

1. INTRODUCTION

All further education (FE) colleges and sixth form colleges in England are subject to a requirement to secure access to independent careers guidance. This forms part of FE college and sixth form college funding agreements. Colleges also have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the Education Act 1997, and Department for Education Careers Guidance February 2018)

All 16 to 19 study programmes should be focussed on progression to learning at the next level or to employment. In order to support this, learners will need access to high-quality support to make decisions about the next step that is right for them and to aspire to achieve their full potential. It is a requirement for 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college to have access to independent careers guidance. (Section 37 of the Children and Families Act 2014)

2. THE CAREERS STRATEGY

The careers strategy seeks to ensure every learner has access to a careers programme. A successful careers guidance programme will be reflected in high numbers of learners progressing to positive destinations such as apprenticeships, technical routes, higher education or employment. Destination measures provide clear and comparable information on the success of colleges in helping all of their learners follow a curriculum that offers them the best opportunity to continue in education or training.

3. OBJECTIVES

- To ensure the college has an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- Every learner, and their parents (where appropriate), will have access to good quality information about future study options and labour market opportunities. With the support of an informed adviser to make best use of available information.
- Ensuring opportunities for advice and support are tailored to the needs of each learner through embedding equality and diversity considerations throughout.
- Ensuring curriculum is linked careers throughout the programme of study.
- Ensure learners participate in at least two meaningful encounters with an employer in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace. At least one encounter will be delivered through their curriculum area.
- By the end of their study programme, learners will have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the end of their programme of study, learners will have had a meaningful encounter in which the learner has an opportunity to explore what it is like to learn in that environment with a range of providers of learning and training that may form the next stage of their career eg. Pathways to Construction
- Every learner will have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, trained to an appropriate level.

4. CURRENT COLLEGE PRACTICE

- 4.1 Every student has an opportunity for a guidance interview with a qualified careers advisor.
- 4.2 The Careers service offer is promoted to students and parents via the website, posters and leaflets at open evenings and events. The college already holds Matrix accreditation which was reviewed in February 2018.
- 4.3 The senior team collaborate effectively to develop new provision to support regional skills priorities and use LMI as part of their recruitment strategy and curriculum planning

4.4 Pre-entry

- 4.4.1 Years 6 to 10 learners are supported via schools liaison and curriculum teams at school in industry days and careers days as well as options evenings to aid in informed decision making. Promotion of study routes through visits to college for primary and secondary learners as well as hands on experience through taster days also raising awareness of STEM options through campaigns such as Greenpower engineering challenge. Students benefit from a range of opportunities within curriculum areas to develop their understanding of opportunities available.
- 4.4.2 Year 11 learners are supported via schools liaison, curriculum and careers teams. Learners have access to teams in school during assemblies and parents evening events. During visits to college open evenings and tours and interview evening individual guidance is available to students from the beginning of their journey both prior and on enrolment through to their progression at the end of their initial study.
- 4.4.3 There are partnerships for STEM subjects including: Manchester Digital and the Engineering Industries Association

4.5 Entry

4.5.1 Enrolment

- 4.5.1.1 During enrolment all learners meet with curriculum areas and/or careers team to ensure students are enrolled on the right course based on results and appropriate information and advice and guidance.
- 4.5.1.2 During first six weeks of enrolment, learners 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.

4.5.2 On-course

- 4.5.2.1 Students benefit from a range of opportunities within curriculum areas to develop their understanding of opportunities available within their industry.
- 4.5.2.2 There is a structured programme within tutorial to ensure a focus upon employability and progression to the next level of study or employment.
- 4.5.2.3 Students benefit from meaningful external work experience and placements as part of their study programme including productive enrichment opportunities.

4.5.3 Progression

- 4.5.3.1 Students benefit from a range of opportunities to learn from employers about work and Employment e.g. Employer visits, volunteering, NCS, competitions, guest speaker visits.
- 4.5.3.2 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).
- 4.5.3.3 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.

4.6 Exiting/Progression

- 4.6.1 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. LOCAL PARTNERSHIPS

- 5.1. The College has some 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".
- 5.2. Examples of partners include: Tameside Council JS Enterprises, Festool (Construction), About Tameside, Barnados, various employers and partners provide live briefs (Creative Arts), Tameside and Oldham Hospitals, nurseries and local support services (Health & Social Care, Childcare), Greater Manchester Police (GMP) and various uniformed public services (Public Services), local employers, Wella, Dermalogica, (Hair & Beauty), Slatтеры, Greenhalghs, Roberts (Bakery), high profile restaurants such as the Midland Hotel, Malmaison (Catering), Virgin, Jet2, Thomas Cook (Travel & Tourism), Hyde Group, Kellogs and Brother UK (Engineering)

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- 5.3. The College works with local schools and the local authority and support transition arrangements for vulnerable students with special educational needs as they come to College.

6. **LOCATION AND ACCESS TO THE STRATEGY**

The Careers Education, Information, Advice and Guidance Strategy and supporting policies and other documents are available via SharePoint on the College network and the College website.

7. **POLICY STATUS**

Responsibility: Vice Principal, Quality & Services to Learners
Approved by: Senior Leadership Team
Issue Date: September 2018
Review Date: September 2020