

# Careers Education

A guide for  
college governors



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# 1 | Introduction

## The Careers & Enterprise Company

The Careers & Enterprise Company was established in 2015 to help link schools and colleges to employers, in order to increase employer engagement for young people in relation to their careers support.

During our first five years, we have worked with Local Enterprise Partnerships (LEPs) to build a national network which now links 3,800 schools and colleges to employers. We have also funded over 150 providers to provide high quality employer engagement activities to young people where they are most needed. We recognise that colleges already have good links with employers with regard to apprenticeships, vocational programmes and the new T levels: our work with employers is focussed on the various ways in which they can contribute to careers programmes.

Our vision is to make high quality, 21st century careers education a reality for everyone, everywhere. We do this by:

**1. Supporting schools and colleges to deliver excellence:** through information, resources, tools, training, our network of Careers Hubs and communities of best practice.

**2. Supporting employers to engage with purpose:** by making it easy for them to connect into schools and colleges as one of our 4000 senior business volunteers working with Careers Leaders on their careers programmes, or as part of our 300 strong Cornerstone Employer community working to transform careers education across multiple schools and colleges in their local areas.

**3. Including all young people in careers education:** through our digital tools for Careers Leaders enabling

them to target and tailor their careers interventions across years and cohorts, and our specialist networks and resources to support young people with SEND, those in Alternative Provision settings and Independent Training Providers.

## This guide

This guide provides governors in FE and sixth form colleges with information about:

- the DfE's Careers Guidance for FE.
- the place of careers support in Ofsted's inspection framework.
- support from The Careers & Enterprise Company.
- the role of the governing body.

It concludes with checklists of questions it is suggested governors might find useful when reviewing the college's provision of careers support. Governors are encouraged to read the guide and to use the questions to initiate discussions with the college leadership and careers leader.

# 2 | Careers Education Context

## Careers Education in FE

In December 2017, government published its [Careers Strategy](#) which 'aims to meet the skills that the country needs by connecting the worlds of education and employment.' The latest Department for Education (DfE) [statutory guidance](#) expanded on this aim.

Schools and colleges are expected to take a strategic approach to the development of their careers provision, appointing a named Careers Leader and should be using the Gatsby Benchmark framework. The Gatsby Benchmarks were first established by Sir John Holman in the Good Careers Guidance report (2014) and are based on extensive national and international evidence.

Secondary schools and colleges were expected, by government, to begin using the Gatsby Benchmarks to improve careers provision from January 2018 and to meet them by the end of 2020.

The DfE's guidance outlines that whilst the benchmarks are "not a statutory framework... by adopting them schools can be confident that they are fulfilling their legal duties".

In January 2021, government published the Skills for Jobs White Paper, recognising the positive impact the Careers Strategy and the wide adoption of the Gatsby Benchmarks has had on the quality of careers education across England. The White Paper included:

- Commitments to continuing careers infrastructure roll-out including Careers Hubs and the Enterprise Adviser Network.
- Further investment in funded and bursary supported Careers Leader training places.
- Proposal to build careers awareness into every stage of teachers' professional development, from initial training to education leadership.

- The lowering of the age range of the duty on schools to provide careers education so support begins from year seven.
- Plans for Ofsted to undertake a thematic review to assess careers guidance in schools and colleges and provide recommendations to improve practice.
- Plans to align some of the work of The Careers & Enterprise Company and the National Careers Service.



# The eight Gatsby Benchmarks are:

- 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.
- 2 |  Learning from career and labour market information**

Every learner, 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.
- 3 |  Addressing the needs of each learner**

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.
- 4 |  Linking curriculum learning to careers**

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 key expectations from employers.
- 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.
- 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.
- 7 |  Encounters with further and higher education**

All learners should understand the full range of learning opportunities that are available for them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.
- 8 |  Personal guidance**

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 (Level 6). 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.

# 3 | DfE Guidance and Ofsted Requirements

Governing bodies have a key role in ensuring colleges not only meet their legal and other requirements, but also provide the best possible education, training and preparation for adult and working life. This includes equipping learners with the knowledge and skills to make informed choices about their futures. Governors can do this by offering strategic support and challenge to college leaders and by holding the principal to account for the quality of provision of careers education, information, and guidance.

All further education (FE) colleges and sixth form colleges in England are subject to a requirement to secure access for learners to independent careers guidance. This forms part of FE college and sixth form college funding agreements. Colleges also have a legal requirement to provide all learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. These requirements have been in place since 2013.

The DfE '[Careers guidance and access for education and training providers](#)' sets out further expectations for all FE and sixth form colleges in England. Therefore, in addition to ensuring that the college is meeting its requirements to secure access to independent careers guidance and to provide guidance and careers reference materials, the Governing Body should ensure that the college is following the DfE's expectations to:

- use the Gatsby Benchmarks to improve careers provision;
- offer every learner at least two meaningful encounters with an employer each year, at least one of which should be related to the learner's field of study;
- appoint a named person to the role of Careers Leader to lead the careers programme;
- publish details of the careers programme on the college's website in a way that enables learners, parents, college staff and employers to access and understand it;
- colleges should collect and maintain accurate data for each pupil on their education, training or employment destinations;
- every college should ensure that 16-18 year olds and 19-25 year olds with an EHC plan are provided with independent careers guidance.

In addition to these expectations, DfE strongly encourages colleges to also follow the recently updated [provider access legislation](#) as good practice, which applies to schools and schools that have sixth forms.

For further information take a look at our '[At a glance guide for college leaders](#)'.



## The appointment of a Careers Leader

From September 2018 colleges have been expected to have appointed a named individual with appropriate skills and experience to lead the careers programme. The role is distinct from that of managing the college's careers service which will typically provide personal guidance to learners as well as other forms of support, although the role of Careers Leader could be combined with managing the careers service. The Careers Leader may be a teaching or non-teaching member of staff but should have influence across the college and the backing of governors and the senior leadership team.

The Careers & Enterprise Company has published a guide, [Understanding the role of the Careers Leader. A guide for colleges](#), which explains the role and sets out the strategic and operational leadership responsibilities of the Careers Leader. The guide is based on extensive research and consultation with colleges. It recognises that each college is different and it is up to the individual college senior leadership team and governors to agree how careers support should be led and managed.

Most FE colleges are likely to adopt a team approach to careers leadership, bringing together middle leaders with responsibilities for the careers service, tutorial programmes, marketing, admissions and links with employers, and led by a member of the senior leadership team with overall responsibility for careers. The senior leader takes on the strategic leadership of careers and ensures that the other members of the careers leadership team oversee the successful delivery of the various elements of the careers programme.

Smaller colleges, including many sixth form colleges and independent specialist colleges, often adopt a model more akin to that employed by schools, where

there is a single post of Careers Leader who takes on responsibility for both the strategic and operational leadership of the entire careers provision. In such cases the Careers Leader is either a senior leader or a middle leader with support from a designated senior leader.

Governors can empower Careers Leaders and keep up to date with developments and progress of the college's careers programme by scheduling regular meetings with the college's Careers Leader. Ideally, one particular member of the Governing Body will be identified as the Link Governor for careers and meet with the Careers Leader at least once each term. In this way the governors can ensure that the Careers Leader is being supported and challenged at a strategic level.

Where link governors are not possible, best practice would be to ensure that Careers is a key part of overall strategy. It should be a standing item at curriculum and quality meetings and progress towards the Gatsby Benchmarks and identified development areas would be reported on at full board meetings.

## Publishing details of the careers programme on the college's website

The Government expects colleges to publish information about their careers programme on their website. Unlike for schools this is not a statutory requirement, but colleges are expected to follow similar good practice:

- the name, email address and telephone number of the college's Careers Leader;
- a summary of the careers programme, including details of how learners, parents, college staff and employers may access information about the careers programme;
- how the college measures and assesses the impact of the careers programme on learners;
- the date of the college's next review of the information published.

It is good practice for each college to have a careers policy statement covering: vision; legal and other requirements; learner entitlement; management and delivery; engagement with stakeholders and partners. The policy should be approved by governors and reviewed at least every three years. Following on from the policy, the college should ideally have a strategic careers plan - a working document giving details of the actions to be taken to implement the careers programme and work towards the vision.

These documents should ideally outline the college objectives, including specific milestones, to help evaluate progress and performance.

The [AoC Code of Good Governance](#) stresses the importance of the need for appropriate policies that describe how the strategy is being implemented.

## Commitment to the delivery of independent and impartial careers guidance

From September 2013 all colleges have had a requirement, through their funding agreement to “secure access to independent careers guidance” for learners up to age 19. This can be through in-house careers advisers or through buying in external services. The Government recommends that all careers guidance interviews should be delivered by a careers professional qualified to at least Level 6 in Career Guidance and Development. However, it also recognises that colleges with larger numbers of students use an adviser qualified to Level 4 to provide careers advice but they should make sure access to a careers adviser trained to at least Level 6 is available if needed. The Career Development Institute (CDI) maintains a [Professional Register of](#)

[qualified careers advisers](#) holding qualifications at Level 6 or higher.

## Quality Assurance

As a condition of funding, the Government requires all FE colleges to hold the matrix Standard, which is the UK-wide national quality standard for information advice and guidance services. This requirement has been waived for sixth-form colleges. In addition, the Government strongly recommends that all colleges should work towards the [Quality in Careers Standard](#), the national quality award for careers education, information, advice and guidance which is fully aligned to the Gatsby Benchmarks. The Standard gives colleges the opportunity to gain formal, external accreditation of their careers programme.

## Ofsted’s Education Inspection Framework (EIF)\*

Ofsted’s most recent version of its education inspection framework is for use from September 2019. It sets out the main judgements that inspectors make when carrying out inspections of all types of education and training provider including further education and skills providers. Inspectors make judgements on four main areas: quality of education; behaviour and attitudes; personal development; leadership and management. Two of the judgements relate specifically to the provision of careers support in the college.

- under ‘quality of education (impact)’ inspectors will evaluate the extent to which “learners are ready for the next stage of education employment or training.”
- under ‘personal development’ inspectors will evaluate the extent to which “at each stage of education, the provider prepares learners for future success in their next steps.”

\*Ofsted will be undertaking a thematic review to provide an up-to-date assessment of careers guidance in schools and colleges and provide recommendations to improve practice (FE White Paper, Jan 2021)

# 4 | Support available from The Careers & Enterprise Company

We have a range of training and support available for colleges. We have a dedicated [Governor page](#) on our Resource Directory, including training and resources.

There is a [free online training](#) module designed to support you in your role as Governor.

[Register here](#) to receive latest policy updates and support via our Governor digest.

## 1. Access our Network



- Partner with an Enterprise Adviser and Enterprise Coordinator. We will partner you with a senior business volunteer and our trained Enterprise Coordinator to support you in the development of your careers programme.

## 2. Support for Careers Leaders



- Sign up to our free [online training](#) course to learn more about the role.
- Register for a Careers Leader bursary to undertake training with one of our 12 training providers.

## 3. Help meeting the Gatsby Benchmarks



- Evaluate and track your college's progress through [Compass](#), our online self-review tool.
- Understand the Gatsby Benchmarks better with our [toolkit for colleges](#).
- Find high quality external providers of careers activities to deliver programmes within your college through our [Provider Directory](#).
- Find resources mapped to each of the Gatsby Benchmarks on [our Resource Directory website](#).

# 5 | Role of Governing Body

Governors have key roles in providing support and challenge at a strategic level, approving and keeping under review college policies and monitoring delivery. Although it is not a requirement, it is recommended that each college should identify a member of the governing body to be a specific link for careers. The Governing Body should take an interest in the careers provision at a strategic level and, as a minimum, ensure that the college meets its requirements. But the role should extend beyond that, to encouraging the college to follow the expectations set out by the DfE and to constantly review and develop its careers support for learners. In practice the Link Governor should meet regularly with the college's Careers Leader, the Enterprise Adviser and the Enterprise Coordinator to ensure that there is a coordinated and coherent approach to implementing the Gatsby Benchmarks across the college.

The Aoc Code of Good Governance highlights the need of the Governing Body to “ensure that the college is responsive to the community and relevant employment trends including building strong two-way relationships with. Local Enterprise Partnerships and other employer led local groups. To facilitate student progression to further study or employment, the board should ensure the college has in place a range of strategies for engaging with employers and other stakeholders.”

## Role of Link Governor for Careers

The role could include:

- supporting the Careers Leader by arranging regular meetings.
- offering feedback on the college's policy, strategy and development plans for careers.
- reporting back to the Governing Body on how the careers provision is contributing to the college's strategic priorities.
- reporting back to the Governing Body on how the careers provision is contributing to learners' learning and career decision-making.
- reviewing, with the college leadership, learner destinations.
- facilitating the appointment of people from the business community as college governors.
- facilitating partnerships with local businesses.
- ensuring that the Governing Body is advised of and meeting its requirements and expectations in relation to careers provision.
- encouraging the college to work towards the Quality in Careers Standard.

# 6 | Questions for Governing Bodies to ask of the college leadership

Below are the main questions the Governing Body might consider when reviewing its role in relation to the college's provision of careers support for learners and monitoring progress towards the Gatsby Benchmarks.

## Legal requirements and other expectations

- Have the college executives informed the Governing Body of its legal and other requirements with regard to career guidance, and the expectations in the DfE's latest guidance?
- Does the college comply with its legal requirements and other responsibilities for career guidance, and are these reflected in the college's careers policy?
- Has the college presented a policy for careers to the Governing Body for approval? When was it last reviewed?

## Strategic oversight

- Is the Governing Body fully aware of the careers programme provided in the college, and how it is delivered and evaluated?
- How frequently is the careers programme discussed at Governing Body meetings?
- Is the Governing Body aware of how the college's vision for careers being met?
- Is the Governing Body aware of identified areas for improvement and what plans have been put in place?

## Leadership of careers

- Which member of the senior leadership team is the designated Careers Leader for the college? Which other members of staff have leadership roles for careers?
- Has the Careers Leader taken up the offer of training for the role?
- Has the Careers Leader been given sufficient time and resources to undertake the role effectively?
- Are the details of the college's careers programme, and the contact details for the Careers Leader, published on the college's website? Is this information accessible to learners, parents/carers, employers and other stakeholders? Is it kept up to date?
- How frequently does the Careers Leader report to the senior leadership team and present a report to the full Governing Body on developments in the careers programme?
- Has the Governing Body identified a Link Governor for careers? How often does the Link Governor meet with the college's Careers Leader?

### Quality assurance

- What was the outcome of the most recent review of the college's performance against the Gatsby Benchmarks using the Compass self-review tool?
- How does the college's performance compare with the national and regional picture?
- Does the college have a strategic careers plan in place to address any areas of weakness with regard to the Gatsby Benchmarks?
- Does career guidance feature in the whole college development/improvement plan?
- What evidence is there that all learners have the opportunity to engage with higher education, apprenticeships and other routes to employment?
- How does the Governing Body review the destinations of learners over time?
- How aware is the Governing Body of local, regional and national labour market information? Does the Governing Body ensure that the college uses labour market intelligence to inform its planning of curriculum and careers support?
- Do governors attend careers events at the college?

In February 2020 we published, for the first time, detailed Compass results for colleges, [Careers and enterprise provision in England's colleges in 2019: Detailed Gatsby Benchmark results](#). The report presents overall results for different types of post-16 provider and considers the next steps for continuing to improve career guidance in FE and sixth form colleges.

Annex A provides sets of suggested prompt questions for the Link Governor for careers to use when meeting with the Careers Leader, or wider careers leadership team, to review progress against each of the Gatsby Benchmarks in greater depth.



## Case Study

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### Oldham College

**This medium-sized, general further education college promotes routes to skilled employment rather than courses. The lead governor for careers chairs the Curriculum and Quality Committee. CEIAG is a standing item on the agenda and informs the planning of the curriculum offer at the college.**

Oldham College is a general FE college providing technical and professional education courses to approximately 5,500 students, including 2,000 full-time students on 16-19 study programmes, around 500 higher education students, plus apprentices, adult and part-time students. In 2019 the college fully achieved all eight Gatsby benchmarks. The member of the senior leadership team with oversight of careers is Alan Benvie, assistant principal.

The named careers leader is the lead member of the team of five CEIAG advisers and she reports to the head of student services who, in turn reports to Alan. Careers support permeates across all aspects of college life. The careers advisers work closely with both the progress tutors in the different course areas and the careers champions in each faculty. The role of the champions is to promote CEIAG activities within their faculty area and they meet as a cross-college network, led by the head of student services. The head of student services attends the weekly meetings of the college curriculum management team, accompanied on occasions by the careers leader.

The main channel of communication between the college leadership and the governors with regard to CEIAG matters is the Curriculum and Quality committee. This sub-committee of the full governing body meets once or twice each term and its chair is the lead governor for careers. The lead governor is Executive Director of Greater Manchester Learning Provider Network (GMLPN) and previously worked with the Skills Funding Agency and the Learning & Skills Council. She takes a keen interest in careers. Her work in the sector involves keeping abreast of CEIAG structures and systems both nationally and across Greater Manchester. She is proactive in providing support and challenge to the college leadership, and also makes a point of celebrating successes. CEIAG appears on the agenda of each meeting of the committee, not only to oversee the provision of support for students' progression and transition but also to make sure that labour market intelligence and feedback from the careers team's work is used to inform the planning of the curriculum across the college.

The formal relationship is through the assistant principal attending the committee but in addition the lead governor meets with Alan, the head of student services and the careers leader, sometimes individually and sometimes as a group. When she is in the college she calls into the careers centre and she attends careers events. The lead governor also makes a deliberate effort to brief all her governor colleagues on CEIAG issues. As a result the profile of careers is high across both campuses of the college.

## Case Study

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### Christ the King Sixth Forms

**At this sixth form college the governors work with the careers leader through a partnership board, which operates as a sub-committee of the governors augmented with representatives of local businesses and universities plus former and current students.**

Christ the King is a non-selective, comprehensive sixth form collegiate, located on three sites across two south-east London boroughs. It caters for approximately 2,500 16-19 year-old students, providing A levels and BTEC courses at levels 1, 2 and 3. The named careers leader is David Pearson, director of wider learning, careers and partnerships.

The senior leadership team consists of the Executive Principal and the three heads of centre. David is a member of the wider college leadership team and reports to one of the heads of centre. He combines the role of careers lead with responsibility for the learning resource centres and for partnerships with the 11-16 schools in the area. David manages a team of three Level 6 qualified careers advisers and meets with them once a week, both as a group and individually. In addition he meets regularly with the heads of centre on matters to do with careers in the tutorial programme and within the subject curriculum. The main working link between the careers leader and the governors is through the partnership board, which was first established eight years ago and reports directly to the full governing body. The partnership board comprises representatives of the governing body, businesses, universities, alumni and current students, with a total of up to 25 members. It is chaired by the link governor for careers and meets for an hour and a half once each term. The agenda is focused solely on careers matters.

From September 2020 the single partnership board will be replaced by three smaller boards, one for each centre. The constitution and agenda will remain the same, and each board will be chaired by a different governor. The careers leader will prepare papers for the three boards and will meet with the three link governors for careers as well as attending each meeting.

To date the partnership board has proved particularly useful in reviewing progress against the Gatsby Benchmarks, reviewing student destinations and keeping the college and the careers leader up to date with developments in the labour market and higher education. It has also provided a source of practical support for various careers activities in the college. The move to three boards will help to make sure that the careers provision is relevant to the specific range of courses in each of the centres.

## Case Study

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### The Manchester College (TMC)

The largest college in the UK places students' progression and employability at the forefront of its work. The emphasis throughout the whole college is 'careers not courses', and the careers strategy is central to all discussions within the governing body.

The Manchester College services over 13,000 students, including over 4,900 16-18 year-olds following predominantly programmes of vocational and technical education, on nine campuses. In 2016 the governors and the executive began work on developing a 2020 strategy which places careers at the heart of its mission. The focus of its work is helping each and every student on their journey towards their career ambition.

This overall purpose has been underpinned by a significant investment in support and capacity-building for CEIAG. A large team of careers and employability advisers works across all campuses. In addition each of the curriculum teams ensures that work-related learning is built into their programmes and all students are guaranteed an experience of work as an integral part of the study programme. The governors and executive have worked together to create an aspirational culture, where all students have a clear goal and all staff take responsibility for supporting students' progression and developing their employability. Ofsted's report of its inspection of the college in 2019 said that *"students are ambitious for their future progression.... Leaders have focused effectively on ensuring that the college ethos is based on careers not courses. Students receive impartial careers advice and guidance that is effective in helping them make informed decisions regarding their future careers or further learning opportunities."*

CEIAG in the college is led by the assistant principal for careers, employer partnership & skills. The assistant principal reports to the deputy principal for FE. At governor level, as CEIAG is central to the college's mission it is considered at each full governing body meeting and the deputy principal and assistant principal attend to give regular progress updates. The college is part of a larger education and skills group in the city (LTE group), which has an overarching corporation. Each member of the group, including TMC, then has its own divisional board. Careers matters are discussed at the divisional board, but always signed off at the full group corporation.

In 2020 the college was commended by the Association of Colleges (AOC) Beacon Awards for its engagement with employers and the careers, employer partnerships and skills team went on to win The Careers & Enterprise Company Award for Innovation. The college achieved the award for its *"innovative whole team approach to CEIAG, integrating curriculum learning, careers champions, employability opportunities and welfare support, to offer students a seamless, holistic experience on their pathways to work readiness"*.

# 7 | Glossary

In the careers sector several similar terms are used to describe different things, and the definitions have changed over time. In this section we provide explanations of how a number of terms are currently used, both in this guide and in related documents. We also explain some key job titles and other terms used by The Careers & Enterprise Company.

## Definitions of terms used in the careers sector

### Career guidance

Previously used in the UK to describe the one-to-one interaction between a careers adviser and an individual but increasingly now being used as the generic term to describe the whole careers programme in a college, including careers information, careers advice and guidance, career counselling and career learning.

### Personal career guidance

The term now being used to describe the one-to-one interaction between a careers adviser and an individual learner.

### Career learning

Planned programmes of activities within the curriculum designed to help learners to learn about career, future study options and work, and to develop career management and employability skills. Often also referred to as 'careers education', particularly in the school sector.

### Strategic careers plan

A plan of action, typically spanning two or three years, setting out a vision for career guidance in the college together with plans for implementing the proposed programme.

In many respects this will be the equivalent of a departmental development or improvement plan. The plan should be preceded by a review and evaluation of the current programme and then give details of specific actions to improve the provision. For each action the plan will identify the overall objectives, the tasks to be undertaken, the members of staff responsible, the resources required and the date for completion. In the best practice, the strategic careers plan will be integrated into the whole college development or improvement plan.

### Careers policy

A concise statement of the guiding principles which underpin the college's careers programme. Typically the policy covers: vision; legal and other requirements; learner entitlement; management and delivery; engagement with stakeholders and partners.



## Explanations of terms used by The Careers & Enterprise Company

### Enterprise Adviser Network (EAN)

Our national network connects schools and colleges with employers and careers programme providers, and supports them to work together to provide young people with effective and high quality encounters with the world of work. The network is made up of Enterprise Coordinators, who we co-fund with the LEPs and Combined Authorities, and Enterprise Advisers, who are volunteers from business.

### Enterprise Coordinator (EC)

Enterprise Coordinators are trained professionals who work with clusters of 20 or so schools and colleges to build careers provision and make connections to local and national employers. The EC sits at the heart of the EAN and acts as the central point for information on local and national solutions. The role is to:

- help schools and colleges build upon their careers and enterprise activities and engage with the world of work;
- make it easier for schools and colleges to engage with employers and careers programme providers;
- focus everyone's efforts on programmes and activities that are most effective in motivating young people and supporting independent choice and positive outcomes.

### Enterprise Adviser (EA)

Every school and college is entitled to be linked to an EA, a senior business volunteer who typically gives the equivalent of a day a month to work closely with the senior leadership team to help develop and implement a careers strategy, drawing upon their business experience and professional networks. An EA can add value by:

- supporting the development of a whole college plan for careers, enterprise and employer engagement;
- providing an employer perspective and insight, and access to their local business networks.

### Careers Hub

Careers Hubs are clusters of schools and colleges located in the same geographic area, working together with partners to deliver outstanding careers education. Secondary schools and colleges within a Careers Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area by:

- helping schools and colleges build upon their careers and enterprise activities and engage with the world of work;
- making it easier for schools and colleges to engage with employers and careers programme providers;
- focusing everyone's efforts on programmes and activities that are most effective in motivating young people, supporting independent choice and supporting positive outcomes for young people.

# A | Prompt questions for reviewing progress against the Gatsby Benchmarks

Below are questions for the Link Governor for careers to consider when meeting with the Careers Leader, or wider careers leadership team, to review progress against the Gatsby Benchmarks. It is suggested that the governor should select from the lists of possible questions depending on the particular focus of the meeting.

## Benchmark 1 – A stable careers programme

- Does the Careers Leader use the Compass self-review tool? If so, what were the outcomes of the most recent review?
- How often does the Careers Leader report to the principal and senior leadership team on progress towards meeting the Gatsby Benchmarks?
- How often does the Careers Leader report to the Governing Body on progress made towards the broader strategic aims for the careers provision?
- How is the impact of the careers programme evaluated?
- Is feedback on the careers programme collected from learners, parents, college staff and employers?
- How has such feedback informed plans for the future developments to the careers programme?
- How does the college make use of the experience, expertise and contacts of governors in the delivery and development of the careers provision?
- Has the college achieved, or is it working towards, the Quality in Careers Standard?

## Benchmark 2 – Learning from career and labour market information

- How aware of local, regional and national labour market information (LMI), and the sources of such intelligence, are the Careers Leader and the wider careers team?
- What use is the college making of LMI to inform the planning and delivery of the careers programme?
- How is LMI communicated to college staff involved in careers, learners and parents?
- What evidence is there that learners are using this intelligence to inform their career choices?
- Does the Careers Leader make use of the [‘LMI for All’ portal](#) and the [LEP website for local LMI](#)?

# Prompt questions for reviewing progress against the Gatsby Benchmarks continued. . .

## Benchmark 3 – Addressing the needs of each student

- By what means does the careers programme contribute to the college's approach to raising the aspirations of all learners?
- How does the careers programme actively challenge stereotypical thinking about career choices?
- What records are maintained of learners' careers activities, (including guidance interviews) and their career intentions?
- By what means are learners able to access their own records?
- Are these records integrated with records of the learners' careers experiences and progress in previous stages of their education (including in their secondary school)?
- What data is collected on learners' destinations after they leave college? For how long after they leave are destinations updated?
- How often does the Governing Body review the college's destination data and how are such reviews used to inform future planning?
- What additional and tailored careers support does the college provide for vulnerable learners and learners with special educational needs and disabilities (SEND), including those with an Education, Health and Care Plan (EHCP) up to the age of 25?

## Benchmark 4 – Linking Curriculum Learning to Careers

- How does the Careers Leader work with subject departments and faculties, curriculum leaders and course programme managers to ensure that they build links to careers into their teaching?
- Across the college, how well does each subject programme area help learners identify the progression opportunities to further and higher education, training and apprenticeships, and employment opportunities?

## Benchmark 5 – Encounters with employers and employees

- What proportion of learners have at least two encounters with an employer (with at least one being delivered through their curriculum area) every year they are at college?
- Does the range of employers with which the college works reflect the local labour market and the range of courses offered at the college?
- How could the governors assist with identifying employers to contribute to the careers programme?

# Prompt questions for reviewing progress against the Gatsby Benchmarks continued. . .

## Benchmark 6 – Experiences of Workplaces

- What proportion of learners have had at least one experience of a workplace by the end of their study programme?
- How does the Careers Leader work with the college's Enterprise Adviser and the local Enterprise Coordinator, to ensure that the workplace experiences offered are fully representative of the range of businesses and career opportunities open to learners?

## Benchmark 7 – Encounters with further and higher education

- By the end of their study programme, what proportion of learners have had at least two encounters with apprenticeship providers?
- By the end of their study programme, what proportion of learners have had a least two encounters with higher education providers?
- How does the Careers Leader work with the National Apprenticeship Service to make sure learners at the college receive information about apprenticeships in general and specific vacancies?
- How does the Careers Leader work with the local National Collaborative Outreach Programme to promote higher education to learners?

## Benchmark 8 – Personal Guidance

- What arrangements has the college made to ensure that all learners up to age 19 (and up to age 25 for those with an EHCP) have access to impartial careers guidance from a qualified careers guidance professional, at times when they need it?
- Does the college employ its own qualified careers advisers and/or buy in the services of qualified careers advisers?
- What is the management relationship between the Careers Leader and the careers advisers?
- By what means are learners made aware of the personal career guidance service available and how do they access it?
- What proportion of learners up to age 19 (and up to age 25 for those with an EHCP) receive at least one personal career guidance interview with a level 6 or 7 qualified careers adviser by the end of their study programme?
- How is the provision of personal career guidance funded?
- Has the college achieved the matrix Standard and when is the next assessment due?

120 Aldersgate St  
London  
EC1A 4JQ  
0207 566 3400

[careersandenterprise.co.uk](http://careersandenterprise.co.uk)