

## Careers Education, Information, Advice & Guidance Strategy 2024 / 25

Introduction.....	2
Our Cross College Approach .....	3
Overall objectives of this strategy .....	5
Duties and Responsibilities.....	5
Appendix one .....	9
CEIAG implementation approach .....	9
A range of Information, Advice and Guidance and one-to-one guidance.....	9
Offering outstanding curriculum, which uses labour market information.....	11
Work experience to gain practical experience .....	12
Tutorial and careers education.....	13
Extra Curricula activities to develop essential skills for employability.....	13
Progression guidance and support.....	13
Next Steps and Progression .....	13
Internal progression.....	14
Progression to Higher Education .....	14
Progression to an apprenticeship .....	15
Exiting/External Progression.....	15
HE students.....	15
Resources and self help.....	15
Events and encounters with employers and professionals .....	16
SEND .....	16
Partnership and engagement with stakeholders.....	17
Student Entitlement .....	18
At risk of becoming NEET and re-engagement.....	19
HE Provision.....	19
Key priorities for 2024/25.....	20
The Gatsby Benchmarks Model.....	22
Careers Programme .....	23
Review Information .....	24

## Introduction

- 1.1. The college's mission statement is to: "Transform lives by offering first class education and training in order to improve employability and generate economic prosperity". In order to achieve this, in our strategic plan we have committed to:
  - Providing a high-quality teaching, learning and assessment experience which leads to outstanding learner attainment and progression.
  - Ensuring the college's contribution influences the local, regional and national skills agenda through partnership and collaboration.
  - Building and developing relationships with employers to support local and regional economic prosperity and growth.
  - Maintaining the very high outcomes for all learners, improving any, where necessary, so that the college reflects the very best of providers in the region.
  - Innovating in curriculum design and intent to ensure all learners develop skills to prosper in their future lives and the employment marketplace or next steps in education.
  - Securing successful innovation projects to empower learners in our local and regional community.
- 1.2. The college's values underpin our behaviours, which also helps students to develop essential aspects of employment as well as the skills and experience needed for their future including understanding their responsibilities, acting with integrity, respecting and working with others and benefiting from the range of opportunities available to them.
- 1.3. The College has a statutory duty to offer high quality Careers Education, Information, Advice and Guidance (CEIAG). This Strategy has been written in accordance with the Department for Education (DfE) Careers Guidance and access for education and training providers as well as feedback and evidence of students and staff needs. The DfE sets out that every College should use the Gatsby Benchmarks to develop their careers provision. Careers guidance is understood in the DfE's guidance to be the full range of activities delivered under the eight Gatsby Benchmarks.
- 1.4. *"The importance of careers education and guidance: High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to*

*jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy". (DFE – January 2023).*

- 1.5. This strategy sets out the College's arrangements for the CEIAG, which outlines how we enable students' progression, developing their employability and prepare them for the workplace and the changing world of work. We are ambitious and committed to ensuring that prospective, enrolled and previous FE, HE students and apprentices benefit from impartial and well-planned information, advice and guidance and careers guidance so that they are well prepared for their next steps.
- 1.6. There have been substantial changes to the careers landscape and effective careers guidance continues to be very important. In recent years we have seen both rapid and significant changes in the labour market. Changes in technology, globalisation, more diverse workforce, hybrid working, flexible working and lifelong learning mean that increasing numbers of jobs require specific skills, education and training. We are facing unprecedented level of social inequality and these profound changes are having a greater impact on some groups more than others. This includes young people in disadvantaged areas, the lowest paid individuals and females.
- 1.7. We believe that students should receive quality careers guidance that raises their aspirations, enables them to understand the range of options available to them and leads them to make choices that will help them realise their potential. To support students and reduce equality gaps in employability, we continue to develop our service offer for our current and future students, particularly most disadvantaged students including offering effective IAG to enable individuals to make sense of and manage their own careers and support with work experiences, which is highly beneficial for students' employment outcomes.

### **Our Cross College Approach**

- 2.1. Our cross-college approach to careers means that embedded careers and employability activities will enable students to benefit from the range of opportunities available to them so that they gain the knowledge and skills they require for progression, employment and navigating their future career. Our embedded approach covers the following 10 points:

No	Area	Gatsby Benchmarks
1.	A range of information, advice and guidance and oneto one guidance.	1,3, 7, 8
2.	Offering outstanding curriculum, which uses labour market information	1, 2, 3, 4
3.	Work experience to gain practical experience	1, 6
4.	Tutorial and careers education	1,4, 5
5.	Extra curricula activities to develop essential skills for employability	1, 7
6.	Progression guidance and support	1, 5, 7
7.	Resources and self help	1
8.	Events and encounters with employers and professionals	1
9.	SEND	3
10.	Partnership and engagement with stakeholders	1

Please see appendix one for the implementation of the above approach in point 5.

- 2.2. In reference to the [Gatsby Benchmarks](#), our careers strategy seeks to ensure every student has access to relevant information, advice and careers programme. A successful careers guidance programme will be reflected in high numbers of students progressing to positive destinations such as further study, apprenticeships, technical routes, higher education or employment.
- 2.3. We will work with external agencies like the Careers and Enterprise Company to ensure that we keep up to date with best practise and take advantage of all support available to maintain continuous development. The college will use a range of methods to measure the effectiveness and quality of our careers provision, including the use of robust process to evaluate the careers offer, such as reviewing the Careers Strategy, DfE's and Ofsted's expectations, student engagement with our CEIAG activities and stakeholder feedback. These specifically including:
- The annual self-assessment process.
  - College achievement rate.

- Internal progression information.
- Destination data.
- Gatsby Benchmarks- a Compass assessment is completed with our Enterprise Co-ordinator (Part of the Careers Enterprise Company) at least three times per year to ensure the Gatsby Benchmarks continue to be met.
- Matrix standards- the college holds Matrix accreditation for Services provided by the student hub to learners which was successfully re-assessed in January 2023.
- Student voice-we will track student feedback on careers and consider suggested areas for improvements and work in partnership with students to improve our careers activities.
- Staff development-our qualified and experienced staff will maintain their development through attending relevant internal and external CPD programmes, and networking with other careers professionals.
- Participation in review and self-evaluation initiatives.

### **Overall objectives of this strategy**

- 3.1. To ensure the college has an effective embedded programme of CEIAG that is known and understood by students, parents, teachers, governors and employers.
- 3.2. To ensure the College meets the DfE's statutory duty on offering high quality CEIAG activities in line with the eight Gatsby Benchmarks.
- 3.3. To ensure that senior leaders, careers staff, subject teachers work collaboratively to embed careers activities into the overall student journey and enable learners to receive necessary information, advice and guidance on careers at the right time.

### **Duties and Responsibilities**

- 4.1. Our Governors and Senior Leadership Team and leaders across the College recognise the role of the CEIAG in enabling students to reach their full potential and employment goals and are committed to offering high quality CEIAG to students.
- 4.2. The Governing body will receive updates on CEIAG plans and activities.

- 4.3. The Link Governor for careers will work with the Careers Lead on strategic developments.
- 4.4. The Deputy Principal Quality and People will allocate reasonable levels of budget and resources to deliver the careers offer effectively, appoint the Careers Lead for the College and ensure that staff have access to training, resources and support appropriate to their role.
- 4.5. The Deputy Principal - Curriculum will provide guidance and direction to the curriculum Assistant Principals to support the implementation of the CEIAG activities.
- 4.6. The Assistant Principal - Student Experience will:
  - Act as the Careers Lead for the College
  - Develop the CEIAG Strategy and oversee its implementation
  - Ensure the college CEIAG Strategy meets the DfE's statutory guidance on providing careers education and information, advice and guidance
  - Set and monitor the overall objectives/priorities and KPIs of the service
  - Ensure that the college has published the careers offer on the College's website.
- 4.7. The Careers and Progression Manager will:
  - Act as the Deputy Careers Lead for the College
  - Ensure the successful implementation of the CEIAG Careers Strategy
  - Establish priorities for the careers offer and set objectives to the careers team
  - Quality assure the CEIAG strategy and plan for developments (including Gatsby Benchmarks, Matrix)
  - Establish and maintain effective relationships with external partners including the Careers Enterprise Company and the local networks
  - Provide regular reports to senior leadership
  - Collate feedback from students about the careers offer.
  - Organising careers events and fairs
  - Identify and provide careers resources and tools to staff to deliver information and opportunities to students
- 4.8. The Careers and Progression Advisers will:
  - Offer engaging, impartial and effective IAG and career guidance which will inspire students and support their career plans and confidence
  - Work closely with staff across the College to ensure students engage with the careers offer

- Deliver workshops and sessions on a range of topics such as careers, UCAS and progression opportunities ➦Support and coordinate wider careers events
- Record information on careers activities ➦Identify and provide careers resources and tools.

4.9. The Student Engagement Manager will:

- Ensure that the tutorial programme delivers agreed careers programme relevant to students' needs.

4.10. The Progress Tutors:

- Deliver engaging careers programme as part of the tutorial scheme of work, which supports student's learning and development on careers.
- Embed careers into the curriculums

4.11. The Assistant Principals for Curriculum:

- Deliver activities under the [Turing Scheme](#), which is the UK government's programme to provide funding for international opportunities in education and training across the world.
- Act as the main link and lead on world skills activities, e.g. GMC skills competitions, LSIF projects. GM Institute of Technology. which support young people across the world via competitions-based training, assessment and benchmarking
- Work with the Careers Lead and Deputy Lead to continually improve the careers offer.
- Embed Maths and English in curriculums in relation to careers.
- Embed careers into the curriculums (IFATE for apprenticeships).
- Ensure the delivery of agreed careers activities.
- Developing HE for skills agenda.

4.12. Heads of Departments will:

- Embed careers into the curriculums
- Agree and deliver careers events across each area of the curriculum
- Support the College activities regarding progression to Higher Education and beyond.
- Offer inclusive learning activities and course materials, which help expand students' knowledge, employability skills and experience, incorporating links between theory / academic content and workplace skills
- Establish effective links with industry and employers to help improve students' employability skills

- Identify and use the latest sector employability and curriculum analysis information
- Work in partnership with the central Careers team and signpost students
- Embed British Values, Equality, Diversity and Inclusion, English, Maths and Digital learning into students' learning and careers
- Support the implementation of the College's careers strategy and its activities

4.13. Enrichment Leaders will:

- Provide activities, resources and support to ensure that the extra curricula activities are comprehensive and relevant to students' needs.

4.14. Employability Team Leader will:

- Ensure learners across all curriculum areas have the opportunity to engage with employers from their chosen industries and to find out about the different career paths and options available
- Support wider careers events.
- Support with establishing and maintaining effective relationships with external partners

4.15. Head of Marketing, School Liaisons and Admissions will:

- Ensure that the website is maintained for course information, signposting and careers page.
- Promoting open events and the college's provision including the CEIAG.
- Promote all careers events
- Promote progression routes and careers

## Appendix one

### CEIAG implementation approach

#### A range of Information, Advice and Guidance and one-to-one guidance

5.1. We believe that students should receive quality careers guidance that raises their aspirations, enables them to understand the range of options available to them and leads them to make choices that will help them realise their potential. To support students and reduce equality gaps in employability, we continue to develop our service offer for our current and future students, particularly most disadvantaged students including offering effective IAG to enable individuals to make sense of and manage their own careers and support with work experiences, which is highly beneficial for students' employment outcomes.

5.2. We will offer professional, impartial and confidential Information, Advice and Guidance (IAG) to current students and prospective applicants to enable them to make informed decisions and to plan the next steps towards their future, including guidance on applying for courses, employment, university applications or apprenticeships. Our Information, Advice and Guidance for Pre-entry and On-Programme includes:

**Marketing** – our marketing and school liaison activities will contribute to the delivery of our CEIAG through:

- Information and advertising of open events showcasing the College provision including careers events for potential students.
- Design of literature to promote progression routes and careers
- Maintaining the website for course information and signposting
- Organise taster days to give specific cohorts of young people experience of the College

**Pre-entry** – our pre-entry Information, Advice and Guidance offer includes:

- Self-service using our website information and online resources
- General impartial Information, Advice and Guidance on training, skills and financial support
- Information and Guidance on bursaries and student loans

- Course advice and guidance to enable students to choose the right programme of study
- Guidance on course application and admissions process
- Information, Advice and Guidance on course transfers and change of directions
- Signposting to other IAG, local and national support services

### **Enrolment**

- Students will meet with curriculum areas and/or careers team during enrolment to ensure they are enrolled on the right course based on results and appropriate information and advice and guidance.
- During first six weeks of enrolment, students have the opportunity to validate their course choices and are able to gain appropriate IAG to amend their options to ensure they are on the right course.

**On-Programme**– our on-programme Information, Advice and Guidance offer includes:

- Tailored one-to-one guidance on career planning and progression
- Self-service using our tools, information and resources
- Guidance and opportunities to develop understanding about employability and requirements for jobs
- Guidance and opportunities to meet employers, discuss job applications and interviews
- Guidance and opportunities to visit workplaces and Universities
- Guidance and opportunities to develop enterprise, employability and entrepreneurial skills
- Bespoke support and guidance for apprenticeships, in collaboration with employers and internal staff
- Guidance for HE students on a range of graduate employment

**Progression** – our progression Information, Advice and Guidance offer includes:

- Advice and guidance on progression options
- Support with applications for university through our UCAS support activities
- Guidance and opportunities to visit workplaces and Universities
- Focused support and guidance in response to diverse student needs and those who may require detailed support such as care experienced students, young parent students
- Guidance and support on grants and student loans for University and further studies
- Guidance and support on apprenticeships and job opportunities

**Special Educational Needs and Disability (SEND)**, including SEND Progression – our progression Information, Advice and Guidance offer includes:

- Adjustable and targeted support and guidance to SEND students through our Careers and Progression Adviser for SEND. This will include progression, next steps, industrial placements, internships, further study, new training, employment and apprenticeship.

**Offering outstanding curriculum, which uses labour market information**

- 5.3. We aim to offer an outstanding curriculum, which is inclusive, impactful. Learning activities will help develop students' knowledge and employability skills and experience, which will be beneficial to the employers' needs and assist students to reach their goals. We will use the latest sector employability to ensure that curriculum reflects the occupation and job growth in the region, and it keeps up with change.
- 5.4. We recognise that students have different career needs at different stages of their learning journey, therefore we will offer employability activities that meet the needs students and will actively promote British Values, Equality, Diversity and Inclusion and use of a range of effective and adjustable resources to provide impactful opportunities to support differing career aspirations and progression pathways. The importance of English, Maths and digital learning will be an important element of a student's progress towards their career.
- 5.5. We will work to meet the needs of each student by encouraging them to access impartial careers guidance at each significant stage of their learner journey. This includes supporting students with SEND, those who are care experienced and students who are transferring from other provisions.
- 5.6. We will deliver activities under a range of schemes such as the Turing scheme and world skills activities to support students and encourage them to take part in competitions, innovation schemes, practical internal experiences and national awards, which enables them to develop practical employability skills and opportunities for their work to be acknowledged and celebrated.
- 5.7. Curriculum staff will work in partnership with support staff and signpost students to ensure that they develop their careers plan through engagement with the relevant teams.

- 5.8. We will provide information to staff on careers information, advice and guidance so they can access up to date IAG resources to enable them to support students. This includes guidance on right learner right course, including advice and/or signposting for learners whom hold non-standard qualifications e.g. overseas qualifications and how to obtain comparability statements from bodies such as Ecctis (formerly NARIC).
- 5.9. Students benefit from a range of opportunities within curriculum areas to develop their understanding of opportunities available within their industry.
- 5.10. There is a structured programme within tutorials to ensure a focus upon employability and progression to the next level of study or employment. In September 2021 the college introduced the GMACS Xello careers tool to facilitate the career journey for all study programme students.
- 5.11. Students benefit from meaningful external work experience and placements as part of their study programme. This also includes productive Employability opportunities such as guest speakers and visits. There are a series of Employability events throughout the year and an Employability Champion in curriculum areas.
- 5.12. TACE students will be supported within their chosen areas to develop their employability skills to equip them for the next stages and will be supported with relevant IAG in terms of progression to employment or further study. They will have the opportunity to access resources such as the careers team and the National Careers Service.

### **Work experience to gain practical experience**

- 5.13. We will establish effective links with the relevant industries to help secure work experience for students to enable them to develop valuable practical employability skills and enrich their personal development skills. We will work to understand areas and skills in demand and patterns of change in the employability market. Work experience arrangements at the college is organised and delivered through:
- Our study programmes will include work experience and / or non-qualification activities that support students to progress to further study or employment. Study programmes in this context refers to full time programmes targeted at 16–19-year-olds and are designed to

meet their individual learning needs and prepare them for higher learning, training, or employment.

- The Employability team will provide an extensive range of work placement opportunities related to the student's topic and industry area. They will encourage employers to support our careers strategy by offering students opportunities to undertake work placement and develop themselves to get ready for the world of work.
- Our careers team also support and guide students on long term work placements, utilising local and national resources and information to identify opportunities.
- Students will be able to access information and guidance through our resources on volunteering and opportunities to gain work experience, which enhances their CV and employment prospects.

### **Tutorial and careers education**

- 5.14. The College's tutorial programme includes a range of career development topics such as CV writing, industry insight, completing job applications, job search, use of social media for employment. Students on study programmes will be able to access and use the resources provided to improve their knowledge on careers, develop their CV and employability skills and learn to actively manage their own career and progression.

### **Extra Curricula activities to develop essential skills for employability**

- 5.15. We will strongly encourage students to take part in extra curricula activities such as visits to universities, visits to employers, interviews with employers, employability talks, career fairs and skills competitions as well as opportunities for participation in student groups and committees. These activities will help engage students with employability activities and skills such as self-awareness, resilience, problem solving, effective communication, confidence building, collaboration and teamwork.

## **Progression guidance and support**

### **Next Steps and Progression**

5.16. We will offer information, advice and guidance on progression options, including:

#### **Internal progression**

- 5.17. We will support students to progress to their next level of their learning and development journey. We have robust internal progression arrangements, which include information, advice and guidance on the range of options available to them. One to one advice and guidance will be available to students who may not wish to continue their programme or are unable to progress within college. Guidance will be available through our careers team and our partnership with external agencies.
- 5.18. Students benefit from a range of opportunities to learn from employers about work and Employment e.g. Employer visits, volunteering, competitions, guest speaker visits.
- 5.19. Students benefit from a range of encounters with higher education providers such as the UCAS exhibition, visits to and from HE providers (some curriculum specific). There is also an annual "Introduction to HE Evening" involving a range of external providers. The College's Provider Access Legislation statement is available on our website.
- 5.20. There is a dedicated team of qualified careers advisors who lead on progression and access to higher levels of study such as the UCAS process and offer individual guidance based on individual need. Where possible, a qualified careers advisor (or Positive Steps) will attend annual EHCP reviews.
- 5.21. There is an effective strategy in place to support students who are leaving with a level three qualification and not progressing to university (Level 3 completers process).

#### **Progression to Higher Education**

- 5.22. We will provide information, advice and guidance to help students through their journey towards becoming a university student. This includes helping students apply for higher education, student finance and prepare them for university life. Our offer includes:

- Raise awareness of the benefits of higher education and inspire students to progress to university
- Guidance and support with UCAS application and reference
- Information and support on student finance and loan application
- Guidance, through our network of universities
- Assistance with the transition process

### **Progression to an apprenticeship**

- 5.23. We will raise awareness of the benefits of doing apprenticeships and inspire students to progress to apprenticeships.
- 5.24. We will support students who are looking to secure an apprenticeship and offer them information, advice and guidance to help them access opportunities. Guidance is also available on moving on to another training provider. Students who choose to move to another provider will be given support to research and access opportunities available.
- 5.25. We will support our existing apprenticeship learners and offer them guidance on their next steps and career developments.
- 5.26. We will signpost students to advertised apprenticeship vacancies or other employment opportunities and offer support with interviews and preparing to meet employers.

### **Exiting/External Progression**

- 5.27. The college tracks student destinations effectively and works with partners such as Positive Steps to support students who have barriers to reaching a positive destination.
- 5.28. The College has may commission other organisations to undertake the collection of destination data for our leavers.

### **HE students**

- 5.29. We will encourage our HE students to engage with the services available to them to enable them to apply and gain graduate level employment on successful completion of their course. He students have access to a bespoke portal for IAG as well as full functions in the affiliated

university/awarding body. In addition, HE students have the opportunity to access support from the internal careers team.

### **Resources and self help**

- 5.30. We will offer a wide range of information and opportunities through our website, online tools and resources. These are information and careers resources and tools provided by the College and our partner organisations including the Careers Enterprise Company's resources, the National Careers Service, the industry and labour market intelligence, information from employers and business. We will encourage all students to access and use these resources effectively to help them with their employability journey.
- 5.31. We will also utilise locally available resources, which aims to address the skills shortage across the Greater Manchester region including connecting our learners with employers, development and careers opportunities.

### **Events and encounters with employers and professionals**

- 5.32. Students benefit from a range of opportunities within curriculum areas to develop their understanding of opportunities available within their industry.
- 5.33. There is a structured programme within tutorial to ensure a focus upon employability and progression to the next level of study or employment. In September 2021 the college introduced the GMACS Xello careers tool to facilitate the career journey for all study programme students
- 5.34. Students benefit from meaningful external work experience and placements as part of their study programme.
- 5.35. This also includes productive employability opportunities such as guest speakers and visits. There are a series of employability events throughout the year and an Employability Champion in curriculum areas.

### **SEND**

- 5.36. At Tameside College, we are committed to creating a safe, inclusive and supportive environment for all SEND students. We offer a comprehensive level of information, advice and guidance and support to enable them to access opportunities to progress and achieve their full potential.

- 5.37. We work with local schools and the local authority and support the transition arrangements for students with SEND/EHCP as they come to college and offer relevant information, advice and guidance.
- 5.38. Our trained Careers and Progression Advisers are skilled in understanding and addressing the specific needs of students with SEND. This could involve using different communication methods or creating a more structured career planning process and responding to each student's needs.
- 5.39. We would like to ensure that students with SEND have the best experience possible. We facilitate adjustable and targeted support, guidance and events to SEND students through our Careers and Progression Adviser for SEND. This will include progression, next steps, industrial placements, internships, further study, new training, employment and apprenticeship.

#### **Partnership and engagement with stakeholders**

- 5.40. We will collaboratively with various agencies to help develop our careers offer including access to careers resources, networking and attending careers events. These include the Careers Enterprise Company, Positive Steps, universities, training and education providers, charitable companies, private sector, the National Careers Service.
- 5.41. We will actively engage with students, staff and governors utilising different opportunities to better understand students' needs and continue to develop the quality of the careers service offer and maximise the use of resources and opportunities to enhance students' employability skills and enable them to reach their goals.
- 5.42. We have well-established partnerships in place such as the local NHS, Trust to provide work placements and internships. Specifically; Tameside Council, on the shared "Vision Tameside". The College is part of the local Careers Leads Network and meets termly with other GM colleges as part of the FE Careers Community of Practice. The college has an Enterprise Co-ordinator (GMCA) and an Enterprise Advisor – Employment and Skills Manager at Balfour Beatty.
- 5.43. Work Experience Partners include:

- Tameside Hospital – placements in H&SC (T Level), construction, engineering, finance, Digital Inclusion,
- Tameside Council – placements in Business, H&SC (Active Tameside links extended to catering and hospitality)
- Willmott Dixon links – placements in construction all trades, business.
- Local charities including Ridgehill Enterprises – placements in construction, public services.
- ESOL Uptree, Speakers for Schools.
- Catering and hospitality students with Dakota Hotel Group, Manchester City Football Club, IHGInternational, The Kimpton Hotel Manchester, theme nights.
- Animal Trust Veterinary Surgeries and Ridge Hill Big Local Enterprises provide land-based study students with CDF Industry Placements in preparation for the introduction of T Level delivery.
- Sport students participate in regular work placement with Active Tameside to develop their skills which has led to part time employment.
- Engineering students participated in a project with Tameside and Glossop Integrated Care NHS Foundation Trust, working alongside Trust electrical and mechanical engineering staff, including the design and construction of the Queen’s Jubilee Beacon.
- New Employer examples: Balfour Beatty links – Construction of new Mottram bypass; external placements, work experience project for level 3 design and build learners, Leonardo Group London, PC Refurb.

## 6. Student Entitlement

- 6.1. The College is committed to providing impartial information, advice and guidance on a range of education and employability opportunities to prospective, current students and alumni.
- 6.2. Prospective students are able to access information and advice with course choices, application and studying at the College.
- 6.3. Current students can access information and advice and guidance on progression choices.

- 6.4. Students on study programmes will receive CEIAG activities relevant to their needs, delivered through the course, tutorial, events, visits and external speakers, and access to individual guidance.
- 6.5. Students in year 12 and 13 are entitled to find out about technical education qualifications, apprenticeship opportunities and to understand how to make applications for the full range of academic and technical courses. We are committed to providing meaningful encounters to students to year 12 and 13. Meaningful provider encounters refer to an encounter being defined as one meeting/session between a student and a provider. This means that students in these groups, particularly those who have not decided on their next steps, will have access to an additional two opportunities to find out about technical education qualifications and apprenticeships opportunities. As part of our careers programme, we will provide information on the full range of training options available to students at each transition point.

## **7. At risk of becoming NEET and re-engagement**

- 7.1. As part of our partnership work with the Local Authority and Positive Steps, we will ensure that those who are at risk, vulnerable or have withdrawn from college are able to access information, advice and guidance and support through our internal services as well as Positive Steps Advisers based on our campus. We will work in partnership with Positive Steps to support students who may be at risk of becoming NEET particularly during key transition and progression points.

## **8 HE Provision**

- 8.1 As part of our collaboration with our stakeholders including partner universities and employers we will continue to work to develop our links with relevant industries to proactively identify the skills, experience and knowledge needed for future workplaces and create opportunities for students.
- using the Graduate Outcomes data to analyse information and take actions to improve graduate employability

- using the student voice to review employability requirements within the curriculum, identifying opportunities to enhance the student experience;
- giving students the chance to work alongside Shaping Futures on the Careers Coaches initiative in order to provide them with opportunities to be trained to deliver career coaching to their peer students;

## 8.2 The HE support will include:

- Access to information, advice and guidance and careers guidance
- Encouraging students to engage with a diverse range of placements and work experience opportunities.
- Access to employability events and activities such as careers fairs, guest speakers, workshops, visits to companies.
- Support with searching for and apply for graduate jobs, placements, internships, insight days and further study opportunities.
- Access to resources and tools that can support career planning.
- Advice and support with specific recruitment and career development needs.

## 9 Key priorities for 2024/25

Priority area	Details	Lead
SEND students - develop Information and resources for students and their parents/carers on key progression, careers and next steps.	Guidance and progression for SEND plans	Careers and Progression Adviser for SEND
Renewal of the Matrix Standards	Matrix full reassessment in January 2025	Careers and Progression Manager & Assistant Principal for Student Services and Inclusion
Maintain Gatsby Benchmarks at above benchmark for the sector	100% of the assessment areas in benchmark 1,	Careers and Progression Manager

	2,4,5,6,7, 91% of benchmark 3 and 8.	
Develop the links between the CEIAG committee, SLT and Governors through producing careers reports and updates.	CEIAG committee SLT meetings Meetings the with Link Careers Governor Updates to the board of Governors	Careers and Progression Manager & Assistant Principal for Student Services and Inclusion
Develop new staff including support with completing level 6 IAG qualification	Staff development	Assistant Principal for Student Services and Inclusion
Continue to develop collaboration between the central Careers and Progression team, curriculum staff, Employability Team, Apprenticeship team and Marketing team.	improve students' experience regarding access to careers guidance including apprenticeships.	Careers and Progression Manager & Assistant Principal for Student Services and Inclusion
Raise awareness and promote apprenticeship options to students	Strengthen progression options	Careers and Progression Manager & Assistant Principal for Student Services and Inclusion
Increase support offered to students to find employment	Strengthen guidance and support on progression to employment	Careers and Progression Manager & Assistant Principal for Student Services and Inclusion

Offer enhanced guidance on Supported Internship	Supported Internship development plan	Careers and Progression Manager & Assistant Principal for Student Services and Inclusion
---	---------------------------------------	---

## 10 HE Provision

10.1. As part of our collaboration with our stakeholders including partner universities and employers we will continue to work to develop our links with relevant industries to proactively identify the skills, experience and knowledge needed for future workplaces and create opportunities for students.

- using the Graduate Outcomes data to analyse information and take actions to improve graduate employability
- using the student voice to review employability requirements within the curriculum, identifying opportunities to enhance the student experience;
- giving students the chance to work alongside Shaping Futures on the Careers Coaches initiative in order to provide them with opportunities to be trained to deliver career coaching to their peer students;

10.2. The HE support will include:

- Access to information, advice and guidance and careers guidance
- Encouraging students to engage with a diverse range of placements and work experience opportunities.
- Access to employability events and activities such as careers fairs, guest speakers, workshops, visits to companies.
- Support with searching for and apply for graduate jobs, placements, internships, insight days and further study opportunities.
- Access to resources and tools that can support career planning.
- Advice and support with specific recruitment and career development needs.

## 11 The Gatsby Benchmarks Model

<p><b>1 - A stable careers programme</b></p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p>	<p><b>2 - Learning from careers and labour market information</b></p> <p>Every student and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>
<p><b>3 - Addressing the needs of each student</b></p> <p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p><b>4 - Linking curriculum learning to careers</b></p> <p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>
<p><b>5 - Encounters with employers and employees.</b></p> <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p><b>6 - Experiences of workplaces</b></p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>
<p><b>7 - Encounters with further and higher education</b></p> <p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p><b>8 - Personal guidance</b></p> <p>Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of College staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p>

## Careers Education, Information, Advice & Guidance Strategy 2024 /25

### 12. Careers Programme



Tameside College  
Careers Programme.p



Student  
Hub.

#ICanBe

## Tameside College Careers Programme

	Autumn					Spring			Summer			
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<b>CAREERS GUIDANCE</b>												
Career guidance interviews	•	•	•	•	•	•	•	•	•	•	•	•
Careers advice at enrolment	•	•	•	•	•	•	•	•	•	•	•	•
Right Learner Right Course (course change or transfer)		•	•									
Progression and Completers Information, Advice & Guidance		•	•	•	•	•	•	•	•	•	•	•
Curriculum area career events	•	•	•	•	•	•	•	•	•	•	•	•
College open events		•	•	•	•	•	•	•	•	•	•	•
Labour Market Information		•	•	•	•	•	•	•	•	•	•	•
School leavers guidance		•	•	•	•	•	•	•	•	•	•	•
<b>EMPLOYABILITY</b>												
Employability skills		•	•	•	•	•	•	•	•	•	•	•
CV / Cover letter guidance		•	•	•	•	•	•	•	•	•	•	•
Job application guidance		•	•	•	•	•	•	•	•	•	•	•
Work experience placements		•	•	•	•	•	•	•	•	•	•	•
Skills competitions - local, regional & national		•	•	•	•	•	•	•	•	•	•	•
Care Experienced Careers Informed event							•					
Careers Fair - Advanced Technology and Women in STEM event								•				
Employability events				•				•				
SEND information & guidance events						•	•					
<b>APPRENTICESHIPS</b>												
Apprenticeship group sessions		•	•	•	•	•	•	•	•	•	•	•
National Apprenticeship Week	•	•	•	•	•	•	•	•	•	•	•	•
Degree Apprenticeship guidance	•	•	•	•	•	•	•	•	•	•	•	•
<b>FE PROGRESSION</b>												
Progression advice and guidance interviews								•	•	•	•	•
1:1 progress reviews: tutorials							•	•	•	•	•	•
Subject taster sessions		•										•
<b>HE PROGRESSION</b>												
UCAS applications - guidance and checking		•	•	•	•	•						
UCAS Clearing and Extra advice	•	•										
Student finance application guidance						•	•	•	•	•		
Talks / Guest speaker from HE providers						•	•	•	•	•		
Personal statement sessions with universities			•	•		•	•	•				
University tours - curriculum areas					•	•	•	•		•	•	
HE Progression event							•					

**Get ready for your career**

Our team is on hand throughout the year to provide you with the right careers advice for your future; whether that is continuing in education or looking for employment.

They will support you with your choice of course, looking for an Apprenticeship, CVs, job applications or applying to university (UCAS).

Find us in the Student Hub

### Contact Information



Student  
Hub.

0161 908 6600

#### Careers

[progressandwelfare@tameside.ac.uk](mailto:progressandwelfare@tameside.ac.uk)

#### Employability Team

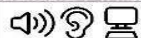
[employability@tameside.ac.uk](mailto:employability@tameside.ac.uk)

#### Progress Tutors

[progress tutors@tameside.ac.uk](mailto:progress tutors@tameside.ac.uk)

In addition, we ensure a range of opportunities for our students to access labour market information and a wide variety of events specific to their curriculum, industry and programme of study.

Accessibility extensions are available when using Google Chrome Browser for text to speech and screen colour shader.



Our Progress tutors will keep you on track with your studies and guide you through the process of applying for jobs. They will also help you with your CV and job application forms.



Tameside College

## Review Information

Version Control			
Author:	Assistant Principal – Student Services and Inclusion	Approved by:	Senior Leadership Team
Date Approved:	July 2024	Next Review Date:	July 2025
Responsible for review:	Assistant Principal – Student Services and Inclusion	Version Number:	1.0
Version Amendments			
Date of Amendment:		Amendments:	
Date of Amendment:		Amendments:	