CEIAG POLICY

Status: Statutory

Member of Staff Responsible: Associate School Lead - Personal Development/Principal

Related Policies:

- Provider Access Policy
- Equal Opportunities Policy – Students
- RSE and Health Education Policy

Implementation date:

Reviewed date: September 2026

Next review date: September 2027

Vision Statement

To be the number one outstanding 13 to 19 technical education provider and talent pipeline creator for the engineering, advanced manufacturing and health and life science industries.

Mission Statement

To create a future workforce of aspirational and inspirational young adults through the delivery of an exemplary technical education that meets the needs of UK engineering, manufacturing and health and life science industries.

Policy Statement

UTC Derby Pride Park offers students from year 9 to year 13 the opportunity to study high quality technical qualifications in Engineering and Health and Life Sciences, alongside GCSEs and A Levels. The UTC works in partnership with other providers, including the University of Derby, Sheffield Hallam University and Derby College, to provide good links to Careers Education Information Advice and Guidance for its students. Equally, the UTC works extensively with local and national employers in the sectors to give students valuable work experience that provides them with the skills and talent that can lead them into jobs, apprenticeships or higher education. As the UTC's curriculum is linked into skills sector gaps both locally and nationally, students are in high demand on completion of their courses, and all students have positive destinations.

We acknowledge that CEIAG contributes towards raising levels of retention and achievement by demonstrating the relevance of studies to future goals, by promoting the development of career management skills by a variety of methods and by raising an individual's motivation and self-esteem.

To ensure that CEIAG is fully embedded into the UTC's strategic plans, the updated Gatsby Benchmarks (2025) have been used as a guide for the ideas placed in this strategy.

Statutory and Non-Statutory Reference Documents

- Careers Guidance and Access for Education and Training Providers (DfE statutory guidance, May 2025, updated June 2026)
- The updated Gatsby Benchmarks (Gatsby Charitable Foundation, ‘Good Career Guidance: The Next 10 Years’, 2024/2025), in force from September 2025
- Provider Access Legislation (PAL) – section 42B of the Technical and Further Education Act 2017, as amended – see the Provider Access Policy for full detail
- Equality Act 2010

Eight Benchmarks for Providing Good Career Guidance

Gatsby Good Career Guidance Summary for Colleges and Independent Training Providers

A Stable Careers Programme	Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.

Learning from career and labour market information	All learners, parents and carers, subject staff and other staff who support learners 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 learners will need the support of an informed adviser to make the best use of available information.
Addressing the needs of each pupil	Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.
Linking curriculum learning to careers	As part of the provider's programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.
Encounters with employers and employees	Every learner 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, and could include learners' own part-time employment where it exists.
Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
Encounters with further and higher education	All learners 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.
Personal Guidance	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet 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.

Strategic Goal 1: Raise the Awareness of CEIAG Available at UTC Derby Pride Park (Gatsby Benchmarks 2, 3 & 8)

UTC Derby Pride Park differs from a standard secondary school, in that students do a mixed academic and technical curriculum as part of a pathway in specialist sectors: either Engineering or Health and Life Sciences. However, as pupils will also be studying core GCSEs and, in sixth form, a range of A Levels, this does not prevent students from changing their career plans, and students go on to a range of successful destinations.

What we do:

- During showcase evenings, our partner universities, local colleges and employers attend to talk to students and parents about career opportunities after finishing at the UTC.
- New students to UTC Derby Pride Park attend a one-to-one meeting prior to admission to ensure that the UTC is the right place for them and support a smooth transition from their current school. We believe in what we do, but recognise that the UTC is unique, with a challenging, highly academic and technical curriculum, that students have to fully understand when making the decision to join.
- Students in year 9 access lessons through our 'Global Cultural Learning' curriculum where they explore careers information and education and look at decision-making skills. Year 10 and 11 students are supported with their own Employability Skills/CEIAG Programme and are also supported making applications for apprenticeships. Students are encouraged to consider all options, to visit other providers and therefore make informed decisions.
- Students with EHCPs have regular reviews and have access to careers support throughout their time at the UTC.
- Careers support and advice is provided by our Careers Lead, who is on-site full time, and our Trust Careers Adviser, who is on-site one day a week and offers 1:1 support for our students at various times throughout the year.
- Subject teachers and Learning Managers offer support for CEIAG and encourage students to use Labour Market Information (LMI) and careers materials.
- Key staff at the UTC, support the UCAS process, students applying for apprenticeships, and offer one-to-one careers support with students and parents.

Strategic Goal 2: UCAS Applications and a Smooth Transition for Students (Gatsby Benchmarks 1, 3 & 7)

The UTC has multiple staff who are experienced in supporting UCAS applications.

What we will do:

- Ensure that all staff supporting this programme are fully trained in the UCAS system and aware of their responsibilities.
- Utilise UNIFROG and Skills Builder to support all years with careers and preparing for the wider world.
- Ensure good links are set up with the higher education providers and encourage students to attend UCAS fairs, university/college open days and events.
- Students leaving the UTC for employment early are supported with applications and CVs, and positive destinations are recorded on SIMS and Baker Dearing databases, with progress against the Gatsby Benchmarks reported termly via Compass+.
- Assemblies and careers sessions also include talks from universities, providers and employers, and sessions for parents.

Strategic Goal 3: Work Experience and Employability within the Curriculum (Gatsby Benchmarks 4, 5 & 6)

UTCs, unlike traditional schools, have a curriculum that is built around a career area, and students obtain a working knowledge of their chosen career path from year 9 to year 13. Engineering students gain valuable STEM skills which employers demand, and Health and Life Sciences students gain a variety of technical skills required by the health industry.

Employers set assignments for students which contribute towards their technical qualifications; as such, employers are shaping their future workforce.

Work Experience Guarantee (New for 2026-2027): In line with the DfE's updated statutory guidance, from September 2026 the UTC's programme provides students in Years 7 to 9 with the equivalent of one week's worth of work experience activities, and students in Years 10 and 11 with the equivalent of one week's worth of work experience placement(s). Given the UTC's employer-embedded technical curriculum, much of this entitlement is already met through live employer projects, on-site employer visits and placements with partners such as Alstom, Rolls-Royce, Toyota, the NHS and Joined Up Care Derbyshire; the Careers Lead will map and record this provision against the guarantee to evidence compliance.

Students can access state-of-the-art facilities such as:

- An engineering workshop that has the latest in CAD machines, together with milling machines, lathes and welding bays.
- High-spec prototyping facilities with eight 3D printers, routers and laser cutters for producing things designed by the students, linked to manufacture, design and product prototyping.
- Our Health Suite, which enables students to take part in simulation activities and to work and practise on medical-grade equipment that they would come across in many health sector roles. Students learn about life-saving intervention, initial patient care and bedside manner. The Health Suite allows students to role-play scenarios in a care setting.

Students will work on live projects as set by employers such as Alstom, Rolls-Royce, Toyota, the NHS and Joined Up Care Derbyshire, which allows students to explore career-related experience and gain feedback from top employers on their progress.

Work experience and the World of Work is embedded in all that we do at the UTC and forms an integral part of students' learning. Visits to employers and on-site employer visits are arranged throughout the year with top employers, which allows students a chance to see a real work environment first-hand.

Due to the nature of the UTC, employers contact the UTC on a regular basis with the offer of jobs and apprenticeships. We arrange for interviews to take place on our premises and support students with preparation of CVs and interviews. Employers attend assemblies and CEIAG-supported lessons for all levels of students to offer labour market information and demonstrate the wide range of roles that our students can access, contributing towards the UTC's provider encounter requirements under the Provider Access Policy.

Coverage and Scope of Policy and Student Entitlement

Careers education activities are:

- Inclusive and accessible to all learners
- Differentiated to meet learners' needs
- Progressive, allowing learners to build on prior experience and learning and allowing students to develop skills they can take to employers
- Designed to achieve clearly defined learning outcomes
- Mapped across and embedded in the curriculum
- Delivered by relevant individuals

- Learning Outcomes Include:

Work Experience

- An understanding of the nature of paid and voluntary work
- Experiencing places of work and industry
- A realistic view of their own potential
- Local and national LMI and employment trends
- An understanding of finance related to work, i.e. taxation, university fees
- An understanding of health and safety at work and first aid
- How to contact employers and apply for jobs

Career

- A recognition of the available options and directions they wish to take
- A familiarity with the educational options in FE and HE, apprenticeships and employment
- A familiarity with occupational opportunities and pathways
- An understanding of the financial implications and impact on lifestyle of further study

Transition

- Preparation for transition from College to HE/Employment/Training
- Development of positive self-image and effective self-presentation
- An awareness that jobs are no longer for life
- Development of flexibility to cope with future change
- Development of a willingness to accept new ideas, concepts and knowledge
- A recognition of when there is a need to seek guidance
- Development of research and job search skills in order to apply for employment, training and education
- The ability to utilise the electronic application procedures available to them

Delivery Mechanisms Include:

- Initial guidance and induction
- Action planning, review and recording achievement systems
- Arrangements for work experience, work shadowing, and visits
- Self or mediated access to careers information
- Talks from outside speakers and conventions
- Assignments set by employers which make up the technical element of their qualifications
- Group tutorial with form tutors
- Structured job opportunities to practice job applications, CVs and interviews
- Individual guidance interviews which are impartial, client-centred and timely
- An opportunity to identify personal skills, explore options and prepare action plans

Organisation and Responsibility

All teaching staff at the UTC are committed to supporting embedded CEIAG services for our students which are comprehensive and suitable for their needs. Support staff such as Learning Managers also play an active part in CEIAG, especially at Year 11 and 13.
Key Staff:

- Mr Lee Kirkwood – Principal
- Mr Rhydian Watkins – Vice Principal
- Mrs Sharon Hunt – Assistant Principal, Senior Lead Inclusion
- Miss Kimberley Coates – Assistant Principal, SENDCo
- Miss Kerry Warburton – Associate School Lead – Personal Development
- Dr Claire Pegg – Curriculum Leader for Science
- Mrs Caroline Houldsworth – Curriculum Leader for Health & Life Sciences
- Mrs Ruth Mellors – Careers Advisor
- Mr Connor Todd – Post-16 Learning Manager
- Mr Callum Schofield – Associate Senior Lead – Attendance, Behaviour and Safeguarding
- Mrs Amanda Hollis – Key Stage 4 Learning Manager

Staff Development

Key staff attend training sessions such as Unifrog and UCAS training to keep them up to date with the latest processes.

The Careers Lead attends CEIAG Network Meetings with EMCCA and has an active network of advisers to liaise with.

In line with the updated statutory guidance, the UTC will encourage and facilitate continuous professional development for careers advisers and the Careers Lead, including Careers & Enterprise Company (CEC) funded Careers Leader training, so that their knowledge remains current.

Equal Opportunities

UTC Derby Pride Park is an inclusive provider, in that it actively encourages equal opportunities and challenges stereotypes. Students are made to feel supported with their choices, whether they stay with their chosen vocational area or not. Students will be able to identify their strengths and recognise those in others, allowing for a culture of acceptance and equality. Students in year 9 are chosen randomly and not selected, giving students of all abilities the opportunity to embrace our school model. SEN students are supported by the SENDCO, who liaises with previous schools to be able to provide the correct support for these pupils from the start of their learning journey with the UTC.

Evaluation and Monitoring

This policy will be reviewed annually and have input from governors and parent/carers alike. The policy will be displayed on UTC Derby Pride Park's website in accordance with Gatsby Benchmark 1.

The UTC will complete a termly Compass+ self-assessment against the Gatsby Benchmarks, and will use the Future Skills Questionnaire (FSQ) as a learner evaluation tool, in line with DfE recommendations. Careers provision will also be considered by Ofsted as part of the Education Inspection Framework, with reference to the UTC's progress against the Gatsby Benchmarks.

Key Changes for 2026-2027

This page summarises the substantive changes made during this review. All changed or new text is also highlighted in yellow within the body of the policy.

- Cover/dates: Review date and Next Review date updated to September 2026 and September 2027. Related Policies (Provider Access Policy, Equal Opportunities Policy – Students, RSE and Health Education Policy) added, as this policy previously had no cross-reference list.
- New ‘Statutory and Non-Statutory Reference Documents’ section added, reflecting the DfE's updated statutory guidance (May 2025, updated June 2026), the updated Gatsby Benchmarks (2025), and the Provider Access Legislation, cross-referenced to the Provider Access Policy.
- Strategic Goal 2: Added reference to termly Compass+ reporting against the Gatsby Benchmarks.
- Strategic Goal 3: New ‘Work Experience Guarantee’ paragraph added, reflecting the DfE's September 2026 requirement for one week's worth of work experience activities in Years 7-9 and one week's worth of work experience placement(s) in Years 10-11, and confirming how the UTC's existing employer-embedded model evidences this. Please note: As students join the UTC in Year 9, this is reflected in Work Experience offer requirements
- Strategic Goal 3: Added cross-reference to the Provider Access Policy for employer/provider encounters.
- Staff Development: New sentence added on continuous professional development for careers advisers and CEC-funded Careers Leader training, reflecting the updated statutory guidance.
- Evaluation and Monitoring: Added reference to termly Compass+ self-assessment, the Future Skills Questionnaire (FSQ), and Ofsted's consideration of careers provision under the Education Inspection Framework.