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Recognising Excellence
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Revalidation Report

UTC Reading

Valid from	2 nd October 2020
Valid until	1 st October 2022
Assessed by	Janet Hutchinson MA
Verified by	Mark Wilkinson

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Applicant Details

Expiry date of current award	April/May 2020
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Date of submission	September 2020

Abbreviations used in the report

ALET	Activate Learning Education Trust
AP	Assistant Principal
CA	Careers Adviser
C&EC	Careers & Enterprise Company
CDI	Careers Development Institute
CEIAG	Careers Education Information Advice and Guidance
EAL	English as an Additional Language
ED	Executive Director
EHCP	Education, Health and Care Plan
FSM	Free School Meals
KS	Key Stage
L6	Level 6
MAT	Multi Academy Trust
MS	Microsoft
NEET	Not in Education Employment or Training
PBA	Peter Brett Associates (now Stantec)
PP	Pupil Premium
PPD	Personal Professional Development
PPT	PowerPoint
PSHE	Personal, Social Health and Economic
Q&A	Questions & Answers
SEN	Special Educational Needs
SLT	Senior Leadership Team
SSE	Scottish and Southern Energy
STEM	Science, Technology, Engineering & Maths
TVB	Thames Valley Berkshire
SWOT	Strengths, Weaknesses, Opportunities & Threats
UCAS	University and College application System
UoR	University of Reading
UTC/R	University Technical College/Reading

Assessment Schedule – Remote Assessment

Time	Meeting
08.45	Jonathan Nicholls Principal
09.00	Stephanie Mitchell Executive Director of Careers & Destinations & Jennie Thomson Assistant Principal for Teaching & Learning (Line Manager)
09.45	Year 13 Learners
10.30	Break
10.45	Maurice Tattersdill External Careers Adviser
11.00	Year 12 learners
11.45	Michael Halliday Head of employer engagement Strategy (Activate Learning Education Trust)
12.00	Year 11 Learners
12.45	Break
13.15	Feedback meeting Stephanie Mitchell

Introduction to the Organisation

UTC Reading is a University Technical College for 14 – 19 Year olds with a specialism in Engineering and Computer Science. They currently have 500 students on roll in both KS4 and KS5 combined. UTC Reading enrolls students from a 15-mile radius and is within the Reading Borough Council.

At the core of the UTC are outstanding opportunities, provided in an evolutionary educational environment, facilitating all students to become emotionally intelligent, highly skilled, successful contributors to a global society. Students' learning is accelerated by utilising the latest technology, delivered by skilled professionals to help them succeed and prepare for work and life beyond the UTC. Students and staff are immersed in project-based learning and skills development programmes with local and national employers; adding a real-world context to the learning experience at UTC Reading. The aim of the UTC is to educate and train the next generation of STEM technicians, engineers and industrial innovators.

Careers Education, Information and Guidance is at the heart of UTC Reading; by working with industry partners the students have real world exposure to information about career pathways; they inspire and motivate the students to achieve their goals and aspirations. Careers guidance is managed by a team of driven staff made up of an Executive Director of Careers and Destinations, Events Lead, and UCAS Coordinator. It is embedded across all phases of learning in both KS4 and KS5 tutorial programmes, as well as through independent activities such as group mentoring and workshop days.

Many industry partners such as PBA, Thames Water, Sage and Cisco enrich the learning of the students at UTC Reading. They provide careers advice and guidance through a plethora of events from Careers Fairs, to Work experience placements, as well as Project Based Learning in the curriculum. This contributes to the very positive destinations for the students; UTC Reading has around a 50/50 split with 50% of learners taking on University courses, and the other 50% going into apprenticeships or employment. Most of the Year 11 students stay on and study at the UTC in KS5.

UTC Reading was last inspected by Ofsted in 2015 and was rated 'outstanding' in all areas. More recently, UTC Reading was only one of 60 schools to receive the World Class Schools Status. UTC Reading previously achieved the Career Mark Quality in Careers Standard in 2018.

Stephanie Mitchell; the Executive Director of Careers and Destinations is the teacher responsible for leading the Quality in Careers Standard Revalidation. She took up the post at UTC Reading as Director of Industry Relations in September 2016 and since then her roles have included, classroom teacher and Director of the Product Design department, encouraging more women into STEM subjects, as well as more recently taking on the Carers Leader Role (September 2018).

Career Mark Revalidation – Summary of Arrangements for Managing and Delivering CEIAG

Key areas covered by the award	What you have in place	Evidence
1. Project manager for achievement of Career Mark	Stephanie Mitchell; Executive Director of Careers and Destinations Stephanie.mitchell@utcreading.org.uk 01189381202	UTC Reading Website: https://www.utcreading.co.uk/page/?title=Key+staff&pid=237
2. CEIAG strategy/links to school's development plan	Regular meetings with the Assistant Principal for Personal Development Reporting to SLT for Line Management Link Governor for Personal Development and Careers Development CEIAG Development plan approved by SLT and within the School Improvement Plan	CEIAG Development Plan School Improvement Plan
3. Measuring impact of CEIAG on progression	At UTC Reading we have rigorous tracking of intended and confirmed destinations data across both Year 11 and Year 13 with clear deadlines for reporting to SLT and the LA. This has more recently been developed across our MAT due to best practice. We regularly monitor the impact of internal and external careers events usually in the form of a survey and more recently have introduced Student Voice Panels as well as a whole school survey to monitor the impact of the careers programme, utilised at the beginning and end of an academic year.	Destinations Data 2019 Intended Destinations Data 2020 Destinations Tracking Sheet 2020-2021 Baseline Surveys YR10 – YR13 Student Voice Feedback Event Evaluations
4. Structure and process for leading, managing and delivering CEIAG	At UTC Reading the named careers leader is Stephanie Mitchell; Executive Director of Careers and Destinations. Stephanie has successfully completed the Level 6 Careers Leader Programme in 2019. There is a dedicated section on the UTC Reading website which outlines the key staff including; Michael Halliday; Head of Employer Engagement Strategy (ALET), Amy Sutcliffe; Events Lead for UTC Reading, Nicola Gibson; UCAS Coordinator which makes up the Careers team at UTC Reading. To support the careers team, we also newly-appointed Year pastoral leads who lead the tutor team in delivery the tutor programme including the careers element of this. Georgina Davies; Director of SEN also works closely with all of	https://www.utcreading.co.uk/page/?title=Key+staff&pid=237 Staff Structure Level 6 Careers Certificate

	the above providing direction and support for our SEN Students. Furthermore, UTC Reading sub-contracts an external Careers Adviser to provide independent careers advice sessions.	
5. CEIAG provision based on analysis of learner needs	We use a multitude of data such as PP/FSM/SEN to help identify the needs of our students and this is used in many different ways, for example; The ED of Careers & Destinations works closely with the Director of SEN to identify those students with EHCP's. These students are given a 1-hour independent careers advice session in the Autumn term to support their annual reviews. These students are also offered additional 30 minute follow up appointments due to their SEN needs. Another example of where the needs of our students are identified is when allocated Careers Adviser sessions in which we prioritise those students who are biggest risk of becoming a NEET; we prioritise students based on PP/EAL/FSM as well as on the recommendations and referrals from teachers.	SEN CEIAG Provision Year 11 & 13 Priority Appointments EHCP Action Plans Year 10 & 12 Group Appointments Staff Referrals
6. Learner entitlement to CEIAG	The UTC Reading CEIAG programme is shared on the website under a dedicated "Careers and Destinations" section. Within this, there is a specific section for students, parents, teachers and employers addressing all key stakeholders. The information within these sections are tailored to and differentiated for the people requiring the information. As part of this section, the entitlement statement is shared on the front page, alongside the access policy and CEIAG policy for all to see. At the beginning of the academic year, tutors are responsible for sharing this information with their tutees. Throughout the academic year, students will receive regular updates about their career programme through emails or assemblies for example.	https://www.utcreading.co.uk/page/?title=Careers+and+destinations&pid=236 Student Entitlement Statement Careers Programme
7. Involving and supporting families and carers in CEIAG provision	To involve and support families with CEIAG provision we have a dedicated area of the UTC Reading website for parents/guardians. Within this, there are multiple links to useful websites as well as other useful documentation, including labour market	https://www.utcreading.co.uk/page/?title=Parent+information+and+resources&pid=244 Letters to Parents/Guardians Example of Parent Mail

	<p>information. We regularly have evenings for parents including a 'Destinations' and 'Next Steps' evenings for Year 13 and 11 respectively; these involve parents coming into the building and receiving specialist advice from universities, employers, apprenticeship providers, colleges and so on. We also have a UTC Reading Careers Twitter feed which is linked to the front page of the website, in which we post regular updates about events and opportunities for all stakeholders to access. Not only this, but we send regular communications via email or our Parent Mail platform to ensure that parents and guardians are kept up to date with relevant career information.</p>	<p>Example of Twitter</p>
<p>8. CEIAG trained and competent staff</p>	<p>Stephanie Mitchell; Executive Director of Careers and Destinations has successfully completed the Level 6 Careers Leader Training and Amy Sutcliffe; Events Lead has attended the Level 4 Careers Assistant Training, due for completion in 2020. We run regular staff training sessions within each term covering topics such as staff roles and responsibilities for an event, as well as how to develop their curriculum learning to include careers. We also contract an external careers adviser who is also Level 6 qualified to provide impartial careers advice to our students.</p>	<p>Level 6 Careers Leader Training Certificate Level 4 Careers Assistant Training Certificate Careers Adviser Qualification Certificate Evidence of Staff Training Sessions & resources</p>
<p>9. Partnership arrangements</p>	<p>At UTC Reading we have a partnership with Activate Learning who provide us with an independent and impartial Careers Adviser. This contract was set up for a 2019 – 2020 academic year and will be renewed in summer 2020 for the following academic year following positive student feedback. We pay for 38 days guidance which sees all Year 11 EHCP students for 1 hour, all Year 11 and 13 students for 30 minutes and 100 at risk Year 10 and 12 students for 1-hour group appointments.</p>	<p>Activate Learning Careers Adviser Contract Careers Adviser Qualification Certificate</p>
<p>10. Monitoring and review of CEIAG</p>	<p>The monitoring and review of CEIAG at UTC Reading is continuous and improving. We gather more regular feedback from individual events, approaching students, staff and employers on a regular basis. However, we also gather feedback from parents in the</p>	<p>Student Voice Feedback Parent Survey Feedback Employer Feedback Event Feedback Review of CEIAG Development Plan Termly</p>

	<p>parent survey which is completed from a whole school approach and less regularly than after each event, for example.</p> <p>Evaluation and monitoring takes place in many formats from emails, face to face discussions, student voice, Microsoft forms, learning walks and so on. Despite asking the C&EC & the local TVB Careers & Enterprise Coordinator, UTC Reading has been deemed as a school that does not need an enterprise adviser, nor to be part of a Careers Hub.</p> <p>However, the ED of Careers & Destinations meets regularly with the local TVB group organised by the enterprise coordinator for the area.</p>	
11. Curriculum overview /model for CEIAG	<p>UTC Reading curriculum overview/model is clearly displayed on the website for all key stakeholders to access; our delivery is made up of a combination of styles including full drop-down off curriculum days, delivery within PSHE/PPD sessions, external trips and visits, internal employer engagement; how we deliver CEIAG is dependent on the event. We have planned delivery each year which is non-negotiable and is included in the operations calendar, however we also have a number of other ad-hoc events which we take part in or run dependent on the offering.</p>	<p>Year 10 CEIAG Programme Year 11 CEIAG Programme Year 12 CEIAG Programme Year 13 CEIAG Programme</p>
12. Planned programme of careers, employability and enterprise education	<p>The Careers Programme is delivered in a range of ways across the college from within the curriculum lessons, to full drop-down days, to tutor time talks, trips and visits, events using alumni students and evening events. Across Year 10 and 11, students are allocated sessions within the PPD programme that cover careers education such as challenging stereotypes, raising aspirations and pathways such as apprenticeships. These are delivered within a 30-minute PPD session by the tutors. For Year 12 they use the BeReady platform, which is an accredited careers programme which develops their employability skills, and for Year 13 they focus on both Apprenticeship and UCAS applications. UTC Reading is also an educational member of WISE and run/partake in many events to</p>	<p>Year 10/11/12/13 CEIAG Programme Year 10/11 PPD Programme Enrichment Schedule</p>

	challenge the stereotypes around women in STEM.	
13. Coordinating curriculum inputs (subject learning)	At the beginning of this academic year within a staff training/INSET session, staff at UTC Reading completed a curriculum audit which we analysed the results. This is an area which requires more consistency and is a curriculum priority/development area. Whilst students at UTCR get experiences of careers across all areas of the curriculum is it inconsistent between year groups and subjects, something which we are working to improve. A good example is within Science, where they run a lesson in each year group looking at Careers which directly link to their subject choice. Another example is within Engineering or Computing where lessons are supported by Industry Professionals bringing a real-life context to the student projects. All Careers related curriculum events are organised with the Director of the Department and the Careers team are made aware for logging the attendance.	Careers in the Curriculum Document Staff Careers Audit & Results
14. Coordinating curriculum inputs (employer engagement)	At UTC Reading we ensure that students receive at least one employer encounter per year by running events such as our pipeline or experience programme, employer trips/visits, employer talks, careers fairs, destination days. Many of these events involve both industry partners and alumni students, whom we have a bank of that regularly engage with school events. Each of these events is tailored to the needs of the students within each year group. We also run a programme called "CoTeach" which is where an industry partner/professional will support the delivery and assessment of a BTEC unit within Engineering or Computing. Furthermore, we have many other partnerships with places such as the University of Reading who will often provide student volunteers in the classroom and other similar programmes of support.	Thales Case Study Year 10/11/12/13 CEIAG Programme
15. Coordinating curriculum inputs (FE and HE encounters)	This year, we had planned to take all Year 12 students to a UCAS fair and an apprenticeship show (prior to COVID-19). In previous years, we have always taken students in Year 12 to a UCAS fair which	Next Steps evening PPT Destinations Day PPT Destinations Day Plan UoR Agreement

	<p>gives them exposure to many different university and degree apprenticeship providers. We also actively encourage students to attend open days at universities they are interested in. In regard to KS4 we run a 'Next Steps' evening which is for both Year 11 students and parents. At this evening, we provide access to apprenticeship providers and other college providers, to ensure that students can make an informed decision about their future. Our partner university, the University of Reading provides us with many opportunities to embed these encounters within the curriculum, for example we often send many of our disadvantaged students on the Reading Scholars programme, which provides them with a taster of university life in a curriculum subject of their choice. In addition to this, UoR also provide us with student volunteers, in which they come into the classroom and support in delivering the curriculum whilst also being able to provide first-hand experience.</p>	
<p>16. Information – systems, processes and content</p>	<p>Stephanie Mitchell; ED for Careers and Destinations line manages Amy Sutcliffe; Events Lead. This works well as they work so closely together on a day to day basis anyway, it means that the events & careers work are aligned. Amy & Stephanie meet on a weekly basis to discuss upcoming events, evaluations, operational requirements etc. The CEIAG development plan is reviewed once per term, usually by the ED for Careers & Destinations but with input from other parties such as the Events Lead and UCAS coordinator. The UTC Reading CEIAG policy and other documentation such as the entitlement statement is reviewed on a two-year basis by the ED for Careers & Destinations and is approved by the Assistant Principal for Personal Development (who also line managed the ED for Careers & Destinations). We are fortunate to have an excellent relationship with our marketing department who keeps the website updated as regularly as required.</p>	<p>Meeting Evidence CEIAG Policy Review CEIAG Development Plan Termly Reviews</p>

<p>17. Information – accessibility of and competence to use resources</p>	<p>As part of our Personal Professional Development programme, students at KS4 have access to a range of careers led sessions. Within this, these sessions include research skills and how to access labour market information for example. UTC Reading is also a member of WISE who challenge stereotypes and bias against females in STEM; we run many events to support this, involving students across the college and often involving industry partners too to challenge the stereotype in the workplace. At UTC Reading we have recently set up a Careers Hub (opened Autumn 2019) which is accessible on the ground floor of our building. It is open at all times to all students, but it is expected that KS5 use it within their free time and KS4 access the space at break and lunch. Within our Careers Hub there are posters, booklets, books, prospectuses, worksheets etc.</p>	<p>PPD Resources Images of Careers Hub</p>
<p>18. Identification and referral system for advice and guidance</p>	<p>All students in Year 11 and Year 13 are provided with a 30-minute independent and impartial careers adviser appointment. The Year 13 are prioritised in the Autumn term in line with UCAS deadlines and the Year 11 students are prioritised in the spring term, in line with college applications. We have a system in which any students that are identified as PP/SEN/FSM/EAL are prioritised for their appointments first. We also prioritise any students that staff are aware of that are at risk of becoming a NEET. All students in Year 11 who are EHCP are given a 1-hour separate appointment as part of their annual review. In the summer term, we have group appointments for up to 100 students who are at highest risk of becoming a NEET. This is done via an email referral system in which staff across the college make the referrals & the ED for Careers & Destinations collates them. Following every Careers Adviser appointment, students are asked to complete a feedback form, alongside half termly student voice meetings.</p>	<p>Careers Adviser Allocation Email Referrals Student Needs Data</p>
<p>19. Independent and impartial advice and guidance</p>	<p>Within a students' time at UTC Reading, should they stay with us for the full four years, they will have a minimum of 2</p>	<p>Careers Adviser Qualification Careers Adviser Contract</p>

	<p>independent and impartial careers adviser appointments and up to a maximum of 4, including two group appointments. All students in Year 11 have the opportunity for one 30-minute appointment, as do all students in Year 13. In Year 10 and 12, students are offered a group appointment on a needs/referral basis for those who are at highest risk of becoming a NEET. We work with Activate Learning, who provide us with a 38-day contract for an independent and impartial careers adviser.</p>	
<p>20. Advice and guidance - coordination and tracking</p>	<p>At UTC Reading we have recently adopted the use of Compass+ however, this is likely to come into more use from September 2020. Prior to this, we have been using Excel to track students' interactions and interventions, logging the number of events students attend for example. This also tracks the student's independent careers advice session. Following a Careers Advice session, students are sent their individual action plan via email, and it is also uploaded to a central MS teams for team leaders to access. Team leaders are asked to follow up with students regarding their action plans.</p>	<p>Excel Tracking Spreadsheet CA Action Plans</p>
<p>21. Career action planning and target setting</p>	<p>Within the PPD programme at UTC Reading, students are asked to set goals & aspirational targets to achieve, particularly focussed around their destinations or careers pathways. The students are asked to keep a folder as part of PPD to keep their own track record of learning. In addition to this, students are emailed their personal action plan from their career's adviser appointments.</p>	<p>Career Action Plans Career Adviser Appointment Follow up Emails</p>
<p>22. Advice and Guidance - facilities</p>	<p>The facilities available for one to one guidance are a small meeting room which is located by our reception. It is a private room, which holds a table, chairs and telephone. The Careers Adviser is provided with a working laptop with access to the internet for each appointment. The students know that this is the allocated room and if not, reception is close by should the careers adviser need anything. In addition to this, students have access to the Careers Hub, a central location in which they can access</p>	<p>Photo of Careers Adviser Room Photo of Careers Hub</p>

	useful careers information such as books, prospectuses, as well as drop-in appointments with the ED for Careers & Destinations.	
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Date: September 2020

Completed by: Stephanie Mitchell

Assessor Judgement: Achieved

Action Taken On recommendations from previous assessment

Actions completed by annual review (RED TEXT) May 2019:

Actions completed after annual review (GREEN TEXT) June 2020:

The UTC has a student entitlement document, but this was not developed with input from the students themselves. Time needs to be taken to review this with students to ensure their buy-in to the entitlement. This also needs to be shared more widely with students. Students also need to be consulted more effectively on the quality of the provision.

UTC Reading entitlement statement is due for review in 2019. Whilst we gather feedback on events from students, we are looking to start a working group within the college, for students to provide student voice on the careers provision that is provided. The application process for this working group will go out in the summer term to get a small team together to gather feedback on this academic year as a whole, and to make contributions towards the review of the entitlement statement. Going forward, the intention is to have two students per year group to meet once per half term to comment on and contribute to the UTC Reading careers provision.

From September 2019 UTC Reading set up a student voice working group. This group changes per half term to accommodate both KS4 and KS5 with each group meeting three times across the academic year for 30 minutes per meeting. The students involved in this are the representatives from each of the student companies (houses). The meetings are led by Stephanie Mitchell; Executive Director of Careers and Destinations, and questions reflect elements of the CEIAG provision such as the PPD (personal professional development) programme and the experience/pipeline programme.

The UTC needs to complete an audit of their Careers Education provision against the CDI framework (or similar).

UTC Reading has made progress towards this by aligning the PSHE provision to the CDI KS4 and KS5 learning outcome framework to ensure that students can access high quality careers provision and PSHE programme. There are a number of audit tools; we currently use the Compass Tool tracker from the C&EC and complete this on an annual basis at least. UTC Reading Careers Leader is currently on Level 6 Careers Leader Training funded by the C&EC and delivered by the CDI, and as a part of this is reviewing and auditing the UTC Reading careers provision.

UTC Reading continues to use the CDI framework to map the PPD provision against the KS4 and KS5 learning outcomes. From November 2019 UTC Reading were enrolled on Compass + and have begun using this across this academic year. The evaluation tool is now used on a termly basis (up to three times per year), and the school have started to use the platform to track employer events. There is still some further development required here to get the platform working effectively, however it has been a good pilot year to ensure we are auditing our careers provision against the Gatsby benchmarks. Stephanie Mitchell; the Executive Director of Careers

and destinations (Careers Leader) has also successfully completed the Level 6 Careers Leader Training.

Consider training tutors in tutoring skills. This would enable tutors to act as the first line in guidance advice and ensure that the career adviser time is used efficiently.

Careers resources are provided to tutors in advance of the PSHE session, and training sessions are given to tutors, if required, on the contents of the session. However, this is not monitored as rigorously as it could be and is also not as regular as it could be. The Personal Professional Development programme is changing next academic year 2019 – 2020, and there are plans in the summer term to review the tutor delivery methods and training required.

The PPD programme was adapted for September 2019 and involved more Careers provision, including staff training for delivery to ensure that tutors were able to fulfil their role confidently. Whilst this was an improvement on 2018 – 2019, collectively we felt this was not the most effective way of delivering PPD within the UTC Reading curriculum. Both the Assistant Principal and Executive Director have been reviewing this and for September 2020 will be embedding 30-minute careers and skills-based sessions into the PPD curriculum. The intention of these sessions is to develop students' skills, such as communication, leadership and teamwork to ensure they become well rounded individuals that are prepared for the world of work. Not only this, but these sessions will be dedicated to delivering careers provision to ensure that students have sufficient access to CEIAG education. The intention is that these sessions will be led by both the AP and ED and supported by tutors.

Review the quality assurance of the Careers Adviser more systemically, using both qualitative and quantitative evidence. While Adviza will complete their own appraisal, it is important that the college undertakes their own assessment.

This has not yet been actioned as our regular Careers Adviser has been on maternity leave. The destinations coordinator oversees Adviser and the adviser appointments, and these are already booked in for next academic year.

UTC Reading reviewed the provision of the previous careers' adviser, and we felt that for what our students should be receiving the provision was not sufficient. The responsibility for the Careers Adviser provision also changed from the destination's coordinator to the Executive Director of Careers and Destinations (Careers Leader). For September 2019 we signed a new contract with Activate Learning (whom we sit under the umbrella of), and our Careers Adviser now provides us with 38 days across the academic year. These 38 days ensures that all students in Year 11 and 13 receive an individual 30 minute appointment, all EHCP students in Year 11 receive an individual 1 hour appointment as part of their annual review, and that up to 100 students in Year 10 and 12 who are at risk of becoming a NEET receive a 1 hour group appointment. As part of this contract, we have received the certificates of our Careers Adviser quality assuring his qualifications. In addition to this, we follow up every career's adviser appointment with a feedback form, as well as asking questions within our student voice feedback. The feedback has been extremely positive.

Increase student access to specialist career websites which will support student careers research. This needs to be addressed through the PSHE programme for all years.

UTC Reading is looking to develop a 'Careers Hub' in the college in the summer term of this academic year, in preparation for 2019 – 2020. The careers team will be based in this area of the college to provide students with guidance and support. The aim is to have an area that students can 'drop in' to look at resources, access key information, key websites, books, posters etc. and to speak to one of the careers team should they need it. Websites are distributed to students via email, mostly for work experience or apprenticeship searching. We are beginning to build a bank of useful websites and will implement this in the next 'careers research' PSHE session.

UTC Reading has built a bank of useful websites for all key stakeholders which can now be seen on the UTC Reading website. Many of these websites have come through recommendations including being part of the wider Careers Leader UK group and from the L6 Careers Leader Training. These useful websites are also on display in our career's hub, which is accessible for all students. They sit alongside the subject specific careers' posters and the careers library as a central source of information for the students. These websites are also shared with students in PSHE for example in Year 11 when they study Labour Market Information.

While students chose the UTC because of an interest in Computer Science and Engineering, some students have expressed a concern that career information needs greater scope and include areas outside the specialism of the college. As such wider career options need to be included in the CEIAG programme.

Aligned to this was a concern expressed by some students that there was a bias towards apprenticeships. A review of support given to students who choose to go to university needs to be undertaken.

We have made a conscious effort, particularly with Year 13 students, to ensure they are aware of different career options outside of Engineering and Computing. We often share apprenticeship opportunities that link to Sciences and Design Technology also. UTC Reading has a rough 50/50 split of students that go onto apprenticeships and university, however, this academic year we have more students going to university than we have ever had before. For our current Year 12 students, we are running a trip to Oxford Brookes university to a UCAS fair, where they will gain exposure to over 30 different universities. Following this, the students will have a Destinations Day in the summer term, in which they will explore both university and apprenticeship options, and have workshops delivered by teams from both destinations.

Michael Halliday, the former Business Relations Manager at UTC Reading now works across the Activate Learning Education trust, as the Head of Strategic Partnerships and is responsible for securing new employer partners to work across the ALET trust. Within the past year, we have seen a wider breadth of industry partners partnering with the UTC, many of which are more science based, for example; Culham Centre for Fusion Energy. Furthermore, we were also able to secure the University of Reading (our partner) to deliver a Science-based Pipeline programme to up to 40 of our KS5 students; this was very well received particularly for those interested in Medicine and

Biology, for example. To expand on this, we had intentions (prior to COVID-19) to not only attend the UCAS Fair but also an apprenticeship fair to ensure that students had enough information to make an informed decision.

The quality of CEIAG and the PSHE programme in particular needs greater quality assurance. It was clear that a few students were unhappy with the commitment of their tutor to the programme and the quality of the programme. The college needs to consider how it will undertake more effective and rigorous monitoring of the quality of the CEIAG provision across the college to ensure greater consistency and hold tutors to account for student learning in this area.

Roles have changed in the college so that the Careers Leader is now line managed by the Assistant Principal for Personal Development who is also responsible for overseeing the careers and PSHE provision across the whole college. The tutor/PSHE/Personal Professional Development programme is currently under review and is changing for 2019 – 2020 academic year, therefore this will be actioned this summer term, in preparation for that.

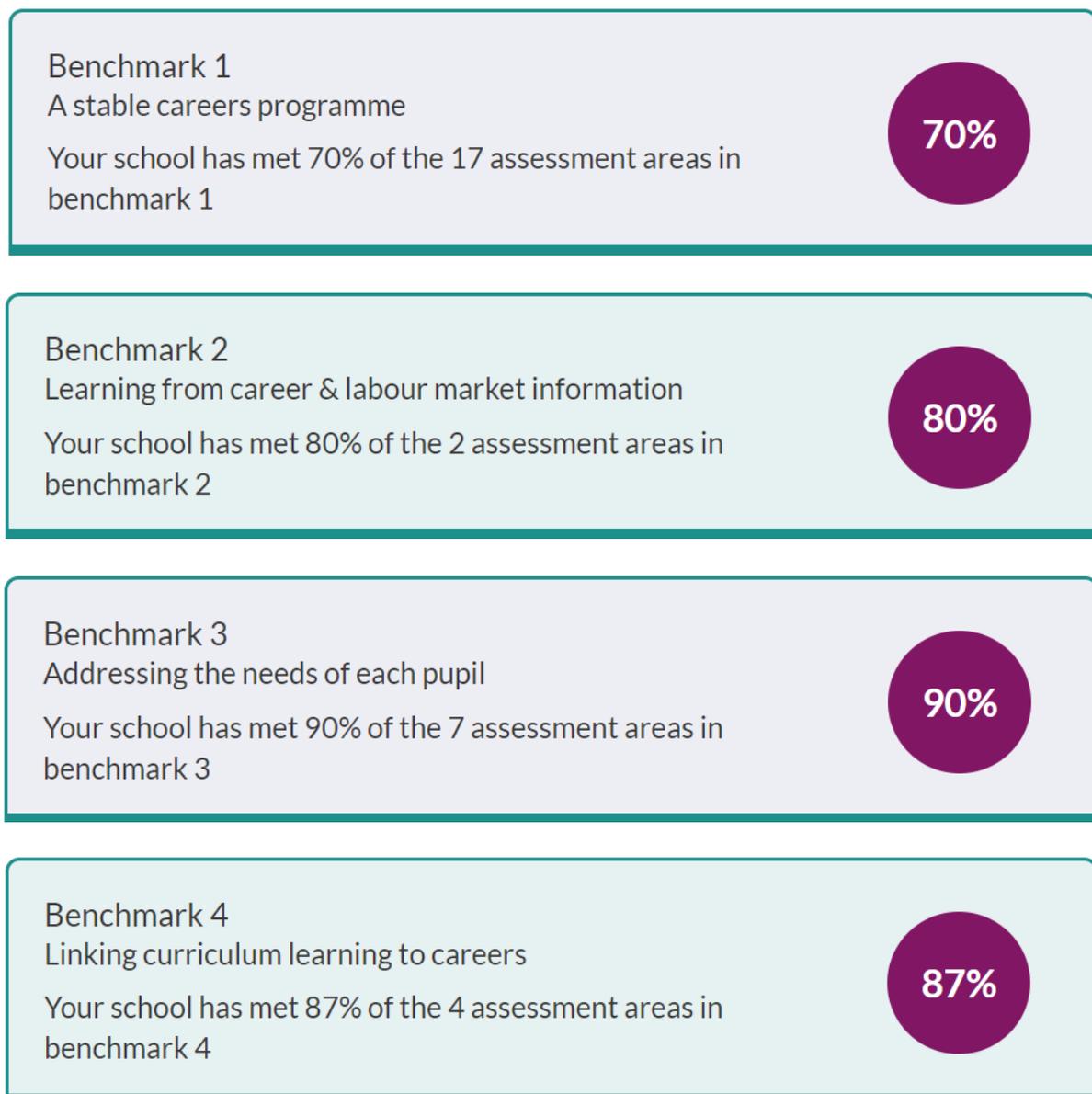
The PSHE/PPD programme did change in September 2019, and was much more effective than previously, however this is still an area which requires development. The Assistant Principal for Personal Development is now on maternity leave and therefore these responsibilities are being picked up by another Assistant Principal, and the programme is looking to change again. This year, KS5 will receive one, 1-hour PPD slot in which Careers and Destinations takes a prominent role on a fortnightly basis. KS4 receive a separate PPD slot for 30 minutes per week which will be dedicated to skills development and CEIAG education. There was significantly more monitoring of the PSHE/PPD programme this academic year, with more learning walks completed and followed up, as well as the introduction of the student voice panels. Going forward to September 2020 we have appointed new pastoral leaders (heads of year) which will now be responsible for each year group and group of tutors which I think will help to support the development in this area.

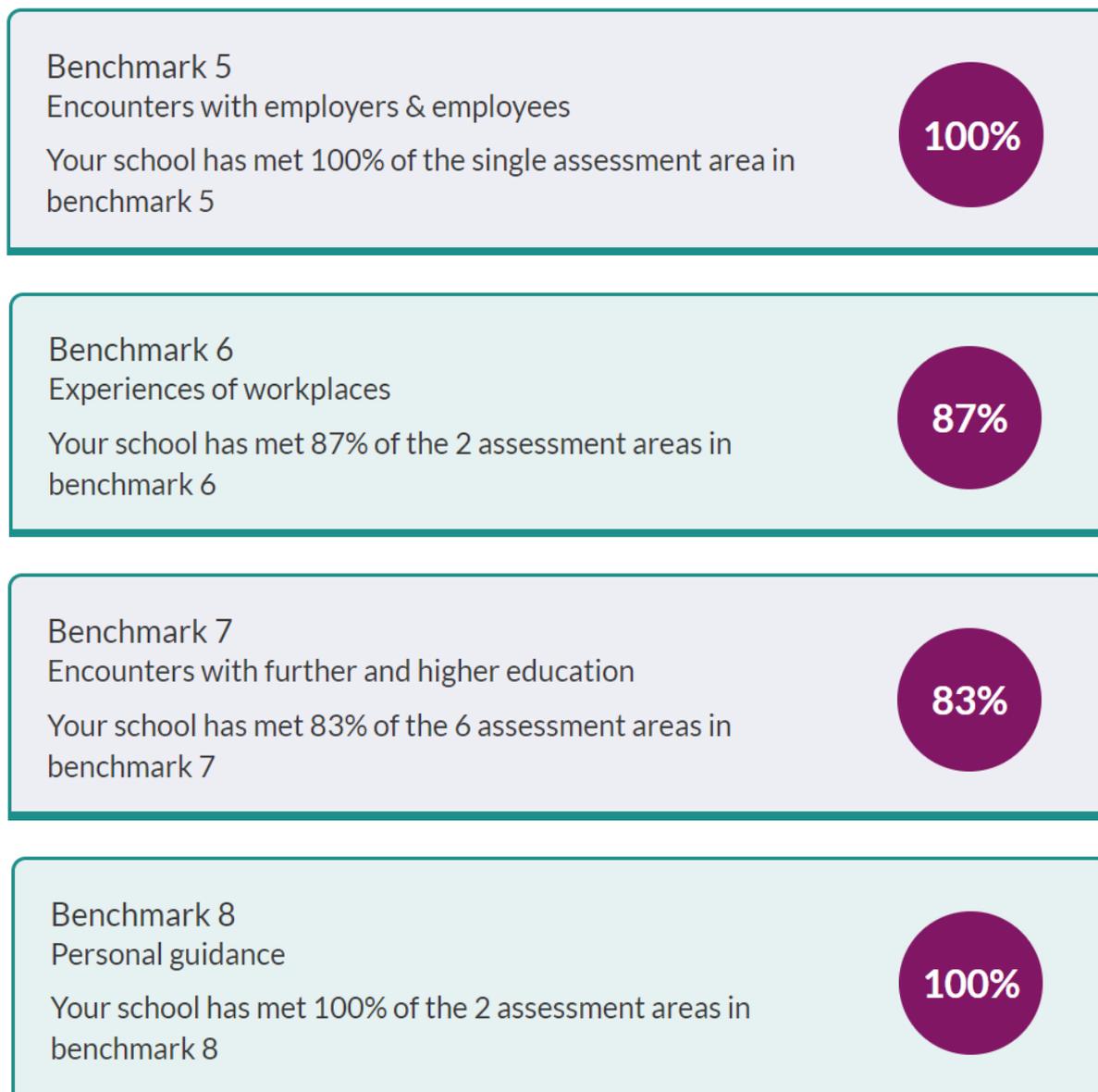
Assessor Judgement: Achieved

Developments since Previous Assessment to include:

- progress made towards achieving the Gatsby Benchmarks
- details of most recent Compass Tool Assessment
- changes to curriculum/delivery model and personnel.
- Support provided to learners including Y11 and 13 during lockdown.
- Changes made to your career programme for 2020-2021 because of Covid-19

Developments at annual review – May 2019:





UTC Reading completed this Compass Tool in March 2019. It is above national average in meeting all 8 of the Gatsby Benchmarks.

Changes in Careers:

- Introduction of the 'Pipeline Programme' at KS5 and the 'Experience Programme' at KS4. These have replaced our 'drop down/collapsed curriculum' days. Within the pipeline programme, KS5 students are matched with an employer, and across four days of the academic year, they are mentored and coached by these employers. They are either onsite or offsite and develop key employability skills by working on projects provided and led by the employers. For KS4, we have developed the experience programme, which is delivered on the same four days of the year, but employees are invited onsite to deliver an employability competition e.g. Cisco run a project day which asks students to develop a solution to a problem.

- The PPD/PSHE sessions have changed this academic from last year and are changing again next academic year. In 2019 – 2020, KS4 students will have two, 30-minute PPD sessions, and KS5 will have one, 30-minute PPD session per week. Whilst there will be some emphasis on the PSHE programme that has to be delivered, many of these sessions will be allocated to the Careers Programme. The tutor groups will be organised into specialisms next academic year, with groups specialising in Computing, Engineering etc. with a specialist teacher.
- There has been a shift in job roles at UTC Reading, and an existing member of staff has now become the Assistant Principal for Personal Develop, which line manages the Careers Leader. They will be working closely together in 2019 – 2020 to oversee and plan the Careers provision for every year group in the college.
- The Careers Leader has begun Level 6 Careers Leader Training funded by the C&EC, delivered by the CDI, which is scheduled to finish in December 2019.
- UTC Reading is looking to develop a Careers Hub which will become a central place that students can visit to find out information about careers. There will be drop in sessions with the Careers Leader and Destinations Coordinator to support student applications.

Developments after annual review – June 2020:

Note: UTC Reading completed another evaluation in November 2019 which improved some of the benchmarks, which may be the middle ground between some of the large jumps evident here.

COVID-19 Note: Unfortunately, with the COVID-19 pandemic, some of the events that we had intended to run had to be postponed. **Highlighted in Red are the events that have been impacted by COVID-19 and will affect the benchmarks going forward.**

Benchmark 1

Your school has met 100% of the 17 assessment areas in benchmark 1



100%

Changes since the previous assessment (March 2019):

- In September 2019, following the L6 Careers Leader Training recommendation, Careers was allocated a governor who was the lead governor for Personal Development.
- The whole-school careers programmes were re-written in 2019 to accommodate both strategic and operational elements
- UTC Reading website was updated in Autumn 2019 to include areas for all key stakeholders including teachers and parents/carers which was previously missing

- There are now careers-based feedback questions included in the parent/carers whole-school careers survey.

Benchmark 2

Your school has met 100% of the 2 assessment areas in benchmark 2

100%

Changes since the previous assessment (March 2019):

- We now have a section on the UTC Reading website dedicated to Careers and Destinations and under the Parent/Guardians sections there is information provided on Labour Market Information as well as useful websites for them to access.

Benchmark 3

Addressing the needs of each pupil

Your school has met 81% of the 7 assessment areas in benchmark 3

81%

Not yet achieved/In Progress:

- Enables pupils to access accurate record about their careers and enterprise experiences
- Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school

Changes since the previous assessment (March 2019):

- The destinations coordinator role is no longer in place at UTC Reading, and the Executive Director of Careers and Destinations now oversees Destinations. This has also meant a change in the data that is collected. From September 2019 the school has changed its destinations tracking including gathering personal contact details so that it can now follow student destinations for the three years that they leave school. During the summer term (2020), this has now been developed even further across our multi academy trust so that we can gather trust-wide destinations.

DEVELOPMENT PRIORITY: Whilst we now have a rigorous tracking system in place, we have not yet been following up student destinations three years after they leave us. However, this will now be possible going forward given the data that we are now collecting. This will be a

priority for the next academic year so that we can begin building a bank of alumni students and data about our student destinations 3 years on.

DEVELOPMENT PRIORITY: As a school, we used to use the GroFar platform for students however did not find this flexible or adaptable enough for our school needs. This year, the careers team have centrally tracked the students attendance/record at Careers events etc. but this is only available for students to access either by asking for it or sending it out via email. We would like to look into a platform that is more student-friendly for them to take ownership and responsibility for their career's events.

Benchmark 4

Your school has met 100% of the 4 assessment areas in benchmark 4

100%

Changes since the previous assessment (March 2019):

- This benchmark has since improved due to the Careers based learning that students now receive in both science and within PSHE. The Science curriculum was improved for September 2019 with specific careers-based learning now evident in this subject, and as aforementioned the PSHE/PPD programme was adapted and now includes dedicated careers-based sessions.

Benchmark 5

Your school has met 100% of the single assessment area in benchmark 5

100%

No further changes to this benchmark as all of our students still have at least one meaningful encounter with an employer for every year that they are at our school.

Benchmark 6

Experiences of workplaces

Your school has met 75% of the 2 assessment areas in benchmark 6

75%

Not yet achieved/In Progress:

- Have had a meaningful experience of a workplace by the end of Year 11
- Have obtained a meaningful experience of a workplace during Year 12 and 13

Changes since the previous assessment (March 2019):

- Planned for the spring term, we intended to run a specialisms trip to a workplace with 50% of Year 10 students studying Computing attending a visit to the Cisco offices and the other 50% of Year 10 students studying Engineering attending a visit to the 3M offices, however this was not possible/postponed due to COVID-19.
- We also had a number of students due to go out on work experience at the end of June/Beginning of July which was not possible due to COVID-19.

DEVELOPMENT PRIORITY: Whilst we encourage all students to attend work experience, we put the responsibility on the students to organise this themselves, which for some is more difficult than others. We do send students out every year on work experience, however this is not always every student. Whilst we try to supplement this with workplace visits such as the above, we do not yet guarantee that every student in both KS4 and KS5 have had this experience. This is one of our development priorities for the next academic year to ensure that all students get at least one workplace visit in KS4 and KS5, with work experience as an additional extra.

Benchmark 7

Your school has met 100% of the 6 assessment areas in benchmark 7

100%

Changes since the previous assessment (March 2019):

- UCAS day for Year 12 students changed to Destinations Day meaning that they now get more exposure from Universities, apprenticeship providers and employers, however this has been postponed until Autumn 2020 due to COVID-19 and may be run virtually.

- Year 12 students go on an annual trip to a university fair in the spring term. This year the intended plan was for all students to attend one university fair and one apprenticeship fair so that they get exposure to both, however these events were cancelled due to COVID-19.
- Year 12 students are also encouraged to attend university open days
- Year 11 'Next Steps' evening provides students with the opportunity to see other 6th forms/colleges such as Reading college, as well as other apprenticeship providers
- All students and parents have access to the UTC Reading Careers Fair

Benchmark 8

Your school has met 100% of the 2 assessment areas in benchmark 8



100%

No further changes to this benchmark as all students have an interview with a professional and impartial careers adviser by the end of Year 11 and all have a second interview by the end of Year 13.

Changes in Careers:

- Stephanie Mitchell; Executive Director of Careers and Destinations has successfully passed the Level 6 Careers Leader Training
- Amy Sutcliffe is now the Events Lead and has undertaken the Level 4 Careers Assistant Training. Amy is line managed by Stephanie Mitchell (Careers Leader)
- The Assistant Principal for Professional Development is now on Maternity Leave, so the Careers Leader is line managed by a different Assistant Principal.
- The Careers Hub has been set up and is running effectively since September 2019. It has been a central place for students to access resources and to provide drop-in sessions.
- The UTC Reading website and policy documentation was updated in the Autumn of 2019.
- We have new Pastoral Leads; a head of each year group which will support in gathering careers and destinations information from July 2020.
- From September 2020, Careers & Skills based learning will now have a dedicated 30 minutes per week for KS4 students. Careers learning for KS5 will still be embedded within the PPD programme for 1 hour per week, when applicable.

- **Support provided to learners including Y11 and 13 during lockdown.**

During lockdown, UTC Reading were keen to continue providing careers provision for our students, however we had to get creative in the way that we did this to ensure accessibility to our students, both current and prospective. Despite having a summer term planned to be full of events, many of these have had to be postponed or reconsidered to fit in with government guidelines. The two main careers elements that we ran throughout the whole of lockdown were a weekly careers newsletter and a weekly industry insights talk.

From 18th March, we put together a weekly newsletter which was not only uploaded to our website, but distributed to all our students and parents via social media channels such as Facebook, Twitter, Instagram and LinkedIn. These newsletters were made up of useful information directing both students and parents to careers talks, webinars, virtual work experience and open days, to name but a few!

Our UTC Reading Newsletters can be found here:

<https://www.utcreading.co.uk/page/?title=Careers+Newsletters&pid=257>

In addition to this, we ran a weekly 'Industry Insights' walk, culminating in 10 talks across each week of lockdown. These talks were promoted to both internal students and parents, as well as to our prospective students and parents. These newsletters and industry insights talks eventually rolled out across our multi academy trust and became accessible across all seven schools in the MAT. The industry insights talks were designed to give students an insight into specific careers, and the journey the industry professional took to get to where they are today. Each talk was promoted across social media platforms, was live streamed on MS teams, and recorded so can be used for future use within college, there was also an opportunity for Q&A. Examples of who we partnered with for this series of talks are; Alumni students, Fujitsu, SSE, Thames Water and Microsoft.

Our UTC Reading Industry Insights talks can be found here:

<https://www.utcreading.co.uk/news/?pid=18&nid=2>

Finally, to support our Year 12 and 13 students who would usually have been having destinations support within college, we compiled information for them in a letter/update that went home to both parents and students. These students were kept up to date through student assemblies.

Year 13 UCAS and Apprenticeship Update:

<https://www.utcreading.co.uk/attachments/download.asp?file=366&type=pdf>

Year 12 Destinations Day Letter:

<https://www.utcreading.co.uk/attachments/download.asp?file=368&type=pdf>

Examples of the above can be found in the folder of evidence too.

- **Changes made to your career programme for 2020-2021 because of Covid-19**

We have had to adapt some of our careers provision for this term to coincide with the new government guidelines. There are a number of events that we would usually run but that require students visiting workplaces, group activities and employers on site, all of which cannot go ahead.

Our main programme particularly for KS5 students is the Pipeline Programme, in which industry partners often offer four days of their time to work with a group of students, essentially developing a talent pipeline for recruitment to either University or an Apprenticeship. Unfortunately, with many of the companies we usually partner with for this in a tough financial position or with many staff furloughed, we do not have enough industry professionals to run this for all students meaning it is no longer an inclusive careers event. Because of this we have made the decision to redirect their efforts to complement our careers in the curriculum programme at UTCR. Whilst we have always delivered Careers in the Curriculum, we have more industry partners available to use and it is becoming increasingly more accessible to deliver a careers programme in this way; using MS teams and virtual events, for example. Michael Halliday (Head of Employer Engagement Strategy ALET) is heading this up across all the schools in the MAT.

We have reviewed the provision for this term, and are still aiming to run events but with many of them virtual. When planning, we are taking into account if they can be delivered face to face or virtual and therefore can be adaptable, if required.

Plans for September – December

Year 10 – on 16th October Year 10 are having one of their first careers event delivered by The Army and Maximise your Potential. The Army have offered to deliver their Elite Skills Academy for students developing Resilience, Team Building and Problem Solving. We also have Maximise Your Potential which provide motivational workshops for students.

Year 11 – In November, year 11 will be having a 'Next Steps' day and evening for parents/guardians in which they can explore their options for the next academic year. This will involve taster sessions with industry partners that already collaborate with us in each department. They will gain exposure to other options such as colleges and apprenticeships ensuring that they can make an informed decision.

Year 12 – Year 12 students are already thinking about potential careers and personal development during PPD (Personal Professional Development) sessions for example; completing a SWOT analysis. On 16th September the students were delivered an inspiring talk by James Aidoo from Innerscope about making the most of their time here and the opportunities available to them. In addition to this, we are running a virtual/mock assessment centre with Fujitsu in which Year 12 students have the opportunity to participate, as well as a number of Year 12 students having applied to Cisco virtual work experience in the October half term.

Year 13 – on 30th September Year 13 students are having a Destinations Morning delivered by University of Reading, Jane Marshall from Optimising Futures and Jake Wilkinson; Apprentice at Fujitsu and former UTC Reading student. This morning is for students to begin exploring destinations options and to gain an insight into both University and Apprenticeships. In addition to this, Year 13's will be having an independent and impartial careers advice session prior to Christmas; this is currently planned onsite but will be delivered virtually through MS teams if required. Furthermore, we are planning a Personal Statement Clinic for those applying to UCAS, which will be delivered by a range of Universities and provide students with an opportunity to get advice and support on their personal statements. Again, this can be run both internally or virtually.

Finally, for all Year groups, we will be running a virtual careers fair, based on information from all our industry partners and that will be delivered through their PPD sessions on Wednesday 7th October. The aim for this is to not only have a bank of information and videos but to also have some live sessions so that students can engage with and ask questions to employer partners.

At UTC Reading we are still trying to deliver our careers programme as best as possible, whilst making tweaks, where required to the provision. We hope to review this at the end of this term and plan forward for January and beyond where we hope to gain some more 'normality'.

Assessor Judgement: Achieved

Summary of Evaluations and Action Taken

Whilst there are many formats of evaluation that have taken place over the years, the CEIAG programme, structure and delivery at UTC Reading has moved on significantly since the Career Mark validation in 2018. Not only have these changes come from the recommendations of the report, but also to ensure that we were meeting the government guidelines with the release of the Careers Strategy, as well as ensuring we were inline with the new Ofsted Framework. The new documentation for these changes has meant that we have had something to base our evaluations and developments on to ensure that we were continually making progress towards meeting the requirements, and in some cases, going above and beyond. The recommendations for the Career Mark 2018 have formed the basis of the CEIAG development plans which are reviewed on a termly basis to monitor the progress.

One of the most beneficial forms of evaluation has come in the form of the Level 6 Careers Leader Programme (Funded by the C&EC and delivered by the CDI), as it gave us time and structure to reflect on and make improvements to the CEIAG programme. I found that through doing this, we made improvements to elements such as the UTC Reading website, as well as key documentation such as the Careers Policy and Entitlement Statement.

On ground level there are many more evaluations that take place on a weekly basis, after events for example which consider feedback from all key stakeholders. These are constantly monitored and reviewed with changes made where possible to improve the CEIAG provision.

UTC Reading has improved its provision significantly in terms of reaching the Gatsby benchmarks and is now often used as a best practice college across our Multi Academy Trust. Whilst there are still some elements which require further development, these will formulate the basis of the CEIAG Development plan for 2020 – 2021, alongside any recommendations from the Career Mark Revalidation.

Assessor Judgement: Achieved

Policy updates and responses to legislative change

The original CEIAG policy was written in 2017 by Stephanie Mitchell; Director of Industry Relations at the time and Michael Halliday; Business Relations Manager. Whilst the policy was sufficient, there was no real guidance about what to include at the time as this as prior to the Gatsby Benchmarks and the Governments' Careers Strategy release.

In 2019, Stephanie Mitchell; Executive Director of Careers and Destinations and now the Careers Leader at UTC Reading (From September 2018) attended the Level 6 Careers Leader training. As a part of this, as well as the policy requiring a 2-year review, Stephanie updated the CEIAG policy for UTC Reading alongside the entitlement statements and provider access policy. These documents were produced in line with the guidance provided by the CDI (Careers Development Institute). All three of these documents now sit on the UTC Reading website in the Careers and Destinations section and are due for review in Autumn of 2021.

There is evidence of this change including what was changed and why in the work produced by Stephanie on the Careers Leader Training course, which is also attached as evidence.

Assessor Judgement: Achieved

Other Developments Relevant to Career Mark

Due to COVID-19 our career mark revalidation has been postponed from May 2020; during this time, I thought it is worth noting that UTC Reading has still been striving to deliver on Careers Education which is something that makes us unique.

Throughout COVID-19 we have been releasing a weekly careers newsletter to both parents and students, these are all on the UTC Reading website, as well as running a series of ten 'Industry Insights' talks. These industry insight talks have been live events run by UTC Reading, discussing careers in different sectors such as Thames Water, SSE and Microsoft; these have been attended by both current UTC Reading students and parents, as well as prospective students and parents. For both of these, they have been distributed across our MAT as best practice.

In addition to these, we have had a small number of students that have been successful in gaining a place on virtual work experience through the Speakers for Schools platform. We have had a handful of students attend work experience at places such as PWC, Spotify, Cisco and Santander.

Assessor Judgement: Achieved

Meeting the Criteria

Gatsby	Career Mark & Quality in Careers Standard Assessment Criteria	Making Progress	Met	Dev. required
1.1	M1 – National requirements & good practice guidance M7 – CEIAG trained and competent staff	✓		
1.2	M5 – Learner entitlement to CEIAG		✓	
1.3	M9 – Monitoring, review & evaluation for continuous development		✓	
2.1	C2 – Planned programme of careers education I2 – Accessibility of & competence to use resources		✓	
2.2	M6 – Involving and supporting families & carers in CEIAG provision		✓	
3.1	C2 – Planned programme of careers education M4 – CEIAG provision based on learner needs		✓	
3.2	G3 – Coordinating and tracking		✓	
3.3	G4 – Career action planning & target setting		✓	
3.4	M2 – Measuring impact of on progression		✓	
4.1	C3 – Coordinating curriculum inputs – subject links to careers	✓		
5.1	C4 – Coordinating curriculum inputs – employer engagement M8 Partnership arrangements		✓	
5.2	C4 – Coordinating curriculum inputs – employer engagement		✓	
6.1	C4 – Coordinating curriculum inputs – employer engagement		✓	
6.2	C4 – Coordinating curriculum inputs – employer engagement		✓	
7.1	C5 – Coordinating curriculum inputs – FE/HE encounters M8 – Partnership arrangements		✓	
7.2	C5 – Coordinating curriculum inputs – FE/HE encounters		✓	
8.1	G2 – Independent & impartial careers advice and guidance		✓	
CM Plus	M3 – Structure and process for leading, managing and delivering CEIAG		✓	
CM Plus	C1 – Curriculum overview/model for CEIAG		✓	
CM Plus	I1 – Systems, content and processes		✓	
CM Plus	G5 – Facilities		✓	
CM Plus	O – Learner Outcomes		✓	

Quality in Careers Standard Assessment Summary Grid

National criteria section headings for the Quality in Careers Standard	Insufficient progress towards meeting Standard (✓)	Making good progress towards meeting Standard (✓)	Fully meeting the Standard (✓)
1. A stable careers programme			✓
2. Learning from career and labour market information		✓	
3. Addressing the needs of each student		✓	
4. Linking curriculum learning to careers			✓
5. Encounters with employers and employees			✓
6. Experiences of workplaces		✓	
7. Encounters with further and higher education			✓
8. Personal guidance			✓

Notes

Making good progress towards fully meeting the Standard = Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.

Standard O – Learning Outcomes

Learners at the UTC Reading have already shown an interest in the fields of Engineering and Computer Science by transferring into year 10 or 12 at the College. As they move through the college they are effectively supported to further investigate and challenge themselves, explore a range of learning pathways and successfully develop the skills, knowledge and attitudes to be effective career planners. By the time they leave they have tested and developed their knowledge of and interest in the college's specialist areas and have also had the opportunity to find out more about the world of work and the full range of opportunities available to them post 16 and 18. In year 13 learners can identify and successfully apply for further learning and work opportunities that suit their individual needs, abilities and interests. These include traditional university learning as well as degree apprenticeships and employment.

O.1 – Learners understand themselves and the influences on them (self-development)

Year 11 learners can identify individual strengths and are aware of the positive influence working with a range of employers is having on them. They identify that they have benefited from work experience. One learner said, 'Working with employers has helped build my team management skills' another said, 'Being in a workplace helped me to develop my communication skills as I had to talk to different people.' Another learner commented. 'Activities we have done on the Pipeline projects in college have developed my teamwork skills.'

Learners in year 12 can explain why they have chosen their individual courses and why they have chosen to study at the UTC. One learner said, 'The professional atmosphere of the UTC suits me and that we have daily duties.' Another said, 'I have chosen a BTEC course because I enjoy the more practical learning.' A third said 'The UTC focuses on us as individuals and this helps me fulfil my potential.' Year 12 learners have undertaken a SWOT analysis and this is helping them to identify their strengths and identify career targets.

Year 13 learners can identify their own strengths and back them up with examples. For example, one learner said 'I have a positive attitude and have leadership and team working skills. I can show this because I am an officer in the College Air Force Squadron.' Another learner said, 'I use my computer skills voluntarily to support the police and try to help locate missing persons.' A third said, 'A residential visit to the RAF helped me to develop my interest in practical engineering and particularly hydraulics as I observed and helped with work in this area.'

O.2 – Learners can research opportunities for training, work and personal development (career exploration)

Learners in year 11 are aware of a range of resources they can use to help them learn about themselves and the world of work. One learner said, 'We took a personality test online that then suggested the types of jobs and careers that might suit us.' Another said. 'I've used the National Careers Service website to learn about what I need to do to get into a career and to find out more about different careers.' Learners in year 11 are aware of the partners the College work with but are not as clear about employment opportunities locally. They are very positive about the enrichment offer of the UTC. One learner mentioned the Debating Society and another is very positive about the fact they had been given the opportunity by the college to gain a qualification in Microsoft Software.

Year 12 learners are enthusiastic about the range of provision available to them to help them find out about themselves, opportunities available to them and the world of work. One learner said, 'We have a career hub where we can access resources including hard copy and online like the 16 personalities quiz. We can also have a personal career guidance interview to help us explore choices and find out about opportunities.' Another said, 'We have learnt about employment opportunities from a range of employers including Cisco, NASA, and the RAF. Learners can also identify their strengths. One learner said, 'I am good at practical work and identifying and accessing support.' Another said, 'I'm confident and have language skills as well as being good at reading information.' A third said, 'Two of my strengths are networking and communication.'

Year 13 are very positive about the support the UTC provides them to help them fulfil their potential and identify the next step in learning and work that will best suit them. One learner said, 'Having experience of the work environment has helped me decide to apply for a Degree Apprenticeship.' Another said the Pipeline Projects have helped me to understand more about the world of work.' They know how to find out about a range of opportunities using websites and other appropriate resources. One said, 'We have had a lot of career talks and been able to ask questions of employers and employees and this has helped me to find out about a range of possible careers and employment pathways. We have also been introduced to websites like Indeed.'

0.3 – Learners can make and adjust plans to manage change and transition (career management)

Year 11 had been successfully supported to make the move to the UTC in year 10. They have also made a successful transition back into learning following lock down during the last academic year. They are already beginning to consider their next steps onto pathways both post 16 and 18. One learner said, 'I want to do A levels then an apprenticeship.' Another said, 'I want to go to University and know I need to look at websites to help me find out more about them.' One learner said, 'If we need help or support thinking about our futures subject staff are always willing to help as is Ms Mitchell.'

Learners in year 12 have made a successful transition to level 3 learning they have had the opportunity to experience both workplaces and higher education provision. The SWOT analysis they have undertaken is linked to a Personal Action Plan that will identify actions to improve their strengths and reduce or avoid their weaknesses. They are beginning to consider their next transition. One learner said, 'I will be looking for an apprenticeship in Cyber security after next year.' Another learner said, 'I'm torn between the Navy and a partnership at the moment and I need to do more research to help me decide which is my first choice.'

Year 13 learners are finalising plans and applications for their next transition from the UTC. One learner is taking an external Diploma in Computing as they think it will benefit them in obtaining a Degree Apprenticeship in Software Engineering. One said, 'The Destination event was very helpful. I learnt about writing a good personal statement and about degrees and degree apprenticeships available at different places. One learner said, 'My role as Student Head of Maths will be useful in the future on my CV.' Learners told the Assessor, 'We have made LinkedIn accounts so that we can have a work related profile online and can network with individuals and organisations that might help us in the future.'

Summary and Judgement

The Assessor was very impressed with the ongoing commitment of the UTC Reading to ensuring the Career Guidance programme and CEIAG remains central to its ethos despite the barriers created by the ongoing situation around Covid19. The Principal met with the assessor at the beginning of the assessment and he stressed that the college vision is to ensure its learners are prepared for the world of work and of the need to be responsive to this at all times. The Executive Director of Careers and Destinations, her line manager the Assistant Principal for Teaching and Learning and the Head of Employer Engagement for the Activate Learning Education Trust also confirmed their ongoing commitment to the career programme for learners. The college is therefore continuing to work with employers and employees wherever and however possible during the present disruption to education and work and thought it was important to maintain the national quality in Careers Standard.

Staff have actively reviewed and changed the way they have supported learners to interact with employers and the world of work since lockdown in March and are developing plans to ensure that learners will continue to get a full range of experience to support their classroom learning.

Learners are responding positively to the range of opportunities the UTC provides and are very positive about the range and variety of support they have received in the past and continue to receive.

Learners develop self awareness and self development skills during their time at the UTC. They are given a wide range of opportunities and tools to explore the world of work and different learning pathways and work environments. They are supported to develop career management skills and are empowered to make well informed realistic decisions about their next steps. Interactions between the assessor and the learners evidence that learners successfully develop the skills, knowledge and attitudes to be effective career planners.

It is without reservation that the UTC Reading is revalidated as 'making good progress' towards the revised National Quality in Career Standard award provided by the Licensed Awarding Body Complete- Careers using the Career Mark approach.

Recommendations

In order to maintain and continuously improve the careers education, information, advice and guidance programme at the school and to ensure the Gatsby Benchmarks are met by the end of 2020 the assessor makes the following recommendations. Progress made against these recommendations should be checked through a systematic annual review.

1. By September 2021 identify an appropriate platform for learners to use to record their career learning. Ideally this will be an IT platform and will be able to record career learning from Y10 – Y13 ensuring learners can create, share, review and update records on this platform at least three times a year; for example personal strengths, career action plans and CV's. Review and evaluate the recording of career learning by September 2022.
2. By July 2021 evaluate the Personal Professional Development skills sessions using all key stakeholders including learners. Implement any recommendations from the evaluation from September 2021.
3. Work with the Head of Employment Engagement Strategy at the Activate Learning Trust to monitor and review the Pipeline Programme and develop the Employment Teams initiative so that during the academic year 2020-21 and beyond learners continue to have positive interactions with a range of employers and industry situations.
4. By May 2021 review the use of baseline information from learners and needs analysis systems to implement a more differentiated programme of one to one career guidance interventions across all year groups.
5. By December 2021 review the input in the Career Programme about labour market information (LMI) and ensure it includes local and regional information. The assessor suggests that Information from the Office of National Statistics and the local Learning and Enterprise Partnership can be useful sources of LMI.
6. From January 2021 ensure that the Executive Director of Careers and Destinations has regular support/mentoring from a governor/board member and that the role is supported to access opportunities for wider networking for example via local, regional and national career networks.