

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

Mission, Vision and Values

Mission

Progressing lives through pioneering education.

Vision

Empowering people to unlock their full potential and achieve lasting success.

Values

Care

Expertise

Innovation

Accountability

Values



Care



Expertise



Innovation



Accountability

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1. Introduction

Busy Bees Education and Training (BBET) is committed to delivering a high-quality, impartial and inclusive career pathways development programme that enables all learners to make informed, ambitious and realistic decisions about their future.

BBET recognises that careers guidance must:

- extend beyond successful programme completion
- promote long-term career progression and employability
- support learners to understand opportunities beyond their current employer

CEIAG is embedded across the learner journey and forms a core part of:

- learner development
- curriculum delivery
- safeguarding and wellbeing
- quality improvement and organisational performance

This policy aligns with:

- [Gatsby Benchmarks for Good Career Guidance](#)
- [Ofsted Education Inspection Framework \(EIF\)](#)
- [Department for Education Apprenticeship Funding Rules](#)
- [Department for Education statutory guidance for careers provision](#)
- [Matrix Standard principles of impartial information, advice and guidance](#)

2. Scope

This policy applies to all aspects of BBET provision and is for:

- All prospective and current learners and alumni
- All BBET employees including temporary, part-time and full-time staff
- Partner organisations and contractors
- Employers and workplaces hosting apprentices

It covers all stages of the learner journey, including pre-enrolment, recruitment and onboarding, programme delivery, completion and progression

CEIAG Strategy

BBET's Careers, Education, Information and Guidance strategy and approach to careers focuses on the following objectives:



OBJECTIVE 1

Apprentices understand career pathways within and beyond their current role.



OBJECTIVE 4

Apprentices will achieve positive and sustained destinations.



OBJECTIVE 2

Apprentices are equipped with skills for career progression and next steps.



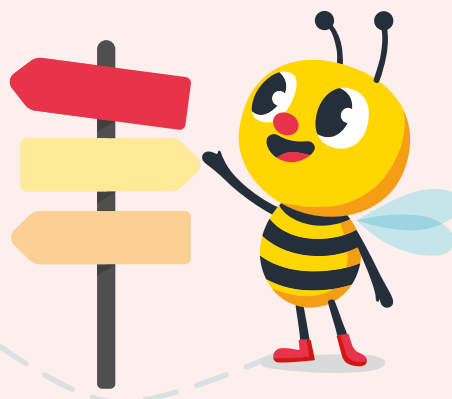
OBJECTIVE 5

Apprentices facing barriers will receive tailored career planning that considers reasonable adjustments and realistic career pathways.



OBJECTIVE 3

Apprentices will receive personalised and consistent careers guidance.



BBET's CEIAG strategy is underpinned by alignment to and a goal to work towards full implementation of all **eight Gatsby Benchmarks**:

Benchmark 1

A stable careers programme

Benchmark 2

Learning from career and labour market information

Benchmark 3

Addressing the needs of each learner

Benchmark 4

Linking curriculum learning to careers

Benchmark 5

Encounters with employers and employees

Benchmark 6

Experiences of workplaces

Benchmark 7

Encounters with further and higher education

Benchmark 8

Personal guidance

A formal Gatsby self-assessment is completed annually, with actions embedded into the Quality Improvement Plan (QIP).

Career Pathways Development Programme

CEIAG is embedded across the full apprenticeship journey at:

1 Pre-Enrolment

- impartial information, advice and guidance
- initial assessment of career goals and aspirations
- suitability checks linked to long-term progression.

1



2

2 Induction

- introduction to career pathways and sector progression
- explanation of apprenticeship progression routes
- introduction to labour market trends.

3 On Programme Delivery

- structured career discussions within progress reviews
- linking curriculum content to real career opportunities
- employer-led insights where possible
- exposure to wider roles within the sector.

3

4

4 Mid-Point Review

- formal review of career goals
- identification of progression opportunities
- referral to careers advisor where appropriate.

5 End-Point and Completion

- structured career discussions within progress reviews
- linking curriculum content to real career opportunities
- employer-led insights where possible
- exposure to wider roles within the sector
- progression planning (next steps)
- support with applications and interviews
- signposting to: higher-level apprenticeships, further/higher education, alternative employment opportunities.

5



6

6 Post-Completion

- destination tracking (3-6 and 12 months)
- ongoing signposting where appropriate.



5. Learner Entitlement

All apprentices are entitled to:

- accurate and impartial information prior to enrolment
- a clear understanding of career pathways linked to their role and apprenticeship
- access to up-to-date labour market information
- structured and recorded career discussions embedded within formal reviews
- access to a qualified or trained careers advisor
- support with:
 - o CV development
 - o interview preparation
 - o job search skills
- information about:
 - o higher-level apprenticeships
 - o further and higher education
 - o professional development pathways

Apprentices will also receive:

- at least one formal careers guidance interaction during their apprenticeship
- additional support where identified as vulnerable or at risk
- a written summary of any formal careers guidance outlining agreed next steps

6. Roles & Responsibilities

Board

- provide strategic oversight of CEIAG
- ensure compliance with statutory requirements
- ensure effective monitoring of this policy
- review progression and destination outcomes
- hold SLT accountable for CEIAG impact

Senior Leadership Team

- ensure CEIAG is embedded across provision
- allocate resources for effective delivery
- review performance through Self-Assessment Report (SAR) and Quality Improvement Plan (QIP)
- monitor outcomes for different learner groups

Careers Lead (Head of Employer Engagement)

- lead CEIAG strategy and implementation
- lead careers advisor team
- oversee Gatsby Benchmark compliance
- conduct annual self-assessment of CEIAG provision
- monitor impact and destination data
- report to SLT on performance and improvements

Regional Operations Managers

- ensure consistent delivery of CEIAG across regions
- monitor quality of career discussions by Development Coaches
- support staff in managing complex learner progression needs
- identify trends and escalate risks to SL

Development Coaches

- embed meaningful career discussions into progress reviews
- support apprentices to explore progression opportunities
- challenge limited aspirations where appropriate
- refer apprentices for specialist careers support
- record and monitor career goals and actions

Careers Advisors

- provide impartial, confidential careers guidance
- support apprentices at key transition points
- provide tailored advice based on individual needs
- maintain records of guidance sessions

Employers

- support apprentices to understand workplace progression
- provide opportunities for skills development
- engage in discussions around career pathways

Apprentices

Apprentices play an active role in their own career development and are expected to engage fully with the Careers Education, Information, Advice and Guidance (CEIAG) programme.

BBET expects apprentices to:

- **Engage actively in CEIAG activities**, including induction, progress reviews, and career discussions
- **Take ownership of their career development**, including setting and reviewing career goals throughout their programme
- **Participate in career planning discussions** with Development Coaches and Careers Advisors, contributing honestly and openly
- **Use labour market information (LMI)** and resources provided to explore career pathways and progression opportunities
- **Seek support where needed**, including requesting additional careers guidance where they feel uncertain about their next steps

Act on agreed actions, such as:

- o updating CVs
- o applying for roles or progression opportunities
- o developing employability skills

- **Demonstrate professional behaviours** aligned with workplace expectations and career progression
- **Respect diversity and inclusion**, recognising different career aspirations and pathways of others

Apprentices are also encouraged to:

- explore opportunities beyond their current role
- consider long-term career progression, including further training, higher apprenticeships or education
- provide feedback on CEIAG provision to support continuous improvement

BBET will support apprentices to develop the confidence, skills and knowledge required to make informed career decisions; however, responsibility for engaging with opportunities and acting on guidance ultimately rests with the learner.

7. Inclusion and Targeted Support

BBET will ensure that CEIAG provision:

- addresses the needs of all learners, including:
 - o disadvantaged learners who face challenges that hinder their educational progress; the term 'disadvantaged' refers to learners who have been eligible for free school meals in the past 6 years and those from low-income families
 - o learners with SEND and learners who receive high needs funding; this includes learners who receive additional support with their learning and those with an education, health and care (EHC) plan
 - o learners who are known (or previously known) to social care, such as those who are under the age of 18 and in care, and care leavers
 - o learners who are known (or previously known) to youth-justice services
 - o learners who face other barriers to their learning and/or well-being, including those who were previously not in employment, education or training (NEET)
- provides tailored progression pathways
- includes reasonable adjustments where required.

8. Destination Tracking and Impact Measurement

BBET will track learner destinations at:

- 3-6 months post-completion
- 12 months+ post-completion

Destination measures include:

- progression to higher-level apprenticeship
- promotion or increased responsibility
- employment change
- further/higher education
- unemployment or unknown

Impact Measures include:

- progression rates
- retention and achievement
- learner feedback
- Gatsby Benchmark scores

9. Governance and Monitoring

The impact of BBET's CEIAG programme and interventions is monitored through:

- a dedicated focus group of CEIAG champions which meets regularly
- quarterly reports submitted to SLT and Governors
- findings inform developments to:
 - o Self-Assessment Report (SAR) / Quality Improvement Plan (QIP)
 - o curriculum planning

10. Staff Training and Development

BBET will ensure that all staff involved in the provision of CEIAG:

- receive training on:
 - o careers guidance principles
 - o labour market information
 - o progression pathways
- understand their responsibilities under Gatsby Benchmarks
- are supported through CPD and quality assurance processes

11. Quality Assurance

CEIAG will be quality assured through:

- deep dives on screening and enrolment
- observations of progress reviews
- learner voice activities
- audits of recorded career discussions
- destination data analysis

12. Related Policies

This policy should be read alongside BBET's other policies and procedures including:

- Employer Engagement Strategy
- Equality, Diversity and Inclusion Policy
- Feedback, Compliments and Complaints Policy
- Learner Inclusion Policy
- Recruitment Policy
- Quality Assurance Policy
- Safeguarding and Child Protection Policy

Contact

If you have any questions or suggestions regarding this policy, please contact:

Head of Employer Engagement

Busy Bees Education and Training

St Matthews, Shaftsbury Drive, Burntwood, WS7 9QP, UK.

Email: trainingfeedback@busybees.com

Statutory information

Busy Bees Education and Training Limited

Registered in England and Wales under Company Registration No. 03026494

Registered Office: St Matthews, Shaftsbury Drive, Burntwood, WS7 9QP, UK.

Training and Roll Out

This policy will be made available via our website (busybeestraining.co.uk) and SharePoint. Training will be made available via our Virtual Learning Academy (VLA) and/or during Face-to-Face or Teams meetings as part of ongoing staff development, along with our commitment to this policy. Training is refreshed regularly and recorded.

Review

This policy is:

- Monitored by senior leadership
- Reviewed at least annually, or in response to legislative changes, following updates to risk assessments or incidents, or feedback and identified improvements
- Agreed and signed off by the CEO

Policy Owner: Head of Employer Engagement

Ref: Q01-Careers Education, Information, Advice and Guidance (CEIAG) Policy

Version: 1.0

Approval Date: 1st June 2026

Review Date: 31st June 2027

Appendix A - Careers Conversation Form

Your Details

Full Name	
Apprenticeship Standard	
Employer	
Age Group	16-18 <input type="checkbox"/> 19+ <input type="checkbox"/>
Additional Needs Identified	Yes <input type="checkbox"/> No <input type="checkbox"/>

Session Details

Date of Discussion	
Type of Session	
Coach/Careers Advisor	

Current Position

Current Job Role	
Length of Time in Role	
Current Skills / Strengths	
Areas for Development	

Current Aspirations

Short-Term Goals	
Medium-Term Goals	
Long-Term Career Ambitions	
How have goals changed?	

Opportunities

Career Pathways explored	
Labour Market Information relevant	
Summary	

Progression Planning

Agreed Progression Route	
Skills Required	
Barriers	
Support Needed	

Employability Skills

CV status	
Interview skills	
Job Search skills	
Support Provided	

Actions / Commitments

Action 1	
Action 2	
Action 3	

Referrals

Careers Lead	Yes <input type="checkbox"/> No <input type="checkbox"/>
Designated Safeguarding Lead/Officer	Yes <input type="checkbox"/> No <input type="checkbox"/>
Learning Support	Yes <input type="checkbox"/> No <input type="checkbox"/>

Next Steps

Next Review Date	
Follow up Required	Yes <input type="checkbox"/> No <input type="checkbox"/>

Sign-off

I confirm that the information provided is accurate to the best of my knowledge.

Apprentice

Signature:

Date:

Coach/Careers Advisor

Signature:

Date:

Benchmark 1: A stable careers programme

Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.

Benchmark 2: Learning from career and labour market information

All learners, parents and carers subject staff and other staff who support learners, should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

Benchmark 3: Addressing the needs of each learner

Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.

Benchmark 4: Linking curriculum learning to careers

As part of the provider's programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.

Benchmark 5: Encounters with employers and employees

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.

Benchmark 6: Experiences of workplaces

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

Benchmark 7: Encounters with further and higher education

All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

Benchmark 8: Personal guidance

Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.