

Understanding Apprenticeships Gatsby Benchmark Mapping

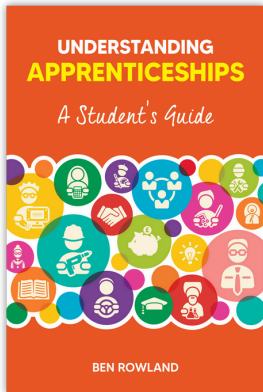
“The Gatsby Benchmarks offer an impressive list of activities which schools and colleges should be engaging with. But, these were never intended as a ‘tick-box exercise’. It is important to go beyond just delivering the activities to thinking about why they should be delivered and what outcome you are aiming to achieve through doing so.” - The Careers Leader handbook 3ed p24

At Trotman Indigo Publishing, we understand that it is essential for each of your careers resources to support your school in achieving the Gatsby Benchmarks, so to make this easy for you we have created a quick guide to help you see how our publication *Understanding Apprenticeships* can help you provide outstanding careers guidance.

Whilst this book is intended for independent student use, there are several features that will help teachers carry out an outstanding careers curriculum and meet the Gatsby Benchmarks. The table below details which features can support you with each benchmark.

| Gatsby Benchmark | Features |
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| <p>1 A stable careers programme</p> | <ul style="list-style-type: none"> • <i>Understanding Apprenticeships</i> includes access to a bank of online downloadable resources. These resources include a series of presentations that can be integrated into the curriculum as careers lessons to teach students about apprenticeships. |
| <p>2 Learning from careers and labour market information</p> | <ul style="list-style-type: none"> • Provides information about which careers are accessible through the apprenticeship route. • Contains information to help young people develop careers research skills by advising them on what they need to research and where to find the information. |
| <p>3 Addressing the needs of each pupil</p> | <ul style="list-style-type: none"> • ‘Section 8: Apprenticeships are for everyone’ provides specific advice for students who are: <ul style="list-style-type: none"> ◦ From a minority ethnic community ◦ Have a learning difficulty/disability, a physical disability, or experience mental health and/or emotional challenges ◦ Are care-experienced ◦ Are not in employment, education or training (NEET). |
| <p>4 Linking curriculum learning to careers</p> | N/A |

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| <p>5 Encounters with employers and employees</p> | <p>N/A</p> |
| <p>6 Experiences of workplaces</p> | <ul style="list-style-type: none"> • ‘Section 4: What you need to know about university and other options’ of this book discusses non-apprenticeship training and work after school to give students the full picture. |
| <p>7 Encounters with further and higher education</p> | <ul style="list-style-type: none"> • This book is an essential tool for teaching students everything that they need to know about apprenticeships and how to apply for them. • Features case studies throughout to give first-hand advice from young people in apprenticeships and apprenticeship providers. • ‘Section 4: What you need to know about university and other options’ of this book explores university as a pathway and weighs up the pros and cons so that students can fully understand which post-18 route is best for them. |
| <p>8 Personal guidance</p> | <p>N/A</p> |



For more information about *Understanding Apprenticeships*, visit the Trotman website here:

<https://trotman.co.uk/products/understanding-apprenticeships>