

QE Sixth Form CIAG Programme

Post-16 education at QE aims to equip all students with the information and skills they need to progress seamlessly onto their next level of study or to employment. To achieve this, we will use the Gatsby Charitable Foundation's Benchmarks to develop, improve and monitor our careers provision.

Gatsby benchmark	Gatsby criteria	Current provision	Actions
1. A stable careers programme	<ul style="list-style-type: none"> • Every college should 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. • The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it. • The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process. <p>We strongly recommend that all colleges work towards the updated Quality in Careers Standard, incorporating Compass, to support the development of their careers programme</p>	<p>Careers incorporated into Y12 PDP</p> <p>Unifrog</p> <p>Y13 engagement focused on key groups, bespoke opportunities, assembly speakers, UCAS and apprenticeship opportunities, CV workshops and interview practice.</p>	<p>Create 2021-22 programme of careers activities for Years 12 and 13.</p> <p>Create timetable of implementation and evaluation (by all highlighted stakeholders) throughout school year.</p> <p>Add QE6 section(s) to whole school career policy.</p> <p>Use Compass tool on Unifrog to evaluate provision and monitor progress.</p>
2. Learning from career and labour market information	<ul style="list-style-type: none"> • 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. 	<p>Students: Unifrog</p> <p>PDP presentation from ASK on apprenticeships, with focused</p>	<p>Careers providers at parent surgeries (where not virtual); book UCAS information through Exeter University Link scheme and Adrian Richfield/ ASK (Apprenticeship</p>

	<ul style="list-style-type: none"> • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care. 	<p>information on Crediton/ Devon/SW area.</p> <p>Parents: careers information currently part of Y12 PIE and post-16 PIE presentations, plus UCAS PIE. UCAS widget and Apprenticeship guide on website</p>	<p>Support and Knowledge) for apprenticeships.</p> <p>Update website information for UCAS and apprenticeships.</p> <p>Contact LEPs to assess labour market information for Devon area.</p>
3.Addressing the needs of each student	<p>The college careers programme should raise the aspirations of all learners but also be tailored to individual need. Colleges should consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that young people from all backgrounds, gender and diversity groups, including those with special educational needs and disabilities, consider the widest possible range of careers. • Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. • The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. • All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner</p>	<p>STEM for girls' conference at Cambridge University (March 2022).</p> <p>Women in the Fire Service presentation at assembly (LC).</p> <p>Unifrog – targeting individual students</p> <p>Coachbright – targeting individual students (Focus on target groups)</p> <p>Target groups identified (Bursary/ disadvantaged (incl. CIC, care leavers), LPA boys, SEND, EAL) and careers appointments arranged for them in Y12.</p> <p>Target groups put forward for university outreach (Exeter Scholars, Reading Scholars, UNIQ</p>	<p>Collect first in family to university information at CPMs (Y11); monitor this group & link to widening participation activities.</p> <p>Allocate more PDP sessions to record-keeping; create additional resources and support tutors to encourage more effective reflection.</p> <p>Collate wider curriculum activity more frequently (once per term).</p> <p>Monitor use of Unifrog.</p> <p>Allocate responsibility for setting up and maintaining alumni network. Whole school alumni in place but also piloting LinkedIn with last cohort of year 13 students.</p> <p>Find additional destination data from government ('education outcome-based success measures' for apprenticeships and</p>

	<p>on their education, training or employment destinations. Colleges are encouraged to make more use of their destination data and to aspire to collect and maintain this data on their learners. Collection and analysis of this data can help colleges to see how well they are doing in countering stereotypes and raising aspirations (benchmark 3). It can also help colleges build and maintain alumni networks</p>	<p>summer schools, Social Mobility Fund outreach). Students record all CIAG encounters in their Unifrog area along with other wider curriculum activity.</p> <p>Central record of wider curriculum activity compiled by tutors and collated by VE</p> <p>Destinations data (including DfE/ APP and UCAS summary report) collated by SE and analysed by VE yearly as part of SEF, with focus on key learner groups.</p>	<p>traineeships for all ages, and for adults aged 19 and over').</p> <p>Liaise with SEND team to check EHCP reviews post-16 contain career paths as part of each review.</p> <p>Add specific careers element to every Study Plus IEP.</p>
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> Throughout their programme of study (and by the end of their course) every learner should 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. 	<p>Y11 CPM form contains careers as a heading; all L3 course advice is linked directly to careers.</p> <p>Post-16 course guide contains 'Where will this subject take me?' information for each subject, with specific career information.</p> <p>Post-16 options PIE provides career information on each subject stall.</p> <p>Range of speakers organised throughout the school year from professionals (Aspire programme).</p>	<p>Devise strategy with LATLs to make overt links between subject areas and careers (also see section 5: every LA to link with careers speaker).</p>

		Exeter university student ambassadors used to support EPQ projects; EPQs as a link to career aims embedded in EPQ teaching.	
5.Encounters with employers and employees	<ul style="list-style-type: none"> • 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. • Colleges should record and take account of learners' own part-time employment and the influence this has had on their development. *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace. 	<p>Range of speakers organised throughout the school year from professionals (see Aspire programme).</p> <p>Aspire-led mock university interviews. (MMIs)</p> <p>Crediton Rotary Club CV workshops and mock interviews (COVID allowing).</p> <p>Exeter University student mentoring.</p> <p>BASE business competition. Stock market national competition (Student Investor Challenge).</p> <p>Apprenticeship show</p>	Work with LATLs to create encounters with employers through learning areas.
6.Experiences of workplaces	By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.	<p>Work experience week (Year 12).</p> <p>Enrichment activities (marketing team for League of Friends, volunteering in local schools and</p>	<p>Ensure uptake of work experience is 100%.</p> <p>Collect data on part-time jobs; add to Diploma records; ensure student analysis against key employability skills.</p>

		charity shops, RD&E work shadowing scheme)	
7.Encounters with further and higher education	<ul style="list-style-type: none"> By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners. *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment. <p>For the employer encounters Benchmark, every college should begin to offer every learner at least two meaningful encounters with an employer each year and should meet this in full by the end of 2020. At least one encounter should be related to the learners' field of study.</p>	<p>Compulsory UCAS convention trip for all Y12 students.</p> <p>UCAS PDP programme for all students.</p> <p>Apprenticeship PDP workshop for all Y12 students.</p> <p>Exeter University Campus Tour and EPQ launch for all Year 12 students</p> <p>Exeter university student ambassadors workshops on student life, choosing a university and personal statements workshops.</p> <p>Bath Uni student panel</p> <p>Exeter Business School's transitions to university workshop.</p> <p>A Star Future workshop – studying abroad</p> <p>Compulsory work experience week during Y12.</p>	<p>Invite speaker on foundation degree opportunities into PDP.</p> <p>Invite speakers who are currently undertaking and/or providing degree apprenticeships (Exeter University engineering degree apprenticeship providers?)</p> <p>Add National Careers Service website links (full course directory) to student/ parent information emails.</p>

		Y13 Rotary Club mock interviews (selected students only), plus extra interview practice where need is identified.	
8. Personal guidance	Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs. * The college should ensure that access to a level 6 adviser is available when needed.	Careers adviser appointments offered to all sixth form students.	<p>Timetable careers appointments for all sixth form students.</p> <p>Create system for follow-up activities and personal reflection with tutors after careers appointment; ensure this is recorded effectively in Diploma record.</p> <p>Add links from the providers list at end of DfE guidance document to website and parent/ student emails. Review timetable for each communication throughout academic year.</p>
Data collection		<p>Individual students reflect on all CIAG and workplace activity, along with enrichment activity and volunteering. This is recorded on Unifrog through Activities, competencies and Interactions tools</p> <p>VE to collate data termly.</p>	<p>Embed 1-10 rating question 'How satisfied are you with careers advice and guidance' into student Form to allow for comparison to national.</p> <p>Use Unifrog to collate information and monitor.</p> <p>Survey parents, teachers, students and employers.</p>