

CAREERS PROVISION

VERSION CONTROL

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Agreed by The Board of Trustees

This document will supply sufficient evidence showing how our careers provision addresses the seven national assessment and accreditation criteria for Careers Education, Information, Advice and Guidance (CEIAG).

National Assessment and Accreditation Criteria	Evidence Required
<p>Providing effective leadership, management and promotion of CEIAG.</p>	<p>The extent to which the learning providers leadership and management has developed and implemented a clear and effective strategy for its CEIAG provision to include:</p> <ul style="list-style-type: none"> • Self-determination • Equality and diversity • Participation and progression • Raising aspirations • Promoting social mobility <p>The college has an embedded programme of career education and guidance that is known and understood by learners, parents / carers, teaching staff and employers from the on-set of a learner starting the study programme.</p> <p>The College website clearly sets out what the expected outcomes of each study programme are with regard to careers.</p> <p>Feedback from learners, parents and employers is gained via questionnaires and parent evenings. The college has a very strong Employer Liaison group who meet twice a year to discuss how we can improve our careers support for young people, their families and employers.</p> <p>The learning providers staffing arrangements for securing the day-to-day management and delivery of CEIAG.</p> <p>The college staff include a:</p> <ul style="list-style-type: none"> • Work Placement Co-ordinator • Community and Parent Worker • Job Coach • Work Placement Supervisors • Teaching Assistants <p>All staff are aware of the importance of building self-determination with young people with additional needs. All students participate in weekly work placements with employers that will lead to supported internships, apprenticeships and paid and un-paid employment. Learners leave college with raised aspirations which leads to social mobility.</p> <p>The learning provider's arrangements for promoting CEIAG within the overall curriculum.</p>

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	<p>The LIVE curriculum focuses on employment. One day per week is timetabled in the first year for work placement, leading to supported internships which include 3 days in the workplace and one day in college.</p> <p>Work Placement Review takes place the following day after placement.</p> <p>The core qualification is Workskills which is always related to the learners work placement.</p> <p>Individual tutorial tracks the learner's progression at work placement.</p> <p>Group tutorial focuses on the Code of Conduct required for the workplace and how to stay safe in the workplace.</p> <p>Maths, English and ICT focuses on the skills required for the workplace.</p> <p>Learners participate in enterprise activities within the college.</p> <p>The THRIVE curriculum focuses on volunteering and supported employment activities. Two days per week are allocated to volunteering roles. Learners also take part in enterprise activities in realistic working environments within the college.</p> <p>Group tutorial focuses on the Code of Conduct required for the workplace and how to stay safe in the workplace.</p>
<p>Ensuring appropriate initial staff training and CPD to secure the competence required of all staff in the learning providers CEIAG provision.</p>	<p>Analysing, planning and securing the training needs of all staff involved in CEIAG.</p> <p>Job Coach Training.</p> <p>Qualified Travel Trainer.</p> <p>Standardisation meetings for setting targets for work placement and volunteering activities.</p> <p>Up-to-date medical training.</p> <p>Health and Safety training.</p> <p>Staff qualified as Risk Assessors.</p>
<p>Providing a planned programme of careers, employability and enterprise education in the curriculum together with CEIAG.</p>	<p>Developing a strategic approach to teaching, learning and assessment of careers, employability and enterprise education so that all its young people progress effectively through their learning pathways.</p> <p>RARPA targets.</p> <p>Securing clearly identified and appropriate learning outcomes based on performance and destination data.</p> <p>Baseline assessment in place leading to setting of appropriate targets for each learner. Progression toward employment or volunteering roles is monitored.</p> <p>Excellent destination data of learners is evident.</p> <p>Embedding CEIAG within the curriculum, delivering enrichment activities which enhance careers, employability and enterprise education.</p> <p>During induction careers advice takes place. Learners visit employer's premises where induction to the workplace takes place.</p> <p>One day per week is allocated to Independent Living Skills where learners participate in enterprise activities designed to improve their communication skills and have a better understanding of money, time keeping and meeting deadlines.</p> <p>Ensuring all young people have access to CEIAG.</p> <p>Timetabled sessions on a weekly basis.</p> <p>Individual tutorial.</p> <p>Guest speakers.</p> <p>Ensuring that all young people have access to a comprehensive range of up-to-date careers information and opportunities in education and training (including apprenticeships) which meet their needs and requirements.</p> <p>Learners are aware of the qualifications required for specific job roles.</p> <p>Learners are encouraged to be realistic with regard to what they can do when considering careers and volunteering roles.</p> <p>Supported internships play a major role for our learners in getting into paid work.</p> <p>Apprenticeships have been offered to our learners who are able to meet the requirements of the apprenticeship framework (Maths and English).</p> <p>Involving young people in assessing and reviewing their own career-related learning.</p> <p>Individual tutorial.</p>

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	<p>Work placement review. Volunteering review. Parents evening. Meetings with employers.</p>
<p>Securing independent and impartial careers advice and guidance for young people.</p>	<p>Ensuring that all staff involved with CEIAG are able to act with impartiality in the best interests of the young person. Work placements and Volunteering roles are carefully selected to meet the learner's aspirations. Learners are encouraged to be realistic about what they are able to do, but high expectations are encouraged. Employers are open to Job Carving possibilities. Ensuring that all young people have equality of access to independent and impartial careers advice and guidance. Timetabled for every student on the LIVE and THRIVE programme. Securing external careers advice and guidance. Employability Days. Links with local Job Centre. Department of Work and Pensions. The college is a member of NATSPEC.</p>
<p>Working with employers, further and higher education providers to enhance and extend CEIAG provision.</p>	<p>Ensuring that employers can effectively contribute to the overall CEIAG provision. Employer questionnaire. Employer Liaison Meetings. Member of a Business Networking Group. Involving other partners and agencies in supporting young people's career aspirations and decision making such as external providers of careers information, further and higher education and community charitable organisations. The College is in partnership with University College Birmingham. Job Centre Plus. Establishing effective partnerships with other organisations that support and provide information for young people with SEND. NATSPEC. Job Centre Plus.</p>
<p>Involving and supporting families and carers in CEIAG provision.</p>	<p>Informing families and carers about how their children can access and benefit from its CEIAG programme and secure the sustained engagement of families and carers in their child's career and learning development. College interview all learners prior to starting a study programme. Learners and their families are made fully aware of the programme outcomes and the support that is in place to meet those outcomes including CEIAG. Parents Evening</p>
<p>Monitoring, reviewing, evaluating and continuously improving the provision of CEIAG and measuring the impact on learning outcomes and learner progression.</p>	<p>Regularly reviewing its CEIAG programme and collecting feedback from young people, their families and carers, the staff involved, external agencies and employers. Questionnaires. Destination data. Using data on young people's attainment and progression outcomes to set targets and objectives for improving provision. Baseline assessment. RARPA targets are reviewed against benchmark statistics. Providing evidence of sharing good practice with colleagues and partner institutions who are committed to CEIAG quality improvement. Regular reports to the Board of Trustees. Regular reports to the Local Authority.</p>