

CAREER DEVELOPMENT PLAN

**CAREER
STATION**



Criteria to be Developed	Action to be Taken	Timescale for Action	Person(s) responsible	Resources to be allocated/evidence of effectiveness
<p>Greater student and key stakeholder involvement in the development of the CEIAG policy</p>	<p>Identify a cross representation of stakeholders & students.</p> <p>To involve this range of stakeholders and students in a working party, so that our policy is relevant and captures all aspects of what the CEIAG programme aims to achieve.</p> <p>Considerations and input on all 8 Gatsby Benchmarks and careers within Truro & Penwith College.</p>	Autumn Term 2021	Careers Coordinator, Students	<p>Minutes of meetings</p> <p>Policy to be renewed/amended where necessary</p> <p>Regular consultations to be held with student voice & student council groups</p>
<p>The careers programme and student entitlement are updated on the college website to make it clearer and more accessible to all.</p>	<p>The Truro and Penwith website is having a complete overhaul, meaning that there will be a 'standalone' section for careers.</p> <p>Both the careers programme and the student entitlement will be visible, either as a separate link or woven into the general text of the section.</p>	Autumn Term 2021	Careers Lead, Marketing and publicity	<p>A fully functioning careers section which provides all the hallmarks of a stable careers programme (BM1)</p> <p>Website impressions high</p> <p>Clear understanding of entitlement/careers offer, generating self-referrals.</p> <p>Students & Parents have a strong understanding of the events & activities which constitute the careers programme.</p>

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<p>The CEIAG team continue to develop a cross curricular approach to ensure the consistent delivery of CEIAG across the curriculum</p>	<p>Appointment of new advisers mean that a small team 'reach out' to programme areas. Division of the areas means a focused specialism is developed ensuring that curriculum have points of contact.</p> <p>Consistency of updates, developments, LMI and presentations amongst the careers team. Consistency of having a link person for staff and students in that programme area</p> <p>'Career Champions' formed from programme areas so consistent 'career' messages circulate throughout all areas of the college</p>	<p>Ongoing</p>	<p>Director of Student Experience, Careers Lead, PTL's, DTL's, Head of Employability, Career Champions</p>	<p>A well-resourced and recognised model of delivery, where careers staff are known and act as a 'go to' for CEIAG activity.</p> <p>Updates are timely, regular and enriched with the latest CEIAG developments, news, legislation and expectations. Careers staff are visible, approachable and flexible with their engagement.</p> <p>Bimonthly career champion meetings ensure that correspondence, resources, legislation can be shared. This focus ensures that careers content impacts upon curriculum areas, with representatives of lecturing staff subsequently acting as an information source to their department.</p>
<p>The Navigate programme has been introduced to enable students to record their career management skills and this should be used college wide by all students.</p>	<p>A decision to be made on what career/enterprise/skills recording platform should be used across Truro & Penwith College. Navigate and Career Pilot are both used.</p> <p>Using a platform such as this will ensure there is a 'student facing' mechanism to record significant factors which impact on career journey, development and achievement.</p> <p>Tutors to be fully versed with these programmes.</p> <p>Consideration given to other potential platforms.</p>	<p>Ongoing</p>	<p>SMT, Head of Employability, Careers Lead</p>	<p>A decision on whether Navigate and Career Pilot should be used together. Or if it would be more beneficial to look at just one.</p> <p>Students will be able to review progress and distance travelled. They will be able to monitor how their ideas have evolved/changed over time. They will be able to capture significant achievements and store career ideas in one place</p> <p>Training given so that this activity can happen via the tutorial programme.</p> <p>A programme such as Unifrog could be considered.</p>
<p>Departments are identified where CV writing can be integrated into schemes of work for delivery and liaise with the Employability team to ensure a consistent approach.</p>	<p>Job shop coordinator to ensure that a relevant presentation can be delivered/ or accessed by tutors, highlighting examples of CV templates & CV best practice.</p>	<p>Ongoing</p>	<p>Job Shop Coordinator, Head of Employability, Tutors, Student Services.</p>	<p>A presentation offered by the Job Shop Coordinator, or to be put onto Moodle/ SharePoint</p> <p>Every student to leave Truro & Penwith College with a CV</p>

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<p>Departments are identified where CV writing can be integrated into schemes of work for delivery and liaise with the Employability team to ensure a consistent approach.</p>	<p>Job shop coordinator to ensure that a relevant presentation can be delivered/ or accessed by tutors, highlighting examples of CV templates & CV best practice.</p>	<p>Ongoing</p>	<p>Job Shop Coordinator, Head of Employability, Tutors, Student Services.</p>	<p>A presentation offered by the Job Shop Coordinator, or to be put onto Moodle/ SharePoint</p> <p>Every student to leave Truro & Penwith College with a CV.</p>
<p>Departmental ambassadors, both staff and students, are nominated to promote career learning across the college</p>	<p>A career champion network established to promote the latest information, developments, and legislation required for effective service delivery.</p> <p>Career champions will establish a 2-way line of communication, taking into account requests from programme areas for resources/specific tasks completed by the careers team</p> <p>Students to be sourced as part of a consultation group (student career champions/ ambassadors) so that they are able to promote the function of CEIAG within the College.</p>	<p>X6 meetings across academic year</p>	<p>Careers Lead, nominated career champions, students</p>	<p>The Career Development Institute provide a constant stream of updates, training and news which needs to be disseminated amongst programme areas.</p> <p>PowerPoint presentations serve as a record of each of these meetings.</p> <p>A more cohesive and well-established overview & understanding of careers activity across Truro and Penwith. This will increase visibility, referrals, expectations and ensure that all staff know that 'careers'/Gatsby is a collective responsibility.</p> <p>Students having knowledge of Truro and Penwith's careers offer, able to share this with peers and be confident in talking about aspects of careers relating to their programme area.</p>
<p>A formal alumni network to be developed to make best use of former students as role models</p>	<p>All departments to be mindful of sourcing appropriate alumni that can spread a positive message to current students.</p> <p>A platform to be implemented that displays the alumni profiles in a manner that creates impact.</p>	<p>Ongoing</p>	<p>Director of Student Experience, Lecturing staff, Careers Lead, Student services, Marketing and Publicity.</p>	<p>A bank of alumni profiles which serve as inspiration & motivation to Truro and Penwith Colleges students; compelling them to achieve, giving them knowledge and confidence that student destinations are highly respected.</p> <p>A network of alumni can open up beneficial communications to share experiences, whilst also raising the profile of Truro & Penwith</p>

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A cohesive approach is developed to audit the training needs of staff and to identify CPD activities which meet the needs of all staff involved in the delivery of the CEIAG programme in academic and vocational programmes.	Uniform training audit circulated through programme areas, giving firm indications of where CEIAG training requirements are needed. Also, a barometer of what knowledge levels have already been acquired regarding CEIAG related topics.	Spring term	Careers Lead, Lecturing staff.	By using the Career Development Institute updates & framework, and the Gatsby benchmarks as sources of training material. By drawing on training resources from the Careers and Enterprise Co, it will ensure that staff are confident with careers related materials & expectations.

Gatsby Benchmarks within Truro and Penwith College.	Action to be Taken	Timescale for Action	Person(s) responsible	Resources to be allocated/evidence of effectiveness
1) A stable careers programme Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	<p>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.</p> <p>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.</p>	Ongoing	Director of Student Experience, PTL's, Tutors, Students, T-Level Lead, Business Development, Apprenticeship Recruitment Coordinator, Head of Employability, Job Shop Coordinator	<p>Time set aside to report back (verbally or in report form).</p> <p>Training/updates to be provided to College Governors.</p> <p>SMT engagement with learners, employers and parents, local community/economy is visible and strong. This provides a direct example of the positives of this engagement to all students.</p> <p>Relevant marketing materials and information to be published as a result of the Careers programme. Careers Leader named on the website (Tim Moody). Truro and Penwith College have a careers link Governor (David Collins).</p> <p>Feedback forms filled out at every possible intervention, including open events.</p> <p>The Careers & Enterprise Co's compass assessment undertaken termly.</p>

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<p>2) Learning from career and labour market information</p> <p>Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities</p>	<p>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> <p>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>		<p>Director of Student Experience, PTL's, Tutors, Students, T-Level Lead, Business Development, Apprenticeship Recruitment Coordinator, Head of Employability, Job Shop Coordinator</p>	<p>Curriculum is constructed to be ambitious and relevant to local and regional employment opportunities, including future LMI trends.</p> <p>Curriculum is delivered by experts in their field and it is sequenced towards the learner acquiring self -perception and employability skills.</p> <p>Firm links with Cornwall Chamber of Commerce.</p> <p>Course specific examples of LMI.</p> <p>Resources provided by Cornwall and IOS careers hub.</p> <p>Career pathways widget generating impressions on our website.</p> <p>LMI guides for students and parents.</p> <p>Level 6 advisers who research and disseminate LMI as part of their CPD.</p>
<p>3) Addressing the needs of each student</p> <p>Learners have different career guidance needs at different stages, opportunities for guidance and support need to be tailored to the needs of each learner. A colleges careers programme should embed equality and diversity considerations throughout.</p>	<p>College should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</p> <p>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.</p> <p>All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment.</p>	<p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>	<p>Tutors, CEIAG Professionals, Next Steps SW, CSW Group.</p>	<p>Truro and Penwith College ensures CEIAG participation is high for all students and there is an individualised focus amongst those who are disadvantaged. Timely referrals are made to CSW Group for the target groups they engage with; also, to NSSW for those who live in the correct postal wards.</p> <p>Termly reviews added to staff advantage which include career management 'next steps'.</p> <p>Career guidance action plans to be added to staff advantage. These are tailored and come in the format of action plan/notes.</p> <p>Career Pilot and Navigate used to record careers and enterprise activity.</p> <p>Established guidance process for those who have an EHCP. Truro and Penwith College ensure there is a comprehensive package of transition support in place for every stage. This includes tailored CEIAG, annual reviews and the use of specialist services.</p> <p>(CSW Group link with students with EHCP's, those in Care, young carers, those working with YOS).</p> <p>Pre-enrolment guidance at open events, visits and virtual events.</p> <p>Inspiring careers guidance appointments by Level 6 qualified advisers</p>

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4) Linking curriculum learning to careers

All subject staff should link curriculum learning to careers that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of Maths and English as key expectations from employers.

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.

Ongoing

Director of Student Experience, Lecturers, Students

Attendance at The Big Bang fair for those looking at STEM
Specialist Personal Professional Development programme for students who want to be equipped with the confidence and skill set that they need to succeed in an industry that suits them.
Lecturers have specialist 'career related' knowledge of the subjects they teach
An Academic, Medics and Law Academy
Career champions – a representative from curriculum providing a 2-way link
Moodle, providing My Learning, My Future resources for all curriculum areas
Valency building - a direct representation of STEM
Specific talks which directly associate course to careers
T-Level programmes - demonstrating standards prescribed by industry

5) Encounters with Employers and Employees

Every Learner should have multiple opportunities to learn from employers about work employment and skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes and should include learners own part time employment where it exists.

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 of what it takes to be successful in the workplace.

Throughout academic year

Spring term

Head of Employability, Job shop Coordinator, Work Experience Coordinator, Lecturers, Tutors, T-Level Lead, PPD department

Truro and Penwith prepares learners for future success by providing unbiased, impartial careers guidance and encounters with the world of work
Job Shop and work experience provision for all students.
Work experience team providing opportunity and mechanisms to evaluate.
Academic, Medics and Law academies all providing industry links. Medics academy with direct links to RCHT.
Employability workshops drawing upon skill sets and self- awareness of desirable traits respected in the world of work.
Regular guest speakers invited from Truro and Penwith's strong network of employer contacts.
High profile links – Space Port Cornwall, Rick Stein, Paul Ainsworth.
Alumni links highlighting areas of employment students have moved into Careers Convention and virtual employer encounters.

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<p>6) Experiences of workplaces</p> <p>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<p>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>	<p>Ongoing</p>	<p>Head of Employability, Work Experience team, Job Shop Coordinator, Careers Lead, Apprenticeship Recruitment Coordinator</p>	<p>T- levels defining the skills, knowledge and behaviours within the world of work.</p> <p>Work experience (Wex) team providing local opportunities.</p> <p>Wex books provided to record and reflect on the experience.</p> <p>Virtual work experiences distributed to relevant programme areas.</p> <p>Students part time work is recognised and valued.</p> <p>Apprenticeship opportunities provided, monitored and evaluated.</p> <p>Wex encouraged for every student.</p>
<p>7) Encounters with further and Higher Education</p> <p>All Learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>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.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment</p>	<p>Ongoing</p> <p>Spring term</p> <p>Ongoing</p>	<p>Director of Student Experience, PTL's, Tutors, Student Services, Careers Lead, Oxbridge link</p>	<p>A strong collaboration with Next Steps Southwest providing IAG connected to Higher Education, visits and residentials.</p> <p>Visible opportunities for local HE study within Truro & Penwith College</p> <p>Student Ambassadors provide beneficial insights into the HE journey.</p> <p>Attendance at the UCAS fair.</p> <p>Oxbridge visits and application support. Ex-students return each year and give a lecture to demystify the process and encourage applications.</p> <p>Promotion of virtual open events.</p> <p>Referral to the Sutton Trust.</p> <p>Tutorial Support with UCAS and the application cycle.</p>

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**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.

Every learner should have at least one such interview by the end of their study programme

Ongoing

Tutors, PTLs, DTL's, Student Services, Career's lead, Job Shop Coordinator, NSSW, CSW Group.

Access to timely, impartial, relevant 1 to 1 guidance interviews.
Guidance staff hold the Level 6 in Career Guidance & Development.
Guidance staff are members of the Career Development Institute and on the professional register.
All students have access to timely, impartial guidance.
CWS Group link in with students within target groups.
Established guidance process for those who have an EHCP.
Inspiring and motivational.
Personal tutors engage students in termly reviews outlining career related 'next steps'.