



The triage approach to guidance

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Gloucestershire College

Large general FE

GC offer

Surrounding schools

Attainment in county

Deprivation and disadvantage

Skills challenges

College intent

Careers assessment

Why the triage approach?

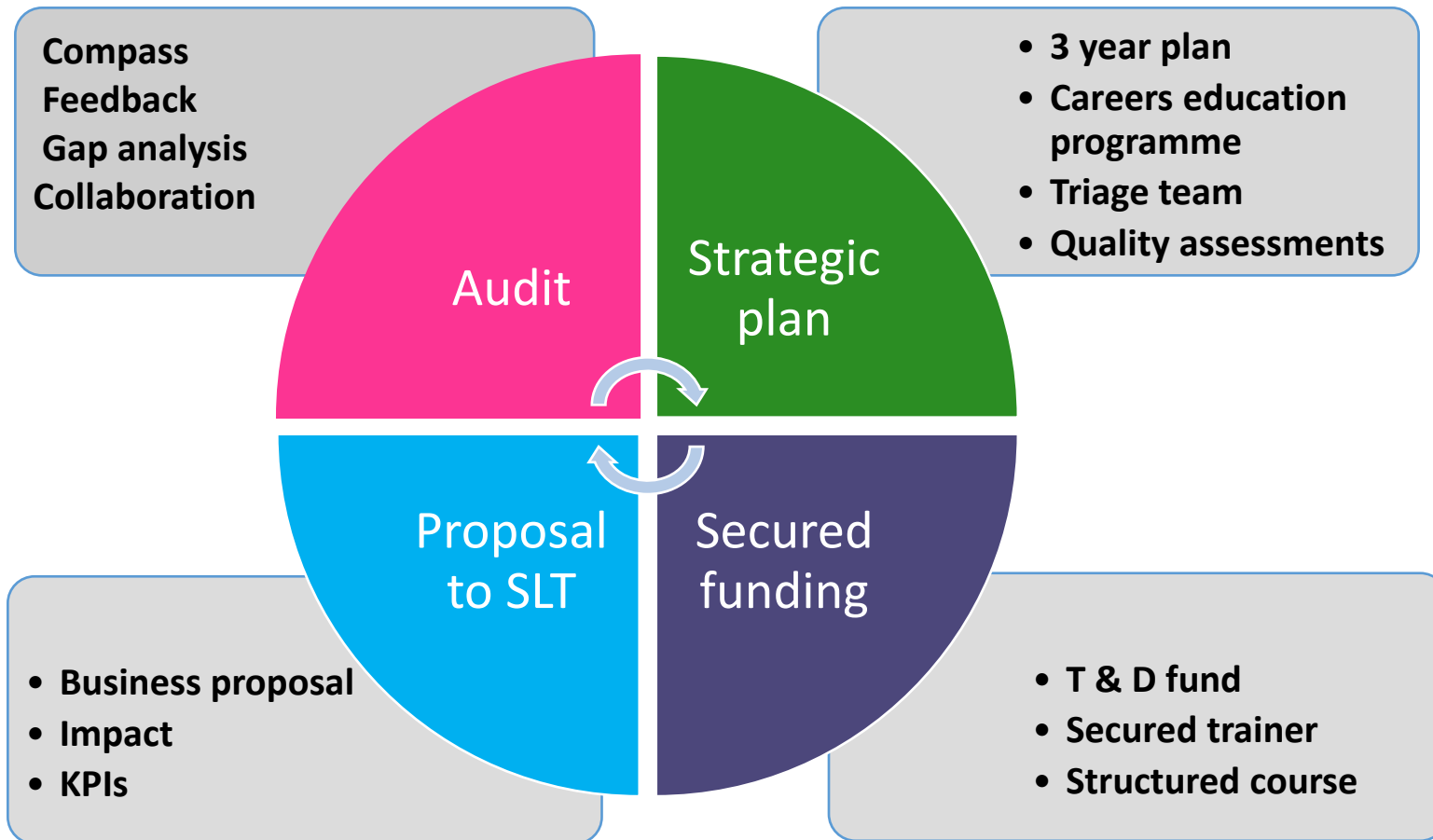
- Better support students
- Small careers team
- Compass audits – 12 audits
- Creative use of limited resources
- Develop staff confidence
- Support 'true' level 6 referrals
- Exceed quality standards
- Judge impact
- Influence what happens next

80% & above	Gatsby 3,4,5,6
70 – 79%	Gatsby 2, 7
69% & below	Gatsby 1, 8

Gatsby Audit results % achievement of benchmark

School	Gatsby 1	Gatsby 2	Gatsby 3	Gatsby 4	Gatsby 5	Gatsby 6	Gatsby 7	Gatsby 8
XXXX	33%	20%	91%	100%	88%	50%	25%	20%
XXXXXXX	33%	80%	58%	58%	55%	50%	33%	40%
XXXXXXXXXX	33%	70%	66%	83%	88%	75%	41%	20%
XXXXXXXXXX	33%	50%	40%	100%	88%	100%	76%	20%
XXXXXXXXXXXXXXXXXX	33%	20%	83%	100%	33%	0%	41%	20%
XXXXXXXXXXXXXXXXXX	33%	70%	91%	83%	77%	100%	0%	0%
XXXXXXX	33%	70%	83%	100%	100%	75%	33%	40%
XXXXXXX	33%	80%	91%	100%	100%	100%	71%	20%
XXXXXXXXXXXXXXXXXX	33%	40%	91%	100%	100%	100%	25%	20%
XXXXXXXXXX	33%	70%	91%	100%	100%	75%	33%	20%
Other areas								
	Gatsby 1	Gatsby 2	Gatsby 3	Gatsby 4	Gatsby 5	Gatsby 6	Gatsby 7	Gatsby 8
Student Support	33%	70%	83%	70%	100%	75%	70%	20%
Careers Leader (Day 1 audit)	33%	40%	66%	75%	77%	100%	50%	20%
	➔	⬆	⬆	⬆	⬆	⬇	➔	➔
Careers leader (Day 41 Audit)	33%	70%	91%	83%	100%	75%	50%	20%
G 1 Stable careers programme								
G 2 Learning from career and labour market information		80% & above Green						
G3 Assessing individuals needs		70% - 79% Amber						
G 4 Links to curric learning		69% & below Red						
G 5 Encounters with employers								
G 6 Experiences of the workplace								
G 7 Encounter with FE and HE providers								
G 8 Personal Guidance								

How?





Delivering the Level 3 IAG

- Timeframes
- Delivery method
- Content
- Staff
- Resources
- Achievement to date



Challenges

- Time to develop and embed
- Securing funding for 3 years
- Covid happened!
- Managing it
- Risk of it not working
- Succession planning
- Judging impact
- Broadening the project scope



Impact

- Destinations/progression data
- Student feedback
- HE progression
- Staff confidence
- Streamlined referral process
- Transitions panels supporting NEETS
- Relationships with alternative providers
- Work placement opportunities
- Achieved Quality in Careers Standard 2019 & 2022
- Achieved Matrix 2019 and reaccreditation 2020 and 2021



Feedback from students

Level 1 Get Creative students

We're working on CVs so when we finish that we can then look at jobs. In Student Development we hear about options and specialising which our mentor helps with. We can do a further course, or a job or an apprenticeship

Level 2 Sport

I looked at the computer information on jobs that might suit me. We had quiz to do which gave me ideas and aspiration.

'It's really helpful to have this help as we hear about things we didn't know about, and we build our confidence.'

Level 2 Motor Vehicle student

The electric car market leads on to the need to train in work. The railway industry is going to have to adapt.'

'I want to go into ethanol fuelled cars in future.'

T Level student Nursing

I feel excited – and a little nervous – about the future. It's a career with so many options for me to try.'

'There is a growth in vacancies due to retirement and investment in healthcare following the pandemic. I want to be part of that.'



Feedback from staff on the Level 3 course

What impact has the course had on your ability to support students?

"It's meant that the conversations I have with students are more valuable and engagement is higher, it means I can make more informed decisions with them"

"Hopefully I have a bit more confidence and knowledge and can pass this on , follow things up , agree action plans with students and help guide them."

"Really positive impact on my ability to support students with greater quality careers conversations. With the course involving a lot of reflective practice"



Quality in Careers Standard Feb 2022

- *Since its first Quality in Careers Standard assessment, in 2019, Gloucestershire College (GC) has enhanced and developed its already excellent CEIAG programme through on-going effective engagement of systems and people. It has adapted to the demands of the pandemic and the recommendations of the last assessment with imagination, planning and hard work.*
- *Their professional approach and positive mind-set were observed in all the students spoken to at Gloucestershire College assessment, and the college is to be congratulated for the success of its career related leadership, management, coordination and networking across the college. Students are given the best possible chance as a result*



What next?

- Matrix May 2022
- Ofsted
- Supervision for guidance
- In-house delivery of Level 3 IAG
- Use apprenticeship levy for Level 4
- Consider honorarium for careers pioneers
- Continued staff progression
- Strengthen careers team



Thanks for listening!

Questions?

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