

P74 Information, Advice & Guidance (CEIAG) Policy

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1 Policy Statement

TCHC Group Limited is committed to providing all learners and prospective learners with a high-quality, impartial and effective programme of Careers Education, Information, Advice and Guidance (CEIAG). Our aim is to support individuals in making informed and meaningful choices that reflect their interests, abilities and aspirations that promote sustained personal development, employability and long-term success.

TCHC is dedicated to ensuring that every learner leaves us with the knowledge, skills, attitudes and confidence required to thrive in the modern world of work. We will achieve this by delivering excellent, unbiased advice and guidance at every stage of the learner journey, enabling learners to make decisions that support their progression into further education, training, apprenticeships or employment.

TCHC's CEIAG provision will promote achievement, retention, progression and personal growth for all learners, regardless of their background, circumstances or individual needs. We will collaborate proactively with employers, sub-contractors, parents/carers, external agencies and community partners to support learners in making effective transitions and to promote a culture of lifelong learning both within TCHC and among the organisations we collaborate with.

TCHC's CEIAG approach, delivery and policy are informed by the most current and relevant statutory and non-statutory guidance, including:

- DfE Statutory Guidance: Careers Guidance and Access for Education and Training Providers (updated May 2025), which outlines legal requirements for independent, impartial careers guidance and strengthened provider access legislation.
- The updated 2025 Gatsby Benchmarks, which define the national framework for high-quality CEIAG provision and apply to all post-sixteen providers from September 2025.
- Education Act 1997 (Sections 42A, 42B, 45 and 45A)
- Education and Skills Act 2008 (Section 72)
- School Information (England) Regulations 2008 – Schedule 4 (15)

This policy ensures that TCHC's CEIAG provision remains current, inclusive, learner-centred and fully aligned with national expectations for excellence.

CDI Framework - Career Development Institute

Careers guidance and access for education and training providers - GOV.UK

Transforming Careers Guidance | Gatsby Education

Skills for jobs: lifelong learning for opportunity and growth - GOV.UK

SEND code of practice: 0 to 25 years - GOV.UK

TCHC is a Matrix-accredited organisation and delivers its CEIAG services in line with the nationally recognised Matrix Quality Standard, ensuring high-quality information, advice and guidance across all programmes.

(<https://matrixstandard.com>).

TCHC is committed to developing learners' self-esteem, self-confidence and belief in their potential. Every learner is treated with courtesy, fairness and respect, and TCHC upholds the rights and beliefs of all individuals—regardless of age, gender, marital status, disability, race, religion, sexual orientation or position.

CEIAG Objectives

In delivering our CEIAG service, TCHC aims to:

- Ensure that all learners and prospective learners are fully aware of their entitlement to up-to-date, impartial and accessible CEIAG, available throughout every stage of their learner journey—from initial enquiry to post-programme progression.
- Promote optimism, raise aspirations, challenge stereotypes, and encourage learners to explore a wide range of careers, in line with the updated Gatsby Benchmarks' emphasis on equity and inclusion.
- Support self-development through structured opportunities for learners to evaluate their strengths, limitations, values, aspirations, needs and potential.
- Promote the use of high-quality information sources to explore, research and evaluate opportunities in apprenticeships, employment, further and higher education, volunteering, internships and work experience.

- Support learners in developing essential employability skills, an understanding of the world of work and the ability to adapt to changing labour market opportunities.
- Provide clear information about local, regional and national skills shortages, helping learners make informed decisions supported by accurate and current Labour Market Information (LMI).
- Encourage learners to engage with work experience, placements, employer encounters and workplace insight opportunities, as required by the 2025 refreshed benchmarks.
- Promote participation in continued learning through work-based training, further education or higher education, supporting the principle of lifelong learning.
- Support learners in developing criteria for effective career management, including decision-making, transition planning and application/interview preparation.
- Refer learners to appropriate internal support networks where barriers to learning, wellbeing or progression may be present.
- Refer learners to external specialist agencies when required, ensuring they receive expert, realistic and impartial support.
- Collaborate with learners to help them secure a viable and sustainable post-programme destination appropriate to their goals, circumstances and study programme.

Data Protection & Confidentiality

TCHC manages all learner information in compliance with UK GDPR, the Data Protection Act 2018, and relevant human rights legislation relating to privacy and information security. Information is shared within the organisation only when necessary to support the learner's needs.

TCHC acknowledges that, in rare circumstances, it may be necessary to break confidentiality. This will occur only when the safety, rights or wellbeing of the learner—or another individual—may be at significant risk, in line with safeguarding and legal responsibilities.

2 Definitions

Careers Information

Careers' information refers to the provision of accurate, up-to-date and accessible resources about courses, occupations, training routes and career pathways. This information supports learners to explore their options and understand the opportunities available to them.

Careers Advice

Careers advice provides interpretation and explanation of careers information. It helps learners understand how to access, use and apply information in relation to their needs.

It may include:

- printed materials
- online platforms and digital tools
- videos, webinars and interactive media
- one-to-one or group discussions with trained staff
- telephone or online help-line support.

Careers Education

Careers education is the planned curriculum-based learning that helps learners understand:

- career pathways
- employability skills
- the world of work
- how qualifications link to future opportunities

It is closely connected to employer encounters, work-related learning, and work-experience activities, reflecting updated Gatsby expectations.

Careers Guidance

Careers guidance (or careers counselling) is a personalised, impartial intervention delivered by a trained careers adviser. It involves exploring an individual's strengths, interests, values and circumstances to help them evaluate choices and make informed decisions about learning, training or employment.

Guidance aligns with DfE requirements for independent and impartial personal guidance.

Gatsby Benchmarks

The Gatsby Benchmarks define what high-quality CEIAG looks like. The refreshed 2025 Benchmarks outline the framework for world-class careers provision and set expectations for all providers from September 2025.

Labour Market Information (LMI)

LMI includes data about job trends, skills shortages, growth sectors, salary expectations and future employment opportunities. It helps learners understand:

- which jobs are in demand locally, regionally and nationally?
- what skills are required?
- how to plan for future labour market opportunities

This aligns with DfE's emphasis on using LMI to inform decisions.

Matrix Standard

The Matrix Standard is the national quality benchmark for organisations that deliver information, advice and guidance. It assesses and measures the quality of CEIAG services in education and workplace settings.

Personal Development Plan (PDP)

A Personal Development Plan (PDP) records a learner's progress, goals and development needs throughout their programme. It is regularly updated by teaching staff, with learner involvement, to support progression and review.

Learning Walks

Learning walks are short, focused observations conducted by trained staff to review specific aspects of teaching, learning or CEIAG delivery. Findings contribute to quality assurance, curriculum improvement, and staff professional development.

Study Programme

Study Programmes are coherent programmes of learning for 16- to 19-year-olds, or 16- to 25-year-olds with an Education, Health and Care Plan (EHCP).

TCHC will

- Ensure that information, advice and guidance (IAG) is informed by current Labour Market Information (LMI), including local and regional employment trends, job vacancies, apprenticeship developments at all levels, and available further education or training opportunities.
- Provide and promote access to comprehensive, up-to-date online careers resources for all learners.
- Share relevant CEIAG resources with tutors and staff to support the delivery of careers education across all programmes.
- Ensure that all learners have regular opportunities for individual careers guidance, including opportunities to self-refer—supported by personalised action planning.

3 Continuous Professional Development (CPD)

All staff must take part in regular monthly CPD to maintain, update and broaden their professional knowledge, skills and understanding throughout their careers, ensuring high-quality CEIAG delivery.

4 Networking

Staff involved in delivery, safeguarding, human resources, quality, and business development should maintain strong links with external agencies and internal Leaders and Managers. These relationships support the effective delivery of a high-quality CEIAG service.

5 TCHC Deliver CEIAG at:

At Referral Stage

Learners will receive support in choosing a TCHC programme that best meets their needs, including:

- location, content and level of study
- delivery style and associated costs
- qualification aims and entry requirements.
- available support

Prospective learners may benefit from a careers guidance interview where they:

- are unsure which course to choose
- do not meet the entry requirements for their preferred course
- have previously attempted or withdrawn from the course

At Induction

During induction, learners will receive key information about:

- facilities and support services available
- programme expectations and learner responsibilities
- progression pathways and opportunities
- how to access further CEIAG or learner support

Learners who require a careers guidance interview may self-refer or be referred by any member of staff.

Where appropriate, follow-up appointments will also be arranged to ensure learners continue to receive the support they need.

Midway Through a Programme

Learners may benefit from a careers guidance interview during their programme if they:

- need support with planning or reviewing their career pathway
- are considering changing course
- are approaching the end of their programme and require help with next steps
- need support applying to another college, training provider, or course
- would like help with job-search activities, labour market information (LMI), or progression planning

Post-Learning

During final progress reviews, exit interviews and learner questionnaires, TCHC will identify ongoing support needs and any further learning, training, or employment opportunities.

At Any Time

Learners can be referred to external agencies, training providers, or specialist services for additional advice on careers, work or learning where TCHC's internal CEIAG support is not sufficient.

6 CEIAG Learner Entitlement

6.1 Careers and Labour Market Information (LMI)

TCHC will ensure that:

- all learners have access to accurate, up-to-date labour market information to support decision-making about study options and career pathways
- both learners and parents/carers understand the value of researching LMI, and receive support in accessing, interpreting, and applying this information to their choices

6.2 Addressing the Needs of Each Learner

Learners with SEND

TCHC will:

- ensure personalised plans are in place for all SEND learners, aligning with the 2025 statutory guidance emphasis on inclusion and tailored support
- support SEND learners to understand different career paths and how people with disabilities or additional needs can be supported in the workplace
- develop relationships with employers, disability organisations, employment services, and voluntary agencies to widen opportunities and broaden aspirations

6.3 Supporting All Learners to Access Opportunities

TCHC will:

- ensure all learners are aware of the potential costs associated with post-sixteen study (transport, equipment, childcare, accommodation etc.) and provide advice on bursaries and available financial support
- raise aspirations by offering impartial, personalised careers guidance that considers the needs of learners from all backgrounds, including those from underrepresented groups or with SEND, in line with the 2025 benchmarks' strengthened focus on equity and inclusion.
- promote a wide range of career pathways, employment sectors, training routes, and further study options to ensure all learners consider ambitious and appropriate opportunities

6.4 Tackling Stereotypes Through Careers Advice and Guidance

- Careers advice and guidance for all learners will actively challenge gender stereotypes and other forms of bias by ensuring learners have opportunities to meet and engage with men and women working in non-stereotypical roles.
- Guidance will reflect the May 2025 statutory expectation that careers provision promotes equity, inclusion and raising aspirations for disadvantaged and SEND learners.

6.5 Linking Curriculum Learning to Careers

- TCHC delivers an ambitious curriculum that provides learners with multiple opportunities to connect their learning to skills, careers, and progression pathways, in line with the refreshed Gatsby Benchmarks.
- Learners are supported to achieve a range of vocational qualifications and to understand how their curriculum learning links to real employment sectors and progression routes.

6.6 Encounters with Employers, Employees and Workplaces

- All learners will have multiple employer encounters, in alignment with the strengthened 2025 Gatsby expectations on exposure to the world of work.
- Learners will gain meaningful insights into the workplace and develop the confidence needed to succeed in the labour market, including opportunities to build entrepreneurial and self-employment skills.
- Learners will be supported to build connections with local employers, professional networks, and business partners.
- Learners will have opportunities to participate in work experience placements or alternative workplace insight activities that meet their needs and circumstances.

6.7 Encounters with Further and Higher Education

- TCHC will work closely with a range of post-sixteen providers to support successful learner transitions to further training, apprenticeships, or higher education.
- TCHC will ensure that post-sixteen providers are equipped with the information they need to understand learner needs and support transitions effectively.
- Learners will have opportunities to visit local colleges and training providers or engage with them during in-centre information sessions.

6.8 Personal Guidance

- All learners will have access to independent and impartial personal careers guidance, provided by trained careers staff and supported by external careers advisers where appropriate.
- Guidance will be tailored to individual needs and will support learners in making well-informed decisions about progression, employment, and further study, in line with the 2025 statutory requirement for mandatory personal guidance sessions by age 16 and 18.

6.9 Accessible and Visible CEIAG

TCHC will ensure that CEIAG services are:

- Accessible and free from direct or indirect discrimination, ensuring inclusive access for learners from all backgrounds, including SEND learners and those facing disadvantage
- Visible, trusted, and easy for learners to engage with through multiple access points, enabling self-referral or staff referral at any stage

- Available at times and in formats that meet learner needs, ensuring guidance is timely, flexible, and responsive

6.10 Professional and Knowledgeable

TCHC's CEIAG staff will be professional, well-trained, and knowledgeable, with skills to identify each learner's needs quickly and accurately. Staff will be able to:

- address learners' needs directly, or
- signpost and refer them to appropriate specialist provision where required

Their role is to support learners to plan their careers, review and develop their skills, set meaningful goals, and make effective use of high-quality career-related tools and resources.

6.11 Impartial

All learners have the right to receive impartial, unbiased, and realistic information, advice and guidance.

CEIAG services will reflect the diverse needs of learners, supporting both their immediate circumstances and long-term career aspirations, in line with the strengthened impartiality expectations in the 2025 statutory guidance.

6.12 Enabling

TCHC's CEIAG service will encourage learners to become confident, self-aware and initiative-taking lifelong learners by:

- supporting them to access, understand and use information to plan their careers
- helping them consider the implications of learning, training and employment choices
- guiding them to reflect on how different opportunities align with their future aspirations

The CEIAG service will be welcoming, patient and learner-focused, encouraging engagement and supporting learners to make informed decisions.

Learners will be made aware of CEIAG entitlements through marketing materials, the TCHC website and signposting to National Careers Service guidance.

TCHC is committed to providing a CEIAG experience that is:

- **Excellent and delivered in an appropriate environment**
 - Learners will receive high-quality CEIAG in a setting conducive to meaningful discussion and personalised advice.
- **Personalised and learner-centred**
 - Guidance will be tailored to each learner's needs, offered in a supportive, confidential and respectful manner.
- **Planned and purposeful**
 - CEIAG will be designed to support learners in progressing onto the most appropriate vocational, occupational or academic pathways, supported by clear action planning.

- **Aspirational and motivational**
 - CEIAG will inspire, motivate and build learners' self-confidence, in line with the 2025 benchmarks that emphasise raising aspirations and tackling disadvantage.
- **Coaching-focused and progression-oriented**
 - Learners will receive coaching to help them succeed and progress to their next steps—whether that involves training, employment, apprenticeships or further study.
- **High-quality, comprehensive and impartial**
 - Information, advice and guidance will be thorough, up-to-date and free from bias, supporting learners to explore a full range of educational, training and employment opportunities.
- **Focused on challenging stereotypes and expectations**
 - TCHC will support learners to recognise and challenge gender stereotypes, assumptions and barriers through teaching, learning, role-modelling, employer encounters and work experience activities—reflecting updated benchmarks on equality and inclusion.
- **Aligned to labour market needs**
 - The curriculum and associated CEIAG provision will align with local, regional and national labour market trends, preparing learners for real opportunities and growth sectors.
- **Strengthening digital capability**
 - Learners will be supported to develop digital skills required for applications, career research, online employment processes and modern workplaces.

7 How CEIAG is measured

TCHC will monitor, evaluate and continuously improve the effectiveness and quality of its CEIAG provision through a wide range of quality assurance measures, including:

- Feedback & Stakeholder Voice
- Learner feedback
- Staff feedback
- Employer feedback
- Partner and stakeholder feedback

Analysis of Learner Data

- Review of Initial Learner Profiles (ILPs), career aspirations and Learner Progress Reviews
- Analysis of learner outcomes, retention, progression and destinations — aligning with statutory expectations for CEIAG evaluation and tracking

Quality Assurance Processes

- Annual review, renewal and updating of CEIAG information materials

- Regular audits of CEIAG delivery against the updated 2025 Gatsby Benchmarks

Staff Development & Capability

TCHC will provide opportunities for staff to develop their CEIAG knowledge, competence and professional practice through structured training and qualifications, ensuring staff are equipped to understand:

- CEIAG policy, strategy, aims, objectives, procedures and KPIs
- Equality, diversity and inclusion (EDI) principles
- Confidentiality, learner privacy and safeguarding requirements
- Learner support processes, including financial support and bursary guidance
- Internal and external referral systems
- Customer care, Health & Safety, Safeguarding, Prevent and British Values
- Digital and technological systems that support CEIAG delivery
- Information sources, including up-to-date labour market information (LMI)

8 Management of CEIAG

Equality & Diversity

Please refer to the P50 Equal Opportunities, Diversity and Inclusion Policy , which underpins inclusive CEIAG delivery.

Evaluation

TCHC's CEIAG service is reviewed and evaluated through multiple quality assurance mechanisms, ensuring it remains effective, inclusive and aligned with statutory and Gatsby expectations. Evaluation activities include:

- Learner voice feedback, including surveys and learner governor input
- Feedback from learner focus groups
- Staff feedback obtained through the careers working group and curriculum meetings
- Maintenance of Matrix quality standards for CEIAG
- Annual Self-Assessment Report (SAR) focused on careers, destinations and CEIAG outcomes
- Learning walks, evaluating how CEIAG is embedded and delivered within the curriculum; findings contribute to staff professional development planning
- Annual analysis of learner destinations to inform curriculum development, improve progression pathways and shape future CEIAG provision — consistent with DfE expectations for destinations tracking and reporting

Recording and Feedback on CEIAG Sessions

- All one-to-one CEIAG sessions will be recorded in the learner's Personal Development Plan (PDP).
- Learners will be asked to provide feedback on the quality of their one-to-one meetings with their CEIAG advisor and the wider careers team.

- All feedback will be reviewed by the CEIAG Lead to support ongoing quality improvement.

Guest Speakers and Events

- Curriculum teams and the CEIAG advisor will arrange for guest speakers, employers, training providers and sector specialists to deliver talks or workshops to learners.
- Learners will be asked to provide verbal feedback on the value of these talks or events, helping to shape future employer encounters and curriculum enrichment activities in line with updated Gatsby expectations.

TCHC Will:

Collect and Use Feedback

- Proactively gather written feedback from learners, staff, employers and partners on the CEIAG service.
- Use this feedback to inform ongoing improvements and enhance the learner experience.

Compliments, Concerns, Suggestions and Complaints

TCHC will:

- Treat all compliments, concerns and complaints seriously, respectfully and confidentially.
- Ensure all issues are managed in line with the TCHC Complaints Procedure.
- Use complaints, compliments and other feedback as part of the evidence base for the annual Self-Assessment Report (SAR), in alignment with statutory expectations for continuous quality improvement.

Referrals

Staff providing Information, Advice or Guidance will ensure that any referral to another organisation or specialist service is:

- Learner-centred, acting in the learner's best interests
- Appropriate, based on accurate understanding of the learner's needs
- In line with TCHC's principles of equality of opportunity, impartiality and confidentiality
- Completed when another provider is better placed to meet the learner's needs

Referrals may include external agencies, training providers, support services, or specialist careers advice organisations, ensuring learners receive the best possible support and guidance.

9 Document Sign Off

I certify that this is a true copy of the original document:

K. Kitchener

Kim Kitchener

Head of Quality – TCHC

Document History

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