

## The Gatsby Benchmarks and Linked College Activities Plan

Benchmark	Recommendation	College Activities
<p><b>1. A stable careers programme</b></p>	<p>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.</p>	<p>The College has invested in career, information advice and guidance accreditation through the Quality in Careers Standard (QiCS) as well as customer service excellence through the Matrix Standard in Advice and Guidance. Its website provides up to date information for students, parents/carers, employers and other agencies as well as providing a wide range of materials and up to date resources on dedicated careers pages of iLearn, the college's virtual learning environment.</p>
<p><b>2. Learning from career and labour market information (LMI)</b></p>	<p>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.</p>	<p>The College course literature includes information about progression to the next levels of study/apprenticeship/employment. The college website has a dedicated section on its careers page about LMI as well as the careers pages of iLearn, the college's virtual learning environment, include LMI and the Humber Outreach Programme's Pay Index tool. Tutors provide learners with LMI relevant to their course and workshops delivered during tutorials provide learners with current LMI. Visiting employers often provide LMI to learners. Students are also introduced to LMI and The Pay Index when accessing a 1:1 careers interview.</p>
<p><b>3. Addressing the needs of each student</b></p>	<p>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.</p>	<p>The College's careers programme takes in to account the differing needs of its students and tailors support for each learner. All students receive a progression interview and are offered 1:1 careers interview. Equality and diversity is embedded throughout the careers programme; which is also embedded within each subject's curriculum. Data on students' destinations is collected with the development of an alumni network.</p>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<p>All vocational tutors are industry professionals so link learning to real work experiences. The importance of English and maths is embedded within the curriculum and through the careers programme. All students have regular opportunities for meaningful encounters with employers, apprenticeship providers and HE providers; either on or off campus. Progression, and apprenticeship events offer students the opportunity to explore their options beyond college.</p>

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<b>5.Encounters with employers and employees</b>	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.	Each subject area has well established links with employers, who are regularly invited to talk to students throughout the year as well as offering site visits and, for some, placement/apprenticeship opportunities. Progression, and apprenticeship events offer students the opportunity to explore their options beyond college. The importance of employable skills and transferable skills is embedded throughout the curriculum and within the college's Employability Passport.
<b>6.Experiences of workplaces</b>	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.	Many of the College's courses have a mandatory work placement that students must satisfactorily complete to pass their course. Students are encouraged to find their own work placement as part of the preparing them for the world of work with support offered if needed. Many students have part time employment, and for those who do not are supported in their search as well as opportunities for virtual work experience and insight experiences are promoted.
<b>7.Encounters with further and higher education</b>	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.	All students are provided with meaningful encounters with FE and HE providers, with support to attend university open days. Preparing for university life events are delivered across college. The College's careers programme includes events to support both National Apprenticeship Week and National Careers Week as well as supporting and promoting other university events such as the UCAS Discovery Days.
<b>8.Personal guidance</b>	Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These 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 timed to meet individual needs.	All students have access to book a 1:1 careers interview with the College's Carers Coordinator. Staff can also make referrals following progression interviews or at any other times they identify a student might need support. New applicants are able to book appointments to discuss courses that they may want to apply for and any potential applicant can book an appointment if they are unsure what to apply for.