



QUALITY IN CAREERS WEBSITE ©

CEIAG Case Study:  
Bradford College

## The College

Bradford College in West Yorkshire is one of the largest further education colleges in the country, with a student body of around 10,000. Of these, 3,346 are full time 16-18 learners and 140 are aged 14-16. It is also one of the largest providers of higher education outside the university sector.

Over 50% of students aged 16-24 at the college are from a BAME background. Bradford is the 5th 'most deprived district' in England, with a 22% child poverty rate. Approximately half of all children living in poverty within the Bradford district live in wards surrounding Bradford College, where it recruits the majority of its learners.

The College's Careers Leader has a pivotal role in the implementation of the strategic plan for Gatsby Benchmarks. She works across the college and with the Careers and Enterprise Company (CEC) as a key external partner to plan and deliver the careers programme.

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

The college first achieved **The Quality in Careers Standard** with the *C+K Careers* Licensed Awarding Body in 2021. It has continued to develop its provision to include a successful 'careers and work experience fair' with 12 employers and 17 universities attending which has further enhanced students' careers experiences as they were able to interact directly with HE providers and employers alike to research career options and pathways for the future.

Although Bradford College is itself a provider of HE, all options are promoted and there is a good understanding of the need to demonstrate and explicitly practice impartiality. This provides students with an outstanding careers experience that will further support all pathways and choices available to help them to achieve their full potential in their careers.

Careers guidance at the college has been identified as a strength by Ofsted, including during the period of disruption caused by COVID-19, when services were quickly adapted to meet students' needs. Once COVID restrictions were relaxed the careers team delivered careers services using a hybrid approach of virtual and in-person methods which were gradually returned to in-person delivery in most cases.

For some students who prefer a virtual approach for careers interviews, the college still offers this option. This is particularly useful for adult learners who are also in employment alongside their college courses.

Schemes of work for vocational courses and the tutorial programme focus on developing cultural capital, promoting equality and diversity and challenging self-limiting career choices. The college's careers programme is mapped against the latest CDI framework and is regularly monitored at departmental quarterly performance review meetings with SLT.

An Assistant Principal (Student Services) drives developments at a strategic level and has devolved accountability for careers-related entitlement and outcomes to curriculum departments, each of which operates as a 'mini business'.

The Careers Leader is qualified for the role, and she has a particularly good grasp of what is needed to deliver a high-quality careers programme college wide. Careers champions have been appointed for every department and the careers leader is working to support their role. She meets regularly with the CEC adviser and enterprise adviser, and internally with nominated 'careers champions' to monitor department-specific development plans.

Students have access to positive role models, including a female lecturer within the Construction and Engineering department who involves alumni and other females working in the sector to promote awareness. Her work to support specific initiatives (such as those promoted by Women in Science, Engineering and Technology) and to present non-traditional options on an equal basis reflects best practice.

### **Measuring the impact**

There is a focus on next steps 'from day one' of joining the college; plans are developed and monitored through regular progress reviews with tutors, including referral to careers advisers and the involvement of external services and voluntary organisations. There are excellent progression rates for students including into universities, jobs, and traineeships.

A comprehensive three-year college plan for meeting the Gatsby Benchmarks is monitored through regular performance management reviews with all departments and careers is embedded effectively throughout the curriculum. This is delivered through a combination of curriculum teaching with employers delivering sessions on industry as part of the curriculum and through work experience placements sourced by the work experience team.

The programme is evaluated at quarterly departmental performance reviews both with the Careers Leader and curriculum areas. Feedback is collected from students, staff, and employers where appropriate and is used to help inform changes for improvement.

After gaining the [Quality Careers Standard](#), a college restructure took place which resulted in the Careers Leader gaining a new role as Careers and Employability Manager.

This change has allowed the Careers Leader to focus more time on careers as previously her time was split between careers and student finance. The change came following the

recommendations from the [Quality Careers Standard](#) assessment report that demonstrated the Careers Leader needed more time to focus on careers rather than finance.

The Careers and Employability Manager, Dina Mistry said:

*“Achieving the Standard helps us to transform students’ lives for the better and our careers department is in the strongest position ever. Having been through the process, SLT have now recognised the true value of the Standard – it is highly regarded.”*

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**(p) Quality in Careers**

**January 2023**