



Good Career Guidance (The Gatsby Charitable Foundation, 2014) and how this relates to the Quality in Careers Standard

The full Gatsby report and supplementary papers can be found at

<http://www.gatsby.org.uk/education/programmes/good-career-guidance>

This valuable report has made a major and most welcome contribution to our understanding of what constitutes quality in careers education, information, advice and guidance (CEIAG) in secondary schools in England.

It is based on a comparative study of careers provision in a sample of independent schools in England as well as of career guidance systems in The Netherlands, Germany, Hong Kong, Ontario (Canada), Finland and Ireland. It also involved an extensive literature review and a survey of state schools.

After analysing the evidence, eight benchmarks were drawn up that identify the elements of good career guidance. In addition, PWC were asked to calculate the costs of implementing these 'Gatsby Benchmarks' in a school.

Many schools are already auditing their provision against the 'Gatsby Benchmarks' and **Licensed Awarding Bodies** have also been encouraging the schools they work with to measure the quality of their provision against them.

Therefore, the Quality in Careers Consortium suggests that it would be helpful to schools and to **Licensed Awarding Bodies** to show how the seven national accreditation criteria in section B1 of the Quality in Careers Standard's requirements underpin and can be mapped against the 'Gatsby Benchmarks' (please see below).

Please note that the national accreditation criteria (B1.1-B1.7) for the Quality in Careers Standard define the organisational, professional and curriculum development and

accountability processes that underpin quality (and thus must be assessed by **Licensed Awarding Bodies**) whilst the 'Gatsby Benchmarks' describe the components (Benchmarks 2-7) of a stable careers programme (Benchmark 1).

Hence, we affirm that only with external assessment of the quality of CEIAG, by a nationally **Licensed Awarding Body** for the Quality in Careers Standard, can a school be confident it provides the quality of the best for all its students.

Mapping the seven national accreditation criteria of the Quality in Careers Standard to the eight 'Gatsby Benchmarks':

'Gatsby Benchmark'	Benchmark description	Relevant national accreditation criteria for the Quality in Careers Standard
1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers</p> <p>This Benchmark subsumes the other seven Benchmarks which define the components of the careers programme</p>	<p><i>B1.1 Provide effective, leadership, management and promotion of CEIAG</i></p> <p><i>B1.2 Ensure appropriate initial staff training and CPD to secure the competence required of all staff in the learning provider's CEIAG provision</i></p> <p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.7 Monitoring, reviewing, evaluating and continuously improving provision</i></p>
2. Learning from careers and labour market information	<p>Every pupil, and their parents, 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</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning</i></p>

		<p><i>providers and higher education to enhance and extend CEIAG provision</i></p> <p><i>B1.6 Involving and supporting families and carers in CEIAG provision</i></p>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout</p>	<p><i>B1.1 Provide effective, leadership, management and promotion of CEIAG</i></p> <p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum together with careers information and careers advice and guidance</i></p> <p><i>B1.4 Securing independent and impartial careers advice and guidance for young people</i></p> <p><i>B1.6 Involving and supporting families and carers in CEIAG provision</i></p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p>
<p>5. Encounters with employers and employees</p>	<p>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 activities including visiting speakers, mentoring and enterprise schemes</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</i></p>

<p>6. Experiences of workplaces</p>	<p>Every pupil 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</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</i></p>
<p>7. Encounters with further and higher education</p>	<p>All pupils 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</p>	<p><i>B1.3 Providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance</i></p> <p><i>B1.5 Working with employers and the full range of external partners including further education, work-based learning providers and higher education to enhance and extend CEIAG provision</i></p> <p><i>B1.7 Monitoring, reviewing, evaluating and continuously improving provision</i></p>
<p>8. Personal guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs</p>	<p><i>B1.4 Securing independent and impartial careers advice and guidance for young people</i></p>