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The Good Career Guidance Benchmarks

A whole-college approach
to achieving success

Delivered by

North East
Local Enterprise Partnership



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 and high needs, and disadvantaged learners, get the information, advice, guidance and support to achieve their next steps and progress to positive destinations.

Benchmark 1

A stable careers programme

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.

Senior Leadership Team

Learning Support

Marketing and Communications

Careers Lead
Careers Guidance Officer

Student Services/Support
Tutorial Mentor Team
Learning Progress Development

Business Development Unit

Enterprise Adviser

Governors

Leaders' engagement with learners, employers, parents and the local community/economy is very effective. They provide clear and direct evidence of the positive impact of how this engagement benefits learners and ensures continuous and sustained improvement.

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.

The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Provider prepares learners for future success in education, employment or training by providing unbiased information to all about potential locally relevant careers guidance and opportunities for encounters with the world of work.

Marketing and Communications

Teaching Staff

Careers Lead

Personal Tutor
Pastoral Lead
Tutorial Mentor Team
Student Progress and Development Manager
Learning Facilitators

Business Development Unit

Enterprise Adviser

T-Level Lead

Leaders' engagement with learners, employers, parents and the local community/economy is very effective. They provide clear and direct evidence of the positive impact of how this engagement benefits learners and ensures continuous and sustained improvement.

Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.

Teachers have expert knowledge of the subjects they teach.

Provider ensures that participation is very high, particularly among those from disadvantaged backgrounds, and all benefit from these opportunities and experiences.

Provider prepares learners for future success in education, employment or training by providing unbiased information to all about potential locally relevant careers guidance and opportunities for encounters with the world of work.

**Careers Lead
Careers Guidance Officer/Team
Progression and
Development Manager**

**North East Collaborative
Outreach Programme
(NECOP)**

**Leaders/Managers
Curriculum**

Benchmark 3

Addressing the needs of each student

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

**Learning Facilitators
Personal Tutor
Pastoral Lead
Tutorial Mentor Team**

**Student Support Services
Student Engagement Team**

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

Benchmark 4

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 also reflect the importance of Maths and English as a key expectation from employers.

Careers Lead
Careers Guidance Officer
Progression and
Development Manager

North East
Collaborative
Outreach
Programme
(NECOP)

Teaching
Staff

Curriculum
Leaders

North East LEP
Programmes

Business
Development Unit

Personal Tutor
Pastoral Lead
Tutorial Mentor Team
Learning Facilitators

T-Level Leads

Enterprise
Advisers

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Benchmark 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 should include learners' own part-time employment where it exists.

Careers Lead
Careers Guidance
Officer/Team
Progression and
Development Manager

Teaching
Staff

Governors

Leads/ Curriculum
Managers

Business
Development Unit

T-Level Leads

Enterprise
Advisers

Personal Tutor
Pastoral Lead
Tutorial Mentor Team
Head of Student
Engagement and Support

North East LEP
Programmes

North East
Collaborative
Outreach
Programme
(NECOP)

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Benchmark 6

Experiences of workplaces

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

- Teaching Staff
- Leads/Managers
- Curriculum Leads/Managers
- Business Development Unit
- T-Level Leads
- Enterprise Advisers
- Personal Tutor
- Pastoral Mentor Lead
- Tutorial Head of Student Engagement and Support
- North East Collaborative Outreach Programme (NECOP)
- Careers Lead
- Careers Guidance Staff Officer/Team

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Careers Lead
Careers Guidance
Staff
Officer/Team

Teaching
Staff

Benchmark 7

Encounters with Further and Higher Education

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.

North East Collaborative
Outreach Programme
(NECOP)

Personal Tutor
Pastoral Lead
Tutorial Mentor Team
Learning Facilitators
Student Progress and
Development Manager

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**Careers Lead
Careers Guidance
Staff
Officer/Team**

Benchmark 8 Personal Guidance

Every learner should have at least one guidance interview with a careers adviser by the end of their study programme.. The college should ensure that access to a Level 6 adviser is available when needed.

**North East Collaborative
Outreach Programme
(NECOP)**

**Personal Tutor
Pastoral Lead
Tutorial Mentor Team
Learning Facilitators
Student Progress and
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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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East Durham College

Education Partnership North East

Gateshead College

New College Durham

Newcastle College

Newcastle Sixth Form College

Tyne Coast College



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