

## The matrix Standard Annual Continuous Improvement Check (CIC) Year 2



Customer name	Cambian Dilston College
Customer key contact	Catherine Lincoln, Placement Partner
Customer ID	C20730
Project number	PN200379
Assessor name	Steve Jackson
CIC due date	15 June 2022
CIC completed on	1 July 2022
Decision	Maintaining Accreditation

General Comments	<p>Dilston has been very busy responding to the issues raised by the Ofsted inspection and the action plan appears to have worked well as Ofsted are not likely to return for 6-12months after the second monitoring visit. A new Principal is about to start and a new Vice Principal and Head of Education in August. It is quite likely there will be further changes and improvements during 2022/23.</p> <p>Many of the improvements described below such as the increased IAG resources and learner voice improvements have helped strengthen the IAG service to students which is very much in keeping with the elements of the matrix Standard.</p> <p>Cambian Dilston College is therefore judged to be maintaining the <b>matrix</b> Standard.</p>
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Please comment below in Section 1 the areas of your Information, Advice and Guidance (IAG) that you have developed over the last twelve months. These may be a continuation of the areas you developed last year and discussed with your assessor at your last Annual CIC or these may be new areas that you have focussed on. These developments need to focus on the IAG aspects of your delivery but may link to how it is managed, resources, delivered or evaluated – consider the impact these changes have had.

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<p>We have continued to focus on developing our website, ensuring it is always up to date, adding policies. We have reviewed local authority Local Offer pages, so that they include Dilston, and accurately direct viewers to our own information. We post on Facebook weekly, reflecting student achievements, and promoting the successes of the college. Restrictions due to staffing have meant we cannot post as frequently, but measures are in place to address this. An aim would be to make the website page more reflective of the uniqueness of Dilston College's offer, and less corporate, but that would require approval from those responsible for the overall website.</p>	<p>The website does appear much more informative and more friendly. Gives a better idea of what to expect and what life at college is like. Should help commissioners too.</p> <p>I agree it needs to be personalised to Dilston – more informal perhaps and with more examples of life at and life after Dilston having had the experiences described.</p>
<p>Considerable work has been done, in response to Ofsted inspection, to ensure that our IAG offer is more inclusive and more evident.</p> <ul style="list-style-type: none"> <li>• Our independent IAG advisor came into college for additional days to support, and further advice was taken from the Educational Development Trust. We have increased our days for IAG advisor from 3 days pa to 10 days pa from September.</li> <li>• Every student now receives assessment from IAG advisor, with recommendations for further engagement with IAG.</li> <li>• We now have individual CEIAG offers for each student - developed with input from our MDT team and student's staff.</li> <li>• Use staff to deliver IAG, supported by advisor, where students won't engage with advisor.</li> <li>• We are providing students with more complex needs exposure to work in different ways: looking at the different types of work that takes place onsite; during offsite trips, identifying the jobs which are being done by people they meet - always with the proviso that the time spent on this and their engagement is at a level appropriate to that young person's needs.</li> </ul>	<p>Many changes and improvements described here and the increase in capacity is very welcome.</p> <p>Great to see a more individualised approach.</p> <p>Pleased to see this approach. Once the café reopens and more activity takes place post Covid there could be more opportunities for students to get involved with. Offsite visits and engagement with employers in Hexham would be beneficial and we talked about more employers coming to the College to gain an insight into Dilston's work which could trigger other ideas.</p>

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<ul style="list-style-type: none"> <li>Improved access to LMI information - staff and students have received interactive posters, with links to LMI information and further resources.</li> <li>Displays within college include learner journey, one student's views on becoming a YouTuber, work experience, LMI information, BASE posters to show people with disabilities in work.</li> <li>Our next steps will focus on evidencing the work that takes place within session planning, to show how activities link to working (TK likes to watch the birds, and he can, with support, provide a bird feeding service at Dilston).</li> </ul>	<p>Great to see the use of more diverse media to provide positive images</p> <p>Excellent – important to show the pathways to more independent living alongside work etc.</p>
<p>Moving on from Dilston - this year we have a 100% rate of students moving on to their identified destinations - for some this has been a struggle and they have shown great persistence (SO). There are barriers to students getting what they want/need after Dilston. It is becoming more difficult - and we will need to start earlier, to give students more time to explore choices (from a shrinking pool of services) - at their own pace.</p>	<p>This is a remarkable achievement given the circumstances and the difficulties remaining with Covid. Examples were provided of some of the complexities of individuals, which are more individual and multiple disabilities mean more individual pathways.</p>
<p>Learner voice</p> <ul style="list-style-type: none"> <li>- we now have an active Student Council, e.g. made recommendations to improve students' environment in college. Outcomes shared via display board in the dining room.</li> <li>- student views are shared ahead of review meetings, and actions followed up</li> <li>- our advocacy services, provided by NYAS, is very effective. Even students who are not within the locality covered by NYAS are benefitting from the advocate's input.</li> </ul>	<p>Some very good improvements described here. I like the gathering of student views before reviews and a review of how much previous actions have been followed up. Strengthens the need for more advocacy.</p> <p>This is great to hear about. Advocates always act as catalysts whether through processes or helping students to think differently about the future and what the student's goals are.</p>

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<ul style="list-style-type: none"> <li>- a comments box, designed by a student, is used to increase interactions with advocate, staff supporting non-verbal students will contribute their suggestions</li> <li>- advocate is supported by SALT / Talking Mats.</li> </ul>	<p>Very good ideas again. Pleased about the focus on non-verbal students too.</p>
<p>Job coaching</p> <ul style="list-style-type: none"> <li>- we have an excellent job coach - e.g. her work with SO during her difficult journey to get the right destination after Dilston, and providing BC with the experience of making a product and donating it to a care home.</li> <li>- we now have a wider range of offsite job experience available - e.g. SO at new charity shop, links to a charitable bike maintenance service in Hexham for KW.</li> <li>- tutors are creating new onsite work experience opportunities - now doing vehicle maintenance (daily checks on college buses) - KW</li> <li>- our challenge is to retain the job coach offer and develop expertise of a wider group of staff.</li> </ul>	<p>This is good news and a couple of very good examples to use too.</p> <p>Important to maintain the momentum here. There seems to be a great deal of goodwill towards Dilston in Hexham and it would be good to go beyond the usual charity shops and explore 'green' opportunities too.</p> <p>Agreed – it is important to widen the ability of other staff to contribute to this area. Other specialist colleges also use mentors to help too drawn from the employer community.</p>
<p>Considerable work has been done, in the context of senior staff changes, Ofsted monitoring reports (the 2<sup>nd</sup> with specific emphasis on IAG). There is currently no Transitions Co-ordinator leading on this role, with Placement Partner providing cover since February 2022.</p>	<p>There remains some uncertainty about the Transitions Coordinator post. Given the importance of getting transitions 'right' and well-coordinated, I urge the College to make this appointment. It is so important for outcomes.</p>
<p>External input</p> <ul style="list-style-type: none"> <li>- Gateshead College, a further education provider, is visiting, and also the BuildNE co-ordinator is to visit students, to show how their project will support students to learn more about working in construction - students can attend the courses BuildNE put on with their own 1:1 support.</li> </ul>	<p>Pleased to see external organisations coming in. Vital for widening horizons and giving students stimulating experiences out of their normal routines and internal support.</p> <p>Good to see construction being one sector coming in given the variety and volume of jobs available.</p>

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Further areas for development - set up alumni strategy / student surveys / newsletter to funders, with case studies.	Good to see these are on the list – these were all previously suggested to improve capacity and improve communication.

What Next	Date
Booking form for Accreditation Review to be submitted by (this should be submitted at least 12 weeks prior to the on-site date) 15 March 2023	
Accreditation Review on-site visit to be conducted by 15 June 2023	

### Feedback:

After your CIC has been completed please provide The Growth Company with your organisation's views about the process on the questionnaire feedback sent to you.

### Guidance notes:

1. You need to demonstrate your continuous improvement activities and the impact of these to your assessor on an annual basis. The CIC will usually be conducted remotely, either by telephone or Skype etc. You may wish to provide examples to share with your assessor of these changes and your assessor may ask for supporting evidence of the changes adopted.
2. It is expected that your CIC will be completed on, or around the anniversary date of your accreditation. CIC are an integral part of the assessment and accreditation process for the **matrix** Standard and therefore it is important that these are completed in a timely manner to ensure that your accreditation is not withdrawn, or additional fees incurred.
3. You need to complete **Section 1** and return to your assessor prior to the CIC discussion. The focus of the **matrix** Standard is that of continuous quality improvement to your Information, Advice and Guidance (IAG) and therefore you need to show your assessor the changes you have made in the last 12 months.

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4. During the CIC discussion, your assessor will discuss any issues, changes, or challenges you have faced during the last 12 months and will reflect on the progress of improvements to your IAG. This will also be an opportunity to discuss your three-year Accreditation Review assessment.
5. Following the CIC discussion, your assessor will make a judgement on your improvements and confirm this by completing Section 2 of this document and returning it to you and to The Growth Company.
6. Should the decision of your assessor be that further action is required, you will need to complete a further CIC within 3 months of your original CIC due date. The cost for this additional check is £150 + VAT and needs to be paid in full prior to the additional check.