



Department
for Education

Careers guidance

**Guidance for further education colleges
and sixth form colleges**

October 2018

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Summary

About this guidance

All further education (FE) colleges and sixth form colleges in England are subject to a requirement to secure access to independent¹ careers guidance.² This forms part of FE college and sixth form college funding agreements. Colleges also have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities.³

The DfE has also published [statutory guidance](#) for schools on careers guidance, which can be used by colleges to review support for 14- to 16-year-old learners. The use of the word 'college' in this guidance refers to both further education and sixth form colleges.

Expiry or review date

This guidance replaces the version issued in February 2018. The guidance will be reviewed annually and updated if necessary.

Who is this advice for?

This guidance is for all FE colleges and sixth form colleges in England and applies to:

- All learners in colleges up to and including the age of 18;
- 19- to 25-year-olds with a current Education, Health and Care (EHC) Plan in place under section 37 of the Children and Families Act 2014.

We encourage other providers⁴ of post-16 education and training, including independent learning providers, to follow this guidance as a statement of good practice.

¹ Independent is defined as external to the college. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the college. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by college staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the requirement in funding agreements.

² Careers guidance is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks

³ Section 45 of the Education Act 1997

⁴ Other providers should check their grant funding agreements for any requirements which relate to the provision of careers guidance.

Main points

- Government's reforms set out in the Post 16-Skills Plan⁵ will help meet the needs of our growing and rapidly changing economy by raising the prestige of technical education. FE colleges will have a key role in delivering these reforms. There will be 15 high-quality routes to skilled employment which group together occupations where there are shared training requirements. New T level programmes will sit within each route. Alongside apprenticeships as our high quality work-based option, T levels will form the basis of our new technical education offer.
- All 16 to 19 study programmes⁶ should be focussed on progression to learning at the next level or to employment. In order to support this, learners will need access to high-quality support to make decisions about the next step that is right for them and to aspire to achieve their full potential. It is a requirement for 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college to have access to independent careers guidance.
- Colleges are committed to improving the life chances of their learners and many already offer high quality careers programmes to meet their requirement. Evidence points to the need to go further. Too many learners leave learning as soon as they complete their first post-16 qualification. The FE Choices Survey⁷ asked learners about satisfaction with their course. The survey found that the element which has received the lowest satisfaction rating over the last four years was "advice learners had been given about what they could do after their course had finished". The percentage of learners giving a rating of 7 out of 10 or lower was 33% in 2015, 33% in 2016, 30% in 2017 and 32% in 2018.
- The Government's careers strategy⁸, published on 4 December 2017, sets out a long-term plan to build a world-class careers system that will help young people and adults choose the career that is right for them. This guidance expands on the measures set out in the strategy: to make sure that all young people get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- To achieve this aim, the careers strategy sets out that every college should use the Gatsby Charitable Foundation's Benchmarks⁹ to develop and improve their careers

⁵<https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

⁶ All ESFA funded education for 16 to 19 year olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals. 16 to 19 study programmes are also relevant to 20 to 25 year olds with an education, health and care plan

⁷ <https://www.gov.uk/government/collections/fe-choices>

⁸ <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

⁹ Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation

provision. This guidance has been restructured around the Benchmarks with information on what colleges need to do to meet each one. Gatsby's original study was focussed on careers guidance in secondary schools but the report was clear that the principles set out in the Benchmarks apply to colleges too. Gatsby has worked with colleges to review the applicability of the Benchmarks for learners following post-16 programmes, and a small number of revisions have been made to the criteria to ensure they are appropriate.¹⁰

- The Gatsby Benchmarks are not a statutory framework but by adopting them, colleges can be confident that they are complying with the careers guidance requirements set out in their funding agreement.
- The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for each college. Government's expectation is that colleges begin to work towards the Benchmarks now and meet them by the end of 2020. An online self-evaluation tool, Compass¹¹ is available for colleges to assess how their careers support compares against the Gatsby Benchmarks and the national average.
- The careers strategy explains that both co-ordinated external support and appropriately skilled and experienced careers leadership in the college are important to meet the Benchmarks. This guidance explains what support will be made available to colleges between now and 2020.
- The Careers & Enterprise Company will provide external support to colleges. The Company supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations to create high impact careers and enterprise support to young people (aged 11-18). The Company's initial focus has been on employer engagement, based on evidence of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire learners and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that the Careers & Enterprise Company will take on a more ambitious role building on their progress to date, offering all colleges an Enterprise Adviser by 2020. The Careers & Enterprise Company will also offer further support across and helping colleges in their responsibilities to meet all of the Gatsby Benchmarks. This will include the development of new resources, support for Careers Leaders and establishing 40 Careers Hubs.

¹⁰ www.gatsby.org.uk/goodcareerguidance

¹¹ <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>

- The careers strategy sets out that every college should have a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. In larger colleges this might be a Careers Leadership team. Every college is expected to publish information about their careers programme, including the name of their Careers Leader. More information about the role and responsibilities of the Careers Leader is set out in a new guide, 'Understanding the role of the Careers Leader'.¹²
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework¹³ and the Ofsted FE and Skills Inspection Handbook.¹⁴ Ofsted is legally required to comment, in an inspection report, on the careers guidance provided to learners at colleges. This will apply to all 16- to-18-year-olds, and learners up to the age of 25 with an EHC Plan.¹⁵ While the statutory duty applies only to the inspection of colleges, inspectors will inspect and comment in similar fashion on careers advice on short and full inspections of all further education and skills providers as appropriate.
- A successful careers guidance programme will also be reflected in higher numbers of learners progressing to positive destinations such as apprenticeships, technical routes, higher education or employment. Destination measures provide clear and comparable information on the success of colleges in helping all of their learners follow a curriculum that offer them the best opportunity to continue in education or training. We publish 16-18 (KS5) education destinations in performance tables on gov.uk¹⁶, meaning that they are becoming an established part of the accountability system.

Compliance with the guidance

- Colleges are expected to comply with this guidance and this forms part of the conditions of grant funding. In the event of non-compliance it is open to the Education and Skills Funding Agency (ESFA) to take action in accordance with the provisions of its Grant agreement.
- We encourage the resolution of issues locally but it is open to individuals to complain about providers the ESFA fund if they have exhausted the college's own complaints process.

¹² The Careers & Enterprise Company and Gatsby Charitable Foundation (2018) Understanding the Role of the Careers Leader. London: The Careers & Enterprise Company.

¹³ https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers_leaders_in_colleges_0.pdf

¹³ <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667720/Further_education_and_skills_inspection_handbook_for_use_from_January_2018.pdf

¹⁵ Section 125 of the Education and Inspections Act 2016 as amended by section 41 of the Technical and Further Education Act 2017

¹⁶ <https://www.gov.uk/school-performance-tables>

The Gatsby Benchmarks¹⁷

1. A stable careers programme	<p>Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.</p>	<ul style="list-style-type: none"> • 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, college staff and employers to access and understand it. • The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • 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 should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.

¹⁷ Gatsby Charitable Foundation (2017) Good Career Guidance. Benchmarks for Young People in Colleges. London: Gatsby Charitable Foundation. <http://www.gatsby.org.uk/uploads/education/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf>

<p>3. Addressing the needs of each student</p>	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • 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 from 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.
<p>4. Linking curriculum learning to careers</p>	<p>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> • 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.

<p>5. Encounters with employers and employees</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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' own part-time employment and the influence this has had on their development. <p>*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.</p>
<p>6. Experiences of workplaces</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.

<p>7. Encounters with further and higher education</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 both staff and learners. <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p>Every learner should have opportunities for guidance interviews with a career 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.</p> <p>* The college should ensure that access to a level 6 adviser is available when needed.</p>	<ul style="list-style-type: none"> • Every learner should have at least one such interview by the end of their study programme.

Requirements and expectations of colleges

Timing	Action
Ongoing (requirement was introduced in September 2013 through FE college and sixth form college grant funding agreements)	<ul style="list-style-type: none"> Every college must ensure that 16- to- 18-year-olds and 19- to- 25-year-olds with an EHC Plan are provided with independent careers guidance
From January 2018 to end 2020	<ul style="list-style-type: none"> Every college should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every college should begin to offer every learner at least two meaningful encounters with an employer each year and should meet this in full by the end of 2020. At least one encounter should be related to the learners' field of study.
From September 2018	<ul style="list-style-type: none"> Every college should appoint a named person to the role of Careers Leader to lead the careers programme Every college should publish the careers programme on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.

Support for colleges

Timing	Action
From September 2018	<ul style="list-style-type: none"> The Careers & Enterprise Company will take on a broader role across all the Gatsby Benchmarks
During 2018 and 2019	<ul style="list-style-type: none"> The Careers & Enterprise Company will provide tools to help colleges meet the Gatsby Benchmarks
During 2018 and 2019	<ul style="list-style-type: none"> Careers Leaders training funded for 1,300 schools and colleges
By end 2020	<ul style="list-style-type: none"> All colleges will have access to an Enterprise Adviser.

Meeting the Gatsby Benchmarks

Benchmark 1: A stable careers programme

1. Every college should have their own structured careers and enterprise programme in place that meets the requirements of the other seven Benchmarks, showing how they come together into a coherent strategy that is embedded in college structures.
2. The presence of a named individual in each college with appropriate skills and experience (a Careers Leader) is important to ensure the leadership and coordination of a high quality careers programme. The role is distinct from the college careers services which will typically provide personal guidance to students as well as other forms of career support. The Careers Leader may be a teaching or non-teaching member of staff but should have influence across the college and buy-in from the Governors and Senior Leadership team. From September 2018, every college should appoint a named person to this role. The Careers & Enterprise Company has published a guide, 'Understanding the role of the Careers Leader'.¹⁸ The guide explains what careers leadership in colleges looks like and is based on extensive research and consultation with colleges and key stakeholders. It describes the responsibilities of the Careers Leader role and provides helpful resources.
3. Government expects colleges to publish information about their careers programme on their website so that it is known and understood by learners, parents/carers, college staff, governors and employers. The college should invite feedback from these groups as part of a regular evaluation of the careers programme. The information should include the name and contact details of the Careers Leader and demonstrate how the college is responding to meeting the Gatsby Benchmarks.
4. The Careers & Enterprise Company has built a national network of Enterprise Coordinators co-funded with the Local Enterprise Partnerships (LEPs). Enterprise Coordinators are trained people who work with college leadership teams to build careers and employer engagement plans. In addition, each college is supported by an Enterprise Adviser – a senior volunteer from business – who helps unlock relationships with other local businesses¹⁹. The Enterprise Adviser Network is now operating in over half of schools and colleges and all colleges will have access to an Enterprise Adviser by 2020.
5. The Government requires all FE colleges to hold the matrix Standard if they are in receipt of funding from the Education and Skills Funding Agency (ESFA) Adult Education Budget. The matrix Standard is a national quality standard that helps organisations to assess, measure and improve the management and delivery of their information, advice and/or guidance services. The matrix Standard focuses on

¹⁸ https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers_leaders_in_colleges.pdf

¹⁹ Information about how to sign up to the Enterprise Adviser Network is available at <https://www.careersandenterprise.co.uk/schools-colleges/sign-your-school>.

leadership and management, how the college provides the service, the quality of delivery including how useful customers find the service and how the college evaluates and continuously develops the service. The matrix Standard is the unique quality assurance standard that informs the delivery of high quality information, advice and guidance to adults.

6. In addition, the Government strongly recommends that all colleges work towards the Quality in Careers Standard - the national quality award for careers education, information, advice and guidance.²⁰ The Standard has been aligned to the Gatsby Benchmarks and incorporates Compass into its processes, so that colleges achieving the Standard meet all eight Benchmarks. The Standard gives colleges the opportunity to gain formal accreditation of their careers programme for 16- to-18-year olds and 19- to- 25-year-olds with an Education, Health and Care Plan.

Benchmark 2: Learning from career and labour market information

7. Every learner, their parents/carers (where appropriate), and advisers should have access to good quality information about future study options and labour market opportunities. The National Careers Service offers information and professional advice about education, training and work to adults and young people aged 13 years and over. Students 19 and over can access a local face to face and telephone service. Learners and their parents/carers can access support via a website²¹, helpline²² and web chat.
8. There is a significant mismatch between the careers that young people want to pursue and the opportunities available. Labour market information (LMI) can help young people and their parents/carers to understand the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors. Colleges should make sure that, during their study, all learners have accessed and used information about career paths and the labour market to inform their decisions on study options. Colleges should explain the value of finding out about the labour market and support learners and their parents/carers (where appropriate) to access and understand this information.
9. LMI can be accessed from a range of sources. Government funds a high quality LMI service called LMI for All which is used by a number of providers, including the National Careers Service²³. In many areas, Local Enterprise Partnerships²⁴ are

²⁰ <http://www.qualityincareers.org.uk>

²¹ <https://nationalcareersservice.direct.gov.uk>

²² 0800 100 900

²³ <http://www.lmiforall.org.uk/>

²⁴ Colleges can identify their Local Enterprise Partnership at <https://www.lepnetwork.net/the-network-ofleps/> or <https://www.lepnetwork.net/find-your-nearest-lep/>

drawing together labour market information and colleges may find it helpful to make use of this.

10. Good career and labour market information can also support social mobility by raising aspirations and tackling stereotypical assumptions that certain jobs are 'not for people like me'. Career choices for girls, particularly around STEM, are affected in a range of ways. Colleges may use a number of interventions to tackle gender stereotypes, for example by arranging for learners to talk to men and women who work in non-stereotypical jobs and raising awareness of the range of careers that STEM qualifications offer.

Benchmark 3: Addressing the needs of each student

11. The college careers programme should raise the aspirations of all learners but also be tailored to individual need. Colleges should consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that young people from all backgrounds, gender and diversity groups, including those with special educational needs and disabilities, consider the widest possible range of careers.
12. Colleges should keep systematic, comprehensive and accurate records of individual guidance given to each learner to support their career and enterprise development. The records should be kept from the first point of contact with the learner or from the point of transition. All learners should have access to these records. They are an effective means of maintaining consistent advice and helping learners and advisers to keep track of agreed actions and next steps.
13. Colleges should assess their success in supporting their learners to progress to education at a higher level, or to sustainable employment. One way of doing this is through the use of destination data. Colleges are encouraged to make more use of their destination data and to aspire to collect and maintain this data on their learners. Collection and analysis of this data can help colleges to see how well they are doing in countering stereotypes and raising aspirations (benchmark 3). It can also help colleges build and maintain alumni networks which will be valuable for giving learners encounters with employers and employees (benchmark 5) and encounters with further and higher education (benchmark 7).
14. The Government publishes 16-18 (key stage 5) education destinations on the performance tables website. These [destination measures](#) are produced and published by the Department for Education using existing data collections and are based on sustained participation²⁵. They show the percentage of a college's former learners who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The Government also publishes [further education outcome-based success](#)

²⁵ The destination measures are based on activity in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.

[measures](#) for apprenticeships and traineeships for all ages, and for adults aged 19 and over. Colleges can use the data to consider the destinations into which former learners progressed and how successful their transition into those options were.

15. An indicator for Benchmark 3 is for colleges to collect and maintain accurate data for each student. Colleges should aspire to collect and maintain destination data on their learners. They can then use this data to inform their internal practices, demonstrate the value of their courses, and build alumni networks.

Targeted support for vulnerable and disadvantaged young people

16. Local authorities have a range of duties to support young people to participate in education or training which are set out in statutory guidance on the participation of young people. Local authorities should have arrangements in place to ensure that 16 and 17-year-olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.
17. Colleges should work with local authorities, particularly children's social care, to identify young people who are in need of targeted support. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as children in need (including those who are on child protection plans or who are looked after). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18. Colleges will need to agree how these young people can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.
18. Learners who have transferred to college from Alternative Provision, including Pupil Referral Units, are some of the most vulnerable in the education sector who may require targeted support to help them achieve their full potential. Colleges should have high aspirations for these learners. Some learners who have transferred from Alternative Provision may lack confidence and will need encouragement to explore a wide range of career options. Colleges should work in partnership with their alternative provision providers and local authorities to provide support and advice on transitional pathways into further education or training. In doing so, they should consider the particular needs of the young person coming from Alternative Provision and what different or additional support they may need to succeed in order to sustain their education and training post-16.
19. Colleges should ensure that young people understand the programmes available to support them with the costs associated with staying in further and higher education. The [16 to 19 Bursary Fund](#) is available to support young people in defined vulnerable groups, who may receive yearly bursaries of up to £1,200 and/or discretionary

payments to help those in financial hardship. [Student loans](#) for tuition fees and living costs may also be available for higher education students in university or college.

20. Looked after children and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post 16 education or training. The college Careers Leader should engage with the college's lead for looked after and previously looked after children to 1) ensure they know which learners are in care or care leavers; 2) understand their additional support needs and 3) ensure that, for looked after children, their personal education plan can help inform careers advice. The Careers Leader, with the college lead for looked after and previously looked after children, may also find it helpful to engage with the relevant Virtual School Head²⁶ or leaving care Personal Adviser to ensure a joined up approach to identifying and supporting their career ambitions.

Information sharing

21. Local authorities are required to collect and record information about young people up to and including academic age 17 – and up to age 25 for those with an EHC Plan. To help them to do this, all colleges must provide relevant information about all learners to local authority support services²⁷. This includes:

- basic information such as the learner's name, address and date of birth.
- other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: young people's contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, colleges must only provide the basic information, and not this additional information, if a learner aged 16 or over, or the parent of a learner aged under 16, has instructed them not to share information of this kind with the local authority. The college's privacy notice is the normal means of offering young learners and their parents/carers (where appropriate) the opportunity to ask for personal information not to be shared.

22. Colleges must also notify their local authority/service provider whenever a 16 or 17-year-old leaves an education or training programme before completion. This notification must be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place. It is for colleges and local authorities to agree local arrangements for ensuring these duties are met. When

²⁶ All local authorities must appoint a Virtual School Head for the purpose of discharging their duty to promote the education of looked after and certain previously looked after children's education. For looked after children, the VSH of authority which looks after them is responsible for promoting their education. For previously looked after children (those who have left care through adoption, special guardianship or child arrangement orders or were adopted from state care abroad) the relevant VSH will be the one serving the area where the child is educated.

²⁷ Section 72 of the Education and Skills Act 2008

sharing additional information, colleges should ensure that they comply with their data protection duties.

Careers guidance for learners with special educational needs or disabilities

23. The Gatsby Benchmarks outline the experiences and information that every young person should have to make an informed choice about their future. While they set a high bar, the overwhelming majority of young people with SEND, including those with high levels of need, are capable of sustainable paid employment with the right preparation and support. We recognise that some of the Gatsby Benchmarks need different interpretation for some SEND students in college. The Careers & Enterprise Company has published a SEND Gatsby Benchmark Toolkit²⁸ which includes practical advice for schools and colleges on how their careers programme can support children and young people with SEND.
24. The Careers Leader should work closely with the Special Educational Needs team and other professionals in the college to identify the guidance needs of all young people with SEND and put in place personalised support. This includes helping young people with SEND to understand different career pathways and enabling them to gain the skills, knowledge and experience they require to achieve their career goals. This may include working with families of learners with SEND to help them understand what career options are possible, with the right support, for their son/daughter.
25. Colleges should support every learner, whatever their level or type of need, to fulfil their potential. Careers guidance for learners with SEND should be based on the learner's own aspirations, abilities and needs. Research by The Careers & Enterprise Company highlights the need to put the individual with SEND at the centre, working with the family (where appropriate), to start transition planning early, and the value of supported encounters with the workplace and work experience²⁹.
26. Careers guidance for learners with SEND should take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with EHC Plans) or routes into higher education. It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. disability rights, supported employment, ways in which jobs can be "carved" to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g. micro-enterprise) can also be especially relevant for some young people with SEND.
27. Colleges should build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to broaden the horizons of

²⁸ <https://www.centralcareershubs.co.uk/wp-content/uploads/2018/04/send-gatsby-benchmark-toolkit.pdf>

²⁹ <https://www.careersandenterprise.co.uk/research/transition-programmes-young-adults-send-what-works>

learners with SEND. Encounters with employers and exposure to workplaces can be transformational for learners with SEND, particularly hands on experience in the workplace, and colleges should facilitate this. It can be especially powerful to hear from people with disabilities who have succeeded in their careers. The opportunity to experience different workplaces can be particularly helpful for learners to decide where they might want to work. Colleges should prepare learners well for these experiences, so they know what to expect and what is expected of them, match them carefully to each employer and provide any special support the learner may need to benefit fully from the experience.

28. Colleges should ensure that careers guidance for each learner does not simply focus on finding a post-18 destination to meet their immediate needs. Support should focus on the learner's longer term career aspirations, and the post-18 options which are most likely to give the young person a pathway into sustainable employment, or higher education, and give them the support they need to progress and succeed.
29. Adults with a learning difficulty or disability (aged 19+) are priority group customers and will be eligible for face to face support from the National Careers Service
30. Colleges should make use of the SEND local offer published by the local authority. Where learners have EHC Plans, their annual reviews must include a focus on adulthood, including employment. Colleges should ensure these reviews are informed by good careers guidance. Colleges should co-operate with local authorities, who have an important role to play through their responsibilities for SEN support services, EHC Plans and also the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the [0-25 Special Educational Needs and Disability Code of Practice](#).

Benchmark 4: Linking curriculum learning to careers

31. Subject teachers should also support the college's approach to careers education and guidance and should link the content of study programmes with careers, even on courses which are not specifically occupation led. The study programme model offers excellent opportunities for developing the broader skills that employers need, such as team working and problem solving. Subject specialist staff can be powerful role models to attract learners towards their field and the careers that flow from it. Colleges should ensure that all subject specialist teachers are competent to support the career development of learners through their subject teaching.
32. As part of their study programme, colleges are expected to ensure that every learner is exposed to the workplace or other work-related activity. This activity should be tailored to the needs of the learner and their longer-term aims and should include emphasis on how their subjects can help to gain entry to occupations and be successful within these occupations.

Benchmark 5: Encounters with employers and employees

33. There is strong research evidence about the impact of employer engagement on learners' future prospects and earnings in adult life. A study conducted by the Education and Employers Taskforce³⁰ found that where there were higher levels of employer contacts, in the form of careers talks with outside speakers, this was linked to higher returns in the labour market.
34. A clear focus on the enterprise, employability skills, experience and qualifications that employers value can support preparation for work. Colleges should help learners gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This should include opportunities for learners to develop entrepreneurial skills for self-employment. Colleges should engage fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of the careers strategy. Visiting speakers can include quite junior employers, or apprentices, particularly alumni, with whom learners can readily identify.
35. Colleges should work with The Careers & Enterprise Company to identify an Enterprise Adviser appropriate for the college.³¹ An Enterprise Adviser is an experienced business volunteer who can support the college to connect to the labour market.
36. 16-19 study programmes of 150 hours or more must include work experience or work-related training. As part of this, colleges should aim to offer learners the opportunity to participate in at least two employer encounters per year whilst they are on their study programme with at least one encounter being delivered through their curriculum area. This is in addition to the experiences of the workplace described in Benchmark 6. Different encounters will work for different colleges and learners, but it could mean in practice:
- alumni activity;
 - business games and enterprise competitions;³²
 - careers fairs;³³
 - employer encounters with parents;
 - employer involvement in the curriculum;

³⁰ Mann, A. et al. (2017) Contemporary Transitions: Young people reflect on life after secondary school and college

³¹ Connect via The Careers & Enterprise Company website at

<https://www.careersandenterprise.co.uk/schools-colleges/sign-your-school>

³² Hanson, J., Hooley, T. and Cox, A. (2017). Business Games and Enterprise Competitions. What Works? London: The Careers & Enterprise Company <https://www.careersandenterprise.co.uk/research/work-experience-job-shadowing-and-workplace-visits-what-works>

³³ Rehill, J., Kashefpakdel, E. and Mann, A. (2017). Careers Events. What Works. London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/transition-skills-mock-interviews-and-cv-workshops-what-works>

- employer mentoring;³⁴
- employer talks;
- mock interviews;³⁵
- CV workshops;
- mock assessment centres;
- speed networking/careers carousels

Benchmark 6: Experiences of workplaces

37. There is strong evidence that experience of workplaces gives learners a more realistic idea of the expectations and realities of the workplace. It shows the link between further education and employability/progression into work. This is particularly valuable for learners from disadvantaged backgrounds where experience of work in the family or local community may be limited to low-skilled occupations.
38. Experience of workplaces can take many forms. Colleges are expected to offer every learner on a study programme, where possible, at least one period of work experience with an external employer. For example, this could be a short work experience or an industry placement delivered as a result of the Capacity and Delivery funding provided to help colleges to prepare for T Levels. This enables learners to experience the real demands of the working environment, independent from their peers and their tutors, and put into practice the transferable skills they have learned. This has the greatest impact on learners' employability. Contact with people from the world of work who are enthusiastic about their own careers and career pathways can open eyes to choices and opportunities young people may not yet have thought of. This can broaden horizons, challenge stereotypes and raise aspirations. In addition, learners can often get employer references for their performance which provides evidence for their CV, or the offer of a job on completion of their course. The Department's [guidance on 16 to 19 study programmes](#) gives more information about planning and delivering experiences of work. Colleges should take account of learners' own part time work and its influence on their development.
39. Colleges should pay particular attention to work experience for learners with SEND. Some learners with SEND may find work placements particularly helpful, especially where learners find it difficult to imagine a work context, or to counter low aspirations. Colleges should consider whether learners with SEND need additional support in the work placement to ensure it is a valuable and positive experience.

³⁴ Hooley, T. (2016). Effective Employer Mentoring. Lessons from the Evidence. London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/business-games-and-enterprise-competitions-what-works>

³⁵ Rehill, J., Kashfepakdel, E. and Mann, A. (2017). Transition Skills (Mock Interviews and CV Workshops). What Works? London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/publications/effective-employer-mentoring>

Benchmark 7: Encounters with further and higher education

40. It is important that learners understand the full range of learning and progression opportunities available to them including both academic and technical options. Learners should receive a range of information and opportunities to learn about education, training and career paths throughout their time at college. This should include, by the end of their study programme, a meaningful encounter (an opportunity to explore what it is like to learn in that environment) with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, other further education providers, universities, apprenticeship and training providers and the opportunity to meet both staff and learners at these institutions. Colleges can access the Apprenticeship Support and Knowledge for Schools (ASK) programme which delivers free traineeship and apprenticeship information and activities. For students wishing to research Higher Education options colleges should encourage learners to use Government's official Higher Education course comparison website [Unistats](#), alongside researching other sources of advice they may need such as application and funding information. Students value highly the opportunity to attend open days at higher education institutions to help to narrow down choices and reaffirm commitment to applying to attend HE. Colleges should help and advise students to attending such open days.
41. Colleges should encourage learners to use information tools such as websites and apps which display information about opportunities. The Government has made available information on the full range of post-16 education and training opportunities via a national course directory on the National Careers Service website which can be presented on websites and apps to help young people make choices effectively. In consultation with a careers professional, colleges may recommend good quality websites and apps, whether national or local in scope, that present the full range of opportunities in an objective way, that will help learners make good choices about post-16 options.

Benchmark 8: Personal guidance

42. Every learner should have the opportunity for guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help learners to locate ambitious education and career options, by identifying opportunities and assessing learner's abilities, interests and achievements. Government's expectation is that every learner should have had at least one such interview by the age of 18 (in addition to one by the age of 16). The college should integrate this guidance within the pastoral system so that personal careers interviews can be followed up by form tutors or their equivalent. The personal guidance should be clearly connected with the wider careers programme.
43. Careers advisers working with learners with special educational needs or disabilities should use the outcome and aspirations in the EHC Plan, where learners have one, to

focus the discussion. It is good practice for these learners to have a named adviser who can build a relationship with them and better understand their individual needs.

44. The college should use qualified careers professionals, who could be appropriately trained members of careers services staff, to offer advice and guidance to learners. Government recognises that colleges with larger cohorts sometimes use an adviser qualified to level 4 to provide careers advice but should make sure access to a careers adviser, trained to at least level 6, is available if needed. Government recommends that all guidance interviews should be delivered by a careers professional qualified to at least level 6 in Careers Guidance and Development³⁶. The Career Development Institute (CDI) has developed a set of professional standards for careers advisers which include a Professional Register of advisers holding level 6 or higher qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. Registration shows that a careers adviser is professionally qualified, abides by the CDI Code of Ethics, which includes impartiality and updates their skills and knowledge by undertaking 25 hours CPD each year. Adherence to these criteria is monitored by the CDI. We encourage colleges to view the Professional Register³⁷ to search for a career development professional who can deliver a particular service or activity.
45. Organisations that meet the matrix Standard, including many colleges and all contractors engaged in delivering the National Careers Service, have undergone an assessment of their delivery of advice and support services on careers, training and work. Colleges that want to commission face-to-face support from an organisation which holds the matrix Standard can access an online register of accredited organisations³⁸. The CDI's commissioning guide provides practical information and advice to help colleges commission independent careers guidance for learners³⁹.

³⁶ The main Level 6 and 7 qualifications for careers professionals are the Qualification in Career Development (QCD) at Level 7 (which replaces the earlier Qualification in Career Guidance (QCG) and Diploma in Career Guidance) and the Level 6 Diploma in Career Guidance and Development.³⁷

³⁷ <http://www.thecdi.net/Professional-Register->

³⁸ <http://www.thecdi.net/Professional-Register->

³⁹ <http://matrixstandard.com/>

³⁹ Career Development Institute. (2018). Careers Guidance in Schools and Colleges: A Guide to Best Practice and Commissioning Career Guidance Services. Available from www.thecdi.net/write/BP560-Career_Guidance_in_Schools_2018-Web.pdf.

Working with The National Careers Service to deliver a high quality careers programme

46. The National Careers Service provides impartial information and professional careers advice on education, training and work to adults and young people aged 13 years and over. Individuals can access support via a [website, helpline and web chat service](#). Those aged 19 or over can book a face to face appointment with a National Careers Service adviser in their local area through the National Careers Service helpline 0800 100 900.
47. The National Careers Service website offers an integrated online digital service complemented by a non-digital service based in the local community. The new website will offer a valuable online resource providing information and digital tools and resources for young people and adults to help them to make informed choices about their learning, careers and next steps.
48. The National Careers Service is co-located with or has strong links with more than 125 colleges, while many colleges provide the National Careers Service face-to-face service as subcontractors. If required, FE colleges can negotiate additional support from their local National Careers Service contractor.
49. The Government is keen to see FE colleges and the National Careers Service build on their relationship and work together more closely in the future. The National Careers Service currently has a presence in more than 97% of Jobcentre Plus offices and works closely with employers and LEPs across the country. Closer integration of FE colleges into this employment and skills network would support the development of a more integrated local careers guidance infrastructure underpinned by informed labour market intelligence.
50. Colleges can contact the National Careers Service on 0800 100 900 for information and support on engaging with employers or for accessing local, impartial careers information and advice for their learners.

Further information

Useful resources and external organisations

- [Gatsby Good Career Guidance](#). A report on improving career guidance which includes the Gatsby Benchmarks.
- [Benchmarks for Colleges](#). Outline the important elements of a career guidance programme. They have been developed from the Gatsby Benchmarks for good career guidance, following consultation with a range of colleges across England to align them with the needs of the sector.
- [Compass - careers benchmark tool](#). An online self-evaluation tool, available for colleges to assess how their careers support compares against the Gatsby Benchmarks and the national average.
- [Gatsby Good Practice](#). A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support.
- [Careers & Enterprise Company](#). The Careers & Enterprise Company coordinates collaboration between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.
- [Careers & Enterprise Company: Schools and Colleges](#). Connects colleges to businesses volunteers and careers activity programmes.
- [Careers & Enterprise Company: Guide for new Careers Leaders in colleges](#). A guide that explains what careers leadership in colleges looks like, describes the responsibilities of the role and provides helpful resources.
- [National Careers Service](#). The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice delivered by qualified careers advisers.
- [Amazing Apprenticeships](#). A website to make it easy for college staff and careers advisers to access the latest information about apprenticeships.
- [Association of Colleges \(AoC\)](#) Exists to represent and promote the interests of colleges.
- [Career Development Institute](#). The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to colleges which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

- [Career Development Institute Framework for careers, employability and enterprise education](#). A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.
- [Career Development Institute Careers Guidance in Schools and Colleges: A Guide to Best Practice in Commissioning Independent Career Guidance Services](#). This guide provides practical advice, information and templates to help colleges commission independent and impartial personal careers guidance for students.
- [UK Register of Career Development Professionals](#). The single national point of reference for ensuring and promoting the professional status of career practitioners.
- [Collab Group](#). A membership organisation that represents large and regionally influential further education colleges in England.
- [Find an Apprenticeship](#). Search and apply for an apprenticeship in England.
- [LMI for All](#). An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.
- [Quality in Careers Standard](#). The Quality in Careers Standard in the national quality award for careers education, information, advice and guidance.
- [Sixth Form Colleges' Association \(SFCA\)](#). Represents the interests of the sixth form colleges sector.
- [STEM Ambassadors](#). A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities.
- [Unistats](#). The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.
- [Your Daughter's Future](#). A careers toolkit for parents/carers.

Other relevant departmental advice and statutory guidance

- [16 to 19 Study Programmes: guide for providers.](#) Guidance on the planning and delivery of 16 to 19 study programmes, including traineeships for those aged 16 to 19 and supported internships.
- [College governance: a guide.](#) Guidance outlining the roles and duties of college governors and academy trusts.
- [Special educational needs and disability code of practice: 0 to 25 years.](#) A statutory code which explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under Part 3 of the Children and Families Act 2014.
- [Participation of young people in education, employment or training. Statutory guidance for local authorities.](#) Statutory guidance for local authorities on their duties relating to the participation of young people in education, employment or training.

Other departmental resources

- [Careers strategy: making the most of everyone's skills and talents.](#) The Government's plan for raising the quality of careers provision in England.
- [T Levels: Next Steps for Providers.](#) Information for post-16 providers on the development and delivery of T Levels.



Department
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Reference: DFE-00023-2018



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