



## The College

Cardinal Newman College is an outstanding Ofsted rated Sixth Form College, providing predominately level 3 academic and vocational education for 16–18-year-olds, with some level 2, foundation learning, Foundation Art Diploma and Higher Education provision.

Based in Preston, Lancashire, there are approximately 4,500 students enrolled at the College where they can choose from a range of A level and vocational subjects. Alongside this, students have access to excellent pastoral support and a variety of enrichment opportunities to support their future progression.

## At Cardinal Newman Sixth Form College

Cardinal Newman Sixth Form College is a vibrant campus that strives to deliver its mission of valuing each individual and ensuring they reach their full potential. The whole college engages in promoting an *'Ambitious Target For All'* and provides support and guidance in order for students to realise their aspirations.

The college sets high expectations whilst maintaining a culture of support. Through its curriculum, pastoral, enrichment, and wellbeing offer the college guides students to prepare for assessments with mindfulness and confidence and thus prepare them to enter their future destinations with the skills and ambition to succeed whilst facing the challenges of an ever-changing world.

The College is inclusive and does not operate a highly selective and restrictive admissions policy and entry criteria.

## Mission Statement and Values

The College's mission is:

*"As a Catholic Sixth Form College we strive to be a centre of educational excellence for the community built on faith, respect, and trust. Our mission and ethos shows that we celebrate*

*diversity amongst all our students and staff and seek to nurture the gifts of each individual through high quality teaching and learning and dedicated pastoral care.*

*Our commitment is the pursuit of academic excellence and to develop a community in which every student reaches their potential. Therefore, we passionately believe that this can only be achieved if students enjoy their time at College. Above all, students will thrive within a happy, safe, and supportive environment.”*

### **Career Education, Information, Advice and Guidance (CEIAG)**

The College has held the national **Quality in Careers Standard** since 2020, being the first college to achieve this via an online assessment due to the pandemic. The college achieved a successful re-accreditation in September 2023.

The College views the preparation for achieving this national award as a real opportunity to reflect on its careers offer and use it as an additional assessment tool to facilitate its expectations of continuous improvement, consideration of new initiative and taking action when any potential gaps are identified.

To a great extent it serves as a tangible means to showcase and celebrate the efforts of staff and students and provides external national recognition to stakeholders of the high quality, independent, impartial, advice and guidance that the College provides. The rigorous process to achieve the award compliments the annual “self-assessment report” (SAR) and COMPASS (Gatsby benchmarks) reporting process and ensures a further quality assurance mechanism is in place to review the careers programme every 3 years.

The College is relentless in its pursuit for excellence in order to deliver on its campaign for an ‘Ambitious Target For All’ and the Career Leader says:

*“Our aim is to ensure all students receive a service that is relevant, up to date, and most importantly meets individual needs. Self-assessment plays a key role in this, and the team are always looking at the best ways to deliver support to students. We are proud to have achieved the **Quality In Careers Standard** and aligning the Standard to the Gatsby benchmarks is helpful in supporting the achievement of these.”*

Below are strengths from the most recent (2023) successful **Quality in Careers Standard** assessment report:

- *“There is **excellent leadership within the careers team**; the strategic and operational leaders demonstrate a genuine enthusiasm for delivering an impactful careers programme and an appetite for continuing to develop and grow various elements of the CEIAG offer.”*
- *“CEIAG is **embedded into the curriculum** and there is evidence of a **whole-college approach** to careers. Staff understand the role they play in ensuring students are as*

*informed as can be when it comes to making decisions about their future and ensure that all potential options are explored. Staff feel well supported by the Careers Team.”*

- *“A real strength of the college is the extent to which **careers is embedded into the subject areas**. There are so many opportunities for career related learning for students within their subject learning; there is an explicit expectation from SLT for this to happen – Heads of Departments must comment on their career-related learning opportunities within their own SARs.”*
- *“There is **clear support from SLT and the Governors** of the Careers Programme.”*
- *“The college has **excellent links with employers and local and national businesses** and the Careers Team, pastoral staff and teaching staff work tirelessly to continue to develop these links and utilise them in helping students with their own career development.”*
- *“There is a **structured and comprehensive feedback and evaluation structure** in place – SPOCs, SARs, Quality Improvement Plans, Careers Audits, Annual Qualitative Surveys – and it is clear that this feedback is used to develop the design and delivery of the careers programme.”*
- *“The college provides excellent **support to those students who are vulnerable and disadvantaged**. The Careers Team has a close working relationship with Safeguarding, ALS, and Pastoral Teams to ensure these students are supported appropriately.”*

### ***Learning from career and labour market information:***

During their programme of study, all students are given opportunities to access and use labour market and careers information to inform their own decisions on study options and post-18 pathways.

*There is an LMI section on the website that can be accessed by parents. Parents receive timely updates regarding career-related activities in the college and are invited to career-related events such as the Apprenticeship Fair and the Employability Fair. A virtual parent session is held in Spring for parents of year 12 students where they receive information on how best to support their child when making forthcoming post-18 decisions. A termly college newsletter is sent out to parents each term, and this often includes CEIAG updates.*

*Students have access to an ‘impartial’ careers programme, exploring different pathways including HE and employment. There is a tutorial programme that includes learning about higher education study and apprenticeship routes; annual Careers and Progression Days; HE Fair; Apprenticeship Fair; the HE Plus Programme; the Medical Society for potential vets,*

dentists and medics; mock interviews; work experience; guest speakers; HE and employer visits; UCAS event; Employability event and through the tutorial programme where students receive careers information advice and support from Achievement Tutors.

Students have access to UNIFROG, careers SharePoint and a dedicated careers TEAM page.

Students also have the opportunity for a careers interview with a Level 6 qualified Careers Adviser.

### ***Addressing the needs of each student:***

*“The college is committed ‘to develop a community in which every student reaches their potential’ and the careers programme plays a key role in challenging stereotypes, raising aspiration, and helping students to reach their full potential. The careers programme is inclusive and accessible to all students.”*

- Career Action Plans completed for all students and interactions recorded on CEDAR.
- One to one interview with qualified L6 advisers.
- Access to daily drop in service.
- Teams’ pages.
- Screens around college.
- Students asked about destination at enrolment.
- Student destinations are tracked.
- Partner agencies support individual students.

### ***Linking curriculum learning to careers:***

All learners at the college have the opportunity to experience how the subjects they study help people to gain entry to a wide range of occupations.

All subject areas are expected to include career-related learning within their scheme of work – this is a real strength of the college; each department completes an SAR each year and must mention how career-related learning is included.

The departments each also undertake an annual careers audit so the Careers Team can ensure that all are incorporating career-related learning into their teaching. English and Maths and its relevance to the world of work is embedded within all curriculum areas.

GCSE resit students receive guidance from teachers, so they understand why it is important to achieve these GCSEs in the context of future career options.

The departments arrange various trips to workplaces: trips to UCLAN's research labs, Jaguar Land Rover, the Bank of England, and Old Trafford. Virtual visits have also taken place with British Airways and Amazon.

Every department has Employability Skills posters in each classroom. In science and business departments, there is a '*Wall of Fame*' of previous students and what they progressed onto to demonstrate the breadth of options from studying those subjects.

Each department has a 'cohort' Teams channel, and this is used to advertise apprenticeship vacancies sent through by the Careers Team and to update students about any career-related learning activities related to the subject that might be of interest.

An annual careers and progression day enables Y12 to be off timetable and subject areas deliver careers in the curriculum sessions.

### ***Experiences of Workplaces:***

A proportion of students have at least one experience of a workplace whilst at Cardinal Newman College. This is an area that the college is continually trying to develop so that an increased number of students have the opportunity to experience a workplace.

For some students, a work experience placement is mandatory as part of their course – all students on BTEC extended Diplomas, BTEC diplomas and T levels will engage in work experience.

Virtual Work experience opportunities with Speakers for Schools, "InvestIn", and "Springpod" are regularly promoted and available for students to sign up for.

### ***Encounters with employers and employees:***

The majority of learners participate in at least two meaningful encounters with an employer. This will happen through their curriculum or subject area, at careers events and activities, work experience or visits to companies.

The college has excellent links with businesses and employers and offers opportunities for all students to have meaningful employer encounters, with the majority of students taking advantage of these opportunities.

A range of CEIAG events is delivered across college that facilitate meaningful encounters with employers: HE Fair; Apprenticeship Fair; Employability Fair and Volunteer Fair. Following an analysis of destination data, additional employers were invited to the last Apprenticeships Fair. Curriculum areas regularly invite guest speakers from industry including alumni.

**Personal Careers Guidance:** All students have the opportunity to have a 1:1 career guidance interview with a fully qualified Careers Adviser. They are made aware of this via college screens, teaching staff, via tutorial and details are also available to students and parents via the Newman college website.

**Destinations:**

The college tracks intentions and destinations. Tracking and monitoring students' intended destinations allows the Careers Team to identify those who need additional guidance and support.

Actual destination data is recorded and presented to SLT and Governors in a report. The destination data is also used to inform the annual Careers SAR and Quality Improvement Plan which is highly valued by the senior leadership team. Destination data is shared with all staff.

**Evaluation:** The CEIAG programme is evaluated annually with key staff, senior managers, and governors and on an ongoing basis. The Compass self-assessment tool has been used very effectively to monitor progress against the achievement of the Gatsby Benchmarks. The College has achieved 100% in 6 of the eight benchmarks and is making progress towards fully achieving the remaining two (Personal guidance -quantitative and workplace encounters – quantitative).

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