



## Careers Education, Information, Advice & Guidance (CEIAG) Policy

### 1. Policy Statement

South Thames College Group is committed to offering all students and prospective students (applicants) an effective and impartial programme of Careers Education, Information, Advice and Guidance (CEIAG). Our aim is to support students in making choices which will suit their interests and abilities, sustain their personal and employability development over time and enhance their life chances. We want our students to be well-equipped for the real world so that they leave us with the attitudes and knowledge that will assure their future success. We will make this happen by providing excellent, up to date information, advice and guidance to support every decision.

The purpose of this policy is to ensure that there is a consistent approach to CEIAG across the South Thames Colleges Group, with all students having equal access to the same high quality, impartial advice, and guidance from appropriately qualified staff.

The Group CEIAG provision is informed by the statutory [DFE Careers Strategy](#) and '[Good Careers Guidance](#)'.

Along with these statutory requirements it underpins the Group commitment to provide:

- CEIAG that actively supports the development of capable people, able to adapt and progress by improving the skills needed in work.
- Equal access for all students including those with special educational needs (SEND) and other disadvantaged students to high quality CEIAG, to break down any barriers to opportunity at all stages of their learner journey.
- Systems that secure the early identification of disadvantaged learners to ensure they receive timely and tailored CEIAG support.
- An environment where students are encouraged to make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into sustained employment and further study.
- Structured and ambitious learning to secure the successful attainment of meaningful qualifications.
- Opportunities to capture the views of learners, parents, carers and staff on Inclusion to support the continuous improvement of CEIAG.
- Sustain a line of sight on employment and its requisite skills across a broad range of vocations aligned to improving national productivity.

### 2. Planned outcomes

- i. All students have access to timely high-quality careers information, education, advice and guidance that effectively prepares them for their future success in education, employment or training including:
  - a. Access to impartial, unbiased information about potential next steps.

Policy Title: CEIAG Policy	Staff Member Responsible: Director Student Services
	Approval Date: November 2025

- b. Meaningful encounters with HE educational providers and opportunities to have direct access to other providers of further education training, technical training and apprenticeships (Baker Clause).
  - c. The opportunity to have a guidance interview with a career’s adviser whenever significant study or career choices are being made.
  - d. Local and national links provide learners with meaningful encounters with employers and employees and opportunities to gain experiences of the workplace.
  - e. Adopting an inclusive and trauma informed approach to special educational needs and disabilities (SEND) and other disadvantaged students such as:
    - o Students eligible for free school meals
    - o Others from low-income families (bursary)
    - o Learners and apprentices who face other barriers to their learning and/or well-being, including those who were previously not in employment, education or training (NEET)
    - o Learners in Social Care (CLA) and Care Leavers
    - o Students who are known to the Youth Justice System
    - o Students who have not achieved level 2 English and Maths
- ii. Curriculum programmes that support the Local and National skills improvement plans.
  - iii. A CEIAG programme that informs and prepares students to understand all opportunities in terms of skills shortages locally, regionally, and nationally (Local Market Intelligence).
  - iv. Vulnerable and disadvantaged students including students with special educational needs or disabilities (SEND) have access to a tailored careers information, education, advice and guidance programme that effectively prepares them for future success in education, employment or training.
  - v. A CEIAG programme that is informed by the views of students, parents and or carers, employers and staff to support the continuous improvement of CEIAG Group services.

**3. Careers Education include:**

- Visits to employers and Universities.
- Social Action Projects (SAP), Work Related Learning (WRL) and Work experience (WEX).
- CV building workshops / KUDOS (XELLO from January 2026).
- Engagement activities such as open days, HE Fairs, Employability Weeks, Apprenticeship week.
- Talks from speakers, such as employers and training providers.
- Progression & enrichment activities/ seminars – Such as UCAS, Apprenticeships, Student Finance England, not going to Uni, application and interview skills, life skills workshops, and self-employment.

**4. Careers Information, Advice and Guidance include:**

- Pre-entry course information and advice on post 16 pathways through open events and extensive school liaison activity through the Schools Partnership Offer.
- On course and progression including 1:1 Careers Guidance interviews and drop-in service, Gold Application, IAG support on Financial, Wellbeing, Safeguarding available within Student Services.

Policy Title: CEIAG Policy	Staff Member Responsible: Director Student Services
	Approval Date: November 2025

## 5. Objectives

### 5.1 Objectives for Students (prospective, current, and former)

- To make students and potential students fully aware of their entitlement to up-to-date, impartial and accessible CEIAG, to be available at all stages of their progression, from initial application through to completion of their courses and for an appropriate time after leaving the Group.
- To promote belonging and equality, optimism, aspirations, challenge stereotypes, and encourage all students to consider a wide range of careers.
- To encourage self-development through a supported self-assessment of strengths, limitations, aspirations, values, needs and potential.
- To encourage the use of information sources to explore, research and evaluate opportunities in apprenticeships, technical pathways, employment, higher education, further education and training schemes, gap year activities, internships, work experience and volunteering.
- To encourage development of employability skills/competencies, a broad understanding of the world of work and an ability to respond to changing opportunities.
- To have meaningful encounters with HE educational providers and opportunities to have direct access to other providers of further education training, technical training and apprenticeships (Baker Clause).
- Inform and prepare students to understand the opportunities in terms of skills shortages locally, regionally, and nationally.
- To enable students to take advantage of work-related experiences, placements, social action projects, employer engagements and the wider enrichment offer.
- To provide opportunities to capture student views to inform and improve the Group CEIAG offer.
- To help students/prospective students to establish criteria for their career choices and to assist them at transition stages through research, application, CV writing and interview support.
- To refer students to specialist support available in college and externally to ensure they receive expert, realistic and unbiased support.
- To work in support of all students in their efforts to secure a viable, secure post-college destination appropriate to their aims, programme of study and personal circumstances.

### 5.2 Objectives for Staff

- To ensure that students, parents are offered appropriate and impartial information, advice and guidance.
- To ensure a trauma informed approach is taken when working with students.
- To ensure that careers information and advice is available to individual students within one week of a request for such support. Information and advice to be provided by Student Services, Academic Tutors, Personal Tutors and Career teams located at each college.
- To ensure that more in-depth careers guidance is available to individual students within one week of a request for such support. Guidance to be provided by appropriately trained members of the Careers team.
- To develop, on behalf of students, effective working relationships with other relevant stakeholders, including partner schools, HE institutions, other local colleges, training providers and employers.
- To ensure parents/carers are well informed about the support and IAG services offered by the College.
- To provide information to parents/carers of prospective students to enable them to support their daughter/son with decisions on post-16 institutions and course choices including apprenticeships and technical qualifications.
- To inform parents/carers of current students of all forthcoming events and activities relating to the students' progression journey e.g., presentations, apprenticeship/employment and HE fairs, UCAS application processes, student finance and Gold Application process.
- Inform and prepare students to understand areas of opportunity in terms of skills shortages locally, regionally, and nationally.

Policy Title: CEIAG Policy	Staff Member Responsible: Director Student Services
	Approval Date: November 2025

- To ensure that IAG services offered by Student Servicers including wellbeing and financial support are signposted and promoted.
- Support all students to refer into the available specialist services when the need arises by completing the wellbeing referral form.
- To ensure career learning is embedded into curriculum delivered by teachers via their subjects, Academic Tutorial for students on Study Programmes, and through a programme of careers education activities.
- To seek students, parents/carers' feedback on relevant activities and events and to consider these responses carefully in the development of future provision.
- To work with employers so that students learn from them about work, employment and the skills needed in the workplace.

## 6. Roles and Responsibilities

### 6.1 Students

- To be actively involved in and take ownership for their progression planning and career development.
- To attend punctually all planned Academic and Pastoral tutorial, careers education and guidance activities.
- To work co-operatively with staff and fellow learners, respecting the views of others and the principles of Equality and Diversity and Inclusion.

### 6.2 Senior Leadership Team will be responsible for ensuring:

- The appointment of a STCG (South Thames Colleges Group) Careers Leader- Director Student Services.
- The appointment of a 'link' governor to work with the Careers Lead on evaluation and development of the careers programme and provision.
- An appropriate and timely response to recommendations from the Careers Lead.
- The provision of impartial careers guidance and IAG services with equal access for students when career decisions are made.
- Students (including prospective) are offered information on the full range of education and training options, including apprenticeships (PAL).
- That all staff are aware of this Policy and the accompanying strategy for development of the Groups CEIAG offer.
- That the Group CPD programme provides equal opportunities for staff to develop their CEIAG skills, including adopting a trauma informed approach.
- The Group careers programme is embedded into curriculum planning and reviewed through local College CMT meetings.
- Sufficient, qualified, and experienced staff and up-to-date resources for delivery of CEIAG.
- CEIAG promotes equity and belonging and wide-ranging opportunities for students including a tailored provision for SEND and other disadvantaged students as part of the Group Inclusion Strategy.
- CEIAG and related student participation and outcomes are monitored and reported at Group and college level and contribute to the Groups effectiveness and improvement and the achievement of the related Key Performance Indicators.

### 6.3 The Careers Leader will be responsible for:

- Devising a high quality, stable careers programme and Group compass audit across the Group which meets the expectations of the latest government guidance and the 'Gatsby Benchmarks'.

Policy Title: CEIAG Policy	Staff Member Responsible: Director Student Services
	Approval Date: November 2025

- Ensuring that the Group careers programme is reviewed through College ALT (Academic Leadership Team), Academic Services leadership team (ASLT) and Group Leadership team meetings and with the Link Governor.
- Developing a strategy for the ongoing development of this programme.
- Ensuring that the Careers Strategy and named Careers Leader is published on the Groups website.
- Working with the Executive Director for Skills and Inclusion, Director of MIS, the Academic Leadership and Group Leadership team to ensure that progression and destination information for all students is recorded so that destinations can be tracked, and information used to improve the effectiveness of the CEIAG offer.
- The self-assessment the of the Group Careers Programme and subsequent measures to ensure improved relevance and effectiveness for students.
- Work with College Principals, relevant Directors, Service Heads and Careers Advisors with external partners, such as South London Careers Hub, South London Partnership, Careers and enterprise company (CEC), employers, partner schools, other learning & training providers, support networks, engagement agencies etc. to support delivery and enhancement of the careers service.
- Maintain our Matrix re-accreditation standard and quality-mark.

#### **6.4 The College Head of School will be responsible for:**

- Supporting the delivery of the careers programme within their area of responsibility.
- Ensuring that staff, students, and potential students are aware of their entitlement to up-to-date, impartial, accessible CEIAG.
- Ensuring the development of student employability skills/competencies through effective programme / course design to secure internal and post-college progression.
- Working with the Employability team to ensure students undertake work experiences/placements/insights as appropriate.
- Promoting all forthcoming events and activities relating to the students’ progression journey in team meetings to promote student engagement e.g., presentations, apprenticeship/employment and HE fairs, UCAS application processes, student finance, College ‘progress’ and ‘progression’ weeks, Employability weeks etc.
- To ensure career learning is embedded into curriculum delivered by teachers via their subjects and through a programme of careers education activities.
- To ensure the successful delivery of Careers Education through the Academic Tutorial for Study Programmes.
- Using relevant destinations / internal progression reports to identify any additional CEIAG (Careers, Education, Information & Advice and Guidance) interventions.

#### **7. Resources**

**The Careers Lead, Heads of Digital Engagement Services Heads of Services and the Careers Adviser Team have the following responsibilities regarding resources:**

- The Group will ensure that advice and guidance are informed by up-to-date labour market information, for example, local and regional employment trends, job vacancies, graduate employment trends, apprenticeship developments (at all levels), HE courses vacancies etc.
- Working with the Heads of Digital; Engagement Services, ensure that comprehensive, up-to-date online recourses are available to students through My College Zone and the Learning Resource Centres located at each College.
- Ensure the on-line information available to students is up-to-date and well promoted.
- To ensure that relevant resources are shared with other student-facing staff to support their own delivery of IAG (Information, Advice and Guidance) e.g., the school’s liaison team, admissions staff, and the applicant interviewing team, subject teachers, employability team etc.

Policy Title: CEIAG Policy	Staff Member Responsible: Director Student Services
	Approval Date: November 2025

- To ensure that all students have regular opportunities (including by self-referral) for individual careers guidance and action planning.
- To ensure the monies allocated for careers work are properly allocated in the interests of students and the objectives of the service.

## 8. Procedures

- Students are to be informed of the facilities and support available to them through the on-boarding process, Induction and on-programme.
- Students who require a careers guidance interview and or IAG services (e.g. wellbeing) can self-refer or be referred by any member of staff. Follow up appointments may also be offered where appropriate.

**Prospective students** may benefit from a **career’s guidance interview** during enrolment, if they:

- are uncertain of their course choice.
- do not meet the entry criteria of the course.
- have previously attempted to study the course.

**On programme students** including Apprenticeships may benefit from a **career’s guidance interview**, if they:

- Need support with planning their career path.
- Are disadvantaged and or vulnerable e.g. In Care, SEND, High Needs Funded.
- Are considering changing course during the Swap Don’t Drop period or before their course ends.
- Are coming towards the end of their programme.
- Need help with applying to university or another college/ training provider.
- Would like support with job search activities and LMI information.
- Are at risk of not progressing on their chosen programme.

- All current and prospective students may access careers resources at each college site.
- Current, prospective students or clients are provided with a written summary of their guidance.
- Clear steps and action points are given in order that they feel ready and confident to move forwards on their learning or career journey.
- College and partner organisations staff receive information about the Student Services / Employability offer during their induction and are aware that they may contact.
- The Careers and Employability Hub – a central repository for on-line resources available to all students, promoted via Academic Tutorial and Careers Service.

## 9. Assessment, Review and Evaluation

The service has robust quality assurance systems and is evaluated by:

- Reviews of the delivery of CEIAG against the key principles via IQAR / Learning Walks.
- Student surveys and other feedback.
- Maintaining Matrix accreditation.
- Careers and Enterprise Company Compass Tool
- College Self-Assessment review processes.

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