



Careers Education Advice Information and Guidance Strategy

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Maintenance	Full Governing Body	Role(s) responsible	Headteacher
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Lead Professional	Careers & Aspirations Leader	Location of policy	www.coltonhills.c.o.uk



Contents

Careers Leadership	3
Scope	3
Vision	3
Why does CEIAG matter?	4
Aims.....	5
Rationale for Objective and Aims.....	6
Governor Responsibilities	7
Monitoring, Evaluation and Review.....	7
Careers Team Charter	8
Funding and Resourcing	9
Key Elements of Provision (GB1, 5, 6, 7, 8)	9
For all students	9
Key Stage 3	10
Key Stage 4	10
Key Stage 5	10
For Parents:.....	11
For staff:.....	11
Careers in the Curriculum (GB4)	11
Innovation and Development (GB3, 5, 6)	12
Form Tutor Careers Sessions (GB1)	12
Labour Market Intelligence (GB2)	13
Addressing the Needs of all Students (GB3, 8).....	14
Monitoring and Quality Assurance	15
Links to other policies.....	15
References	16



Careers Leadership

As set out within the Department for Education's Careers Strategy, we are required to have a designated member of staff named as CHCS's Strategic Careers Lead, who will be supported by a member of the Senior Management Team.

The Strategic Careers Lead will have the responsibility to make sure that CHCS is meeting the mandatory requirements and working towards achieving 100% compliance in all eight of the Gatsby Benchmarks.

The team comprises:

- The Strategic Careers Lead is Mr Tamber – htamber@coltonshills.co.uk.
- Mr Bentley (SLT link for Careers) is an Associate Assistant Headteacher, who provides strategic support to the Careers Leader.
- Carol Codner is the Enterprise Advisor and enterprise coordinator who plays the role of supportive and critical friend; she has an extensive background in careers education across Wolverhampton.

Scope

This policy responds to the agenda and requirements identified within the following nationally published documents:

- Good Career Guidance report (Gatsby Foundation, 2014)
- Careers Strategy: making the most of everyone's skills and talents (Department for Education, 2017)
- Career Development Framework (Career Development Institute, 2021)
- Quality in Careers Standard (Quality in Careers, 2023)
- Revised statutory guidance on access to schools for education and training providers (Department for Education, 2023)
- Education Inspection Framework (Department for Education, OSFTED, 2023)
- Good Career Guidance report (Gatsby Foundation, 2024)
- Careers guidance and access for education and training providers (Department for Education, 2025)

Vision

This policy aims to set out our whole school strategy in providing high quality, impartial, careers education, information, advice and guidance (CEIAG) to all year groups.

Colton Hills Community School (CHCS) is fully committed to ensuring that all of our students raise their aspirations, and acquire the skills, attitudes and abilities to enable them to make effective decisions about their future education, training, employment, and life as a member of society.

To help students increase their life chances, social mobility will be aided through high quality CEIAG. If students are made fully aware of the qualification and career pathways, and are



aware of the range of career opportunities available to them, they are more likely to make informed choices about which qualifications and career pathways will enable them to fulfil their aspirations. We recognise that careers and progression within them are forged out of the experience, progress and achievements in learning and work students will have. All students will benefit from a planned curriculum and programme of activities to help them make informed curriculum choices that are right for them when planning their next step (transitioning from one key stage to another at post 14, post 16, and post 18, and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives.

CHCS will collaborate throughout this strategy with a range of external organisations to help us meet all of the statutory requirements contained within nationally published policies. These partnerships will include working alongside the enterprise advisor, enterprise coordinator, The Careers and Enterprise Company, Careers Development Institute, West Midlands Combined Authority, Wolverhampton Council, Wolverhampton Connexions, Further Education and Higher Education institutes, and a broad range of local and national employers.

The Gatsby Benchmarks and Compass + provide tools for measuring the opportunities and experiences provided to students. This will enable us to further develop and improve the current provision on offer so that we meet the requirements of all eight Gatsby Benchmarks (appendix 1).

Why does CEIAG matter?

CEIAG should have a mix of “quality, diversity, quantity and context” (Andrews and Hooley, 2022, p.11), however the exact combination of the first three is all dependent upon the context of the institution and the students. With CHCS having a significantly high level of students on pupil premium, it is vital that this is considered when interpreting the Gatsby Benchmarks. These came out of a study carried out by the Gatsby Charitable Foundation, who carried out a meta-analysis of domestic and international research as well as observations of many academic institutes. The study resulted in the production of eight key areas which schools should consider when creating and evaluating CEIAG (Andrews and Hooley, 2022). Following a review of a pilot in which 16 academic institutions participated, the Gatsby Charitable Foundation concluded that the more successful schools in implementing CEIAG had the following student outcomes “improved career readiness, more engaged students, and better GCSE attainment (Andrews and Hooley, 2022, p.15)

Robertson, 2021 following a study of public policy adopted by governments in developed, developing and emerging countries across the world suggests a broader definition. It concludes that CEIAG is of benefit to individuals and importantly has more positive impacts on society through:

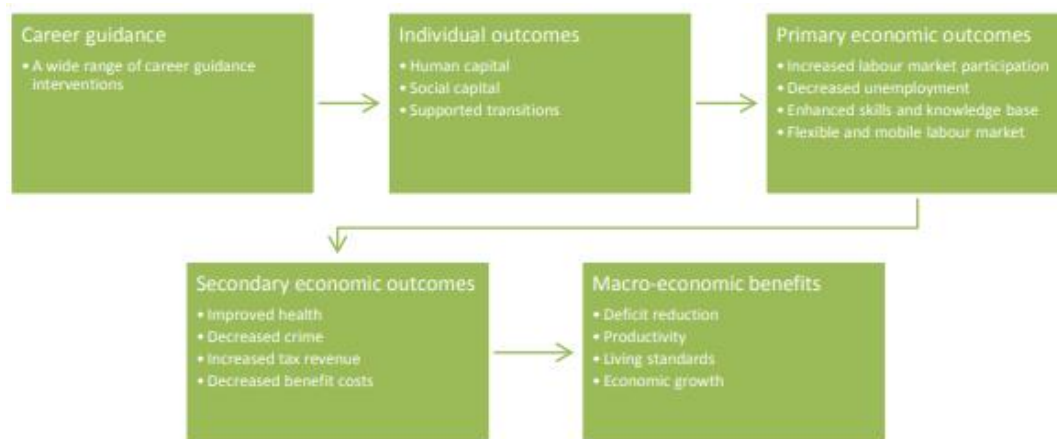
- Educational goals as skills are better developed, lifelong learning promoted and engaged with, and employment prospects heightened.
- Labour market goals as CEIAG was helping to facilitate people making more appropriate career choices based on the skills sets they possessed, and there was greater flexibility in the way skills were being applied leading to greater responsiveness to the changing demands of the economy and businesses.



- Social equity goals as CEIAG helped to promote well-being in terms of people feeling more integrated into society and providing greater access and support for those who were at disadvantage, in essence helping to aid social mobility. This effect was suggested by Osipow and Fitzgerald (1996) cited in (Robertson, 2013, p.257) who stated that CEIAG helps people to have a “wider social identity that avoids clashing with their value system...so career choice could be seen as a process of cognitive dissonance reduction” (by Robertson, 2013, p.257).

The three goals match well to those identified by Hooley and Dodd, 2015, who suggested “human capital, social capital, support transitions” (Hooley and Dodd, 2015, p.1.) as key individual outcomes of CEIAG. They also identified that the key individual outcomes would have subsequently lead to a range of primary, secondary and macro-economic benefits. Figure 1 shows a flow diagram to illustrate these benefits:

Figure 1: Economic benefits of CRL (Hooley and Dodd, 2015, p.1)



Robertson, 2013 suggests that health and well-being are positively impacted by CEIAG, though is also attributed to the better educational attainment, increased long term employment prospects, greater social inclusion (Robertson, 2021) and economic benefits (Hooley and Dodd, 2015). De Silva, McKenzie, Harpham and Huttly, 2005, cited in Robertson, 2013, p.258 identified a positive relationship between social capital and the individual's mental well-being. This is reinforced by Robertson, 2021 who stated “CEIAG promotes mental and physical health by supporting people to develop meaningful valued life roles in safe environments. There is evidence to suggest that CEIAG can have a positive impact on mental well-being”. (Robertson, 2021, p.4)

Aims

CEIAG is where “students get unbiased information, advice and guidance on the whole range of career pathways” (Good Careers Guidance, 2014). Opportunities created by career development professionals are only one area where students will receive careers advice, as they will also be subject to myths dressed as fact on social media and the internet, and well-



intentioned incorrect advice given by parents, peers and ill-equipped staff. It is important that CEIAG begins early enough so that stereotypes are broken down, myths exposed and evidence informed decision making coming into play through the use of key data such as Labour Market Information and Intelligence.

These principles underpin the CHCS's aims for CEIAG with the overall aim being "to develop the skills, attitudes and abilities of our students to enable them to make effective decisions about their future education, training, employment and life as an adult member of society". To enable this to happen, CHCS breaks this down into a set of aims for CEIAG, so that students:

- are supported to make informed choices about their own continuing progression and development, in education or employment.
 - provided with experiences which inspire and motivate them to achieve entry requirements and beyond leading to positive post-16 and post-18 transitions.
 - To raise aspirations and increase awareness of the world in which they live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that gender should not limit career choices.
 - Enhanced their employability skills and have experience of the world of work.
 - develop the knowledge and understanding of themselves and others as individuals - their strengths and limitations, abilities, personal qualities, potential, needs attitudes and values.
 - Can research, seek out and utilise advice and guidance, including using Labour Market Intelligence.
- social skills, communication, resourcefulness, innovation and resilience.

The governing body have therefore adopted this policy in order to provide a clear commitment to the framework for Careers Education, Information, Advice and Guidance

All members of staff at CHCS expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers & Aspirations Leader and is most effective when adopted as a whole school approach.

Rationale for Objective and Aims

The importance of the CEIAG is vital when considering the context of the area the CHCS is located in comparison to national averages:

- Increasing levels of deprivation:
 - Deprivation rank is 24 (1 is the worst) making Wolverhampton the 3rd most deprived area of the West Midlands.
 - Employment deprivation rank is 19 (1 is the worst); Wolverhampton has the highest proportion of working age population involuntarily excluded from the labour market across the West Midlands



- Income average is below neighbouring authorities; Wolverhampton is ranked 11 (1 is the worst) and is the 3rd lowest in the West Midlands.
- High levels of child poverty (31.6% compared to national average of 19.1%)
- Greater infant mortality rate
- Lower life expectancy
- Above average rates of child obesity
- Higher mortality rate from alcohol-specific deaths
- Some of the poorest wards in the UK.

The rationale behind the objective and aims are the drivers of CHCS's CEIAG strategy. It is clear that active engagement by students in a well-structured and stable programme, supported by ethical and well trained career development staff, could help them to increase positively outcomes that would make them have better health, better employment prospect, greater chance of long term employment, skills that enable them to be flexible and respond to changing labour market demands, more included in society, have greater earning power, greater well-being and fewer health issues.

Governor Responsibilities

The governing body will ensure that CHCS has a clear strategy on Careers Education, Information and Guidance and that this is clearly communicated to all stakeholders. They will ensure that this strategy is:

- based on the eight Gatsby Benchmarks
- meeting the school's statutory requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 – 13.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers & Aspirations Leader, Careers Department and CEIAG events are supported and monitored
- The Careers & Aspirations Leader has an overview of CEIAG work and reports regularly back to the senior management team
- The effectiveness of the CEIAG strategy will be measured in a variety of ways:



- Feedback from stakeholders through mechanisms such as online surveys to students and parents following CEIAG events.
- Feedback from auditing the impact of CEIAG against the eight Gatsby Benchmarks.
- Feedback from external institutions to CHCS such as OFSTED, Quality in Careers.
- The number of students who are NEET in October having left CHCS the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the West Midlands.
- The number of students who have transitioned into a positive next step in October having left CHCS in the previous summer.

The governors of CHCS will review this policy every two years.

Careers Team Charter

Vision

To be a highly-valued, integrated part of CHCS, known for our expertise, collaboration, innovation, professionalism and student-focused approach, and for our ability to respond flexibly to changes in the local and national labour market.

Mission

We empower and enable our students to build, make sense of and articulate their education, work experience, and extra-curricular experiences in order to explore and find their career direction, and to make successful transitions.

Our aims are:

1. To enable students to understand the career planning process, and to identify their values, interests and skills and reflect on these in order to make informed choices about their future.
2. To provide accurate and relevant information on occupations and opportunities, including apprenticeship and traineeship vacancies, gap year activities, voluntary work, further and higher education.
3. To help students develop their employability, confidence and experience so that they gain career management skills.
4. To support students in obtaining appropriate work experience placements that reflect their studies, strengths and interests.
5. To enable students to understand personal branding and how to market themselves effectively.
6. To inspire and raise aspirations of students through mentoring and support, including those who are at risk of becoming NEET.
7. To connect CHCS with local, national and global employers to build effective partnerships and create opportunities which enrich the CHCS curriculum.



8. To support teachers at CHCS by providing career planning and skills development for students, and by providing information on the destinations of students.
9. To keep CHCS informed about the labour market, including trends in recruitment and selection processes of employers, and to support CJCS market itself to potential students through the collection and dissemination of information on destinations.
10. To nurture and build relationships with our alumni so that they strengthen their ties with CHCS, and that they help enrich the experience of the students.

Statement of principles

The Careers Department is committed to:

- Providing services of a high professional standard, responding to student need and welcoming feedback from students, parents, staff and employers.
- Ensuring equality of opportunity in the delivery of the service we provide
- Guaranteeing impartiality to students
- Treating students, parents, staff and employers with respect and courtesy
- Fostering a spirit of team working with staff

Funding and Resourcing

CHCS Careers will explore sources of external funding to supplement CEIAG provision through Aspire programmes, FE/HE institutions, UniConnect, and business outreach departments.

Key Elements of Provision (GB1, 5, 6, 7, 8)

A single model of delivering CEIAG would not meet the needs of all students and steps have been taken to have a well-planned embedded hybrid model.

For all students

Every student across CHCS is entitled to:

- A planned programme of CEIAG which provides opportunities to develop and apply the knowledge understanding and skills necessary to make informed careers decisions.
- Individual guidance from Careers staff and Wolverhampton Connexions advisers.
- A “drop-in” Careers Resource Centre with comprehensive and up to date information about opportunities in Education, Training and Employment.
- Support for the processes of preparing effective CV's, learning interview presentation skills and individual action planning
- Opportunities to experience the world of work.
- Events during Spotlight weeks, and weekly newsletters
- A notice board for every subject at CHCS to ensure all students are aware of a range of linked careers and pathways.
- Access to and training in the use of a digital careers platform to provide personalised careers information, pathways, Labour Market Information, CEIAG super curricular opportunities, CEIAG webinars, and apprenticeship and FE/HE information, reflective practice to identify soft skill development, and employability skills training.



- Impartial advice on subject choices and next step decisions.
- Weekly careers presentation and tutor led discussions in PT sessions to support future choices and opportunities:
 - Job of the week
 - Careers newsletter
- Open events, activities, workshops and opportunities shared weekly through the Careers Newsletter.

Key Stage 3

Every student across Key Stage 3 is entitled to:

- CEIAG lessons delivered by tutors
- Assemblies to raise awareness of Further Education and Technical Education pathways
- Visit to Higher Education institution
- STEM activities
- Schedule of team building activities which develop employability skills led by external organisations.
- Work shadowing opportunity
- A minimum of five meaningful in-person interactions with organisations which provide an experience of the world of work
- Forward Thinking programme
- Brilliant Club programme

Key Stage 4

Every student across Key Stage 4 is entitled to:

- CEIAG lessons delivered by tutors
- Support in applying for and securing work experience placements
- In-person meaningful one week work experience
- Assemblies to raise awareness of Further Education and Technical Education pathways
- Careers Exploration events
- CV and Letter of Application writing
- STEM activities
- Futures Fair
- College and apprenticeship application support
- 1:1 meeting with independent careers advisor
- Workshops at local colleges and training providers.
- Apprenticeship support programme
- Aim Higher programme
- Forward Thinking programme
- Higher education experiences

Key Stage 5

Every student across Key Stage 5 is entitled to:



- CEIAG lessons delivered by tutors
- In-person meaningful one week work experience
- Assemblies to raise awareness of Further Education, Higher Education and Technical Education pathways
- Apprenticeship fair
- Apprenticeship events
- Higher Education events
- CV and Letter of Application writing
- Futures Fair
- Opportunity to participate in Access programmes that support social mobility e.g. SMF, R2P, Sutton Trust
- Opportunity to participate in the National Citizenship Service programme
- Contextual admissions and access schemes workshop
- 1:1 meeting with Careers and Aspirations Leader
- Volunteering opportunities
- Specialised university application support programme
- How to finance higher education session
- Apprenticeship support programme

For Parents:

- Weekly Careers Newsletter
- Apprenticeship live vacancy listings
- Invitations to Futures Fair
- Invitations to events such as careers exploration, apprenticeships, higher education and financing higher education.

For staff:

All staff are expected to contribute to the CEIAG and development of students. To meet the training needs that arise from this:

- CHCS is committed to In-Service Training for all subject teachers to enhance their ability to make curriculum links with careers.
- Assessment of careers training needs will be undertaken annually in association with the school's Staff Development lead.
- There will be a training input each year during staff development days for teachers to enhance their provision of careers education within subjects.
- Opportunities for staff to undertake CEIAG training will be provided by the Careers & Aspirations Leader, e.g. industry insight days with employers, attending CEIAG events and meeting with FE/HE/Apprenticeship/Training providers.

Careers in the Curriculum (GB4)

Specialist staff can be hugely powerful role models in attracting students towards their subject fields, helping them to have greater awareness of range of careers available and the pathways to them. The schemes of learning will have clear links made to careers and how it has been embedded into the curriculum offer.



- Curriculum lessons linking each subject to career opportunities.
- Displays on careers and pathways linked to their subject
- Employer and FE/HE interactions during lessons
- Subject specific education trips and visits
- Participation in subject specific workshops at FE/HE institutions
- Integrate national initiatives and project opportunities within the curriculum which enhance the range of CEIAG related activities, i.e.

- National Coding Week
- Global Entrepreneurship Week
- Green Careers Week
- International Women & Girls in Science Day
- National Careers Week
- World Engineering Day
- International Women's Day
- Science Week
- Pi Day
- International Women in Engineering Day
- Young Enterprise
- Code Clubs

Innovation and Development (GB3, 5, 6)

- CHCS commits itself to enter an annual Partnership Agreement with Wolverhampton Connexions and the West Midlands Combined Authority through which the provision and impact of the CEIAG strategy will continuously assessed with objectives for improvement defined and reviewed on a termly basis.
- CHCS also commits itself each year to at least one innovative project, which has the potential to enhance and improve the Careers provision.

Form Tutor Careers Sessions (GB1)

A stable careers programme is being developed for this coming year – appendix 4 provides a draft but this is subject to change.

- The CDI learning areas have greatly influenced the development of the scheme of works and the Gatsby benchmarks have been cross referenced to ensure adequate coverage.
- Due to non-specialist teachers delivering the careers lessons during PSHE, a conscious decision has been taken to stabilise the content. This has been in an attempt to create a stable careers programme in which the flow and delivery of key information to all students is controlled rather than relying on a non-specialist teachers own interpretations.
- The main resource for the delivery of each lesson is a presentation in which the Gatsby benchmarks and CDI learning areas are made apparent to each teacher and student.



- Speakers' notes have been added along with stretch exercises. This ensures that the opportunity for differentiation to meet the needs of student is brought into play through the annotations provided.
- Each lesson is accompanied with clear aims and objectives that are outlined within the first slide so the students are aware of what they need to be able to do following the lesson, so the purpose and focus of the lesson is made apparent immediately.
- The aims and objectives of the lesson can also be used by the non-specialist teacher to assess the extent to which individual students develop knowledge and understanding.
- To aid teachers, speakers' notes also contain answers to questions where interactivity has been introduced. The aim was to use a variety of techniques from information giving to discovery to questioning so that lessons became more engaging rather than just a monotonous "read from a presentation style".
- Some lessons end with a scale rating evaluation exercise to enable the teacher to gauge quickly how students feel they have progressed. This gives the students a non-confrontational way of expressing dissatisfaction with how they feel or because they feel the lesson has really added value to their self-discovery.

Labour Market Intelligence (GB2)

Career and Labour Market Information is recognised as Gatsby Benchmark 2. Schools are encouraged to provide opportunities to parents and their children, so they are aware of the full range of transition options post-14, post-16 and post-18. It must also include being able to access and make use of information about the local and national labour market to help with making transition choices.

A hybrid approach has been adopted to the delivery of and access to Career and Labour Market Information:

- CHCS has purchased Unifrog (a digital platform for supporting careers education). All students go through an induction to help them know how to access career and labour market information. This also includes an introduction to key terminology so they are able to understand the data they are being presented with; terms such as Labour Market, Occupation, Industry Sector, and Trends are introduced and explained.
- A weekly career of the week video is played to all students across the school. This contains careers and labour market information specific to a career within an industrial sector.
- A weekly careers newsletter has been launched. It has a standardised format so one of the opening slides is titled "Labour Market Information" and it provides a summary of a trend or statistics from government publications. It is shared with students, staff and parents.
- The newsletter is produced by the Careers and Aspirations Leader and sources of information are used that are free from bias. It also means that the careers and labour market information is verified and checked.



- Personalised advice relevant to the specific interests the student has is provided and explained in an impartial way through independent careers advice and the external Connexions adviser.
- Parents can be involved in this process as action plans are created which can be shared with them or they can accompany their child to help support in making decisions.
- Employer led workshops which are very much personalised to specific interests shown by students. The information being provided is relevant to the industry being visited or represented and the encounters become more meaningful because students are able to explore deeper through questioning.
- Offsite careers and apprenticeship fairs where students are provided with a multitude of providers that they can readily access and have one to one discussion with. Sometimes, they can also talk to employees and apprentices who have taken a very similar path to the student so they can get useful insights.
- Taster sessions at traineeship, college or university that students select to go on can be very informative and effective in helping students decide on a pathway.

Addressing the Needs of all Students (GB3, 8)

We acknowledge that CEIAG will be driving the raising of aspiration and the needs of the student:

- Independent careers advice will be provided in accordance with the careers charter and CDI Code of Ethics (https://www.thecdi.net/write/Documents/Code_of_Ethics_update_2018-web.pdf) and ensure impartiality is maintained. Independent advice is also supplemented through the partnership with Wolverhampton Connexions.
- Students will be offered multiple careers perspectives from the careers team and subject staff to broaden their awareness of opportunities.
- Independent careers advice will encourage criticality to help students make sense of the multiple perspectives to help them identify the best fit for their own aspirations.
- The CEIAG offer will raise the aspirations of all students and attempt to reduce inequalities by addressing stereotyping, bias and injustice and paying due regard to protected characteristics (Equality Act, 2010).
- Vulnerable and/or disadvantaged students or those who are at risk are identified through close working relationships with the head of year, pastoral office, safeguarding office and inclusions. Appropriate support will include external agencies.
- Students with SEND will have a differentiated approach with personal guidance that supports them in making successful transitions.
- A digital platform will be used to carry out a termly audit of compliance with the enterprise advisor and enterprise coordinator.
- A digital platform is to be used record and monitor interactions students have with CEIAG activities and reporting carried out to identify cold and hot spots.



- Students will be able to access their own journey of CEIAG interactions, receive shared action plans to assess the advice received and action the agreed next steps.

Monitoring and Quality Assurance

To ensure we have a high quality CEIAG programme that is compliant with the statutory duties and serves to meet our overarching aim, we will undertake the following:

- Careers team meetings
- Meetings with careers links in senior management and governing body
- Termly self-review with enterprise advisor and enterprise coordinator, with measurements to ensure compliance with the Gatsby Benchmarks and Provider Access Legislation. A report will be produced to indicate compliance and changes, followed by a bespoke action plan to help us to continuously improve and be flexible in responding to changes in student and labour market needs.
- Gain external accreditation by working towards maintaining the Quality in Careers Standard that CHCS has not held previously.
- Year-end annual survey with parents and students following which an action plan will be drawn and implemented.
- Termly Careers reports are put to the full Governing body.
- Employer, parent and student reviews following key CEIAG events such as the futures fair, careers exploration, work experience.
- Students selected randomly to provide feedback on the independent careers advice received.
- Assistant Headteacher with responsibility for Personal Development to undertake group feedback sessions with a selection of students from each key stage. The focus will be on collecting anecdotal evidence about the CEIAG experiences they have in PT sessions.
- Deputy Head with responsibility for Curriculum to undertake group feedback sessions with a selection of students from each subject. The focus will be on collecting anecdotal evidence about the CEIAG experiences they have in subject lessons.

Links to other policies

- Provider Access Legislation



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