THE CAREERS & ENTERPRISE COMPANY

Building good practice in careers education

Insights and guidance for training providers

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Foreword

The work being done by training providers up and down the country is vital. Offering high quality, industry-aligned programmes that allow learners to see how valuable their skills are to our future workforce. They are a key pillar of our education system, but one which is sometimes not fully recognised.

Ensuring students know about the options available with training providers is essential and thankfully, there are signs of progress in this area. The latest data from nearly 4,000 schools and colleges shows that more young people are hearing about the full range of apprenticeships at school and direct engagement with training providers is increasing.

But when we talk about training providers and careers education, we can't just focus our efforts on raising awareness about these pathways. Those learners taking part in apprenticeships, traineeships and other training provision also need to experience high quality careers education themselves.

Many will still not know what path to take, what to do after their programme is completed or what different options are available to them. As they amass more real work experience alongside their qualifications, they need high quality support to help them take their best next step.

This resource has been created to address that issue. Working side by side with providers across the country, we have looked at the wealth of careers activity already taking place and what support the sector needs to be able to develop this into consistent, high quality, 21st century provision.

We want to support providers to develop an embedded culture of careers education that positively impacts every stage of the learner journey. From the first recruitment interaction to preparing for a sustained transition, support with their career planning can help every learner make informed decisions.

Government, both through the Skills for Jobs white paper and their previous Careers Strategy, have made clear that high quality careers education is vitally important. Whilst the guidance for colleges is statutory, training providers have been encouraged to follow it too 'as a statement of good practice'. This guide supports providers in achieving that.

I hope this resource becomes a useful tool for all training providers, both those who are already building good practice in careers education, as well as those who want to learn more and develop their work in this area.

John Yarham, Deputy Chief Executive at The Careers & Enterprise Company

The Careers & Enterprise Company

The Careers & Enterprise Company (CEC) is the national body responsible for careers education in England, supporting schools and colleges to help every young person find their next best step.

Established by the Government in 2015, The Careers & Enterprise Company helps to link schools and colleges in England to employers, to increase employer engagement opportunities for young people. To do this, we have established a national network to connect schools and colleges, employers and careers guidance providers. More than 4,000 schools and colleges are engaged in our careers network - 81 per cent of the state sector. The system we now have in place is nationally coordinated with locally tailored careers provision underpinned by the Gatsby Benchmarks. Through our investment funds we are also able to back proven ideas, funding high-quality careers and enterprise activity in areas of need. Across our work we are making measurable progress for learners.

The revision to the Careers Strategy, contained in the Department for Education's Skills for jobs: lifelong learning for opportunity and growth white paper, re-emphasised the role of The Career & Enterprise Company as the national body for careers education in England. Further, this white paper restated the Department for Education's endorsement of the Gatsby Benchmarks as the framework for effective, world class careers education, giving us a pivotal role in the implementation of the strategy.

Our vision

We know that:

- A best next step is not the same for every young person
- Young people face uncertainty and opportunity
- Difficulties are not evenly spread

As it is our mission to help every young person find their next best step, we are working to ensure training providers supporting learners, can also benefit from our insights and resources.

Support for training providers

At its best, careers education is an essential part of a young person's secondary and further education, beginning early and continuing until a learner leaves compulsory education or training. Real world learning, knowledge, inspiration, and advice is gained through multiple employer and workplace engagements, exposure to further and higher education, as well as through the curriculum and in one-to-one personal guidance.

The Gatsby Benchmark framework is at the heart of statutory guidance for schools and colleges and working towards the Benchmarks helps institutions meet the requirements for good careers provision. Although this statutory duty does not currently extend to training providers, Ofsted is required to comment on the careers provision of training providers and looks for evidence of highly effective careers advice and guidance systems.

We are aiming to forge a new relationship with training providers to demonstrate the value of utilising a framework to bring consistency to careers education delivery for their organisations and the young people they support. We know significant good practice already exists, but we want to help providers to consolidate this, build their provision further and raise the standard of delivery across the sector.

This guide sets out to give an overview of careers education in England and to show how the Gatsby Benchmarks can be an excellent framework for training providers to create modern, 21st century careers education. It is not a manual for implementing all Benchmarks, but it presents a holistic look at them and offers suggestions for making them work for training providers, alongside some inspiring example of practice from the sector.

Paul Warner, Director of Strategy and Business Development at The Association of Employment and Learning Providers (AELP) says, *'It is vital that good careers education is available to every young person, no matter which pathway they have chosen. This guide will help training providers to improve their careers offer by using the Gatsby Benchmarks as a framework to build on the good practice that already exists, and to bring consistency to the sector.'*



About this guide

Who is this for?

This guide is designed to support any senior staff within training providers who have responsibility for careers. It is particularly aimed at those supporting 16–19-year-old learners as well as those with Education, Health and Care plans up to 25 years old.

Providing a progressive careers programme driven by a senior leader with oversight of the careers approach across the organisation can help to boost retention and progression into sustained destinations.

Many training providers are already developing areas of outstanding practice in careers education, which we will showcase in this guide, whilst others may be earlier in their journey and can use this guide to help them review and plan their approach.

The context

In September 2020, the Prime Minister set out the UK Government's Lifetime Skills Guarantee, which is transforming the skills sector so that everyone, no matter where they live or what their background, can gain the skills they need to progress in work at any stage of their lives. A key element is 'making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support.'

Mark Dawe, Chief Executive of The Skills Network observes: 'The closer focus by Government and Ofsted on skills progression means training providers will benefit from having a framework to measure their careers and guidance support for young people.'

The senior leaders in our provider network therefore see this activity as being an investment, not a cost, as it leads to retention and progression for learners. Learners need the right information and support to make choices that relate to real opportunities, including vocational and technical education, and employment progression.

In order to support training providers further, The Careers & Enterprise Company (in partnership with AELP) developed a pilot program during 2020/21 to test the suitability of the current career's guidance support offer in England with training providers. This work and further engagement will help to identify specific ways to embed the Gatsby Benchmarks successfully in the training provider sector.

SCL Education Group took part in the pilot programme and found the Benchmarks have helped them begin to create and deliver consistent provision. Victoria Greary, Group Careers Leader says: 'We weren't aware we had any problems until it had been diagnosed. There's much we can take away from this.'

With the Benchmarks there is an established and firm foundation to build on and we want to extend the benefits for learners who are supported by training providers.

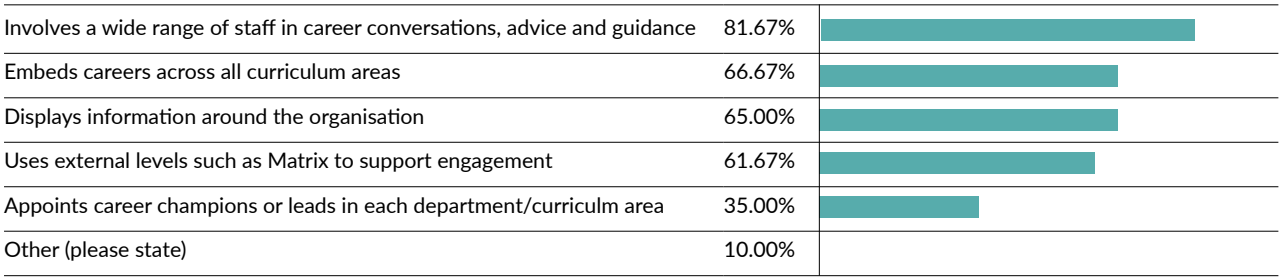
Why now?

Our recent research conducted with the Association of Employment and Learning Providers (AELP) shows that training providers are already undertaking a range of careers education activities (see graph below), however the picture is inconsistent across the sector. Of those surveyed, 66% consider their careers provision to be a top priority as they found that providing the time and support to explore options raises their learners' aspirations. This suggests that training providers know the subject is important but require further support in structuring and effectively implementing a consistent programme.

Our aim is to highlight and share good practice already happening by training providers. We want to provide specific support around the application of the Gatsby Benchmarks, feature innovative approaches, respond to sector demands, and shine a light on the latest research findings. We recognise that further work is required to help training providers adopt the Benchmarks.

Lisa Capper MBE, former Principal/Director of Education and Skills at Nacro, who took part in the pilot found that the Benchmarks 'give the missing link which completes the circle of learning for your student, contributing to shaping their futures, which is fundamental to what we do.'

Our research conducted with the AELP shows that the training providers surveyed are already undertaking a range of careers activities, however it does seem inconsistent.



Case study: A provider-wide approach to careers education

Background

HETA is a not-for-profit regional provider that specialises in offering apprenticeships and traineeships in the engineering sector, taking approximately 200 level 3 learners each year.

Embedding careers education in the learner journey

The provider has established an approach where careers education is embedded throughout all aspects of programme delivery, with a culture of careers education being the responsibility of all staff members. They have dedicated staff who are involved in leading and delivering on careers education throughout the learner journey. This includes an employability co-ordinator, sales and marketing co-ordinators, senior leaders and management team, instructors and the quality team.

In addition to group-based and one-to-one activities, HETA look for further ways to engage learners in careers education. For example, all learners from the outset work towards an employability passport. This is a framework of expectations around key employability skills (including teamwork, self-management, problem solving, communication and literacy). Learners submit evidence towards this employability passport as part of their careers education and receive a credit on successful completion.

The provider is also currently exploring how they can help attract and retain more females in engineering and have set-up coffee mornings where potential or current learners can visit to speak informally to females who are already in the sector about their experiences. This is supported by an alumni group made up of ex-apprentices who visit and share their knowledge and experiences with current learners.

Employers and other organisations are actively involved in careers education delivery. Employers are encouraged to participate in many of the careers education sessions delivered by the provider, either by delivering sessions themselves, or working with HETA on delivery. Other partnership work has involved organisations offering intervention support for example around specific themes (drug and alcohol misuse, worklife balance, and wellbeing), along with using sector-specific organisations to provide employability sessions or work experience trials for learners.

Strategic focus

HETA have developed an organisational wide IAG strategy, that sets out the focus of careers education sessions, the targets that learners will be set and the staff who will be involved in delivery. They also have an IAG quality plan, are Matrix standard approved and have aligned their careers education offer to the Gatsby Benchmarks. Learners also have an IAG plan at all stages of their journey which sets out the priorities for IAG and the targets they are aiming for.

As they deliver across multiple sites, they have worked over recent years to standardise their careers education offer. Having an IAG strategy has helped with this, ensuring that the careers education that learners are provided with is consistent and staff are clear on what needs to be delivered. As part of their aim to improve success rates they felt that a consistent careers education programme was a significant factor in this.

'We've tried to standardise and professionalise across all three sites. A few years ago we were probably more guilty of different sites doing different things and we've tried to put it into one plan so everyone follows the same journey. We're constantly each year re-evaluating the plan and what could be done better, what do we need to add in, did this work, did this not work, that's under constant review.'
Charlotte Hogben, Training and Development Advisor

Leadership commitment to careers education

The senior leadership team (SLT) are viewed as being champions of careers education, with all SLT members promoting and engaging with the IAG programme. They actively attend careers events whilst having access to 'real time' data that gives strategic oversight on the progress in programme delivery and careers education delivery. HETA uses a centralised system where every careers education session (including its purpose, activities and intent) is recorded in real time giving the SLT a clear understanding at any point about the progress of careers education delivery. Furthermore, the SLT receive daily reports about progression rates onto the level 3 programmes and related careers education provided. Wider reporting on programme and careers education progress occurs at a board level monthly.

Case Study: Employer engagement in careers education

Background

HIT Training Ltd is a large independent training provider, with 5000 learners, over 300 of whom are aged 16 to 18 years old. The majority are enrolled in apprenticeships, in sectors including hospitality and catering, management and business administration, customer services, adult care, early years and funeral services.

They have a comprehensive careers education programme running throughout their apprenticeship provision, which is interlinked with curriculum delivery, and is known as the 'golden thread'. Careers education is delivered through individual advice and guidance from tutors, a range of resources for learners, and via curriculum sessions. It is regularly reviewed, evaluated, and innovated.

Encouraging employer buy-in

Through discussions, events to celebrate apprentices' journeys, and employer forums, the provider shares information with employers highlighting the successful outcomes for apprentices. A number of employer forums are held each year providing a space for employers, who may be competitors in business, to work collaboratively with the provider on a range of topics, including careers education.

The strong relationship between provider and employers means that employers have not only accepted the careers education that the provider will deliver, but have been encouraged to develop ways in which they can be involved in delivering careers education themselves. Rather than guarding ideas, information, and resources for use with apprentices employed in their organisations alone, they share this information for the benefit of all apprentices.

Employer partnerships supporting careers education delivery

Careers education mapping: HIT Training Ltd has extensively mapped careers routes, identifying the different steps, pathways, and resources available to support and inspire apprentices, with individual stories of success of past apprentices and aspirational biographies from the sector. Seeing these has motivated employers to write similar maps of the career pathways in their own organisations. This has been collated to produce a comprehensive mapping resource of career routes in the different sectors they work in and is available for all apprentices to use.

Directory of expertise: The provider has a directory of expertise of staff from all areas of their own business. Employers have now identified individual expertise within their workforce to contribute to the directory. Any apprentice can access specialist, individual careers support from any expert on the directory, irrespective of their employer. For example, a catering apprentice, who was disengaged and considering withdrawing from the apprenticeship, received individual careers education and advice from a pastry chef who had worked in France; the learner completed their apprenticeship with renewed interest and a greater understanding of how to achieve their chosen outcome of patisserie work in Paris.

Supporting employers to train their line managers in careers education: Through discussion with the provider, employers decided that it would benefit their apprentices if they formally trained the line managers in their organisations in careers education. This ensures they have an additional source of immediate and high-quality careers education, advice and guidance from key staff at the employer site, rather than relying solely on their trainers. HIT Training Ltd has assisted employers by tailoring individual training resources and courses for the employers and signposting support for their use.

Employers induct training provider staff into their organisations: By inducting provider staff into the employers' organisation, they have a better understanding of the employer's culture and career pathways from the outset. This helps them steer apprentices towards appropriate experts in the employer's organisation for any additional employer-based careers advice and guidance.

About the Gatsby Benchmarks

The Gatsby Benchmarks framework for good careers provision was developed on behalf of the Gatsby Foundation by Sir John Holman and aimed to highlight what 'good career guidance' looked like for young people.

Careers guidance is the full range of activity delivered under the eight Gatsby Benchmarks. The Department for Education encourages 'providers of post-16 education and training, including independent learning providers, to follow the statutory guidance, including the Gatsby Benchmarks, as a 'statement of good practice.'

We refer to this whole programme of activities as careers education but it may also be referred to in some organisations as CEIAG/IAG (Careers Education Information Advice and Guidance).

The eight benchmarks are:



Benchmark 1
– A stable careers programme



Benchmark 2
– Learning from career and labour market information



Benchmark 3
– Addressing the needs of each learner



Benchmark 4
– Linking curriculum learning to careers



Benchmark 5
– Encounters with employers and employees



Benchmark 6
– Experiences of workplaces



Benchmark 7
– Encounters with Further and Higher Education



Benchmark 8
– Personal guidance

More background information on the Benchmarks can be found here goodcareerguidance.org.uk

Gatsby Benchmark 1

A stable careers programme



Benchmark 1 provides the foundation for careers provision across your organisation and supports linking careers provision to a training provider's vision, priorities and wider improvement of provision.

Below are the statutory requirements for colleges as set out by Gatsby Benchmark 1. It gives a direction of travel and aspiration for training providers to create a stable careers programme.

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

- Every college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the college's website in a way that enables learners, parents/carers, college staff and employers to access and understand it.
- The careers programme should be regularly evaluated, with feedback from learners, parents/carers, college staff and employers.

What this looks like for training providers

Gatsby Benchmark 1 provides the foundation for the wider careers provision and should link to the training provider's vision and priorities. When thinking about how to apply this in a training provider context, consider the key requirements of the Benchmark and the benefits they can have for learners.

A stable careers programme should be:

- Progressive
- Inclusive
- Planned for intent
- Informed by data and evaluation

The training provider could consider writing a policy designed to meet all eight Gatsby Benchmarks, in line with the expectations of the DfE, Education and Skills Funding Agency (ESFA) and Ofsted. This could be an integral part of the training provider's mission and commitment to learners.

The programme should be well regarded by learners, parents/carers, staff employers and other agencies including partner organisations.

To create whole company engagement, the careers programme should be supported by a strategic careers plan, which has the support of senior leaders and governors (if relevant).

Consider nominating a senior leader who would be responsible for the effective leadership and delivery of careers education. They can promote a culture of high expectations and rigorously monitor achievements and destinations of learners on all courses to ensure that they make good progress from their starting points. They can be proactive in identifying and taking steps to overcome shortcomings in the careers programme.

A programme underpinned by strategic planning, staff accountability, systemic embedding of careers delivery and effective evaluation of the impact on learners, including whether they reach positive and sustained destinations, will help create a stable careers plan. The senior leader responsible for careers would be able to ensure this is being recorded and self-assess the provider's progress in this area.

Gaining regular feedback from learners and their parents/carers/guardians, as well as from other partners, employers and stakeholders, can be used to evaluate provision and inform future plans.

Providing a culture where considering and planning for future careers are a golden thread will lead to success in the world of work.

Training providers' careers team could look at providing a range of good-quality teaching and information resources, which trainers could be free to enhance (i.e. to capitalise on the opportunities for informal and incidental learning).

Creating a parents/carers' area online with information about pathways, opportunities and practical matters such as application procedures, timelines and student finance would be a beneficial step.

Respecting the rights of over-18s in managing home-provider links is an example of good practice.

Using a combination of face-to-face contact (e.g. open evenings), physical resources (e.g. posters, letters) and online channels (e.g. website, VLE, social media, email, parents/carers' portal) to engage and support learners, parents/carers and employers in understanding all possible progression pathways is another example of best practice.

Induction and subsequent in-service training for all staff which includes a focus on the careers programme and the strategic careers plan for the training provider and the role all staff play in the programme could be something to consider including.

Examples from the sector

- Having a senior person responsible for careers education, such as the Chief Operating Officer, ensures its strategic direction is driven forward, whilst a Careers Leader takes responsibility for the operational delivery
- Responsibilities for the senior leader in charge of careers are currently varied across providers but include:
  - Curriculum alignment with Ofsted and Matrix requirements
  - Leading the careers strategy for the organisation
  - Managing and reviewing the quality of careers education delivered
- In smaller providers it sometimes also includes:
  - Writing/overseeing development of new careers education resources and ensuring signposting to relevant careers information sources is up to date
  - Direct involvement in careers education delivery, such as attending events and hosting group careers sessions
- Delivery of careers education is often split across the learner journey with different elements being the responsibility of different teams, for example:
  - Business development or marketing providing careers support to prospective learners by giving them feedback on their applications, providing mock interviews and signposting them to alternative provisions that might be more suitable
  - Once on programme careers advisors, vocational tutors, student support officers, personal advisors, training facilitators, assessors, and reviewers all have a role to play
- Delivery methods include both one-to-one guidance and group sessions with providers bringing together apprentices in the same sector for careers sessions, and getting trainers to reflect on the sessions with learners in their next review

Why this matters

This Benchmark provides a foundation for the other seven Benchmarks. Developing a progressive careers programme shaped and driven by a strategic careers plan, enables learners to make well informed decisions about education, training, apprenticeship and employment opportunities and supports them to cope with challenging labour market conditions.

Delivering social mobility and justice relies on opening doors for all young people. The Department of Education has endorsed the fact that 'great careers guidance provides the first rung on the ladder of opportunity, helping everyone to achieve their full potential' . A stable careers programme can play a part in promoting social mobility for the benefit of young people, their families and wider society.

Training providers have a key role in delivering the government's Post-16 Skills for Jobs, which includes the reform of technical education and the introduction of T-levels, for which high-quality careers programmes will be essential.

Young people need more help than a generation ago to enter the adult labour market. This is mainly related to the squeeze on low and medium-skilled jobs in the economy.

High-quality careers provision contributes to raising aspirations and improving motivation. Recruiting and enrolling learners on to the right courses improves retention and enables them to progress and achieve more from their given starting points.

Having an identified senior leader focused on careers is important for tackling the big issues that impact on the stability and reach of the careers programme such as identifying need, curriculum and timetable negotiation, timing, managing scale and scaling up, multi-site working and budgeting.

By adopting the Gatsby Benchmarks, training providers can be confident that they are delivering high quality careers support for the learners they are working with.

Gatsby Benchmark 2

Learning from career and labour market information



Below are the statutory requirements for colleges as set out by Gatsby Benchmark 2. It gives a direction of travel to embed learning from career and labour market information into the careers programme.

Every learner, and their parents/carers (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.

- During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options
- Parents/carers should be encouraged to access and use information about labour markets and study options to inform their support of the learners in their care.

What this looks like for training providers

All 16-19 training and study programmes should focus on progression to learning at the next level or to employment. In order to support this, learners need access to high-quality information.

Good information is an important foundation of any programme of careers and enterprise learning and includes details about local and national labour markets, skills shortages, predicted growth areas and what employers are looking for from applicants.

Where Benchmark 2 is well met, learners are introduced to appropriate sources and encouraged to take responsibility for researching opportunities and managing transitions. Learners are supported in developing skills to manage their own career development, learning how to be a discerning user of formal and informal information and advice to help them with their decision making.

Training providers can bring labour market information to life through encounters with employers and use their online learning environment to provide access to career and labour market information for learners.

Parents/carers can be encouraged to use good sources of careers and labour market information, which could be linked from the provider's own site.

Learners and their parents/carers can also be made aware of the new opportunities and challenges of the changing labour market, assumptions and misconceptions can be addressed.

Examples from the sector

- Group sessions for traineeships are used to talk to learners about available opportunities, sector information (for example where there are skills shortages) or job roles
- Whilst progression discussions often focus on roles available within the current employer, information is shared about availability of roles within the wider sector
- Software is made available that allows learners to get 'real time' information on current local jobs availability across sectors and geographic areas
- Dedicated area of provider's website includes careers resources and job profiles of relevant roles for the sectors they cover

Why this matters

Awareness of labour market demand can help learners to make realistic adjustments and compromises when firming up their pathway choices.

Access to up-to-date career and labour market information is important for social mobility. Hard information about pay, number of vacancies, and examples of alumni's successful transitions, helps to connect learners to a different future.

Evidence suggests that although aspirations are often high, learners may lack the knowledge to put their plans into action, according to research from Education and Employers. Encouraging clear career pathways and building access to detailed information about progression routes, relevant courses and employers strengthens learners' capacity to make effective transitions.

Routes and pathways are developing, and it is important that learners can access the most up-to-date information about employment trends and education and training routes including Higher and Degree apprenticeships.

Learners need strong digital skills to make good use of online resources for career exploration and to present themselves effectively. Providing support will help learners make good use of these resources.

Gatsby Benchmark 3

Addressing the needs of each learner



Below are the requirements for colleges to meet this Benchmark, to address the needs of each learner.

Learners have different careers 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.

- A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or the point of transition.
- All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.

What this looks like for training providers

The training provider can design its careers provision to challenge and support learners with diverse needs including:

- Learners aged 16 to 19 who may be undertaking academic education, apprenticeships or technical and professional education.
- Learners up to the age of 25 when they have an Education, Health and Care (EHC) plan.

In the best examples, training and study programmes offer learners an individualised pathway with clear study and/or employment goals that are aspirational and relevant to the needs of the learner. For some learners the route will be a traineeship, or for learners aged 16 to 24 with an Education, Health and Care plan it could be a supported internship. For other learners, routes could include an apprenticeship, starting work or progression to higher education.

Apprentices on programme can be shown career progression routes with their current employer and how their progression can lead to next steps which may be with another employer in the future. Many employers offer apprenticeships at higher levels to encourage staff progression.

Learners make good progress from their individual starting points. From the outset of their learning with a training provider, achieving their qualifications at the end of their courses is linked to making progress on a personally valued pathway.

The training provider should aim to deliver enhanced careers input for those with low levels of prior attainment with the aim of developing their career thinking and work readiness skills to enable them to make informed decisions about their next steps.

Training providers could consider using diverse teaching, learning and assessment methods to overcome barriers to learning and to meet the needs of employers and learners.

Implementation of the training provider's safeguarding policy effectively will inhibit sexism, racism, radicalisation and the threats caused by other people's unacceptable views and behaviour to the progress and wellbeing of all learners.

Trainers should also make effective use of specialist support services available within the provider such as careers advice and guidance, recruitment, financial support, work placements, learner support and counselling.

The training provider should find ways to challenge stereotypes to enable all learners to raise aspirations.

Examples from the sector

- Ensuring the use of staff expertise is maximised to meet the needs of learners with different aspirations through creating a staff directory of sector experience and pathways to employment, so learners can be matched with someone relatable and relevant for support
- Including careers education as part of holistic personalised support offered to learners with specific needs such as SEND, behavioural issues and those at risk of becoming NEET, via learning mentors, personal advisors, support assistants and personal development coaches
- Using the first contact session to explore learning styles, preferences and additional support requirements and applying this to the careers education offered, not just programme delivery
- Differentiating between learners on different programmes at different stages of their career journey, for example, those on traineeships receiving more generalised employability support and those on apprenticeships getting sector specific support

Why this matters

Beginning career discussions with learners from the initial contact and maintaining a dialogue, improves learners' motivation to achieve by ensuring they see the purpose behind gaining their qualifications.

There are profound inequalities across courses and jobs sectors. According to the Young Women's Trust 2021 survey, One Size Fits No One, 1 in 20 young women said they had been prevented from applying for a job by a family member or partner. This was even higher (almost 1 in 10) amongst neurodiverse, and care experienced young women. The survey also shows there is also underrepresentation of ethnic minority groups and learners with learning difficulties and/or disabilities in apprenticeships.

Women represent the majority of participants in the three lowest-paid apprenticeships (hairdressing, health and social care, and early childcare and early years education), while men dominate the highest paid, creating a significant gender pay gap. The Young Women's Trust's Picking up the Pieces Report, published in November 2020, highlighted the catastrophic impact the coronavirus pandemic and resulting economic downturn exacerbated the existing inequalities young women face. For instance, young women are disproportionately likely to work in sectors that have shut down and are more likely to have unpaid caring responsibilities than their male peers. Effects highlighted: 'included losing income and being pushed into poverty, with many reporting skipping meals and accessing benefits and food banks for the first time, with devastating impacts on mental health'.



The government's Social Mobility Barometer Poll 2019 shows that 44% of people believe where you end up in society is mainly determined by your background. Three in four believe that there is a large gap between the social classes in Britain, with poorer people held back at every stage. Some 71% say there are significant differences in opportunity depending on where you live in the country.

The Careers & Enterprise Company tracks national and regional progress against the Gatsby Benchmarks. We share our insight publicly to inform policy and practice. Our recent report, Trends in careers education 2021 shows that improving careers provision through implementation of the Gatsby Benchmarks leads to better outcomes for young people. We found that, 'among the most disadvantaged quarter of schools the relationship was particularly strong, equivalent to a 20.1% decline in the non-EET rate if schools achieved all the Benchmarks.'

Young people with SEND progressing into the workforce currently stands at around 5.1% showing lots more needs to be done to support all young people to make the transition into employment and this starts with raising awareness of all the possibilities. It is vital that when developing a careers education offer for young people we ensure we are giving relevant information on all pathways including those with a supported element such as supported internships and inclusive apprenticeships and that we are encouraging employers to offer opportunities for young people with SEND to enable them to have the same positive outcomes as their peers.

Available data from the Department for Education suggests that 8.5% of 16- to 17-year-olds are failing to meet the duty that Raising of the Participation Age (RPA) legislation places on them to participate in learning and/or training up to age 18. Training providers have a key role to play in helping to re-engage these learners.



Case Study: Inclusive careers education

Background

Trans4m Training Centre is a small, local charity, based in the West Midlands with between 100 and 130 learners. They are an alternative provider offering level 1 and 2 vocational programmes and qualifications in sectors such as construction, hair and beauty, and health and social care. Alongside this, learners study for English and maths qualifications. Learners come from a mixture of backgrounds; some of whom are disengaged, have been in care, young people who are not in education, employment or training (NEET), and some with behavioural and SEND challenges.

Transition to the provider

As many of their learners will have missed some mainstream schooling and therefore careers education, the provider works with learners before they enrol:

- Key stage 4 learners who are at risk of becoming NEET are engaged by the offer of up to two days of education a week with the provider, where the focus can be on careers education and their next steps.
- Taster days for vulnerable learners coming onto the provision are recommended as part of the provider's career's education programme, smoothing the transition for those needing a greater amount of individual advice and guidance.
- Sometimes less profoundly disabled learners transitioning at 16 from specialist schools are not aware of their potential for participating in employment, either with paid or voluntary roles. These young people are invited in for an early start to ease the transition period, so they can meet key workers, and engage in small careers education group activities.

Inclusivity in delivery

Learners are motivated to succeed as Trans4m Training Centre has selected vocational courses from sectors with a realistically high demand for workers and a living wage (for example construction). Courses are delivered by tutors, who have been employed in their sector previously, and who appreciate the demands of the roles the learners will be fulfilling. Learners are allocated a key worker for the duration of the training, and they develop a good understanding of the needs of the individuals.

The key worker identifies the gaps in a learner's prior careers experience and seeks to engage them mostly through supportive, informal discussions about what the next steps might be. Careers activities are individualised to the learners' needs and pathway, for example there is a checklist of skills that a learner should have mastered throughout the year with guidance; from writing a CV and looking at job adverts in term one, to writing a letter of application and a covering letter in term two.

Individual careers skills training and guidance with a key worker is supported by small group work delivered by tutors. As learners' needs are well understood from prior individual interactions, they are carefully grouped together by similar need, ability, experience, aspirations, and potential outcomes. This is important so that young people are not demoralised by being asked to master employability skills or to talk about a career in a group situation, that would be unattainable to them. Staff work to ensure that learners aspirations are realistic, and the careers education is differentiated accordingly.

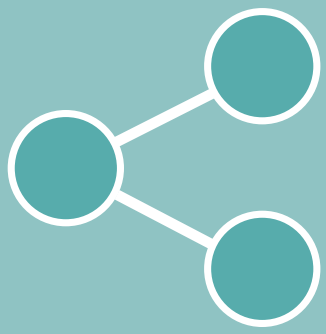
During small group work, learners practice different types of job or college applications, interview skills and check the suitability of the jobs they might be working towards with work experience. For example, a learner who wants to work in a café will need to master skills required for a face-to-face interview, often in a noisy café setting; these are different from the skills needed for a construction interview, which is usually over the telephone and lacks the body language cues from the interviewer.

Transitioning beyond the provider

By regularly monitoring learner progress over six months after they have left, Trans4m Training Centre continues providing careers education, advice, and guidance to encourage learners to stay in employment or move on to their next steps in education, rather than dropping out due to a lack of experience or confidence. They work with the young person, employer, or college to help identify any problems that the young person is having, and what timely action is necessary to prevent the them from disengaging. This might mean for example, changing the employer or sometimes re-enrolling the learner onto a different course to further enhance their skills, so that they can eventually move into employment and avoid NEET outcomes.

Gatsby Benchmark 4

Linking curriculum learning to careers



Below are the requirements for colleges in meeting Gatsby Benchmark 4 to ensure they are 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 a key expectation from employers.

- Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.

What this looks like for training providers

From their earliest contact with the training provider, learners should understand that the content from the course they are taking relates to the world of work and future progression routes. The training provider should create a centrally coordinated curriculum framework for careers which details how learners on different courses can easily see the link between what they are learning, and the world of work and potential career options . It should show how different modes of provision will be combined and integrated, including:

- Careers inputs that are integral to a course, e.g., the learning provider's tutorial programme includes dedicated career planning modules.
- Careers inputs that can be embedded into courses e.g., meeting employees who can discuss how the subjects such as English and Maths are used in their job.

Careers enrichment activities, often organised on a voluntary basis, including those that are scheduled in the learner's own time and those that are more closely tied to training and study programmes, e.g.:

- Competitions, challenges, performances, national awareness events.
- Digital and online learning, e.g. online courses (MOOCS), careers VLEs.

Trainers or training provider staff can make good use of their employer contacts to input into their curriculum to bring it to life and show relevance in the world of work.

Training providers can be resourceful in helping learners achieve the required levels in Maths and English, to help them open doors for them with employers and lead to further career progression.

Developing highly effective partnerships with local and regional stakeholders will support training providers and their learners. As a result of these partnerships, training provision is much more likely to meet local, regional and national skills priorities well.

Staff on vocational courses should have good industrial skills that they share with learners.

Why this matters

Learners feel more engaged in their learning when they perceive the relevance of what they are studying to their own and other people's lives.

Learners become more aspirational, understanding that perceived barriers can be overcome and that there are numerous pathways to success

Staff highlighting the relevance of their subject to future careers and opportunities creates social capital for young people with more limited networks.

Seeing how the skills learnt in one subject area or course can be applicable to range of future pathways can be beneficial. In the Skills Builder – Better Prepared Report it states 'strong essential skills skills such as speaking, listening and staying positive can positively influence young people's employment prospects.'

It is important to contextualise learning in English and maths for learners. A 2018 government report found a shortage of specialist teachers of English and maths and vocational teachers who lacked expertise in contextualising learning of these subjects for their vocational areas. DfE: Teaching, leadership and governance in further education.

Examples from the sector

- Matching the careers education programme to the nature of the industry learners are training for maximises the relevance of the learning to their next step, for example:
  - For learners in high turnaround sectors like health and social care or customer service focus on how the skills gained by learners could be transferrable to other sectors.
  - For learners with a more defined career path (such as a plumber or electrician) the careers education may be more focused on further development of their skills in their current sector
- Ensuring all staff are clear on their responsibilities for careers education and have the training to embed it at every stage of the learner journey, including at all teaching sessions and individual reviews
- Having a written careers strategy that outlines how careers education will be embedded within delivery to ensure consistency across trainers, programmes and delivery sites

Gatsby Benchmark 5

Encounters with employers and employees



Colleges are required to offer encounters with employers and employees as set out by Gatsby Benchmark 5:

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.

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of learners' part-time employment and the influence this has had on their development.

What this looks like for training providers

Training providers should aim to achieve a good track record of sustaining and improving employer engagement with demonstrable benefits for all groups of learners.

Learners benefit from a wide range of well-planned employer encounters linked to their training/study programme, helping them make informed choices about future careers and develop employability skills. The training provider can achieve this through extensive partnerships with employers and other organisations that enable all learners to understand the opportunities open to them and to progress.

Training providers should work with employers of learners on traineeships/apprenticeships to highlight possible progression routes and alternative roles within organisations.

Training providers could also consider working with employers to expose their learners to other organisations within a supply chain or other associated/partner organisations of their employer.

*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace

Why this matters

Learners on vocational pathways can have a unique opportunity to engage with employers and employees – directly with their employer and by meeting other employees doing different jobs within the organisation. Employers may also offer the opportunity to meet other employers and employees that work in the supply chain or sister companies to learn about progression routes and what other opportunities exist.

Partnership between training providers and employers is central to the success of skills reforms. According to Josh Hardie, Deputy Director of the CBI said: 'across the country there are brilliant schools and training providers helping young people succeed, both academically and in terms of the attitudes and behaviours they need to succeed in later life. Business can and must do more to ensure that someone's postcode or background does not define their life chances'.

Examples from the sector

- Tailoring encounters with employers to learner needs and progression stage, for example, students towards the end of a dental nurse course having group sessions with people from a range of professions that their programme can lead to such as practice managers and dentists
- Inviting a range of employers to host mock interview sessions as learners come to the end of their programme and are seeking further employment opportunities
- Using alumni and ambassadors, such as previous apprentices, to host sessions with learners about how their career has progressed and the roles they are in now

A voice from the sector – Learning Curve Group

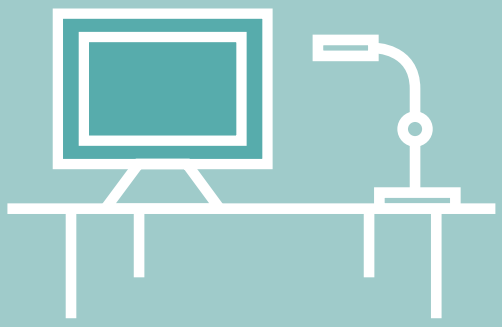
Learning Curve Group (LCG) is one of the country's largest Independent Training Providers, supporting over 200,000 learners, 4,500 employers and 240 FE providers each year. LCG supports learners across the country, providing over 50 Level 2 courses, apprenticeships, sector-based work programmes and traineeships.

When looking at the Gatsby Benchmarks, BM5 was an area which Nicole Bewley, Director of Skills, identified as a strength for the Learning Curve Group depending on the subject. 'For example, at our Military Academies, learners have experiences with each of the different armed forces. Students on our Beauty courses also work with a wide range of businesses in the sector,' Nicole says. 'We also run community projects which form part of learners' workplace experiences.'

Offering a wide range of different types of encounters with the workplace enriches the learner's experience and can open their eyes to future pathways they may have not considered previously.

Gatsby Benchmark 6

Experiences of workplaces



Below is the expectation of Gatsby Benchmark 6 to give experiences of workplaces for colleges.

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.

- By the end of their study programme, every learner should have had at least one experience of a workplace, in addition to any part-time jobs they may have.

What this looks like for training providers

Activities and placements provided by trainers should be an integral part of learners' training and study programmes and, where appropriate, linked to their current careers plans.

Where practice is effective, training providers are able to arrange activities according to their fitness for purpose, e.g. work shadowing enables a learner to find out about a job when there are practical reasons why they would not be allowed to do this through work experience.

Experiences provided by trainers should equip learners with insights into employability skills, technical skill needs and contemporary labour market issues such as skills mismatches, low productivity and changing demands of labour needs.

Talking to learners about their experiences of workplaces will facilitate reflection and ensure progression in learning. Training provider staff can also facilitate group planning and debriefing so that individuals can learn from each other's thinking and evaluate and reflect on their own experience.

Where appropriate, the training provider can give learners advice on how to learn from their part-time jobs and how to combine part-time work with their studies in a way that does not damage their training provider success.

For learners who are currently employed on a traineeship or apprenticeships, training providers could work with their employers to explore opportunities for possible experiences in other areas of their organisation or other locations with different functions.

Examples from the sector

- Using links with employers on one programme to provide opportunities for learners on other programmes, for example utilising established relationships with apprenticeship employers to source placements and work experience for learners on traineeships
- Maximising the impact of experiences built into programmes, for example, through employer engagement whilst the learner is on placement and after, to get feedback and support the learner to consolidate the skills and knowledge gained
- Getting employers to input into the programme design, so experiences they offer are embedded well into the programme and enhance the learning
- Involving employers in the recruitment process offering taster sessions to prospective learners to get buy in
- At a regional provider having an internal directory within the provider of employers who are keen to host experiences and trips, and a record of any improvements that could be made for future activities hosted by that employer
- Establishing a strong relationship with employers and agreeing on a 'learner centric approach' to programme delivery so expectations around learners needing to experience other departments/workplaces is made clear from the start



Why this matters

Learners with limited experience of workplaces are less well prepared to make informed choices and build their own networks of contacts.

Experiences of the workplace enables learners to enhance their social capital, i.e., to function effectively as adults in a work environment, build their network of contacts and develop other employability skills.

Giving learners experiences of workplaces increases aspirations. If a learner is employed, showing potential future opportunities within their employer can put their current role in perspective and give their career path a sense of direction.

Guidance from the DfE states that 'all study programmes should include work experience and non-qualification activities, which complement the other elements of the programme and support the learner to progress to further or higher education or to employment'.

For learners not currently employed, experiences of work that are linked to their training and study programmes are more likely to have a positive impact on their engagement and work orientation than general work experience or part-time work, which can have neutral or negative impacts.

The wider purpose of giving learners experiences of workplaces is to prepare them for adult and community roles and responsibilities.

A voice from the sector – Lifetime Training

Lifetime Training delivers apprenticeship training solutions that unlock bright futures for people and businesses. Established in 1995, it has grown to become one of the largest providers in the UK, with over 20,000 people a year choosing to learn with them. They train people in a variety of sectors, including fitness, hospitality, health and social care, clinical health, early years, leadership and management, retail, warehousing, trade and logistics and professional services.

'We work closely with our employers and have a good understanding that the focus is and should be on the young people and their progression. In the future, that may not be at their current company. This is how I am positioning it to our business and to our board.'
George Dee, Head of Employability

Gatsby Benchmark 7

Encounters with further and higher education



Colleges are required to give encounters with further and higher education as set out by Gatsby Benchmark 7.

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.

- By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet staff and learners.

What this looks like for training providers

Making learners aware of other qualification and training pathways encourages them to think about next steps for future qualifications which can lead to career progression.

Training providers should promote the full range of 'next step' learning opportunities for its learners including:

- Apprenticeships (including Higher/Degree apprenticeships), supported apprenticeships/ inclusive apprenticeships for learners with SEND and training.
- Higher level technical education, e.g., foundation degrees, HNCs, HNDs.
- Bachelor's degrees.

This happens in a variety of ways including workplace visits, in-house CPD sessions, careers and higher education fairs and events, visiting speakers and taster sessions.

The training provider can look at ways to help learners access a wide range of mentoring opportunities, including with learner and apprenticeship ambassadors and alumni.

Opportunities offered by trainers for learners to provide feedback will show that encounters have facilitated their exploration of what it is like to learn in that selected environment.

The training provider should have a clear and demonstrable understanding of what constitutes a meaningful encounter. For guidance on this use our Benchmark 7 'Making it meaningful resource'.

*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace

Ensuring that all learners are supported to make relevant, appropriate and aspirational choices around pathways, including those with additional needs, is something which should be at the heart of the work of the training providers.

Trainers can offer learners the opportunity of informed discussions on the pros and cons of different higher education options, e.g. study in an FE training provider compared with a university, full-time university degree or a foundation degree combining academic study with workplace learning.

Examples from the sector

- Inviting external organisations in that provide specialist support, such as training for learners with SEND, so learners can see relevant next steps for them
- Fostering links with other training providers who provide a different range of programmes so learners on traineeships can explore different options
- Inviting guest speakers from a university to discuss foundation degrees and access to higher education
- Large providers utilising other divisions of their business that offer degree apprenticeships to speak with learners on their other programmes

Why this matters

The UK is facing significant challenges with increasing skills shortages at higher technical levels. Recent analysis suggests that technical courses can lead to better career outcomes. According to Skills for Jobs: '... men with a higher technical (level 4) qualification earn on average £5,100 more at age 30, and women with a higher technical (level 5) qualification earning £2,700 more at age 30, than those with a degree (level 6). Continuing qualification progression can lead to higher incomes.'

The demand for skills, as measured by the numbers employed in higher level occupations and the numbers employed holding higher level qualifications, is projected to continue rising. Research shows that individuals with higher level skills are more likely to stay in work and earn more. The person educated to Level four or above will earn on average £5,000 more a year than someone qualified to Level three (A-level or equivalent).

Learners need to be aware of the range of relevant next steps for them and it may be appropriate for them to considering progressing to a Level two or three apprenticeship, as well as considering specialist industry specific qualifications and standalone qualifications that will help build career progression.

Gatsby Benchmark 8

Personal guidance



Below sets out the requirement of colleges to offer 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 . 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.

- Every learner should have at least one such interview by the end of their study programme.

What this looks like for training providers

A personal guidance session can support the wider careers programme. Personal guidance helps learners to build a positive concept of themselves, to develop high and realistic aspirations and to take ownership for the skills and knowledge they need to manage their own careers and transitions. It enables learners to personalise and contextualise the range of information, advice and employer encounters they receive.

Personal guidance enables learners to review their thinking in relation to career ideas and pathways, to consider their transferable skills and to develop the curiosity to explore alternatives. These skills, in conjunction with the ability to use labour market information confidently, equip learners with the knowledge to manage not only their immediate career plans but also any future changes in direction.

In the best examples training providers employ career development professionals who are CDI registered and have completed level 6 careers qualifications (e.g. the Qualification in Careers Guidance or the work-based Diploma in Career Guidance and Development), subscribe to the 12 ethical principles in the CDI Code of Ethics and have a valid DBS check. These careers development professionals work closely with a range of staff across the training provider, including personal coaches and trainers, to ensure there is a comprehensive network of support available to learners.

Training provider teams can work with learners at application and enrolment to create a plan for personal guidance and support to develop their confidence and social capital.

Large training providers with higher numbers of learners and those spread over a wide geographical area may find using virtual solutions to delivering one to one personal guidance make this more feasible.

Depending on the availability of trained guidance staff, a triage process could be set up based on key indicators identified at enrolment that suggest a learner may have greater needs or be at higher risk of not completing their programme. These learners could be prioritised for one to one support that may help retain them on the programme.

Insight from CEC research

The Careers & Enterprise Company's What Works report delineated five themes, or lessons for practice, which underpin effective personal guidance:

Integration – of personal guidance into a broader career guidance programme.

Space and time – personal guidance requires the advisers to have appropriate spaces to work in and sufficient time with students.

Preparation and feedback – students need to be prepared for personal guidance sessions and supported to implement the decisions and actions that occur as a result.

Interview content – the interviews themselves need to be well run and adopt evidence-based approaches.

Professionalism – it is important the personal guidance interview is undertaken by a professional and expert practitioner.

Why this matters

Providing structured personal guidance within the training provider from trained and independent career development professionals enables learners to focus on future dreams and set goals to achieve them. It stretches individuals to aspire high and provides skilled support to help learners achieve their fullest potential.

Access to independent professional careers guidance is valued by learners and parents/carers and is a recurring feature of good provision on an international basis.

Personal guidance helps learners to reflect on vocational identity, career decision-making and their belief in themselves. It is a vital ingredient in careers guidance provision that is sometimes overlooked in the rush to offer employer encounters.

Research has shown the impact of personal guidance on young people's careers and progression.

Training providers are encouraged to ensure that 16 to 18-year olds and 19 to 25-year-olds with an Education, Health and Care (EHC) Plan are provided with independent personal guidance.

Case study: Measuring the quality of careers education

Background

The Focus Training Group is a local provider based in the South-West and has five centres. They are predominately an electrical installation apprenticeship provider, but also work across gas engineering, fire and security, health and social care, and customer service. They have around 600 apprentices, with around 120 of those being aged 16 to 18 years.

Careers education delivery

The provider delivers both group-based classroom and one-to-one focused careers education. Classroom delivery is focused on the apprentice's future progression and opportunities within their current sector (for example, other job roles available), and also the potential offered by other sectors (for example, making learners aware that an electrician can also work for a gas company).

Personalised one-to-one careers education is delivered formally through a 12-week review between the learner and their reviewing officer. These reviews give the learner the opportunity to talk about their plans for progression in more detail and for the reviewing officer to provide advice and guidance on how they could progress.

Improving consistency of careers education

The Focus Training Group's quality improvement processes identified that although they were very good at providing careers education throughout the learner journey, they had not defined the focus of careers education at key points. To move towards a more formalised and consistent approach, the quality management team created a learner journey document which set out the different types of careers education that should be provided to learners at different points in their journey. The document also helped the ITP to highlight importance of careers education to staff.

'I think it brings to the forefront the importance of IAG and because they're set in stone in a written document it's a lot easier to say that these are the benchmarks that we're looking for when we're talking about IAG. It has helped improve consistency and if we look at the proportion of learners that leave within the first six weeks that's been reduced, which I think is a measure of success.'
Michelle Pointer, Group Quality Manager

Monitoring the quality of careers education

The provider has achieved the Matrix standard, and tracks the destinations of all learners as part of their self-assessment. This covers whether they have moved to employment, further education or whether they are undertaking additional learning including another apprenticeship. This type of data is used to drive internal discussions at a head of department, senior leader and board level about success rates and careers education input. This helps to establish whether there are any improvements or changes needed to their provision.

The Focus Training Group monitor quality in several ways:

Observations: they have embedded observations of careers education across different stages of the learner journey from recruitment to exit, for example, the marketing team at the recruitment stage and assessors towards the end of the programme. This is very important in making sure their careers education is high quality throughout, and that it is independent and personalised for each learner.

Formative learner interviews: As part of their quality processes, The Focus Training Group has introduced formative interviews with a random sample of learners, which are undertaken by the quality manager at the mid-point of their qualification. They are a useful measure as the quality manager reviews the work that the learner has produced and checks that the careers education input has been delivered as it should have been.

Monitoring progress and differentiating experiences: As part of their Matrix accreditation, a target they have set is to monitor different learners' progress throughout their time on provision. One of the purposes of this is to look at whether the careers education provided to all learners is the same, or whether as is hoped, it is individualised to meet their needs. They are currently comparing electrical apprentices' experiences by demographic groups and the progress of each will be tracked, looking at the three monthly reviews that are completed including around the achievement, potential outcomes and the careers education that they have been provided with. The learners will also be tracked after completion to understand how they progress and whether the information they were provided with, may have influenced any differences in progression.

Connect

Connect Careers Community is a virtual community for Training Providers to share best practice and resources to drive innovation in careers education and guidance for young people.

What is Connect for Training Providers?

In partnership with the AELP, our goal is to develop a virtual careers community for Training Providers in England. Connect is therefore a place for Training Providers to engage with and respond to the differing needs of the sector when it comes to supporting the progression of young people. It is a forum to share best practice and resources. And it is a place to drive innovation.

Why does it matter?

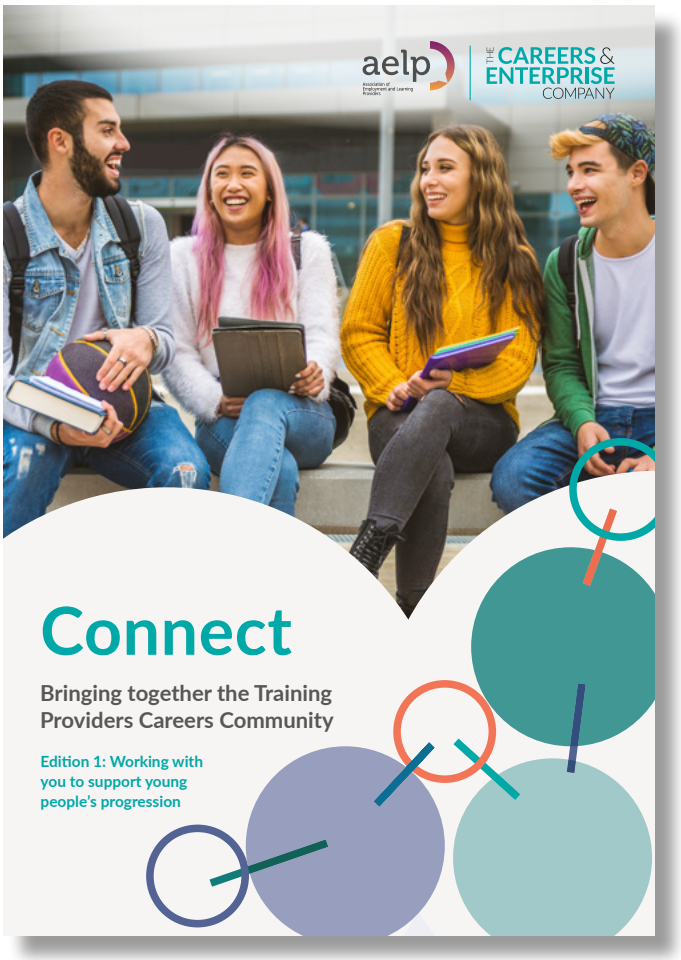
We think it's important to drive innovation and best practice sharing between Training Providers at a national level. We are keen to connect providers, highlight their work and enable collaboration. Our aim is to promote locally developed best practice. We want to provide specific support around the Gatsby Benchmarks, feature innovative approaches, respond to sector demands, and shine a light on the latest research findings.

Who is it for?

It is for you! The community that we want to establish is for all key figures within Training Providers in England. It is designed to support Careers Leaders and senior leaders within these organisations to improve their careers offering for young people. By being part of the Training Providers Careers Community, you will receive a membership pack, gain access to exclusive spotlight webinars, and have the opportunity to share best practice on a national level.

Sign-up today!

You can register to be part of Connect for Training Providers via this link https://bit.ly/connectTPs



Youth Employment UK's Young Professional in Apprenticeships



Youth Employment UK's Young Professional Programme is a suite of online courses designed to support young people on their careers journey. Existing #PrepareForYourFuture and #JourneyTo work support young people at all stages of their education to employment journey.

Supported by The Careers & Enterprise Company, Youth Employment UK have launched **Young Professional: #InApprenticeships**.

The self-directed course is designed for those in apprenticeships to help them build their knowledge, skills, behaviours, confidence and career knowledge.

Throughout the programme young people can:

- Explore their needs, confidence and emotions
- Understand more about the skills needed for life and work
- Master the opportunities that their learning can provide
- Have confidence in understanding the role and responsibilities, rights and how to make work, work for them
- Know more about preparing for end point assessment
- Set goals and future plans

Mapped to the Gatsby Benchmarks, Skills Builder and CDI Framework young people and their providers can use this free resource with confidence that it is a trusted and quality personal development programme.

Young people receive a certificate when they complete each module which their providers can use to evidence the independent support made available to their apprentices across skills, behaviours and career development.

Find out more here about the programme here: youthemployment.org.uk/YoungProfessionalInApprenticeships

Resources

CEC resources

The following resources provided by CEC may be useful to senior leaders in training providers and those responsible for careers education. Some have been written primarily for school and college audiences but there are insights that will also be applicable in the training provider context.

For general support

Our Resource Directory showcases quality assured resources to help you meet the Gatsby Benchmarks and deliver high quality careers provision for young people.

Some resources on there you might find useful:

- Careers Leader Induction training – This module has been designed as an induction for Careers Leaders and involves reflective surveys to help embed your learning (the full Careers Leader training referenced in this module is currently only available for schools and colleges)
- Annual review checklist – You can use this checklist as an annual review of provision to support your planning for the following year.
- Make it meaningful – Our overview and check list to help ensure each encounter or experience is meaningful for all participants (this relates to delivery of Gatsby Benchmark 7).
- Website guidance – Where do you start when designing the careers element of your website? Follow this step-by-step guide to make sure you cover all the necessary elements.
- Impact evaluation – This is a resource to help careers teams to evaluate the impact of career programmes.

For supporting parents

Talking Futures provides a suite of resources, activities and practical guidance to help you engage parents in supporting their children to decide upon their next best step.

For supporting schools

Our Technical Education Pathways Resource (created in partnership with AELP) is designed for careers colleagues to use to explain these pathways to young people, as well as promoting the wider work of the training provider sector.

For supporting employers

Our Supporting employers resource provides step by step guidance for working with young people with SEND. Designed to increase levels of confidence in providing experiences and encounters of work, these resources will not only benefit young people with SEND, but also the business and their workforce.

External resources

These are external sources of information you might find helpful to your careers provision.

- SectorShare site - The sector page provided by AELP to support training providers around careers education
- Get the jump - The Government's 'Get the Jump' Skills for Life campaign brings together, for the first time, all education and training choices for young people in one place.
- National Careers Service – This site provides careers information, advice and guidance. They can help learners to make decisions on learning, training and work at all stages in their career.

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HIT Training Ltd

Trans4m Training Centre

The Focus Training Group

HETA

Access Training

Nacro

Training 2000

Lifetime Training

SCL Education Group

The Skills Network

North Lancashire Training Group

Learning Curve Group

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