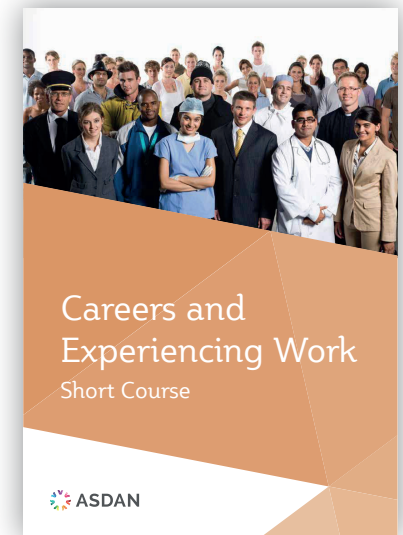


# The Gatsby Benchmarks mapped to the ASDAN Careers and Experiencing Work Short Course

## What are the Gatsby benchmarks?

The eight Gatsby benchmarks are a framework for good career guidance developed to support secondary schools and colleges in providing students with the best possible careers education, information, advice, and guidance.

They were established as part of research into what actions could improve career guidance in England and are based on international best practice. The Benchmarks have been part of the statutory guidance for secondary schools and colleges since 2018. Learn more at: [goodcareerguidance.org.uk](https://goodcareerguidance.org.uk)



| Gatsby Benchmarks             | Requirements   | Details  | Mapping to the ASDAN Careers and Experiencing Work Short Course   |
|-------------------------------|--|--|---|
| 1. A stable careers programme | Every school and college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers and employers. | <ul style="list-style-type: none"> <li>• Every school/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.</li> <li>• The careers programme should be published on the school/college website in a way that enables learners, parents, staff and employers to access and understand it. The programme should be regularly evaluated, with feedback from learners, parents, staff and employers as part of the evaluation process.</li> </ul> | <p>The ASDAN Careers and Experiencing Work Short Course can provide a structured careers programme.</p> <p>The course is available as a printed student book or online through the ASDAN e-portfolio.</p> |

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|---|--|---|--|
| 2. Learning from career and labour market information | 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.      | <ul style="list-style-type: none"> <li>• In schools: By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• In colleges: 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.</li> <li>• 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.</li> </ul>  | <b>Module 1, Self-development</b><br>Challenges 1A3, 1B1, 1B3, 1B4, 1B5  |
| 3. Addressing the needs of each pupil                 | Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner.<br><br>A school/college careers programme should embed equality and diversity considerations throughout. | <ul style="list-style-type: none"> <li>• A school/college careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools/colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. All learners should have access to these records to support their career development.</li> <li>• Schools/colleges should collect and maintain accurate data for each pupil on their education, training or employment destinations. In schools: for at least three years after they leave school.</li> <li>• In colleges: 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.</li> </ul> | <b>Module 1, Self-development</b><br>Challenge 1A9<br><br><b>Module 2, Career exploration</b><br>Challenge 2B6 |

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|--|---|---|--|
| 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.                   | <ul style="list-style-type: none"> <li>• In colleges: Study programmes should also reflect the importance of maths and English as a key expectation from employers.</li> <li>• In schools: By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• In colleges: 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.</li> </ul>   | <b>Module 2, Career exploration</b><br>Challenges 2A9, 2B2   |
| 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. | <ul style="list-style-type: none"> <li>• In schools: Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> <li>• In colleges: 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.</li> <li>• In colleges: Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</li> </ul> <p>* A <b>meaningful encounter</b> is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p> | <b>Module 1, Self-development</b><br>Challenge 1B3<br><b>Module 2, Career exploration</b><br>Challenges 2A5, 2A8<br><b>Module 3, Career management</b><br>Challenges 3A5, 3B3<br><b>Module 5, Considering apprenticeships</b><br>Challenges 5B2, 5B5 |

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| 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.                                | <ul style="list-style-type: none"> <li>• In schools: By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• In schools: By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> <li>• In colleges: 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.</li> </ul>  | <p><b>Module 1, Self-development</b><br/>Challenge 1B3</p> <p><b>Module 7, Being at work</b><br/>All challenges</p>   |
| 7. Encounters with further and higher education | All learners should understand the full range of learning opportunities that are available to them. This includes both academic and technical and vocational routes and learning in schools, colleges, universities and in the workplace. | <ul style="list-style-type: none"> <li>• In schools: By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• In schools: By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• In colleges: 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.</li> </ul> <p>* A <b>meaningful encounter</b> is one in which the student has an opportunity to explore what it's like to learn in that environment.</p> | <p><b>Module 2, Career exploration</b><br/>Challenges 2A1, 2A2, 2A3, 2A6</p> <p><b>Module 4, Considering higher education</b><br/>Challenges 4A2, 4B6</p> <p><b>Module 5, Considering apprenticeships</b><br/>Challenges 5B2, 5B5</p> |

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| 8. Personal guidance | <p>Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level.*</p> <p>* Colleges should ensure that access to a level 6 adviser is available when needed.</p> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• In schools: Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> <li>• In colleges: Every learner should have at least one such interview by the end of their study programme.</li> </ul> | <p><b>Module 1, Self-development</b><br/>Challenges 1A1, 1A3, 1A9</p> <p><b>Module 2, Career exploration</b><br/>Challenge 2A2</p> <p><b>Module 4, Considering higher education</b><br/>Challenge 4A8</p> <p><b>Module 5, Considering apprenticeships</b><br/>Challenge 5A6</p> |

## Vocational Tasters

ASDAN offers seven Vocational Taster Short Courses, which provide a taster of the following employment sectors:

- Computing
- Construction
- Hair and beauty
- Hospitality
- Land-based sector
- Manufacturing
- Uniformed services

Each Vocational Taster contains a module of activities tailored to careers within that sector. They can be used alongside the Careers and Experiencing Work Short Course, as part of a careers and vocational learning programme. Learn more at: [asdan.org.uk/courses](https://asdan.org.uk/courses)

