

Name of IiC Licence holder:	CSW
Learning Provider name and address:	Saint Kevin's College Derryree, Lisnaskea, Fermanagh BT92, UK 028 67721417
Date of assessment:	Wednesday 11th September 2019
Organisation contact:	Rosemary Cush Head of CEIAG and Curriculum
Full list of staff seen:	<p>Rosemary Cush Head of CEIAG and Curriculum Gary Kelly Principal E Edwards Head of Year 14</p> <p>Heads of Departments</p> <p>Sinead Rodgers Science Elaine Cassidy LLW Sarah Melarkey Music Leah Mulligan English Ciara O Connor Religion Aidan Boyle Technology/ Engineering Mairtin O Gormlathé Irish Malachy McConnell Environment and Society Ethna Woods Art</p> <p>Monica Leydon Head of Assessment Kevin Boyle SENCO Brian Armitage Governor Pat Dolan Careers adviser NI Careers service Rose Wray Parent (currently 2 children in the college) Margaret Murphy Classroom Assistant</p>

<p>Full list of students seen:</p>	<p>18 Students came to chat to and that included 3 ex students who are now going to university who came in specially to meet me</p>
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Strengths

Saint Kevin's College has a clear CEIAG policy that all staff, parents governor's have access to it via the website

The CEIAG programme is mapped against the Gatsby 8 Benchmarks. As Northern Ireland is currently not required to work to the 2018 CEIAG legislation in England (the long absence of The Assembly has meant that legislation is still the 2015/6 statutory requirements for NI) the Gatsby benchmarks and the COMPASS TOOL are very recent additional requirements for Saint Kevin's College as they only had access to COMPASS in July 2019, this has meant that Rosemary has had to work hard to make sure staff, SMT & Governors have been updated and that all relevant paperwork now includes reference to Gatsby or will be updated over the next year

The Link Governor Brian Armitage as the careers link for the Governing will be working with Rosemary Cush to ensure all Governors are fully aware of the requirements of Gatsby and COMPASS and as SMT Rosemary meets with the Governing body and their minutes of meetings and agreements that support QICS/IIC

Saint Kevin's has achieved 100% in all 8 Gatsby Benchmarks in September 2019

There are clear key stage frameworks for 3,4 and 5 that demonstrate how all the students are offered opportunities to develop their knowledge of Careers planning, STEM, employers expectations, further and higher education, volunteering: emphasis is placed on personal development, growing the students confidence and self awareness

Saint Kevin's introduced a triple engineering award in 2018. This links very closely with the Local companies who when approached by the college told them they were desperately short of the future engineering employees and wanted to support the college. This is now developing into a very effective practical education award that attracts students who found A levels and traditional level 5 courses unattractive

Saint Kevin's currently uses Kudos in years 11/12/13 & 14 for students

In 2018, 3 students asked Gary Kelly the Principal if he would create a farm in the school, Gary was wary but gave the students encouragement to fact find. The students parents and staff got behind the project and they now have a farm. This

reflects the very rural aspect of County Fermanagh and that many students come from farming backgrounds and wish to achieve qualifications in this area.

They have introduced Employability across the curriculum and offer an OCN Employability award post 16 that adds UCAS points if needed for students who may not be strong in all 3 A levels

Saint Kevin's CEIAG policy has been integrated fully into all the subjects taught in the college and students and HOD's clearly presented evidence through discussion how key areas of the curriculum themes are incorporated throughout CEIAG

They have excellent support for students with additional needs The head of assessment and SENCO have currently 71 statements and agencies from the LA and close relationships with F ED and H Ed providers help the staff to ensure that post 18 transitions are effective for the students

There is a carefully planned programme of individual learning support for Students with Special Educational Needs, using Individual Education Plans (I.E.P).

Year 13 students undertake an additional assessment called ALIS; this further supports their needs as they progress through their A-Level Courses.

The student voice through the student Council is used to inform senior staff of student concerns and discuss range of issues.

St Kevin's College is a member of 'The PiXL Club' Partners in Excellence– a not-for-profit partnership of over 1,600 secondary schools, 500 sixth forms, 600 primary schools and 75 providers of alternative education.

Through the " PiXL Club" membership and collaboration with other members, Saint Kevin's teaching staff gain access to a range of valuable learning resources which are utilised for the benefit of our students.

Staff as a result, gain access to a forum in which they can share their own resources with other members and participate in discussions surrounding the future and changes within teaching and learning.

Year 12 pupils recently completed "Walking Talking Mocks "in order to prepare for their GCSE examinations. Departments have been incorporating a range of strategies into their planning in order to help support pupils as the examination dates approach.

(The PiXL Walking Talking Mock (WTM) addresses the two key issues of motivation and confidence. The WTM is a PiXL strategy to impact all students in any subject)

Saint Kevin's have access to the SIMS PARENT APP
All Parents should now be on the SIMS Parent App which gives access to your child's report, assessment results, & attendance

There is strong Alumni support and many past students ask to return to discuss their routes and careers with students across the college

Areas for Development

Rosemary Cush as SMT, head of Careers and Curriculum, works very closely with HOD, Heads of year 13 & 14 and Head of assessment to ensure that CEIAG works across the whole curriculum

For future IIC/QICS assessments and e-portfolio's it would be useful to have more detailed specific evidence that support the key criteria in advance such as employers strategy/activities /alumni support how was it delivered and to which year groups. Photographs capture snapshots of events but the detail of what happened when and who was involved is key to assessment

All Staff have CEIAG linked to their personal development and pay which does ensure that staff have enthusiastically embraced CEIAG at Curriculum and subject specific levels

For the next QICS assessment it is important to show the individual training needs of staff in relation to CEIAG/LMI and STEAM and how these were addressed via a TNA

Surveys are useful but a specific TNA and how key CEIAG training /updates are delivered will support QICS requirements about addressing all staff training needs

There is a survey of Staff in relation to CEIAG knowledge this is helpful but more detail of individuals across the staff SMT/Governors/HOD tutors and staff will be needed

Saint Kevin's will ensure their systems to monitor destinations for 3 years after the students departure date in year 14 (Gatsby Benchmark 3) are reviewed annually to support CEIAG by creating an accurate body of information about H ED / LMI and apprenticeships locally that will help current students recognise the diversity of opportunities available to them

I have suggested that the START Profile and UNIFROG are student friendly ICT systems (Unifrog for post 16 largely but it is being used with younger year groups) that will support staff ,parents and students, although I am not fully conversant with cost I believe other schools I have recently assessed find the cost reasonable

Start Profile may need tailoring for NI year groups and I believe it may be free

Saint Kevin's delivers STEM largely as a key workshop event. Saint Kevin's intend to call STEM,STEAM in future to ensure that all students are encouraged including students with creative arts & media interests .I would like to see how STEAM is highlighted throughout the year and how employers and Alumni contribute to this key aspect of school CEIAG policy

The parent body appears to be engaged as a resource in CEIAG and LMI through supporting the school

It would be interesting to have more formal evidence of how parents

- Offer employers expertise to students through talks and visits
- Potentially offering work experience in Year 12 and 13 (in their own time)
- Offering support to students with additional needs in terms of supportive LMI opportunities
- Acting as an LMI resource

Parent governors should be able to provide support and ideas to SMT in devising an appropriate questionnaire to use to contact parents to ask formally whether they can offer additional help and support to students

Assessor's comments and recommendation

In 2018 Saint Kevin's College was ranked highest performing Post Primary School in Northern Ireland, where 86% of Year 12 pupils achieved 5+ GCSE's grades A*-C including English and Maths. This was a fantastic achievement for them, as in September 2017 two very successful schools; (St Comhghall's College and St Eugene's College) joined together to form St. Kevin's College.

Saint Kevin's College in Lisnaskea has approximately 750 students and is gradually increasing its numbers owing to its academic reputation and the breadth of subjects offered post 16. They are delighted to be attracting students from the grammar schools in Enniskillen to their 6 form and students from other religious backgrounds locally are choosing to attend the Catholic college

They recently had an ETI inspection (NI OFSTED Equivalent) that gave them an excellent report

The rural nature of Fermanagh mean students who wish to attend university in NI will often travel out of the area to Ulster and Belfast and some will choose universities often in Liverpool/Manchester or Scotland

The student Voice is well respected and could be another opportunity for students in the future to be offered a role such as "Careers Champions " to support tutors and Rosemary to enhance student learning in all areas of CEIAG

The students I talked to were very supportive of careers, employability/LMI and work experience in the school and many gave examples of how these experiences had enhanced their careers planning decisions.

Every student commented without prompting that they believed that Rosemary Cush and other teaching staff go well beyond their teaching roles by being available after school to support them with careers and career planning issues including A level and university support

I recommend that Saint Kevin's College fully meets QICS Standard.

Signature of registered *Investor in Careers* assessor

Rosemary Sutton

Organisation

A Stable Careers Programme

Organisation includes:

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)

Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff - including giving full support to a named individual in the role of Careers Leader

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.

This will be formalised in a written and published policy for CEIAG. The policy should be clear about what it wants students to achieve from the CEIAG provision. The policy should comply with relevant national frameworks.

Note - You must be delivering everything set out in your policy. If something is likely to happen only in the future, it should be included in your development / improvement plan.

Learning Providers should :

- demonstrate how they are meeting DfE Statutory requirements
- involve students and others in developing the CEIAG policy and show how have they been involved
- ensure the CEIAG policy is supported by other plans and relevant policies e.g. learning support, citizenship/PSHEE, parent engagement, resources, equality and diversity opportunities, accommodation, equipment etc.
- ensure the policy is supported by a dedicated budget and clear staffing allocation responsibilities
- ensure link governor involvement in review and implementation of CEIAG Policy
- publish the CEIAG policy and promote awareness
- review the policy regularly and indicate, within the document, by whom and by when

No	Gatsby Benchmark and Quality in Careers Standard Requirements	Evidence Requirements
O1.1	<p>The governing body provides clear strategic advice to enable the senior leadership team to 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>Evidence Requirements</p> <p>Evidence provided should be more than just the essential requirements. Learning Providers should enhance their portfolio with additional selected evidence from the suggested list or with evidence they believe shows how they meet requirements and ensure they explain <u>how</u> the selected evidence demonstrates they meet the Standard.</p> <p>Some evidence may be more suitable to present at the assessment visit and this should be clarified in the online portfolio.</p> <p>Assessor Comments:</p> <p>Saint Kevin's has an effective Governing body with a linked Careers Governor, I spoke with Brian Armitage at length and was impressed with his commitment to the school and ensuring that sufficient funds are available for areas such as CEIAG and all the students.</p> <p>There was evidence when I got to the college of Minutes to Governors meetings between Rosemary Cush and the governing body and examples of where CEIAG is a topic for discussion.</p> <p>Evaluation of the last year by the careers coordinator via student and parents surveys focused on CEIAG has demonstrated that Saint Kevin's does reflect on the support it offers</p> <p>The "student voice" has the capacity to offer support and feedback into CEIAG and CEIAG policy and delivery if they are asked to as the students I met were enthusiastic and articulate</p> <p>The school has a statement of provider access as required</p> <p>Saint Kevin's has recently mapped their CEIAG/STEAM/LMI against the 8 Gatsby Benchmarks</p>

		<p>Recommendation</p> <p>It would be useful in view of how recently she and Saint Kevin's has had to evidence their CEIAG/LMI against Gatsby and COMPASS for her to attend a future Governors meeting where she presents the Benchmarks and the Compass Tool to them</p> <p>Appointing Student council members or other motivated students as "Careers champions" so they can offer a voice and provide greater feedback will support this area</p> <p>Owing again to the recent use of Gatsby and Compass it would be useful to have evidence for future assessment that all staff are fully aware that the college is working to this new framework in order to gain QICS</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>Assessor Comments:</p> <p>Saint Kevin's has a published CEIAG policy that is available to parents staff and students via website this incorporates entitlement statements for students that clearly demonstrate how students can access CEIAG</p> <p>Rosemary Cush is both the Head of Careers and Curriculum</p> <p>Currently the school surveys student, parent and staff understanding of CEIAG and the impact on future choices,</p> <p>As part of the service level agreement with NI Careers service the provision, delivery and success of guidance and careers events are reviewed annually</p> <p>Monica Leydon Head of Assessment & Kevin Boyle SENCO have 71 students with statements. They actively support their students with careers learning, to ensure that all students achieve their potential . All students have Individual Education Plans (I.E.P).</p>
O1.3	<p>The careers programme is made available to students, teachers, parents/carers and employers/opportunity providers using clear and accessible language, via the school/college website.</p>	<p>Assessor Comments:</p> <p>The CEIAG programme and KS frameworks are available to all staff, students, parents and their community, employers, training providers</p> <p>They have a published provider access policy as required</p>

<p>Benchmark 1</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>The students I have met agreed that they have opportunities to express their views and be heard in the school .It was obvious through the numerous examples that they gave me that they have many opportunities to explore local employment and specific jobs to help them make effective careers decisions</p> <p>Currently students in years 13 and 14 students undertake an additional assessment called ALIS; this further supports their needs as they progress through their A-Level Courses.</p> <p>Rosemary Cush has looked at UNIFROG after I mentioned it to her and is strongly considering offering it to students this year to support exploration of H Ed and career choices post 18</p>
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Delivery

<p>A programme of Careers Education is delivered, that addresses the career learning needs of each student</p>
<p>Learning Providers must demonstrate that they:</p> <ul style="list-style-type: none"> • <i>have a planned, organised and differentiated programme of CEIAG to meet individual student learning needs (Gatsby Benchmark 1)</i> • <i>enable learning from career and labour market information (Gatsby Benchmark 2)</i> • <i>address the needs of each student (Gatsby Benchmark 3)</i> • <i>link curriculum learning to careers (Gatsby Benchmark 4)</i> • <i>provide encounters with employers and employees (Gatsby Benchmark 5)</i> • <i>provide experiences of workplaces (Gatsby Benchmark 6)</i>

<ul style="list-style-type: none"> • provide encounters with Further and Higher Education providers (Gatsby Benchmark 7) • provide Personal Guidance (Gatsby Benchmark 8) 		
No	Gatsby Benchmark and Quality in Careers Standard Requirements	<p>Evidence Requirements</p> <p>Evidence provided should be more than just the essential requirements. Learning Providers should enhance their portfolio with additional selected evidence from the suggested list or with evidence they believe shows how they meet requirements and ensure they explain <u>how</u> the selected evidence demonstrates they meet the Standard</p> <p>Some evidence may be more suitable to present at the assessment visit and this should be clarified in the online portfolio</p>
D1.1	<p>The CEIAG programme is formalised in a written plan that shows how it will be delivered for each year group. The plan and lesson materials show links to the learning outcomes from a nationally recognised framework for careers, employability and enterprise. The programme must include a range of appropriate teaching and learning styles and must clearly set out how it is differentiated to meet specific needs and transition points.</p> <p>Recommended: CDI Framework for Careers, Employability & Enterprise Education, 7-19, (Mar. 2018) http://www.thecdi.net/write/BP556-CDI-Framework-web.pdf</p> <p>Colleges / work-based learning providers - Learning providers can be large and complex organisations and so the form of evidence will therefore differ from providers to provider. The programme must however relate to the student entitlement specified in the CEIAG policy and be suitable for full and part time students.</p>	<p>Assessor Comments:</p> <p>The CEIAG programme has been linked to the Gatsby framework and the KS frameworks show differentiation that enables all students access to effective CEIAG</p> <p>Each HOD has published a curriculum plan that demonstrates how CEIAG/LMI is integrated into the subject area</p> <p>There is a separate employability course integrated into CEIAG that all students follow led by subject staff and tutors</p> <p>OCN Employability is delivered to all students in year13 &14</p> <p>The school SENCO uses key transition points to ensure early intervention and Evidence presented include</p> <ul style="list-style-type: none"> • cross curriculum audits • specific subject careers frameworks • STEM activities • calendar of events

	<p>Benchmark 1</p>	<ul style="list-style-type: none"> • enrichment & extra-curricular activities • minutes of relevant meetings <p>Recommendation The subject specific CEIAG plans should be linked in the next year to Gatsby benchmarks and staff training undertaken to ensure all staff appreciate their roles in delivering elements of the Gatsby benchmarks</p>
<p>D2.1</p>	<p>Learning from career and labour market information (Benchmark 2)</p> <p>All students have access to reliable, relevant, and user-friendly career and labour market information (LMI) about career pathways covering the full range of opportunities in education, training and employment. Information includes internships, T levels, learning provider-leaver programmes and apprenticeships which meets student needs. Students receive support regarding the use of LMI.</p> <p>Parents and carers are informed about ways of accessing and using career and labour market information, for the benefit of their children's career development.</p>	<p>Assessor Comments:</p> <p>Saint Kevin's has presented evidence on its e portfolio that</p> <ul style="list-style-type: none"> • a full range of impartial, up to date LMI resources available and used by students on line and the library Kudos is used across the college • students' are supported in accessing, using and understanding LMI They have incorporated on line tools such as KUDOS and are now anticipating introducing UNIFROG • They have Alumni who support the school by attending LMI and student events and giving talks at a past student networking event • They highlight apprenticeship week in school through NI Skills event for year 11 • Price Waterhouse Cooper insight week for year 10's • 6 Form staff ensure all issues relating to transition are discussed fully and they offer specialist support to students 1-2-1 and in groups • Western Trust Insight days year 14 • Interview skills day with local employers for year 12

		<p>The Careers and work experience policy is published on the website</p> <p>Recommendation</p> <p>There is a clear and very detailed careers and work experience policy.</p> <p>As an assessor, I feel this area would be more easily accessed, by parents and members of the community, if key policy documents was broken down into a “careers and work experience policy “and an “LMI and Enterprise policy.” This would assist discussion with parents about how LMI etc. contributed to their children’s career pathways</p>
D3.1	<p>Addressing the needs of each pupil/student (Benchmark 3)</p> <p>Stereotypical thinking and low aspirations are challenged by students and those who support them. Students develop personal capabilities to counter these attitudes.</p>	<p>Assessor Comments:</p> <p>Saint Kevin’s College has demonstrated through assessment and evidence presented that all staff, SMT and governors actively ensure that all pupils feel safe and supported in the school.</p> <p>Lessons on challenging stereotypes are delivered through their PHSE and careers programmes</p> <p>The college is very aware of the cultural issues in NI related to “the Troubles” being very close to the border and they are passionate about challenging inequality and stereotypes and believes that all the students are fully aware of all the issues relating to religious difference and those relating to gender equality</p> <p>Individual students gave examples of how their career choices had been challenged by experiences and support offered by the college</p> <p>Additional support is now being planned by the Vice Principal to offer support for trauma and mindfulness and mental wellbeing support</p>

<p>D3.2</p>	<p>Advice given meets the needs of <u>all</u> students and especially those within targeted groups such as the 'gifted and talented'/'most able', the disadvantaged and those at risk from economic deprivation, students with special educational needs and disabilities (SEND), students with learning difficulties and disabilities (LDD), young carers and looked after children.</p> <p>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>Learning provider, its' partners and IAG provider work with students and their parent/carer to develop an individual learning plan which encourages and stimulates personal research and future career planning.</p>	<p>Assessor Comments:</p> <p>The SENCO provided evidence of how their students are supported as individuals and provision sourced as needed plus individual plans made to support I E P's are in place for some students and the LA is involved with these additional reviews as are needed</p> <p>Transitional adviser Louise Donnelly from the LA works closely with the students, they have specialist support for students with autism The CEDAR Foundation support students moving into H Ed with equipment and other resources</p> <p>The South West College at Enniskillen offer courses specifically to support students that need additional time and support before transitions beyond education</p> <p>They have support from the Visual support service</p> <p>Kevin and Monica gave an example of a student this year who has gone to take up a place at Aberdeen University</p> <p>The use of Saint Kevin's SIMS STUDENT/PARENT demonstrates that they work individually with students and parents to encourage Research and future planning</p>
<p>D3.3</p>	<p>Appropriate arrangements are maintained to monitor and record students' achievements and progress, including core career management skills.</p> <p>Records are accessible to students and include details of formal advice given to all students by teachers, tutors, and careers advisers.</p> <p>Information held builds on previous records of advice wherever possible and supports the implementation of student choices and decisions – including transition planning.</p>	<p>Assessor Comments:</p> <p>The School uses SIMs to track students progress and have the SIMS Student /parent App they are likely to introduce UNIFROG this year</p> <p>They Use "fine line grading" to help staff and parents see how well all students are achieving against targets and all staff have responsibility to monitor and communicate this to parents</p> <p>They also use ARIS with year 14' to support A level progression</p>

	<p>Colleges / work-based learning providers – in addition to above, records should be integrated with those given at the previous stage of the student’s education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</p>	<p>Systems such as Unifrog enable students to build a careers /personal profile that staff and parents can access</p> <p>Pat Dolan the careers adviser conducts individual 1-2-1 guidance interviews these are now going online</p>
D3.4	<p>CEIAG programme includes opportunities to analyse and discuss the destinations, performance and progression routes of former Learning Provider students using data produced by the Learning Provider and/or external IAG provider.</p> <p>Destinations data is collected and shared 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>Learning Provider uses destinations data to assess the impact of their careers programme and identifies new targets and objectives for improving the careers programme as a result of the evaluation.</p> <p>Colleges / work-based learning providers – should collect and maintain accurate destinations data for each student.</p>	<p>Assessor Comments: Saint Kevin’s collects destination data, this information is used to inform students and parents about opportunities in Higher Education and work</p> <p>Rosemary Cush is aware that the new guidance requires Schools to follow all their students for 3 years after they leave and will ensure they have the systems to do this effectively I believe systems such as the START Profile and UNIFROG can help this process to be administratively less heavy for schools and colleges</p> <p>Recommendation It can be effective to use Year 14 Destinations to support discussions in lower year groups in school and this can be coordinated with alumni visits to discuss their routes and be questioned by students about how they chose their route</p>
D4.1	<p>Linking curriculum learning to careers (Benchmark 4)</p> <p>Students are made aware of the employability skills and range of careers that can be achieved through the subjects and courses they are studying. This should include English, Maths and STEM subjects and make use of resources and examples from the world of work.</p>	<p>Assessors comments</p> <p>Saint Kevin’s teaches STEM via a specific STEM event they have the NI Skills Barometer that supports discussions about skills /LMI and success via apprenticeships and Training</p>

	<p>Careers education is embedded in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future, within stand-alone subjects and planned co-curricular and enrichment activities.</p>	<p>They have on the e portfolio</p> <ul style="list-style-type: none"> • Examples showing the range of ways career related learning is embedded in curriculum (schemes of work / lesson plans, subject based, co-curricular and enrichment activities) • There is a STEM noticeboard prominently in the school and they feel that they should incorporate Arts and creative subjects into this as these areas contribute hugely to economic success national and globally
D5.1	<p>Encounters with employers and employees (Benchmark 5)</p> <p>Every student has at least one meaningful encounter with an employer or employee 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>Colleges / work-based learning providers - securing at least two meaningful encounters with employers / employees during their study programme.</p> <p>Employers and employees contribute effectively to the careers programme.</p> <p>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><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> <p>Special Learning Providers - Employers and Opportunity Providers: wherever the term 'employer' is used, so that these</p>	<p>Assessor Comments:</p> <p>Saint Kevin's engages with a wide range of employers/external speakers and alumni who provide over the academic year meaningful interactions with students from KS3 to KS5</p> <p>Year 12 and 13 Students go out on work experience in the October of each year</p> <p>The NI skills week for year 11 and Interview skills day in year 12 with employers and training providers ensures that the younger students experience contacts with employers and others</p> <p>The College has specialist support from LA services and SWC and CEDAR Foundation to ensure that all students with additional needs are supported in Transition from school to beyond</p> <p>Recommendation</p> <p>As highlighted in assessors comments the parent body is an untapped resource and there may be some excellent opportunities for parents to support "work shadowing"</p>

	<p>criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:</p> <ul style="list-style-type: none"> • supported internships • social enterprises (and other providers often funded by Local Authority Social Services) • Children’s Resource Centres • and Respite care facilities 	<p>in Year 11 or providing employers premises for small group visits so that students can see for themselves about work</p> <p>Formal systems could be developed around this that enable the school to demonstrate that students have meaningful encounters</p>
D6.1	<p>Experiences of Workplaces (Benchmark 6)</p> <p>Every student takes part in at least one meaningful experience of a workplace by the end of KS4, additional to any part-time jobs they may have.</p> <p>Every student takes part in at least one further meaningful experience of a workplace by the end of KS5, additional to any part-time jobs they may have.</p> <p>Colleges / work-based learning providers – Every student takes part in at least one meaningful experience of a workplace by the end of their study programme.</p> <p>The experience(s) has clear learning objectives and 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. Students must demonstrate career-related learning from reflecting upon these experiences.</i></p>	<p>Assessor Comments:</p> <ul style="list-style-type: none"> • Students in Year 11 have opportunities to visit employers and they have opportunities to evaluate what they have learnt • Every year 12 and 13 Students go out on Work experience • Students in year 10 have the PWC insight week <p>This involves consulting parents and preparation Log Books are used and discussed</p> <p>Staff visit students and evaluation of the experience is undertaken</p> <p>Recommendation</p> <p>See comments above D5.1 re the parent body being an untapped resource that the school should utilise</p> <p>Specific placements could be found for students with additional via this</p> <p>Formal systems could be developed around this that enable the school to demonstrate that students have meaningful encounters</p>

<p>D7.1</p>	<p>Encounters with further and higher education Benchmark 7</p> <p>Every student has 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) during KS3 and KS4.</p> <p>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>Colleges / work-based learning providers - Facilitating a meaningful encounter for all students with a range of appropriate further learning providers by the end of their programme of study. This should include the opportunity to meet both staff and learners.</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>Special Learning Providers: Whereas encounters with Universities may not be appropriate for many SEND students, so that these criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:</p>	<p>Assessor Comments: Saint Kevin's organises networking events with past students in Year 13 when alumni and other speakers provide insight into post 18 opportunities</p> <p>SWC offers insight opportunities for students looking at alternatives to H Ed and provides additional support for students who need additional time to make key transitions as a result of additional needs</p> <p>All year 13 students planning Higher education are allowed up to 3 visits with universities</p> <p>The SENCO ensures that all their students who aspire to Higher education are offered appropriate support to visit prospective places and support to be successful once there, the CEDAR Foundation support students for 2 years via providing equipment and other resources</p> <p>Recommendation</p> <p>The students are a resource in years 11 & 12 & 13 /14 Their insights into option choice in year 10 and post 16 options could be utilised through discussion with the students in Year 10 and year 12.</p> <p>In my experience students prefer to hear information from their peers</p> <p>It also gives students in older year groups the experience of talking in a public/school setting useful for CV's and personal statements</p>
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	<ul style="list-style-type: none"> • supported internships • social enterprises (and other providers often funded by Local Authority Social Services) • Children’s Resource Centres • and Respite care facilities 	
D8.1	<p>Personal Guidance (Benchmark 8)</p> <p>All students should have equal access to independent, impartial, and timely careers advice and guidance, 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>Colleges / work-based learning providers - all students should have at least one appropriate interview by the end of their study programme. The college should ensure that all <i>guidance</i> interviews are by professionally qualified level 6 advisers and access to a level 6 adviser is available when needed.</p> <p>All internally-appointed careers staff - including internally-appointed professionally qualified careers advisers – are trained to appropriate levels and are able to act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally-competent to do so.</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>Assessor Comments:</p> <p>Saint Kevin’s has a level 6/7 careers adviser Pat Dolan from the NI Careers Service who offers Guidance 1-2-1 interviews</p> <p>He comes into College one day a week</p> <p>Pat is a member of CDI</p> <p>All students have the opportunity to request a 1-2-1 guidance interview with him Particularly those in year 12/ 13 and 14</p>

<p>Where the learning provider appoints a 'careers adviser' (careers guidance professional) to its staff,</p> <ul style="list-style-type: none"> (i) the adviser is qualified to a minimum of QCF L6, (ii) is on the UK Register of Career Development Professionals (iii) complies with the Career Development Institute's code of ethics (iv) and the Career Development Institute's CPD requirements (i.e. at least 25 hours of recorded CPD p.a.) 	
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Evaluation

Ensuring that all staff involved in the careers programme - preparing all students for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles.

The CEIAG programme is systematically monitored, reviewed and evaluated to ensure that CEIAG delivered is effective in meeting the needs of all students.

Ensuring that all staff involved in the delivery of CEIAG are adequately and appropriately trained. Tutors, in particular have an important role to play in supporting student's management of their learning, in reviewing achievements and progress, setting targets and planning. Other staff involved may be subject teachers, careers coordinators, mentors, heads of year/key stages, support staff and governors. Training needs should be identified within the staff development plan.

Evaluating careers education, information, advice and guidance in relation to the needs and aspirations of all students. Such an evaluation must include the views of students themselves as well as parents, Learning Provider staff, governors and stakeholders. It considers how the Learning Provider has taken the results from evaluating the systems and structures it has put in place to measure progress and used the findings to ensure continuous improvement.

No	<p align="center">Gatsby Benchmark and Quality in Careers Standard Requirements</p>	<p>Evidence Requirements</p> <p>Evidence provided should be more than just the essential requirements. Learning Providers should enhance their portfolio with additional selected evidence from the suggested list or with evidence they believe shows how they meet requirements and ensure they explain <u>how</u> the selected evidence demonstrates they meet the Standard.</p> <p>Some evidence may be more suitable to present at the assessment visit and this should be clarified in the online portfolio.</p>
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, Careers Leader, 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>Assessor Comments:</p> <p>All staff in Saint Kevin's have CEIAG linked to their own personal development targets and pay. This has ensured that all staff have undertaken appropriate training to be mentors /offer learning support /CEIAG linked to their subjects and employability</p>

	<p>Benchmark 1</p>	<p>In August 19 the inset day incorporated a 3 hour session led by Rosemary Cush on CEIAG</p> <p>It was very obvious from speaking to the students that all felt their teachers and tutors provided effective careers and LMI support</p> <p>Recommendation</p> <p>For the next QICS assessment it is important to show how the individual training needs of staff in relation to CEIAG/LMI and STEAM are met and how these were addressed via a TNA</p> <p>Surveys are useful but a specific TNA and how key CEIAG training /updates are delivered to all staff to meet their needs is a QICS requirement</p> <p>Gatsby assumes that all staff have CEIAG responsibilities whether subject teachers /tutors/HOD /member of SLT /Governors or the careers coordinator</p>
<p>E1.2</p>	<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>Assessor Comments:</p> <p>Saint Kevin's uses PiXL and is a member of 'The PiXL Club' Partners in Excellence– a not-for-profit partnership of over 1,600 secondary schools, 500 sixth forms, 600 primary schools and 75 providers of alternative education.</p> <p>Through the " PiXL Club" membership and collaboration with other members, Saint Kevin's teaching staff gain access to a range of valuable learning resources which are utilised for the benefit of our students. This also includes training, Monica was about to travel to London for a course after we met .Other staff attend training both in NI and other areas of UK</p>

		<p>Staff development and CEIAG/Employability are reviewed annually and are incorporated into the Colleges 3 year school plan</p>
<p>E1.3</p>	<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>Assessor Comments:</p> <p>Saint Kevin's uses feedback mechanisms to ensure that SLT and the head of careers can review its success at key transition points and not just at year 14 based on Higher Education/Graduate apprenticeships</p> <p>Examples of feedback and review methods used include</p> <ul style="list-style-type: none"> • Views of students, parents / carers and key stakeholders • Evidence demonstrating a planned and coordinated approach to feedback and review • Examples of activities and opportunities for feedback and contribution • Evidence that students have contributed to and been involved in the evaluation process • Examples of identified developments / improvements as a result of evidence based evaluation • evidence of an evaluation based on the feedback / review activities resulting in a formal evaluation report • Evidence that students have contributed to and been involved in the evaluation process • Stakeholder consultation and evaluation activities

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>Assessor Comments:</p> <p>As above Rosemary Cush, the 6 form team and head of assessment ensure that an annual evaluation is undertaken of CEIAG and that the mechanisms described in E1.3 ensure all staff students, parents and key stake holders contribute to the process that feeds in SDP and contribute to improved programmes in the future</p> <p>A Compass Re -assessment was carried out at the assessors suggestion on 9 September 2019 now demonstrate that Saint Kevin’s meets 100% of the 8 Gatsby Benchmarks</p> <p>The Compass Tool has only just become available to NI schools and colleges and may still need tweaking as the NI year groups differ form England year groups</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>Assessor Comments:</p> <p>The CEIAG development plan shows how through feedback they intend to develop CEIAG further and using Gatsby benchmarks they have identified where their plan is working well and will look at enhancing key areas such as tracking and their destinations for 3 years and using the information with the whole college community</p> <p>The Governing Body is aware of the Gatsby guidance to Schools relating to CEIAG and how important meeting and developing the benchmarks within the college are for all the staff, the students /the governing body and community</p> <p>Rosemary Cush will ensure that all Governors and staff are fully aware of Gatsby and its guidance to schools</p> <p>The Student voice and potential new Careers Champions if this is followed up elected by students or staff will contribute to the evaluation process in the future</p>

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