CAREERS EDUCATION, INFORMATION, ADVICE, AND GUIDANCE (CEIAG) POLICY 2026-2027

Effective for employees, students, governors, and volunteers September 2026

Overall responsibility:	Principal
Implementation:	Assistant Principal Student Services & Careers
Date issued:	September 2026
Date for review:	August 2027

Endorsed and approved by Assistant Principal Student Services & Careers: Date: July 2026

Shared for dissemination with the Senior Leadership Team

Jason Lancaser

Principal and CEO



CAREERS EDUCATION, INFORMATION, ADVICE, AND GUIDANCE (CEIAG) POLICY 2026-2027

CONTENTS

1.	Scope & Purpose	3
2.	Policy Statement	5
3.	Provision	5
4.	Principles	6
5.	Values & Benefits to Students	6
6.	The Gatsby Benchmarks	7
7.	Our Offer to Students	7
8.	Service Standards	8
9.	Student Entitlements	9
10.	Partnerships	9
11.	Resources	10
12.	Roles & Responsibilities	10
13.	Procedures & Activities	13
14.	Quality & Assurance & Evaluation	14
15.	Monitoring & Review	15
16.	Location & Access to the Policy	15
17.	Links to Related College Policies / Procedures	15
18.	Appendices	
	Appendix A: A Summary of the Gatsby Benchmarks	16
	Appendix B: Standards for Personal Guidance Interviews	18
	Appendix C: Equality Impact Assessment	20
	Appendix D: Communications Plan	23

1) SCOPE AND PURPOSE

Northampton College has established a strong position from which to provide high quality, impartial careers education, information, advice and guidance (CEIAG) for all its students thereby equipping them to obtain employment, training, and education appropriate to their needs, and to fulfil their potential. Effective CEIAG has been demonstrated to have positive effects on raising aspirations; increasing people's motivation and self-esteem.

We are committed to ensuring that young people and adults are prepared for the challenges and responsibilities of their future in higher education and employment, and progress successfully to a destination that best suits their individual needs and goals.

We comply with the Baker Clause to ensure that our students are made aware of all progression routes including further and higher education, apprenticeships (including degree apprenticeships) and employment and are kept updated with the latest developments in labour market information. We recognise the role we play in preparing people to gain the skills that our economy needs.

We aim to maximise the success our students will have in their future working lives by providing a rich career learning environment with careers education and experiences embedded throughout their study programme, and access to a team of professionally qualified 'Futures' Careers Advisers. Advice and guidance is also provided by other key teams along the student journey at Northampton College including Marketing, Enrolments, Student Services, Academic Coaches, Work Experience, Additional Support, and Apprenticeship Placement Officers.

The purpose of this policy is to support students to plan and manage their career path in line with their career goals and objectives. This policy sets out the principles of independent and impartial guidance provision available at Northampton College to students/apprentices, prospective students, parents, carers, and the wider community.

This policy fulfils our statutory duty to provide impartial careers guidance in line with the most recent guidance and documents:

- Department for Education Statutory Guidance - Careers guidance and access for education and training providers. (May 2025)
- Gatsby Good Career Guidance: The Next 10 Years (November 2024)
- The Baker Clause, ensuring access for providers of technical education and apprenticeships
- Ofsted Inspection Framework (November 2025)
- CDI Framework

This policy reflects the Government's expectation that schools and colleges deliver a stable and progressive careers programme aligned with the Gatsby Benchmarks. It reflects ongoing national priorities around skills development, employer engagement and meaningful workplace experiences for young people, as set out in recent

Department for Education policy updates and the strengthened Gatsby Benchmarks implemented from September 2025.

The Government's Careers Strategy states that the Government wants:

- all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- all young people in secondary school and college to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- everyone to get support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it;
- everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

High-quality education, information, advice and guidance should help people to:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go and be inspired about new opportunities they might not have known about, or that may not exist yet
- understand their own knowledge and skills and how they can be used in the workplace;
- get a job, and progress in that job whatever their age, ability or background
- increase the amount they earn across their working lives
- improve their well-being through doing a job they are good at and enjoy

Northampton College is part of the South Midlands Careers Hub, and the FE Community of Practice; a collaborative initiative between local colleges, schools, universities, training providers, employers, and career professionals. These aim to enhance careers education as part of the government's Careers Strategy. The careers provision is fully supported by the College Leadership Team which includes a dedicated Careers Leader who oversees the quality of careers guidance.

Our Careers Vision Statement:

"Our vision is to ensure all our students are able to make confident, aspirational, and informed career decisions; develop the knowledge, skills, and attitudes to maximise their potential; and achieve success in the world of work."

Our Values:

Northampton College helps people to achieve their potential by:

- *Respecting and helping each other*

- *Engaging people through teaching with expertise and enthusiasm*
- *Developing people through learning*
- *Bringing out the best in each other*
- *Playing a positive role in our community*

Effectiveness of the CEIAG provision is continually self-assessed against the Gatsby Benchmarks and Northampton College has continued to maintain and achieve the Matrix Quality Award, last accredited in 2024.

2) POLICY STATEMENT

Northampton College aims to:

- Empower students to plan and manage their own futures, making informed decisions to maximise their potential at key transition points.
- Respond to the individual needs of each student.
- Provide personalised and impartial careers guidance.
- Raise aspirations and challenge expectations, promoting social mobility.
- Actively promote equality of opportunity, celebrate diversity and challenge stereotypes in career choices.
- Help young people to progress and track their progression and destination.
- Develop and support the continuous improvement of the quality of the entire student experience.
- Develop and deliver a curriculum and associated provision which is aligned to the needs of business, industry, and the community in response to skills gaps and an ever-changing labour-market.
- Support students to gain the confidence to take ownership of their own career development plans enabling them to compete in the workplace, regionally, nationally and globally.

3) PROVISION

All students need a structured programme of activities to support them to choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives. CEIAG is designed to meet the needs of the students at this college and those who are considering enrolling here. Curriculum staff ensure that learning is linked with careers, with CEIAG embedded in their teaching.

CEIAG is differentiated and personalised to ensure progression, through activities in the Progress and Support Schedule that are appropriate to the students' stages of career, learning, planning and development.

Students are entitled to CEIAG which meets professional standards of practice, and which is person-centred, impartial, and provides opportunities for confidentiality where appropriate.

Northampton College's 'Futures' team consists of a Careers Education and Guidance Coordinator and 2 Careers Advisers. All Careers staff hold a Level 6 Careers Guidance qualification.

The Careers Education and Guidance Coordinator Kirsty Lee has 21 years' experience of delivering careers education, information, advice and guidance, and has overall responsibility for leading the Futures team.

The Assistant Principal for Student Services, Mark Owen, is the Careers Lead and line manages the Careers Education and Guidance Coordinator, overseeing CEIAG services.

Futures Careers Advisers provide high quality, professional, and impartial personal guidance to support the students' journeys into work, training or higher education. They also deliver IAG in local secondary schools, supporting pupils to make well-informed post-16 choices.

4) PRINCIPLES

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 available for all learners whenever significant progression choices are being made and scheduled to meet individual needs.
- 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.
- Offers guidance for any student at risk of dropping out, to assist with retention, and referring to alternative provision where appropriate.
- 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 on a full range of progression options.

5) VALUE AND BENEFITS TO STUDENTS

- Guiding potential students through course options so they choose the right course for them, which best meets their individual needs, interests and aspirations.
- A Careers Education Programme contributing to the Post-16 Study Programme.
- Helping students to progress into positive destinations after college by raising students' awareness of a full range of opportunities, utilising Labour Market Intelligence, supporting students with employability skills and with applications to Higher Education.

A potential student may benefit from careers guidance, for example, if they:

- are uncertain of course choice;
- do not meet the entry requirements for their chosen course;
- have a poor rationale for their course choice;
- have previously attempted to study the course;
- have non-existent or unrealistic career plans;
- are looking to change career;
- have low confidence about previous studies.

On-course students may benefit from careers guidance, for example, if they:

- need help with planning their career path;
- are considering leaving the College before their course ends;
- are coming towards the end of their course;
- need help with applying to university or to another college;
- would like help with job search activities.

6) THE 'GATSBY BENCHMARKS' OF GOOD CAREERS GUIDANCE

This Policy is based on the 'Gatsby Benchmarks' of Good Careers Guidance accepted nationally as evidence of good career guidance, and the priorities set within the Education Inspection Framework:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

7) OUR OFFER TO STUDENTS

The Futures careers team offer:

- Pre-entry course guidance on post 16 pathways and progression.
- On course and progression personal guidance.
- Professional and impartial careers advice and education.
- Employability support and advice.
- Timely support for students at risk of becoming disengaged.
- Support for learners with an EHCP ahead of their annual review meeting.
- Targeted support for looked after children exploring their progression options.
- Careers related workshops, group work sessions and events.
- Careers resources for use in lessons.
- Key information on digital screens around College.

- An online part-time jobs board.
- Trips to external careers and higher education events.
- Links to local and national employers.
- A Futures SharePoint site with a wealth of resources, links and events.
- A self-referral system, staff referral system and a drop-in facility to access careers guidance.
  Sessions can be 1:1 in person, on the phone, online or via email to suit the learner and parents' individual requirements.
- Staff training on the UCAS process

Careers education includes:

- The content of study programmes is linked with careers.
- Teaching and embedding maths and English throughout the duration of the students' qualifications.
- Online career tools to ensure currency of information, and provision of engaging resources that motivate students in their career planning.
- A clear focus on the enterprise, employability skills, experience and qualifications that employers value and that can support preparation for success in the world of work.
- Providing support and guidance for mature students and signposting to specific specialist provision internally and externally.
- Supporting and promoting careers and aspirations with students and encouraging participation at cross College events and with specific vocational opportunities.
- Topics linked to progression (such as UCAS) and job search activities (such as CV writing and interview skills).
- Presentations or virtual talks from speakers, such as employers and lecturers from local universities.
- A range of activities such as recruitment fairs and information evenings. Parents are also invited to information evenings on topics such as higher education and apprenticeships. These may be online or in-person events.
- Work experience placements (if work experience is not possible then work-related projects or virtual work experience will be used.)

8) SERVICE STANDARDS

The College aims to be as accessible as possible in line with any restrictions and provide services across all sites, offering:

- Advice and guidance from the Futures team by email or telephone, or in person where appropriate/necessary. We aim to respond to all enquiries within 5 working days.
- Appointments of 45 minutes for more complex enquiries.
- We will offer a booked appointment within 15 working days of request.

- We provide follow up appointments where required.
- The Enrolments team offer a live chat via the Northampton College website to answer initial enquiries and signpost to IAG services if required.
- Academic Coaches provide weekly tutorials and 1:1 sessions for students and will refer to the Futures team for specialist advice and guidance.

9) STUDENT ENTITLEMENTS

- Accurate course information and advice on progression routes. The careers team provides impartial guidance to assist with course choice, career planning and transition into college.
- At induction all students receive information about CEIAG support.
- Access to impartial, up to date information on courses and careers through the Futures team and through curriculum teams.
- Progression information and assistance with progression choices from Academic Coaches, Futures Careers Advisers and external partners.
- The CEIAG service is available to current and potential students of all ages and abilities.
- The service is concerned with promoting equality and raising aspirations and aims to meet the diversity of student needs.

To maintain confidentiality, we will share personal information about students with others outside of our service only with students' permission or where we are legally obliged to do so.

We will provide access to ICT resources to support with research and planning. We also aim to provide current information, advice and guidance, in a range of formats, on careers and educational opportunities.

Appointments will usually last between 30 and 45 minutes, and follow-up appointments are welcomed.

After exploring the nature and level of support needed, we will provide as much of it as we can, with an action plan where appropriate, and / or refer on to other people or agencies that may be able to support.

We will try to improve the quality of our services by following the College procedure for any complaints, comments or compliments.

10) PARTNERSHIPS

The policy recognises the range of partners that support the CEIAG offer. These include

- The South Midlands Careers Hub
- The Careers and Enterprise Company
- Aspire Higher
- DWP

- Liaison with other post-16 providers
- Higher education institutions
- Employers and training providers
- Parents and carers
- Student Finance England

11) RESOURCES

The College will provide resources for the successful implementation of this policy through securing:

- Specialist Careers staff with appropriate training to level 6 or higher
- An annual budget to cover internal needs and CPD opportunities
- Student and staff access to up-to-date information
- Designated Careers areas for advice and research
- Transport for careers related trips
- External speakers

12) ROLES AND RESPONSIBILITIES

Corporation:

- Have ultimate accountability for the Careers Programme across College.
- Should ensure that they receive and act upon recommendations from the College Careers Leader as appropriate.
- Should appoint a nominated 'link' governor to work closely with the College Careers Leader on ensuring effective delivery of the Careers and Employability Strategy for the College.

The College's Senior Management Team is responsible for ensuring that:

- A Careers Leader is appointed.
- Relevant staff 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.

The Careers Leader is responsible for:

- Developing the Careers Strategy for the College, including activities which are planned, developed, and delivered by professional, specialist Careers Advisers within the Futures team.
- Establishing sound information sharing agreements with local authorities and other providers where appropriate.
- Working with the 'link' governor on Corporation and members of SMT to ensure the Careers Programme is resourced to meet government guidelines.

The Careers Education and Guidance Coordinator is responsible for:

- Influencing the development of strategy and implementing the delivery of the College's programme of career advice and guidance.
- Working with the Careers in Curriculum link staff and Curriculum Managers to support the development and inclusion of careers learning in the curriculum.
- Establishing a quality Careers Programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of students with SEND.
- Ensuring that the College has published on our website details of the Careers Programme and the role of the Careers Leader.
- Quality assuring the Careers Programme for the College to ensure it continuously improves and that it delivers the kinds of impacts that are needed for young people.
- Liaising with external partners, such as employers and learning providers.
- Ensuring that the various elements of the College's careers provision are coordinated and managed through a stable and embedded programme.
- Working with the Marketing team to support the development of alumni networks.
- Working with external agencies including the South Midlands Careers Hub and Aspire Higher to support our Careers Programme.
- Ensuring that parents and carers have access to up-to-date careers information at timely points in the learning journey.

Futures Careers Advisers are responsible for:

- Providing training for the College on UCAS application procedures and other topics on request.
- Linking with curriculum areas to plan, develop and deliver suitable careers education activities for students.
- Developing and providing workshops to support student CPD and Professional Development.
- Making lesson plans and resources available on the VLE for staff to access.
- Producing and maintaining accurate up to date careers resources, responding to the needs of students and parents/carers.
- Ensuring the central IAG is well managed, imaginatively, and adequately resourced to support students/ potential students.
- Offering a differentiated approach for students with SEND.
- Ensuring that gender stereotyping is avoided in all career interventions and that they adhere to College principles of equality, diversity and inclusion.
- Making effective use of LMI to support careers interventions and making those resources widely available to students, and parents / carers as appropriate.
- Ensuring access to information on the full range of learning and progression opportunities, including academic and technical options.
- Arranging meaningful encounters with a range of providers including other FE providers, universities, apprenticeship, and training providers, with the opportunity to meet staff and other students at those institutions.
- Ensuring there is a consistent approach to keeping records of individual guidance given to students.
- Maintaining their own CPD and be qualified or working towards being qualified at Level 6, either holding the Qualification in Career Development or Level 6 Diploma in Career Guidance and Development.

Student Services staff are responsible for:

- Promoting the value of CEIAG.
- Working with curriculum staff and Futures Careers Advisers to identify high priority students or targeted support including care leavers, looked after children and students with EHCPs to ensure a consistent and effective approach to careers provision for those students to meet their needs.

Curriculum Managers are responsible for:

- Ensuring the commitment of teams in supporting links between the Progress and Support programme and curriculum areas.
- Ensuring that industry specific careers education is embedded throughout all programmes in their area.

Curriculum staff are responsible for:

- Providing sufficient course information and advice to enable prospective students to make suitable choices pre-entry.

- Ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance when required.
- Ensuring that students are aware of specialist services, tutorial and course-based support.
- Ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to their students' needs.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by students.
- Linking lessons/activities to the appropriate outcomes in schemes of work.
- Using a range of methodologies to make careers education effective.
- Linking subject content to development of career planning.
- Making connections between the development of transferrable skills across the curriculum and career development.

The Work Experience Manager is responsible for:

- Ensuring the College's Work Experience Programme supports the Futures team and curriculum staff (subject specialists) in their career development work with students.
- Ensuring a clear focus on development of employability skills as well as experience.

Students should:

- Be actively involved in and take ownership of their career planning and development.
- Attend punctually all planned tutorial and CEIAG activities.
- Work co-operatively with staff and fellow students, respecting the views of others and the principles of equality and diversity.
- Contribute to the ongoing evaluation and improvement of the service.

13) PROCEDURES AND ACTIVITIES

Careers interventions	
Initial College Contact	Specialist support staff - Careers/Education Support/Finance/Marketing/Admissions Course Enquires/live chat Open event/marketing/outreach activity/school liaison/website Electronic application form
Interview /Admissions	Request or referral to Futures team/curriculum area Keep warm information Group Information Sessions Aptitude Tests
Induction	Course/departmental induction/taster sessions Student Services induction/Tutorials, including Futures and Work Experience
On course	One to one access to specialist support staff Referral to external/partner agencies reviews with Academic Coach Embedded IAG within subject content

	CEIAG in weekly Progress and Support sessions including themed Careers Week activities Work experience Careers, employer, and higher education fairs Group work delivered by specialist support staff Looking to your future progression planning Progression guidance and referrals to the Futures team
Exit	Specialist careers advice Exit appraisal

Students and potential students who require an impartial careers guidance interview can self- refer or be referred by any member of staff at the College at any point in their learner journey.

Individual, impartial interviews with qualified and experienced advisers are available on request. At certain times of the year, extra facilities may be offered, such as UCAS sessions, progression guidance, and apprenticeship IAG drop-in sessions. Follow up appointments may also be offered where appropriate.

Up to date information and advice is offered on learning opportunities and career choices. All students and prospective students can also independently access careers resources, both online and in careers areas. They may be given other written information, or advised to obtain relevant information online, as appropriate.

Students are offered a summary of guidance to help them know what their next steps are as agreed in the interview. Notes are also recorded on College systems for students and staff to refer to.

College staff receive information about the Futures Careers service during their initial induction and can contact the team at any time for advice on referring students.

Academic Coaches and Curriculum staff can offer career information and advice during a one to one/group tutorial or as part of embedded subject delivery for instance employability.

Futures Careers Advisers will work with Academic Coaches at various points throughout the academic year e.g. at the point of progression planning and ahead of key points in the UCAS cycle.

14) QUALITY ASSURANCE AND EVALUATION

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

- Use of evaluation tools to ensure the Careers Programme meets the requirements of the Gatsby benchmarks.
- Regular reviews of the delivery of CEIAG against the key principles.
- Conducting regular internal reviews of the quality of CEIAG through observations, student surveys and other feedback mechanisms.
- Maintenance of the Matrix Quality Standard.
- Contributing to the College's self-assessment process.

CEIAG staff seek feedback from students, staff, parents and carers about the relevance of the CEIAG programme and materials used to improve the service for future students.

This feedback will be reported to the Careers Education and Guidance Coordinator to ensure delivery and identify development needs and areas for improvement.

15) MONITORING AND REVIEW

This policy will be reviewed annually in line with the College's quality systems, following evaluation of the service and monitoring of the students' destination information.

16) LOCATION AND ACCESS TO THE POLICY

This policy is available on the College website and staff intranet. It can be made available in large print and other languages.

17) LINKS TO RELATED COLLEGE POLICIES/PROCEDURES:

- Admissions Policy
- Work Experience Policy
- Data Protection Policy
- Provider Access Policy

APPENDIX A: A SUMMARY OF THE GATSBY BENCHMARKS

This policy is based on the Gatsby Benchmarks which are accepted nationally as a framework for improving careers provision:

1. A stable careers programme	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.
2. Learning from career and labour market information	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. All learners will need the support of an informed adviser to make 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 careers progression. In addition, opportunities for advice and support 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 that 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. Experiences 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 (ITPs), universities and in the workplace.
8. Personal guidance	Every learner should have opportunities for guidance meetings with a career 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 (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

APPENDIX B: STANDARDS FOR PERSONAL GUIDANCE INTERVIEWS

The following standards have been identified as the key factors in ensuring that interviews carried out by relevant staff as part of an effective personal guidance process meet the needs of the interviewee.

Interviews would ideally be expected to last for 30 minutes but can be extended to meet the needs of the individual student.

	Standard
Initial contact	• The interviewing environment will be appropriate for discussion. • Sufficient space for people to sit comfortably. • The correct documentation will be available. • Leaflets about support will be available. • Up to date information will be available.
Opening strategy	• Rapport with the client will be established at an early stage. • The purpose and structure of the interview will be explained. • Opportunities for the client to check understanding will be explained. • Clients will be encouraged to question the interviewer.
Exploration & checking	• The client's present situation will be discussed. • Anticipated grades if still at school – skills and knowledge gained through previous work or experience will be explored. • Reasons for choice of progression will be explored. • Medium and long-term career goals will be explored. • Support needs will be discussed. • The financial implications options will be discussed. • Issues surrounding social/family support will be discussed.
Information giving	• Any course content and entry requirement details will be clearly explained and discussed. • Alternative options will be discussed. • Information on student support / finance / will be supplied and discussed.
Summary	• Interviewers will summarise the discussion, ensuring that client is aware of the next steps in the process. • Summary of interview and the outcome of the interview will be confirmed and recorded. • Any action agreed will be recorded. • Documentation will be completed and distributed.

	• Opportunity will be provided for client to ask questions to clarify any issues.

Relevant and up to date information and advice is offered on learning opportunities and career choices. Students can also access the CEIAG resources available on the College's VLE and the Futures SharePoint site.

Students are offered a summary of guidance to help them know what their next steps are as agreed in the interview. They may be given other written information, or advised to obtain relevant information, as appropriate. Clients may be referred to other specialist advice, either within the College such as the Business Centre team, or externally e.g. The King's Trust.

APPENDIX C: EQUALITY IMPACT ASSESSMENT

Policy Details	
What is the policy?	Careers Education, Information and Guidance (CEIAG) Policy
Is it new or existing?	Existing
Department	Student Services
Policy Author (postholder title, name)	Mark Owen – Assistant Principal Student Services & Careers
Author of Equality Analysis	Mark Owen
Date of completion	01/09/2026

Aim and Objectives
Briefly describe the aims and objectives of the policy
Sets out the College's approach to supporting students to plan and manage their career progression.

Policy Assessment				
Consider whether your policy might have an impact on various groups identified within the categories listed below and explain why you have reached this conclusion. Please tick (√) the identified level of impact (positive, negative, or no impact) and provide details of your findings.				
	Positive Impact	Negative Impact	No Impact	Findings
Race			x	
Religion and/or belief			x	
Sex (Gender)			x	
Gender Identity			x	

Disability			x	
Age			x	
Sexual orientation			x	
Marriage and/or civil partnership			x	
Pregnancy and/or maternity (including surrogacy and adoption)			x	
Other identified group (e.g. carers)			x	

Action Planning			
How do you intend to mitigate or eliminate any negative impact identified?	**If a positive impact is identified, how do you intend to promote or develop this opportunity?**	**Where negative impact has been identified, can it be justified? If so, explain how.**	**How do you intend to mitigate or eliminate any negative impact identified?**

Monitor and Review
How will you monitor the impact of your project once it has been put into effect?
The policy will be monitored through feedback from services users gathered via: • Feedback from Students, Parents, Staff and Employers

Names and position of Impact Assessment Team (min of 3 preferably from areas across the College):	
Name	Position
Kirsty Lee	Careers Education & Guidance Coordinator
Mark Owen	Assistant Principal – Student Services & Careers
Jan Hutt	Deputy Principal – People & Culture
Equality Analysis Sign-Off Signature and Date: 01/09/2026	
Review Date: 01/09/2027	

APPENDIX D COMMUNICATIONS PLAN

Version	**Final**
Ratified by	**Policy & Strategy Group**
Date Ratified	**01/09/2026**
Date Issued	**01/09/2026**
Expiry Date	**01/09/2027**
Lead Manager	**Kirsty Lee/Mark Owen**
Name of Author	**Mark Owen**
Audience	**College Staff, Employers, Governors, Students, Parents & Carers.**
Communication Plan	**Document Library, College Website**