

### The Gatsby Benchmarks and Linked College Activities Plan

Benchmark	Recommendation	College Activities
1. A stable careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies	The College has invested in career, information advice and guidance accreditation through the Matrix Standard in Advice and Guidance. It has a range of activities throughout the academic year, with well-established links with employers, who are regularly invited to talk to students throughout the year as well as offering site visits and, for some, placement/apprenticeship opportunities. The importance of employable skills and transferable skills is embedded throughout the careers & employability sessions as part of the study programme. Its website provides up to date information for students, parents/carers, employers and other agencies as well as providing a wide range of materials and up to date resources on dedicated careers pages.
2.Learning from career and labour market information (LMI)	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.	The College course literature includes information about progression to the next levels of study/apprenticeship/employment. The college uses various tools which includes LMI as well as career planning support. The Careers and employability weekly sessions include LMI. Visiting employers/activities often provide LMI to learners. LMI given when appropriate during a 1:1 career interview.
3.Addressing the needs of each student	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.	All students have access 1:1 career interview, EHCP and Care leavers are contacted and offered a 1 to 1 careers interview. Equality and diversity are embedded throughout the careers and employability programme, which is also embedded within each subject's curriculum. Student Progress Mentors address the needs of individual students through 1.1 interventions.

4. Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers	All vocational tutors are industry professionals so link learning to real work experiences. The importance of English and maths is embedded within the study programme as part careers & employability sessions. All students have regular opportunities for meaningful encounters with employers, and HE providers, students have the opportunity to explore their options beyond college.
5. Encounters with employers and employees	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own parttime employment where it exists.	Cross college areas have well established links with employers, who are regularly invited to talk to students throughout the year as well as offering site visits and, for some, placement/apprenticeship opportunities. The importance of employable skills and transferable skills is embedded throughout the careers & employability sessions as part of the study programme.
6. Experiences of workplaces	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	Many of the College's courses have a mandatory work placement that students must satisfactorily complete to pass their course. Students are encouraged to find their own work placement as part of the preparing them for the world of work with support offered if needed. Many students have part time employment, and for those who do not are supported in their search as well as opportunities for virtual work experience and insight experiences are promoted.
7. Encounters with further and higher education		All students are provided with meaningful encounters HE providers, with support to attend university open days. 1.1 support through the career's advisor and through the Careers & employability, help prepare students for university The College's careers & employability sessions includes events to support both National Apprenticeship Week and National Careers Week.
8. Personal guidance	Every learner should have opportunities for guidance interviews with a career's 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	All students have access to book a 1:1 career interview with the College's Careers Advisor. Staff can also make referrals interviews or at any other times they identify a student might need support. New applicants are able to book appointments to discuss courses that they may

	whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs	want to apply for, and any potential applicant can book an appointment if they are unsure what to apply for
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