



**Buckinghamshire
College Group**

Careers Education, Information, Advice and Guidance (CEIAG) Policy 2024-27

Responsible Officer:	Director of Student Services
Date:	August 2024
Review Date:	June 2027
Procedure Available:	Intranet
Student Summary:	Website and Student VLE
Authorised by:	Executive

Careers Education, Information, Advice and Guidance (CEIAG) Policy

1. Introduction

This policy responds to the quality agenda and requirements identified within the Careers Strategy: making the most of everyone's skills and talents (Department for Education 2017), Careers Guidance and access for education and training providers (Statutory Guidance January 2018), Careers Guidance – Guidance for further education and sixth form colleges (February 2018), Quality in Careers Standard, Matrix quality standard for Information Advice and Guidance (IAG), Common Inspection Framework (Ofsted) and the HEFCE Assurance Review.

Buckinghamshire College Group is committed to providing high quality CEIAG which is independent, impartial and accessible to all students and will encourage students to raise their aspirations and assist them to plan and manage their personal progression and career planning. Further education colleges have been given the responsibility to arrange independent careers guidance for their students.

The aim of this policy is to broaden our students' horizons and empower them to make informed realistic decisions at all key transition points throughout their student journey. It is essential that the Group challenge perceptions and raise aspirations so that subject and career choices are free from discrimination.

This strategy provides a clear direction for progression for the Group and links with the following:

- Exceptional Learning Framework
- Bucks College Group Self-Assessment Review (SAR)

These core aims are underpinned by organisational values of:

Ambition – *We are highly ambitious and support everyone to achieve more than they ever thought possible.*

Innovation – *We are continuously improving and embrace the power to think differently about how we learn and work.*

Integrity – *We operate with honesty and fairness and deliver on our promises.*

Respect – *We value diversity and the opinions and contributions of others, acting with kindness and respect for all.*

We will work with a clear sense of purpose to achieve these aims, offering courtesy and fairness to all and respect for the rights and beliefs of all.

2.1 Mission Statement

This policy acts in support of the College mission statement:

As Buckinghamshire College Group, we are passionate about helping people of all ages and abilities to transform their futures through learning. Everything we do is geared to give you the best possible college learning experience to enhance your future career prospects and improve your life chances.

This will be achieved by working in partnership with individuals and organisations to raise expectations, fulfil potential and promote and support individuals to ensure a skilled, economically successful and socially inclusive community.

2.2 Purpose of the Policy

2.2.1 The Need for the Policy

This policy is to ensure that all students and potential students have access to impartial Careers Education, Information, Advice and Guidance (CEIAG). It also aims to ensure that there are appropriate opportunities for them to develop the knowledge and skills they need to make successful choices and to manage their progression into learning and work.

2.2.2 The Key Objectives of the Policy

- To make clear the College's Careers Education, Information, Advice and Guidance commitment to its students;
- To set out the involvement of staff in the College's Careers Education, Information, Advice and Guidance activities;
- To identify the commitment to providing a high quality service and continuous improvement;
- To work with The Careers and Enterprise Company (CEC) to access their external support for college.

2.3 In Support of the College's Equality, Diversity & Inclusion Policy

Implementation of the policy will at all times be in accordance with and in support of the College's Diversity, Equality, Wellbeing and Inclusion Policy and comply with all relevant legislation on promoting and maintaining equality of opportunity.

3.0 Policy Details

3.1 CEIAG Provision in line with The National Careers Strategy 2017

- Provision is within a framework of appropriate confidentiality, data protection, record keeping and safeguarding policies.
- Provision is inclusive, responds to the needs of the individual, building on previous learning and experience.
- Provision recognises and promotes Equality and Diversity.
- Provision is accurate, current and impartial in an appropriate range of formats.
- Involves collaborative approaches and partnerships including tutorial and course staff, support services and external agencies.
- Contributes to widening participation, student retention and achievement by raising aspirations, helping individuals to make realistic, informed choices and to develop career planning and management skills.
- Provision responds to different types of student and affords parity of esteem for all appropriate progression routes into careers.

3.2 Accessibility

- All prospective students are entitled to appropriate course information and advice and assistance with course choice, career planning, and transition into study at the college or elsewhere as appropriate to their needs.
- All students are able to use the full range of student services including careers guidance, funding advice, personal counselling and support as appropriate to meet their needs.
- All students should be able to access information and assistance with impartial progression choices during and at the end of their course.

- All full time students should receive careers education and guidance activities appropriate to their needs, delivered through the tutorial programme, College events, visits and external speakers.
- Careers, education, information, advice and guidance activities for full time 16-18 year old students relate to the National Careers Strategy: making the most of everyone's skills and talents (Department for Education 2017).

3.3 Students' Responsibilities

- To be actively involved in, and take ownership for, their progression planning and career development.
- To participate in all relevant tutorials, careers education and guidance activities in order to strengthen their understanding of education, training, employment and other progression opportunities.
- To work co-operatively with staff and other students, respecting the views of others and the principles of Equality and Diversity.
- To contribute to the ongoing evaluation and improvement of the service.

3.4 Staff Responsibilities

The College will appoint a member of the leadership team to be the named Careers Leader as set out in the statutory guidance - this will normally be the Director of Student Services. This post will be a leadership post and will be responsible to ensure that the College:

- Has a high quality and impartial Careers Education, Information, Advice and Guidance service that supports users to make well informed career choices.
- Meets the statutory guidance on providing impartial careers education and guidance.
- Meets the requirements for appropriate Quality Standards,
- Initiates, organises and evaluates College-wide CEIAG events to promote learning, work and progression to support students in exploring career choices.
- Manages all CEIAG related resources, including electronic ones.
- Manages all CEIAG related relationships with external agencies,
- Devises, supports and evaluates delivery of the careers education elements of the tutorial programme.
- Maintains clear communications with parents/carers of the CEIAG offer and builds that relationship.
- Staff have a responsibility to participate in relevant professional training and maintain an up to date awareness of appropriate resources that they and their students can make use of to support career decision making. Where appropriate, staff will also participate in adviser networks and appropriate training to maintain awareness of alternative education and training provision, locally and nationally.
- Curriculum Managers and Faculty Directors have a responsibility to ensure that industry specific careers education is embedded throughout all programmes in their area.
- Staff are required to ensure provision of clear impartial careers education, information, advice and guidance that is current and appropriate to the needs of the student or applicant. Particular consideration will be made of the students' (or applicants') access to CEIAG prior to making contact with the College.
- Staff involved in pre-entry information advice and guidance activities providing timely and sufficient course information and advice to enable prospective students to make suitable choices.
- Admissions, Teaching and Learning and appropriate support staff maintaining awareness of these services, effective working links and making referrals for pre-entry, progression and careers guidance when required.

- Teaching and Learning staff will ensure that there is an appropriate combination of careers education, information, advice and guidance activities incorporated into students' programmes of study. These will be appropriate to students' needs, and include a range of activities including 'Next Step' discussions, work related activities and signposting to appropriate CEIAG resources.
- Programmes of Study – the content of these may vary across individual students, depending upon their chosen next step (re further study or employment). CEIAG discussions should consider this, which in turn will inform the shape/content of a student's Programme of Study.
- All staff providing careers education, information, advice and guidance have a responsibility to promote equality of opportunity, to be aware of confidentiality issues and deal sensitively with information disclosed by students.
- Faculty Directors and Curriculum Managers are responsible for ensuring that all published information, both internal and external, is accurate and up-to-date, and for making or reporting required changes as appropriate to their area of responsibility.

3.5 College Management Responsibilities

College Management will ensure that:

- All staff have access to training, support and resources which are appropriate to their role.
- All users are asked to contribute to the review, evaluation and continuous improvement of the service; and
- Staff, students, and relevant others are made aware of this policy.

3.6 Standards by which success of this policy are evaluated

- Student and staff feedback that demonstrates continuing improvement.
- College self-assessments that demonstrate continuing improvement.
- Successful re-assessment against national quality standards for CEIAG e.g. Matrix Standard, Quality in Careers Standard, Gatsby Framework and other relevant agencies i.e. Ofsted and the Office for Students (OfS).
- Destinations of all previous students are received annually and used to inform course provision and guidance to staff and students.

3.7 Monitoring and evaluation

The Director of Student Services will ensure management information is gathered regularly to illustrate usage of the CEIAG service; this will be analysed and inform development and improvement of the service. This will also ensure that student, parents, carers and partner services feedback is regularly requested and fed into meetings and decisions about development of all aspects of the CEIAG service.

3.8 Training

The Buckinghamshire College Group Careers Adviser will be trained to Level 6 Advice and Guidance.

The Buckinghamshire College Group Careers Adviser will undertake continuing staff development as appropriate to ensure that the information and advice they give is correct and up-to-date.

Equality Impact Assessment

Section One	
College:	Buckinghamshire College Group
Departments Effected:	Whole College
Who is responsible for the Equality Impact Assessment?	Director of Student Services
Title (of the policy/practice/decision)	Careers CEIAG Policy
Description (Provide a brief description of the policy/practice/decision)	The CEIAG Policy ensures that the college provides high quality CEIAG which is independent, impartial and accessible to all students and will encourage students to raise their aspirations and assist them to plan and manage their personal progression and career planning.

Section Two – Stakeholder Consultation		
2	Who are the main stakeholders and what consultation exercise are you planning to undertake, if required (e.g. consultation with Employee Voice, Trades Unions, Staff groups, Student groups?)	Students/Student Voice, Parents/Carers, Student Services
3	Are there concerns that this could result in differential or adverse impact on any Equality Groups (Protected Characteristics as identified by the Equality Act 2010)	No

Section Three

Please identify how the policy may impact the following protected characteristics:

- Identify any positive impacts the policy/practice/decision may have on equality groups.
- Identify any negative impacts the policy/practice/decision may have on equality groups.
- Propose measures to mitigate or eliminate identified negative impacts.

Protected Characteristics	Impact High/Medium/ Low/N/A	Action(s) you will take to mitigate or remove the negative or adverse impact if identified? Propose measures to mitigate or eliminate identified negative impacts
1. Age <i>(e.g. are there ways older or younger people may find it difficult to engage?)</i>	Medium - positive	The policy aims to ensure that all groups are considered and treated equally and have an overall positive impact.
2. Disability <i>(eg do you need to consider large print or easy read?)</i>	Medium - positive	As above
3. Gender identification <i>(eg is your language inclusive of LGBTQ+ groups?)</i>	Medium - positive	As above
4. Gender Re-assignment <i>(eg is your language inclusive of trans and non-binary people?)</i>	Medium - positive	As above
5. Marriage and civil partnership <i>(eg does it treat marriage and civil partnerships equally?)</i>	Low - positive	As above
6. Pregnancy & Maternity <i>(eg with this have an impact on pregnant or those on family leave; breastfeeding services?)</i>	Medium - positive	As above
7. Race / Ethnicity <i>(eg does it take into account the needs of people from different groups)</i>	Medium - positive	As above

8. Religion or Belief <i>(eg do people from faith groups experience any specific disadvantage)</i>	Medium - positive	As above
9. Sexual Orientation <i>(eg is your language inclusive of LGBTQ+ groups?)</i>	Medium - positive	As above

Section Four – Monitoring and Review

Does your criteria and procedure promote fairness and equal opportunities? <i>Utilise relevant data sources, such as demographic information, student feedback, or staff surveys, to inform the analysis as necessary</i>	Yes
How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied	Effectiveness will be monitored through all quality processes, including implementation of the quality cycle, Gatsby Framework, Matrix Standard and Student Voice.

Section Five – Outcome, Sign-off and Authorisation

Equality Impact Assessment Outcome Select one of the four options below to indicate how the policy will be progressed and state the rationale for the decision	
Option 1: No change required – the assessment is that the policy is robust.	X
Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	
Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified	
Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.	
Name & job title of authorised person	Matt Mansfield Director of Student Services
Equality Impact Assessment was completed on:	21 August 2024
Date of next review, and by whom? <i>This may include regular reviews, data analysis, and stakeholder feedback</i>	Director of Student Services August 2027