



QUALITY IN CAREERS WEBSITE ©

CEIAG Case Study: GLOUCESTERSHIRE COLLEGE

The College

Gloucestershire College is a further education college delivering professional and technical training across three campuses: Cheltenham, Gloucester and the Forest of Dean. Provision ranges from entry to degree level. It includes study programmes from entry level to level 7, apprenticeships across 7 industry areas, with a new degree apprenticeship in engineering and new degrees for 2020 in cyber security and mechatronics. It offers bespoke provision for students who have high needs through supported internships and has 250 students on higher education courses linked to three universities. The college serves some of the most deprived areas in Gloucestershire with 37% of its students being from disadvantaged groups and 50% of its students studying at levels 1 or 2.

The careers education, employability and skills development programme underpins curriculum learning and the college prides itself on preparing students for their next steps, whether that be into work, higher education, apprenticeship or further studies. The college is “*very clear about who we are, and who we are here for*”. It uses its local data intelligence to understand the needs of its students and employers and work collaboratively with businesses to shape the curriculum and future-proof its extensive offer. Its mission statement - ‘*Learning that Works*’ -determines its commitment to:

- Focussing on careers from day one

- Educating engaged and ambitious students and providing employers with specialised commercial services and support in a nurturing and progressive environment that benefits both the economy and the community.
- Providing people with transformational experiences that prepares students for their future lives and careers and maximises their life chances.
- Working with businesses to meet their needs for talent and skills so as to prosper and create career opportunities for students.

The college offers many career opportunities and resources to students, parents and carers which are designed to support decision making. Many staff and areas of the college come together to provide a quality careers education programme. High quality careers education and guidance is seen as a collective responsibility of the organisation.

Students are supported to overcome any barriers to their learning through an extensive wrap-around programme that includes tutorials with dedicated student mentors; student advisers who help with finances, bursaries and general advice and guidance; employability coaches who develop and source work place experiences and skills; safeguarding staff; and dedicated curriculum tutors who deliver specific learning topics.

Career Education, Information, Advice and Guidance (CEIAG)

CEIAG at Gloucestershire College is at the heart of both its strategy and its implementation. There is a strong leadership team who are totally committed to high quality CEIAG, providing strategic and supportive direction; it is clear to see how careers work is at the heart of the college's vision and practice. The college's strap line is '*Learning that Works*', with employability underpinning all provision. The policy, statement of service and programme are informed by key drivers such as the Gatsby benchmarks, the CDI learning outcomes framework, Ofsted's education inspection framework (EIF), the county's post 16 strategy, special needs care plans, and the college's own strategic plan. Whilst Gloucestershire College is set across three sites, each individual learner is provided with holistic careers education and personal careers guidance and support to maximise their potential and progress through their career; everyone matters.

Careers education, employability and skills development underpin the programmes of study and are integrated in the following ways:

- Embedded in curriculum – e.g. alumni guest visitors to inspire learners and triangulate assessment for learning with careers and progression.
- Through academic tutorials, as bespoke delivered sessions, and as a basis for 1:1 discussion with Student Mentors.
- In student development sessions, exploring topics relating to work-related learning, careers, progression, life skills and choices.
- As a focus of mandatory CPD hours for students.
- Through work experience, in block weeks, extended work experience and social action projects.
- As standalone drop-in activities such HE events, referral for 1:1 guidance, employer visits and guest speakers.

Progression activities are a key focus throughout the year and are mapped on the yearly careers calendar, with opportunities to meet apprenticeships teams, employers, the careers teams and alumni to ensure students receive impartial advice and guidance and can make informed choices about their futures.

Student engagement in CEIAG/Student Voice

Gloucestershire College strives to continually improve its provision of careers education, advice and guidance and measures the success through a cycle of evaluation. This includes: analysing destinations of students after their course; monitoring the number of students who access the services on offer; collecting student feedback after careers appointments, personal development sessions and adviser interventions; collating student outcomes as part of the self-assessment process; presenting an annual report to governors on careers and employability; and completing the FE choices survey. Overwhelmingly students have told the college that it has helped them to:

- *Improve their chances*
- *Get a good job*
- *Have a better life*

- *Know what to do after college*
- *Plan for their next steps*
- *Gain qualifications*

Quality

In addition to the college's rigorous evaluation cycle, the careers provision also undergoes an in-depth internal audit with overall and departmental Compass tools being completed for all curriculum areas. This informs the yearly careers strategy which then support the key performance indicators for teams and individuals and is monitored by senior teams.

As with any holistic, student-centred programme it is not always possible to directly relate all the initiatives that make up the CEIAG programme into quantitative data, as the college's approach is a collaborative one, where the team around that young person has a collective responsibility to help them to succeed. However, what the college can say with certainty is: students speak very positively of the curriculum preparation for career decisions and transitions, praising their academic and pastoral staff on the excellent delivery of careers in the curriculum.

The college achieved the required **Matrix** accreditation in June 2019, which highlighted many aspects of best practice. It also chose additionally to work towards and secure the full achievement of the **Quality in Careers Standard** in November 2019 on the first occasion that the college had been assessed for this national standard through Complete Careers as the Awarding Body.

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