



Education, Information, Counseling and Vocational Guidance Policy (CEIAG)

1. Introduction
2. Scope
3. Commitment
4. Ownership
5. Disposition
6. Implementation
7. State



1. Introduction

1.1 A person's professional career is defined as his or her progress in the learning and work. The overall objective of this policy is to support students to make the most of their opportunities. In particular, seeks to help them:

- Develop their knowledge and understanding of nature changing work, learning and careers.
- broaden your understanding of opportunities in learning and work
- make good use of information, advice and guidance
- Develop and use your self-knowledge when thinking and make decisions.
- Develop and use the skills they need to review achievements, planning future actions, making decisions, introducing yourself well and cope with change and transition.

2. Scope of this policy

2.1. This policy applies to all personnel with responsibility to provide professional education, information, counseling and guidance to students.

2.2. This policy applies to all students, including apprentices and higher education students. This policy is complemented by the policy on admissions, recruitment, and widening access to higher education, as well as the student monitoring and engagement described in the QAA Quality Code.

23. This policy works in conjunction with Dō University's Career Strategy.



3. Commitment

3.1. Governors and staff undertake to:

- Provide a planned program of activities to which all students have rights and access.
Ensure that no student is disadvantaged in access to education, training or work.
- Ensure that, whenever possible, students progress toward greater educational opportunities, training or employment.
- Involve young people, their parents and caregivers in the program activities and other developments while maintaining the standards, including the Matrix Award.

4. Right

4.1. Students have the right to a CEIAG program that meets the professional standards of practice and is person-centered, impartial and confidential. This program is based on the national framework of Education and Careers in England. It will be integrated into the student experience across the curriculum and will be based on a collaboration with them. The program will foster aspirations, combat stereotypes and promote equality and diversity.

5. Provision

5.1. **Management**–The University Group Leadership Team supports provision through the Director of the Student Services and Pastoral Support Group, who is the designated strategic leader for the programs.

5.2. **Resources**–The career guidance service of Dō University is the training, information, advice and guidance center professional. Students can access the service without an appointment or make appointments. It offers relevant and up-to-date information in a variety of...



Media and formats. Students have access to resources computer software, including career guidance software and others web materials. Specialized equipment and support are available for people with learning difficulties or disabilities. Others sources of information include participation in events and local activities and collaboration with employers, businesses and others organizations.

Clients may be referred to the National Careers Service or other institutions.

5.3. **Guide**

It includes individual and group activities. All staff must respond with appropriate guidance and support when approached by students. All guidance seeks to be impartial, confidential (within policy guidelines), sensitive to student needs, and based on the principle of equality. All CEIAG activities will be delivered in accordance with the Implementation Strategy in Annex A.

5.4. **Staff training**

Needs are identified through needs assessment and the staff evaluation system. Mechanisms are established suitable for continuing professional development.

5.5. **Monitoring and evaluation**–All program activities are monitored, reviewed, and evaluated with the active participation of students. This may be done through Student Voice initiatives, student surveys, or other forms of feedback. It will be completed alongside quality assurance activities, such as observations, and in conjunction with the Group's performance management policy. The results are presented in the annual self-assessment report and reported to the Group Leadership Team and the Governing Body, as set out in the Careers Strategy. The Careers Committee oversees the implementation of the careers strategy and ensures the quality of delivery and meets the needs of all students.



6. Status of this policy

- 6.1. The policy replaces all previous documentation and is approved by the Group Leadership Team.
- 6.2. The operation of this policy will be constantly reviewed by the Director of the Student Services and Pastoral Support Group.
- 6.3. It may be reviewed and amended from time to time by the Group Director of Student Services and Pastoral Support, with the support of the Careers Committee.

This policy has been evaluated to ensure that it does not affect negatively to staff or students, in accordance with policy equality, diversity and inclusion.

Approval date: March 2025

Approved by: Group leadership team.

Implementation date: March 2025

Review date: March 2030



Annex A - Implementation Strategy: Delivery

of education, information, services, professional advice and guidance

- Student mentoring and curriculum teams are essential to the teaching of the CEIAG, as they allow students to evaluate their achievements and establish individual action plans. This is complemented with group work and other interuniversity and external activities.
- Where appropriate, students will participate in opportunities work. These practices also offer a path to participation of the local community in university activities.
- CEIAG is taught with the understanding that the College is preparing students to progress and meet their individual needs with neutral and impartial guidance.
- Local and broader invitations to participate in career guidance programs ensure an effective transition to school. Therefore, the school's program for 14- to 16-year-olds, links with special schools, and the work of the Special Educational Needs (SEN) center prevent a large number of young people from becoming NEET (Not in Employment, Education, or Training).
- Links with higher education ensure structured and informed academic progression within the university and other institutions.
- A communication program has been launched to provide greater visibility to CEIAG in all curricular areas.
- A simple and flexible system works to provide interviews to the students and allow curricular areas to use both the university as the National Career Service in the delivery of its offer CEIAG subject-specific.