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## APPENDIX 9

COMPARING THE ORIGINAL  
AND UPDATED BENCHMARKS –  
A QUICK REFERENCE GUIDE  
FOR PRACTITIONERS



GATSBY

## Gatsby Benchmarks for Schools (Comparative strikethrough)

BENCHMARK	SUMMARY	CRITERIA
<p>1 A STABLE CAREERS PROGRAMME</p>	<p>Every school <del>and college</del> should have an embedded programme of careers education and guidance that is known and understood by pupils, parents <del>and carers</del>, <del>teachers staff, governors, and</del> employers <del>and other agencies</del>.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of <del>governors, the headteacher and</del> the senior management team, and has an identified and appropriately trained <del>person</del> <b>careers leader</b> responsible for it.</li> <li>• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the school's website <del>and communicated</del> in a way that enables pupils, parents <del>and carers</del>, <del>teachers staff</del> and employers to access and understand it.</li> <li>• The programme should be regularly evaluated <del>with using</del> feedback from pupils, parents <del>and carers</del>, teachers <del>and other staff who support pupils, careers advisers and employers as part of the evaluation process to increase its impact</del>.</li> </ul>
<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>Every <del>All</del> pupils, <del>and their parents and carers, teachers and staff who support pupils</del> should have access to good-quality, <del>up-to-date</del> information about future <del>pathways</del>, study options, and labour market opportunities. <del>Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. They</del> <del>All</del> pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> <li>• <del>During each Key Stage</del> <del>By the age of 14,</del> all pupils should <del>have</del> accessed and used information about careers, <del>pathways</del> and the labour market to inform their own decisions on study options <del>or next steps</del>.</li> <li>• Parents <del>and carers</del> should be encouraged, <del>and supported</del> to access and use information about <del>careers, pathways and the labour markets and future study options</del> to inform their support <del>to their children for pupils in their care</del>.</li> </ul>

BENCHMARK	SUMMARY	CRITERIA
3 ADDRESSING THE NEEDS OF EACH PUPIL YOUNG PERSON	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities for advice and support need to should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> <li>• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</li> <li>• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li> <li>• Schools should collect, and maintain; and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations for at least three years after they leave the school: to inform personalised support.</li> <li>• Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>
4 LINKING CURRICULUM LEARNING TO CAREERS	<p>As part of the school's programme of careers education all teachers should link curriculum learning with careers. For example, STEM Subject teachers should highlight the progression routes for their subject and the relevance of STEM subjects the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none"> <li>• <del>By the age of 14</del> Every year, in every subject, every pupil should have had the opportunity opportunities to learn how the different STEM subjects knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</li> </ul>

BENCHMARK	SUMMARY	CRITERIA
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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 <del>activities</del> <b>opportunities</b> , including visiting speakers, mentoring and enterprise schemes, <b>and could include pupils' own part-time employment where it exists.</b>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul>
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of <del>the workplaces through work visits, work shadowing and/or work experience</del> to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had <del>at least one</del> <b>meaningful</b> experiences of a workplaces; <del>additional to any part-time jobs they may have.</del></li> <li>• By the age of 18, every pupil should have had <del>at least one</del> further <b>such meaningful</b> experience; <del>additional to any part-time jobs they may have.</del></li> </ul>
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them; <del>including</del> <b>This includes both academic, technical and vocational routes. This should incorporate</b> and learning in schools, colleges, <b>independent training providers (ITPs),</b> universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had <del>a</del> meaningful encounters* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and <del>apprenticeship providers</del> <b>ITPs.</b> <del>This should include the opportunity to meet both staff and learners/trainees.</del></li> <li>• By the age of 18, all pupils who are considering applying <del>for university to</del> <b>higher education</b> should have had at least two visits to <del>a university</del> <b>higher education providers</b> to meet staff and <del>pupils</del> <b>learners.</b></li> </ul>
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance <del>interviews</del> <b>meetings</b> with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These <b>meetings</b> should be available <b>for all pupils</b> whenever significant study or career choices are being made. They should be expected for all pupils but should be <del>timed</del> <b>scheduled</b> to meet their individual needs. <b>The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</b>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one <del>such</del> <b>interview personal guidance meeting with a careers adviser</b> by the age of 16, and <del>the opportunity for a further interview meeting</del> by the age of 18. <b>Meetings should be scheduled in the careers programme to meet the needs of pupils.</b></li> <li>• <b>Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.</b></li> </ul>

## Gatsby Benchmarks for Colleges and Independent Training Providers (Comparative strikethrough)

BENCHMARK	SUMMARY	CRITERIA
<p>1 A STABLE CAREERS PROGRAMME</p>	<p>Every <del>college provider</del> should have an embedded programme of careers education and guidance that is known and understood by learners, parents <del>and carers</del>, <del>teachers staff</del>, <del>those in governance roles</del>, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every <del>college provider</del> should have a stable, structured careers programme that has the explicit backing of <del>those in governance roles, leadership and</del> the senior management team, and has an identified and appropriately trained <del>person</del> <del>careers leader</del> responsible for it.</li> <li>• <del>The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should set out how parents and carers will be engaged throughout.</del></li> <li>• The careers programme should be published on the <del>college's provider's</del> website <del>and communicated</del> in a ways that enable learners, parents <del>and carers</del>, <del>college</del> staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated <del>with using</del> feedback from learners, parents <del>and carers</del>, <del>college</del> subject staff <del>and other staff who support learners, careers advisers</del> and employers <del>as part of the evaluation process to increase its impact.</del></li> </ul>
<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>Every <del>All learners, and their</del> parents <del>and carers, (where appropriate)</del> <del>subject staff and other staff who support learners</del>; should have access to good-quality, up-to-date information about future <del>pathways</del>, study options and labour market opportunities. <del>Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. They</del> <del>All learners</del> will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• During their <del>programme of</del> study programme, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options <del>or next steps</del>.</li> <li>• Parents <del>and carers</del> should be encouraged <del>and supported</del> to access and use information about <del>careers, pathways and the</del> labour markets <del>and future study options</del> to inform their support <del>to for</del> for the learners in their care.</li> </ul>

BENCHMARK	SUMMARY	CRITERIA
<p>3 ADDRESSING THE NEEDS OF EACH STUDENT YOUNG PERSON</p>	<p>Learners have different careers guidance needs at different stages. <b>Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities for advice and support need to should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent. A college's careers programme should embed equality and diversity considerations throughout.</b></p>	<ul style="list-style-type: none"> <li>• A college's <b>provider's</b> careers programme should actively seek to challenge <b>misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</b></li> <li>• <b>Colleges Providers</b> should keep systematic records of <b>the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.</b></li> <li>• The records of <b>participation and</b> advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school), where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All learners should have access to these records <b>and use them ahead of key transition points</b> to support their <b>next steps and</b> career development.</li> <li>• <b>Colleges Providers</b> should collect, <b>and maintain and use</b> accurate data for each learner on their <b>aspirations, intended and immediate</b> education, <b>and</b> training or employment destinations <b>to inform personalised support.</b></li> <li>• <b>Providers should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</b></li> </ul>
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p><b>As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. For example, STEM Subject staff should highlight the progression routes for their subject and the relevance of STEM knowledge and skills developed in their subjects for a wide range of future career paths. Study programmes should also reflect the importance of Maths and English as a key expectation from employers.</b></p>	<ul style="list-style-type: none"> <li>• Throughout their programme of study (and by the end of their course) every learner should have <b>had the opportunity opportunities</b> to experience how <b>knowledge and skills developed in</b> their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.</li> <li>• <b>Careers should form part the provider's ongoing staff development programme for subject staff and all staff who support learners.</b></li> </ul>

BENCHMARK	SUMMARY	CRITERIA
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	<p>Every learner 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, and <del>should</del> <b>could</b> include learners' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> <li>• Every year, alongside their <b>study</b> programme <b>of study</b>, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.</li> <li>• <del>Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</del></li> </ul>
6 EXPERIENCES OF WORKPLACES	<p>Every learner should have first-hand experiences of <del>the workplaces through work visits, work shadowing and/or work experience</del> to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> <li>• By the end of their <b>study</b> programme <b>of study</b>, every learner should have had at least one <b>meaningful</b> experience of a workplace, <b>in addition</b> to any part-time jobs they may have.</li> </ul>
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<p>All learners should understand the full range of learning opportunities that are available to them, <b>including</b> <del>This includes both</del> academic, <b>technical</b> and vocational routes. <b>This should incorporate</b> <del>and</del> learning in schools, colleges, <b>independent training providers (ITPs)</b>, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>• By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stages of their career. This should include, as appropriate, further education colleges, <del>higher education</del> <b>universities</b> and <del>apprenticeship and training providers</del> <b>ITPs</b>. This should include the opportunity to meet both staff and learners.</li> </ul>
8 PERSONAL GUIDANCE	<p>Every learner should have opportunities for guidance <del>interviews</del> <b>meetings</b> with a careers adviser, who could be internal (a member of <del>college</del> <b>provider</b> staff) or external, provided they are trained to an appropriate level.* These <b>meetings</b> should be available for all learners whenever significant study or career choices are being made. They should be <del>expected</del> <b>timed</b> <b>scheduled</b> to meet individual needs. <b>The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</b></p> <p><del>*The college should ensure that access to a level 6 adviser is available when needed</del></p>	<ul style="list-style-type: none"> <li>• Every learner should have at least one <del>such interview</del> <b>personal guidance meeting, with a careers adviser</b> <del>by the end of their programme of study.</del> <b>These meetings should be scheduled in the careers programme to meet the needs of learners.</b></li> <li>• <b>Information about personal guidance support and how to access it should be communicated to learners, parents and carers, and other stakeholders, including through the provider website.</b></li> </ul>