

Medina College and The Island VI Form

Careers Education, Information, Advice and Guidance

(CEIAG) Policy

2025-27

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Medina College (inc The Island VI Form) Careers Education, Information, Advice and Guidance (CEIAG) Policy

1. Vision, Rationale and Strategic Partnerships

At Medina College (inc The Island VI form), we are committed to providing a comprehensive, stable, and high-quality Careers Education, Information, Advice, and Guidance (CEIAG) programme for all students from Year 7 to Year 13.

Our policy is fully aligned with the Department for Education's statutory guidance: *Careers guidance and access for education and training providers*. We believe that every student should be fully equipped with the knowledge, skills, and confidence to make informed choices about their future learning and career pathways.

To achieve this, we work in strategic partnership with the Solent Careers Hub (part of the Careers & Enterprise Company network). This partnership provides us with an Enterprise Coordinator and a dedicated Enterprise Adviser from the local business community, helping us to bridge the gap between education and employment. Furthermore, Unifrog is adopted as our universal destination platform to deliver the curriculum, log interactions, and track student progress.

2. Statutory Duties and Compliance

This policy fulfills our statutory duties by:

- **The Gatsby Benchmarks:** Committing to the eight Gatsby Benchmarks of Good Career Guidance. The delivery and evaluation of these benchmarks are tracked centrally via Unifrog and regularly reviewed in collaboration with our Solent Careers Hub Enterprise Coordinator.

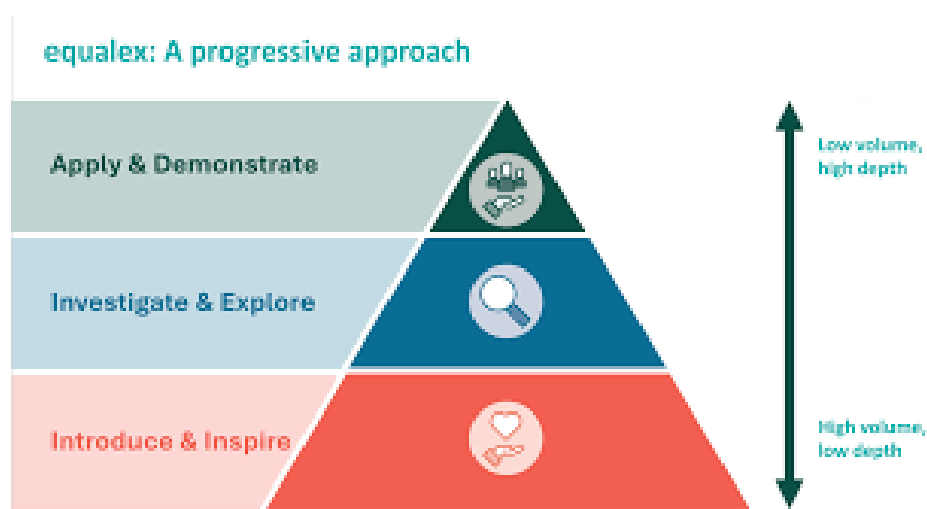
Overview	1	2	3	4	5	6	7	8
Gatsby Benchmark 1 A stable careers programme	Gatsby Benchmark 2 Learning from career and labour market information	Gatsby Benchmark 3 Addressing the needs of each young person	Gatsby Benchmark 4 Linking curriculum learning to careers					
Gatsby Benchmark 5 Encounters with employers and employees	Gatsby Benchmark 6 Experiences of workplaces	Gatsby Benchmark 7 Encounters with further and higher education	Gatsby Benchmark 8 Personal guidance					

- **Provider Access Legislation (PAL) / Baker Clause:** Ensuring compliance with the updated provider access legislation to guarantee all students meaningful encounters with approved technical education qualifications and apprenticeships. We will facilitate a minimum of six encounters:
 - **Year 8 to 9:** Two mandatory encounters for all students.
 - **Year 10 to 11:** Two mandatory encounters for all students.
 - **Year 12 to 13:** Two encounters that are mandatory for the school to provide (optional for students to attend).

3. Strategic Frameworks

Our careers programme utilises a spiral curriculum that revisits and builds upon core concepts. It is underpinned by three key frameworks:

1. **The CDI (Career Development Institute) Framework:** Focusing on learning aims categorized into *Grow throughout life*, *Explore possibilities*, *Manage career*, *Create opportunities*, and *See the big picture*.
2. **PSHE Association Objectives:** Addressing the 'Living in the wider world' core theme. Lessons cover study skills, employability, enterprise, financial awareness, and employment rights.
3. **Equalex Framework for Modern Work Experience:** Ensuring that work experience is structured and impactful. Progressing from *Introduce and Inspire* (Y7-10), to *Experience and Discover* (Y10-12), through to *Apply and Reflect* (Y12-13).



4. The Careers Curriculum (Years 7 to 13)

Using the Unifrog platform, the school delivers a targeted sequence of assemblies, quick 15-minute tutor-time tasks, and full 60-minute lessons:

- **Key Stage 3 (Years 7-9): Discovery and Exploration**
 - *Focus:* Self-awareness, challenging stereotypes, and understanding the local (Solent region) and national labour market.
 - *Activities:* Students complete Unifrog's Interests, Personality, and Skills profile quizzes. They explore the Careers Library to discover 'dream jobs'. In Year 9, dedicated sessions guide students through choosing their KS4 options and introduce the main post-16 learning pathways.
- **Key Stage 4 (Years 10-11): Employability and Post-16 Transition**
 - *Focus:* Work experience preparation, employability skills, and post-16 applications.
 - *Activities:* Students focus on personal branding, creating 'superhero CVs', and evaluating different working environments. Under the Equalex framework, students prepare for work experience using Unifrog's Placements tool and reflect via their Work Experience Journal. Year 11s utilize the Post-16 shortlisting tools to explore A Levels, T Levels, Apprenticeships, and vocational routes.
- **Key Stage 5 (Years 12-13): Post-18 Destinations and Professional Readiness**

- *Focus:* UCAS, apprenticeships, international study, and entering the workplace.
- *Activities:* Extensive use of Unifrog for shortlisting UK universities, international options, and degree apprenticeships. Students use the platform's writing tools to draft Personal Statements and application essays. Additional learning covers interview preparation, workplace wellbeing, financial independence, and employment rights.

5. Personal Guidance and Employer Encounters

- **Personal Guidance:** Every student will have at least one one-to-one personal guidance interview by the age of 16, and the opportunity for a further interview by age 18, delivered by a qualified Careers Adviser.
- **Employer Encounters:** Meaningful employer encounters will be provided annually from Year 7 onwards. We actively leverage the Solent Careers Hub network and our Enterprise Adviser to source high-quality interactions with local employers, ensuring students are exposed to priority growth sectors in the Solent region.

6. Monitoring, Tracking, and Evaluation

- **Unifrog Tracking:** Every student uses Unifrog to record their competencies, activities, and post-16/18 intentions. Staff use the Interactions Tool to meticulously log all personal guidance interviews, employer encounters, and provider access meetings to ensure PAL compliance.
- **Quality Assurance:** The Careers Leader evaluates the programme's impact termly against the Gatsby Benchmarks, supported by the Solent Careers Hub (utilising tools such as Compass+ alongside Unifrog data). Feedback is routinely collected from students via Unifrog's interaction feedback feature, as well as from parents, staff, and external employers.

7. Review

This policy and the accompanying careers programme will be reviewed annually by the Careers Leader, the Senior Leadership Team to ensure continued alignment with statutory DfE guidelines, local Solent Careers Hub initiatives, and the evolving needs of our student body.