

Careers Education, Information, Advice and Guidance (CEIAG) Policy 2025-28

1. Policy Statement

1.1- This policy covers all aspects of Careers Education, Information, Advice and Guidance provided to students at City of Bristol College. All college colleagues are expected to actively contribute to the implementation of this policy, ensuring CEIAG is an integral part of the student experience.

2. Scope

2.1- Aligned with the College's Strategic Plan and the updated Gatsby Benchmarks, this policy aims to ensure all students receive high-quality careers guidance and support. The College is dedicated to facilitating effective transitions from education to employment, meeting the evolving needs of Bristol and its surrounding regions, and fostering economic equity and inclusive growth.

3. Definitions

3.1-

- **Students:** Individuals enrolled at City of Bristol College, including those aged 14-25, and particularly those with Education, Health and Care Plans. Apprentice's, Adult students, ESOL students and those on higher education programmes.
- **CEIAG:** Careers Education, Information, Advice and Guidance; a comprehensive programme designed to support informed decision-making and career development for all students.
- **Gatsby Benchmarks:** A framework comprising eight guidelines developed to support best practice in careers guidance, helping institutions provide effective, impartial, and inclusive career development.
- **'Careers guidance'** covers the full range of activity delivered under the 8 Gatsby Benchmarks.
- The term **'must'** is used when the person in question is legally required to do something.
- The term **'should'** is used when the advice should be followed unless there is good reason not to.
- The word **'college'** refers to both FE and sixth form colleges.
- **'Independent'** is defined as external to the school or college. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school or college. Taken together, the external sources must include information on the range of education and training options, including apprenticeships and T Levels. Personal guidance does not have to be external – it can be delivered by school or college colleagues, if trained to the appropriate level and delivered impartially. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.
- We use the term **'institution'** where the guidance applies to schools, colleges and ITPs. We otherwise specify which types of institution the guidance applies to.

- The word '**student**' refers to pupils, students, learners and young people. Where another term is used, such as 'pupil', this is used to reflect the original wording of legislation or the Gatsby Benchmarks.
- The word '**parent**' refers to parents, carers and guardians of students, pupils, students and young people and all those with parental responsibility for the young person.

4.Responsibilities

4.1-The Careers and Employability team, led by the Careers Leader and Head of Student Experience manages the effective delivery and continuous improvement of CEIAG provision. Performance evaluation utilises stakeholder feedback and systematic monitoring aligned with Gatsby Benchmarks, conducted tri-annually. Continuous development ensures responsiveness to student and industry needs.

4.2-The Governing Body provides oversight, ensuring compliance with this policy through strategic leadership and governance structures. A designated link governor specifically monitors policy implementation.

4.3-The Senior Leadership Team is accountable for ensuring policy adherence and monitoring the effectiveness of CEIAG provision, including regular evaluation of the programme's impact.

4.4-The Careers Leader (Head of Student Experience) manages the overall implementation, coordination, and continuous improvement of CEIAG services.

4.5-The Careers and Employability team implement this policy, delivering CEIAG services, guidance activities, and monitoring compliance.

4.6-All colleagues are responsible for embedding careers education within their curriculum areas, actively participating in delivering and supporting CEIAG activities.

5.Policy Text

Values & Vision

Underpinning this policy is the College's vision:

" We will respond to regional employment needs by creating employable people for the future.

We will support long term employability and economic independence that contributes to regional productivity".

Our core values are:

- **Boldness:** We will innovate and take risks for the benefit of our students, communities and employer stakeholders.
- **Respect:** We will work and learn in an environment of mutual respect, valuing diversity.
- **Inclusion:** We will be ambitious for all of our students, colleagues and stakeholders.
- **Sustainability:** We will commit to sustainable practices and green skills delivery.
- **Teamwork:** We will work collaboratively, and our team will deliver high performance.
- **Openness:** We will be open to new ideas, perspectives, cultures and learning experiences, creating an inclusive and welcoming environment.
- **Learning:** We commit to lifelong learning, continuously striving for knowledge, skills and innovation.

5.1-Commitment

City of Bristol College commits to delivering a comprehensive, accessible, and inclusive careers programme. This programme supports students to acquire critical employability skills, industry knowledge, and the confidence to navigate their career paths effectively. Collaborative efforts with families, employers, and educational institutions are essential to this commitment.

5.2-Statutory Requirements and Expectations

CEIAG provision aligns closely with the College's strategic objectives and complies with national policy initiatives, particularly the Department for Education's emphasis [Careers guidance and access for education and training providers - GOV.UK](#). City of Bristol College also has a legal requirement to provide all their students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities, as described in section 45 of the Education Act 1997. City of Bristol College will meet their statutory or contractual requirements to provide independent careers guidance, acting impartially and not showing bias towards any route. Under the [Skills and Post-16 Education Act 2022](#), we will aim to meet our statutory duty to provide opportunities for providers of technical education and apprenticeships to talk to all students, about their education or training offer.

These requirements open up opportunities to students from all backgrounds. They empower students to make informed decisions about their future by understanding the benefits of the full range of academic and technical pathways, including:

- apprenticeships
- T Levels
- Higher Technical Qualifications (HTQs)
- other approved technical education qualifications

DfE expects headteachers, principals and governing boards to:

- support their careers team, especially their careers leader
- invest in personal guidance provided by a qualified careers adviser

This allows for high-quality, progressive careers programmes that help all students acquire the knowledge, skills and confidence to achieve and thrive.

The Governing Body oversees the strategic implementation of this policy, ensuring all students, including those with Education, Health and Care Plans (up to age 25), have access to impartial and robust careers guidance.

5.3-Student Entitlement

- All students are entitled to comprehensive CEIAG activities designed to support individual aspirations, informed decision-making, and personal career development. This includes:
- Personalised careers guidance
- Curriculum-integrated careers education
- Engagement with industry professionals
- Access to real-world workplace experiences
- Exposure to diverse further and higher education options, including apprenticeships

5.4-Objectives Aligned to Gatsby Benchmarks

The College's CEIAG objectives explicitly reflect the updated Gatsby Benchmarks:

- **A Stable Careers Programme:** Implemented systematically across all levels.
- **Learning from Career and Labour Market Information:** Ensuring students understand current and future job markets.
- **Addressing Individual Needs:** Tailored support recognising the unique aspirations of each student.
- **Curriculum Integration:** Aligning course content directly with relevant career pathways.
- **Employer Engagement:** Facilitating frequent, meaningful interactions between students and employers.
- **Workplace Experiences:** Guaranteeing practical exposure to employment environments.
- **Further and Higher Education Encounters:** Regular opportunities to engage with institutions and apprenticeship providers.
- **Personal Guidance:** Ensuring availability of qualified advisors for personal and detailed career planning.

5.5-Implementing the updated benchmarks

The benchmarks are non-statutory, but support us in:

- meeting our legal and contractual careers requirements and acting as an improvement tool for institutions to ensure every student benefit's from the very best careers guidance

The updated benchmark framework, rationale for changes and examples of impressive practice are available in the Good Career Guidance: The Next Ten Years report on the Gatsby Benchmarks website.

The Careers and Employability team, led by the Careers Leader and Head of Student Experience manages the effective delivery and continuous improvement of CEIAG provision. Performance evaluation utilises stakeholder feedback and systematic monitoring aligned with Gatsby Benchmarks, conducted tri-annually. Continuous development ensures responsiveness to student and industry needs.

5.6- Stakeholder and Partner Engagement

The College proactively engages with key regional stakeholders including local businesses, educational institutions, local authorities, and community organisations. These collaborative relationships enhance the relevancy and effectiveness of careers guidance, supporting the region's economic strategy and addressing workforce development requirements.

5.7-The City of Bristol is committed to enhancing the quality of careers provision through strategic partnerships with key stakeholders such as the Careers and Enterprise Company (CEC). By collaborating closely with CEC, we ensure that our careers policy integrates best practices and aligns with national frameworks. This partnership facilitates access to resources, expertise, and networks crucial for fostering effective career guidance and opportunities for our community.

5.8-Central to our career's strategy is the utilisation of Compass Assessment, a robust tool endorsed by the CEC. This assessment framework enables us to evaluate and enhance the effectiveness of our careers provision. By leveraging Compass, we tailor our strategies to meet the evolving needs of our students and align with the Gatsby Benchmarks. This data-driven approach ensures that our efforts are targeted and impactful, driving positive outcomes for all stakeholders involved.

5.9-The implementation of the new Gatsby Benchmarks is a collaborative effort involving not just educational institutions, but also parents, carers, and families. In Bristol, we recognise the pivotal role of parents and families in

shaping career aspirations and supporting career development. Through proactive engagement and communication, we empower parents and carers with information and resources to actively participate in their child's career journey. This inclusive approach ensures that the Gatsby Benchmarks are embedded in our community's ethos, fostering a supportive environment for career exploration and progression.

5.10-As part of our ongoing commitment to high-quality careers provision, City of Bristol College is dedicated to maintaining Matrix Accreditation, an internationally recognised standard for excellence in information, advice, and guidance. This accreditation is a critical component of our career's strategy, ensuring that our services are aligned with best practices and meet the needs of our students and community.

We are committed to undertaking Matrix Accreditation every three years to evaluate the success and effectiveness of our careers provision. This regular assessment allows us to continually refine our services, ensuring they remain relevant and impactful. The Matrix Accreditation process will help us identify areas for improvement, celebrate our successes, and demonstrate our dedication to providing exceptional careers guidance that empowers individuals to make informed decisions about their future.

5.11-City of Bristol is committed to the CEIAG of all our students and has the following in place to meet the needs of all students;

1. We have a trained careers leader.
2. We have a written careers programme structured around the Gatsby benchmarks, underpinned by learning outcomes and published on the college website.
3. Careers is incorporated into colleagues CPD through our in-house fundamentals and management academy programme.
4. Careers advisers are appropriately qualified all trained at level 6 and above.
5. We have strategic careers plan aligned to college priorities and regularly monitored by the SLT/Governors.
6. We have a careers link governor and careers is a regular agenda item at governance meetings.
7. The progress and impact of careers provision are regularly reported to SLT/Governors.
8. Learner aspirations, intended and sustained destinations are analysed by SLT.
9. Careers is embedded in our work to tackle disadvantage.
10. Parent and carer engagement is embedded within our careers programme.

Version	
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Lead Officer:	Head of Student Experience
Senior Manager responsible:	Director of Student Experience, Quality and Safeguarding