2,000 students across Victoria will be involved in the pilot program. Students can be from year 9 or year 10.

1. **Is parental consent required to participate in the program?**

Yes, consent from parents/guardians will be required to participate in the program. As much as possible, it will be consistent with the approach currently used for MCI. ACCE will present further information on the requirements and process at the information session.

1. **Will there be an opportunity to upskill career practitioners in schools?**

It is anticipated that the specialised training of the ACCE career consultants will allow collaboration and sharing of skills between career consultants and school-based career practitioners.

1. **Would it be possible to get the consent form in languages other than English?**
Yes, please let us know what languages you may need.
2. **Does the disability category include imputed disability through NCCD?**
Students don’t need to receive funding to participate in the program. Schools will know which students with a disability require this additional assistance.
3. **Is there a limit to how many students per school?**
No, as long as they meet the priority cohort requirement and are in year 9 or 10. ACCE will look at the overall numbers for allocation. It should be noted that schools will need to decide which students with a disability also satisfy the criteria of experiencing significant disadvantage.
4. **Will the career consultants be familiar with the regional community they are supporting student in?**
Where possible, the experienced consultants will be recruited from each region, however there may be some consultants based ‘outside of their region’. It is anticipated that the regional pathways workforce will assist the consultants to identify key services that may intersect with the program.
5. **Is there a modified version of Morrisby for students with intellectual disabilities?**
Yes, the Optional Aptitudes and Elemental Aspirations profiles that are used in Specialist schools are also available to all schools and are a good option for students with a disability. The profile does have some limits for vision impaired students and Learning support staff are encouraged to support profiling where available and needed.
6. **Does the Morrisby report provide a pathway from Certificate I level?**
Yes, students can select senior secondary options, including VPC, Vocational Major or VCE. Pathways include from Certificate I level where appropriate.
7. **Can you get a printout report from the consultant to add to the students’ IEP when the SSG happens to discuss with parents and carers?**
Yes, subject to consent being provided by parents and carers for this to occur.
8. **Is there any thought of including refugee students in the program in the future?**
We are aware that not all priority cohorts are included in this pilot program. This program will be evaluated, and we hope to be able to include other cohorts in the future if appropriate.
9. **How do you think the most vulnerable students, and their families, will cope with another school staff member (an unfamiliar one) supporting them?**
School staff are in the best position to determine if a student within the priority cohort is suitable and will benefit from the program. If it is felt that this additional person/program will be detrimental to the student’s wellbeing, the specialist consultants will be available to support school staff and the nominated students with career/work preparedness where the school sees benefit in this additional support.
10. **How will we measure program success?  What outcomes are we hoping for?**

The department will engage an independent provider to evaluate the implementation and early outcomes of the program.

The objectives of the program are:

* Support students’ preparedness for, and access to, work-based learning opportunities.
* Support students’ work readiness and employability skills.
* Build industry’s preparedness and capability to provide inclusive placements for students from priority cohorts.

Additional anticipated outcomes include:

* upskilling school staff in supporting these priority cohorts to access work-based learning opportunities and career education more broadly.
* improved linkages between existing school-based processes, such as School Support Groups and Individual Education Plans, My Career Insights and Career Action Plans, to support work readiness for students from priority cohorts to undertake work-based learning.
* improved pathways into SBATs or apprenticeships for students who successfully complete work experience placements
* improved engagement of students from priority cohorts in career and pathways planning through increased exposure to a range of work-based learning activities
* enhanced connections between students, potential role models and mentors who support their interests and aspirations.

We will also want to understand the impact of this program on student attendance and engagement with school WBL and career education activities.

The evaluation will use a range of measures to evaluate success, including surveys / focus groups with participating schools and students as well as program data about student engagement with the program, completion of Morrisby profile and career action plan and participation in WBL activities, including the securing of a part-time job if relevant to their goals.

We would be keen to understand the future pathways of the students, including whether they will be likely to participate in a SWL or SBAT or enrol into a VET opportunity as part of their VCE.

1. **Will the career consultant be able to help students undertake work experience?**
The career consultant will assist students to prepare for work experience by identifying the student’s interest in undertaking a work-based learning activity and enhancing work readiness skills. This will include support for the student to develop their own skills in sourcing a work-based learning placement, including work experience. The career consultant can then help the student to complete the relevant work experience form. The specialist career consultant will not be responsible for sourcing work experience placements.
2. **Will participating students have the opportunity to input and provide feedback?**Yes, students will have the opportunity to provide feedback and this feedback will be an important component of the evaluation.
3. **Will the career consultant complete the formal work experience forms?** Career consultants can assist students to complete the student section of the work experience forms.