



CAREERS POLICY

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Title: CAREERS POLICY

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Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
7	1	Added definitions
7	2	Amended CEIAG lead responsibility
7	5	Updated CEIAG lead responsibility
7	11	Updated CEIAG lead responsibility
7	13	Updated roles and responsibilities
7	15	Updated contact details

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



Contents

0. Document Control	3
1. Definitions	Error! Bookmark not defined.
2. Scope of the Policy	6
3. Policy Aims and Ethos.....	6
4. Links to Legislation and Guidance Documents.....	6
4.1. Relevant Internal Policies	6
This policy should be read in conjunction with the following policies:	6
4.2. Relevant External Documents	6
5. Roles and Responsibilities	7
6. Careers Programme.....	7
7. Curriculum Provision	8
8. Extracurricular Provision	8
9. External Partnerships	9
10. Monitoring and Evaluation.....	9
11. Resources	10
12. Appendix A – The Gatsby Benchmarks.....	11
13. Appendix B – Roles and Responsibilities	12
14. Appendix C – Careers Programme	13
15. Appendix D – Provider Access Policy.....	15
16. Appendix E – Feedback Forms.....	17
17. Approval Signature	20

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



1. Definitions

The “Trust” refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A “School” refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a ‘school’ may span one or several phases of education to the individual academies within the Trust. Depending on the context the term “School” may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The “Staff” refers to any individual who is employed by the Trust or who operates on the Trust’s behalf, e.g. Trustees and Governors.

A “Parent” includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a pupil.

A “Pupil” includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term “student” or “child” with no change of definition.

The “Headteacher” is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

“Gatsby Benchmarks” refers to the Gatsby Charitable Foundation’s Benchmarks, which define all of the elements of an excellent careers programme, based on the best national and international research. (see Appendix A for Gatsby Benchmarks and their definitions)

“Careers guidance” is defined, in the relevant statute, as a full range of activity delivered under the eight Gatsby Benchmarks.

“Independent” is defined as anything that is external to the school. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



2. Scope of the Policy

This policy sets out the provision of Careers Education, Information and Guidance (CEIAG) at Royal Greenwich Trust School (RGTS). It is to be reviewed annually by the member of the Senior Leadership Team (SLT) with responsibility for CEIAG and the CEIAG lead to be in line with the most up-to-date pathway options for young people.

3. Policy Aims and Ethos

As part of the University Schools Trust’s (UST) overarching mission to “provide transformational educational opportunities for all pupils”, Royal Greenwich Trust School (RGTS) strives to develop our students into successful global citizens, fully prepared and able to meet the demands of adult working life both in Britain and in the wider, globalised labour market.

This policy sets out the school’s ambition to be ‘future-focused’ in its provision of CEIAG for all students, ensuring that they have access to opportunities that will empower them to be prepared for their future career ambitions.

4. Links to Legislation and Guidance Documents

This policy fulfils the requirements for a CEIAG policy as outlined in Careers Guidance and Access for Training Providers published by the Department for Education in October 2018. In addition, this policy utilises the Gatsby Benchmarks, published by the Gatsby Charitable Foundation, to develop and improve the CEIAG provision ensuring that RGTS is fulfilling its legal duties to its students in line with CEIAG provision.

Further to these legislative links, this policy also utilises guidance from the Career Development Institute’s Framework for Careers, Employability and Enterprise Education published in March 2018. The CEIAG provision exists as an extension and development of Royal Greenwich Trust School’s Provider Access Policy and the Personal Development provision.

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies:

- Curriculum Statement
- Provider Access Policy
- Equalities and Diversity Policy

4.2. Relevant External Documents

This policy should be read in conjunction with the relevant statutory guidance:

“Careers Guidance and Access for Education and Training Providers”; 2018

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



5. Roles and Responsibilities

All CEIAG activities are overseen and reported to SLT by the CEIAG lead, and to the Governors by the member of SLT with responsibility for CEIAG. Coordination of CEIAG activities within year groups is the responsibility of Heads of Year in partnership with Heads of Faculty, the CEIAG lead and Key Stage SLT Leads. Further details of named leaders and their responsibilities can be found in Appendix B.

The Deputy Headteacher, Curriculum has responsibility for setting the CEIAG strategy for the school, ensuring that the school is compliant with statutes on CEIAG provision and that resources are deployed in a cost-effective manner.

The Senior Leadership Team, specifically those with oversight for a Key Stage, are responsible for ensuring that their respective Key Stages receive adequate and appropriate provision that supports students to progress into the next stage of their educational career.

The CEIAG Lead is responsible for the implementation of the careers strategy, with a specific focus on the opportunities given to students through external partnerships.

Heads of Year, as part of the Inclusion Team, are responsible for the delivery of their Year Group’s careers programme and ensuring all students receive adequate support on their career ambitions and aspirations. Heads of Year must also work within the Inclusion Team to identify students who are at risk of becoming NEET (Not in Education, Employment or Training) and monitor the provision and impact that CEIAG is having on students to avoid them becoming NEET.

Form Tutors are responsible for the delivery of tutor time provision that links to CEIAG and should be the first point of contact for students who may have enquiries regarding careers. Key Stage 5 Form Tutors in particular have a specific role in monitoring and supporting students’ progress in their UCAS applications and post-16 pathways.

Teachers are responsible for ensuring that their lessons are designed to be future-focused, delivering high quality lessons that are engaging and allow students to develop a future-focused mindset in which they explore their future career ambitions and aspirations

The School Librarian is responsible for ensuring that students have access to a fully-resourced careers library with up-to-date careers guidance resources including prospectuses from universities, employers and training providers.

6. Careers Programme

The careers programme is rooted in the UST vision to create transformational educational opportunities for all students.

The graduate strands: Communication, Investigation, Participation, Networking, Scholarship and Vision, are embedded throughout the school, both in curriculum learning and enrichment opportunities.

The CEIAG programme (Appendix C) at RGTS identifies specific strategic aims for each Year Group, with specific emphasis on Key Stage transition points (Year 9, Year 11 and Year 13) in order to

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



maximise students' exposure to information and guidance that will support their decisions for their next steps.

7. Curriculum Provision

RGTS, as part of the UST, is guided by the following principles to ensure that all pupils at every stage are provided with broad and balanced learning opportunities and experiences to empower them as people and as citizens. Through our curriculum, we are committed to offering:

- high expectations: commitment to excellence, so that all pupils are continually learning and maintaining high standards of themselves and others;
- academic rigour – induction into the powerful knowledge of a wide range of subject disciplines and professional practice, using this to think critically within the school and beyond;
- character-building opportunities - growth and development as individuals, in order to contribute to our school community and beyond; locally, professionally, nationally and globally;
- inclusion– provision that allows all to flourish in a way that is tailored to meet individual needs and circumstances;
- future-focused thinking – continuous improvement that focuses on future ambitions and key transitions are at the heart of our aims, habits and practices.

The principle of future-focused thinking is the guiding principle that allows curriculum leaders and teachers to identify opportunities in their lesson planning and curriculum design where students can explore the career pathways that their subject can lead to and the opportunities for further study that the subject offers.

Curriculum leaders are expected, as part of their ongoing work on designing their curriculum, to identify opportunities for further enrichment through trips, speaker visits and partnerships with external agencies. They are also expected to identify where the content of their curriculum allows students to learn more about future career pathways and develop key skills that will help students prepare for the world of work.

8. Extracurricular Provision

RGTS is committed to ensuring that students are offered extracurricular provision that will support students in realising their future career ambitions. This includes:

- Workshops for students;
- After-school and lunchtime clubs hosted by faculties;
- Assemblies;
- Competitions;
- Online webinars;
- Mentoring and coaching.

These activities are mapped out annually in line with the Gatsby Benchmarks. Where additional opportunities do arise, the school will to accommodate these opportunities, minimising disruption to the school day.

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



All faculty teams are expected to map out opportunities for CEIAG to be embedded into the delivery of their curriculum and additional opportunities that can be facilitated at key points in the academic year, related to the delivery of the curriculum.

All teachers are encouraged to proactively seek out CEIAG opportunities through external providers, their relevant subject associations and professional networks linked to their subject. In doing so, teachers are able to root the content of their curriculum into a future-focused delivery.

9. External Partnerships

Royal Greenwich Trust School benefits from numerous partnerships, both formally via service level agreements or memorandums of understanding and informally via programmes of sustained engagement. As part of the University Schools Trust, the school is uniquely positioned to benefit from partnerships with 6 universities (Queen Mary University of London, King’s College London, the University of East London, Warwick University and University College London) and private sector partners (Poplar HARCA, NHS and TFL) that all aim to support in delivering transformational educational opportunities for students at the school.

When seeking opportunities with universities, the school will make sure that requests are made to partner universities and those further afield to ensure impartiality.

RGTS utilises its partnerships to ensure that students explore a wide range of opportunities in education, employment and training for their post-16, post-18 and future career pathways.

The Provider Access Policy (Appendix D) sets out the necessary arrangements for managing the access of providers to students at the school and is also available on the CEIAG page on the school website.

10. Monitoring and Evaluation

The School’s Careers Programme is annually reviewed by the Senior Leadership Team. All individual activities are evaluated using a feedback form (Appendix E) completed by the participating students, participating staff and employers/activity providers. These activities are then reviewed in light of the feedback and contribute to the overall review of the Careers Programme to ensure that all activities are as meaningful as possible.

The School tracks and monitors students’ engagement and uptake of CEIAG activities. This is done to ensure that all students receive an equitable access to provision and bespoke support where needed, depending on their individual circumstances or vulnerabilities. At each of the key transition points (Year 9, Year 11 and Year 13), a register is established and monitored for students who are deemed to be at risk of becoming ‘NEET’. Using this information, the Inclusion Team, including Form Tutors, ensure that all students progress onto a pathway of sustained education, employment or training. Where students are identified as requiring additional support to secure a pathway that is right for them, the school may work with external agencies to provide additional support.

Our approach to monitoring and evaluation is long-term. We maintain accurate records of our students beyond the school through our alumni programme and utilise destination trends to inform our practice for future year groups.

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



11. Resources

Significant funding is allocated for the CEIAG provision at RGTS, including the costs of the service level agreements and the material resources within the school, overseen by the member of SLT with responsibility for CEIAG.

Committed spending is allocated to:

- Prospects Careers Education and Guidance Service;
- PixL membership including PixL6 membership for resources for CEIAG;
- A CEIAG lead.

In line with Gatsby Benchmark 3, a broad range of opportunities are sought throughout the year to ensure that the needs of all students are met. These include the school's Character Development Curriculum which focuses on the relevance of skills and helps embed CEIAG into the wider narrative of school life.

Through external partnerships and a strong emphasis on networking, much of the school's provision and support is received in kind through short and long-term partnerships. The development of new partnerships and relationships both with corporate organisations and universities is led by the CEIAG lead.

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



12. Appendix A – The Gatsby Benchmarks

Taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Gatsby Benchmark	Definition	Statutory Requirements
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Every school 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 school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, 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.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4. Linking curriculum	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within a wide range of careers.

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



learning to careers	relevance of STEM subjects for a wide range of future career paths.	
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <i>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

13. Appendix B – Roles and Responsibilities

<p>Deputy Headteacher with responsibility for CEIAG provision (Steven Boot)</p> <ul style="list-style-type: none"> • Oversight and management of CEIAG policy and whole school careers programme
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Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



<ul style="list-style-type: none"> Responsibility for the resourcing of CEIAG provision in the school Main point of contact for external partners, specifically Trust Partnerships Management of the CEIAG lead 		
<p>Assistant Headteacher with Oversight of Key Stage 3 and Character Development (Olivia Saunders)</p> <ul style="list-style-type: none"> Responsible for CEIAG provision within assembly, tutor time and character development curriculum Management of the Heads of Year and their implementation of the Careers programme Oversight of implementation of the Careers programme in Key Stage 3 Monitoring of provision for students deemed at risk of becoming NEET on the vulnerable students' index 	<p>Assistant Headteacher with Oversight of Key Stage 5 and Systems and Processes (Peter Martin)</p> <ul style="list-style-type: none"> Responsible for the CEIAG provision across Key Stage 5 and their implementation of the Careers programme Oversight of the implementation of the Careers programme in Key Stage 5 Oversight of trips and visits relating to CEIAG Monitoring the systems and processes to track and monitor student engagement in the Careers programme 	<p>Assistant Headteacher with Oversight of Key Stage 4 (Michael Toye)</p> <ul style="list-style-type: none"> Responsible for CEIAG Provision across Key Stage 4 Management of the implementation of the Careers programme for Year 10 Monitoring of provision for students deemed at risk of becoming NEET on the Vulnerable Students' Index Work with the CEIAG lead to ensure effective plans for Post 16 progression.
<p>Heads of Faculty</p> <ul style="list-style-type: none"> Responsible for embedding CEIAG provision the curriculum Lead on enrichment planning within the curriculum Responsible for quality of provision in lessons and supporting teachers to deliver high quality CEIAG resources 	<p>Heads of Year</p> <ul style="list-style-type: none"> Responsible for embedding CEIAG provision into the tutor time and assembly programme Lead on enrichment and rewards related to CEIAG Responsible for quality of provision in tutor time and supporting form tutors to deliver high quality CEIAG 	<p>CEIAG Lead</p> <ul style="list-style-type: none"> Responsible for the delivery of provision through Prospects Oversight of Key Stage 5 UCAS process and Post-18 destinations Responsible for tracking CEIAG provision and maintaining appropriate tracking Maintain contact with external partners and coordination of on-site and external visits

14. Appendix C – Careers Programme

Year Group	Focus	All year Round Provision	Universal Provision	Tailored Provision
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Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy



7	Introducing Careers Education	<ul style="list-style-type: none"> Tutor Time Programme Character Development Curriculum Careers Assemblies Careers Library CEIAG Webpage and online resource library Display boards on career pathways and apprenticeship information 	<ul style="list-style-type: none"> Y7 CEIAG Materials on Website Character Development Curriculum – Term 5 focus on Building Enterprise Skills MyBNK Money Twist – Financial Management sessions for students 	
8	Exploring Careers		<ul style="list-style-type: none"> Y8 CEIAG Materials on Website Character Development Curriculum – Term 1: Employability Skills, Term 2: Community and Careers MyBNK Money Twist – Financial Management sessions for students 	<ul style="list-style-type: none"> Aspirations support for students on VSI
9	Pathways and Opportunities		<ul style="list-style-type: none"> Futures Fortnight Year 9 Pathways Process Character Development Curriculum – Term 1: Career, Employability Skills, Term 5: Enterprise, Term 6: Volunteering 	<ul style="list-style-type: none"> 1 to 1 careers interviews through Prospects
10	Understanding the World of Work		<ul style="list-style-type: none"> Y10 CEIAG Materials on Website Character Development Curriculum – Term 1: Your Future, Term 5: Financial Literacy 	<ul style="list-style-type: none"> 1 to 1 careers interviews through Prospects
11	Post 16 Destinations		<ul style="list-style-type: none"> Bespoke form time sessions on post 16 destinations, CV writing, interview skills etc. Character Development Curriculum – TBC Application to post 16 support programme Y11 CEIAG Materials of website Information available at open events 	<ul style="list-style-type: none"> 1 to 1 careers interviews through Prospects
12	Exploring Post-18 Destinations		<ul style="list-style-type: none"> UCAS Support Programme UCAS HE Fair Character Development Curriculum 	<ul style="list-style-type: none"> 1 to 1 careers interviews through Prospects Barclays Life Skills Work Experience QMUL Tutor Scheme JP Morgan Apprenticeships
13	Post 18 Destinations and Higher Education		<ul style="list-style-type: none"> UCAS Support Programme UCAS HE Fair Character Development Curriculum 	<ul style="list-style-type: none"> 1 to 1 careers interviews through Prospects Barclays Life Skills Work Experience QMUL Tutor Scheme

Document Control		
Date	Version	Comments
1/1/21	V7.0	Amended policy

15. Appendix D – Provider Access Policy

This policy statement sets out Royal Greenwich Trust School’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997. This policy exists as an extension of RGTS Careers Education Information Advice and Guidance (CEIAG) Policy.

It sets out:

- Procedures in relation to requests for access;
- The grounds for granting and refusing requests for access;
- Details of premises or facilities to be provided to a person who is given access.

Pupil Entitlement

All pupils in years 7-13 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a Careers programme which provides information on the full range of education and training options available at each transition point;
 - Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
 - Understand how to make applications for the full range of academic and technical courses.
- Management of provider access requests

Opportunities for Access

A number of events, integrated into RGTS’ Careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

A brief description of some of our opportunities for access are provided below:

Event/Programme	Frequency	Description
Assemblies	Weekly	Assembly dates for provider access are overseen and coordinated by the SLT member with management responsibilities for the CEIAG provision. The coordination of the themes for these assemblies is a responsibility of the Assistant Headteacher.

Version Control		
Date	Version	Comments

Work Experience	Summer Term	All students will take part in work experience in Year 12.
Speaker Visits and workshops	Ad Hoc	Opportunities for demonstrations, talks and real-life insights into the world of work. Providers are welcome to offer opportunities for both internal and external on-site visits

A provider wishing to request access should contact: Steven Boot, Deputy Headteacher, Curriculum
Telephone: 020 8312 5480 Email: boot.s@rgtrustschool.net

Dates for additional access for ad hoc workshops and events are coordinated by the CEIAG lead in collaboration with Year Teams and Faculties.

Premises and Facilities

The school's lecture theatre, studio and classrooms all have access to a projector and a sound system. For events or workshops, please discuss requirements with the CEIAG Lead. The capacity of rooms varies from 10 students to 180 students depending on availability and requirements. To book an ad hoc event or workshop, please contact the CEIAG lead at least 8 weeks before the proposed date of the event.

If you are a provider who wishes to leave a copy of your prospectus or other relevant resources, please discuss this with the CEIAG lead to make arrangements for a space in the Careers Library, which is managed by the School Librarian.

Version Control		
Date	Version	Comments



16. Appendix E – Feedback Forms

Feedback Form A – Student Feedback

Name		Tutor Group	
Title of Activity/Event		Date:	

1. Tick the appropriate box for each of these statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoyed the activity/event					
The activity/event taught me more about future careers					
The activity/event made me think more carefully about my own goal and aspirations					
The activity/event has given me new knowledge about a career path					
The activity/event has made me want to go away and do more research into a particular pathway					
I would recommend this activity/event for other students at RGTS					

2. Do you have any suggestions on how to improve the event/activity? Please provide details below:

3. Are there any questions that you would like more information on from this activity/event?

Version Control		
Date	Version	Comments



Feedback Form B – Staff Feedback

Name:		Role:	
Title of Activity/Event:		Date:	

1. Tick the appropriate box for each of these statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I think the students enjoyed the activity/event					
The activity/event taught the students about future careers					
The activity/event made students think more carefully about their own goals and aspirations					
The activity/event has given students new knowledge about a career path					
The activity/event has made students want to go away and do more research into a particular pathway					
I would recommend this activity/event for other students at RGTS					
The activity/event has made me consider how I can do more to support students and their careers					

2. Do you have any suggestions on how to improve the event/activity? Please provide details below:

3. Are there any questions that you would like more information on from this activity/event?

Version Control		
Date	Version	Comments



Feedback Form C – Provider Feedback

Name:		Role/Organisation:	
Title of Activity/Event:		Date:	

1. Tick the appropriate box for each of these statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I think the students enjoyed the activity/event					
The activity/event taught the students about future careers					
The activity/event made students think more carefully about their own goals and aspirations					
The activity/event has given students new knowledge about a career path					
The activity/event has made students want to go away and do more research into a particular pathway					
The logistics and set up of the event were well organised by the school					
The engagement and response from students was positive					
I would like to do more work with students at RGTS in the future					

2. Do you have any suggestions on how to improve the event/activity? Please provide details below:

3. Are there any questions that you would like more information on from this activity/event?

Version Control		
Date	Version	Comments



17. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

Version Control		
Date	Version	Comments