Barking & Dagenham College

Careers Education, Information, Advice, and Guidance Policy

Policy Author:	Director of Marketing, Communication & Admissions	Date of Approval:	April 2025
Approved By:	SLT Policy Committee	Reviewed:	Annually

OUR VISION

To be an exceptional college

OUR MISSION

Empowering futures, transforming lives

OUR CULTURE AND VALUES

Barking & Dagenham College is a unique, diverse and inclusive environment in which everyone is supported to grow, develop and really flourish.

We treat each student as an individual because we know that everyone is different. Every individual has their own unique talents, circumstances, challenges and aspirations. Every student brings something special and it is this diversity and richness of ideas that makes College life interesting, fun and vibrant. Our culture is such that all students, staff and visitors should feel welcome, safe and valued. Guided by our principles of honesty, integrity and transparency, we treat each other respectfully and seek to establish trust. By building resilience and confidence, we encourage students and staff to rise above challenges with determination and a positive mindset.

Whilst we are rightly proud of our unique internal culture, Barking & Dagenham College is an outward facing organisation that recognises the critical importance of working through networks and collaboration to lead change and influence local agendas. By partnering with industry-leading employers and embracing innovation, digital technologies and new ways of thinking, we strive to push the boundaries of learning and ensure that our students are ahead of the curve. Our many stakeholder partnerships mean that we have established our place at the heart of our community and as a key partner in the regeneration of the London Borough of Barking and Dagenham.

At Barking & Dagenham College, we are dedicated to inspiring students and staff to embrace challenges and pursue their dreams with confidence. Most of all, we are ambitious and we expect excellence - from ourselves and from our students.

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1 Scope and Purpose

Barking and Dagenham College is committed to providing high quality Careers Education, Information, Advice and Guidance (CEIAG) for all learners giving them clear, attainable progression routes to employment, apprenticeships, training and higher levels of education appropriate to their needs to fulfil their potential.

This policy sets out the principles of independent and impartial careers guidance provision at the College. Careers support is accessible to all current and prospective learners

Barking and Dagenham College believes that by providing high quality and impartial careers information, advice and guidance learners will be confident about their future career paths and goals. This will result in:

- A clear understanding of the full range of opportunities available, the skills that are valued in the workplace and access to first-hand experience of skills needed in the workplace.
- Access to a comprehensive programme of high quality, information, advice and guidance delivered by skilled individuals and organisations with the right expertise and experience.
- Tailored careers support meets individual needs and circumstances.
- Alignment with the College's key strategic priorities, including developing skilled individuals that are employment ready and meet employer needs and the economic priorities of Barking and Dagenham, London and beyond.

This policy is written in line with the Department for Education's guidance:

- Careers guidance and access for education and training providers (January 2023)
- Careers Strategy – Making the most of everyone's skills and talents (December 2017)

2 CEIAG Provision

All learners need a planned programme of activities to help them explore suitable career pathways, make informed life choices, and maintain long-term employability. CEIAG is designed to support current learners and prospective students

CEIAG provided will be tailored and personalised to ensure progression, through activities that are appropriate to the learners' stage of learning, career planning and development. Learners are entitled to CEIAG that meets professional standards of practice and is person-centred, impartial and confidential.

3 Principles of CEIAG

This policy is based on the following key principles:

- **Personalised** – Tailored to meet individual needs, providing opportunities for learners to reflect on their experiences and build on previous learning.
- **Inclusive** – Promotes equality and diversity, challenges stereotypes, and respects faith, culture, and background.
- **Transparent and Impartial** – Ensures clarity, fairness, and access to confidential support.
- **Supportive** – Helps learners at risk of dropping out by offering guidance to improve retention, achievement, and referrals to alternative provisions when necessary.
- **Collaborative** – Strengthened by strong networks and partnerships between learner services, curriculum teams, employers, and external organisations.
- **Aspirational** – Encourages informed decision-making by raising aspirations and supporting participation, retention, and achievement.
- **High-Quality** – Delivers comprehensive, impartial, and professional careers information, advice, and guidance.

4 Values and Benefits to Learners

Benefits of a career's education programme are:

- Guiding potential learners to help them explore and choose the course which best meets their individual needs, interests and aspirations.
- Access to impartial, quality careers information, advice and guidance.
- Helping learners to progress into positive destinations after completing their studies by raising awareness of opportunities, using labour market intelligence, and developing employability and essential skills.

A potential learner may benefit from careers guidance, for example, if they:

- Are uncertain of course choice.
- Do not meet the entry requirements for their chosen course.
- Lack a clear rationale for their course choice.
- Have previously attempted but not completed the course.
- Have not developed a clear and realistic careers plan
- Have low confidence and aspirations.

On course learners may benefit from careers guidance, for example, if they:

- Need support with planning their career path
- Are considering leaving the College before their course ends
- Are coming towards the end of their course and not yet decided on the next steps

- Need help and support with applying to university or to another institutions
- Would like support with job search activities or improving their essential skills.

5 College Careers Offer

Barking and Dagenham College provides a structured, high-quality careers programme that is accessible, professional, and impartial. The CEIAG service is delivered across the college by staff who have the necessary skills and professional expertise to support our learners effectively.

5.1 We provide:

- Pre-entry course information and advice on post 16 pathways and progression.
- Ongoing support throughout the course and progression information, advice and guidance.
- Professional, independent and impartial careers education information, advice and guidance.
- Support with course choices and progression routes.
- Employability and essential skills support and advice.
- Careers and welfare related workshops delivered both individually and in group settings.
- Resources for tutors to use in class, along with staff training on career-related topics.
- Links with local businesses and skilled professionals as well as higher education Institutions.
- Specific and personalised support for learners with Special Educational Needs, Disabilities (SEND), Looked after Learners (LAC) and those with an Educational Health and Care Plan (EHCP)

5.2 Careers education includes:

- Topics linked to careers and progression such as university applications (UCAS) and job search activities such as interview skills and looking for work.
- Visits to employers and industry insight days.
- Motivational talks from speakers including employers and alumni.
- A range of careers activities such as employability/higher education/apprenticeships fairs and open events.
- Opportunities to improve confidence and attitudes by developing key employability skills in close collaboration with employers in relevant industries.
- Links with local businesses, providing insight into career opportunities within the local community and across London.
- Real-world exposure to different careers through meaningful interactions with employers.

6 Entitlement

- All prospective learners are entitled to accurate course information and advice on progression routes. The Customer Service team provide impartial guidance to help with course choices, career planning and transition into college.
- At induction all learners are entitled to receive information about Learner Services, how to access the careers service and course-based support.
- Learners and prospective learners can access impartial, up to date information on courses and careers through Learner Services as well as through curriculum teams.
- All learners are entitled to progression information and help with progression choices from curriculum staff, Learner Services and external partners.

7 Service Standards

The CEIAG service is available to current and potential learners of all ages and abilities.

- The service is concerned with promoting equality and raising aspirations and aims to meet the diversity of all learner needs.
- To maintain confidentiality; the College will share personal information about learners with others outside of our service only with the learners' permission or where the College is legally obliged to do so.
- Provide access to ICT resources to support with research and planning. We also aim to provide accurate information, advice and guidance, in a range of formats, on careers and educational opportunities.
- Provide access to advice and guidance and provide private and confidential interview rooms for booked appointments, where space permits.
- Appointments will usually last between 30 and 45 minutes, and follow-up appointments will be offered, where necessary.
- After exploring the nature and level of support needed, the College will provide as much of it as we can, with an action plan where appropriate, and/or refer on to other people or agencies that may be able to support the learner further.
- The College will try to improve the quality of our services by asking for feedback on the CEIAG service or by following the Barking and Dagenham College procedure for any complaints, comments or compliments.

8 Roles and Responsibilities

- The Board of Corporation have strategic oversight and the policy and monitor progress against this.
- The Corporation will receive careers updates and act upon recommendations from the College Careers Leader/Director Student Welfare and Support as appropriate.
- The Board has appointed a nominated 'link' governor for careers, who will work closely with the Director Student Welfare and Support/Careers Leader to ensure the effective delivery of the CEIAG policy.

8.1 The Senior Leadership Team is responsible for:

- Appointing a Careers Leader.
- That relevant staff are aware of CEIAG policy.
- There are sufficient qualified, experienced staff and up to date resources to deliver a high quality CEAIG service.
- All staff have access to training, support and resources which are appropriate to their role.

8.2 The Director Student Welfare and Support is responsible for:

- Develop and review the Careers Education and Guidance Policy and the implementation of the delivery of the College's CEIAG programme.
- Developing the Careers and Employability strategies for the College, including activities which are planned, developed and delivered by professionals and specialist organisations
- Establishing sound information sharing agreements with local authorities and other providers where appropriate.
- Promoting the value of CEIAG
- Identify 'at risk' and vulnerable group categories that include care leavers, looked after children (LAC), young carers, learners with SEND/EHCPs in order to ensure a consistent and effective careers provision that is inclusive and meets their needs.
- Ensuring mechanisms exist to track intended and actual destinations of young people and that this information is used to improve the effectiveness of the College's Careers Programme and curriculum intent.

8.3 The Careers Leader is responsible for:

- Influencing the development of the CEIAG Policy and implementing the delivery of the College's CEIAG programme.
- Establishing a high-quality Careers Programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of students with SEND.
- Ensuring that the College has published on our website details of the Careers Programme and the role of the Career Leader.

- Quality assuring the Careers Programme for the College to ensure it continuously improves and that it delivers impacts that are needed for young people.
- Liaising with external partners, such as employers, learning providers and career guidance services, as well as ensuring that the various elements of the College's careers provision are coordinated and managed through a stable and embedded programme.
- Working the 'link' governor on Corporation and members of SLT to ensure the Careers Programme is resourced to meet government guidelines.
- Working with external agencies including the Careers and Enterprise Company and the local network of Enterprise Co-ordinators and Enterprise Advisers to support the delivery of the College's Careers Programme.

8.4 CEIAG staff responsible for:

- Providing training for the college on UCAS application procedures and other topics on request
- Linking with a curriculum to plan, develop and deliver suitable careers education activities for learners.
- Developing and providing employability workshops and professional development.
- Ensuring that careers information resources, paper and internet based located in the Careers Section on BDC Online and are maintained by named staff in Careers Progression Zone.
- Producing and maintaining accurate up to date resources.
- Ensuring the central information, advice and guidance is well managed, imaginatively and adequately resourced to support learners/ potential learners.
- Ensuring the job vacancy service to raise learners' awareness of available vacancies is maintained and accessible.
- Offering a differentiated approach for learners with SEND.
- Ensuring that gender stereotyping is avoided in all career interventions and that they adhere to College principles of equality, diversity and inclusion.
- Make effective use of local market intelligence (LMI) to support careers interventions, and making those resources widely available to all learners', parents / carers as appropriate
- Ensure there is a consistent approach on keeping records of individual guidance given to learners.
- Maintaining their own professional CPD and be qualified at with a relevant career's qualification.

8.5 Curriculum staff responsible for:

- Providing sufficient course information and advice to enable prospective and existing learners to make informed course choices.
- Ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance as and when required.
- Ensuring that learners are aware of specialist services, tutorial, and course-based support.

- Ensuring that there is a suitable combination of careers education, information, advice and guidance opportunities which are appropriate to their learners' needs.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.
- Linking lessons/activities to the appropriate outcomes in schemes of work.
- Using a range of methodologies to make careers education effective.
- Linking subject content to development of career thinking.
- Making connections between the development of transferrable skills across the curriculum and career development.
- Ensuring the capture and tracking of destination data as this information is used to improve the effectiveness of the College's Careers Programme and curriculum intent.
- The quality checking of UCAS personal statements and the timely submission

8.6 Learners are responsible for:

- Being actively involved in and taking ownership of their progression planning and personal career development.
- Having good attendance and actively being involved in attending planned tutorial and CEIAG activities.
- Working co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity and College values.

9 Parental Involvement

Barking and Dagenham College acknowledges the crucial input by parents/carers in relation to helping learners make informed choices about their future careers prospect. The College will work closely with parents/carers and inform them of their young person's progress and future career goals by keeping them informed and publishing the Careers Programme.

10 Employer Links and Partnerships

Barking and Dagenham College will work with a range of organisations that advances our learners employment skills and knowledge.

The College will work closely with assigned Business Enterprise Advisors and foster strong partnerships with industry experts who can share their experience in the world of work to inspire and empower learners about future career prospects.

Barking and Dagenham College will establish working arrangement with employability/careers services in the aim of providing high quality, impartial information, advice and guidance to learners over the age of 19. The service will be delivered face to face by qualified careers advisers.

11 Quality Assurance

The service has robust quality assurance systems and is evaluated by:

Use of the online Compass evaluation tool to ensure the Careers Programme meets the requirements of the Gatsby benchmarks.

- Regular reviews of the delivery of CEIAG against the key principles, through the College Performance Board process.
- Conducting regular internal reviews of the quality of CEIAG through observations, learner surveys and other feedback mechanisms.
- Maintenance of the matrix Standard
- Contributing to the college self-assessment processes.

12 Monitoring and Evaluation of the CEIAG Service

CEIAG staff will seek feedback from learners and staff about the relevance of the CEIAG programme and materials used to improve the service for future students. This feedback will be reported to The Director of Student Welfare and Support to ensure delivery and identify development needs and areas for improvement.

The methods used to gain student feedback will include:

1. Cross-College Learner surveys
2. Feedback surveys following workshops/talks/events/fairs
3. Feedback card following drop-ins and booked appointments
4. Email feedback

13 Review and Monitoring

The Director Student Welfare and Support will review the policy on an annual basis following evaluation of the service and monitoring of destination information.

14 APPENDIX A: Barking and Dagenham College: Provider Access Policy

14.1 Introduction

This policy statement sets out the College's arrangements for managing the access of providers to the College for the purpose of giving them information about the provider's education or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997.

14.2 Learner Entitlement

All learners at Barking and Dagenham College are entitled to:

- Engage with a range of providers about the opportunities they offer, including higher education, technical education and specialist training. helping them align their aspirations with a clear career pathway. Meet with employers and apprenticeship providers to learn about career opportunities that lead to meaningful progression and employability
- Receive support and develop essential skills to successfully apply for academic courses as well as employment opportunities offered by a range of providers
- Access comprehensive high-quality information, advice and guidance to make informed decisions about their future.

14.3 Opportunity for Access

Providers will have the opportunity to speak to our learners during one of our events, which is integrated into the College careers programme. The range of careers events offered by the Barking and Dagenham College include:

- Open events
- Fresher's Fair
- Induction Talks
- HE Fair
- Apprenticeship week events, including Job Fair
- National Careers Week events
- HE Finance and aspiration to HE
- Employer Fair in collaboration with JCP
- Skill development workshops
- SEND Job Fair in collaboration with Local London Careers Hub
- Ad hoc workshop link to subject specific

14.4 Meaningful Provider Encounters

Barking and Dagenham College organise a number of events including the HE Fair, Employer Fair, Aspiration to HE and university workshops, which help our learners explore future education options and employment opportunities relevant to their career pathway. Leaners have one-to-one discussions with providers and gain information and impartial advice on the appropriate career route they will need to undertake.

14.5 Employer and Careers Activities by Type

Learners participate in a range of activities, including employer talks, Higher Education and employers' fairs, motivational speakers, university insight days and workplace visits. These activities are developed by the careers team with greater emphasis on employer engagement with the view of building long-term well-established relationships.

14.6 Premises and Facilities

The College provides a variety of spaces tailored to different activities, including large venues suitable for careers workshops and classrooms ideal for small group discussions. Additionally, the College offers projectors and other specialist equipment to support provider presentations. All arrangements will be agreed in advance with the Careers Leader or a member of the Learner Services Team.

14.7 Management of Provider Access Request

A provider wishing to request access to learners at Barking and Dagenham College should contact:

Anthony Brathwaite
Director of Student Welfare and Support / Careers Leader
Email: anthony.brathwaite@bdc.ac.uk or careers@bdc.ac.uk
Tel: 020 8090 3020