



**Careers Education Information Advice &
Guidance (CEIAG)
Policy & Procedure 2021-25**



CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE POLICY (CEIAG) 2021-25

BGA Mission Statement

“We deliver industry accredited training, supported by national standards, that enable learners to improve the skills they have. We will help learners access the opportunities available to them in the ever changing facilities sector. We will be a committed training partner as learners develop the skills to take their career from the operational frontline into management.

‘Through our partnerships with employers, industry, staff and learners, all BGA learners will develop their skills, experience and behaviours so that they are 100% employable, enterprising and successful. To achieve this BGA will provide innovative and high quality careers, employability and enterprise services responsive to the needs of learners and employers.’

Blackburn Gould is a unique provider of specialist, vocational college courses that are relevant to the Facilities Management industry.

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Reference	MAN 01
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RATIONALE FOR CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE POLICY (CEIAG), WORK SKILLS AND PROGRESSION

1) Scope and purpose

Blackburn Gould is committed to providing high quality, careers education, information, advice and guidance (CEIAG) for all its learners thereby equipping them to obtain employment, training and education appropriate to their needs and to fulfill their potential. It is also our policy to ensure they are prepared for the responsibilities of higher education and employment and progress successfully. This policy sets out the principles of independent and impartial guidance provision. Impartial guidance is available and provided to learners and prospective learners.

We have a team of specialist and qualified staff with the knowledge and experience to support our learners to recognise and build the skills needed to be successful in the world of work.

Effectiveness of the CEIAG provision is assessed using the Gatsby Benchmarks and we will seek to achieve the Matrix accreditation to provide an independent benchmark and framework for ensuring consistency and quality in the CEIAG provision.

For the purpose of this policy the definition and scope of Careers Education Information Advice and Guidance (CEIAG) is informed by the following national bodies and related publications:

Matrix Quality Standard: this “is the unique quality framework for organisations to assess and measure their information, advice and/or guidance services, which ultimately supports individuals in their choice of career, learning, work and life goals”.

Ofsted Education Inspection Framework: states that Colleges(training providers) should be “providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career” and be “supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully”

Good Career Guidance – Gatsby report: states “good career guidance is critical if young people are to raise aspirations and capitalise on the opportunities available to them”. “Good career guidance is a vehicle for social mobility”

2) Policy statement

Blackburn Gould aims to:

- Empower learners to plan and manage their own futures.
- Respond to the individual needs of each learner.
- Provide good quality, comprehensive and impartial information and advice.
- Raise aspirations and challenge expectations.
- Actively promote equality of opportunity and challenge stereotypes.
- Help all learners to progress and track their progression and destination.
- Develop and support the continuous improvement of the quality of the entire learner experience.
- Develop and deliver a curriculum and associated provision which is aligned to the needs of business, industry and the community.
- Deliver tailored advice and guidance for all the different learner groups that we support

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3) Provision

All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives. CEIAG is designed to meet the needs of the learners at this organisation and those who are considering enrolling here. Staff ensure that curriculum learning is linked with careers, with CEIAG embedded in their teaching.

CEIAG is differentiated and personalised to ensure progression, through activities that are appropriate to the learners' stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial, and confidential (where appropriate).

Blackburn Gould's team provide professional careers information, advice and guidance to support the learners' learning journey and for up to 12 months after completion of a course.

4) Principles

The key principles upon which this policy is based are that CEIAG:

- Is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience.
- Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background.
- Is transparent, impartial and provides opportunities for confidentiality.
- Offers guidance for any learner at risk of dropping out, to assist with retention, and referring to alternative provision where appropriate.
- Is enhanced by strong networks and collaborative approaches involving all tutors.
- Contributes to increasing participation, retention and achievement by raising aspirations, helping learners to make informed choices and to develop career management skills.
- Provides comprehensive information and advice.

5) Values and benefits to learners

- Guiding potential learners through course and/or career options so they choose the right path for them, which best meets their individual needs, interests and aspirations.
- Helping learners to progress into positive destinations by raising learners' awareness of opportunities, utilising Labour Market Intelligence, supporting learners with employability skills and with applications to Higher Education and employment.

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

- are uncertain of course or future career choice;
- do not meet the entry requirements for their chosen course;
- have a poor rationale for their choices;
- have unrealistic career plans;

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

- need help with planning their career path;
- are considering leaving BGA before their course ends;
- are coming towards the end of their course;
- need help with applying to university or higher education courses;
- would like help with job search activities.

6) The Model: ‘Gatsby Benchmarks’ of Good Careers Guidance

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

7) Our offer to learners

We offer:

- Professional, independent and impartial careers advice and courses.
- Information about course choices and options.
- Guidance around progression routes.
- Employability support and advice.
- Careers and employability related 1-2-1 meetings.
- Careers resources for tutors for use in class and staff training around UCAS reference writing.

Careers education includes:

- Topics linked to progression (such as UCAS) and job search activities (such as interview skills, LinkedIn, CV writing, cover letter writing and looking for work).
- Talks from speakers, including employers.
- Information Zoom meetings on topics such as higher education and apprenticeships.

Careers information, advice and guidance includes:

- On course and progression information, advice and guidance.

8) Service Standards

BGA aims to be as accessible as possible offering:

- Regular bookable appointments through the Calendly system every week, appointments of 45 minutes for more complex enquiries.
- We will offer a booked appointment within 10 working days of request.
- We provide follow up appointments where required.
- We provide guidance by email or telephone where appropriate / necessary and we aim to respond to all enquiries within 5 working days.
- All UCAS personal statements and applications are checked before being sent, appointments and feedback is available for all UCAS statements.

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9) Learner Entitlements

- All prospective learners are entitled to accurate course information and advice on progression routes. These are bookable using the Calendly link.
- The careers team provides impartial guidance to assist with course choice, career planning and transition into further educations, higher education, apprenticeships or work.
- At induction all learners are entitled to receive information about the support available to them.
- Learners and prospective learners can access impartial, up to date information on courses and careers through the website.
- All learners are entitled to progression information and assistance with progression choices from tutors.
- The CEIAG service is available to current and potential learners.
- The service is concerned with promoting equality and raising aspirations and aims to meet the diversity of learner needs.

To maintain confidentiality, we will share personal information about learners with others outside of our service only with learners' permission or where we are legally obliged to do so.

We also aim to provide current information, advice and guidance, in a range of formats, on careers and educational opportunities.

We will aim to provide private and confidential interview rooms for booked appointments although this is not always possible due to space limitations.

Appointments will usually last between 30 and 45 minutes, and follow-up appointments are welcomed.

After exploring the nature and level of support needed, we 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.

We will try to improve the quality of our services by following Blackburn Gould procedures for any complaints, comments or compliments.

10) Roles and Responsibilities

BGA Senior Management Team is responsible for ensuring that:

- Relevant staff are aware of this policy.
- There are sufficient qualified, experienced staff and up to date resources.
- All staff have access to training, support and resources which are appropriate to their role.

Executive Directors are responsible for:

- Developing the Careers and Employability Strategy for BGA, including activities which are planned, developed and delivered by professional, specialist Careers Advisers from competent agencies .
- Influencing the development of strategy and implementing the delivery of BGA's programme of career advice and guidance.
- Establishing a quality Careers Programme that meets the expectations set out in the Gatsby Benchmarks, including differentiation required to meet the needs of learners with SEND.
- Ensuring the destinations of learners are tracked and that this information is used to improve the effectiveness of BGA's Careers Programme.
- Ensuring BGA supports curriculum staff (subject specialists) in their career development work with learners.

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- Ensuring a clear focus on development of employability skills as well as experience.

The tutors are responsible for:

- Quality assuring the careers and placement programme for BGA to ensure it continuously improves and that it delivers the kinds of impacts that are needed for all learners.
- Liaising with external partners, such as employers, learning providers and career guidance services, as well as ensuring that the various elements of BGA’s careers provision are coordinated and managed through a stable and embedded programme.
- Working with management to identify learners ‘at risk’ - including care leavers, learners with EHCPs in order to ensure a consistent and effective approach to careers provision for those learners to meet their needs.
- Providing sufficient course information and advice to enable prospective learners to make suitable choices pre-entry.
- Ensuring that they are aware of specialist services, maintaining effective working links and making referrals, on course and progression careers guidance when required.
- Ensuring that learners are aware of specialist services, tutorial and course-based support.
- Ensuring that there is an appropriate 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.
- Linking subject content to development of career thinking.
- Making connections between the development of transferrable skills across the curriculum and career development.

Learners 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 learners, respecting the views of others and the principles of equality and diversity.
- Undertake all mandatory placement activity as required as part of their course.

11) Career interventions:

- Potential learners can be referred for career guidance by admissions.
- All new learners are made aware of support available from hired in inductions, this includes; careers advice and guidance, placement support and part time roles.
- Learners who require an impartial careers guidance interview can self- refer or be referred by any member of staff at BGA at any point in their learner journey.
- Follow up appointments are offered where needed.
- Tutors can offer career information and advice during a one to one/group tutorial or as part of embedded delivery in employability sessions.

12) Quality Assurance

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

- Regular internal reviews of the delivery of CEIAG against the key principles and through observations, surveys and feedback.
- Consistent review and improvement aimed at achieving the Matrix Standard.
- Contributing to BGA’s self-assessment process.
- Consistent review and improvement in preparation for Ofsted evaluations.

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