

**Policy: Careers Education,  
Information, Advice and  
Guidance Policy**

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# Careers Education, Information, Advice and Guidance Policy

## 1. Purpose

The Careers Policy is committed to and guided by the principles of excellence in impartial careers information and guidance.

Franklin Sixth Form College (the College) is committed to providing Careers Education, Information, Advice and Guidance (CEIAG) to all students through the curriculum, the Personal and Professional Development Programme, Aspire and a comprehensive range of organised activities via the Centre for Professional Development through our integrated approach. Students are provided with differentiated, current, accurate and relevant information to help them raise their aspirations, plan and develop their Progression Plans and increase their self-awareness.

Working with the local and regional business community, we are focused on developing work readiness, digitisation and smarter working giving our students the vital knowledge, skills and behaviours that they need to prepare them for their next stage in education, training or employment.

Franklin Sixth Form College offers an outstanding careers provision, which contributes to raising aspirations and improving motivation, enabling our students to achieve their full potential in an inclusive and supportive environment.

## 2. Scope and legal definitions

High-quality careers education and guidance is crucial to supporting our students in making informed decisions about their future pathways. Our Careers Education, Information, Advice and Guidance (CEIAG) Policy fulfils our statutory duty to provide independent and impartial careers guidance in line with the most recent [Department for Education statutory guidance, Careers guidance and access for education and training providers](#).

This policy reflects the government's expectations that schools and colleges deliver a stable and progressive careers programme aligned with the [Gatsby Benchmarks of Good Career Guidance](#), and ensures that learners receive accurate information about the full range of academic and technical pathways, including apprenticeships, T Levels and Higher Technical Qualifications.

Our approach also supports the aims of the [Skills and Post-16 Education Act 2022](#), including strengthened provider access requirements to ensure learners encounter a range of education and training providers during secondary education. The policy 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 expected to be implemented from September 2025.

Franklin has a responsibility to appoint a Careers Leader who has the necessary skills, commitment, and support from the College Leadership Team, with dedicated time to effectively carry out the role. We must publish the impact metrics of our careers

programme, which are updated annually on our website and include destination data. Our careers programme is reviewed and updated annually after gathering feedback from students, parents, and stakeholders. It is aligned with the eight Gatsby benchmarks and published on our website. In addition, our Provider Access Legislation outlines how we provide encounters with various providers, ensuring all students have the opportunity to learn about apprenticeships, technical qualifications, and higher education. Students receive impartial career guidance and information (CEIAG) from qualified Level 6 Careers professionals.

The 'Skills for Jobs' white paper outlines a strategy to align post-16 education and training in England with the needs of the labour market. To strengthen the connection between employers and further education providers, the College has introduced an Employer Advisory Board, who consists of local volunteer businesses that meet regularly with the Centre for Professional Development Team, members of the CLT, and curriculum heads of department. The purpose is to ensure the curriculum remains relevant and current to industry requirements.

Additionally, each department is assigned an employer board member who meets with them to review the curriculum and assist in developing students' skills to meet industry demands. This collaborative approach aims to make the curriculum more responsive to the evolving needs of the labour market.

Franklin Sixth Form College is part of the Careers and Enterprise Careers Hub, and the Community of Practice, Post 16; a collaborative initiative between schools, colleges, universities, training providers, employers, and career professionals. These aim to enhance careers education as part of the government's Careers Strategy introduced in 2017.

The College has a dedicated Centre for Professional Development with overall responsibility for careers education, information, advice, and guidance (CEIAG) which is overseen by the CLT Associate for Careers and Employability. The careers provision is fully supported by the College Leadership Team, a dedicated Careers Lead Director, who oversees the quality of careers guidance, and a Skills Lead Director.

### **3. Policy Statement**

#### **3.1 Careers Programme**

##### **3.1.1 Statement of Intent and purpose**

Franklin Sixth Form College is committed to providing all students with a comprehensive programme of careers education, information, advice and guidance and our careers programme reflects this. We aim:

- I. To deliver guidance in an impartial manner whereby students are informed of all available options
- II. To inspire and raise the aspirations of students at Franklin Sixth Form College and in turn enable them to make well informed choices, developing their skills and experiences to support and prepare them for their chosen pathway

- III. To promote career exploration through a wide range of accessible resources: careers newsletter, websites, books, leaflets, posters, news articles, newsletters and local Labour Market Information
- IV. To equally promote all transitional pathways including technical, higher education, further education, apprenticeships or employment
- V. To offer 1-to-1 guidance interviews via individual appointments with qualified Level 6 Careers Advisers.

### **3.1.2 Core aims and objectives**

The College's careers programme offers a structured timetable of events and activities, designed to give every student the opportunity to reach their full potential. Students on 16 to 19 study programmes receive a broad range of support and guidance to prepare them for progression to higher education or to alternative routes of further study, apprenticeships or employment. The College aims:

- I. To develop employability skills with multiple interactions via our integrated approach
- II. To provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to develop enterprise and employability skills including skills for self-employment
- III. To inspire students through real-life contact with the world of work, in the form of mentoring, work shadowing, industry placements, masterclasses and work visits
- IV. To support inclusion, challenge stereotypical thinking and promote equality of opportunity
- V. To communicate with parents/carers so that together we can support our young people to reach their full potential
- VI. To promote a culture of high expectation and rigorously monitor achievements and destinations of students on all courses to ensure that they make good progress from their starting points.

### **3.1.3 Implementation**

In addition to offering one to one appointments, students can access the Centre for Professional Development outside of their lesson time to utilise resources and speak to staff. Guidance interviews take place in a designated room. Careers information is disseminated in the following ways:

- I. In addition to one-to-one guidance, group work is undertaken on topics such as progression planning, finance, CV workshops and mock interviews and external specialists are invited to support this work during the Aspire programme
- II. Annually the College organises a large-scale Careers and Progression Fair for students, parents and carers and invitations are extended to local schools. In addition to stands representing local and national employers, apprenticeships, training providers and universities, over 20 specialist talks

- take place throughout the evening on a variety of different careers, student finance, applying to university, including Oxbridge, and apprenticeship routes
- III. Annually there is a STEM conference, Health Conference, Creative Conference and a Digital Conference for our students and local school children in Year 10-11, whereby workshops are available giving students an insight into the vast range of careers available. These are delivered by organisations, universities and apprenticeship providers
  - IV. Throughout the year a wide range of visits are planned for students to attend taster days and university open days, including This is Hull, an experience day for all Year 12 students
  - V. Access to local Job and Careers Fairs including Women into Manufacturing & Engineering and Health conferences such as I-Care
  - VI. Advice and guidance on apprenticeships and employment options from national and local organisations
  - VII. Participation in National Careers Week and Apprenticeship Week with multiple interactions from stakeholders and a variety of events organised by the College
  - VIII. During lesson time employers, university and apprenticeship providers deliver masterclasses, followed with a Q&A session for further discussion in The Bridge, accessible to all students
  - IX. Support for students wanting to work within the healthcare profession including MMI's and help with UCAT as part of our Future Medics Programme run in partnership with HYMS and Lincoln Medical School
  - X. Students, as part of their study programme, are required to choose a minimum of one PPD (Personal and Professional Development) session weekly which are tailored to future aspirations and interests whilst developing transferable skills
  - XI. Students can access quality work experience or internships within a variety of local businesses and organisations. Work placements are designed to be purposeful and challenging and support students with their career and transition aspirations
  - XII. Students who achieved high GCSE scores are encouraged to join our High Flyers programme that is designed to stretch and challenge their critical thinking and equip them with the skills that are needed to succeed at Oxbridge, Russell Group Universities and Higher Degree Apprenticeships
  - XIII. Students access the careers newsletter that is updated weekly with university, employment, apprenticeship and career spotlights information.

### **3.2 Gatsby Benchmarks**

The Gatsby Benchmarks are at the heart of the Careers Strategy, with an expectation that all colleges will work towards the benchmarks. Franklin Sixth Form College is committed to achieving all 8 benchmarks and these are embedded within our careers programme.

### **3.2.1 The Gatsby benchmarks defined are:**

- I. A stable careers programme.
- II. Learning from career and labour market information.
- III. Addressing the needs of each student.
- IV. Linking curriculum learning to careers.
- V. Encounters with employers and employees.
- VI. Experiences of workplaces.
- VII. Encounters with further and higher education.
- VIII. Personal guidance.

### **3.2.2 Evaluating the benchmarks**

The Careers and Enterprise Compass Tool is used to assess ongoing progress and is conducted every term. Results are shared with the link Careers Director.

### **3.3 Student entitlement**

Franklin Six Form College students are all entitled to;

- I. Access individual careers guidance delivered by professionally qualified Level 6 Careers Advisers. These can be booked via the College student portal, by email or by calling in to the Centre for Professional Development available throughout the academic year
- II. Access well informed, impartial information and guidance free from bias and stereotyping
- III. Access opportunities to engage with university staff, employers, apprenticeship and training providers both in College and via visits to external events
- IV. Access work experience placements via the Centre for Professional Development
- V. Have access to a weekly career's newsletter highlighting local and national career and higher education related events, apprenticeship opportunities and online webinars
- VI. A structured Aspire programme covering careers and employability content tailored to the needs of the different student groups within the College and focused on the individual and their specific needs
- VII. Teaching staff, as part of our integrated approach, prepare students for positive progression beyond College, discussing careers related to their subject and relevant local labour market information
- VIII. Referrals with our Get Back on Track programme should they be at risk of becoming NEET.

## **4.0 Policy References**

### **4.1 Access to the policy**

The policy will be available on the website.

### **4.2 Quality and Assurance Monitoring**

The College has a dedicated Centre for Professional Development with overall responsibility for careers education, information, advice, and guidance (CEIAG) which is overseen by the Associate Principal – CfPD and PPD. The careers provision is fully supported by the College Leadership Team, two jointly appointed Careers Leads and a dedicated Careers Lead Director, who oversees the quality of careers guidance, and a Skills Lead Director.

Termly, a Compass self-assessment evaluation takes place with a Careers and Enterprise Coordinator. Our latest Ofsted inspection, May 2024, judged Personal Development and Behaviours and Attitudes outstanding, quoting ‘the excellent range of personal and professional development programmes, leaders engage very well with a range of stakeholders to understand the immediate skills needs local as well as emerging priorities, and students benefit from a comprehensive careers programme and speak confidently about their intended destinations and how to get there.’

The College Leadership Team will review the policy every three years.