

AWARD-WINNING EDUCATION

HOPWOOD HALL COLLEGE

**CAREERS  
EDUCATION,  
INFORMATION,  
ADVICE AND  
GUIDANCE  
(CEIAG) POLICY**

**2024-2026**





## Change log

Version number	Changes description	Major changes? Y/N	Initiator	Rationale	Date of completion	New version number
n/a	Transferred to new format	N	Liz Duncan	Updated for 22/24		V1
2	IAG qualifications for PTs	N	Liz Duncan	Updated for 24/26	03/09/2024	V2
2	Minor Wording changes	Y	Hannah Beaty	Updated for 25/26	12/02/2026	V3

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## 1. INTRODUCTION

1.1. Hopwood Hall College is committed to providing high quality, impartial Careers Education, Information Advice and Guidance (CEIAG) for its learners and employers through a structured and responsive programme of CEIAG and related activity.

## 2. SCOPE

2.1. The College CEIAG programme will support the entire learner journey and will therefore be delivered by a diverse range of staff from across the College, as appropriate to meet the needs of learners and employers.

2.2. The purpose of this policy is to ensure staff, learners and stakeholders understand the CEIAG offer and how they will support its implementation across the College throughout the year.

2.3. It is expected that this policy will support College staff to understand their role in supporting potential and existing learners to enrol on the most appropriate programme of study and to promote aspirational careers thinking with learner's support to develop appropriate progression planning and career management skills.

2.4. This policy and procedure will not discriminate either directly or indirectly against any individual on the grounds of gender, gender identity, race, ethnicity or national origin, sexual orientation, marital status, religion or belief, age, trade union membership, disability, socio-economic status, offending background or any other personal characteristic.

## 3. AIM

3.1. The aims of the policy are to make sure all learners have access to impartial, aspirational and appropriate CEIAG to meet their needs in line with professional guidelines such as those set out by the Career Development Institute (CDI) and are aligned to the Gatsby Benchmarks of Good Career Guidance.

3.2. CEIAG provided by the College will be impartial and delivered in such a way that it meets professional standards of practice, remains confidential within the confines of the College, and considers current best practice.

3.3. The key objectives of this policy are:

3.3.1. To ensure learners know what CEIAG services are available in the College and how to access them;

3.3.2. To raise learners' aspirations from application through to destination; this will be delivered by a variety of staff through pre-enrolment, tutorials, focus weeks, learner engagement activities, encounters with employers and education providers, exposure to apprenticeship and training providers/ opportunities, career guidance appointments, and activities in the Careers Zone;

3.3.3. To encourage independent learning through supplementary support

3.3.4. To ensure the college careers adviser/leader has or is working towards a suitable professional qualification at Level 6 or above;

3.3.5. To deliver support to learners who wish to progress to Higher Education or Employment or Apprenticeship;

3.3.6. To manage and support UCAS applications from all applicable learners;

3.3.7. To promote partner IAG services based within the College;

3.3.8. To ensure topics such as employability, college values and IAG are provided during tutorials;

3.3.9. To ensure employers contribute to CEIAG services provided across the College;

3.3.10. To ensure that elements of the Matrix Standard and Quality in Careers Standard are adhered to; and

3.3.11. The provision is reviewed annually considering progress made against the Gatsby Benchmarks and feedback from key stakeholders including learners, parents/carers, and employers.

3.4. Key principles upon which this policy is based are that CEIAG:

3.4.1. Is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience;

3.4.2. Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background;

3.4.3. Is transparent, impartial and confidential within the organisation;

3.4.4. Is enhanced by strong networks and collaborative approaches involving curriculum teams including Personal Development Tutors, the college Careers Team, and external partners including Positive Steps and National Careers Service;

3.4.5. Contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop their independent career management skills; and

3.4.6. Provides comprehensive information and advice to empower learners to make informed choices and decisions about their future with careers guidance made available to those most in need of it.

## 4. THE GATSBY BENCHMARKS

4.1. The College fully embraces the research, recommendations and obligations outline in the Governments Careers Strategy: Making the Most of Everyone's Skills and Talents and is committed to achieving the 8 Gatsby Benchmarks of Good Careers Guidance:

4.1.1. A stable career programme

4.1.2. Learning from career and labour market information

4.1.3. Addressing the needs of each pupil

- 4.1.4. Linking curriculum learning to careers
- 4.1.5. Encounters with employers and employees
- 4.1.6. Experiences of workplaces
- 4.1.7. Encounters with further and higher education
- 4.1.8. Personal guidance

4.2. Further guidance on the Benchmarks, including an interpretation for FE (Further Education) Colleges, can be found on the Good Career Guidance section of the Gatsby Charitable Foundation website: [www.gatsby.org.uk](http://www.gatsby.org.uk).

## 5. CAREERS MANAGEMENT SKILLS

- 5.1. CEIAG will be differentiated and personalised to enable learners to develop their career management skills in a progressive, developmental and meaningful way for everyone. This will be achieved by ensuring that careers and employability activities, both within and outside of the curriculum, are appropriate to the learners' stage of learning, understanding, development and careers decision making readiness.
- 5.2. Tutorials will enable learners to develop key career management skills linked to the Gatsby Benchmarks through the following static / mandatory careers related sessions. These will be delivered by Personal Development Tutors and will, along with all other relevant activity, be recorded under the appropriate benchmark on the enrichment and employability section of ProMonitor. All Personal Development Tutors are qualified to IAG Level 2 or above or are working towards it in their first year of employment. This will enable them to triage IAG before signposting to the Careers and Employability team.
- 5.3. Support is available to Personal Development Tutors through informal discussions in the Careers Zones (or other appropriate space) as questions arise and use of the Careers mobile telephone number and email address to answer specific enquiries.

## 6. UCAS APPLICATIONS

- 6.1. Personal Development Tutors will provide support to learner's progression to Higher Education. It is expected that all level three learners will have at least one encounter with higher education (benchmark 7) to enable them to decide if this is a pathway that is right for them. This also links to benchmark 4 where HE is not typically seen as a progression route: The Personal Development Tutor will encourage learners to think about careers they may not have considered.
- 6.2. The Careers team will be responsible for checking, sending and returning UCAS application forms. Learners and staff can visit the Careers Zones or use the digital services to access UCAS support throughout the academic year. Where possible the Careers team will gain support from HEI's locally and nationally to inspire, motivate and encourage learners to apply for HE.
- 6.3. The UCAS Process for Level 3 learners began in May with digital support delivered by the Careers team. Comprehensive resources are available on It's Learning in the Careers Zone pages, alongside recordings of the digital sessions. These include An Introduction to UCAS and how to begin the UCAS process.
- 6.4. Key deadlines for academic year 2025/26
- 6.4.1. Internal college deadline Friday 12<sup>th</sup> December 2025 and official UCAS deadline 14<sup>th</sup> January 2026.
- 6.5. Learners applying for university using the College check and send service must ensure they pay the appropriate fee to Student and College Services.

## 7. CEIAG SERVICES

### 7.1. Careers Education

- 7.1.1. Careers Education will be delivered in the classroom by tutors and Personal Development Tutors according to the needs of learners. Vocational subjects will be relevant to industry and provide learners with the opportunity to understand how the skills, knowledge and experience they gain through their studies prepare them for the workplace. To complement this, the

Careers and Employability Team will provide comprehensive digital resources within the Careers zone section of It's Learning.

- 7.1.2. Personal Development Tutors will be responsible for delivering sessions around: goal setting, understanding traditional and non-traditional career paths available based on the qualification and subject studied, understanding careers values, motivation & decision making, the labour market, and making effective applications (employment and progression e.g., to university). These sessions should be delivered sequentially to ensure that learners can assess their careers and progression goals throughout the year, so they are prepared to make effective choices before Stepping Up Week.
- 7.1.3. All tutorials, trips, visits, guest speakers and any other activity that meets the criteria for the Gatsby Benchmarks must be recorded by the curriculum tutor that is leading or organised the activity using the appropriate benchmark on the Enrichment page on ProMonitor.
- 7.1.4. For apprenticeships, Work-based Tutors will provide learners with resources to open their eyes to opportunities beyond their current role.
- 7.1.5. Learners studying at level four and above will be expected to take greater ownership of managing their careers, they have access to the digital resources and the Careers Zones throughout the year.

## **7.2. Careers Information and Advice**

- 7.2.1. The Careers Team is based within the Careers Zone at each campus to facilitate face-to-face appointments to meet learners' needs. A mobile telephone number and email address are provided within the College enrolment information and are responded to by the team in a timely manner.
- 7.2.2. The National Careers Service will provide support and guidance to our adult learners.
- 7.2.3. Positive Steps are available to enhance the Careers offer and provide a further impartial service to our learners.

7.2.4. Student and College Services offer first stage information and advice for our learners on a drop-in basis, supporting funding enquiries, course information and options, and comparing UK and non-UK qualifications using NARIC.

### **7.3. Careers Guidance**

7.3.1. The Careers Team offers careers guidance to all learners and will prioritise learners at risk of dropping out of college. Guidance will be:

7.3.1.1. Delivered by a professionally qualified careers advisers who are informed by up-to-date labour market information;

7.3.1.2. Facilitated by a member of the College, Positive Steps or National Careers Service; or another appropriate external agency;

7.3.1.3. Free to access, impartial and will aim to empower the learner;

7.3.1.4. Available to all learners regardless of disability, ethnicity, background, sex or sexual orientation;

7.3.1.5. Available all year round;

7.3.1.6. Delivered in a way that meets the needs of the learner which may be in online or face to face;

7.3.1.7. Recorded on Promonitor under Benchmark 8 Personal Guidance and objectives set where appropriate; and

7.3.1.8. Up to date and in line with changes in government legislation.

### **7.4. I.A.G Interviews**

7.4.1. I.A.G Interviews will:

7.4.1.1. Consist of the three stages outlined in the Skilled Helper Model: contract, exploration and action planning;

- 7.4.1.2. Be recorded on ProMonitor under Enrichment Benchmark 8 with agreed actions and target dates saved as a SMART (Specific, Measurable, Achievable, Relevant, and Time) Target;
- 7.4.1.3. Make well-informed and realistic career decisions;
- 7.4.1.4. Identify sources of information or marketing material;
- 7.4.1.5. Make referrals to partners or external agencies where appropriate; and
- 7.4.1.6. Be recorded on college systems to measure the service impact and outcomes.

## 8. PARTNERSHIPS

### 8.1. Internal Partnerships

#### 8.1.1. Careers and Employability Officers:

- 8.1.1.1. Work closely with learners and employers to facilitate the work experience process and meet the required objectives for work experience, industry placements and T-levels; and
- 8.1.1.2. Provide relevant IAG to learners to enhance their own skills and abilities and encourage self-motivation when searching and applying for their own work experience opportunities.

#### 8.1.2. Student & College Services Team:

- 8.1.2.1. Provides impartial course advice to support learners to make appropriate choices as well as financial information for courses; and
- 8.1.2.2. Enrolment advice and support during the UCAS process.

#### 8.1.3. Personal Development Tutors:

- 8.1.3.1. Deliver tutorials to develop learners' career management and decision-making skills and provide opportunities for personal development;

- 8.1.3.2. Support learners with the development of their employability skills linked with the College's Employability Framework to strengthen job prospects;
  - 8.1.3.3. Identify learners at risk of dropping out of college and refer to the career's adviser for guidance; and
  - 8.1.3.4. Carry out progress reviews and set targets that meet a learner's aspirations to progress.
- 8.1.4. Curriculum staff:
- 8.1.4.1. Support learners with internal enrolment and progression relating to next steps;
  - 8.1.4.2. Provide careers information, identification of relevant skills and LMI within their subjects; and
  - 8.1.4.3. Arrange employer visits, guest speakers and career-related projects.
- 8.1.5. Training @ Hopwood:
- 8.1.5.1. Work with students and employers to provide impartial IAG regarding apprenticeships and support with the application process; and
  - 8.1.5.2. Signpost to the Careers team or external training provision where applicable.

## **8.2. External Partnerships**

- 8.2.1. The National Careers Service support our 19+ learners and strengthen the College continued commitment to impartial IAG by providing careers interventions, UCAS, NARIC and course progression as well as CV development, interview techniques, finding a job and funding advice.
- 8.2.2. Hopwood Hall College has a Service Level Agreement with Positive Steps to work with the most vulnerable groups to prevent NEET and support

learners with an EHCP by providing suitable advice and guidance and working closely with the Learner Support Team.

8.2.3. Hopwood Hall College will work with local schools to provide pupils with options to explore technical and vocational opportunities and support with transition to college.

## 9. MONITORING AND EVALUATION

1.1. The Careers Leader has direct oversight of this policy and with support of the Careers team will;

1.1.1. Work with the Careers Coalition to monitor all feedback and recommendations to improve the service.

1.1.2. Improve the quality of our services by following the College procedure for complaints or compliments

1.1.3. Capture and record feedback from learners, parents and stakeholders

1.1.4. Monitor our progression against the Gatsby Benchmarks on a termly basis

1.1.5. Ensure all staff and learners are responsible for implementing this policy.  
This policy is available to all staff on the Hub and to learners and parents through the website.

1.1.6. Monitoring of this policy will be carried out by the Careers Leader.

## 10. DOCUMENTS ASSOCIATED WITH THIS POLICY

10.1. The following documents are linked to this policy:

10.1.1. Careers Strategy

10.1.2. Provider Access Statement

10.1.3. Work Placement Policy

10.1.4. External Speakers and Events Policy

10.1.5. Attendance Policy



## 11. APPENDIX 1 - RECORDING THE GATSBY BENCHMARKS ON PROMONITOR

Benchmark 1	A stable careers programme	<ul style="list-style-type: none"> <li>• Promoted through the college website</li> <li>• The Colleges Careers Strategy</li> <li>• Delivered through tutorial and curriculum sessions</li> </ul>
Benchmark 2	Learning from career and labour market information	<ul style="list-style-type: none"> <li>• To record when learners have been referred to sources of labour market information (Start website, icould.com, HE prospectus, apprenticeship website etc.) or a talk on the job market</li> <li>• Name of the website, social media account, flyer, poster, book or other resource to be included</li> <li>• Good practice to encourage learners to share this with their parent / carer</li> </ul>
Benchmark 3	Addressing the needs of each learner	<ul style="list-style-type: none"> <li>• Activity that challenges stereotypical thinking, e.g. gender roles.</li> <li>• Activity that helps to raise the aspirations of learners (e.g. learner reflection after a guest speaker / attending a visit, watching an aspirational video, a goal setting exercise etc.)</li> </ul>
Benchmark 4	Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>• Sessions / lessons that enable learners to understand their courses can lead to multiple careers</li> <li>• Competitions, challenges, performances, national awareness events</li> <li>• Enrichment activity learners undertake in their own time that is relevant to their course, e.g. building a PC / repairing a car / creating their own website / writing a blog</li> </ul>
Benchmark 5	Encounters with employers and employees through part time work	<ul style="list-style-type: none"> <li>• All part-time work undertaken by learners should be recorded with the employer's name.</li> <li>• Tutors also need to record a comment that enables learners to see how their part time work aides their development &amp; will benefit them at college; behaviour / time management / personal responsibility / communication</li> </ul>

Benchmark 5	Experiences of employer encounters	<ul style="list-style-type: none"> <li>• Employer name needs to be recorded</li> <li>• Type of activity, e.g. guest speaker, placement interview, mock interview, any employer led activity / any contact with an employer on HHC premises</li> </ul>
Benchmark 6	Visit to Workplace	<ul style="list-style-type: none"> <li>• Any activity that happens in a place of work; tour, mock interview, etc.</li> <li>• If visiting any venue off site, then staff should encourage learners to consider job roles in that environment and then record these visits under this category</li> <li>• Excludes external work experience which will be captured through Connect</li> <li>• Any learners that have done work experience for a department within Hopwood Hall College will need this to be recorded here</li> </ul>
Benchmark 7	HE Encounter	<ul style="list-style-type: none"> <li>• HE Institution name needs to be recorded</li> <li>• Type of activity, e.g. guest speaker, taster day, visit to HE, HE Fair etc.</li> <li>• Any contact a learner has with a HE provider inc GM Higher activity</li> </ul>
Benchmark 7	Other Encounter	<ul style="list-style-type: none"> <li>• FE, apprenticeship or training provider name needs to be recorded</li> <li>• Type of activity, e.g. guest speaker, taster day, visit to learning provider, careers fair etc.</li> <li>• Any contact a learner has with another FE, apprenticeship or training provider inc careers fairs that take place in another training or education providers establishment</li> </ul>
Benchmark 8	Personal Guidance	<ul style="list-style-type: none"> <li>• The Careers Team will take responsibility for this benchmark, so curriculum colleagues will not need to use it</li> </ul>