




Careers Information Advice and Guidance Policy

2025/26

Academic Year

SLT Owner	Angela Tombs
Department Area	Student Support Services
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	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	1 of 19
		Version	1

Careers Education, Information, Advice and Guidance Policy

1. Policy Statement

Sandwell College is committed to providing high quality, careers education, information, advice and guidance, which raises aspirations and helps learners plan and manage their progression through learning and work. This policy responds to the college's duties, Information Advice and Guidance (IAG) quality standards, and the Education Inspection Framework (Ofsted).

The provision of careers education, information, advice and guidance (CEIAG) at Sandwell College follows guidance "Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges" (DfE January 2025) which incorporates activities delivered under the eight Gatsby Benchmarks (updated 2024)

CEIAG is delivered alongside the student Personal Development Programme and careers activities delivered through the curriculum

The Careers Policy supports the achievement of the wider 5 Strategic Pillars:


- Always Ambitious for our Learners
- Future Focused Careers and Skills
- Powerful Partnerships
- Empower our People
- Financial Resilience and Sustainable Colleges

This Policy should be read in conjunction with the Careers Programme for 2025-26

2. Entitlement Statement

All Sandwell College learners are entitled to careers education, information, advice and guidance (CEIAG) which meets professional standards of practice and which is person centred, impartial and confidential. It will be integrated into learners' experience of the whole curriculum and be based on a partnership with learners, and where applicable, with their parents and carers. Students are entitled to access personal guidance from appropriately qualified (Level 6) Careers Advisers. The Careers Programme will raise aspirations, challenge stereotyping and promote equality and diversity.

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	2 of 19
		Version	1


3. Policy context

There is an expectation that colleges will be working to achieve the Gatsby Benchmarks for good career guidance (updated 2024). Having achieved Quality in Careers Standard, the college will continue to plan, monitor and deliver CEIAG which meets the requirements to maintain the Standard.

- 3.1** All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives.
- 3.2** The Careers Programme aims are outlined in Appendix C. Key activities are mapped to the Careers Programme aims, and careers frameworks including the Career Development Institute (CDI) Framework and Gatsby Benchmarks.
- 3.3** CEIAG is designed to meet the needs of the learners at this college and those who are considering enrolling here. It is differentiated and personalised to ensure progression, through activities that are appropriate to the learners' stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. CEIAG is delivered alongside opportunities for students to gain work experience.
- 3.4** The key principles upon which this policy is based are that CEIAG:
- Is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience;
 - Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background;
 - Is transparent, impartial and provides opportunities for confidentiality;
 - Is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners;
 - Contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop career management skills.
 - Provides comprehensive information and advice
 - Ensures that feedback is sought from learners and college staff, and where appropriate, parents/carers, employers and other external partners. Feedback is used to review the Careers Policy and Careers Strategy and develop and improve the Careers Programme.
 - Is informed by student destinations.
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- 3.5** The Careers Programme is designed to raise aspirations and challenge misconceptions and stereotypes. Careers education is delivered through a variety of approaches to suit a range of learner needs and learning styles including: Careers topics delivered through the Tutorial Programme, planned activities delivered through curriculum areas and careers related modules on vocational courses. This is supported by lessons, presentations activities and events planned through the Careers Team.

Staff and students access to online careers resources and guides developed and maintained by the Careers Team through Careers SharePoint Pages. Resources including careers information, guides, lesson plans, and presentations are supported by access to the Unifrog Careers platform.

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

 The Sandwell Colleges	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	3 of 19
		Version	1

3.6 Careers and work-related learning activities include:

- Lessons and talks on topics linked to progression (such as UCAS) and job search activities (such as interview skills and looking for work)
- Planned visits to employers and universities
- Talks from speakers, such as employers, university staff and training providers
- A range of college based and off-site activities such as the annual HE/ Careers Fairs, trips, and workshops.
- Opportunities to participate in volunteering activities and enterprise activities within and outside of the college.
- Opportunities to undertake work experience placements and online work-related activities

3.7 Careers information, advice and guidance include:

- Pre-entry course information and advice on post 16 pathways for potential applicants and parents/carers available through the college website, during open days and enrolment and by appointment with Careers Advisers
- On course and progression information, advice and guidance
- Individual advice, guidance and support with areas including HE choices, UCAS applications, finding jobs, apprenticeships and other opportunities, CV's and application forms, student finance.


3.8 Careers resources aim to promote equality and challenge discrimination.

A wide variety of resources are made available to students which suit different learning styles.

Resources include:

- Careers software which is available to all students, parents/carers and tutors to support raising self-awareness, career exploration, career planning and goal setting, understanding careers and labour market information (LMI).
- Books, prospectuses and other reference materials
- Access to online careers information, presentations, opportunities for self-directed learning and career related courses available through Unifrog and the Careers SharePoint page/App.
- Guides covering looking for employment and apprenticeships and all aspects of application to university.
- Resources for tutors/ other support staff available through the staff SharePoint including guides, presentations and lessons linked to Careers programme aims, Gatsby Benchmarks and tutorial programme themes.

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	4 of 19
		Version	1

4. Roles and Responsibilities

4.1 Learners

- To be actively involved in and take ownership of their progression planning and career development;
- To attend punctually all planned tutorials, careers education and guidance activities;
- To register on the Unifrog careers platform and use this to research careers and different pathways, plan and record work experience and enrichment activities;
- To work co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity.


4.2 College Management Team is responsible for ensuring that:

- The Careers Policy and Careers Strategy and Careers Programme links to college strategic objectives and is reviewed and approved at SLT level annually
- The Director of Student Services, is responsible for ensuring
 - the careers policy and programme are evaluated and reviewed annually
 - relevant staff and governors are aware of this policy;
 - there are sufficient qualified, experienced staff and up to date resources;
 - all staff have access to training, support and resources which are appropriate to their role;
 - management of a budget for Careers within the overall Student Services budget
 - the Careers Team and other relevant staff are supported to provide a high quality IAG service;
 - the planning and implementation of CEIAG activities supports achievement of Gatsby Benchmarks and quality standards including the Matrix standard and Quality in Careers Standard

4.3 The member of staff responsible for the coordination of CEIAG (Careers Co-ordinator) is responsible for:

- Coordinating CEIAG activities which are planned, developed and delivered by professionals from within and external to the college
- Developing the Careers Strategy, Careers Policy and Careers programme (supported by the Director of Student Services)
- Supporting curriculum areas to develop a planned Careers Programme for their area which meets Gatsby Benchmarks and wider Careers Programme aims
- Ensuring that careers information resources are up to date and relevant.
- Ensuring that CEIAG services are promoted effectively and appropriately within and externally to the college.
- Overseeing the development and implementation of systems to record careers guidance activities within the college
- Ensuring Specialist CEIAG staff, teaching staff and other support staff are informed about careers resources and IAG services for students
- Compiling reports on careers related activities, in particular those delivered by the Careers Team

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	5 of 19
		Version	1

4.4 Specialist CEIAG staff are responsible for:

- Providing training for the college staff on use of careers resources including the Careers SharePoint pages and Unifrog careers package, UCAS and other topics on request;
- Linking with curriculum areas to plan and develop suitable careers education activities for learners;
- Delivery of 1:1 IAG sessions for learners and potential learners;
- Delivery of CEIAG topics through tutorials or curriculum learning to groups of learners;
- Developing resources and lessons that students and tutors can access through SharePoint to support delivery of careers education through the curriculum;
- Updating and maintaining Careers pages on the staff and student SharePoint pages;
- Recording careers related activities using Unifrog;
- Managing the UCAS process for all staff and learners (as UCAS Coordinators);
- Maintaining knowledge and skills through attending or participating in training relevant to the role.


4.5 Curriculum Managers/ Leads/ Heads of Curriculum working alongside the Careers Coordinator and specialist CEIAG staff are responsible for:

- Preparing a Curriculum Intent document for their curriculum area for learners at all levels which is mapped to and supports the achievement of Gatsby Benchmarks and wider Careers Programme aims;
- Ensuring careers related “Interactions” (1:1 meetings, lessons, workshops, talks, visits, etc.) linked to Gatsby Benchmarks are recorded by curriculum staff within their area using the Unifrog package (and where appropriate Promonitor);
- Monitoring the delivery of careers activities within their career area.

4.6 Curriculum staff work with support staff through their roles as tutors, and are responsible for:

- Providing sufficient course information and advice to enable prospective learners to make suitable choices pre-entry and during induction activities;
- Ensuring that learners are aware of specialist services, maintaining effective working links and making referrals for pre-entry, on course and progression careers guidance when required;
- Ensuring that students are aware of the careers programme;
- Ensuring that learners are aware of careers resources, careers events and activities;
- Ensuring that there is a combination of careers education, information, advice and guidance opportunities offered which are appropriate to their learners’ needs;
- Delivering careers related lessons/ presentations through tutorial programmes, careers related modules on vocational courses and/or stand-alone careers related qualifications/programmes.
- Supporting students to take appropriate steps to undertake work experience placements and/or online work-related activities.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.
- Recording careers related “Interactions” (1:1 meetings, lessons, workshops, talks, visits, etc.) linked to Gatsby Benchmarks using the Unifrog package

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	6 of 19
		Version	1

4.7 Work Experience staff are responsible for:

- Linking with curriculum areas to provide full time 16-18 learners with support and guidance to ensure quality work experience is provided and it is relevant to their programme of study.
- Tutorial visits to curriculum areas explaining procedures and the learners' responsibilities.
- Introducing the "Placements" tool on Unifrog to students and supporting learners to use the Placements tool to plan, record and reflect on work placements.
- Providing a safe environment for learners on placements through checks on insurance details and site visits for high-risk areas.
- Regular monitoring of the progress each curriculum area team is making and producing reports.
- Facilitating access to virtual work experience opportunities
- Maintaining work experience information on the student and staff SharePoint Hub

5. Information, Advice and Personal Guidance

5.1 Learners are informed about support available through the Careers Team, Tutors and/or other support staff during their induction. Further information about the support available can be found on the College website in prospectuses and Careers page on the student SharePoint Hub

5.2 Independent specialist careers advice is offered to students with Special educational needs and disabilities (SEND) through a Connexions Personal Adviser who holds a Level 6 Guidance Qualification and is experienced in working with students with SEND. Services provided by Sandwell Connexions are set out in a Service Level Agreement which is reviewed annually.

5.3 The specialist Careers Team provides individual interviews with qualified and experienced advisers by request or through drop-in sessions. Learners and potential learners who require an impartial and confidential careers guidance interview (personal guidance) can self-refer or be referred by any member of staff at the college at any point in their learner journey.


5.4 A potential learner may benefit from careers guidance, for example, if they

- are uncertain of course choice
- do not have the minimum grades for the course chosen
- have a poor rationale for their course choice
- have previously attempted to study the course
- have non-existent or unrealistic career plans
- have low confidence about previous studies

5.5 On course learners may benefit from careers guidance, for example, if they


- need help with planning their career path
- would like to change to a different course within the college
- are considering leaving the College before their course ends
- are coming towards the end of their course and need help with their next steps
- need help with applying to university or to another college
- would like help with job search activities

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	7 of 19
		Version	1


- 5.6** Learners have access to and are actively encouraged to register and use the Unifrog Careers package to support access to relevant information, guides and self-directed learning opportunities. The Unifrog Careers package enables students to learn from career and labour market information (LMI), link curriculum learning to careers, record and reflect on career, work experience and enrichment activities, and research and apply for opportunities including Higher Education and Apprenticeships.
- 5.7** Relevant and up to date information and advice is offered on learning opportunities and career choices. All learners and prospective learners can also independently access the college careers advice and guidance within the dedicated careers areas at each college site at times as advertised. Students can also access the CEIAG resources available on the Student Careers Information page accessible from Student Central/ Student SharePoint Careers page.
- 5.8** A summary of guidance given to students and recorded on Unifrog is accessible to students through Unifrog. This can help them know what their next steps are as agreed in their guidance interview. They may be given other written information, or advised to obtain relevant information, as appropriate.
- 5.9** Learners may be referred to other specialist advice, either within the college such as the Welfare Service or with external agencies e.g. National Careers Service.
- 5.10** College staff receive information about the careers guidance service during their initial induction. Further information is available on the staff SharePoint Hub. Staff can contact the Careers Team at any time for advice on referring learners.
- 5.11** Teaching staff have access to careers guides, presentations, lessons and activities linked to Personal Development Programme topics and the Careers Programme aims through the Staff SharePoint Hub and Unifrog Careers platform.
- 5.12** Parents are informed about CEIAG support through information on the College website and in prospectuses. Parents can also access information and advice through Open Days/Evenings, during enrolment and can attend appointment with Careers Advisers.
- 5.13** The college Schools Liaison Team work closely with local schools to support them to achieve Gatsby Benchmarks and raise awareness of opportunities available within FE. The team attends careers events in schools and organises transition/ taster events where school pupils attend the college.
- 5.14** The college has close links with universities, particularly local institutions. The college is signed up to the Phoenix Partner Agreement with Coventry University and works closely with University of Birmingham widening participation programmes. We have close links to the University of Wolverhampton through the Aspire programme. Students are advised about widening participation activities and contextual offers. Local and national universities are invited to HE fairs, to deliver talks on HE related topics and to support other.

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	8 of 19
		Version	1

- 5.15** Close links with employers support the Careers Programme and careers related activities within the college as well as meeting the needs of local businesses. The Business Development Unit within the college work closely with employers to help students find suitable apprenticeship and work placements. Representatives from employers are linked to the college as Enterprise Advisers and contribute to both the evaluation of the Careers Programme and some elements of delivery of the Careers Programme. Curriculum staff work with employers to arrange talks and visits enabling students to gain further experiences of the workplace.
- 5.16** The college has links with the Careers and Enterprise Company in both Sandwell and Birmingham. Staff attend and contribute to Careers Hub meetings. Termly Compass reviews enable the college to assess progress against achievement of Gatsby Benchmarks. The college is an active member of the Careers Advisers in FE group of colleges across the West Midlands. The college also plays an active role in the Sandwell Networkers Group which includes charities and community organisations. Participation in networks enables the college to share good practice.
- 5.17** The service has robust quality assurance systems and is evaluated by:
- Regular reviews of the delivery of CEIAG against standards (at least annually)
 - Conducting regular internal reviews of the quality of CEIAG through Ofsted judgements, student surveys and other feedback mechanisms
 - Reviewing the Careers Policy and Careers Programme Annually and Careers Strategy at least once every 2 years.
 - Ensuring that the elements of the Matrix are being adhered to and working towards maintaining the Quality in Careers Standard
 - Contributing to the college self-assessment processes.
 - Seeking additional feedback from college staff and, where appropriate, parents/carers, employers and other external partners.
- 5.17** Careers and work-related learning activities are recorded using the Unifrog careers platform. These activities link to the Gatsby Benchmarks. A review of progress against Gatsby Benchmarks is conducted termly with the Careers and Enterprise Company using the Compass self-assessment tool.
- 5.18** The Careers Team and Staff delivering specialist CEIAG have the opportunity to attend training and undertake continuing professional development (CPD) relevant to their role. Staff delivering specialist careers guidance are expected to have or be working towards a Level 6 qualification in Guidance. Staff development needs are identified through annual staff appraisal meetings. In addition, sharing of good practice and information, as well as planning and review of activities takes place through regular Careers Team meetings.

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							


	POLICY Careers Information Advice and Guidance Policy 2025/2026 Academic Year	Number	
		Page	9 of 19
		Version	1

6. **Location and Access to the policy**

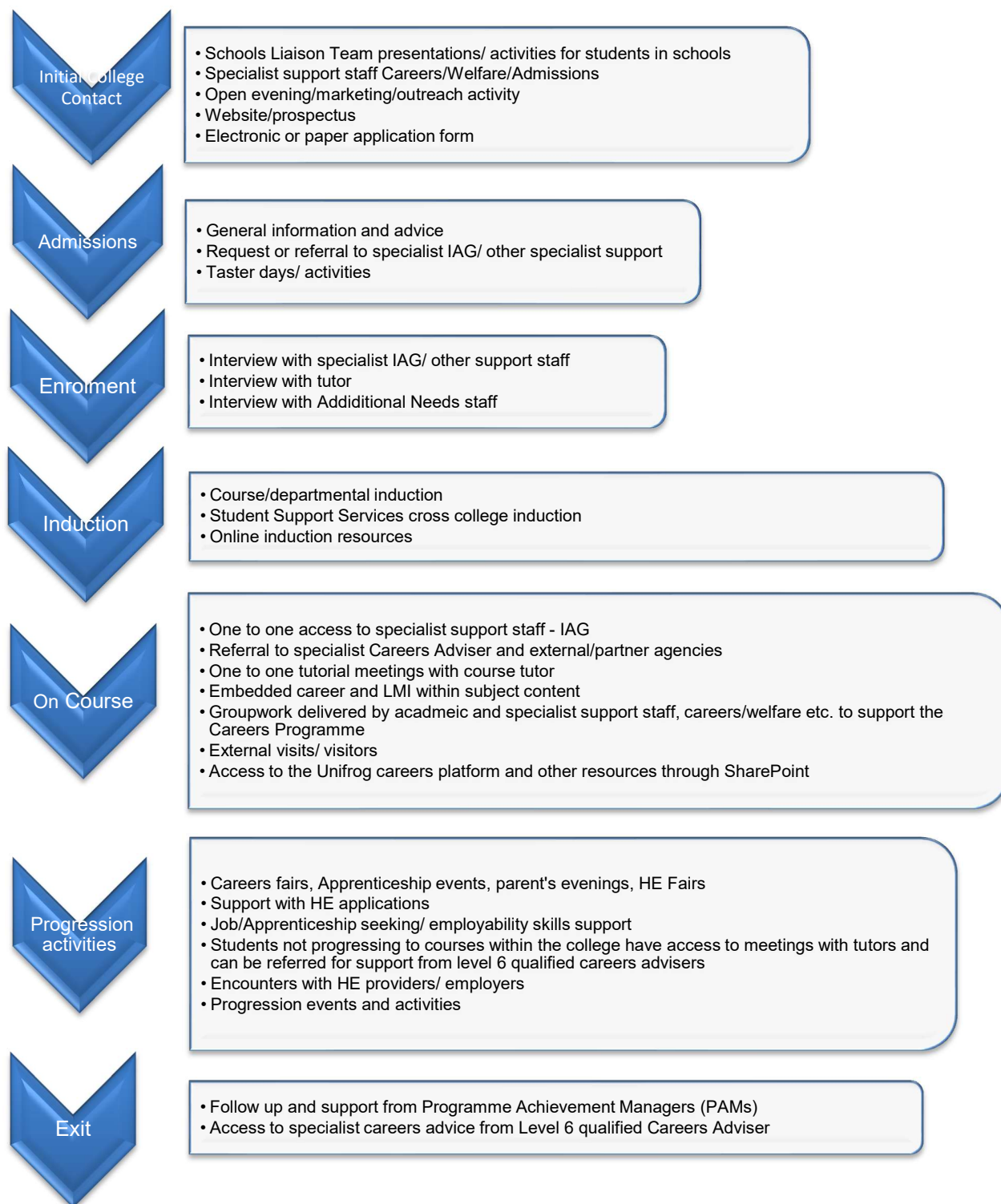
This policy is held on the Staff SharePoint Hub. A copy of the policy is publicly available via the college website.

Associated documents include the Careers Programme and Careers Strategy. These documents are also available through the staff SharePoint Hub

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

 The Sandwell Colleges	<p>POLICY</p> <p>Careers Information Advice and Guidance Policy</p> <p>2025/2026 Academic Year</p>	Number	
		Page	10 of 19
		Version	1

Appendix A.



ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

Appendix B. Gatsby Benchmarks for Colleges

<p>Gatsby Benchmark 1 A stable careers programme</p> <p>Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.</p>	<ul style="list-style-type: none">• Every provider should have a stable, structured careers programme that has the explicit backing of those in governance roles, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.• The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole institution development plan. It should also set out how parents and carers will be engaged throughout.• The careers programme should be published on the provider's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.• The programme should be regularly evaluated using feedback from learners, parents and carers, subject staff and other staff who support learners, careers advisers and employers to increase its impact
<p>Gatsby Benchmark 2 Learning from career and labour market information</p> <p>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.</p>	<ul style="list-style-type: none">• During their programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.• Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the learners in their care

2025/2026 Academic Year

Gatsby Benchmark 3

Addressing the needs of each learner

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.

- A provider's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Providers should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.
- The records of participation and advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school), where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All learners should have access to these records and use them ahead of key transition points to support their next steps and career development.
- Providers should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.
- Providers should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

Gatsby Benchmark 4

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.

- Throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.
- Careers should form part of the provider's ongoing staff development programme for subject staff and all staff who support learners

Gatsby Benchmark 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.

- Every year, alongside their programme of study, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							



The Sandwell Colleges

POLICY

Careers Information Advice and Guidance Policy

2025/2026 Academic Year

Number

Page

Version

13 of 19

1

Gatsby Benchmark 6

Experiences of workplaces

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

- By the end of their programme of study, every learner should have had at least one meaningful experience of a workplace, in addition to any part-time jobs they may have

Gatsby Benchmark 7

Encounters with Further and Higher Education

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace

- 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 (ITPs), universities and in the workplace.

Gatsby Benchmark 8

Personal Guidance

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These 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 timed to meet individual needs.

- Every learner should have at least one personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners.
- Information about personal guidance support and how to access it should be communicated to learners, parents and carers, and other stakeholders, including through the provider website.

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							



POLICY

**Careers Information Advice and Guidance
Policy**

2025/2026 Academic Year

Number	
Page	14 of 19
Version	1

Appendix C. Careers

Programme Aims

- A. Students at all levels should be made aware of the careers information, advice and guidance support available to them during their studies
- B. Students are encouraged to reflect on their strengths and development needs and relate these to their course and future careers plans
- C. Students are supported to gain relevant “job seeking/ employability” skills
- D. Students are made aware of all relevant progression routes beyond their current course and supported to access these
- E. Students are able to research and use career and Labour Market Information (LMI) and understand different types of career pathway
- F. Students have the opportunity to learn from relevant work experience
- G. Students have opportunities to learn from employers in addition to work experience
- H. Level 3 students have opportunities for encounters with HE providers
- I. Level 3 students are informed about all aspects of researching and applying to HE
- J. Students’ individual needs in relation to careers and progression within and beyond college are identified and met (including students with SEND, personal, financial and other support needs)
- K. Students have access to personal guidance from appropriately qualified* careers professionals
- L. Students are made aware of resources and opportunities for further learning

*Careers Advisers who have or are working towards a Level 6 Qualification (or above) in Careers Guidance

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

Appendix D. Careers

Programme Summary 2025-26

Introduction/ Induction	Gatsby Benchmark	Careers Programme Aims	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers Team Introduction	1	A		x	x									
Work Experience Introduction	1	F		x	x									
Introduction to Careers Packages (Unifrog)	2,3,4	B,E		x	x									

Careers Research and Labour Market Information (LMI)														
Researching Career and LMI	2,4	B,D,E		x	x	x	x				x			
Linking Curriculum Learning to Careers	2,4	B,D,E,L			x	x	x	x			x	x		
Progression planning and support	2,3,4	B,C,D,L							x	x	x	x	x	x
Online Activities/ Resources (Unifrog/ Sharepoint)	2,4	B,D,E,L	x	x	x	x	x	x	x	x	x	x	x	x

Employability	Gatsby Benchmark	Careers Programme Aims	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
CV Sessions	3,4	B,C						x	x	x	x			
CV checking	3,4,8	B,C			x	x			x	x	x	x	x	
Employability skills (various topics)	2,3,4	C,E						x	x	x	x	x		
Virtual Mock Interviews	2,3,5	B,C,D						x	x	x	x	x		
Looking for Employment and Apprenticeships Interactive Presentation	2,3,4	D,E	x	x	x	x	x	x	x	x	x	x	x	x
CVs Interactive Presentation	2,3	B,C	x	x	x	x	x	x	x	x	x	x	x	x
Online Courses/ Resources	2,3,4	B,C,D,E,J	x	x	x	x	x	x	x	x	x	x	x	x

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							

HE and UCAS	Gatsby Benchmark	Careers Programme Aims	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
UCAS Introduction	3,8	B,D,I		x	x								x	
UCAS Hub Registration sessions	3,8	B,D,I		x	x								x	
Using the UCAS Hub / Researching Courses	3,8	B,D,I		x	x								x	
UCAS Application Process	3,8	B,D,I		x	x								x	
Personal Statement Writing	3,7	B,I		x	x									
UCAS Application Checking	3,7,8	I,J,K		x	x	x	x	x						
Student Finance Presentations	3,7	H,I,J							x	x				
HE Fair	3,7	D,H,I			x									
UCAS Clearing Advice: drop in & appointments	3,8	D,I,J,K	x	x										
Alternatives to HE Presentations	3,7	D,E			x	x								
Other encounters with HE providers	3,7	H			x	x	x	x	x	x	x	x	x	
Online Activities/ Resources	3,7	H,I	x	x	x	x	x	x	x	x	x	x	x	x
UCAS Interactive presentation	3,8	I	x	x	x	x	x	x	x	x	x	x	x	x

Work Experience	Gatsby Benchmark	Careers Programme Aims	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Work experience Unifrog Placement introduction	5,6	F		x	x	x								
Work experience within curriculum areas	5,6	F			x	x	x	x	x	x	x	x	x	
CSM Work experience	5,6	F											x	
Virtual work experience	5,6	F,G		x	x	x	x	x	x	x	x	x	x	

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							



POLICY

Careers Information Advice and Guidance Policy

Number	
Page	17 of 19
Version	1

2025/2026 Academic Year

Encounters with Employers	Gatsby Benchmark	Careers Programme Aims	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Employer talks, visits, etc. within curriculum areas	2,4,5,6	D,E,G		x	x	x	x	x	x	x	x	x	x	
Careers Fair	2,4,5,6	E,G								x				
Online courses/ resources	5	C,G							x	x	x			

Careers Information, Advice and Guidance	Gatsby Benchmark	Careers Programme Aims	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Personal Careers Guidance Appointments/ Drop in	3,8	B,D,K		x	x	x	x	x	x	x	x	x	x	x
email/ telephone support	3,8	J	x	x	x	x	x	x	x	x	x	x	x	x
EHCP Reviews	3,8	J,K			x	x	x	x	x	x	x	x	x	
LAC Reviews	3,8	J				x	x	x	x	x	x	x	x	
Progression Interviews	3,8	B,D,K,J									x	x	x	

Events/ Activities	Gatsby Benchmark	Careers Programme Aims	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers advice during enrolment	3,7,8	D,K	x	x	x									
Open days/ Evenings	3,7,8	D,K			x	x		x		x			x	
Careers Fair	2,3,5	D,G								x				
Progression Week	2,3	B,D,J										x		
Schools-based Careers Activities (delivered by School Liaison Team)	3,7	D		x	x	x	x	x	x	x	x	x	x	x
Schools' Taster Events delivered at College	3,7	D			x		x	x					x	

Careers activities delivered within college

Online/ Interactive presentations

Online courses/ self-directed learning

ISSUE	1	2	3	4	5	6	7	8
DATE	09/2025							