



THE
TRAFFORD
COLLEGE
GROUP

Careers Education, Information, Advice and Guidance Strategy

2018/2021



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1. Purpose

This strategy outlines The Trafford College Group's approach to careers education, information, advice and guidance (CEIAG).

As set out in the DfE Careers Guidance (February 2018), all further education (FE) colleges and sixth form colleges in England are subject to a requirement to secure independent careers guidance. This forms part of FE college and sixth form college funding agreements. Colleges also have a legal requirement to provide all students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities.

The strategy outlines how The Trafford College Group will meet the requirement to provide high quality CEIAG to all students as part of their study programme. It provides detail on the entitlement model which is aligned to the new benchmarks devised by the Gatsby Charitable Foundation (hereafter referred to as the Gatsby Benchmarks). It also provides an overview of roles and responsibilities, monitoring arrangements and detail on evaluating impact.

2. Scope

This strategy applies to all students on 16-19 study programmes, including 19-25 year-olds with a current Education, Health and Care (EHC) Plan. It covers provision at both Stockport College and Trafford College.

It covers the requirement that every college must ensure that 16-18 year-olds (and 19-25 year-olds with an EHC Plan) are provided with independent careers guidance.

It provides an outline of how The Trafford College Group uses the Gatsby Benchmarks to enhance careers provision as part of the requirement to fully meet the benchmarks by the end of 2020.

Key documents that have informed the strategy are:

- > Department for Education Careers Guidance (February 2018)
- > The Gatsby Benchmark Toolkit (Published by the Careers and Enterprise Company)
- > Good Career Guidance – Benchmarks for Young People in Colleges (Sir John Holman)

3. Careers Education, Advice and Guidance Entitlement

It is the aim of The Trafford College Group that all students on 16-19 study programmes (including potential students) have access to impartial careers information, advice and guidance. It is also the aim that all students on study programmes partake in high quality careers education including meaningful encounters with employers and access to work experience placements. This is coupled with appropriate opportunities for students to develop the knowledge, skills and attributes needed to make successful choices and manage their careers.

The Careers Education, Advice and Guidance offer follows the 8 Gatsby Benchmarks as follows:

3.1 A stable careers programme

The Group will have a structured programme of CEIAG that has oversight from the Leadership Team. This programme will be published each year on the website in a way that enables students, parents, college staff and employers to access and understand it. The programme will be evaluated annually and will be informed by feedback from students, parents, college staff and employers.

In addition, information about the careers offer is made available through:

- > Social media
- > Moodle
- > Application, interview and enrolment information
- > The Induction and Tutorial programmes
- > Materials including leaflets, posters and email / texts

3.2 Learning from career and labour market information

During their study programme all students will have access and be able to use information about career paths and the labour market to inform their own decisions on study options. This information will also be made available to parents.

3.3 Addressing the needs of each student

The Group's careers programme actively seeks to challenge stereotypical thinking and raise aspirations.

The Group keeps records of all the individual advice given to students, and subsequent agreed decisions, through the student's ILP (Pro Monitor). All students will have access to these records to support their career development.

The Group collects and maintains accurate data for each student on their education, training or employment destinations. Analysis and evaluation on destinations is completed each year to assess the impact of the careers programme as well as the educational offer as a whole.

3.4 Linking curriculum learning to careers

Throughout the programme of study, each student has the opportunity to experience how their chosen subject(s) help people gain entry to (and be more effective workers within) a wider range of occupations. This is delivered within the curriculum through the expert knowledge of staff, many of whom are industry professionals, as well as through encounters with employers and experiences of workplaces.

3.5 Encounters with employers and employees

Each year, alongside their study programme, every student will undertake a minimum of 36 hours work related learning activity. This can include employer seminars, industry visits, employer set projects, enterprise activities and skills competitions. Within this entitlement, all students will have at least 2 meaningful encounters with employers and linked to their subject area.

The Group will also record detail on any part-time work that students undertake and take account of the influence this has had on their development through tutorials.

3.6 Experiences of Workplaces

By the end of their study programme, it is the expectation of the Group that every student should have had at least one experience of a workplace.

In the case of Level 3 students on technical programmes, each year a number of students are identified to undertake extended industrial placements.

In a small number of cases, where it is deemed a student is not ready to undertake a work experience placement, this is substituted by the Group where possible with alternative high quality programmes that support the development of employability skills, such as the National Citizen Service (NCS) as well as being complemented by appropriate work related learning activity.

It is also a requirement that all young people complete a diagnostic of their "work readiness" (employability skills) at the start of their study programme. The results of this will form individual actions that are to be monitored as part of the study programme and specifically used to inform planning and evaluation of progress on a work placement.

3.7 Encounters with further and higher education

By the end of their study programme each student has meaningful encounters with a range of providers of learning and training that may form the next stage of their career.

Annual Higher Education Fairs at each site provide students with access to a range of universities and information related to HE (such as student finance, ways to research courses, UCAS), which is complemented by sectional visits to specific universities and higher education events. The Group also provides opportunities for parents to find out information regarding transition to Higher Education.

The Group operates an Internal Progression process each year which provides information, advice and guidance regarding further study for any student who is not looking to progress to Higher Education or employment. This is supported by the Careers Team who provide impartial information about the range of options open to students.

The Stockport Trafford Apprenticeship Recruitment Team (START) provides information, advice and guidance to any student who is considering an Apprenticeship as their next step.

3.8 Personal Guidance

Every student at The Trafford College Group has opportunities for guidance interviews with a careers adviser.

All students have access to a team of level 6 professionally qualified Careers Advisers who are available throughout the year.

Careers Advisers assist with the following:

- > Career planning
- > Progression into further learning within FE or HE
- > UCAS applications and personal statements
- > Job seeking strategies
- > CVs and application forms
- > Interview techniques and presentation skills
- > Referrals to specialist agencies / providers as and when appropriate
- > Provision of up-to-date careers materials

4. Roles and Responsibilities

The CEIAG team is led by the Assistant Principal 16-19 Study Programmes and consists of:

- > 2 Team Leaders
- > 4 Careers Advisers
- > 1 Work Placement Coordinator
- > Additional external careers advice and guidance resource

4.1 The Governing Body is responsible for:

- > Working with the Leadership Team to agree the Group CEIAG Strategy and Careers Programme
- > Agreeing strategic objectives and milestone targets for CEIAG as part of the Corporate and Business Planning processes
- > Reviewing the impact and effectiveness of the Strategy and Programme for CEIAG

4.2 The Assistant Principal 16-19 Study Programmes is responsible for:

- > Operating as the named person with overall responsibility for CEIAG
- > Working with the Governing Body, Leadership Team and Careers Team on agreeing and reviewing annually the College Strategy and Programme for CEIAG
- > Monitoring and reporting on the performance of the strategy against agreed objectives and milestone targets, as well as undertaking the annual self-assessment and action plan exercise for CEIAG
- > Evaluating the impact of the strategy and programme through outcomes and feedback, including the impact on different groups of students
- > Maintaining the oversight of the electronic platform, Navigate, ensuring that all student work related learning (including encounters with employers) and work experience is centrally logged
- > Leading on the annual Internal Progression process to maximise student progression into higher levels of study within further education
- > Leading on the annual destinations exercise to ensure capture of all student destinations and analysis of outcomes
- > Ensuring the Group is fully compliant with the 8 Gatsby Benchmarks by the end of 2020

4.3 The Careers Education Team Leaders are responsible for:

- > Ensuring the delivery of a high quality offer of CIAG for all young people on study programmes that is fully compliant with Ofsted, DfE and Matrix requirements
- > To support the annual review of the CEIAG self-assessment and action plan and contribute to the overall strategic direction and development of the careers programme
- > Ensuring individual student records are kept fully up-to-date with careers advice and guidance interventions and outcomes
- > Developing and maintaining links with internal and external agencies such as START and Connexions to provide additional support and capacity with careers advice and guidance
- > Coordinating the UCAS process and events to support progression into Higher Education such as the annual Higher Education Fair.
- > Providing impartial, in-depth advice and guidance to existing students and potential students
- > Overseeing the update of CEIAG materials, including the provision of information on the web-site, intranet and Moodle

4.4 Careers Advisers are responsible for:

- > Provision of impartial, in depth advice and guidance for all students on 16-19 study programmes as well as potential students
- > Providing targeted and timely progression advice to all students on study programmes to support their progression into further study, Higher Education or employment
- > Providing up-to-date careers information and labour market information to students around career pathway opportunities
- > Providing support and advice regarding UCAS statements, CVs, application forms and interview techniques
- > Providing support for curriculum staff to link CEIAG to the core subject(s) and tutorial programme
- > Ensuring careers advice and guidance interventions and outcomes are recorded on the student ILP

4.5 The Work Placement Coordinator is responsible for:

- > Taking the lead role on Extended Industrial Placements as part of the implementation of T Levels and the Capacity Development Fund (CDF)
- > Providing support and guidance to curriculum teams in respect of securing and managing work placements for students on study programmes
- > Liaising with employers to build extended work placement capacity for students on study programmes and work with employers to evaluate the effectiveness of the programme

4.6 Head of Studies are responsible for:

- > Ensuring the provision of information on the Careers Programme to all students takes place through Induction and Tutorials
- > Ensuring that the curriculum offer and delivery includes appropriate links to careers education
- > Ensuring that all students on study programmes receive a minimum of 36 hours high quality work related learning each year (including at least two meaningful encounters with employers)
- > Ensuring that all students on study programmes have at least 1 high quality external work experience placement by the end of their programme
- > Ensuring all information regarding work related learning and work experience is logged on the central system (Navigate)
- > Working with the Assistant Principal 16-19 Study Programmes to ensure the effective implementation of the annual Internal Progression process

4.7 Academic/ Personal Tutors (Lecturers responsible for the study programme) are responsible for:

- > Ensuring that all their students have access to Careers Advice and Guidance intervention before the end of their study programme, and signposting to careers support as required
- > Ensuring appropriate links to Careers Education are in place within the curriculum through the delivery of the core subject(s) and the tutorial programme
- > Arranging appropriate work related learning activity for the group(s) including at least two meaningful encounters with employers each year
- > Ensuring all students in the group(s) complete the employability diagnostic through Navigate, and set and monitor SMART targets as a result of this through the tutorial programme
- > Liaising with any employers as appropriate as part of a student's work experience placement, and evaluate the outcome of this placement with the student through the tutorial process
- > Ensuring all work related learning and work experience is logged on the Navigate system
- > Ensuring any student part-time employment is captured and discussed during tutorials and logged on the Navigate system

5. Careers Guidance for Students with Special Educational Needs or Disabilities

The Group has high aspirations for all learners. We aim to raise the careers aspirations of our students and broaden their employment horizons and support them in preparing for the next phase of education and training beyond that. This involves close liaison with Connexions and Local Authority Transition Services, including Supported Employment and Traineeships.

The Group's CEIAG offer for students with SEND takes into account the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships or routes into further and higher education.

For students with an EHC Plan, the annual review will include a focus on adulthood, including employment. These reviews are informed by high quality careers guidance.

The Group will closely monitor the effectiveness and impact of CEIAG for all young people with SEN or disability including students with High Needs and EHC plans.

6. Targeted Support for Vulnerable and Disadvantaged Young People

The Group will work closely with local authorities to support young people to participate in education or training under the September Guarantee, and provide high quality advice and guidance as part of any transition process.

The Group will closely monitor the effectiveness and impact on CEIAG for vulnerable and disadvantaged young people including:

- > Looked after Children (LAC)
- > Young Carers
- > Students in receipt of Free College Meals
- > Students with declared mental health needs

7. Monitoring and Evaluation

The CEIAG Strategy will be monitored through:

- > Governors, through the Curriculum & Quality Committee (annually)
- > The Leadership Team (annually)
- > The Careers Strategy Group (termly)

Evaluation will consist of:

- > Tutor and partner feedback (annually)
- > Individual student feedback (half termly)
- > Collective student feedback – through the Rep process (termly) and Student Conference (annually)
- > External assessments for Quality Standards

The Strategy and Careers Programme will be reviewed and updated annually

8. Objectives and Milestone Targets

Objective (2020/21)	Impact Measure (2020/21)	Milestone Target (18/19)
Provide a high quality Careers Education, Advice and Guidance programme that meets external quality standards	8 Gatsby Benchmarks fully embedded	Matrix accreditation
Ensure all young people have access to individualised advice & guidance	100% of young people have at least 1 careers guidance interview as part of their study programme	All young people have access to careers guidance interviews as part of their study programme
Ensure all young people access high quality and relevant work related learning linked to careers	100% of young people access a minimum of 36 hours annual work related learning including at least 2 meaningful encounters with employers	100% of young people access a minimum of 36 hours annual work related learning including at least 2 meaningful encounters with employers
Ensure all young people have access to high quality work experience placements as part of their study programme	95% of young people access an external work placement (or appropriate alternative) by the end of their study programme	80% of young people access an external work placement (or appropriate alternative) by the end of their study programme
Provide a clear and effective process to support student progression into higher levels of further study, higher education or employment	Positive destinations at 92% Internal Progression at 55%	Positive destinations at 90% Internal Progression at 50%

9. Links to other Documents

TCG Careers Education, Information, Advice & Guidance Self-Assessment and Action Plan (Updates annually)