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Title: Careers, Education, Information Advice and Guidance Policy, (CEIAG)		

Last Reviewed	13/02/2026
Reviewed by	Donna Lawson
Ratified and approved by	Donna Lawson
Next Review	13/02/2027
Frequency of review	Annually or when legislation requires



ABOUT THIS POLICY



Purpose

The purpose of a Career Education, Information Advice and Guidance Policy (CEIAG) is to identify and support learners to plan and manage their career path in line with their career goals and developments. Ensuring that learners are prepared for challenges and responsibilities of higher education, skills and employment to their needs and to fulfil their potential. Our plan is measured using the eight Gatsby Benchmarks of **Good Career Guidance**.

We aim to maximise the success of our learners have future working lives by having a career and employment rich environment with wrap around employability context supported by our Career and Learning Plan (CLP). Thereby equipping learners to fulfil their career potential. At PET-Xi we will provide:



- Good quality, comprehensive and impartial information, and advice to help make informed decisions about their future career options, given up front.
- Respond to the individual needs of each learner knowledge and skills development.
- Raise aspirations and challenge expectations, promoting social mobility. Through self- evaluation and reflection.
- Develop and deliver a curriculum and associated provision which is aligned to the needs of business, industry, and the community in responses to an everchanging labour market.
- Support learners to gain the confidence through mentoring and coaching, to take ownership of their own career development plans enabling them to compete in the workplace, regionally, nationally, and globally.
- The Leadership will ensure that curriculum content is linked with careers and employability requirements ensuring wrap around CEIAG in their teaching.

The key principles upon which this policy is based are that CEIAG:



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- To ensure that the initial information, advice and guidance provided prior to enrolment is transparent, impartial and provides opportunities for confidentiality.
- Is personalised, provided opportunities to identify and respond to the needs of the individual, and build on previous learning and experience.
- Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture, and background.
- Offers guidance and support for any learner at risk of dropping out, to assist with retention and referring to alternative provision where appropriate.
- Is enhance by strong networks and collaborative approaches involving external partners and employers.
- Provide comprehensive information and advice on a full range of progression options.



The Eight Gatsby Benchmarks of Good Career Guidance are:	
Benchmark	Procedures and activities at PET-Xi provision: Location of Evidence, signposting, examples.
1. A stable career program. A stable career program should offer a range of high quality and inspiring progressive careers activities that enable learners to make well informed decisions about education, training and employment.	Curriculum Intent for all programs at PET-Xi is supported by the Governors and the Executive Leadership Team (ELT) and is shared on our website with a focus on the individual establishing a clear career entry route, pathways for job seekers and those looking to re-skill.: <ul style="list-style-type: none"> • A Personalized Curriculum. • A Challenging Curriculum. • A Curriculum for life. • An Inclusive Curriculum. • An Evolving Curriculum. All courses have wrap around Career Education, Information Advice and Guidance (CEIAG) from internal, external experts and labour market opportunities.
2. Learning from career and labour market information Every learner should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	Pre course activity – Specialist Learner Engagement team activities. Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by the learner. Providing sufficient course information and advice to enable prospective learners to make suitable choices pre course. Provide: <ul style="list-style-type: none"> • Up to date information available on current labour market opportunities with PET-Xi and employment options suitable for the individual learner’s skills, employment, and career aspirations.

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	<ul style="list-style-type: none"> The correct documentation available, to include eligibility requirements, course content, employer expectations, level, and competency requirements, and accurate contact routes. Information about the support available on courses, for example, internal English and maths support, individual support for SEND and Careers advice and guidance from our external partners, for example, the National Careers service (NCS) and Smart Works.
<p>3. Addressing the needs of each learner</p> <p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner.</p>	<p>Pre course sessions to include Identifying specific support needs for learners with special educational needs or disabilities (SEND).</p> <p>Sign posting to the specialist support team for support needs.</p> <p>Initial assessment of English and math's to support whilst on the course.</p> <p>ESOL sessions in additional if required for learners.</p> <p>Ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance when required.</p> <p>The learners' present situation will be discussed:</p> <ul style="list-style-type: none"> The financial implications options will be discussed, Better of Calculation completed on course. (Included in the CLP) Issues surrounding social/family support will be discussed. Flexible course times can be arranged. (Recorded on the learner profile) Alternative options, if the course is not suitable or timing not appropriate, will be discussed. (Recorded on the learner profile)
<p>4. Linking curriculum learning to careers</p> <p>All delivery staff should link curriculum learning to their career even on courses that are not specifically occupationally- led.</p>	<p>Linking lessons/activities to the appropriate outcomes in the timetable planner or scheme of work (SOW).</p> <p>Using a range of methodologies to make career education effective.</p> <p>Linking subject content to development of careers thinking</p>

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	<p>Making connections between the development of transferrable skills across the curriculum and career development. (Included in the CLP)</p>
<p>5. Encounters with employers and employees</p> <p>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 a range of enrichment activities including visiting speakers, mentoring, and enterprise schemes.</p>	<p>Ensure employer contribution by agreeing with the contract manager to include the curriculum content for the roles, which will develop the course sequence for the learners.</p> <p>Employer presentations and talks or 'a day in the life' are promoted and take place whilst on the course to support the learner with employment knowledge and understanding of the job role.</p> <p>Collaboration is vital from employers to establish participation, job description, and available roles/ in conjunction with job clubs/DWP.</p>
<p>6. Experienced of workplaces</p> <p>Every learner should have first-hand experience of the workplace through work visits, work shadowing, and work experience to help their exploration of career opportunities and expand their network.</p>	<p>Ensuring that work experience supports future employment in the learner's career development where possible.</p> <p>Ensuring a clear focus on development of employability skills as well as experience.</p> <p>Employer feedback and development support enables learners to feel confident in their chosen career path and ability for the role.</p>
<p>7. Encounters with further and higher education</p> <p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes.</p>	<p>Every learner on the Sector based work academy (SWAP) courses is guaranteed an interview with the employer.</p> <p>Any course and entry requirement details for the employer or job role will be clearly explained and discussed within the pre course sessions and course content.</p>
<p>8. Personal guidance</p> <p>Every learner should have opportunities for guidance interviews with a career adviser, who can be internal or external.</p>	<p>External services: The National Careers Service (NCS) provides free impartial information, advice and guidance on education, training and work to adults and young people. The majority of courses will receive a visit from the NCS and all courses receive an invitation to attend.</p> <p>Smart Works (SW)/ and Suits</p> <p>Working with referral partners and providers Smart works and Suits support with interview clothing and provide interview coaching to support learners into employment.</p>

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	<p>Exit/ Next steps</p> <p>Our CLP supports learners to evaluate their choices and employment readiness to enter into the work world by re-assessing their skills on completion of the course.</p> <p>Next steps are reinforced in the CLP for continuous targets and goals to reach employment. Learners end of course reflective journals ask:</p> <ul style="list-style-type: none"> • What have you learned about yourself? • How have you progressed? • What have you achieved so far? • What do you think you need to do next? <p>Progression and recruitment managers and team members will support the learners with interview dates/time and employer information to employment for the SWAP.</p> <p>If the learner does not gain employment with the SWAP employer, they will work with the learner to gain alternative employment supporting the learner for the next 3 months and beyond if required by the learner.</p>
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Quality Assurance

Monitoring CEIAG is an element within the quality assurance and improvement plan and is embedded within the deep dive process, to include process, participation and materials used.



Feedback from learners and delivery staff about the relevance and quality of the CEIAG wrap around service is valued to gain a holistic monitoring view.

Best practice and positive feedback are included in the weekly newsletter and any improvements identified are reviewed at departments meetings.

Outcomes will be added to the quality improvement plan (QIP) or acted upon if an immediate response is required.

The methods used to gain feedback will include:

- Learner forum and verbal on course feedback during deep dives by the quality team against the quality cycle.
- Learner evaluation forms completed by learner at the end of each course.

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- Annual delivery staff feedback
- Employer questionnaires are completed after the positions have been filled.

Related Policies

Initial Assessment and Prior learning policy

Policy Version Tracker

Version	Action	Author	Verifier	Comments	Date
01.0	Original	Susan O'Neill		Creation	09/08/2023
				Review Date	09/08/2025
01.0	Review	Donna Lawson	Donna Lawson	No Changes	13/02/2026
				Next Review Date	13/02/2027