

Careers Education, Information, Advice and Guidance Policy

Policy Author: Director of Marketing Communication & Admissions

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Approved By: SLT Policy Committee

Date of Next Review: Annually



Our Mission

To unleash potential, creating better futures for our learners, businesses and communities **Our**

Our Vision

A Truly Great College, delivering inspirational learning and excellence through career focused education.

Our Values

Learner and customer focused – ensuring they are at the heart of everything we do

Respectful – by valuing and treating all fairly and as individuals

Passionate – demonstrating energising, engaging and inspiring all to achieve their potential

Collaborative – always working together to achieve excellence and growth

Innovative – leading the way, seeking new ways to continually improve

Excellent – in learning, teaching and assessment, the key to our success

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Careers Education, Information, Advice and Guidance Policy

1 Introduction / Context

Barking and Dagenham College is committed to providing all prospective learners, current learners and alumni, an effective and impartial programme of Careers Education, Information, Advice and Guidance (CEIAG). Our aim is to support our audiences through the admissions process and beyond to make informed choices about future learning, work and career goals and to facilitate progression to a positive destination of their choice.

2 Principles / Purpose

This Policy has been drafted in accordance with the DfE guidance: Careers guidance and access for education and training providers (Sept 2022) covering the [8 Gatsby Benchmarks \(see Appendix 1\)](#), the [CDI Framework \(revised 2021\) \(see Appendix 2\)](#). Barking & Dagenham College are accredited to [Matrix \(see Appendix 3\)](#) which is the international quality standard for organisations that deliver information, advice and guidance (IAG) and we use these benchmarks to evaluate our service and follow their best practice.

3 Scope

This policy relates to all of the following audiences associated with Barking & Dagenham College and the East London Institute of Technology:

- Potential learners including enquirers and applicants
- Current learners
- Apprentices and trainees
- Alumni
- Parents and Carers
- Employers

4 Aim

- To fulfil our statutory obligations as part of the [Careers Guidance and Access for Education and Training Providers Policy 2022](#)
- To align our strategy and approach to the college's Strategic [Directions](#) Reimagined 2021-2026
- To provide impartial CEIAG to enable BDC audiences to make informed decisions about their careers and choose courses that fulfil their aspirations
- To help our audiences identify their skills, qualities and goals relating to their careers
- To empower our audiences to champion their own career development to achieve their potential
- To raise aspirations of our communities by showcasing possibility, and championing our learners to succeed

5 Our CEIAG Offer

Our offer aims to provide careers education, information and guidance (CEIAG) through:

- Access to 1-1 personalised impartial careers interviews and advice sessions with a Level 6 trained Careers Adviser and a resulting personalised action plan where required
- Access to careers education, information, advice and guidance aligned to their course, delivered through a tutorial scheme of work.
- Offered events, activities, and engagement opportunities with employers including careers fairs, talks and masterclasses

- Information, advice and guidance on educational progression routes through tutorials and information sessions with tutors
- Offered events, activities, and engagement opportunities with Higher Education providers including HE Fairs and UCAS Application advice sessions
- Access to information, advice and guidance on apprenticeships and traineeships
- The opportunity to access and learn from labour market information
- The opportunity to gain experiences of the workplace through work experience and
- Sessions to develop skills and attributes required to source, secure and succeed in the workplace
- Co-ordinate and work with Boroughs and Agencies with additional provision for at risk/high needs learners
- A dedicated area for careers information on our website, with dedicated information for parents and carers
- Support for employers around staff career progression and support for apprentices
- Connection as part of the Careers Hub to align with Careers Cluster and Lean Advisers for support and best practice.

6 Stakeholders and responsibilities

6.1 Corporation Board

The Board will identify a Careers Link Governor to ensure strategic oversight of the College's adherence with the CEIAG policy which will be monitored by the Board.

6.2 Executive Director of Curriculum Innovation, Planning & Delivery

The Executive Director of Curriculum Innovation, Planning & Delivery will ensure the provision of a robust and stable careers education programme delivered through taught and experiential curriculum sessions and tutorials. This programme will adhere to and be guided by the 8 Gatsby benchmarks and the CDI framework (2020).

6.3 Executive Director of Excellence in Learning and Learner Experience

The Executive Director of Excellence in Learning and Learner Experience will oversee the delivery of learner experience activity through enrichment activity, aligned to building skills and understanding of the world to support employment.

6.4 Strategic Careers Lead – Director of Marketing, Communications and Admissions

Line manage the CEIAG team to ensure adherence with the policy and a coordinated approach to CEIAG across BDC.

Approve the college CEIAG policy in consultation with Governors and Senior Leadership

6.5 Operational Careers Lead – CEIAG Manager

Led by the CEIAG Manager, our CEIAG Team are responsible for overseeing the provision of the CEIAG policy across the college, optimising opportunities for our learners. They will maintain knowledge and understanding of current policy and guidance relating to CEIAG and be responsible for disseminating changes and updates throughout the stakeholder groups.

The team should work collaboratively with curriculum and learner experience colleagues, as well as wider college stakeholders to ensure adherence to the policy, and use the Compass Tool to measure performance and provide guidance for areas for improvement.

The CEIAG team will organise college-wide events and activities including those with external stakeholders to provide IAG to learners on progression routes, in addition to providing 1-1 career interviews and IAG sessions for our audiences.

6.6 Heads of Department and Curriculum Managers

Curriculum Heads of Department and Curriculum Managers should provide opportunities for learners in their departments to gain insight from subject-relevant industry connections to build an understanding of their chosen sector based on real-world experience. They will also build a tailored programme of CEIAG into their tutorial offer.

6.7 Curriculum Team Leaders and Tutors

CTLs and tutors should be involved in working with HoDs and CMs to (i) have a clear careers programme that raises aspirations of learners in tutorial scheme of work (ii) bring in industry professionals to support delivery of meaningful careers related activities in the curriculum (iii) support progression of learners through talks from employers and HEI representatives (iv) encourage learners to join in relevant activities to improve their skills and gain experience (v) deliver aspects of CEIAG in tutorial scheme of work.

6.8 Head of Learner Experience

The Head of Learner Experience will ensure a programme of enrichment and personal, moral, social and cultural (PMSC) education is made available to all learners studying full time as part of their study programme. This should be delivered through themed workshops and 1:1 activity and aim to support learner development in the skills needed for life and work.

They will also coordinate work with the Boroughs and Agencies to review provision for learners with additional needs and disabilities.

6.9 Learners

In order to support their learning and development around careers, students should:

- Be actively involved in and take ownership of their progression planning and career development
- Attend punctually all planned tutorial and CEIAG activities
- Work co-operatively with staff and fellow students, respecting the views of others and the principles of equality and diversity
- Highlight any concerns to any member of staff or relevant support staff to self-refer or be referred
- Attend any tutorials and support meetings where advised

7 Monitoring and Evaluation of CEIAG

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

- Use of evaluation tools (CDI Compass Tool) to ensure the programme offered by the college meets the requirements of the 8 Gatsby benchmarks
- Regular reviews of the delivery of CEIAG against the key principles
- Conducting regular internal reviews of the quality of CEIAG through observations, learner surveys, focus groups with learner reps, college survey and other feedback mechanisms
- Monitoring of current learner progression, through termly MAP meetings with all curriculum areas and sectors
- Learning walks bi-annually led by the quality team and curriculum leaders
- Destination data evaluated annually
- Maintenance of the Matrix standard
- CPD for staff to maintain up-to-date knowledge on CEIAG
- Networking with Borough, LEAN Advisers and Careers cluster to share best practice
- Contributing to the College self-assessment process

- feedback from students, parents/carers and staff about the relevance and impact of the CEIAG programme and materials used to improve the service for future learners.

8 Review

This policy will be periodically monitored in light of legislative, regulatory, codifiable of necessary changes, and in any event formally reviewed, and revised if necessary, on an annual basis in July/August.

9 Appendix

Appendix 1	Gatsby Benchmarks
Appendix 2	CDI Framework 2021
Appendix 3	Matrix Standard