

Tyne Coast College Careers Strategy

Tyne Coast College (TCC) is committed to providing all learners with high quality Careers Education, Information, Advice and Guidance (CEIAG) to enable them to make informed decisions about their futures.

Through our careers programme we help learners to improve their understanding of the world of work, helping them to develop skills and behaviours, and achieve qualifications that help will them to maintain sustained employment. Learners will be encouraged to set themselves achievable aspirational career goals that can help to enhance their social mobility.

In December 2017 the Government's "Career Strategy" was published, followed by "Careers guidance: Guidance for further education colleges and sixth form colleges" in February 2018 (updated October 2018). These documents set out clear expectations of the careers education and advice that colleges are required to provide to learners. In particular there is a requirement that Colleges make use of the Gatsby Charitable Foundation's Careers Benchmarks to develop and improve their careers programme.

Gatsby Benchmarks

In line with Gatsby Benchmarks Tyne Coast College commits to;

1. A Stable Careers Programme;

- a. TCC will have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- b. The careers programme will be published on TCC website in a way that enables learners, parents, college staff and employers to access and understand it.
- c. The programme will be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.

2. Learning from Career and Labour Market Information;

- a. During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.
- b. Parents will be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.

3. Addressing the Needs of Each Student;

- a. Tyne Coast College Career Programme will actively seek to challenge stereotypical thinking and raise aspirations.
- b. Tyne Coast College will keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- c. The records of advice given will be integrated with those given at a previous stage of the learner's education where these are made available. Records will begin to be kept from the first point of contact or from the point of transition.

d. All learners will have access to these records to support their career development. Tyne Coast College will collect and maintain accurate data for each learner on their education, training or employment destinations.

4. Linking Curriculum Learning to careers;

a. Throughout their programme of study (and by the end of their course) every learner will have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

5. Encounters with Employers and Employees;

a. Every year, alongside their study programme, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.

b. Tyne Coast College will record and take account of learners own part-time employment and the influence this has had on their development.

6. Experiences of Workplaces;

a. By the end of their study programme, every learner will have had at least one valuable and meaningful experience of a workplace, additional to any part-time jobs they may have.

7. Encounters with Further and Higher Education;

a. By the end of their programme of study, every learner will have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career.

8. Personal Guidance;

a. Tyne Coast College will provide each learner with the opportunity for guidance interviews with a specialist careers advisor at least once during their time at the college.

Our principles

The key principles of our Careers Strategy are to provide each learner with CEIAG that is differentiated to their needs and supports their individual progression by providing them with information they can use to make fact based decisions about their future.

The College will maintain a team of staff qualified to provide careers advice appropriate to the needs of each learner. The advice that we provide will:

- Be personalised, providing opportunities to identify and respond to needs of the individual
- Be inclusive, promote equality of opportunity, challenge stereotypes and be sensitive to faith, culture and background
- Be transparent and impartial
- Be confidential
- Utilise relationships with industry, local and regional employers and stakeholders
- Contribute to raising aspiration, improving destinations and increasing employability skills
- Involve Personal Progression Coaches and curriculum teams
- Offer guidance to at risk learners to aid retention or make them aware of alternative programmes of study

Our Offer

Schools Liaison / Pre-enrolment

The Schools Liaison team has strong links with local schools and carry out a range of activities throughout the year, including delivering assemblies, attendance at careers events, one-to-one interviews, taster days, and attendance at regional careers events.

Throughout the year monthly advice and guidance nights take place where prospective learners can drop-in for one-to-one advice with our careers team and meet our teaching staff.

Individual Advice and Guidance

Learners are able to obtain one-to-one advice from the IAG qualified Student Services team, all of whom have level 4 Advice and Guidance qualification, on an ad-hoc drop-in basis. Those who would like more specialist advice, or who have complex needs are able to book appointments with one of our level 6 qualified careers advisors.

In addition to careers advice the Student Services team are able to offer advice on bursary and finance, and sign post learners to specialist services elsewhere in the college, such as Additional Learning Support.

Curriculum Integration

Curriculum staff make use of their specialist subject knowledge to provide both current and prospective learners with industry specific advice and guidance.

Opportunities for learners to have meaningful, informative and engaging interactions with employers will take place throughout the year, for example, guest speakers, projects, industry linked trips and visits, work experience/placement, etc... References to work place and real life experience will be embedded throughout study programmes and class room delivery.

Promote equality of opportunity, by challenging industry stereotypes and being aware of confidentiality issues and dealing sensitively with information disclosed by learners.

Employability Skills

The Performance and Progression Coaches (PPC's) lead the tutorial programmes for all 16-18 year old learners. These programmes include a range of employability skills (CV Building, interview skills, application support and mock interviews).

The PPC's also help organise work experience placements for learners and provide group and one-to-one careers guidance sessions. Where necessary referring learners to the level 6 qualified careers advisors.

UCAS and University application support is provided by the Student Services team. In addition dedicated HE advisors are also available.

Careers Information

Rigorous efforts will be made to source and utilise up-to-date and relevant careers related and labour market information. Information and research resources will be displayed and visible and available to learners in designated careers areas across Tyne Coast College.

Learners will be made aware of information and research resources, and labour market information, via career focused tutorial sessions.

Roles & Responsibilities

Business Operations Manager

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan
- Support the careers leader
- Ensure preparation and delivery of the careers plan
- Ensure SEG are kept informed progress in the implementation of the careers strategy and any industry or legislative changes.
- Review and evaluate the careers programme on an annual basis
- Ensure that the careers strategy is embedded throughout the organisation.
- Ensure the College meets and exceeds the statutory careers requirements.

Careers Leaders

- Ensure learners are effectively supported with their individual career action plans
- Coordinate a consistent approach for individual learner careers plans.
- Representation and engagement with key stakeholders including; Local Authority, Local Colleges and Universities, SEG, PPCs, tutors, support staff, learners, parents, local businesses and guest speakers.
- Work closely with the Careers and Enterprise Adviser to continuously improve on the careers service provided at the College.
- Work with the Senior Leader for careers education to understand the resource need ensuring learners make a smooth transition from year to year and to their desired destination.
- To oversee the operational implementation of a cross college careers guidance programme for learners
- The monitoring and reporting of the careers interview process.

Performance and Progression Coaches

- Work alongside curriculum and specialist staff to individually support learners into meaningful and worthwhile work placement
- Implement a reflective skills development tool and target setting process.
- Plan and deliver an appropriate careers programme delivered within tutorial sessions that is appropriate for the stage and level of individuals and groups.
- Support careers lead at employer and stakeholder events.
- Raising the profile of and supporting learners to gain suitable and appropriate voluntary positions.
- Provide group and individual careers guidance with the support of the Careers Lead.

Teaching Staff

- To ensure that career readiness and careers education are embedded into delivery
- Learning plans link to career pathways specific to the vocational area and area being taught
- Work alongside the Careers Leader to ensure specific learner needs are being supported.

Evaluation

The College believes that it is important that robust management, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus

Due

Self-evaluation	Complete Compass Self Evaluation tool. Results of assessment used to identify priorities for the following year.	June
Learner Surveys	Feedback from: start of programme surveys, on-programme surveys, careers advise feedback surveys	October/April and ad-hoc
Employer feedback	Work with external Careers & Enterprise advisor to review College offer	On-going
Parent feedback	Exit survey on advice & guidance nights to obtain parent feedback	On-going

The Careers Team

- **Craig Scott**
Business Operations Manager - Senior Manager Responsible for Careers
- **June Luke**
Careers Advisor, L7 Diploma in Careers Guidance and Development. Working across Tyne Coast College. 0191 427 3595 or 0191 229 5125 - June.Luke@stc.ac.uk
- **Lindsey Grainger**
Student Services Team Leader, L6 Diploma in Careers Guidance and Development. Based at TyneMet College
- **Diane Hodgson**
Student Services Team Leader, L6 Diploma in Careers Guidance and Development. Based at South Tyneside College.

References

Careers guidance and access for education and training providers, *'Statutory guidance for governing bodies, school leaders and school staff'* DfE January 2018

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Careers guidance, *'Guidance for further education colleges and sixth form colleges'*. DfE October 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/749151/Careers_guidance-Guide_for_colleges.pdf

Careers strategy: *'making the most of everyone's skills and talents'*, DfE December 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

Career Development Institute (CDI). Website

<https://www.thecdi.net/2018-Careers-Strategy-and-Related-Resources>

Appendix A – Implementation Plan

	2018-2019	2019-2020	2020-2021
<p>Benchmark 1 <i>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.</i></p>	<p>Develop Careers Strategy and programme</p>	<p>Review and further develop careers strategy, taking on-board lessons learnt and experience from 2018-2019</p>	<p>Review strategy</p>
<p>Benchmark 2 <i>Every learner, 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.</i></p>	<p>Identify sources of career & labour market intelligence, familiarise Student Services staff with these resources.</p> <p>Introduce resources to curriculum staff.</p>	<p>Integrate LMI data into website course information.</p> <p>Review course information leaflets to incorporate LMI data.</p> <p>Develop use of LMI materials by PPC's when discussing learner progression.</p>	<p>LMI data to be used regular during open evening advice and guidance sessions.</p>

<p>Benchmark 3 <i>Advice and support should be tailored to the needs of each learner. Keeping good records of learners and their destinations after school will help.</i></p>	<p>Develop careers programme that raises aspirations of learners & challenges stereotypical thinking.</p> <p>Introduce systematic recording systems for careers advice activities.</p> <p>Collect and maintain accurate destination data.</p> <p>Put in place process to share data with local authorities.</p>	<p>Develop relationships with local secondary schools to capture information about previous career programme activities.</p> <p>Provide level 4 Career, Information & Advice training programme for PPC's</p>	
<p>Benchmark 4 <i>Careers and enterprise education should be part of and included in a learner's standard lessons, linking curriculum to real-world career paths.</i></p>	<p>Curriculum staff instructed to take every opportunity to contextualise learning against the world of work.</p> <p>Importance of Maths & English for learners future career opportunities highlighted.</p>	<p>Further emphasize the importance of Maths & English for learners future career opportunities</p>	<p>Further emphasize the importance of maths & English for learners future career opportunities</p>
<p>Benchmark 5 <i>All learners should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.</i></p>	<p>Ensure that the overwhelming majority of learners have at least two meaningful contacts with employers every year.</p>	<p>Develop systems and process to record and capture intelligence relating to learners part-time work.</p>	<p>Develop improved links with employers to allow a more diverse range of experiences to take place.</p>

<p>Benchmark 6 <i>It's important for learners to experience the workplace environment to understand the context in which they could one day be working.</i></p>	<p>Put in place process to ensure that all learners have had experience of workplace by the time they finish their study programme.</p>	<p>Monitor compliance</p>	<p>Monitor compliance</p>
<p>Benchmark 7 <i>Careers provision should cover further and higher education as well as potential professions. Learners should have encounters with these organisations whilst at school.</i></p>	<p>Provide learners with meaningful encounters with HE providers.</p>	<p>Provide greater information about apprenticeships, including those offered by other providers.</p>	
<p>Benchmark 8 <i>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.</i></p>	<p>All learners with complex careers needs to be referred to level 6 qualified careers advisor.</p>	<p>Initiate level 4 Career, Information & Advice training programme for PPC's</p>	<p>Continue level 4 Career, Information & Advice training programme for PPC's</p>

Appendix B – Careers Calendar

Careers Programme Calendar 2019-2020

Course/Careers Advice	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
What next / Progression appointments												
Progression guidance interviews												
Swap, not drop interviews												

Careers Guidance	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers guidance interview appointments												
Tutorial careers advice												
Information, advice & guidance drop-ins												
Stepping up/across interviews												
National careers week												

Higher Education	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
UCAS clearing advice drop-ins and appointments												
UCAS application Support												
UCAS application Reviews												
UCAS drop in support sessions												
Personal statement support & reviews												
Personal statement drop-in sessions												
Future me week												
UCAS convention												
Student finance												
University taster sessions												

Employability	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Work experience placements												
Careers appointments												
Progression fair												

Apprenticeships	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Apprenticeship interviews												
National apprenticeship show												
National apprenticeship week												

Events	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers advice & guidance at enrolment												
Open events												
Progression fair												
Future me week												
National careers week												
National apprenticeship week												
Skills North East												