

Triage training framework

Overall aim

To implement an effective triage system to ensure students receive relevant, timely and effective careers guidance.

Learning objectives

- To enable participants to understand the benefits of effective careers guidance
- To gain an understanding of the benefits of effective referral system and their role within this.
- To increase awareness of the careers planning services and resources available to students in college.
- To become familiar with the careers guidance referral process
- To have the opportunity to develop one to one interview skills which promotes a student centred service.

Framework

1. Culture

- Working together, whole college approach
- Clarity of roles and process
- Why are we doing this? Careers as a whole organisation priority
- Three tier model
- Recognising everyone is advising in careers in some way, and the responsibility and influence this carries
- Impartiality/benefits of a student-centred approach

2. Quality of referrals

- What is a quality referral? Why/why not refer?
- What is a careers appointment/intervention?
 - Use examples
 - What are the outcomes for the student? i.e. action plan
- What isn't a careers appointment?
 - When to refer elsewhere, including other curriculum areas
- EHCP
- Student feedback & showcase an intervention
- Avoiding stereotyping
- Effective signposting, both internally and externally
- Feedback to curriculum staff
- Helping a student to prepare for a careers appointment
- Helping a student to reflect after a careers appointment
- Flowchart (see attached example from Derby College)

3. Timeliness

- Pre-entry & interview
- Enrolment
 - Impartiality
 - A place for everyone
- 42 days
 - Behaviours
 - Acting early
 - Effective induction
- Annual cycle
 - Progression
 - Early intervention

4. Increasing understanding of the careers team and the work they do

- Professionalism
 - Internal
 - External
 - Myth busting (reflecting on experiences of careers guidance)
- Breadth of skill and support
 - Better use of resources
 - Supporting students to access resources
- LMI – stay up to date
- Awareness of skill level/qualifications of the careers team

5. Building on practical skills

- How to book appointments
- How to record conversations
- 121 skills
 - Coaching
 - Asking the right questions
 - Asking probing questions under the GROW model – Goal, Reality, Options, Will
 - Reflecting after a careers appointment
- Referral process (i.e. Derby flowchart)
- Student progress checks

6. Exchange of skills and knowledge

- Recognising the importance of careers-based content by curriculum staff
- Importance of Industry Days, and feedback from these
- Raising profile of industry experience

7. Impartiality

- Student-centred
 - Examples of different student journeys & role plays
- Understanding impact
- Importance of the use of correct language