

Careers Education, Information, Advice and Guidance Policy

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Careers Education, Information, Advice and Guidance Policy

1. Purpose of policy

This CEIAG (Careers Education Information, Advice, and Guidance) policy provides a structured framework for Craven college to help students develop self-awareness, understand future opportunities, and make informed decisions about their paths in further education, training, and work. This policy ensures all students, at all our sites, receive consistent, high-quality, impartial and relevant careers education, information, advice and guidance, that meet statutory requirements, foster high aspirations, and develop essential skills for success in life and work

- 1.1 Students are at the heart of college, and our strategic plan lays out how we aim to support not just our learners but their families and local communities by bringing careers to life; offering them clear progression journeys into their working life and how we aim to connect with our local community and employers locally and nationally to meet their needs.
- 1.2 The principles of the CEIAG Services are governed by; Careers Guidance for Further Education and Sixth Form Colleges (2018) • The Gatsby Benchmark • The Matrix Standards • Career Development Institute

DFE Careers guidance and access for the education and training providers: Statutory guidance for further education colleges and six form colleges, May 2025 which includes the [Gatsby Benchmarks](#) and Provider Access Legislation.

The Skills for Jobs: Lifelong Learning for Opportunity and growth, January 2021.

Using these guidelines and legal requirements our focus is on each student gaining the skills, knowledge, and behaviours required to navigate their way around an ever-changing labour market.

- 1.3 This policy takes account of the local context and drivers concerning employment opportunities and stresses the importance of basing careers support on both local and national Labour Market Information (LMI). We share this essential information with both students, staff and their parents/carers.
- 1.4 The CEIAG Policy outlines the plans for the continuous development of the CEIAG offer within the College over the next three years, fundamental elements of which include sustained commitment to the Gatsby Benchmarks; constant evaluation of the context of careers in the labour job market and the maintenance of the below external quality standards:
 - The Quality in Careers Standard
 - The Matrix Standards
- 1.5 This policy also underpins the College's commitment to ensuring that students have access to all careers in line with external careers standards and the college's Equality and Diversity policy in that it will raise aspirations; promote equality of opportunity; celebrate diversity and challenge stereotypes for all students – existing and potential students.

2. Scope

This policy applies to all staff, volunteers, agency workers, contractors, governors, and students at all College sites.

- Careers Advisers, curriculum staff and SEND team will attend all Open Events and Taster Days to interact with potential students and their parents or guardians about options.
- Schools Liaison Officer and curriculum staff will attend and facilitate progression activities at feeder schools e.g. School's careers and STEM events, with Careers Advisers supporting when required.
- Information, advice, and guidance will be offered by the Customer Service Team on courses provided and the application process with referrals made to the Careers team when more in- depth support is required e.g. when prospective students are unsure of careers and/or course choices.
- Careers Advisers will be involved in the enrolment process for new students, supporting them with changes to career ideas, with changed plans or with their options if they don't meet the entry requirements for their initial course choice.
- All students with ECHP will annually have a careers guidance interview as part of their plan, delivered by the Careers Team.
- Student Development Officers will offer information and advice as part of the tutorial programme and refer students to Careers Advisers for in-depth careers guidance when required or requested.
- The Work Experience Team will support students gaining work experience.
- A careers guidance interview will be offered to all students during the first few weeks and at risk of leaving College early to support them with exploring options to help them in achieving their career goals.

- A planned and timely Personal Development and Employability tutorial programme will be delivered throughout the year to all students. It is embedded into the curriculum and supported by the Careers Team. It includes guest speakers from local businesses, industry-based projects, links with higher education institutions, online resources and verified employer led recognition of skills.
- The Careers Team will support Progression weeks, Next Step choices and HE Discovery Events with existing students and their families.
- The Careers and Work Experience Teams will support Jobs Fairs, Apprenticeship events and Open events to support potential students.
- Both the Careers and Work Experience Teams will organise and support regular Employer Networking and Forum events.
- One-to-one career guidance is available to all students, prior and potential students. It is available throughout the year and is delivered by Qualified Careers Advisers (level 6 & 7) who all adhere to the Careers Development Institute's Code of Ethics and are in line with the Gatsby Benchmarks.

3. Role and Responsibilities

Senior Management Team	Overall responsibility for this policy
Governors	Designated link governor responsible for reviewing progress on achievement of policy and strategy
Careers & Skills Development Manager	Responsible for ensuring that this and related policies and procedures are developed, monitored and reviewed across the college.
All teaching and support staff	Responsible for using this policy to inspire, challenge and support our learners towards their career goals and aspirations.

- Careers focus and support for our students are a college-wide responsibility. As part of our strategic aim to prepare our learners for their next step and to develop their behaviours and attitudes required by employers, reference to careers and skills will permeate all aspects of college life.
- All the CEIAG work at the College will be overseen by the Careers Manager who will also, in conjunction with the Head of Student Services, the Directors of Curriculum and Quality, and Governors, monitor the implementation of this policy.
- A designated Link Governor for Careers Education will meet termly with the Careers Leader to review progress against the Gatsby Benchmarks, student destination data, and feedback from learners and employers. Governors will be invited to attend careers events and provide strategic support in employer engagement where appropriate.
- Impartial careers guidance delivered by the Careers Team is offered in line with the Careers Development Institute Code of Ethics standard: <https://www.thecdi.net/Code-of-Ethics>
- Student Development Officers and Programme Tutors are responsible for signposting students to the Careers team for one-to-one careers guidance interviews sessions and for inviting the Careers team to deliver workshop sessions with their Employability sessions. They are also responsible for supporting and encouraging learners in their work experience and reinforcing the College's behavioural standards.
- The curriculum staff will be responsible for making careers 'real' by including careers-related work and activities in the curriculum and optimising the Employability session on the timetable. The Employability Tutor will deliver the College-wide Employability programme with support from the Careers team. Curriculum staff will engage with HEIs to support students with their progression into higher education as part of exploring all opportunities and raising students' aspirations. They are responsible for recording all activities on

Promonitor and all feedback on activities as part of the development of the provision of CEIAG.

- The Student Support Services team, including the SEND Team Leader and the Mentors, in their role of supporting the personal and social development of our learners, are also responsible for referring students for careers guidance. The Careers Advisers will support the SEND team with EHCP reviews and preparation for adulthood.

4. Main part of policy

Students can access CEIAG support:

- One-to-one careers guidance interviews are offered in person, via team or by telephone by Careers Advisers who are members of the Careers Development Institute and in line with the CDI Code of Ethics and the Gatsby Benchmarks.
- By either referring themselves such as asking in the Student Advice Hub, messaging, completing an online referral or being referred by staff e.g. Student Development Officers or Programme Tutors, SEND Team etc.
- Through tutorial sessions designed to meet the Gatsby Benchmarks with Student Development Officers that have IAG training and include speakers that are local employers.
- During tutorial sessions with Level 6 qualified Careers Advisers on subjects such as Progression, Higher Education, Practice Interviews, LinkedIn Profiles and AI.
- Through Career Fairs and HE events
- Through the UCAS Application drop-in support sessions during November and December.
- Career education that is embedded into each curriculum area.
- Through attending external events such as Apprenticeship Fairs, UCAS and HE events and subject-specific trips and visits to workplaces
- Through the online Careers Resources Wakelet (link in Appendices)

This support will enable our students to:

- To explore careers that meet their needs and interest including the routes into these careers
- Make the correct course choice or get help moving to an alternative course
- Access a meaningful work experience to develop their employability skills and gain an insight into industries
- Gain the skills to do job search activities and gain employment; where to find jobs including using social media, how to make a CVs, effectively complete an application form and interview skills, being self-employed or starting your own business
- Develop their knowledge of their options after completing their course e.g. further, higher or post graduate study and apprenticeships.
- Gain the skills to create opportunities e.g. networking, work shadowing, gaining working experience and attending event.
- Gain microcredentials in the form of verifiable digital badges that are endorsed by employers.

5. Legislation and Regulatory Compliance

Gatsby Benchmarks	Gatsby Benchmarks Good Career Guidance Gatsby Education
Section 45 of the Education Act 1997	Education Act 1997
Section 37 of the Children and Families Act 2014	Children and Families Act 2014

Education Health Care Plan Skills and Post 16 Education Act 2022	Skills and Post-16 Education Act 2022
Section 72 of the Education and Skills Act 2008	Education and Skills Act 2008
The Department of Education, July 2021: “Baker Clause”	Understanding Your Legal Duty - Amazing Apprenticeships
Provider Access Legislation, January 2023	https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools
Equality Act 2010	https://www.legislation.gov.uk/ukpga/2010/15/contents
Education Act 2002	https://www.legislation.gov.uk/ukpga/2002/32/contents
Keeping Children Safe in Education (KCSIE)	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

6. Monitoring and Review

The CEIAG policy and procedures are audited and reviewed through a range of activities, including:

- Feedback from questions on the students’ survey
- Feedback from one-to-one careers guidance interviews and group work delivered by careers advisers
- Feedback from guest speakers, employer forums & networking events and HEI who attend- internal events
- Feedback from external visits in industry related areas, external events, UCAS events and university visits
- Feedback gathered from student voice/union meetings
- Feedback gathered from the Student Careers Ambassadors
- Annual reviews of performance against targets and the performance of comparable organisations using the Compass tracking tool to measure compliance with the Gatsby Benchmarks
- Analysis of external audit data i.e. Matrix and The Quality in Careers Standard Award review reports addressing emerging themes
- All statistical data and feedback from stakeholders will be used to review the service delivery. This information will also be used annually to develop a Self-Assessment Review, strategic plan and Quality Improvement plan.
- The College will monitor and analyse the destination data of each academic year cohort and will use this information to further enhance and develop the CEIAG service.
- Compliance will be monitored through annual audits and regularly reported to the Governing Body. CEIAG activity will be reviewed, evaluated and reported on an ongoing basis by:
 - Twice a term observation of guidance meetings for each Careers Adviser
 - Peer observations between Careers Advisers
 - Termly Compass reviews through the Careers Enterprise Company
 - Annual Internal Impact Review using the Careers Enterprise Company Maturity Model
 - Peer review with another college using the Careers Enterprise Company Maturity Model
 - Bi-weekly reporting to the Head of Student Services
 - Monthly reporting to SMT
 - Annual reporting to governors and termly reporting to the designated link governor.
 - Annual reporting to Matrix Careers Standard

7. Equality Impact Assessment

An equality impact assessment has not been undertaken at the time of writing but will be completed prior to the policy review in May 2026 to ensure there it does not discriminate against any protected characteristics.

Appendices

1. [Careers Development Institute](#)
2. [The Careers & Enterprise Company | The Careers and Enterprise Company](#)
3. [Craven College - Careers Resources](#)
4. [College's Equality and Diversity Policy](#)
5. [College 2024 matrix report.pdf](#)