University Technical College Bolton
Careers Education Information Advice and Guidance (CEIAG) Strategy

Aim: To prepare students for careers in health sciences and engineering, enabling them to secure quality destinations.

Key Objectives:

- Ensure that students are prepared for the health science and engineering sectors by developing ACTIVATE STEM skills, completing BREAKTHOROUGH projects and CULTIVATING industry-based experiences and connections.
- Ensure that there is a robust employer engagement strategy to include key local and national health sciences and engineering employers and stakeholders.
- Provide impartial, up-to-date careers education, information, advice and guidance which expands students' horizons, empowering and inspiring them to make successful, informed career decisions, and put them into practice.
- Monitor, review and evaluate systems that cover the accessibility, take up and effectiveness of provision and practice to ensure continuous improvement.

Targets

- **No NEETs**
- **90% good/ excellent in student feedback**
- **90% good/ excellent in parent feedback**
- **Outstanding Ofsted with specific reference to high quality CEIAG**

Focus 1: Ensure that students are prepared for the health science and engineering sectors by developing ACTIVATE STEM skills, completing 3 BREAKTHOROUGH projects and CULTIVATING industry-based experiences and connections.		
ACTIVATE		
Process	**Outcome**	**Evidence**
- Deliver the Activate programme on a daily basis to include Mindset, the development of Activate Skills, STEM Industry Developments, Design (document) and evaluation. - Ensure every student participates in a tailored programme to develop their Activate Skills. - Their role in an entrepreneurial team is reflects their career aspirations – doesn't make sense - Ensure every student has regular access to a staff coach for guidance and support - Provide specialist skills workshops during the course of an academic year to promote successful outcomes	- Students understand the Activate STEM Skills Framework and the value of documenting their journey in a design portfolio - Students are supported to secure Activate skills by their Academic Mentor 100% of students to receive 1 Activate Award 75% of students receive 2 Activate Awards 50% of students receive 3 Activate Awards	ACTIVATE Tracker Student Google Sites Student satisfaction surveys CULTIVATE tracker

BREAKTHROUGH		
• Enable students to develop key industry and technical skills in the fields of health sciences and engineering. • Provide students with opportunities to investigate real world problems using project-based learning techniques • Organise a number of project themes to be sponsored and part delivered by Industry partners	• Year 10 students will complete 6 Breakthrough projects per year • Year 11 students will complete 2 Breakthrough projects per year • Year 12 students will complete 3 Breakthrough projects per year • Year 12 students will complete 1 Breakthrough project per year • 50% of PBL projects will be supported by industry partners	Breakthrough Tracker Breakthrough PBL Plan Breakthrough SEF Student satisfaction survey Industry partner survey
CULTIVATE		
• Ensure every student in KS4 has the opportunity to participate in one week's work placement in a single academic year • Ensure every student in KS5 has the opportunity to participate in two weeks' work placement in a single academic year • Provide students with the opportunity to attend a range of Industry Masterclasses and Industry trips and visits	• KS4 students will undertake 10 Cultivate experiences in one academic year including a work placement. • KS5 students will undertake 15 Cultivate experiences in one academic year including a work placement.	Cultivate Tracker Student satisfaction survey Industry partner survey

Focus 2: Ensure that there is a robust employer engagement strategy to include key local and national health sciences and engineering employers and stakeholders.		
• Continue to recruit partners to UTC Bolton business partner base to offer a wide range of experiences that reflect the aspirations of the student community. • Engage with key influencers to ensure UTC Bolton is promoted across the business sector. • Make explicit details of partners' roles and responsibilities in the partnership • Make explicit partners' contribution they make to students' future career choices • Bring experts from industry, the university and academia into UTC Bolton to deliver a Masterclasses and support for Breakthrough Project-Based Learning. • Deliver an extensive work placement programme for Post-16 students that allows all students to have at least two work experience placements. • Require employers to provide feedback on student placements as part of the student record.	• Students are able to make better informed decisions	Partner Segmentation Mapping Work Placement Documentation Cultivate Tracker Destinations data Placement Reflections forms

• Work with sector skills agencies to monitor changing skills requirements. • Work with sector skills agencies to be part of the skills agenda conversations for the region. • Work with industry associations to understand the market, skills gaps and preferred progression routes. • Work with University Admissions teams to understand opportunities, progression routes, processes and requirements. • Ensure work placements are co-ordinated around future areas of opportunity. • Support students in accessing work placements in business areas of skills shortage. • Ensure pathways proportionally reflect progression routes and opportunities.		Partner Segmentation Mapping Work Placement Documentation

Focus 3: Provide impartial, up-to-date careers education, information, advice and guidance which expands students' horizons, empowering and inspiring them to make successful, informed career decisions, and put them into practice.

Promote a College-wide comprehensive strategy to the delivery of CEIAG

Process	Outcome	Evidence
- Identify a named lead person on the senior team with responsibility for CEIAG. - Identify a named lead person on the Interim Management Committee/Governing Body with responsibility for CEIAG. - Ensure the UTC Bolton proposition is central to all marketing to students and parents. - Include information about CEIAG in the Partnership Agreement completed by all students and parents at enrolment. - Provide Induction weeks with a clear focus on looking at future opportunities. - Ensure CEIAG is a firm and central part of UTC Bolton's leadership team priorities, promoted at department meetings and staff briefings. - Deliver CEIAG discretely during enrichment and implicitly in academic mentor conversations, SMSC and individual subject teaching. - Make resources to support CEIAG available to all students at all times online, including National Careers Website, @XXX, U-Explore- Start. - Work with Connexions to deliver impartial guidance to students. - Provide support by the senior team to individual subject departments.	**Students have access to outstanding CEIAG. Students know when and how to access CEIAG. Students understand their rights and responsibilities. All students have the necessary information to help make appropriate and meaningful decisions.**	Named SLT: Chris Beard Named governor: Bill Webster Website, Adverts and Prospectuses Partnership agreement Induction week timetable ACTIVATE and Culture MTLPs UTC Bolton Website careers section Transition Packs for departing students

• Support is offered to students for the year after they have finished their programme of study to ensure effective transition to their destination.		
Promote the benefits of CEIAG to all young people/parents and carers/ UTC Bolton staff		
• Explicitly promote CEIAG information and the associated benefits, to parents, students and staff. • Use a variety of techniques to promote the benefits of CEIAG to students and parents, including UTC Bolton website, in letters and newsletters to parents, at events and in explicit materials that outline the CEIAG process, by term across the UTC. • Provide parents with access to U-explore • Use INSET days to showcase what is happening in careers and provide additional resource for subject teachers and Academic Mentors. • Include the CEIAG agenda in SMT meetings • Ensure the IMC/Governing Body monitors the impact of the CEIAG strategy .	• Students understand when they are experiencing careers advice and why it is useful	Marketing material Calendar of events CPD plans
The changing skills agenda and workforce requirements require that students and UTC Bolton receive and deliver up –to-date information		
• UTC Bolton utilises strong relationships with the University of Bolton and emerging local business partners to deliver up-to-date information about careers, opportunities, labour market trends and skills to students.	• Students understand the current opportunities available.	Displays of Labour Market Information Meeting notes LEP

	• The use of external professionals ensures students recognise opportunities in the real world and have experience of working with them.	Interview notes from meetings with recruitment consultants
Students have access to impartial information to ensure they are able to make effective and meaningful decisions		
• Students are able to access a variety of supporting resources for CEIAG, including the extensive websites linked to the UTC website. • Students have access to an extensive careers library on START • UTC Bolton utilises a range of impartial careers advisers to support planning and delivery of CEIAG, Connexions and the team at U-Explore. • Vulnerable students are clearly signposted to alternative agencies. • Students in Year 10 and 11 are encouraged to consider alternative training and education opportunities. Local colleges and sixth forms to be invited to UTC Bolton to meet students in the summer term of Year 11.	• Students are able to base decisions on a range of sources of information.	Website links to external resources Agreements with Connexions U-Explore, VLE

Information, advice and guidance at UTC Bolton celebrates diversity and challenges stereotypes to ensure it expands horizons and empowers students		
• UTC Bolton uses a variety of resources to reflect the diversity of our student community, whilst remaining sensitive to the different faith, cultural and family backgrounds. • UTC Bolton promotes employee profiles from across a range of business partners that celebrate diversity, reflect a variety of socio-economic backgrounds, and encourage students from all backgrounds to consider their future opportunities. • Work placements are centrally organised to ensure students without parental networks have equal access. • UTC Bolton's Masterclass programme endeavors to reflect the make-up of the student community, promoting equal opportunities for women, different ethnic groups and different socio-economic groups. • UTC Bolton's Masterclass programme highlights professionals who have succeeded through a variety of non-traditional routes. • Students are given opportunities to discuss a variety of professions and non-traditional career routes at skills workshops with industry partners. • Visual displays across UTC Bolton and within subject areas promote the diversity of the student community.	• Students are given the opportunity to experience positive role models and understand that the opportunities available to them are not confined by their background.	Masterclass programme Display boards

Information, advice and guidance at UTC Bolton recognises the specific and individual needs of vulnerable students to ensure it expands horizons and empowers students (particular focus on G&T, SEN&D, LAC and those with caring responsibilities)		
• UTC Bolton assesses students' needs via coaching conversations. • Pathways are assigned based on needs and aspirations • UTC Bolton works in partnership with a range of agencies to deliver a referral system so that students can receive help from specialist staff in house or externally in response to identified need. • Students can be referred to a range of agencies by their Academic mentor, Subject Teachers and SLT. • Where assessment leads to the involvement of more than one agency providing specialist support, the Director of Inclusion will be identified as UTC Bolton lead professionals. • Referrals to specialist services/ multi-agency teams are monitored, recorded on SIMs and followed up with the Director of Inclusion taking overall responsibility. • Where a student is identified as being at risk of harm, an immediate referral for specialist assessment is undertaken, under the lead of the Director of Inclusion. • Students deemed to be vulnerable are given additional mentoring support by the Academic Mentor to ensure they are able to achieve their aspirations. • The Academic Mentor will identify additional opportunities for support across UTC Bolton, particularly with those deemed to be vulnerable and those deemed to be G&T, and work with subject leaders to co-ordinate and monitor its delivery. • Guidance raises aspirations and challenges appropriately. • Students with additional needs are given additional opportunities to prepare for placements.	Guidance raises aspirations/challenges appropriately • Students are matched successfully into further education, training or employment opportunities. • Young people reaching the upper age limit of the UTC are supported in their transition. • Matters which arise are resolved quickly.	Safeguarding policy SEN&D policy SIMs Destinations data Career Conversations Parents evenings Half termly written reports Parents know who their Academic Mentor is at UTC Bolton. Exit interview process Course change process

• Placement providers are briefed on the additional needs of students prior to placements taking place. • Vulnerable students will be referred to the pastoral leaders and impartial careers professionals before they can be taken off-roll, drop or change courses at UTC Bolton. • Students deemed to be G&T will be encouraged to complete longer, more intense project-based work placements and skills acquisition projects that support their contextual understanding of the highest levels and enable them to access additional qualifications.		
Recruitment process and practices comply with local and national safeguarding best practice		
• Recruitment and commissioning of any additional CEIAG follows safeguarding protocol. (Safer Recruitment/Keeping Children Safe in Education)		Recruitment policy DBS Certificates Website Staff Development Record SIMS Single Central Record

The process of CEIAG must empower students to be self-motivated, independent adults		
• The Academic Mentor will support all students to create an individual action plan, outlining activities they can take to help them achieve their goals. • Independent and impartial careers interviews will ensure all UTC students have the opportunity to discuss their ideas, hopes and aspirations, putting them firmly at the centre of the process. • The Academic Mentor will signpost next steps rather than 'spoon-feed' to ensure students are empowered to take the next steps independently with fall back support. • There will be multiple opportunities for students to offer feedback on the programme and process and the Academic Mentor will ensure any changes made are well communicated.	• Student have clear achievable goals and deadlines to support their transition to a job, university place or apprenticeship	Design Document Start data Student interview records Destination data Evaluation forms
Delivery of CEIAG will be focused upon the process of making successful, informed decisions as well as gathering information		
• UTC Bolton will utilise a variety of impartial resources to help students to reach a decision about their next steps. • CEIAG at UTC Bolton will acknowledge the complexity of making career decisions, and support the development of skills and techniques that help students to solve problems and apply problem solving skills to a range of situations. • CEIAG will emphasise that careers adaptability is a key skill and that career planning and decisions do not necessarily happen in a linear fashion but are a lifelong developmental process. • Challenging activities and thought-provoking questions will be delivered as part of the Activate programme and during coaching conversations to guide careers planning and help students to make better decisions.	• Students make more informed decisions	U-Explore Coaching Conversations Design Document Careers interview records

• The process of the careers coaching conversations will help students overwhelmed by the range of options to clarify the steps of the process into smaller more manageable decisions. • Students will be aware of the incremental decisions that can be made, and the associated timeline and key junctures to reduce the pressure of trying to find the 'best option'.		
CEIAG will be outcome driven to enable students to make the appropriate next steps, putting their decisions into practice.		
• Students will have regular opportunities to update their career and progression choices to ensure the engagement in industry and project activity reflects student needs. • The KS4 Progress Leader will monitor, track and record progress for all Year 12 and 13 students. • The KS5 Progress Leader will monitor, track and record progress for all Year 10 and 11 students.	• Students are able to achieve their goals and aspirations	Design Document U explore data Destination Data

Focus 4: Monitor, review and evaluate systems that cover the accessibility, take up and effectiveness of provision and practice to ensure continued improvement.		
- Supply evaluation forms to parents/ students/ alternative providers at the end of events supporting CEIAG. - Invite UTC Bolton Student Leadership Team to feedback on behalf of student community. - Invite staff to feedback at CPD sessions. - Encourage past students to feedback on what additions should be made to support the transition to university, employment, apprenticeship thereby building up a group of UTC alumni. - Encourage business partners to feedback on events they attend and student interactions during projects, mentoring work placements and skills workshops - Use the outcomes of this process to make evidence-based judgments about desirable improvements. - Plan and implement actions to improve provision and practice based on the outcomes of this process. - Review improvements at Senior Leadership level and with the IMC/Governing Body.	- No NEET - Year-on-year improvements in provision and practice - Increased use of CEIAG by students	Destinations data Evaluation Forms SIMs Screen shots of past events on twitter Personal action plans for students Parents satisfied with what they need to do eg Student Finance by a certain date etc Student satisfaction data Parental satisfaction data