

# Careers Education, Information, Advice and Guidance Policy

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## 1. Background and Institutional Context

1.1 As a further education college, Stanmore College commits to adhere to its statutory obligations and follow good practice guidelines when designing the framework of its Careers Education, Information, Advice and Guidance (CEIAG) Policy and delivering the careers strategic action plan. The following publications are therefore key in designing the Policy and its delivery:

- Statutory Guidance - Careers Guidance and Access for Education and Training Providers (May 2025)
- Ofsted Education Inspection Framework EIF (September 2023)
- Gatsby Benchmarks for young people in colleges and independent training providers – Gatsby Foundation (September 2025) (Appendix 1)
- Stanmore College Strategic Plan (2023-2028)
- Ofsted Report (April 2023)
- Matrix Report (June 2025)

This Policy and the internal Strategic Careers Action Plan which is mapped to the Gatsby Benchmarks sets out how the college intends to achieve its strategic objectives so that it provides a fit for purpose CEIAG provision for students to ensure they acquire the knowledge, inspiration and ability to take ownership of their career action plans which will enable them to succeed in their chosen career paths.

1.2 To deliver the careers strategy, Stanmore College will work with a range of external partners including but not limited to:

- National Careers Service
- Careers & Enterprise Company
- Local Authorities
- Further and Higher Education providers
- Apprenticeships Providers
- Employers
- Voluntary organisations
- West London Careers Hub

1.3 Stanmore College recognises the importance of quality standards and codes of practice such as:

- Matrix Quality Standard
- UK Quality Code for HE (QAA)
- Gatsby Benchmarks.

1.4 The Stanmore College CEIAG team is managed by SLT members. CEIAG Activities are reported on and discussed at SLT (Senior Leadership Team) and Curriculum and Quality committee meetings.

1.5 This policy should be read in conjunction with Stanmore College's:

- Strategic Plan 2023-2028
- Equity, Diversity and Inclusion Policy
- Data Protection GDPR policy
- Admissions Policy
- Tutorial Strategy
- SEND Policy

## **2. Scope**

- 2.1 The policy applies to all learners who are considering enrolling at Stanmore College, are enrolled, and for leavers up to two years after leaving.
- 2.2 For learners, well developed CEIAG will help them to develop the knowledge, confidence and skills that they need to make well-informed choices and plans that enable smooth progress into further learning and work.
- 2.3 Careers Education (CE) is also embedded within the wider curriculum. Information Advice and Guidance (IAG) is used to refer specifically to personalised support on learning and work pathways. Effective, personalised IAG - which may be delivered by a very wide range of people within Stanmore College and externally - enhances and complements careers education.
- 2.4 Work Experience and work related aspects of the curriculum are critical elements of CEIAG and aim to ensure that learners are able to access work experience opportunities that are relevant to their studies, increasing their chances of high achievement and suitable future employment.
- 2.5 CEIAG at Stanmore College is delivered in partnership by the careers team, the wider student services, curriculum teams, marketing, admissions and relevant external organisations.

## **3. Intent**

- 3.1 The policy is designed to ensure that Stanmore College fulfils its strategic objectives around the delivery of CEIAG.
- 3.2 Effective CEIAG will aim to tackle low aspirations and challenge the stereotypes that can sometimes constrain learners' choices and their ambitions for the future. CEIAG can help develop high aspirations by challenging negative stereotypes and promoting equality of opportunities in line with Stanmore's policies.
- 3.3 The CEIAG will respect clients as individuals and ensure that all clients are able to access the full range of services regardless of age, gender, disability, race, faith, sexual orientation or socio-economic status.
- 3.4 The policy recognises the importance of parents and carers as an influencing factor in the learners' decision making and is therefore designed to offer CEIAG to parents and carers using a variety of methods.
- 3.5 Whilst recognising and attempting to address the needs of learners as individuals, the policy is designed to have an overview of the careers provision across curriculum areas and levels, ensuring that appropriate CEIAG is offered in a timely manner across college.
- 3.6 The responsibilities of the centrally provided CEIAG team is to:
  - Provide IAG service appropriate to all potential and current learners of Stanmore College,

and leavers within two years of leaving.

- Use data from internal and external sources to ensure learners are targeted with appropriate CEIAG with the Equity, Diversity and Inclusion Policy in mind.
- Use a variety of feedback, self-assessment tools and data, including destination data, to measure impact, review, evaluate and amend the Strategic Careers Action Plan on an ongoing basis.
- Provide access to a one-to-one careers personal guidance meeting from a level 6 (minimum) qualified impartial careers adviser.
- Provide one-to-one IAG drop-in advisory service open to all learners of Stanmore College.
- Provide impartial support for learners around their progression, which may lead to internal progression if appropriate for that learner.
- Provide job search assistance to learners to find full and part time work linked to Labour Market Information / Intelligence.
- Provide skills development workshops to support students in the acquisition of generic career management and employability skills.
- Support progression to positive destinations such as apprenticeships, full time or part time work, supported internships and higher education.
- Communicate IAG with colleagues and parents and carers of students using whatever communication means as appropriate.

3.7 The responsibilities of the curriculum areas and progress coaches are to:

- Integrate into the curriculum, opportunities for the development of transferable and employment related skills.
- Deliver employability and careers related tutorial sessions.
- Ensure that opportunities to develop the full range of 'functional skills' are included in the curriculum.
- Provide opportunities for students to identify and explore career options common to that subject area, linked to Labour Market Information / Intelligence.
- Encourage the effective use of the work-placement to develop subject specific and transferable skills.
- Liaise with the careers team to refer students where targeted CEIAG is required

3.8 The responsibilities of the work placement team is to:

- Support the students in finding meaningful work placements for the students for whom it is part of their study programme.
- Support the students around the application process, interviews, expectations of the employers and how to fill in the work placement log.
- Organise employer talks and workshops.
- Coordinate feedback from the employers and students. They should be guided in reflecting on the placement and evaluate their learning from the experience in order to take this forward to future work related experiences.

### 3.9 The responsibilities of the Learning Support staff are to:

- Liaise with the careers team in order to refer EHCP learners for one-to-one careers personal guidance meetings in advance of their Annual Reviews.
- Review EHCP students' careers action plans with the students' parents and carers to ensure they are engaged and supportive of the plans during the Annual Review and on an ongoing basis to ensure a comprehensive progression plan with the curriculum team if appropriate.
- Work with the careers team to ensure information is shared in relation to resources/opportunities and referrals to external bodies where appropriate.
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### 3.10 The responsibilities of Admissions are to:

- ensure all prospective students are given appropriate IAG in relation to the courses we offer, and that learners are enrolled on an appropriate course in light of their examination results and careers plans and that impartial guidance is provided where learners' first choice of course may not be appropriate.

### 3.11 The responsibilities of the Marketing team are to:

- ensure that all course information on our website and in our prospectus is accurate, up-to-date, and easy to understand, and includes key IAG elements such as entry requirements, study pathways, career progression routes, and qualification levels.
- Promote IAG through a wide range of methods and accessible formats including livechat, social media platforms, school visits, open days, taster days
- Adapt marketing campaigns to support different learner groups such as adult learners, ESOL students and those returning to education.
- Collect feedback from stakeholders via a variety of methods in order to monitor how learners engage with IAG content and identify areas for improvement

## 4. Entitlement

Stanmore College offers a stable and structured Careers programme which is evaluated as part of college's provision. Appendix 2 show Stanmore College's summary careers programme.

As part of the CEIAG service it is the policy of Stanmore College that all students will be entitled to the following:

#### 4.1 Pre Entry:

- Stanmore College staff will visit local schools and careers related events to provide impartial IAG which enables applicants and their parents and carers to make informed choices.
- Applicants will have a fair and transparent selection procedure based on objective criteria and will be offered the opportunity to speak to an adviser to discuss their course options.
- Information on financial support, including bursaries and free college meals, will be offered as required. Additionally, information on support for learners with any needs will be given.

#### 4.2 On Course:

- An induction programme which includes an introduction to CEIAG services provided by careers staff.
- Regular feedback, from progress coaches, on academic progress and the opportunity to discuss progression via the ILP process.
- Access to professional, impartial Careers IAG provided by Stanmore College careers staff.
- Access to a well-resourced, up-to-date Careers Library and resources (online and physical).
- Provision of labour market information (and future labour markets) to support decision making, for example the Careerometer, prospectuses and course information sheets.
- Participation in publicised progression activities organised by Stanmore College.
- IAG about the range of opportunities available within Higher Education, work and training, including apprenticeship programmes and other work based progression routes.
- Participation in HE activities, such as UCAS support.
- Opportunity to participate in work related learning including work experience, enterprise education, workplace visits, mentoring, careers talks from employers, on-line resources and websites and curricular projects based on real work situations.

#### 4.3 On Completion of Courses:

- Access to impartial IAG support in the case of early departure from courses, and referral to external support provisions as appropriate.
- Access to individual ongoing support for two years by the careers staff. Support to include higher education applications and career development.

4.4 Personal Careers Guidance offered at Stanmore College will consist of the following:

- **Information:** information is data and basic factual information conveyed through different media (either printed or via ICT/on line) on course opportunities, occupation or support service.
- **Advice:** advice involves helping a learner to understand and interpret how information provided might relate to his/her personal situation. Advice helps learners to understand their abilities and targets and may involve suggestions or options on how to go about a given course of action.

**Guidance:** guidance aims to support learners to better understand their needs, to confront barriers and to make informed and appropriate choices.

**Referral:** guidance may involve advocacy on behalf of some learners and referral for specialist guidance and support.

## 5. Confidentiality

- 5.1 Information entrusted to staff will be treated as confidential, in line with Stanmore College GDPR Policy and will not be used for purposes other than those for which it was gathered, without the express consent of the client. Randomised or statistical information, which does not identify an individual directly and which cannot reasonably be used to determine identity, is not confidential.

Safeguarding issues override the confidentiality/GDPR requirements of this policy.

- 5.2 The Service has many links, internally within the institute and externally with other organisations. During the course of the CEIAG process, other sources of help may be identified. Referral is always made with the client's consent and within the limits of client confidentiality.

## 6. Quality Monitoring

- 6.1 Stanmore College is committed to continuous improvement and supports the philosophy that learners and customers are central to our organisation. Stanmore College services are customer focused, both internally and externally.

All services and curriculum areas are subject to Stanmore College quality assurance procedures. Student services teams are also subject to the Matrix Standards and the Gatsby Benchmarks, and a Compass self evaluation is carried out once a term.

- 6.2 Regular feedback from learners and internal and external customers is sought both informally and via:

- Student satisfaction surveys
- Student Parliament meetings
- Employer feedback
- Feedback given after all careers activities
- Destination data



- 6.3 IAG services are developed according to Stanmore College self-assessment review processes and development cycles.
- 6.4 Services are subject to the Stanmore College formal complaints procedure.
- 6.5 Data is collected, where available, on employment or education destinations of students leaving Stanmore College courses. This is used to review the effectiveness of services provided.
- 6.6 Regular review and evaluation of the Stanmore College support services will be informed by their impact on the learner experience, staff skills, resources and assessment of service performance against service standards.

## **7. Staff**

- 7.1 Stanmore College has a Careers Link Governor, Careers Leader and level 6 (minimum) Careers Adviser whose responsibilities, along with SLT, are to oversee the design, management and delivery of a high quality and stable careers programme which strives to meet the expectations of the guidance listed in 1.1 and the needs of the learners with regard to local and national LMI.
- 7.2 Stanmore College recognises that members of staff involved in the provision of CEIAG, including academic staff, must have the skills, knowledge and understanding appropriate to the roles they are undertaking.
- 7.3 Opportunities for continuing professional development, whether organised internally or externally, will be made available for all staff involved in CEIAG.

## Appendix 1 – Gatsby Benchmarks

	<b>Gatsby Benchmarks – Aims</b>	<b>Summary</b>
1.	A stable careers programme	Every provider should have an embedded programme or careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.
2.	Learning from career and labour market information (LMI)	All learners, parents and carers, subject staff and other staff who support learners should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.
3.	Addressing the needs of each student	Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.
4.	Linking curriculum learning to careers	As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.
5.	Encounters with employers and employees	Every learner 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, and could include learners' own part-time employment where it exists.
6.	Experience of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
7.	Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers, universities and in the workplace.
8.	Personal guidance	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme

## Appendix 2 – Careers Programme

### STANMORE COLLEGE CAREERS PROGRAMME

General Advice and Guidance	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Gatsby Benchmarks
IAG during enrolment	●	●	●										2, 3, 8
Induction for the year ahead and considering progression (uni, apprenticeships, alternatives)		●	●										2, 3, 7
IAG support for parents and how they can support the learners		●	●	●	●	●	●	●	●	●	●		2, 7, 8
IAG during open evening			●			●		●			●		2, 3, 8
Progression tutorials (further education, uni, apprenticeships, work alternatives)		●	●					●		●			2, 3
Access to careers resources via study space, Learning Resource Centre	●	●	●	●	●	●	●	●	●	●	●	●	2, 4
Notification of career related opportunities		●	●	●	●	●	●	●	●	●	●		2, 3, 5, 7
National Careers Week								●					2, 3, 4
Feedback, review and evaluation of Careers Programme	●	●										●	1

Personal Guidance	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Gatsby Benchmarks
One to one information advice and guidance meeting available from Level 6 qualified careers adviser		●	●	●	●	●	●	●	●	●	●		2, 3, 8
Targeted one to one information advice and guidance for learners as required		●	●	●	●	●	●	●	●	●	●		2, 3, 8

Employability	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Gatsby Benchmarks
Work Experience tutorials		●											2, 4, 6
Work placement support		●	●	●	●	●	●	●	●	●	●		3, 5, 6
Careers Fair, including local and national employers									●				2, 5, 7
Employer, training provider talks		●	●	●	●	●	●	●	●	●	●		5
Employability and enterprise – interview skills										●			4
CV review		●	●	●	●	●	●	●	●	●	●		3

Higher Education Support	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Gatsby Benchmarks
UCAS application guidance	●	●	●	●	●	●					●		2, 3, 7
Information webinar for parents/carers covering UCAS application process and student finance		●								●			2, 7
UCAS Personal statement review		●	●	●									3, 4, 8
Personal statement workshop delivered by universities		●	●										3, 4, 7
Student finance support							●	●					3, 7
Careers Fair, including universities									●				2, 5, 7
UCAS Clearing Guidance	●	●										●	2, 3, 7, 8
Notification of current opportunities for <u>uni</u> experiences/workshops		●	●	●	●	●	●	●	●	●	●		

Apprenticeship support and alternatives to Uni	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Gatsby Benchmarks
Careers Fair, including apprenticeship employers and training providers									●				2, 5, 7
IAG support for learners not going to <u>uni</u>		●	●	●	●	●	●	●	●	●	●		2, 3, 8
Notification of current apprenticeship opportunities		●	●	●	●	●	●	●	●	●	●		2, 3, 5, 7
Progression tutorials apprenticeships, work alternatives		●	●					●		●			2, 3
National Apprenticeship week							●						2, 5