

## **Policy Title**

Careers Education, Information, Advice and Guidance  
(CEIAG)

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## **Alternative Format Statement**

We are committed to ensuring all our materials are accessible to everyone. If you require this document in an alternative format please contact:

Quality Improvement Team

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

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### 1.0 Policy Statement

**1.1** The Bishop Auckland College Group, including South West Durham Training, Durham Gateway and the McIntyre Centre (thereafter to be termed 'BACG') sets its own Careers Education, Information, Advice and Guidance Policy in line with the mission, vision and values of the BACG. BACG is committed to ensuring that high quality, timely, accurate and impartial careers education, information, advice and guidance is provided to support young people and adults to make informed decisions and realistic choices about their future plans and to help them develop skills with which to prepare for progression into employment, apprenticeships, further study and higher education. Careers education, information, advice and guidance will support BACG's strategic objectives as appropriate including retention, achievement and progression.

**1.2** BACG will provide careers education, information, advice and guidance that meets:

- The DfE – Careers Guidance & Inspiration for FE and 6th Form Colleges
- National Career Benchmarks for Good Careers Guidance – Gatsby
- Career Development Institute (CDI) Framework
- UN Sustainable Development Goals (SDGs)
- Ofsted Education Inspection Framework (EIF)
- The Quality in Careers Standard
- Career Development Institute (CDI) code of ethics
- QAA Code of Practice for Higher Education (HE)

**1.3** For courses of HE provided by BACG and HE courses provided in partnership with the Open University (OU), BACG works to the QAA Codes of Practice for the provision of careers education, information, advice and guidance.

**1.4** BACG will provide a careers education, information, advice and guidance service that is:

- Impartial, client centred and free from institutional bias
- Accessible and available
- Confidential
- Delivered by appropriately qualified and experienced staff
- Quality assured
- Forward thinking, responsive and innovative

**1.5** BACG is committed to Equality, Diversity and Inclusion, its Disability duty and its duty of care for students studying at BACG and members of the community accessing careers education, information, advice and guidance.

## **2.0 Scope of the policy**

**2.1** For the purpose and provision of careers education, this policy relates to:

- All students studying on full-time, part-time, apprenticeship, HE programmes and Pre-16 provision at the BACG
- Any member of the community who seeks access to impartial careers education, information, advice and guidance

## **3.0 Definitions**

3.1 CEIAG – Career Education, Information, Advice and Guidance

3.2 IAG – Information, Advice and Guidance

3.3 CPD – Continuous Professional Development

3.4 HE – Higher Education

3.5 DfE – Department for Education

3.6 CDI – Career Development Institute

3.7 ILP – Individual Learning Plan

3.8 QAA – Quality Assurance Agency

## **4.0 Careers Information**

**4.1** Careers information supports the delivery of both individual CEIAG and careers education by providing access to a range of up-to-date information in a variety of formats.

**4.2** BACG will provide open access to career related resources and online information for CEIAG which meets the requirements of the Education Act.

## **5.0 Careers Information, Advice and Guidance**

**5.1** Careers information, advice and guidance is provided on an individual basis through an open-door policy across BACG. All interviews are confidential, impartial and free from bias. Services at BACG are provided via both a drop-in service for information and advice and appointments for careers guidance.

**5.2** Progression Coaches (CEIAG Specialists) are linked to each curriculum area to provide a seamless service for referrals for students at key decision points, pre-entry, on course (including students at risk of leaving their course), upon completion of their studies and as BACG alumni, intensively supporting students and apprentices into sustainable positive destinations. All career interventions with our students and apprentices are documented by the Progression Coaches on eTrackr, the online individual learning plan (ILP). All full-time students have access to a career plan which documents the steps they will need to take to reach their career goal. This is updated at regular intervals through their academic studies.

## **6.0 Careers Education**

### **6.1 Full-time students**

All full-time students will receive a structured progressive programme of careers education that meets the learning outcomes of the DfE Guidance for FE Colleges.

Provision is agreed at course level through discussion with the curriculum manager/course tutor and delivery is planned to ensure it is responsive to meet the needs of students and support course objectives in addition to overarching frameworks.

Students will receive personalised careers advice and guidance throughout their learning journey from the Student Progression team.

## **6.2 Part-time students**

Careers education for part-time students is identified as – appropriate courses that have clear progression routes at higher levels. Students on appropriate courses will be provided with an introduction to services available and progression presentations.

Students will receive personalised careers advice and guidance throughout their learning journey from the Student Progression team.

## **6.3 HE students**

All students studying on a programme of higher education under BACG's partnership arrangement with the Open University (OU) or studying on BACG's own HNC/HND courses, will be provided with an introduction to the careers service available and progression presentations. All services are offered in line with the QAA Code of Practice for HE.

Students will receive personalised careers advice and guidance throughout their learning journey from the Student Progression team.

## **6.4 Apprentices**

All apprentices with BACG will be provided with an introduction to services available and will receive personalised careers advice and guidance throughout their apprenticeship journey from the Student Progression team.

## **6.5 Pre-16 students**

All pre-16 students with BACG will be provided with an introduction to services available and will receive personalised careers advice and guidance throughout their learning journey from the Student Progression team. In particular, at key transition points.

## **7.0 Management**

**7.1** CEIAG is managed by the Head of Community and Careers and is embedded within strategic planning documents linked to operational and quality improvement plans. Financial resources are allocated within a central budget and reviewed annually.

- 7.2** Management of the services is reviewed through regular review and planning meetings and the service delivery is monitored and improved through user feedback and formal and informal staff feedback. Careers Education provision is regularly audited to ensure that provision meets both students' needs and associated learning outcomes.
- 7.3** A framework for practitioner observations is in place within BACG to ensure both consistency and high quality provision is maintained. Staff also attend mandatory CPD to ensure currency in skills practice.
- 7.4** This policy is developed with appropriate staff involved in the delivery of CEIAG and is reviewed annually. All policies are subject to the approval of the Senior Leadership Management Team, which is also attended by a Student Ambassador.
- 7.5** Copies of this policy are available to parents/carers, students and partners of BACG, on the website or on request.

## **8.0 Related documentation**

- 8.1 Single Equalities Scheme
- 8.2 QAA Code of Practice for the HE
- 8.3 The Quality in Careers Standard
- 8.4 DfE Careers Guidance and Inspiration
- 8.5 Education Act
- 8.6 National Career Benchmarks – Gatsby
- 8.7 Career Development Institute (CDI) Framework
- 8.8 UN Sustainable Development Goals (SDGs)
- 8.9 Ofsted Education Inspection Framework (EIF)
- 8.10 The CDI Code of Ethics
- 8.11 The Strategic Priorities

## **Contact Information**

For questions or feedback regarding this policy, please contact:

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## **Summary of significant changes**

For information about changes made to this Policy see the [Change log](#) found on our website.