

GOOD CAREER GUIDANCE

THE NEXT 10 YEARS



SUMMARY FOR LEADERS

Effective careers guidance is crucial for all young people, whatever their background, and colleges and independent training providers (ITPs) play a key role in delivering it. It helps young people achieve better outcomes, leading to huge benefits for society and the economy.

The Gatsby Benchmarks are the world-class framework for good careers guidance. In the decade since the benchmarks were first introduced, the framework has delivered real, measurable impact on young people's lives, with over 4,700 institutions across England now using the benchmarks to measure and improve their careers guidance.



GATSBY



If I know what is coming up next and I know where and who I can go to for help, I am much happier and confident in the choices I make.

Year 12 Student

A lot has changed in the past decade: technological advances, innovation in education and major shifts in the labour market. The Gatsby Benchmarks have been updated to ensure careers provision is fit for the next decade. The revisions have been made to the benchmarks after two years of extensive research and stakeholder engagement.

The core of the Gatsby Benchmarks remains the same, but the changes we have made are important. Feedback from schools and colleges showed overwhelming support for the benchmarks and the impact they have had on young people's outcomes. So we have been careful to update the benchmarks only where necessary.

We have updated the definitions and measurable criteria, making changes informed by evidence of what will increase impact on outcomes for young people. These changes place careers guidance at the heart of 11-18 education, and better recognise the vital role of leadership. The revisions strengthen the importance of meaningful and varied encounters and experiences with employers and learning providers. They include a focus on parent and carer engagement and on inclusion and impact for each and every young person.



Our Gatsby journey began in 2018 with the benchmarks providing the launch pad for our careers strategy. Five years on and the framework of the benchmarks continues to be our bedrock, simply because they work – our young people are benefiting greatly from them.

Principal and Chief Executive, Wigan & Leigh College

GATSBY BENCHMARKS FOR YOUNG PEOPLE IN COLLEGES AND INDEPENDENT TRAINING PROVIDERS

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

GATSBY BENCHMARKS FOR YOUNG PEOPLE IN COLLEGES AND INDEPENDENT TRAINING PROVIDERS

Continued

BENCHMARK	SUMMARY	CRITERIA
<p>3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<p>Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities 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.</p>	<ul style="list-style-type: none"> • A provider's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Providers should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions. • The records of participation and 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. • All learners should have access to these records and use them ahead of key transition points to support their next steps and career development. • Providers should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Providers should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>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. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • Throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations. • Careers should form part of the provider's ongoing staff development programme for subject staff and all staff who support learners.

GATSBY BENCHMARKS FOR YOUNG PEOPLE IN COLLEGES AND INDEPENDENT TRAINING PROVIDERS

Continued

BENCHMARK	SUMMARY	CRITERIA
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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 could include learners' own part-time employment where it exists.	<ul style="list-style-type: none"> • Every year, alongside their programme of study, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.
6 EXPERIENCES OF WORKPLACES	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the end of their programme of study, every learner should have had at least one meaningful experience of a workplace, in addition to any part-time jobs they may have.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<ul style="list-style-type: none"> • 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, universities and ITPs. This should include the opportunity to meet both staff and learners.
8 PERSONAL GUIDANCE	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. 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.	<ul style="list-style-type: none"> • Every learner should have at least one personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners. • 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.

DEFINITIONS OF 'MEANINGFUL'

The updated Gatsby Benchmarks 5, 6, and 7 (on previous pages) stipulate that young people should participate in meaningful encounters and experiences. Here we set out what constitutes a 'meaningful' encounter or experience.

DEFINING 'MEANINGFUL' IN BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

A meaningful encounter gives the young person the opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. Throughout a careers programme, young people should encounter employers of different sizes and specialisms, including the self-employed, that reflect trends in the labour market, regionally and nationally. These encounters could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

A meaningful encounter will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- have opportunities for two-way interactions between the young person and the employer
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

DEFINING 'MEANINGFUL' IN BENCHMARK 6: EXPERIENCES OF WORKPLACES

A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

Schools, colleges and ITPs can take into account any part-time work a young person may have, if it genuinely offers them a meaningful experience.

DEFINING 'MEANINGFUL' IN BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

A meaningful encounter gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This should include the opportunity to meet both staff and learners/trainees. Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers delivering sessions in a school, college or ITP, as well as young people visiting the provider. Young people and providers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful encounter will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter



The Gatsby Benchmarks are there as a framework.
They're there to give you confidence in what you're
doing and what you can strive towards.

Head of Careers, Learning Curve Group

THE REPORT

Full details are provided in our report
Good Career Guidance: The Next Ten Years.

It sets out the evidence for each change
alongside examples of impressive practice
from across the country.

For more information and to read the full report
go to www.gatsbybenchmarks.org.uk

You can email careerguidance@gatsby.org.uk
with any queries about the report.