

Mapping of Gatsby Benchmark Criteria against Discovery College IAG (NEET Students)

THE GATSBY BENCHMARK CRITERIA	DC MAPPING EVIDENCE
<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p> <ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. <p>1. A STABLE CAREERS PROGRAMME</p>	<ol style="list-style-type: none"> 1. There is a member of the senior leadership team (SLT) with responsibility for being the CEIAG Lead (Deputy Head). 2. CEIAG Lead cascades all CEIAG / Gatsby information and opportunities to DC Team via Bi-weekly Full-Team meetings (See Meeting Minutes) 3. There is an up to date written CEIAG Policy/Plan in place that reflects the Discovery's aims, commitment to good IAG which is shared with all relevant staff 4. All DC Staff complete relevant Lv 2 IAG course (City & Guilds) CPD to fulfil their CEIAG responsibilities and there is a staff training needs matrix inspected annually. 5. CEIAG Lead is currently working towards Lv 3/4 IAG qualification (City & Guilds) 6. All Discovery learners undertake a work placement engagement as part of their core qualification (50 - 350 GLH), which should be vocationally linked to the core subject 7. CEIAG Lead has access to Lv 6 IAG qualified specialist at Careers South West (CSW), who can offer expertise, workshops, training and consultation. 8. Learners' progression is tracked, with their destinations informing CEIAG provision – See DC Cohort List for progression info. 9. Adequate financial resources are discussed at SLT/Board level and are allocated to ensure comprehensive CEIAG provision for learners 10. There is a structured approach to evaluating annual CEIAG provision, using feedback from students, parents, student ambassadors and employers, which informs future planning. 11. CEIAG has a dedicated room for DC learners to explore their options, undertake research, build CV's, conduct mock interviews and have access to the CEIAG Lead 12. All learners have access, to suit their needs, to careers education, information and advice in 12/13/14 and to impartial and independent careers guidance.

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	<p>13. CEIAG provision takes account of diversity and equality of opportunity, raises aspirations and promotes social mobility.</p> <p>14. Careers education is impartial, accurate and current and includes all option choices and qualifications, utilising the Lv 2-6 IAG trained staff</p> <p>15. The CEIAG programme includes:</p> <ul style="list-style-type: none"> • Mandatory 1:1 Meeting – outcomes recorded • Career review 3 x per year in PPRM report • CV builder • Mock Interview / Interview techniques • Career Exploration utilising Employable App &.... • Employability Skills <p>16. The careers education programme is differentiated to meet the needs of learners with additional needs (e.g. OP IAG info)</p> <p>17. DC works with an appropriate range of external partners to contribute to the delivery and development of work-placement provision. To thoroughly embed our employability provision, Discovery ensure that work-placements are an integral part of a full-time students Core Qualification (minimum of 50+ hours per year). These provide real-world opportunities, breaking down potential anxieties to learners being in the workplace. Current partners who support our student employability opportunities include;</p> <table border="1" data-bbox="1151 1115 2056 1386"> <tbody> <tr> <td>• Apple</td> <td>• Lopwell Barn</td> </tr> <tr> <td>• MVV</td> <td>• Bachelors Hall</td> </tr> <tr> <td>• Help for Heroes</td> <td>• Dewerstone Lodge</td> </tr> <tr> <td>• PARFC</td> <td>• Duchy College</td> </tr> <tr> <td>• PAFC</td> <td>• Marjons</td> </tr> <tr> <td>• New Continental</td> <td>• Plymouth University</td> </tr> <tr> <td>• Debenhams</td> <td>• Exeter University</td> </tr> </tbody> </table>	• Apple	• Lopwell Barn	• MVV	• Bachelors Hall	• Help for Heroes	• Dewerstone Lodge	• PARFC	• Duchy College	• PAFC	• Marjons	• New Continental	• Plymouth University	• Debenhams	• Exeter University
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		<ul style="list-style-type: none"> • Leigham Primary • Dreams CIC • The Range • Manor Court Care Home • Woodlands School • Worth Avenue Yachts • CO-OP • Nightstone • Greenshoots Pre-school • Ernesettle Primary • Escape Rooms • Flambards • Bumble Bees Nursery • Havencare • Brickfields • Stonehouse barracks • Averton Gifford School 	<ul style="list-style-type: none"> • The Zone • Hermes • Forest Schools • Livewell South West • Echo Media • Norpro • Universal Fire & Security • Dominoes • Little Owls Nursery • St Peter's Primary • Total Wipeout • Alzheimer's Association • Brickfields • Adrenalin • NRS Electrical • Woodlands School • Havencare
		<p>18. IAG professionals can access appropriate resources to support their activities</p> <p>19. Information resources in the CEIAG room are managed, reviewed and evaluated (including feedback from users) and is updated as required</p> <p>20. DC Learners are aware of financial implications of University financial implications and receive workshops on student finance for University in cooperation with Marjons IAG Lead.</p> <p>21. Parents/carers receive information in a suitable format, including information about pathways and progression routes for their son/daughter, inclusive of opportunities to discuss (face-to-face) at Parents Evening x 2 per year.</p>	

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<p>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities.</p> <p>They will need the support of an informed adviser to make best use of available information.</p> <ul style="list-style-type: none"> • Pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<p>22. Formal arrangements are in place to provide impartial, independent careers advice and guidance from an accredited external provider (including 1:1 guidance) from who????? which meet learners' needs and is delivered by professionally qualified careers advisers, as determined by the CDI.</p> <p>23. The Discovery CEIAG is currently working towards Lv 3/4. In addition we have access to a Level 6 advisor from????????? commissioned from a MATRIX accredited organisation, or registered with the Careers Development Institute (CDI) and adhering to the CDI requirements (CDI Code of ethics and complies with annual CPD requirements).</p> <p>24. Arrangements / Policies are reviewed annually (July/August)</p> <p>25. There is an up to date written CEIAG Policy/Plan in place that reflects the organisation's aims, commitment to good CEIAG, which is shared with all relevant staff</p> <p>26. Adequate financial resources are allocated to ensure comprehensive CEIAG provision for learners. For example, embedding of 'Employable App'.....</p> <p>27. All learners have access, to suit their needs, to careers education, information and advice in years 12/13/14.</p> <p>28. The CEIAG Lead provides programmes to include:</p> <ol style="list-style-type: none"> a. Raising Awareness b. Self-Awareness c. Career Exploration d. Employability Skills <p>29. Coherent links exist between CEIAG and the work-related learning industry, inclusive of links with PCC (who highlight Local employment Priorities), Plymouth Future Workforce (presentations on careers of the future) and CSW.</p> <p>30. The careers education programme is differentiated to meet the needs of learners with additional needs.</p>

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		<p>31. The learning provider works with all internal tutors (via staff briefings/meetings & emails) to contribute to the delivery and development of CEIAG provision</p> <p>32. All learners are informed of and have access to current, careers information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate, for example the 'Guidance Room' and the 'Coffee Bar'</p> <p>33. Information resources are managed, reviewed and evaluated (including feedback from users via 'Pupil View') and is updated as required.</p> <p>34. Learners understand the relevance of CEIAG and it's discussed during their PPRM termly reviews with their tutor. Learners can use this to help manage their own personal and career development</p> <p>35. Parents/carers have access to and receive information in a suitable format, including information about pathways and progression routes for their son/daughter</p>
<p>3. ADDRESSING THE NEEDS OF EACH STUDENT</p>	<p>Pupils have different career guidance needs at different stages.</p> <p>Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p> <ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice 	<p>36. Formal organisation and arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet individual learners' needs and is delivered by our professionally qualified CEIAG Lead, or CSW partnership key worker (Lv 5/6 IAG trained).</p> <p>37. All Discovery learners undertake a work placement engagement as part of their core qualification (50 - 350 GLH), which should be vocationally linked to the core subject</p> <p>38. THE CEIAG adviser is Level 3/4 qualified, plus our CSW IAG worker is Lv 5/6 qualified. CSW is commissioned as a MATRIX accredited organisation, registered with the CDI and adhering to the CDI requirements (CDI Code of ethics and complies with annual CPD requirements)</p> <p>39. CEIAG arrangements are reviewed annually</p> <p>40. There is a member of the Discovery College senior leadership team (SLT) with responsibility for CEIAG</p>

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<p>given to each pupil, and subsequent agreed decisions. Needs to be more explicit in award</p> <ul style="list-style-type: none"> All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. 	<p>41. There is an up to date written Discovery College CEIAG Policy/Plan in place that reflects the organisation’s aims, commitment to good CEIAG, which is shared with all relevant staff</p> <p>42. Staff access relevant CPD to fulfil their CEIAG responsibilities and there is a training needs analysis conducted at least annually (i.e. Lv 2 IAG qualification with City & Guilds.</p> <p>43. CEIAG is reported to the Board of Trustees in the Head’s Report 4 times per year, including learners’ destinations. Minutes demonstrate discussions and challenge where appropriate.</p> <p>44. Learners’ progression plans are tracked via the student Cohort List and their destinations inform all staff of progression.</p> <p>45. Adequate financial resources are discussed at SLT level and allocated to ensure comprehensive CEIAG provision for learners</p> <p>46. All learners have access, to suit their needs, to careers education, information and advice</p> <p>47. CEIAG provision takes account of diversity and equality of opportunity, raises aspirations and promotes social mobility</p> <p>48. Careers education is impartial, accurate and current and includes all available options, choices and qualifications.</p> <p>49. Discovery College has a ‘Cause For Concern’ system (CFC) in place if a young person disengages or is at risk of disengaging from learning, to enable partners/agencies to work collaboratively to re-engage learners to prevent long term disengagement</p> <p>50. Learners are involved in individual reviews with teachers and tutors at 3 times per year which assist with their transition plans and continuing development needs,</p>

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		where learners have clear, reasoned goals and can recognise barriers to achieving them
4. LINKING CURRICULUM LEARNING TO CAREERS	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p> <ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<p>51. There is an up to date written CEIAG Policy/Plan in place that reflects the organisation's aims, commitment to good CEIAG and the IAG Code of Practice and which is shared with all relevant staff</p> <p>52. Adequate financial resources are discussed at SLT level and allocated to ensure comprehensive CEIAG provision for learners</p> <p>53. There is a structured approach to evaluating CEIAG provision, using anonymous feedback from learners, parents and student ambassadors (utilising Google Forms), which informs future planning.</p> <p>54. All learners have access, to suit their needs, to careers education, information and advice</p> <p>55. The CEIAG Lead provides programmes to include:</p> <ol style="list-style-type: none"> Raising Awareness Self-Awareness Career Exploration Employability Skills <p>56. Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff.</p> <p>57. Discovery College works with all Maths tutors and external partners (See Point 16 – Section 1) to contribute to the delivery and development of STEM provision where appropriate.</p> <p>58. All Discovery learners are informed of and have access to current, careers information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate (see Guidance Room / Coffee Bar)</p>

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		59. All learners gain skills and knowledge to be able to access impartial up to date careers and labour market information resources at appropriate times via our Careers and guidance workshops, which highlight STEM opportunities, e.g. 'Building Plymouth'.
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p> <ul style="list-style-type: none"> • Every year, pupils should participate in at least one meaningful encounter with an employer. Not in our award or guidance 	<p>60. There is an up to date written CEIAG Policy/Plan in place that reflects the Discovery's aims, commitment to good CEIAG which is shared with all relevant staff</p> <p>61. All Discovery learners undertake a work placement engagement as part of their core qualification (50 - 350 GLH), which should be vocationally linked to the core subject.</p> <p>62. Adequate financial resources are discussed, agreed and allocated during SLT meetings to ensure comprehensive CEIAG provision for learners.</p> <p>63. There is a structured approach to evaluating CEIAG provision, using anonymous feedback from learners, parents and student ambassadors (utilising Google Forms), which informs future planning.</p> <p>64. CEIAG Lead provides programmes to include:</p> <ol style="list-style-type: none"> Raising Awareness Self-Awareness Career Exploration Employability Skills <p>65. Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff</p> <p>66. Discovery careers education programme is differentiated to meet the needs of learners with additional needs.</p> <p>67. Discovery College works with an appropriate range of internal staff and external partners (See Point 16 – Section 1) to contribute to the delivery and development of CEIAG provision</p>

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		<p>68. The contribution of Discovery’s partners is evaluated annually and used to develop future provision. There is a structured approach to evaluating annual CEIAG provision, using feedback from students, parents, student ambassadors (via Google Forms) and employers, which informs future planning.</p> <p>69. All learners gain skills and knowledge to be able to access impartial up to date careers and labour market information resources at appropriate times via our Careers and guidance workshops</p>
<p>6. EXPERIENCES OF WORKPLACES</p>	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> <ul style="list-style-type: none"> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<p>70. There is an up to date written CEIAG Policy/Plan in place that reflects the organisation’s aims, commitment to good CEIAG and the IAG Code of Practice and which is shared with all relevant staff</p> <p>71. Adequate financial resources are discussed, agreed and allocated during SLT meetings to ensure comprehensive CEIAG provision for learners.</p> <p>72. There is a structured approach to evaluating annual CEIAG provision, using feedback from students, parents, student ambassadors and employers, which informs future planning.</p> <p>73. All Discovery learners are informed of and have access to current, careers information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate (see Guidance Room / Coffee Bar)</p> <p>74. All Discovery learners undertake a work placement engagement as part of their core qualification (50 - 350 GLH), which should be vocationally linked to the core subject.</p> <p>75. CEIAG Lead provides programmes to include:</p> <ol style="list-style-type: none"> Raising Awareness Self-Awareness Career Exploration Employability Skills

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		<p>76. Coherent links exist between careers education and work-related learning the wider curriculum/programme and these links are understood by appropriate staff</p> <p>77. Discovery careers education programme is differentiated to meet the needs of learners with additional needs.</p> <p>78. Discovery College works with an appropriate range of internal staff and external partners (See Point 16 – Section 1) to contribute to the delivery and development of CEIAG provision</p> <p>79. The contribution of Discovery's partners is evaluated annually and used to develop future provision. There is a structured approach to evaluating annual CEIAG provision, using feedback from students, parents, student ambassadors (via Google Forms) and employers, which informs future planning.</p> <p>80. All learners gain skills and knowledge to be able to access impartial up to date careers and labour market information resources at appropriate times via our Careers and guidance workshops</p>
<p>7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p> <ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This 	<p>81. There is an up to date written CEIAG Policy/Plan in place that reflects the organisation's aims, commitment to good CEIAG and the IAG Code of Practice and which is shared with all relevant staff</p> <p>82. Adequate financial resources are discussed, agreed and allocated during SLT meetings to ensure comprehensive CEIAG provision for learners.</p> <p>83. There is a structured approach to evaluating annual CEIAG provision, using feedback from students, parents, student ambassadors and employers, which informs future planning.</p> <p>84. All Discovery learners are informed of and have access to current, careers information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate (see Guidance Room / Coffee Bar)</p>

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	<p>should include the opportunity to meet both staff and pupils.</p> <ul style="list-style-type: none"> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. 	<p>85. CEIAG Lead provides programmes to include:</p> <ol style="list-style-type: none"> Raising Awareness Self-Awareness Career Exploration Employability Skills <p>86. Discovery careers education programme is differentiated to meet the needs of learners with additional needs.</p> <p>87. DC staff work with an appropriate range of external partners to contribute to the delivery and development of work-placement provision. To thoroughly embed our employability provision, Discovery ensure that work-placements are an integral part of a full-time students Core Qualification (minimum of 50+ hours per year). These provide real-world opportunities, breaking down potential anxieties to learners being in the workplace</p> <p>88. All Discovery learners are informed of and have access to current, careers information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate (see Guidance Room / Coffee Bar)</p> <p>89. All learners gain skills and knowledge to be able to access impartial up to date careers and labour market information resources at appropriate times via our Careers and guidance workshops</p>
8. PERSONAL GUIDANCE	<p>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected</p>	<p>92. Formal organisation and arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet individual learners' needs and is delivered by our professionally qualified CEIAG Lead (Lv 3/4), our tutors (Lv 2 trained) or CSW partnership key worker (Lv 5/6 IAG trained).</p> <p>93. CSW is commissioned as a MATRIX accredited organisation, registered with the CDI and adhering to the CDI requirements (CDI Code of ethics and complies with annual CPD requirements)</p>

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<p>for all pupils but should be timed to meet their individual needs.</p> <ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<p>94. There is a structured and annual approach to evaluating annual CEIAG provision, using feedback from students, parents, student ambassadors and employers, which informs future planning.</p> <p>95. There is a member of the senior leadership team (SLT) with responsibility for being the CEIAG Lead (Deputy Head).</p> <p>96. There is an up to date written CEIAG Policy/Plan in place that reflects the Discovery's aims, commitment to good IAG which is shared with all relevant staff</p> <p>97. All DC Staff complete relevant Lv 2 IAG course (City & Guilds) CPD to fulfil their CEIAG responsibilities and there is a staff training needs matrix inspected annually.</p> <p>90. Adequate financial resources are discussed, agreed and allocated during SLT meetings to ensure comprehensive CEIAG provision for learners.</p> <p>91. There is a structured approach to evaluating annual CEIAG provision, using feedback from students, parents, student ambassadors and employers, which informs future planning.</p> <p>92. DC staff work with an appropriate range of external partners to contribute to the delivery and development of work-placement provision. To thoroughly embed our employability provision, Discovery ensure that work-placements are an integral part of a full-time students Core Qualification (minimum of 50+ hours per year). These provide real-world opportunities, breaking down potential anxieties to learners being in the workplace</p> <p>93. All learners gain skills and knowledge to be able to access impartial up to date careers and labour market information resources at appropriate times via our Careers and guidance workshops</p>