

THE QUALITY IN CAREERS STANDARD REASSESSMENT REPORT

Name of liC Licence holder	Hampshire County Council (Hampshire Futures)
Learning Provider name and address	Crookhorn College Stakes Hill Road, Waterlooville, PO7 5UD
Date of assessment	27 th November 2023
Organisation contact	Clare Mack – Careers Leader
Full list of staff/stakeholders interviewed	Clare Mack – Careers Leader Sarah Bennett – Head Teacher Rick Kempster – Governor Sally Duncan – Personal Development Learning Manager Barbara Edington – Head of House/Geography Teacher Louise Timson – Humanities /PSHRE Teacher Bev Brown – Work Experience Coordinator/Careers Admin Sue Hall – Careers Adviser (Hampshire Futures) Marie Gittins – Parent
Number of students interviewed by age group/course	4 Year 8 students 2 Year 10 students 2 Year 11 students

Overview of Learning Provider

Crookhorn College is a mixed secondary school and caters for students from the age of 11 – 16 years. There are currently 904 students on roll who represent the full

range of academic abilities. 51 students have Education and Health Care Plans (EHCPs) and 215 fall into the Pupil Premium category. Most students go on to attend HSDC (Havant and South Downs College), on one of the two sites, which are in close proximity to the school.

The Careers Team consists of a full time Careers Leader, in a non-teaching role, a Work Experience Coordinator, who also provides careers admin support; and the two external Careers Advisers from Hampshire Futures, who work at Crookhorn College for two days per week. The Careers Leader is line-managed by the Personal Development Learning Manager, who was the previous Careers Coordinator and is a member of the Senior Leadership Team.

Careers Education is delivered by a team of specialist teachers, within PSHRE.

There is a strong work-related learning programme, which includes two weeks work experience for each student in Year 10.

Strengths

There are many areas of very good practice concerning the delivery of the CEIAG programme at Crookhorn College, which include:

- Strong Senior Management and Governor support and a whole College approach to CEIAG
- A very committed, well-qualified and well-organised Careers Leader, who engages well with other members of staff to deliver a comprehensive and effective CEIAG programme
- An enthusiastic Work Experience Coordinator/Careers Administrator, in a full-time role, who has developed excellent links with local employers
- A strong work-related learning programme, which includes a two week work experience placement for every student in Year 10
- The well planned Mock Interview Day for Year 11, which is very well received by students and employers
- The 'in-house' annual Careers Fair which is attended by a range of employers and Further Education and Training Providers
- A very detailed and effective Careers Strategy document which supports ongoing evaluation and continuous improvement.
- A well-planned FE college taster day for all Year 10 students
- A student centred approach to careers work

Areas for Development

The College continues to offer an excellent Careers Education Information Advice and Guidance (CEIAG) programme and the Assessor was unable to identify any areas for development, other than to maintain the high standard set so far.

Assessment Grading recommendation

Crookhorn College is **fully meeting the Quality in Careers Standard**, through Investor in Careers and everyone involved in the CEIAG programme should feel proud of the contribution they have made to its success.

Assessor Name:

Signature of registered *Investor in Careers* assessor

Sue Whittaker

Organisation

No	Gatsby Benchmark and Quality in Careers Standard Requirements	Assessor comments
O1.1	<p>Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties).</p> <p>A Policy for CEIAG is developed and reviewed in consultation with those involved in its delivery (students, staff including senior managers, governors, careers advisers, careers coordinators, tutors etc.) and makes reference to appropriate national frameworks and other guidance.</p> <p>Benchmark 1</p>	<p>There was evidence to show that the governing body provides clear strategic advice to enable key staff to deliver an effective careers programme. This included recent minutes of governor meetings, where the CEIAG Policy was approved. The Assessor had the opportunity to speak to a governor as part of the assessment, who confirmed that regular updates are provided at meetings about developments within CEIAG.</p> <p>The CEIAG Policy (January 2022 - January 2024) includes the Provider Access Policy and is on the College website. It has been developed by the Careers Leader and reviewed in consultation with SLT, teaching staff, the external Careers Advisers, governors, parents/carers, students and external partners. Reference is made to the national CDI framework, the PSHE Association Programme of Study, the national Careers Strategy and the Gatsby Benchmarks.</p>
O1.2	<p>Policy clearly states how CEIAG will be managed and coordinated, with defined roles and responsibilities of key staff together with a clear statement about student entitlement and how CEIAG and student entitlement will be monitored, reviewed and evaluated.</p> <p>Benchmark 1</p>	<p><i>The policy clearly states how CEIAG will be managed and coordinated under Management (page 4), with defined roles and responsibilities of key staff:</i></p> <p>'The College has a full time Careers Leader who is responsible for developing and co-ordinating the careers education and guidance programme as part of the PSHE curriculum. The Careers Leader is responsible to The Personal Development Learning Manager and works closely with the Work Experience Co-ordinator, heads of house, tutors, SENCOs, Head of Student Support, senior leadership team and with external partners'.</p> <p>There is a statement about student entitlement on Page 3 (KS3 and KS4) and Monitoring, Review and Evaluation is covered on Page 5 of the policy.</p> <p>Additional evidence was provided which included:</p> <ul style="list-style-type: none"> • Evaluation of the programme

		<ul style="list-style-type: none"> • Sharing with parents/carers • Governors' interest areas - e.g. link governor for careers • Leadership structure
O1.3	<p>Promoting awareness and understanding of the careers programme – including via the learning provider’s website - by students, teachers, parents/carers and employers/opportunity providers using clear and accessible language.</p> <p>Student entitlement is explained to students and is shared with parents/carers and the wider Learning Provider community and their sustained engagement is developed.</p> <p>CEIAG Policy and Provider Access statement is published on website.</p> <p>Benchmark 1</p>	<p>There is a comprehensive section on the college website under Teaching and Learning which covers:</p> <ul style="list-style-type: none"> • Careers - including the Careers Programme, the Gatsby Benchmarks, the CEIAG Policy and Provider Access Policy, Career Pilot (careers resource) and destination data • Alumni - a request for contacts • Work Experience • Parent/carer information <p>Other information is made available via newsletters and social media. Students are made aware of their entitlement to CEIAG on an ongoing basis and at the start of their programme.</p>

Delivery

No	Gatsby Benchmark and Quality in Careers Standard Requirements	Assessor comments
D1.1		

	<p>Securing clearly identified, appropriate and progressive learning and behavioural outcomes for students - referenced to a recognised national framework of careers, employability, and enterprise education- with a range of methods to deliver them to suit the Key Stage (KS) and the ability of learners.</p> <p>Written plan shows how the CEIAG programme will be delivered for each year group and lesson materials show links to the learning outcomes from a nationally recognised framework.</p> <p>It must clearly set out how it is differentiated to meet specific needs and transition points.</p> <p>Suggested: Career Development Framework (CDI March 2021). Benchmark 1</p>	<p>Careers Education is included within the PSHRE curriculum, which has been mapped against the Career Development Institute (CDI) and PSHE Association national frameworks, and the Gatsby Benchmarks. It is taught by a team of specialist teachers who work across all year groups. 6/7 lessons of careers per year are delivered in Years 8 - 11, with 10 lessons in Year 7. A cross-curricular audit for careers work has also been carried out (June/July 2023).</p> <p>Lesson plans have been written by the Careers Leader and are stored on the 'It's Learning' platform. Evidence included an overview of the PSHRE scheme of work and sample careers education lesson plans (Year 8 and Year 11).</p>
D2.1	<p>Learning from career and labour market information (Benchmark 2)</p> <p>Ensuring that all students have access to and use reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment - including internships, T levels, Learning Provider-leaver programmes and</p>	<p><i>All students have access to career and Labour Market Information (LMI) during KS3 and KS4. This is made available through a range of processes, including:</i></p> <ul style="list-style-type: none"> • SMART START programme (Year 7) - students are told about Labour Market Information (LMI) and its application in the local area. • Option Choice preparation (Year 8) - students are made aware of where individual subject areas can take them. • Through the STEM programme (Years 7 - 11).

	<p>apprenticeships - which meets their needs and that <u>they are supported in its use</u>.</p> <p>Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their children's career development</p>	<ul style="list-style-type: none"> • The Employer Exhibition during Careers Week (Year 8), where employers bring in an Apprentice. • As part of the Raising Aspirations programme (all year groups). • Within other areas of the curriculum • Careers lessons on LMI, as part of PSHRE • Work experience (Year 10). • During 1:1 guidance interviews with the external Careers Adviser. • Through on-line resources, such as Careers Pilot, which is also a recording tool and follows students' career-related learning from Year 7. <ul style="list-style-type: none"> • The new Engineering Academy for selected students, in partnership with WASP (a local company). <p>Parents and carers can gain access to careers and Labour Market Information through the Careers section on the College website. In addition, the Careers Leader keeps them informed of opportunities through phone calls, newsletters and emails.</p>
D3.1	<p>Addressing the needs of each pupil/student (Benchmark 3)</p> <p>Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal capabilities to counter them.</p>	<p>There was a range of evidence to demonstrate that students are actively challenged about stereotypical thinking and low aspirations. This included:</p> <ul style="list-style-type: none"> • Year 7 lessons on stereotyping and ambitions • Year 10/11 Ambitions programme for selected students <ul style="list-style-type: none"> • The Girls into Engineering STEM programme • The Future You programme, in partnership with Hampshire Futures, for 8 - 10 selected Year 11 students who have challenging behaviour, involving an outward bound course

		<ul style="list-style-type: none"> • Links with local universities to raise aspiration <ul style="list-style-type: none"> • Mentoring programme <p>In addition, students' career aspirations can be challenged during 1:1 careers guidance interviews with the external Careers Advisers.</p>
D3.2	<p>Ensuring that advice given is effective in meeting the needs of <u>all</u> students and especially those of targeted groups such as the 'Gifted and Talented'/'most able', the disadvantaged and those at risk from economic deprivation, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children.</p> <p>Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities</p>	<p>The advice given is effective in meeting the needs of all students, especially those in targeted groups. Students with Special Educational Needs and Disabilities (SEND) and those with Education and Health Care Plans (EHCPs) are given additional support as appropriate, for all careers activities (e.g. visits to local FE colleges), to develop their confidence, and are prioritised for 1:1 careers guidance interviews with the external Careers Advisers.</p> <p>There is an MMA (Most and More Able) Coordinator and good links with local universities, which is helpful for students who are considering Higher Education.</p>
D3.3	<p>Maintaining appropriate arrangements to monitor and record students' achievements and progress, including core career management skills.</p> <p>Ensuring that records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice wherever possible and supports the implementation of their choices and decisions – including transition planning</p>	<p>Students' achievements and progress, relating to careers activities and career management, continue to be monitored and recorded using the 'Compass+ tracking system, alongside an 'in-house' spreadsheet recording process. The Careers Leader and the Work Experience Coordinator/Careers Administrator load up information and the external Careers Advisers input details of career guidance interviews.</p> <p>The Assessor saw an extract from the 'Compass+' / Tracker system for October 2023.</p>

<p>D3.4</p>	<p>CEIAG programme includes opportunities to analyse and discuss the destinations of former Learning Provider students using data produced by the Learning Provider, and/or external IAG provider.</p> <p>Collecting and sharing destinations data with the appropriate authorities and agencies as required by Statutory Guidance requirements appropriate to the Learning Provider, including monitoring the extent to which such data sharing agreements and processes benefit the students concerned</p> <p>Evaluating destinations data for KS4 & KS5 on students' performance, destinations and progression outcomes including using the results of the evaluation to set targets and objectives for improving the careers programme</p> <p>Colleges – should collect and maintain accurate destinations data for each student.</p>	<p>Destination data is shared with the appropriate authorities and agencies as required by Statutory Guidance, evaluated and used to set targets for improving the careers programme. The process is outlined below:</p> <ul style="list-style-type: none"> • Intended destinations of current Year 11 students are submitted to Hampshire County Council. The College works with students to gather this data and the results are used to ensure all students are supported to achieve their planned destination. • The College works with Hampshire Futures and Children's Services to locate anyone that does not have a confirmed destination. • The Activity Survey is published and checked against College records. Information is shared on the College website and the 'It's Learning' Platform. <p>The Careers Leader stated that: <i>'As part of the reviewing process, any NEET students are discussed with the Personal Development Manager to see if any further support can be offered, and parents are contacted where appropriate'</i>.</p> <p>The Hampshire Futures Activity Survey 2022 for Crookhorn Year 11 Leavers was included within the evidence and showed that most students went on to Further Education.</p> <p>The College has a data base of Alumni who come into College to work with current students (e.g. Mock Interviews). The Careers Leader also stated that:</p> <p><i>'We are planning to have a 'Celebrating the Success of the Class of 2020' display as the current students will know them as they only left three years ago. We are currently collecting this data and providing we have a enough responses, we will create a tutor quiz called 'where did they go' to showcase to the students the destinations of our Alumni'</i>.</p>
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<p>D4.1</p>	<p>Linking curriculum learning to careers (Benchmark 4)</p> <p>Raising awareness - through utilising resources from the world of work - of the employability skills and the wide range of careers that can be achieved through the subjects and courses they are studying (including through the study of English, Maths and STEM subjects)</p> <p>Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future embedded in the curriculum including stand-alone, subject-base and planned co-curricular and enrichment activities.</p>	<p>Teaching staff have already had a training session, delivered by the Careers Leader and Personal Development Learning Manager, on 'Linking Careers to the Curriculum' (2020) which proved to be very effective and led to good practice. In 2023 -2024, as part of the College Development Plan, all departments were asked to arrange an enrichment activity that linked their subject to industry or further training. Examples were given which included:</p> <ul style="list-style-type: none"> • Festival of Speed - Engineering • Legoland - Computer Science • Visiting speakers and FE college visits linked to subjects <p>In addition, a careers cross-curricular audit has been carried out, and there are attractive displays around the College showing how specific subjects link to different careers.</p> <p>STEM activities and events continue to be a particular strength of the College, led by the newly appointed STEM Coordinator (who is a Science teacher) and supported by a team of STEM Ambassadors. There is a very comprehensive Option Choice process in Year 8, which includes a 1:1 session with the Careers Leader (who is also a fully qualified Level 6 Careers Adviser) and highlights how STEM subjects can help to gain entry to a wide range of careers.</p>
<p>D5.1</p>	<p>Encounters with employers and employees (Benchmark 5)</p> <p>Securing at least one meaningful encounter with an employer or employee for each student in every year of their education from KS3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae</p> <p>Enabling employers and employees to contribute effectively to the careers programme. Ensuring that all such activities and encounters with employers and employees are embedded in the careers curriculum as part of a planned and progressive programme, meet the needs of each student, and contribute to their career-related learning outcomes</p>	<p>Each student, in every year of their education, has at least one meaningful encounter with an employer or employee through a range of processes, which include:</p> <ul style="list-style-type: none"> • STEM activities - all year groups • Year 7 - SMART START day, which includes work with the NHS • Year 8 - Employer Exhibition where students interview employers to ask about local opportunities and transferable skills. • Year 9 - Skills for Life enterprise activity • Year 10 - a two week work experience placement

	<p><i>A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p>	<ul style="list-style-type: none"> • Year 11 - Mock Interviews (details of planning and feedback from all stakeholders were included in the evidence) <p>The Careers Leader provided a very comprehensive document which outlined all the activities across the year groups and gave details of the employers/employees involved.</p>
<p>D6.1</p>	<p>Experiences of Workplaces (Benchmark 6)</p> <p>Securing at least one meaningful experience of a workplace for every student by the end of KS4, additional to any part-time jobs they may have</p> <p>Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have</p> <p>Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders</p> <p><i>A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience.</i></p>	<p>All students continue to participate in a two week work experience programme in Year 10 in January/February, for which they are very adequately prepared and debriefed. The programme is organised by the Work Experience Coordinator, who has been in post for a number of years and has built up an extensive data base of employer contacts. Students arrange a pre-placement interview and complete a log book and staff visit them to monitor progress. Parents and carers are given regular updates. The Assessor saw a range of evidence, which included:</p> <ul style="list-style-type: none"> • Preparation for work experience activities • Work experience log book • Work experience debrief <ul style="list-style-type: none"> • Health and safety information • Evaluation - employers, students, parents/carers • Employers involved (a sample)

	<p><i>Students must demonstrate career-related learning from reflecting upon these experiences.</i></p>	<ul style="list-style-type: none"> • Summary document • Work Experience Policy <p>174 students will be placed this academic year and alternative provision will be made for those who need it. Students who have Education and Health Care Plans (EHCPs) will be given additional support. The Assessor had the opportunity to speak with the Work Experience Coordinator as part of the assessment and the challenges of finding placements in the current climate were discussed, such as changes in the high street since Covid (e.g. reduction in retail) and the increase in 'T' levels resulting in more competition for work experience, with local FE colleges. The Work Experience Coordinator should be congratulated on the excellent job she does, despite these difficulties.</p>
D7.1	<p>Encounters with further and higher education (Benchmark 7)</p> <p>Securing a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities (including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers) for every student during KS3 and KS4</p> <p>Ensuring all students considering HE have at least two visits to higher education institutions to meet staff and students by the end of KS5</p> <p>Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders including using feedback to inform future planning of encounters</p> <p><i>A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment</i></p>	<p>There was evidence to show that every student has a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities, where appropriate, during KS3 and KS4. A very detailed document outlining the work with FE colleges, universities and training providers was included.</p> <p>70% of students go on to HSDC (Havant South Downs College) after Year 11 and there is a good programme of link activities which include:</p> <ul style="list-style-type: none"> • Subject master classes for year 9/10/11 both delivered in College and at the HSDC site • Year 10 taster day for the whole cohort • 1:1 tours of their campuses for additional support • Close working with the SENCO and LSA team to aid transition for all EHCP students • Support with Mock Interview Day • Attending the Post 16 careers fair for Years 9 and 11 • 14 – 16 Alternative provision lessons • <p>In addition, there are good links with other local colleges and training providers, which were listed in the overview document.</p>

		<p>The College has a well-established relationship with both Portsmouth and Southampton Universities and activities include residentials, visits and visiting speakers.</p>
D8.1	<p>Personal Guidance (Benchmark 8)</p> <p>Ensuring that all students have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources - which includes at least one appropriate interview by the age of 16, and the opportunity for a further interview by the age of 18</p> <p>Where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the matrix Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute.</p>	<p>All students have equality of access to independent, impartial and timely careers guidance, from both external and internal sources. The College employs the services of two fully qualified (Level 6) Careers Advisers from Hampshire Futures, for 2 days per week, who are on the CDI Register of careers practitioners. The most recent Service Level Agreement was included within the evidence, as well as a full statement from the Careers Advisers about how the guidance process works at the College. The Assessor also had the opportunity to speak to one of the Careers Advisers on the day of the assessment, who stated that:</p> <p><i>'It is a joy to work at Crookhorn!'</i></p> <p>Students are introduced to the external Careers Advisers, who are seen as part of the Careers Team, via a video, in Years 7/8. The Careers Administrator provides a list of students to be seen for a 1:1 guidance interview, starting with those who may require additional support (e.g. PPI), but there is now an intention to also see more able students first to ensure that they don't miss dates for relevant open days. All students are eventually seen, for at least one careers guidance interview and are provided with a careers action plan, which is sent to them and stored electronically.</p> <p>The Careers Leader also has a Level 6 qualification in careers guidance (January 2019) and is able to offer secondary interviews to students who need additional support. She also sees all Year 8 students for a 1:1 session to help with the Option Choice process.</p>

Evaluation

No	Gatsby Benchmark and Quality in Careers Standard Requirements	Assessor comments
E1.1	<p>Evidence of a planned and co-ordinated approach to training needs analysis and staff development activities that supports and improves the ability of <u>all</u> staff and leaders, including the lead governor, to meet their CEIAG responsibilities.</p> <p>Following the analysis all staff (including governors, personal tutors, ancillary helpers etc.) are offered personal development opportunities identified in their training needs analysis to address their training and development needs.</p> <p>(Benchmark 1)</p>	<p>There is a well-established team of staff at the College who have previously benefited from career-related training, so it has not been felt necessary to carry out a formal training needs analysis with them. Instead, the Careers Leader has conducted some 1:1 conversations with Teaching Assistants to assess any career training needs they might have and she also works with new members of staff to inform and update them on CEIAG matters.</p> <p>A detailed overview of CEIAG staff training already delivered was provided and included, for example:</p> <p>Careers Leader/Work Experience Coordinator</p> <ul style="list-style-type: none"> • Attending information sessions at local colleges • Attending network meetings and sharing good practice • Working with local schools to share good practice. • Work Experience Health and Safety training course & SEN training course <p>Teaching Staff</p> <ul style="list-style-type: none"> • T Level Training Session • PSHRE meeting training for careers team • FE masterclasses run by local colleges. <p>Teaching Assistants</p> <ul style="list-style-type: none"> • Session with Careers Leader to understand provision. • Working in lessons that link careers to the curriculum. • Supporting visits to local colleges and universities. <p>In addition, the Careers Leader has worked towards a Careers Leadership qualification - she is already a fully qualified Careers Adviser - and also now has a degree in Human Resources.</p>

E1.2	<p>The impact of training provided is evaluated and CPD activities secure the competence required of all staff in the learning provider's CEIAG provision.</p>	<p>The impact of training is evaluated and staff feedback was included within the evidence. This is then fed into development plans and the staff review process.</p> <p>Staff are able to demonstrate their competence in delivering and contributing to the CEIAG programme, and their ability to provide relevant advice and support to students, through the observation and appraisal processes.</p>
E1.3	<p>Learning Provider monitors CEIAG provision and reviews its success in meeting students' career related needs at key transition points throughout the year.</p> <p>This also includes using feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children's services.</p>	<p>CEIAG provision is monitored, reviewed and evaluated at key transition points throughout the academic year and involves all stakeholders. Examples of activities and events evaluated, included within the evidence were:</p> <ul style="list-style-type: none"> • Mock Interview Day (Year 11) • Work experience programme (2022-23) • University of Portsmouth programme (Years 7 - 9) • Skills for Life <ul style="list-style-type: none"> • Careers Fair • Year 11 survey <p>In addition, at the end of each PSHRE rotation, the College carries out a 'check for understanding' quiz and any further work needed is identified from the results.</p>
E1.4	<p>An annual CEIAG evaluation is undertaken based on contributions from staff, students, parents/carers, governors, IAG provider and other relevant external organisations and includes the impact of staff training.</p> <p>An updated Compass self- assessment is completed at least annually.</p>	<p>The very comprehensive Careers Strategy (2021 - 23) was included within the evidence and gives detail of CEIAG objectives, as well as monitoring, evaluation and reporting sections, making use of a 'red, amber, green' system to highlight priorities. The Careers Leader reviews the careers education programme once a year with the PSHRE/Careers specialist team of teachers. Individual events and activities are evaluated as they occur (e.g. work experience, mock interview day). Regular reports are made to Governors about the CEIAG programme and national developments.</p> <p>The most recent Compass self-assessment report (November 2023) against the achievement of the 8 Gatsby Benchmarks was included within the evidence. The College is proud to have maintained 100% for all Benchmarks.</p>

E1.5	<p>New targets, activities and delivery methods are set as a result of the formal evaluation.</p> <p>Feedback is given to students, parents/carers and other stakeholders on action taken in response to their contribution.</p> <p>Learning Provider selects one or more aspects of its CEIAG programme to demonstrate development and commitment to continuous improvement resulting from evidence based evaluation</p>	<p><i>Following on from the thorough evaluation of the CEIAG programme, new targets, activities and delivery methods are set. The Assessor was provided with evidence that the views of students, parents/carers, teachers and employers are taken into account and that they are kept informed of changes. The Careers Strategies for 2020 - 23 and 2023 - 25 were included within the evidence and clearly lay out the areas to be addressed, with targets and timescales.</i></p> <p>Developments since the last Investor in Careers reassessment (2020) include:</p> <ul style="list-style-type: none"> • Increased support for SEND students and those with Education and Health Care Plans (EHCPs) • Ensuring parent/carer understanding of the Careers programme • Review of data and Post-16 support
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