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# Reaccreditation Report New College Leicester

<b>Valid from</b>	5 <sup>th</sup> October 2022
<b>Valid until</b>	4 <sup>th</sup> October 2024
<b>Assessed by</b>	Liz Reece
<b>Verified by</b>	Ron James

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Congratulations on retaining the Quality in Careers Standard Gold which fully incorporates the Gatsby Benchmarks. This is an excellent achievement and recognises the quality and breadth of your careers provision. As you are “making good progress” towards meeting the Benchmarks and all of the accreditation criteria, as we comment upon below in the detail of your report, we will continue to review your progress with the Benchmarks, and the additional career-related learning outcomes for students which the national Standard requires, through our annual reviews with you.

## Assessment Information

<b>Assessor</b>	<b>Liz Reece</b>
<b>Learning Organisation</b>	<b>New College Leicester</b>
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<b>Career Mark Support Adviser (if used or Trust/Project Organisation linked to)</b>	<b>N/A</b>
<b>Date of review of Assessment Portfolio (Part 1)</b>	<b>20<sup>th</sup> October 2022</b>
<b>Date of On-Site Assessment (Part 2)</b>	<b>28<sup>th</sup> October 2022 – virtual on Zoom</b>

## Summary of Award Process

1. **SUBMIT COMPASS:** If possible, organisation submits their latest Compass report at the beginning of their membership to receive a certificate of commitment.
2. **PREPARE EVIDENCE PORTFOLIO:** review Careers Education, Information, Advice and Guidance provision against the four components of Career Mark which incorporate the national criteria for the Quality in Careers Standard and Gatsby Benchmarks. Write a description and prepare evidence against the detailed criteria in each of these components (evidence can be submitted in a range of formats)
  - **Management** - measures the effectiveness of systems for planning, managing and integrating CEIAG.
  - **Information** - measures the accessibility, relevance, importance and effectiveness of information; and the acquisition of skills to research and evaluate information to be able to make well informed and realistic career decisions.
  - **Advice and Guidance** - measures the effectiveness of an integrated programme of advice, guidance and support including provision by a qualified level 6 guidance practitioner.
  - **Career Learning** - measures how effectively the curriculum supports the development of learners' knowledge, skills, understanding and attitudes.

The fifth component, **Learning Outcomes**, is assessed on the assessment day via learners.

3. **ASSESSMENT UNDERTAKEN:** The assessment process is undertaken in two stages:
  - A. **Desktop assessment.** The assessor reviews the 'description grids' and supporting evidence against the national criteria. Once satisfied the assessor plans with the learning provider for the live assessment day.

- B. **Assessment day.** This is for discussions/interviews with learners on the organisations site. (Normally using virtual platforms though at an additional cost onsite assessment may be arranged). A first assessment takes a full day, but subsequent revalidation assessments are shorter. The live assessment day focusses mainly on the fifth component of the Career Mark approach, Learner Outcomes: evaluating learners' knowledge, competence and attitudes towards career management and development.
- C. **ASSESSMENT OUTCOME:** The desktop assessment and live discussions enable the assessor to obtain a clear picture of provision and its impact. An informed professional judgement is then made regarding meeting the national Quality in Careers Standard using the Career Mark approach. A report is written including the assessor judgement and recommendations. The report is then shared with the organisation and once agreed verified by a Complete-Careers Complete Careers internal verifier

**4.AWARD:** Once verified, learning providers receive their standard certificate, plaque, final verified report and use of both the Quality in Careers Standard and Career Mark logos. The report includes a choice of summary paragraph noting whether the provider meets all eight Gatsby benchmarks or is still making good progress towards them. Deferred providers will receive a comprehensive report outlining the areas for improvement before resubmission.

**5. REVIEW AND REVALIDATION:** A review of progress against the recommendations is offered by Complete Careers Career Mark staff after a year. This enables the organisation to review progress towards recommendation from their last assessment. After two years, the learning provider is required to seek revalidation of the award and to demonstrate continuous improvement.

**6. LONG TERM COMMITMENT:** Learning providers who successfully achieve second consecutive revalidation (third assessment) will be awarded with the Complete Careers Gold Award. The process for this is identical to a revalidation, but the Gold Award rewards long term commitment to a quality externally validated career programme. Continued long term commitment leads to the Platinum Award after a fifth successful revalidation (sixth successful assessment).

## Introducing the Report Tables

There are two tables in the report to summarise judgements from the assessment process:

### 1. Quality in Careers Standard Assessment Summary Grid – based on Compass self-assessment

This table focuses on the self-assessment data from the learning provider's most recent Compass assessment against the eight Gatsby Benchmarks. The assessor does not alter the information provided by the learning provider even if their judgement is not the same. The self assessment should be no more than three months old.

### 2. Quality in Careers Standard Assessor Summary Table – holistic summary of CEIAG provision

The assessment process requires an assessor to review all elements of a learning provider's CEIAG provision. This table allows the assessor to summarise the areas of strength and

areas for development, listed in the Career Mark criteria. This may not be the same as the Compass self-assessment.

Ticks against criteria are used to indicate if the learning provider has met the criteria fully or if further developments are required. Further developments will either be recorded as a 'requirement' or 'recommendation' later in the report or will form part of the improvement plan if the assessment outcome is a deferral.

## Abbreviations used in the report.

CEIAG	Careers education, information, advice and guidance
GCSE	General Certificate of Secondary Education
LLEP	Leicester and Leicestershire Enterprise Partnership
PD	Personal Development
PP	Pupil Premium

## Introduction to the Organisation

New College Leicester is a highly inclusive 11-18 college based in the west of Leicester city in New Parks. It is a culturally diverse school, at the heart of the community, with a mission to develop well-rounded, resilient young people. There are 963 students on roll, including Post 16 students. The ward has a population of 17,128 with an average population age of 36 years. The ethnic composition of the ward is predominately White British (91.5%) and there are 3,541 Local Authority homes in the area. 46% of children live in income deprived households compared to the national rate of 20%.

Despite an economic upturn in this part of the East Midlands, New Parks has not yet benefited economically or culturally and has lacked external investment over the years. Workless households account for 33% of the local populace with 41.09% of its residents being economically inactive.

The school is an average-sized secondary comprehensive. The majority of students are White British – 55%. Over a quarter of students speak English as an additional language, which is above the national average. There are currently 51 different languages spoken at the school. The proportion of students who are eligible for pupil premium funding is nearly double the national average and the proportion of student who have SEND is higher than the national average. Fewer than nationally are in receipt of education, health and care plans. The number of pupils who join or leave the school other than at the usual times is much higher than schools nationally.

Our students develop the confidence to embrace the responsibilities and opportunities that life has to offer and to become valued members of the local community and beyond. Fundamental to our success is the embedding of our four core values, the 4 Rs:

**RESPECT → RESPONSIBILITY → RESILIENCE → RESOURCEFULNESS = #ThisIsUs**

The New College Leicester **#ThisIsUs** framework has been created, using as a foundation, the Deloitte report – Talent for Survival, Essential skills for humans working in the machine age. Using the report as a basis, and in collaboration with staff, students and governors we identified the skills, attributes and values required for a successful life in the world of work. We recognise that these skills and values are essential for students to make a successful transition into the next, and subsequent phases of their lives. Students at New College are already proficient in building resilience, problem solving and leadership. These transferable skills are needed to compete in a fast moving, complex and competitive world, where the nature of work and employment is constantly evolving. Equipped with a portfolio of transferable skills spanning all roles and sectors, our students will be well placed to navigate the changing economic landscape and uncertain times ahead.

As educators, we acknowledge that our contribution to promoting the Career and Employability strategy of our college is considered as one element of a wider multi-faceted response. We continue to be fully committed to ensuring that learners benefit from good quality CEIAG provision to allow them to make well informed and realistic choices. As such this strategy is fundamentally linked to New College Leicester's other strategies of Sports and Physical Activity, Health and Wellbeing, Teaching and Learning as well as Arts and Culture. This allows the college, which prides itself on its innovative approach to partnership working, to pursue a whole systems approach which engages the expertise of local employers, industry and further learning institutions to determine the improvements we will make together.

The college is also working alongside the Leicester and Leicestershire Enterprise Partnership (LLEP) on a new project in partnership with the college and parents, students and businesses to increase parental confidence in helping their child/children to seek career opportunities using Labour Market Information.

The College acknowledges that every young person can only fulfil their life ambitions if they have the skills and knowledge to do so. The New College Careers and Employability strategy, developed with the Enterprise Adviser, recognises the college's employability priorities and sets out a vision for delivering the college's aim to provide every young person with the skills needed for future employability and the world of work. It will continue to evolve through its engagement with key stakeholders and local industry promoting a broader careers agenda.

There is a strategic approach to leading careers provision at New College Leicester and has strong backing from the principal, senior leadership team and governing body. CEIAG at the school is informed by the individual needs of the learners and is focused on raising their aspirations and skill levels. The programme is constantly developing to meet the needs of students. The Careers and Employability Strategy was developed to provide a strategic framework and direction for our future development, in an area which has been deemed as challenging and deprived. The Careers programme is co-ordinated and led by an appropriate trained and supported Careers Co-ordinator who has completed a L3 Award in careers information, advice and guidance.

New College is part of the LLEP Enterprise Adviser network, has an Enterprise Adviser and is part of the LLEP Careers Hub and part of the CEIAG Hub.

CEIAG is a vital part of the whole curriculum and is embedded into the PD programme (in tutor time) for Years 7 – 13 and is monitored by the Careers Co-ordinator and Assistant Principal. There are 3 tutor time PD sessions per week. The range of subjects covered is taken from the PSHEE association programme of study Key stages 1 – 5.

All students in all year groups have a 1 to 1 progress meeting with their Head of Year, Assistant Principal attached to the year group or Pastoral Support Assistant annually looking at what support they may need throughout their educational journey, setting academic targets to ensure that they obtain the correct qualifications for their future career pathway.

Students in Year 7 Start a Careers Passport. Pupils maintain this Careers Passport which records their future aspirations. This is re-visited annually during Careers week and informs discussions with their careers adviser.

The college has been supported by a level 6 careers and guidance adviser from Connexions-Stuart Morton. Steven Redhead, who is also a level 6 careers and guidance adviser from Connexions has very recently replaced Stuart Morton, following Stuart's retirement. Stuart attended the college once a week meeting with Year 11 students and Post 16 students and provides them with advice about their future educational and career pathways. This was done via 1 to 1 meeting with all Year 11 students. Stuart also delivered assemblies on students next destinations. This work will now be carried on by Steven Redhead. Careers advisers from the Leicester Connexions Team carry out mock interviews with all Year 11 students. This is to prepare them for future college and university interviews. The college now has a partnership with Pathways. Pathways is a partnership of higher education providers in Leicester city, Leicestershire and Rutland as part of the Office of the Uni Connect programme. Andrea Percival, who works for Pathways, is completing a L3 Award in Career Advice and Guidance and comes in to the college once a week. Andrea carries out 1 to 1 meeting with Year 9 students and discusses how their GCSE option choices can lead to future careers. Andrea also carries out workshops with Year 7, 8, 9 and 10 students during the academic year. For Year 7 students the focus for the workshop is on career options, Year 8 is on higher education and where this can lead, Year 9 is on GCSE options and Year 10 is on which careers GCSE subjects can lead to.

Personal Development lessons are managed by the PD group led by the Assistant Principal. The students in Year 10 and 11 undertake one Personal Development lesson each week. The lessons focus on careers, citizenship, finance, IT, employability skills, diversity, culture, ethics, law and sexual relationships. The Personal Development team includes the careers co-ordinator, head of health and well-being, assistant principal, heads of year, and a head of department and teachers from a range of faculties across the college. CEIAG and the Widening Participation programme are mapped on the College's improvement plan.

Careers education is now being embedded into the schemes of work of departments across the school. This work is being led by the Head of Health and Wellbeing, Sam Kopicki, working with a team of staff. Integrating careers into schemes of work will allow all students to see the ultimate purpose of their subject education. The mapping of the CDI framework across schemes of work throughout the school, allows us to ensure that all parts of the CDI framework are being met. This is then supplemented with the additional whole school events as we strive to meet all of the Gatsby Benchmarks.

Some departments in the school have now linked with Leicester University departments and are sharing best practice. Staff are planning collaborative learning for students at New College Leicester and students at the University of Leicester. There is an excellent example in the Maths department where University of Leicester students are developing resources for New College students and will be delivering interventions on-site in the new academic year. The programme has had to run virtually due to the pandemic, but has had the impact of over 50% of the University of Leicester students now pursuing teacher training (in maths, a shortage area).

Unfortunately, the pandemic has stalled the driving forward of all aspects of the school. The school was closed to staff and students from March 2020-August 2020 and again from January 2021-March 2021. The predominant focus of the school in both periods of return to school for staff and students, has been to focus on the mental and physical health of staff and students.

Staff have worked hard to ensure that lost learning has been caught up through revisiting concepts in the curriculum. There has been no focus on “catch-up” as we felt that this would exacerbate the mental health issues that we are facing. The school has quietly and systematically moved forward over the last 12 months and is now beginning to be able to return to a phase of driving provision forward. Visitors are returning to the school, trips and visits are now slowly being restarted – but staff and student absence continues to have an impact on the provision in place.

## Quality in Careers Standard Assessment Summary Table

### Learning Organisation Compass Self-Assessment

National criteria section headings for the Quality in Careers Standard	Insufficient progress towards fully meeting the Standard	Achieving the Standard, making good progress towards fully meeting the national criteria	Achieving the Standard, fully meeting the national criteria
1. A stable careers programme			✓
2. Learning from career and labour market information			✓
3. Addressing the needs of each student			✓
4. Linking curriculum learning to careers			✓
5. Encounters with employers and employees		✓	
6. Experiences of workplaces		✓	
7. Encounters with further and higher education			✓
8. Personal guidance			✓

Achieving the Standard, making good progress towards fully meeting the national criteria = Evidence of good progress in this section of the Standard's national criteria and robust plans in place to fully meet this section of the national criteria within two-three years. Has met or partially met the expectations of the relevant Gatsby Benchmark indicators.

## Assessment Schedule

Time	Meeting
9am to 9.15am	Meeting with Jane Brown-Principal of New College Leicester Strategic Vision of New College and where Careers fits in
9.15am-10.00am	Meeting with Eil Rudge-Tezcan - Assistant Principal and Line Manager and Miles Pereira -Careers Leader
10.00am-10.20am	Meeting with Year 7 students
10.20am-10.40am	Meeting with Year 8 students
10.40am-11.10am	Break
11.10am-11.30am	Meeting with Year 9 students
11.30am-11.50am	Meeting with Year 10 students
11.50am-12.10pm	Meeting with Year 11 students
12.10pm-12.35pm	Meeting with Sam Kopicki - Head of Health and Well-being
12.35pm - 1.25pm	Lunch
1.25pm-1.45pm	Meeting with Emma King - Head of Post-16
1.45pm-2.05pm	Meeting with Post-16 students
2.05pm - 2.20pm	Meeting with Jill Haynes – Teacher of Year 11 Careers
2.20pm-2.40pm	Feedback to Eil Rudge-Tezcan and Miles Pereira

## Quality in Careers Standard Assessor Summary Table

Gatsby QC	Career Mark & Quality in Careers Standard Assessment Criteria	Met	Dev. required
1.1 1.1i-iv	M1 – National requirements & good practice guidance M7 – CEIAG trained & competent staff	✓	
1.2 1.2i	M5 – Learner entitlement to CEIAG		✓ (R1)
1.3 1.1ii	M9 – Monitoring, review and evaluation for continuous development	✓	
2.1 2.1i,3.1i	C2 – Planned programme of careers education I2 – Accessibility of & competence to use resources	✓	(R2)
2.2 2.2i	M6 – Involving and supporting families and carers in CEIAG provision		✓ (R3)
3.1 3.2ii	C2 – Planned programme of careers education M4 – CEIAG provision based on learner needs G1 – Identification and referral systems	✓	
3.2 3.3ii	G3 – Coordinating and tracking	✓	
3.3 3.2i,3.3i	G4 – Career action planning and target setting	✓	
3.4 3.4iv	M2 – Measuring impact of CEIAG on progression	✓	
4.1 4.1i	C3 – Coordinating curriculum inputs – subject links to careers	✓	(R4)
5.1 1.2iv,3.2iii, iv 5.1i-iii,6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement M8 - Partnership arrangements	✓	
5.2 5.1i-iii,6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (encounters with employers)	✓	
6.1 5.1i-iii, 6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (experiences of workplace pre 16)	✓	
6.2 5.1i-iii, 6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (experiences of workplace pre 18)	✓	
7.1 1.2iv,3.2iii, iv 7.1i-ii, 7.2i-ii	C5 – Coordinating curriculum inputs encounters FE/HE M8 – Partnership arrangements	✓	
7.2 7.1i-ii,7.2i-ii	C5 – Coordinating curriculum inputs – encounters with FE/HE	✓	
8.1 8	G2 – Independent and impartial careers advice and guidance	✓	
CM + 1.1, 1.2	M3 – Structure and process for leading, managing and delivering CEIAG	✓	(R5)
CM + 2,3	C1 – Curriculum overview/model for CEIAG	✓	
CM + 1,3	I1 – Systems, content & processes	✓	
CM +	G5 - Facilities	✓	
CM + 4,5,6,7,8	O – Learner Outcomes	✓	

Recommendations later in this report are linked to the 'Dev. Required' column of this table using R1, R2 etc. they will not necessarily be statutory requirements

## Standard O – Learning Outcomes

**General remarks about learners' overall capacity to demonstrate skills, knowledge and attitudes to be effective career planners.**

Interviews took place via Teams in a remote assessment with cameras on all the time. Students from years 7 to 13 were spoken to in year groups of between 3 and 5 students. All the students interviewed were enthusiastic about their CEIAG programme and appreciated all that the school staff do for them to prepare them for their current and future career decisions.

Students' responses to the assessor's questions provided interesting, mature, articulate and relevant information to show that they are developing skills, knowledge and understanding to support career learning and appropriate aspirations. Their evidence demonstrated progression in learning, in accordance with the learning outcomes framework (Career Development Institute 2021) and achieving the intended outcomes of New College Leicester's programme. New College students of all ages clearly understand the need to grow throughout life, explore and create opportunities, manage and balance their careers within the bigger picture of life's demands. They engage in activities which illustrate the impartial nature of the programme, and are very appreciative of the provision.

Students are taught values within **#thisisus** approaches which cover four Rs of respect, resilience, responsibility and resourcefulness and explained how these will be relevant in their careers.

CDI Career Development Framework outcomes for 2021 version are in the corresponding colours of the chart below.



**Grow throughout life**  
**Balance life and work**

Students in KS3 demonstrated positive attitudes to their career and academic learning, to sources of guidance and support in careers work and to their own identities. As early as year 7, students recognise how different aspects of the curriculum – which some have only experienced for half a term – supports them in their career. For example, a year 7 student explained that:

*'Someone came in to talk about his career climbing Mount Everest which showed us that we can aspire and not give up. It was inspirational.'*

*'In PD tutors tell us who can help us. We have a purple book where we write down things we've done in tutor time.'*

Subject target setting was also seen positively, with a year 9 student explaining that it: *'Helps boost confidence levels and builds my abilities.'*

Year 8s said that:

*'We learned from a musician semi-professional and heard about the need to try hard. It's exciting learning from visitors and if we want to be like them, they give tips.'*

These students all know the 4 Rs in the #thisisus motto which they say in assembly, and explained what it means to them:

*'It reminds us to be ourselves and to work to our dreams.'*

*'We learn in PD to respect who we are irrespective of what we have. It's the same with #thisisus assemblies.'*

These young people recognise how they are growing through extra-curricular activities. Year 7 students explained:

*'We have clubs that we can join after school. I've joined dodgeball club to practise my throwing which helps my team skills. This is useful to support job applications.'*

*'I play piano and guitar so it develops good memory skills which will help my GCSEs.'*

Students in year 11 explained how they have been provided with opportunities to grow in confidence and ambition:

*'The school's variety of work experiences is excellent. I was a student librarian which gave me responsibilities and interaction with others.'*

Another extra-curricular activity has been fully utilised by a year 11 student interested in politics:

*'I want to be an MP and I've been able to try this in Student Parliament and Young People's Council and we work with the city's mayor each month. I represent the whole school.'*

The assessor also learned that this student gathers feedback on the careers programme and any changes sought by students, using a ballot box for feedback and suggestions.

Sixth form students are encouraged to develop skills that will assist in future enterprises:

*'In business coursework we're creating our own business. I'm carrying out a service aimed at school children which links with an exam. I think this will help with my future plans and ability to work independently.'*

This student is also going to be assisting year 11 students in running the Enterprise Challenge, applying his course and personal skills as a role model to the younger students.

As they balance life and work and recognise the importance of money management, KS4 students spoke of their learning:

*'In the labour market section we've learned about wages and salaries. We also considered the future jobs and we've seen a graph of what is going up and down round here.'*

*'We learned in PD and career planning that you have to earn a certain amount to pay back student loan. We also learned about bursaries if your parents don't earn much.'*

The sixth form students told the assessor that they have learned about health and looking after themselves so they eat properly. The assessor heard several examples where

students recognised the importance of work/life balance, in particular referencing the need to keep up with hobbies and interests so that they can relax after paid work.

### Explore possibilities

#### Create opportunities

KS3 students had a range of examples to illustrate what takes place to help them explore possibilities:

*'We have careers boards around the school to say what you can do in subjects and what you need to do, or how staff can help you and what grades you need in the future. It helps guide the way.'*

Even in year 7 they referred to the careers information in the library, telling the assessor that they enjoy using both physical and online resources. A year 7 student said:

*'They showed us some leaflets about what could help you. It tells you what you need to do a career. There's a course guide that tells you about colleges. It helps because it tells you what you need to achieve and the lessons you need to be good at. I wrote down things to talk about.'*

Slightly older students added more examples and detail. Year 8 students described:

*'I'm looking at jobs in design which we look at in lessons and find it interesting.'*

*'I started with an interest, and found I could stay on or get an apprenticeship. We sometimes talk about them with our tutors. We've also seen information on where past students went.'*

Year 9s used science and sport lessons as their link to different career ideas and also told the assessor:

*'In UExplore we can search jobs and see the qualifications and pay. We also see skills which we talk about in PD.'*

The assessor was really impressed at the work being done with younger students to introduce higher education options and an awareness of global opportunities:

*'In Careers Week we were shown the universities we could go to. This is very good as some people don't know what universities there are.'*

Students in year 9 student gave more examples:

*'In PD we talk about jobs around the world and we consider those that need university. It helps me think about my options.'*

*'It's really important to me to explore what's out there. #thisisus means we're in a school which makes me feel that people care about our education.'*

Students at New College have an understanding of the need to create opportunities. For example, one KS3 student explained:

*'In Careers Week we discussed what we need to do and if there is anything we need to get it. At the time I wanted to be a teacher but now I'm older, I'm interested in more things and want to get something I'm interested in.'*

KS4 students have had their understanding of options extended through a trip to Loughborough University, and they know how to use resources to support their choices and applications. This was explained by a year 11 student:

*'When we do our personal statement, staff give us websites to see our options and open evenings. We can look into colleges and applications through Pathways@16 and get help from teachers.'*

The assessor had no doubt that all options are presented to students. This articulate year 11 student went into detail:

*'We were introduced to T levels, apprenticeships and colleges as well as unis. We compared the amount of practical work experience in both BTEC and T level. We have also had nurse visitors coming into H and SC and this helped us hear about progression to master's. This inspired a lot of us so some of us are now considering adult nursing. We*

*have explored linked areas – adult nursing, counselling – their pay, skills, routes in and how many hours worked. It helps us to look at more variety.'*

The impact of the CEIAG programme in raising aspiration was put simply by this KS4 student:

*'You need to get the right grades to follow your dream. I'm not fully sure what to do yet and I know grades help.'*

A year 11 student praised the organisation and delivery of the CEIAG programme, providing opportunities for research according to students' interests:

*'We have an amazing careers staff team who help us. I can't think of anything I'd change. Also I think our principal is excellent in this: if we want another organisation to come in, she is always available to ask. I stated I was interested in radiography so they were invited into the careers fair and different unis were invited in.'*

The post 16 students at New College have already made a vocational choice by opting for one of three courses: business, hairdressing or health and social care. The three students who spoke to the assessor were very positive about their decisions to stay on, and their career learning.

They have explored post-18 options, including visits to universities to see what that would be like. Looking back on the careers programme before year 12, this student explained:

*'We considered options before year 12 and I explored, read about the options and pathways. I chose this as I really like it. My heart has always been set on hairdressing but it was good to explore different ideas of what we can do.'*

*'I've loved learning about different jobs you can do and the money you can make.'*

She reflected on the process she had undergone to research and reflect on the options, and how she had decided that this was the best pathway for her career choice:

*'I'm used to the environment and staff. I looked at other colleges.'*

It was good to hear how this young man has improved his skills through the provision:

*'In Business we've explored opportunities and my life experience has built my confidence. In work experience in a charity shop I learned about cooperating with others.'*

## Manage career

### See the big picture

Students at New College demonstrated a good understanding of the labour market and how they are preparing for the changing world of work. A year 7 student explained that:

*'Technology is constantly developing so there are more job openings.'*

This year 10 student evidenced knowledge developed through the programme which will help him to manage his career:

*'In careers time we talked about the labour market and how many jobs and the most common jobs there are in Leicester which was very useful and can help me in my decisions to see the path I can go down.'*

Students are aware that 'career' relates to their journey through life, learning and work, starting in year 7 where a student identified:

*'We have subject goals which we discuss with teachers. It's very helpful because before you come to this school you don't know things but it helps with a longer-term view.'*

*'Ideas change the higher you go through. We wrote down skills for the jobs we like in our Passports.'*

The assessor heard students' thoughts about an activity she had read about in the portfolio: *'Careers Week introduces what teachers did before and how their degree got them to where they are. It showed us the different options and mixed pathways ahead.'*

Students felt that they have been well prepared for their choices and career management. They talked about tasters, assemblies, open days, visits to colleges and universities, and

use of the careers library. They explained how useful it has been to see the careers adviser, and knew how to access guidance interviews:

*'The 1-1 meeting with the careers adviser helped me to pick options to have a better chance of having what I need It opened my eyes to what I can do.'*

Sixth form hairdressing students are learning about the transition into employment and factors that contribute to success:

*'In hairdressing I've learned customer service skills and we have to keep it all tidy.'*

*'Making customers happy, and learning about customer service is great – we learned about how to present ourselves and have good conversations.'*

*'We've done a lot about CVs and statements which will help us.'*

Both business and hairdressing students feel that they have been provided with balanced viewpoints on their occupational fields, helping them to make informed decisions:

*'We hear about different angles on the careers – negative and positive - with tips on how to improve.'*

These students are able to see aspects of the bigger picture, and contribute to developments at the school, learning how to enable change:

*'We are able to offer our own viewpoints for changes. For example, on Fridays with clients coming in, we now have the option to choose our own clients. Sometimes we get unknown clients.'*

Students examine many aspects of diversity, discrimination and stereotyping. The school motto provides a culture of acceptance and inclusion:

*'#thisisus is all about being diverse, being accepted. We talk to people from different cultures with 56 languages and we use this hashtag to celebrate difference. This helps us in life and community.'*

*'In PD lessons we discussed cases in multi-culturalism including the Stephen Lawrence. It's important to understand.'*

Sixth form students reflected that #thisisus has been a powerful focus and as they move up the school they are given more responsibility and have gained experience in other 'Rs' – resilience, resourcefulness and respect. The power of the school motto was explained as a means for personal growth:

*'#thisisus has been prevalent in our entire time. It has built our community and helped us to make friends. Even for those just coming in to year 11, it has helped us to make new friends. The inclusiveness is vital and we'll take it with us.'*

## Summary and Judgement

Careers provision at New College Leicester is excellent. This assessment demonstrated that CEIAG continues to be regarded as central to raising student aspiration through activities which develop ambition, self-confidence, communication and employability skills. The principal made it very clear that CEIAG underpins the whole school ethos. This focus on intent, implementation and impact was clear from the strategic approach and inclusion in the school development plan. The school's Careers and Employability Strategy was developed to provide a strategic framework and direction that recognises the challenges of the location and associated deprivation indicators. The assessor was told by the principal that 'When I started, we had a big sixth form – now we have 7 students. I'm proud that students can travel into city centre and 87% go into FE or sixth form college – this is because they now have the confidence and self-belief that they never had before.' This is just one measure of the impact of the success of the programme, previously having achieved Career Mark Gold. Another is the low number of those students not in employment, education or training. Impartiality is underpinned by strong Provider Access and Careers policies, borne out by the range of visits from post 16 and 18 providers and the students' discussions of these options.

Since the last Career Mark assessment, there have been staff changes with a new Careers Leader and his line manager, who is Assistant Principal. The professionalism, skill, dedication and enthusiasm of these key people is evidenced by the portfolio and discussions, and endorsed by students themselves who really appreciate all that is organised for them. There is a whole-school approach to CEIAG, led by the conviction of and commitment to CEIAG from the principal and delivery of all staff.

CEIAG is seen as a vital part of the school curriculum for its aspirational activities, role models, and pathways. The programme is delivered through Personal Development time and within subjects. Since the last assessment, the Head of Health and Wellbeing has undertaken an impressive and detailed cross-curricular audit using the CDI's 2021 Career Learning Framework. This has enabled teaching staff to see and highlight where they are delivering outcomes, including when they might not previously have recognised this. Good practice has been shared between departments, and all have been encouraged to integrate career learning in their subjects in the ways that they choose. Gaps are being remedied and new practices implemented, such as: using visitors to explain their careers, e.g., with Leicester University input in maths classes; focusing on the diverse occupations where the subject is useful e.g., in art; and developing awareness of transferable skills from the subject e.g., in sport and science. Careers Champions are further developing ways to embed career related learning within the curriculum and it was evident from speaking to staff that they see CEIAG as crucial in the educational provision for these students. The assessor saw a range of delivery materials in the portfolio and these are of a high standard, differentiated and – for the younger students – linked to a careers portfolio. This document is used to review career plans and evaluate personal development. However, the assessor felt that there is scope for streamlining skills and values in the documentation.

New College works closely with a range of partners to ensure that the programme has education, training and employer inputs and activities which are included as special events, visits and class activities. The Leicester and Leicestershire Enterprise Partnership and Enterprise Adviser have been extremely supportive in developing employer links and activities. Sixth form students undertake work experience within their vocational programmes

but it has been found that placements are too challenging for most of the younger students. Therefore, the focus is on supported employer activities e.g., through National Careers Week, mock interviews and the Careers Fair, and the Enterprise Adviser-led 'what's my line?' to continue building students' confidence. The assessor also noted the range of extra-curricular activities on offer at the school, which students ably linked to building skills for their careers.

Guidance activities are enabled through skilled and qualified partners both from Connexions and Pathways. The evidence from the portfolio and discussions clarified that these personnel add huge value to the programme. These specialists ensure that individual discussions are informed and relevant, building on the in-school guidance provided by all staff. The careers leader also has a level 3 qualification in advice and guidance. Students are taught how to use the well-stocked, up-to-date careers library housed in the Learning Resource Centre and they learn to use computer programs such as Start and information on the PS@16 site. Aspire activities and links with universities, starting early in their schooling, ensure that students develop an 'I can' mindset, which is further enabled with information on bursaries to support continuing education. The school is constantly working on its links with parents to build understanding of options for their children and to further enhance communication between home and school. Alumni frequently come back to talk to students, proud of their achievements and in a strong position to have a positive influence on current students' aspirations.

Discussions with students illustrated the impact of the programme on their aspirations and career plans, exemplifying how the CDI's learning outcomes are met. They also said how much they appreciate the organisation of this provision.

**NEW COLLEGE LEICESTER retains the Quality in Careers Standard Gold Award, fully incorporating the Gatsby Benchmarks provided by the Licensed Awarding Body, Complete-Careers Career Mark, using the Career Mark approach.**

**This is an excellent achievement and recognises the quality and breadth of your careers provision. You are "making good progress" towards meeting the Benchmarks and the accreditation criteria, as detailed in this report. We will review your progress towards the Benchmarks, and the career-related learning outcomes for learners which the national Quality in Careers Standard requires, through annual reviews.**

## Recommendations

To maintain the good practice already in place and to support continuous improvement the assessor recommends the following:

1. Integrate the information on careers provision for years 12 and 13 with the information provided regarding years 7 -11. This should include the entitlement statement, policy, programme and other careers documents and the website to improve the visibility of information provided post 16. This should be done in the next year.
2. Evaluate with staff and students the materials used for recording career ideas, skills and values. These materials e.g., the careers portfolio, might benefit from a simpler approach. If a common skills language is agreed that is short and more memorable, it would be easier to refer back to and use in careers, PD, subjects and options information. Existing commercial skills resources could support this e.g., Skillsbuilder, or the free online tool, Career Pilot. This review should be done in the next two years.
3. Further to the important work being done with parents, review activities and resources provided e.g., on the CEC resources website, to support careers-related communication and implement as appropriate. This will provide more ideas for parent-development projects. This should be done within the next 18 months.
4. Continue to embed and refine the recent cross curricular mapping and learning between departments to further enhance the impact of the programme. This should be continuous, monitored and reviewed each year.
5. Evaluate whether a student careers ambassador role would complement the extra-curricular programme and support the careers team. If so, develop activities to support the role and implement it. This should be done within the next 18 months.