

INFORMATION FOR EMPLOYERS

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE & THE GATSBY BENCHMARKS

As a college we expect to work in close partnership with employers to ensure that we are providing good quality careers guidance to all our learners by meeting the Gatsby Benchmarks

Gatsby Benchmarks – What are they?

The Gatsby Benchmarks are referenced throughout the DfE's Careers Strategy (December 2017) and the new Statutory Guidance for careers (January 2018). They are also now embedded in the new **Education Inspection Framework 2019**.

The Gatsby Benchmarks originated in a research report (Good Career Guidance) from the Gatsby Foundation in 2013. The report was commissioned by Lord Sainsbury and Sir John Holman was appointed to lead a research team to focus on international evidence for 'what works' in career development.

The research provides a comprehensive study of career development exploring key elements of good career development, the cost per school for good career development and the economic benefit of career development to the economy. Price Waterhouse Cooper were commissioned to provide the latter and summarised that the cost of every NEET individual to the government is the same amount required to provide the benchmarks to 280 pupils.

The report found 8 benchmarks of best practice, which are now more commonly known as 'The Gatsby Benchmarks.' They are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Source: <https://complete-careers.com/gatsby-benchmarks/>

Tameside College Careers Education Information Advice and Guidance Strategy

The college's strategy has been produced in response to the Gatsby Benchmarks and the new Education Inspection Framework (Sept 2019) and is published on our website.

The careers strategy seeks to ensure every learner has access to a careers programme. A successful careers guidance programme will be reflected in high numbers of learners progressing to positive destinations such as apprenticeships, technical routes, higher education or employment. Destination measures provide clear and comparable information on the success of colleges in helping all of their learners follow a curriculum that offers them the best opportunity to continue in education or training.

Objectives

- To ensure the college has an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- Every learner, and their parents (where appropriate), will have access to good quality information about future study options and labour market opportunities. With the support of an informed adviser to make best use of available information.
- Ensuring opportunities for advice and support are tailored to the needs of each learner through embedding equality and diversity considerations throughout.
- Ensuring curriculum is linked careers throughout the programme of study.
- Ensure learners participate in at least two meaningful encounters with an employer in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace. At least one encounter will be delivered through their curriculum area.
- By the end of their study programme, learners will have had at least one experience of a workplace, additional to any part-time jobs they may have.

- By the end of their programme of study, learners will have had a meaningful encounter in which the learner has an opportunity to explore what it is like to learn in that environment with a range of providers of learning and training that may form the next stage of their career eg. Pathways to Construction
- Every learner will have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, trained to an appropriate level.

Our published careers strategy is available below

<https://www.tameside.ac.uk/pdfs/Careers%20Education%20Information%20Advice%20and%20Guidance%20Strategy%20-%20Sept%202018.pdf>

The Ofsted inspection framework links the Gatsby benchmarks as follows:

Types of Provision

Young People: *Inspectors will judge how well learners achieve high levels of punctuality and attendance, and how well their conduct and attitudes, **including in non-qualification or enrichment activities and/or work experience, prepare them for employment or to progress to higher levels of study and/or independence.***

Adults: *Inspectors will judge how effectively staff work with learners, employers and other partners such as Jobcentre Plus, to ensure that teaching, learning and assessment enable learners to develop personal, social and **employability skills that prepare them well for their intended job role, career aims and/or personal goals.***

Quality of Education (Intent)

*Inspectors will consider the provider's curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to acquire to **fulfil their aspirations for learning, employment and independence.***

*Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them **for their next stage in education, training or employment.***

*The curriculum intent takes into account **the needs of learners, employers, and the local, regional and national economy, as necessary.***

Behaviour and Attitudes

*The setting of clear expectations for behaviour across all aspects of provider life, **including at work.** A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, **and so that learners gain valuable employability skills.***

Personal Development

*Providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to **aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career***