

Careers Education, Information, Advice and Guidance¹ Policy (Including Work Experience and Provider Access)

1. Introduction

- 1.1. High quality careers education and guidance is critical to young people's futures so that they can be prepared for the workplace having been given a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations, to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.
- 1.2. The School and Governors are aware of statutory careers guidance², referring to the provision and publication of a careers education programme and that they are expected to use the Gatsby Benchmarks³ in developing the programme the school will deliver. Since the initial publication of guidance on careers education provision in 2018 in response to the Government's Career Strategy document⁴, the School has worked towards this. It has successfully moved a considerable way forward in meeting these benchmark measures so that they are now substantially met and to a good degree. The School will continue maintain their commitment to providing high quality, progressive careers programmes, developing further opportunities for students to engage with meaningful encounters with employment, employers and employees and that they have sufficient information readily available to them to make informed choices.
- 1.3. We will ensure that in accordance with the School's Equality and Diversity Policy there is no differentiation between students in the application of this policy on the basis of any of the protected characteristics and we will, as far as possible, determine strategies and make reasonable adjustment to help students with more challenging circumstances or disabilities be able to fully access the careers education provision.
- 1.4. The Careers Lead is Mr Robert Orr (Head of Sixth Form). His contact details are:
Email: robertorr@oshsch.com
Telephone: 01384 817300
- 1.5. The CEIAG Co-ordinator is Mrs Ruth Ferguson (Subject Leader for Business Studies & Economics). Her contact details are:
Email: rferguson@oshsch.com
- 1.6. Complaints arising under this Policy will be dealt with through the School's Complaints Policy.

¹ CEIAG

² Careers guidance and access for education and training providers (May 2025)

³ See Appendix D

⁴ Careers strategy: making the most of everyone's skills and talents (December 2017)

2. Aims

The CEIAG Strategy, related to careers education and work experience, aims to:

2.1. Ensure that students:

- In Years 7-13 are provided with independent careers education and guidance, that the advice is impartial and focussed on the individual and not biased towards any route, be that academic or technical, or any particular institution, education or work option.
- Are provided with meaningful opportunities to encounter and engage with the world of work.
- Are provided with advice that will promote the best interests of the student to whom it is given.
- In KS4 undertake work related learning education as required.
- Are informed about and have access to information on the range of education or training options including apprenticeships and technical education routes.

2.2. Ensure that arrangements are in place to allow a sufficient⁵ and suitable range of post-14, post-16 and post-18 education and training providers to access students in Years 8-13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. .

2.3. Develop students who:

- Can use information and data to inform their decision making.
- Are effective decision makers who are equipped with the knowledge, skill and confidence to actively and positively participate in education, training and employment and be motivated to succeed and be prepared for life post-education.
- Have an understanding of the differences between school and work of different career paths.
- Have aspirations and are inspired to reach their goals.

2.4. Ensure that young people:

- Learn about the world of careers and of work.
- Have opportunities to develop key competencies.
- Have the ability to network and create networking links.
- Know how information, advice and guidance services can help them and how to access the services they need.
- Understand how their subject choices relate to the workplace.
- Have the tailored information, advice and guidance they need to make well-informed and realistic decisions about learning and career options and that they are fully engaged in the design, delivery and evaluation of all of this.
- Receive the information, advice and guidance on personal wellbeing and financial capability issues that they need.

2.5. Provide opportunities to engage with:

- Further education and those who study there
- The workplace, employers and employees to further inform their decision making

⁵ This will be at least six opportunities spread evenly over the key stages, open to all students and during the school day.

2.6. Ensure that parents and carers know how information, advice and guidance services can help their children and know how these services are accessed.

2.7. In striving to meet these aims we look to ensure that:

- Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes.
- Programmes of career and personal development for young people are planned, documented and provided collaboratively.
- Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development.
- Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings.
- Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people.
- We can offer tailored support for vulnerable and disadvantaged young people so that they can understand their different career pathways and gain the skills, knowledge and experience they require to achieve their career goals.

3. How provision for Careers Information Advice & Guidance is met

3.1. Students at Old Swinford Hospital can expect careers education and experiences to be delivered through a wide variety of learning and other activities aimed at developing the necessary skills and understanding so as to provide and enhance their careers and work related education.

3.2. Guided by the Gatsby Benchmarks the School uses the ACEG⁶ framework in meeting its obligation and this is constructed around three main areas of career and work related learning:

- Self-development through careers and work-related education.
- Finding out about careers and the world of work.
- Developing skills for career wellbeing and employability.

3.3. The provision of CEIAG and work related learning occurs in many different areas of school life including through the Beliefs and Issues programme, careers & higher education events, work experience, visiting speakers, university visits and links to Connexions and their advisors.

3.4. Via the curriculum:

- The School's Beliefs & Issues programme and its PSHE programme, bring together personal, social and health education, work-related learning, careers, enterprise, and financial capability. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas.
- Teachers will, where possible, plan careers education into their lessons, demonstrate the relevance of their subject or topic to the workplace and promoting careers guidance in the classroom through visual aids.
- Students will be made aware of the fundamental importance of English and maths in their future lives.

⁶ Association for Careers Education and Guidance

- Students will also be made aware that labour market information supports the of the growing demand for STEM skills and they will be provided with an encounter before year 11 is with a STEM employer or workplace, or have one of their careers events focused on STEM. Notwithstanding this requirement the School will also provide opportunities for experiences in other areas disciplines, such as the Arts, humanities or languages for example so that all students interests are catered for.
- All staff will create a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Staff will be good role models for their particular area of work or specialism.

3.5. The School uses Unifrog to efficiently and effectively manage the careers programme which enables them to:

- Record a student's every careers guidance interaction.
- Support planning the year's careers guidance programme.
- Access plug-and-play careers teaching resources for every year group and pathway.
- See 'at-a-glance reports' on where each student has got to with their applications.
- Record and analyse destinations data over time to evaluate the impact of the careers strategy.

And enables students to:

- Explore how interests lead to different education and training pathways.
- See what steps they need to take to stand the best chance of application success.
- Refer to expert guides explaining how to navigate each step in the application process.
- Access and understand information about future study options and labour market opportunities
- Use Massive Open Online Courses (MOOCs).
- Compare courses worldwide.
- Compare every UK degree, apprenticeship and School Leaver Programme, and every Oxbridge college and FE college course.

3.6. Enterprise activities across the curriculum and wider school help to develop a range of skills and opportunities for students, including:

- Students in Years 7-11 following a programme of study within the Beliefs & Issues programme and through other extra-curricular activities.
- Students in KS5 being given opportunities for guidance and advice through the pastoral system, events and extra-curricular activities.
- Giving students in Year 9 and above the opportunity to attend the Careers and Higher Education Convention.
- Arranging interviews for individuals interested in the armed forces as appropriate.
- Arranging interviews for individuals with careers advisors and representatives of business.
- A variety of speakers visit the school, which complements careers information, advice & guidance and work related learning aims.
- Guidance is given in the Sixth Form on the procedure for application to university and institutions offering higher and further education.

- Visits to higher education establishments are arranged in the Sixth Form.
- Mock interviews are conducted by specialist agencies, subject teachers and Sixth Form staff to assist with University and job interviews.
- Students in Years 10 and 12 undertake Work Experience encounters.

3.7. Parents will be:

- Encouraged to engage with the programme and access and use information about labour markets and future study options to inform their support to their children. The School's website can help do this by furnishing parents as well as students with a range of relevant information
- Encouraged to provide feedback via the website.
- Invited to attend parent information events
- Support in using careers information with their children.
- Welcome to attend the careers fair.
- Referred to labour market information.
- Kept informed of relevant events via Edulink correspondence.

3.8. Our current careers strategy is housed on the school's website.

4. Provider access arrangements statement⁷

4.1. The School is required to provide students in years 8-13 with access to providers of post-14, post-16 and post-18 education and training for the purposes of informing them about approved technical education, qualifications or apprenticeships. This policy statement sets out, in Appendix A, how we manage access requests from these providers.

5. Work Experience

- 5.1. Students in Year 10 students and in Year 12 undertake work experience encounters which may either be virtual, in person or task based with employers coming to the students.
- 5.2. They are prepared for their work experience placement through the Beliefs & Issues programme and through tutorials.
- 5.3. Work related learning programmes and other work related events may be scheduled throughout the year and will be offered as an option at the end of the Summer Term.
- 5.4. The quality of work experience and related learning is considered of paramount importance to the individual, the school and employers and placements and related learning programmes should:
- Develop a student's knowledge, understanding and appreciation of the world of work, their vocational skills, self-confidence, reliance and communicative skills and economic and industrial understanding.
 - Help to develop and provide an interest into the skills and professional attitudes required at work and encourage students to take initiatives and act responsibly as an individual and member of the wider community.
- 5.5. Appendix C outlines the procedures for the finding of, and assessment of, work experience placements.

⁷ Section 42B of the Education Act 1997, effective January 2018

6. Sharing Information

- 6.1. The School will share information with the local authority, as required to fulfil its statutory duty to help them carry out their statutory functions in relation to supporting young people's participation in education and training.
- 6.2. The School may also share information with the DSL and other relevant agencies where it considers there is a safeguarding concern.

7. Monitoring and Review

- 7.1. The School's careers education provision will be guided by the Gatsby Benchmarks and be regularly evaluated to:

- Establish the degree to which each benchmark is met.
- Ensure it remains on target.
- Determine strategies to better meet the benchmarks.
- Assess the impact of the careers programme on students.

The measure of meeting each Benchmark will be assessed using the Compass + tool provided by The Careers and Enterprise Company. The evaluation is audited and quality assured by the Black Country Schools Consortium who we work with to advise on and assess our plans.

- 7.2. The School will report to Governors at least annually, their evaluation of the programme against the Gatsby Benchmarks and discuss with them where there needs to be further developments and the strategies developed to do this.
- 7.3. Destinations data will be collated, analysed and any emerging trends identified to determine whether the programme is achieving its aims.

Provider access arrangements statement⁸

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2. Students are entitled, and must be allowed to:
 - Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point;
 - Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events;
 - Understand how to apply to the full range of academic and technical courses available to them.
3. Via our CEIAG programme, delivered through our Beliefs and Issues programme, PSHE, Sixth Form enrichment programme and specific careers guidance and events, there are a number of opportunities for providers to come into school to speak to our students during the year. An outline of these opportunities is set out in Appendix B. Any provider wishing to discuss possible attendance at a relevant event should contact the School's CEIAG Co-ordinator, Mrs Ruth Ferguson by emailing careers@oshsch.com.
4. We will also welcome live online opportunities. These too should be discussed with the CEIAG Co-ordinator.
5. During these sessions, providers will be asked to:
 - Share information about their provision and the approved technical qualifications and apprenticeships they offer.
 - Explain what career routes these qualifications and apprenticeships could lead to.
 - Provide insights into what it might be like to train with that provider.
 - Answer students' questions.
6. Our previous visitors and the destinations our students have moved on to are set out at the end of this appendix.
7. The School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Safeguarding and promoting the welfare of children is everyone's responsibility and there are procedures in place for the supervision of individual visitors and their access to students. A copy of our policy can be found in the policies and documents section of our website at www.oshsch.com.
8. The School also has a Health & Safety Policy which is similarly located on the website and all visitors are required to abide by our Health & Safety regulations and any related instruction given by our staff.
9. We will endeavor to meet any reasonable request to join us at scheduled events and at other times when a visit can be facilitated without interrupting essential learning or at times of examinations. When we have approved a provider, we will work with them to identify the best method for providing access to, and presenting to, students at an appropriate event.

⁸ Section 42B of the Education Act 1997, effective January 2018

10. Providers are welcome to leave a copy of their prospectus and other relevant course literature with the CEIAG Co-ordinator.
11. We welcome providers to the School but should there be cause for concern or complaint about our access arrangements our Complaints Policy can be found in the policies and documents section of our website at www.oshsch.com.

Our visitors

In the last 12 months we have welcomed the following providers to our school and they have come both from the local area and further afield to speak to our students.:

- | | | |
|--|---|----------------------------------|
| • Aberystwyth University | • Elecsis | Test Gorilla |
| • AtkinsRéalis | • Evolution Aqua Group | Urban Design & Building Services |
| • Bangor University | • Harper Adams University | University Campus of Football |
| • BBC British Broadcasting Corporation | • JLR | University College Birmingham |
| • Birmingham Newman University | • Jones Lang La Salle | University of Birmingham |
| • Black Country Healthcare NHS Trust | • Midlands Physiotherapy Ltd | University of Exeter |
| • British Army | • Nottingham Trent University | University of Sheffield |
| • Cardiff Metropolitan University | • NHS - The Royal Wolverhampton NHS Trust | University of South Wales |
| • Cardiff University | • One School Global UK | University of Staffordshire |
| • Check Point Software Technologies | • Petalite | University of Worcester |
| • Coventry University | • Savills | Vale Veterinary Group |
| • Dudley College of Technology and the Black Country and Marches Institute of Technology | • Staffordshire Wildlife Trust | Work Pays |

Our students' destinations last year

Post 16

Of our Year 11 students:

- 60% (2024:53%) stayed at OSH for their sixth form studies.
- 40% (2024:47%) of students opted to study elsewhere including at other A level providers, BTEC providers and Level 2 and 3 Apprenticeship schemes.

Their destinations included:

- BOA Halesowen College
- Haybridge High School
- King Edward's College, Stourbridge

Post 16

Of our Year 13 students:

Based on the latest data from our 2025 cohort, we are pleased to report that the majority of our students successfully transitioned to their chosen pathways.

66% of students secured a place at university. Of the students who went on to university the data indicates that both male and female students are equally represented in higher education pathways. 31% of these placements were to Russell Group universities. Based on our students' choices, the most popular universities in this cohort were:

- University of Birmingham
- Cardiff Metropolitan University
- Aston University, Birmingham

Our students' course selections reflect a diverse range of academic and career interests. The most popular fields of study were:

- Business & Management (24%)
- Engineering & Technology (17%)
- Humanities & Social Sciences (17%)
- Health & Medicine (14%)

23% chose to take a gap year, with many using this time to gain work experience or defer entry to their preferred institutions for 2026.

The remaining students entered the workforce directly (7%), started an apprenticeship (3%), or joined the armed forces (1%). Apprenticeship and employment providers included: Virgin Atlantic, Overbury PLC and Capgemini.

We are proud of our students' achievements and their successful transition to a wide variety of post-18 pathways.

Opportunities for Access

The school offers the required provider encounters⁹ and a number of additional events, integrated into the school careers programme. Access arrangements for provider opportunities to come into school to speak to students or their parents/carers are set out in Appendix A.

	Michaelmas Term	Lent Term	Summer Term
Years 7/8	Life Skills are developed in via relevant teaching and information sessions in: <ul style="list-style-type: none"> • Assemblies • Tutor group opportunities • Beliefs and Issues curriculum 		Development of life skills continues this term. Students can also visit the Careers Fair to gather work focussed information and meet people from the world of work They also sign up to our Unifrog platform giving them wider opportunities to learn about work and related future studies.
	Provider encounter Palmer Timber Ltd		Provider encounter Careers Fair
Year 9	Tutor time becomes focused and structured towards careers with each student using a booklet to explore opportunities and options.	Options Evening talk to parents in preparation for making informed subject choices.	All students can visit the Careers Fair to continue exploring future work and study opportunities.
	Provider encounter Presentations to students by Halesowen College.		Provider encounter Careers Fair
Year 10	Development of life skills continues and specifically with focus on preparation sessions for work experience.	Year 10 CV workshops.	All students can visit the Careers Fair to continue exploring future work and study opportunities. In Year 10 they will also encounter Work Experience.
			Provider encounter Careers Fair
Year 11	Development of life skills continues with: <ul style="list-style-type: none"> • Assemblies - post-16 opportunities • Sixth form open evenings 		All students can visit the Careers Fair to continue exploring future work and study opportunities. We will also be providing support for those at risk of NEET.
	Provider encounter Halesowen College to speak about the range of Post 16 options available at their provider.		Provider encounter Careers Fair

⁹ This will be at least six opportunities spread evenly over the key stages, open to all students and during the school day.

	Michaelmas Term	Lent Term	Summer Term
Year 12	Year 12 looks at life and employability skills via: <ul style="list-style-type: none"> • Assemblies • Tutor group opportunities • PSHE 		All students can visit the Careers Fair to continue exploring future work and study opportunities. In Year 12 there are further encounters with Work Experience.
	Those joining the School in Year 12 sign up to our Unifrog platform giving them wider opportunities to learn about work and related future studies.	There are also small group sessions focussing on future education, training and employment options.	
	Provider encounters University visit opportunities <ul style="list-style-type: none"> • University of Birmingham – including discussion on Degree Apprenticeships. • UCAS Fair at the University of Worcester – range of apprenticeship providers to speak to students. 	Provider encounter Careers Fair	
Year 13	Year 13 works on: <ul style="list-style-type: none"> • UCAS Submissions • Competitive application support Whilst assemblies and tutor time continue to provide opportunities to discuss various options.	Information on post-18 options - e.g. finance	All students can visit the Careers Fair to continue exploring future work and study opportunities. We will also be providing support for those at risk of NEET.

Work Experience Placement Procedures

1. Finding placements

- 1.1. It is the responsibility of the student to identify suitable work experience placements with the help, where necessary, of staff and parents.
- 1.2. Placements should be arranged to take place at the end of the Summer Term or at other times by agreement with the School.

2. Assessment of placements

- 2.1. All placements **must** be risk assessed. Without an assessment, with a satisfactory outcome, the placement **will not** proceed. This is an absolute requirement of the School's insurers and there is no opt out available.
 - Risk assessments must be carried out prior to the commencement of the placement.
 - Risk assessments will be undertaken by the Dudley Education Business Partnership (EBP) and parents will be required to pay the cost which will be invoiced by the School..
- 2.2. Placements are designated according to the nature of the business undertaken as either High, Medium or Low risk. Where a placement is assessed with Medium or High risk the assessor must look to find suitable mitigating measures to reduce the residual risk and, where any residual risk remains Medium or High, the placement must be authorised by the Headmaster.
- 2.3. All placements must provide the School with the following information:
 - Company health and safety policy.
 - Confirmation of public liability insurance and employer's liability insurance of at least £5m.
 - Name and details of employer contact.
- 2.4. In the event that the placement does not have the recommended level of public liability insurance and/or employers' liability insurance, the risk assessment will be reviewed in the light of the nature of the placement being considered and, where the risk is assessed as low, the placement **may only** proceed with the authority of the Headmaster.

3. Monitoring placements

- 3.1. All students taking part in a placement within a one hour travelling distance of School will be visited by a member of staff at least once during their placement.
- 3.2. For placement more than one hour distant from School arrangements must at least be in place for telephone contact.
- 3.3. Students will be given the contact details of school and co-ordinating staff in order that they may contact them in case of any difficulty.

4. Insurance

- 4.1. Students will normally be covered by an employers' public liability insurance and employer's liability insurance during a work experience placement.
- 4.2. Where this is not the case:
 - The School must inform the parents and advise the placement is not recommended.
 - It is the parents' choice whether to go ahead with the placement.
 - It is the responsibility of a student's parents to ensure that appropriate cover is provided.

5. Placements during the school holiday

Placements during the school holidays can only be considered as school placed work experience where they are carried out wholly in accordance with this Policy including the requirement for assessment and visits.

6. Reporting accidents

All accidents will be reported to the designated Work Experience Co-ordinator and logged. All accidents that come within the scope of RIDDOR will be reported to the School Medical Centre and Dudley EBP.

7. Reports

All students undertaking a work experience placement will be required to submit a report by a specified time.

8. Designated Work Experience Co-ordinator

Mrs Ruth Ferguson (Subject Leader for Business Studies & Economics; CEIAG Co-ordinator).

Gatsby Benchmarks

1. A stable careers programme	
<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of governors and the senior management team and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable students, parents and carers, staff and employers to access and understand it. • The programme should be regularly evaluated using feedback from students, parents and carers, teachers and other staff and employers to increase its impact.
2. Learning from career and labour market information	
<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> • During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour markets to inform their support for the pupils in their care. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
3. Addressing the needs of each young person	
<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, training or employment destinations to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

4. Linking curriculum learning to careers	
As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	<ul style="list-style-type: none"> • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6. Experiences of workplaces	
Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
7. Encounters with further and higher education	
All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8. Personal guidance	
Every pupil should have opportunities for guidance meetings with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting with a careers advisor by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.