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The Good Career Guidance Benchmarks

A whole-college approach to achieving success

Delivered by



Introduction

Delivering good career guidance successfully will require a whole-college approach. It is critical that it is embedded both strategically and operationally, so we have worked with Further Education colleges and Sixth Form centres to produce this guide to support you to do this.

The context

The delivery of good career guidance is integral to learners' progression and positive learner destinations, and as such it demands a **whole-college** strategic approach from Governors through to support staff.

The National Careers Strategy sets out that every college should have a Careers Leader who has the skills, commitment and backing from their senior leadership team, to deliver the careers programme across all eight Good Career Guidance Benchmarks. In larger colleges, it might be a Careers Leadership team that delivers this.

The Good Career Guidance Benchmarks are:

- 1. A stable careers programme
- 2. Learning from career and labour market information
- 3. Addressing the needs of each student
- 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

To support colleges to achieve the Benchmarks, the Careers and Enterprise Company have developed the Compass Tool so that colleges can self-assess their careers activity and identify strengths and areas for improvement.

Colleges have a legal requirement to provide learners with independent career guidance and up-to-date materials relating to careers education and career opportunities.

The new Education Inspection Framework has a greater focus on the 'quality of education', enabling Ofsted to assess whether learners are receiving education or training that puts them on a path to future success. Ofsted want to see providers developing the knowledge, skills and behaviours that learners need to progress and achieve. They also want to see how colleges are adding value to learners' progression or employment prospects.

This document provides a framework for both strategic and operational Careers Leaders to engage their colleagues from curriculum, business and student support services in the evaluation of good career guidance; highlighting how the application of the Education Inspection Framework criteria and engaging multi-disciplinary teams can impact positively upon the achievement of each Benchmark.

This resource is presented using a relationship circle for each of the eight Good Career Guidance Benchmarks.

The outer circle details the most relevant Education Inspection Framework criteria for the Benchmark.

The second circle highlights the internal stakeholders who are integral to supporting the achievement of the Benchmark.

The centre circle contains the description for each Benchmark.

Leaders ensure that all learners, including those with SEND Leaders ensure that all learners, including those with SEND and high needs, and disadvantaged learners, with SEND and high needs, advice, guidance and support, set the information, advice, guidance and support to achieve their next steps and progress to positive destinations.

> Senior Leadership Team



Benchmark 1

A stable careers programme

Student Services/Support Tutorial Mentor Team Learning Facilitator Student Progress Development

Completions of the second seco

Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.



Enterprise Adviser Governors

Leaders' engagement with Learners', 'economy is very effective. They provide clear direct evidence of the positive impact of how continuous and sustained improvement. The united and and the second and th Ne chi ced towards cumulatively sufficient seven to the and skills for future learning and the and skills for ment. Assistant Principals Curriculum Leader/Manager Faculty Director

Benchmark 2

Learning from career and labour market information

Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

T-LevelLead

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Enterprise Adviser

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Careers

Lead

development Unit

Careers Lead Careers Guidance Officer/Team Development Manager

Benchmark 3

Addressing the needs of each student

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North East Collaboration Nor ... Outreach Programme

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Benchmark 4

Programme Linking curriculum to learning

All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. Should highlight the relevance of STEM subjects for a wide range of future careerpaths. Study programmes should Turonal Merior Team Personal Tutor also reflect the importance of Maths Learning Facilitators and English as a key expectation from employers.

Enterprise Advisers



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Curriculum Leaders

Oevelopment Unit

Staff

T-Level Leads

Teachers have expert knowledge of the subjects they teach.

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Collaborative

North East LEP Programmes

Outreach

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Progression and Development Manager **Benchmark 5**

Teaching

Governors

T-Levelleads

Leads/Managers

Curriculum

Development Unit

Staff

Careers Lead Lareers Lead Careers Guidance Officer/Team

Progression and

Encounters with employers and employees

Programme (NECOP) 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 should include learners' own part-time Personal Tutor Purperstoral Lead Hear Storal Lead Hear Schotor Team employment where it exists. Engage Head of Student Benent and Support

Enterprise Advisers

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Teaching Staff

Leads Managers

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Development Unit

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Benchmark 6 Experiences of workplaces

CareersLead Careers Lead Careers Guidance

Collaborative North East

Programme (NECOP) Outreach

Engagement and Support

officer/Team

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of Tutorial Mentor Team Personal Titlot career opportunities, and expand their networks.

Enterprise Advisers

Leaders adopt or construct a curriculum hat is ambined or construct a curriculum intervent to that is adopt or construct a curriculu. local ambitious, appropriately relevant to rive and training local and regional employment and training prities and regional employment and training by the second secon *briorities and regional employment and training the most disadue to give learners, particularly the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners, particularly employee and skills and the most disadue to give learners.* the most disadvantaged, the knowledge and skills they need to succeed in life.

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Benchmark 7

Teaching

Student Progress and Development Manager

Staff

Cateristing

Outreach programme

officer/Team

Encounters with Further and Higher Education

All learners should understand the full range of learning opportunities that North East Collaborative are available to them. This includes both academic and vocational routes. and learning in schools, colleges, universities and in Personal Turon Pastoral Lead reads. Tutorial Mentor ratio utorial Mentor tears Learning raciitatorad Student Progress Manabe Develorment Manabe the workplace.

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Careers Lead Careers Guidance Staff Officer/Team

Benchmark 8 Personal Guidance

Every learner should have at least one guidance interview North East Collaborative with a careers adviser by the end of their study programme.. The college should ensure that Tutorial nentral leaves Personal 100. Learning prosessing of the student prosessing of the second states of th access to a Level 6 adviser is available when needed. Development North

Outreach programme

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This resource has been developed in partnership with Further Education colleges and Sixth Form centres in the North East Local Enterprise Partnership College Hub.

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Gateshead College New College Durham Newcastle College Newcastle Sixth Form College



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