

# SOUTH BANK UNIVERSITY SIXTH FORM (SBU6)

## Career Education Information Advice and Guidance Policy (CEIAG)

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Policy owner	Vice Principal – Student Experience
Name of SMT sponsor (if different to owner)	
Corporation committee with policy oversight	Quality Committee
Date of approval	
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Policy applies to these groups	Students / staff / visitors
Forms part of staff terms and conditions	Yes / No
For publication on SBU6 website	Yes / No
For publication on staff policies sharepoint	Yes / No
Requires documented evidence of staff having read and understood this policy	Yes / No

***NB. Role names and titles in this document may be subject to change.***

## 1. Statutory Duty to provide CEIAG

SBU6 is committed to fulfilling its statutory duties in relation to the provision of Careers education, advice and guidance as listed in Appendix 1. We will also, as positive action towards addressing inequity caused by lack of self-belief or future vision by students, target specific careers guidance and support as well as careers and educational opportunities towards those students receiving support by tutors and student support teams who may need further encouragement and help – and who may especially benefit from these. These activities form part of our Careers Education Information Advice and Guidance (CEIAG) Programme.

## 2. Links with other policies:

The policy for CEIAG supports and is underpinned by a range of key SBU6 policies including: Strategic Objectives; Equality & Diversity; Educational Visits and Trips; Child Protection & Safeguarding; Behaviour and Attitudes.

## 3. Commitment

SBU6 is committed to providing a planned programme of impartial careers information, advice and guidance offering a full range of post-16 education, training and employment opportunities; to inspire every student whatever their background, gender, religion, ethnic origin, sexual orientation or ability. SBU6 is committed to providing a programme that is:

- Accessible
- Supports inclusion
- Challenges stereotypes and promotes equality and diversity
- Designed to develop responsible young adults who are able to contribute to the wider community and society
- Encourages participation in education and/or training beyond 18
- working in partnership with other educational institutes to share good practice, reflect on and improve current practice
- build long term relationships with employers and higher education institutions to support and enrich students' experiences of learning about work, through work experience and preparation for work

## 4. Aims and Objectives

- All students are provided with a CEIAG entitlement statement and careers education programme which clearly states the activities that are scheduled throughout the year. These are accessible from the SBU6 website so that students, parents, teachers and employers are aware.
- Parents are informed about work experience opportunities, HE & employment events, talks and other career related activities that are taking place throughout the year via the website, parents evenings and newsletters.
- To promote equality of opportunity, all students have access to a range of activities that inspire them to consider the widest possible range of career choices irrespective of their gender or ethnic backgrounds.
- Provide further CPD training for staff and to develop a centralised resource area to support

#### Gatsby benchmark 4 - Linking Careers with the Curriculum

- Prospects to provide independent, impartial advice and guidance through the delivery of a wider range of IAG services, to include 30 days 1-1 personal guidance, CPD for staff, Parents' evenings and employability group sessions
- Careers advice considers current trends in the labour market to ensure that students are able to make realistic and informed choices thereby improving their prospects of success and economic wellbeing. This contributes to positive destinations for students, better outcomes in the labour market and they are less likely to become NEET.
- Students benefit from a range of work experience opportunities, insight days, motivational talks, employer visits, as well as regular in-house sessions and resources on employability skills, which will inform their decision-making so that they can emerge from SBU6 prepared for the world of work.
- Students are given resources and receive information about FE, HE and Apprenticeships through multiple channels: email, the Careers Collaborative website, bulletins and directly from HE providers and employers. Students will be able to book an appointment to discuss any of their FE, HE or employment options and receive specialist careers advice.
- Gather feedback from students and parents on the quality of the CEIAG programme

## 5. Student Entitlement:

Students are entitled to impartial and confidential CEIAG which is student-centred, delivered by professionally trained staff and meets the professional standards of practice. SBU6 publishes a CEIAG entitlement statement which is displayed at the entrance to the Careers Centre, displayed in the Library, advertised on the college website and incorporated into the student handbook.

All students will have the opportunity to:

- Access careers advice and guidance during SBU6 hours staffed by a team of advisors
- Have a 1:1 appointment with a professionally trained impartial careers advisor
- Attend an annual Careers Fair supported by a range of universities, employers and training providers
- Receive information and advice on applying to university and preparing for the world of work at key points of the year via their tutor
- Explore undertaking work experience or volunteering
- Attend insight days and careers events with a range of employers
- Attend a wide variety of in-house HE and employer talks throughout the year
- Receive regular information about opportunities to attend a range of university taster courses and masterclasses
- Access Labour Market information via Unifrog and Careers Teams
- Receive bulletins on apprenticeships and college leaver schemes
- Access real-time job information using Unifrog
- Develop employability skills using Unifrog
- Feedback their views on the quality of the careers programme

All Parents/carers can expect:

- To be able to make an appointment to discuss their child's career options
- To be invited to careers related events

- To be informed about opportunities that their child can access
- To receive important information about UCAS
- To have the opportunity to feedback their views on the quality of the careers programme

## 6. Delivery methods

All students at all levels will have access to a comprehensive and impartial programme of careers and work-related learning activities. This will include formal delivery of dedicated CEIAG topics within tutorials, within lessons, external visits, internal presentations and cross-college events.

All CEIAG sessions, events and external partnership services will be published in a comprehensive careers plan.

The methods by which the CEIAG team, Curriculum Managers, and Personal Tutors will accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum
- Promoting awareness of the world of work through employer engagement
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement
- Providing an Apprenticeship Awareness programme for those not pursuing progression to HE
- Providing mentoring and support for higher level apprenticeship programmes
- Developing students' personal and social skills to relate to the world of work
- Providing vocational students, and where appropriate, A-Level students 35 hours of relevant work placement
- Enabling students to make considered decisions in regard to future choices
- Providing students with a comprehensive UCAS programme
- Providing a tailored mentoring and support programme for those wishing to pursue medicine/Oxbridge
- Promoting Russel Group University choices for all students
- Providing informed and impartial guidance
- Maintaining, developing and evaluating effective links with key partners
- Ensuring schemes of work, assignment briefs and project briefs recognise the importance of Careers Education and outline opportunities for students to develop their employability skills
- Ensuring departments display subject links to occupations and progressions

## 7. Management and Staffing

### Principal

- Responsible for the overall implementation and evaluation of high quality careers education, information, advice and guidance for all groups of students.

### Vice Principal – Student Experience

- The strategic planning of the Career programme
- Line management of the Head of Student Services and Careers

- Ensuring the Baker Clause and Gatsby Benchmarks are adhered to

#### **The Head of Student Services and Careers**

- Plans, coordinates and evaluates the CEIAG programme
- Plans and monitors the impact of work experience and T level industry placements
- Plans and ensures appropriate coverage of careers themes in the tutorial programme
- Establishes and reviews partnerships with external businesses
- Oversees the careers development targets that link to Gatsby benchmarks across all subjects cohorts
- Provides impartial IAG and 1:1 Careers Interviews to support the programme and Student Entitlement
- Is the UCAS Centre-Coordinator
- Carries out other roles and responsibilities in line with job description

#### **The Curriculum Leads**

- Work as part of the management team to ensure careers education is being implemented efficiently through curriculum planning
- Ensuring Gatsby Benchmark 4 is addressed throughout their programmes of study

The link to the Governor for Careers is through the Vice Principal Student Experience.

**Work Experience** is coordinated and implemented by Curriculum Managers and the Head of Student Services and careers. Students are offered work experience on all vocational and A-Level programmes which are planned by curriculum managers and the Careers Team. This is accomplished through SBU6 links with local employers and local and regional organisations.

**Learning Coaches** are assigned to tutor groups and meet once per week to support students with their pastoral needs, including career development (information and advice). The Tutorial programme provides opportunity to research and apply learning to career planning.

**All staff** contribute to CEIAG through their role as a Personal Tutors or Subject Teachers. A range of activities is offered to all students to enhance both academic study and career planning.

## **8. Curriculum Delivery:**

The Careers Programme allows all students to:

- Make well-informed decisions on the options available to them
- Develop an awareness of self and career opportunities
- Develop informed career decision making skills
- Manage change with an attitude of self-reliance and responsibility

The Careers Programme is provided to students through a calendar of events. The Careers Lead presents tutorials to each tutor group relating to successful transition and progression from SBU6. This is also complemented through the SBU6 annual Careers Fair, where students are given the opportunity to attend subject/career talks by professional speakers (including alumni) and attend the career exhibition where university representatives and local employers visit SBU6 and promote all areas of HE, apprenticeships, training and employment. Ongoing tutorials support the programme during the year and through to Year 13 when students apply to HE, FE, apprenticeships, training and employment.

The enrichment department also support the programme through personal development and skills by providing opportunities to raise funds for charities, take part in volunteering events and peer support to fellow students and other local schools.

SBU6's inclusive approach ensures all students with SEN access the programme and are supported by qualified specialist staff. Inclusion is also supported by initial assessment of need, provision of specialist support and equipment and any specific exam arrangements. The Prospects Careers Advisor is integrated into the EHCP process to promote impartial careers information and guidance throughout the year.

Other activities and opportunities also support the programme for Level 3 students in year 12 & 13:

- Oxbridge activities, Healthcare workshop, work experience opportunities, student finance events, cross-curricular workshops and events and employer trips and visits, tutorials, enterprise education and alumni events and presentations.
- The opportunity to visit university or college open days is available to students either by allowing up to two days out during the year or group visits through cross-curricular events.
- Opportunities for meaningful and purposeful work experience or employability learning. To acknowledge, evaluate and record any experience of work together with employer feedback or reference; providing the student with a valuable experience of the working environment and develop their employability and enterprise skills.
- Work experience takes place at various times and through a variety of arrangements throughout the academic year. The priority of each experience is to develop employability and enterprise skills and experience the world of work.

## 9. Access

### **Access to Information:**

Access to a full range of Information about A-Level and Vocational qualifications, education, apprenticeships and training options and employment; incorporating (LMI) Labour Market Information (locally and nationally), the world of work and the organisation of the work place is available. Careers information is available in the Student Services area and on Unifrog

## Access to Guidance:

Individual, high quality and impartial (IAG) Information Advice and Guidance; provided by fully qualified practitioners (minimum Level 6 in CEIAG) Careers Leader is available. It provides clear opportunities for transition and future progression. Guidance leads to the development of students' action plans for their future and regular opportunity to review their plans at timely intervals.

## Partnerships:

A range of partnerships exists between HE, FE, employers and specialist providers. These include:

- LSBU Group
- Local employers
- Trips to universities and companies linked to subject areas
- HE & Careers Day (external speakers, local providers and university reps from local and Russell Group)

- Other partnerships, such as a qualified counsellor
- Community Volunteering Programme

## Provider Access (Baker Clause):

### Introduction

This statement sets out SBU6's arrangements for managing the access of providers to students at the Sixth Form for the purposes of giving them information about the provider's education or training offer. This complies with the SBU6's legal obligations under Section 42B of the Education Act 1997. (Baker Clause)

## Student entitlement

*All Students are entitled:*

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme.
- To hear from a range of local providers about the opportunities on technical education and apprenticeships.
- To understand how to make applications for the full range of academic and technical courses.

## Procedure

A provider wishing to request access can contact:

Caron Bernard Head of Student Services [caron.bernard@sbusixth.ac.uk](mailto:caron.bernard@sbusixth.ac.uk)

Sharon Carnegie Vice Principal: Student Experience [sharon.carnegie@sbusixth.ac.uk](mailto:sharon.carnegie@sbusixth.ac.uk)

## Opportunities for access

Varied events, integrated into the SBU6's careers programme, will offer providers an opportunity to come into the Sixth Form to speak to students and/or their parents

## Examples of opportunities available for employers/providers to attend:

- Pop-up opportunities for promoting volunteering/jobs and work experience
- Employer/Provider visits to small group sessions, assemblies, or workshops
- Parents /open days and freshers Fair events
- Annual Career fair on Higher education and Apprenticeship.

## Premises and facilities

We make our building available to allow access between the provider and students, as appropriate to the activity. Providers are welcome to leave a copy of their prospectus in our library. SBU6's policies on safeguarding will be followed by providers accessing our premises as visitors to talk to our students.

## 10. Resources

**Accommodation** – the Careers service is situated in the Student Services area for 1:1 interviews and small group work activities of up to six students.

**IT Facilities** – Are available in the Sixth Form study area when working with a Careers Advisor.

**Finance** – the Careers finance budget is provided annually by the Sixth Form Finance Department for the provision of careers information resources, IT software and other services.

## 11. Staff Development

The role of the Head of Student Services and careers is to identify the Careers and Work-Related Education training needs for Learning Coaches, Teachers & Managers and, where possible, arrange or provide appropriate CPD. Staff training is identified by a needs analysis and planned for by the Vice Principal Student Experience. Staff identify needs through Staff Reviews and are supported when feasible according to priorities and need. CPD for staff is determined through evaluating the programme and services provided.

## 12. Monitoring/ Review and Evaluation

SBU6 will ensure continual improvement in the quality of CEIAG provision through regular review and evaluation of its programmes in accordance with Statutory Guidance for Schools and Colleges, Gatsby Benchmarks and formal accreditation (Quality in Careers Standard).

SBU6 is committed to carrying out a cross curricular audit of Careers and Work-Related learning to be reviewed annually. Major elements of the Career and work-related programme are evaluated to capture feedback from students and staff and record learning and impact from these activities. Feedback on effectiveness is used each year to review and develop the Sixth Form programme for the following year.

An Annual Review of the partnership with The Lambeth Careers Network provides the opportunity to review and evaluate the services and discuss areas that went well and any areas for improvement or change. An Impact Report is produced which confirms the number of 'bought in' days provided by the Careers Advisor and the participation of any events such as the Careers Fair and 1:1 interviews. It also provides feedback on what went well and the impact the service had during the year. Suggestions, development and improvement are also reported and discussed with the College during review meetings with the Careers service and the Vice Principal Student Experience.

The Careers service is evaluated from student evaluation forms that are completed after 1:1 interviews and any comments recorded for evaluation to review the service. SBU6 also carries out their own annual student survey twice a year. Information is collated for all cross-curricular areas including the Careers team. The information is evaluated and reviewed in departments and by the Senior Management Team for Quality Improvement Plans.

## 13. Working with Parents/Carers

Contact with parents is maintained in a variety of ways, including:

- News, information and opportunities shared on our Website
- Presence at parents' evenings and open days
- Response to ad-hoc requests for advice and information, including appointments in SBU6

## 14. Working with external partners/providers

Relationships with external partners/providers are maintained by:

- Regular SLA reviews and planning meetings RiSE International
- Curriculum advisory boards
- Planning and review meetings with HE, FE and Training providers for the annual careers fair
- Attendance to network events arranged by the Lambeth Career Network
- Regular reviews and planning with LSBU Teams

# Appendix 1 - Statutory responsibilities and expectations

Colleges have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act). The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act). The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

*Statutory guidance: Careers guidance and access for education and training providers* (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement). *Guidance: Careers guidance for colleges* (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-for-colleges-2>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.

2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13. (For further details and an example of a policy statement see *Statutory Guidance 2018*, pp. 29-31, 33).

All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals. Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (*Statutory Guidance*, 2018).

## Ofsted

Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges.

The education inspection framework (2019)

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)) provides clear evidence of what inspectors expect. Included in the Quality of Education judgement on impact, for example, they are looking for evidence that "learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study". The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate the extent to which "at each stage of education, the provider prepares learners for future success in their next steps". Similarly, the Leadership and Management judgement has much that is implicitly related to careers including the statement that inspectors will evaluate the extent to which "leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services".

## Gatsby

The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance" by the end of 2020 (para.17, p.14) For further information:

Gatsby Good Career Guidance <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company Gatsby benchmark toolkits for:

- schools

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby\\_benchmark\\_toolkit.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf)

- special schools

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051\\_the\\_send\\_gatsby\\_benchmark\\_toolkit.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_the_send_gatsby_benchmark_toolkit.pdf)

- colleges

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073\\_thegatsbybenchmarktoolkit\\_colleges\\_online3.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073_thegatsbybenchmarktoolkit_colleges_online3.pdf)

## Quality in Careers Standard

The DfE guidance strongly recommends that all schools should aim to achieve accreditation under the Quality in Careers Standard (para.22, p.16). Quality in Careers Standard <http://www.qualityincareers.org.uk>

## Appendix 2 – Gatsby Benchmarks

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## **Year 12 Programme**

Date/Term	What / Resources available	Activities	CDI Framework
Year 12 Autumn Term	Provide advice during the enrolment and first weeks of teaching	Interviews with tutors using the right choice review model to check subject choices fit career aspirations	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Investigating jobs and labour market information (LMI)</li> </ul>
	Students to be informed about the Careers support they can access  Resources: Student Services	Tutors to show the Student Services to students during induction/first 2 weeks of term and go through the Careers Service	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Investigating jobs and labour market information (LMI)</li> </ul>
	Students to be informed about the value of work experience  Resources: Industry talks Industry visits	<p>Work Experience coordinator to provide help and advice to students</p> <p>Students will attend assemblies with professionals from different sectors to discuss the pathways to enter on their professions;</p> <p>Students to visit onsite organisations to understand the type of jobs available</p>	<ul style="list-style-type: none"> <li>• Investigating work and working life</li> <li>• Understanding business and industry</li> </ul>
	SBU6 Skills Award Programme  Resources: Unifrog	<p>Students begin work on Identity, Values and Belonging;</p> <p>The award is Accredited by LSBU. The Gold Award is sponsored by Employer Partners.</p>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Showing initiative and enterprise</li> <li>• Developing personal financial capability</li> <li>• Handling applications and selection</li> <li>• Self-determination</li> <li>• Valuing equality, diversity and inclusion</li> </ul>

	<p>Unifrog</p> <p>Resources: Unifrog</p>	<p>Students create a profile on the Unifrog platform.</p> <p>Student's profile built throughout the academic journey to evidence their career development, informing, and supporting their successful transition to future study and employment.</p>	<ul style="list-style-type: none"> <li>• Handling applications and selection</li> <li>• Self-determination</li> <li>• Understanding business and industry</li> <li>• decide what career path they want to follow</li> </ul>
Year 12 Spring Term	<p>Students to develop key employability skills</p> <p>Resources: Unifrog</p>	<p>Tutors to deliver the Unifrog programme. Unifrog is a digital careers platform modules through the tutorial programme</p>	<ul style="list-style-type: none"> <li>• Learning about safe working practices and environments</li> <li>• Preparing for employability</li> </ul>
	<p>Provide advice on applying to university</p> <p>Resources:</p>	<p>Tutors to deliver resources on the benefits of HE, how to start researching courses and the cost of going to university</p>	<ul style="list-style-type: none"> <li>• Self-determination</li> <li>• Exploring careers and career development</li> </ul>

	LSBU Outreach Team UCAS Discovery		<ul style="list-style-type: none"> <li>• Making the most of careers information, advice and guidance</li> </ul>
	Provide advice on apprenticeships, job applications and interview skills  Resources: LSBU Apprenticeship Team Lambeth Schools Careers Network Careers Fair 2025 Sixth Form Careers Advisor	The Careers team arrange a HE and Progression Fair including 1:1 workshops on CV writing, job research and interview skills. Over 50 institutions and organisations take part.	<ul style="list-style-type: none"> <li>• Self-determination</li> <li>• Exploring careers and career development</li> <li>• Valuing equality, diversity and inclusion</li> <li>• Preparing for employability</li> </ul>
	Students to be informed about attending taster days and open days  Resources: LSBU Apprenticeship Team ASK amazing apprenticeship	London taster school programme promoted, Sutton Trust, Uniq, Open Days, insight days and summer schools – UAL and York	<ul style="list-style-type: none"> <li>• Exploring careers and career development</li> <li>• Making the most of careers information, advice and guidance</li> <li>• Identifying choices and opportunities</li> </ul>
	Students to be informed about higher level apprenticeship programmes:  Resources: LSBU Apprenticeship Team	Students' research information regards to Level 4 Apprenticeships  Some organisations are: Skanska Apprenticeship Programme	<ul style="list-style-type: none"> <li>• Self-improvement as a learner</li> <li>• Understanding business and industry</li> <li>• Preparing for employability</li> <li>• Identifying choices and opportunities</li> </ul>
Year 12 Summer Term	Provide work placement and work-related learning  Provide two-week planned placement schedule on the students' Study programme  Provide Industry insight visits	The work experience coordinator organises:  Getting ready for work experience workshops:  Topics: <ul style="list-style-type: none"> <li>• Research organisations</li> <li>• Prepare a CV and Cover Letter</li> <li>• Application to placements</li> <li>• Get ready for interviews</li> </ul> Assemblies with Guest speakers from different Industries	<ul style="list-style-type: none"> <li>• Self-improvement as a learner</li> <li>• Investigating work and working life</li> <li>• Learning about safe working practices and environments</li> <li>• Understanding business and industry</li> <li>• decide what career path they want to follow</li> <li>• </li> <li>• Development soft skills that are essential for the workplace such as</li> </ul>

			Work ethic, Communication; Organisation and resilience.
	<p>Students to receive information about the UCAS application process and writing a personal statement.</p> <p>Student to register for UCAS in June and draft their UCAS personal statement over the summer</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>LSBU Outreach Team</li> <li>UCAS Discovery</li> <li>Unifrog</li> </ul>	<p>Tutors to deliver Career research: how to apply through UCAS, step by step instructions, how to write a personal statement.</p> <p>Attend the Search UK Careers and Apprenticeship Fair 2025</p>	<ul style="list-style-type: none"> <li>• Self-determination</li> <li>• Showing initiative and enterprise</li> <li>• Planning and deciding</li> </ul>

<p>Students have the opportunity to attend individual interviews about HE choices, especially early applicants Oxbridge and Medicine</p> <p>Resources: Careers Advisors LSBU Group</p>	<p>One to one interview with UCAS Careers Adviser</p>	<ul style="list-style-type: none"> <li>Exploring careers and career development</li> <li>Valuing equality, diversity and inclusion</li> </ul>
<p>Students applying to Russell Group Universities to have individual interviews to check preparation for UCAS</p>	<p>One to one interview with UCAS Careers Adviser. Attend the UK Search University and Apprenticeship Fair 2024 and research universities and apprenticeship companies</p>	<ul style="list-style-type: none"> <li>Planning and deciding</li> <li>Managing changes and transitions</li> </ul>
<p>Students to receive advice on student finance for University</p> <p>Resources: LSBU Outreach Team UCAS Discovery Unifrog</p>	<p>Careers team organises student finance assemblies hosted by LSBU.</p>	<ul style="list-style-type: none"> <li>Making the most of careers information, advice and guidance</li> <li>Developing personal financial capability</li> <li>Planning and deciding</li> </ul>
<p>Students receive advice on apprenticeships, job applications and interview skills</p> <p>Resources: Careers Advisors LSBU Group</p>	<p>Careers team arranges programme of apprenticeship preparation workshops and insights with Inspire. 1:1 information, advice and guidance is also available to assist them in completing CV's, job applications and preparing for interviews.</p>	<ul style="list-style-type: none"> <li>Understanding business and industry</li> <li>Investigating jobs and labour market information (LMI)</li> <li>Preparing for employability</li> <li>Handling applications and selection</li> <li>Managing changes and transitions</li> </ul>

## Year 13 Programme

When	What	Activities	CDI Framework
Year 13 Autumn Term	Students can access individual advice and support with their UCAS application  Resources: UCAS Discovery UCAS HUB	1:1 interviews with the UCAS Careers Adviser and help and support from their Tutor on a weekly basis	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-determination</li> </ul>
	University talks on how to choose a course, writing a personal statement and student finance	The College has close links with several Universities including Kings, UCL, Oxford, Cambridge, Queen Mary and York who provide advice sessions on the UCAS application process.	<ul style="list-style-type: none"> <li>• Exploring careers and career development</li> <li>• Making the most of careers information, advice and guidance</li> </ul>
	Oxbridge and medicine applicants are supported with their early applications to meet October deadline	Early applicants are identified and supported as a priority.	<ul style="list-style-type: none"> <li>• Showing initiative and enterprise</li> <li>• Identifying choices and opportunities</li> <li>• Handling applications and selection</li> </ul>
	Applicants applying for Russell group Universities and competitive courses should apply to UCAS by October half term.  Resources: UCAS Discovery UCAS HUB	The Careers team provide advice and support on course choice and personal statements. The UCAS deadline is 15 <sup>th</sup> January. Oxbridge and medicine applicants as well as applicants for vocational courses such as nursing, pharmacy, primary education are offered a mock interview.	<ul style="list-style-type: none"> <li>• Managing changes and transitions</li> </ul>

	<p>All other applicants are need to complete their application by the end of November</p> <p>Resource: UCAS HUB</p>	<p>Mock interviews with members of SMT.</p>	<ul style="list-style-type: none"> <li>• Preparing for employability</li> </ul>
	<p>For those not applying to University they can access individual advice on applying for apprenticeships</p> <p>Resource: LSBU Outreach Team UCAS Discovery Unifrog</p>	<p>LSBU Apprenticeship Team will deliver workshops and assemblies students in applying for apprenticeships</p>	<ul style="list-style-type: none"> <li>• Preparing for employability</li> <li>• Valuing equality, diversity and inclusion</li> <li>• Learning about safe working practices and environments</li> </ul>
	<p>Opportunities to attend employer talks, insight days and work experience</p> <p>Resource: Tutorial session about Employability skills</p>	<p>Curriculum managers organise regular employer presentations and promote volunteering and work experience opportunities</p>	<ul style="list-style-type: none"> <li>• Investigating work and working life</li> <li>• Understanding business and industry</li> </ul>
Year 13 Spring Term	UCAS Deadline 29 <sup>th</sup> January	The Careers team ensures that all applications are submitted and by the UCAS deadline	<ul style="list-style-type: none"> <li>• Handling applications and selection</li> <li>• Managing changes and transitions</li> </ul>
	Applicants advised about UCAS Extra  Resources: UCAS Discovery UCAS HUB	UCAS Extra begins mid-February – students informed and offered advice	<ul style="list-style-type: none"> <li>• Managing changes and transitions</li> <li>• Identifying choices and opportunities</li> </ul>

	<p>Applicants advised about replying to their offers</p> <p>Resources: UCAS Discovery</p>	<p>Students informed by tutors and offered advice</p>	<ul style="list-style-type: none"> <li>• Handling applications and selection</li> <li>• Managing changes and transitions</li> </ul>
	<p>Applicants advised about student finance</p> <p>Resources: LSBU Outreach Team UCAS Discovery UCAS HUB</p>	<p>Meetings held to inform students about applying for student finance and advice offered</p> <p>LSBU Outreach talks about Student Finance application</p>	<ul style="list-style-type: none"> <li>• Developing personal financial capability</li> </ul>
	<p>Applicants reminded to apply for student accommodation</p> <p>Resources: UCAS Discovery UCAS HUB</p>	<p>Students informed by tutors and offered advice</p>	<ul style="list-style-type: none"> <li>• Developing personal financial capability</li> </ul>
	<p>For those not applying for university they can access individual advice on applying for apprenticeships</p> <p>Resource: Careers Centre Hub LSBU Apprenticeship bulletins Unifrog</p>	<p>Students to attend Mock interviews for applying for apprenticeships</p>	<ul style="list-style-type: none"> <li>• Investigating jobs and labour market information (LMI)</li> <li>• Identifying choices and opportunities</li> <li>• Planning and deciding</li> </ul>

	<p>Students informed about apprenticeship and College Leaver schemes</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>CYT Programme</li> <li>Careers Centre Hub</li> <li>Unifrog</li> </ul>	<p>Talks and presentations held at the Career Fair 2023.</p> <p>Weekly apprenticeship and college leaver bulletins available on the Careers Centre Hub</p>	<ul style="list-style-type: none"> <li>• Making the most of careers information, advice and guidance</li> </ul>
Year 13 Summer Term	<p>Students applying for apprenticeships are supported by the Careers team</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>Unifrog</li> <li>CYT programme</li> </ul>	1:1 interview with Careers adviser	<ul style="list-style-type: none"> <li>• Making the most of careers information, advice and guidance</li> <li>• Handling applications and selection</li> <li>• Managing changes and transitions</li> </ul>
	UCAS applicants are informed about Results day, Clearing and Adjustment	Information on what happens on Results day sent to students	<ul style="list-style-type: none"> <li>• Handling applications and selection</li> <li>• Managing changes and transitions</li> </ul>
	Students receive A-Level and Vocational results	The Careers team provides a results day service to support students applying through Clearing and Adjustment	<ul style="list-style-type: none"> <li>• Making the most of careers information, advice and guidance</li> <li>• Handling applications and selection</li> <li>• Managing changes and transitions</li> </ul>

## Level 2 Study Programmes

When	What	Activities	CDI Framework
Level 2 Autumn Term	Provide advice during the enrolment and first weeks of teaching	Interviews with tutors using the right choice review model to check subject choices fit career aspirations	<ul style="list-style-type: none"> <li>• Self-Awareness</li> </ul>

			<ul style="list-style-type: none"> <li>• Investigating jobs and labour market information (LMI)</li> </ul>
	SBU Sixth Skills Award	Students begin work on Identity, Values and Belonging  Work on student Mindset	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Understanding business and industry</li> <li>• Valuing equality, diversity and inclusion</li> <li>• Showing initiative and enterprise</li> <li>• Developing personal financial capability</li> <li>• Handling applications and selection</li> </ul>
	Provide work placement and work-related learning for all students	Work Experience coordinator to provide help and advice to students to find their placements;  Students will attend assemblies with professionals from different sectors to discuss the pathways to enter on their professions; Provide students 'getting ready for work experience' workshop and industry days	<ul style="list-style-type: none"> <li>• Self-improvement as a learner</li> <li>• Investigating work and working life</li> <li>• Learning about safe working practices and environments</li> <li>• Understanding business and industry</li> </ul>
Level 2 Spring Term	Curriculum Industry Days	Virtual and physical industry insight days delivered as part of curriculum intent across all vocational industry sectors	<ul style="list-style-type: none"> <li>• Showing initiative and enterprise</li> <li>• Investigating jobs and labour market information (LMI)</li> </ul>
	Students to develop key employability skills  Resources: Unifrog	Tutors to deliver the Unifrog modules through the tutorial programme	<ul style="list-style-type: none"> <li>• Preparing for employability</li> <li>• Planning and deciding</li> <li>• Developing personal financial capability</li> </ul>
	Internal / External Progression  Resources: Unifrog	Tutors undertake 1:1 progression interview discussing options for internal progression and options for external destinations	<ul style="list-style-type: none"> <li>• Identifying choices and opportunities</li> <li>• Planning and deciding</li> <li>• Handling applications and selection</li> </ul>

	<p>Internal / External Progression</p> <p>Internal progression transition weeks for those progressing onto the next stage of their study programme.</p> <p>1:1 Careers interviews for those not internally progressing</p>	<ul style="list-style-type: none"> <li>• Managing changes and transitions</li> <li>• Self-improvement as a learner</li> <li>• Making the most of careers information, advice and guidance</li> </ul>
	<p>Students receive advice on apprenticeships, job applications and interview skills</p> <p>Resources:</p> <p>Job Centre Plus Lambeth</p> <p>Unifrog</p>	<p>Careers team arranges programme of apprenticeship preparation workshops and insights.</p> <p>1:1 information, advice and guidance is also available to assist them in completing CV's, job applications and preparing for interviews.</p> <ul style="list-style-type: none"> <li>• Understanding business and industry</li> <li>• Investigating jobs and labour market information (LMI)</li> <li>• Preparing for employability</li> <li>• Handling applications and selection</li> <li>• Managing changes and transitions</li> </ul>



