

Careers Education for Apprentices

Devon, Plymouth &
Torbay Careers Hub

Jo Skeel
Strategic Lead



A few questions to get us started...

- How many of you have someone responsible for careers education for your apprentices?
- How many of you have heard of the Gatsby Benchmarks?
- How many of you have completed a compass evaluation or uses the benchmarks as guidance?
- How many of you are confident that you provide first class careers education for your apprentices?

Why Careers? Why Training Providers? Why Now?

Independent training or learning providers (ITPs) or (ILPs) do not have a statutory requirement to provide careers education in the same way that schools do (unless learners have an EHCP) however it is advocated as best practice and is a focus for Ofsted when inspecting further education and skills provision.

The Department for Education encourages ‘providers of Post 16 education and training, including ITPs’, to follow the statutory guidance, including the Gatsby Benchmarks, as a ‘statement of good practice.’

A stable careers programme 1	Learning from Labour Market Information 2	Addressing the needs of every pupil 3	Linking curriculum learning to career 4
Encounters with employers and employees 5	Experiences of workplaces 6	Encounters with further and higher education 7	Personal Guidance 8

A recent report summarising a thematic review of careers guidance in colleges by Ofsted (Oct 23)

“Learners and apprentices do not always have a sufficiently planned (BM1) and broad curriculum (BM4) to support them to understand the opportunities available (BM2) in careers they are interested in.

Careers education is fragmented, either front or end-loaded.

Employers of apprentices are, in some cases, reticent of apprentices receiving careers education with the view they will be poached by competitors.”

Discuss...

Ofsted 2023...

- “Appropriate, proportionate and relevant careers advice – regardless of provider type”
- “How well providers help learners and apprentices to understand the **breadth of careers available to them in their chosen field**”
- “How well learners and apprentices are prepared for their next steps towards informed careers goals”
- Recent area for improvement for a training provider - “training / upskilling of staff to deliver careers education” (we’ve not seen anything so specific before)

Quality of Education:

Ofsted are looking at whether:

the curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context.

the curriculum intent takes into account the needs of learners, employers and the local, regional and national economy, as necessary.

Leadership & Management:

Ofsted are looking at whether:

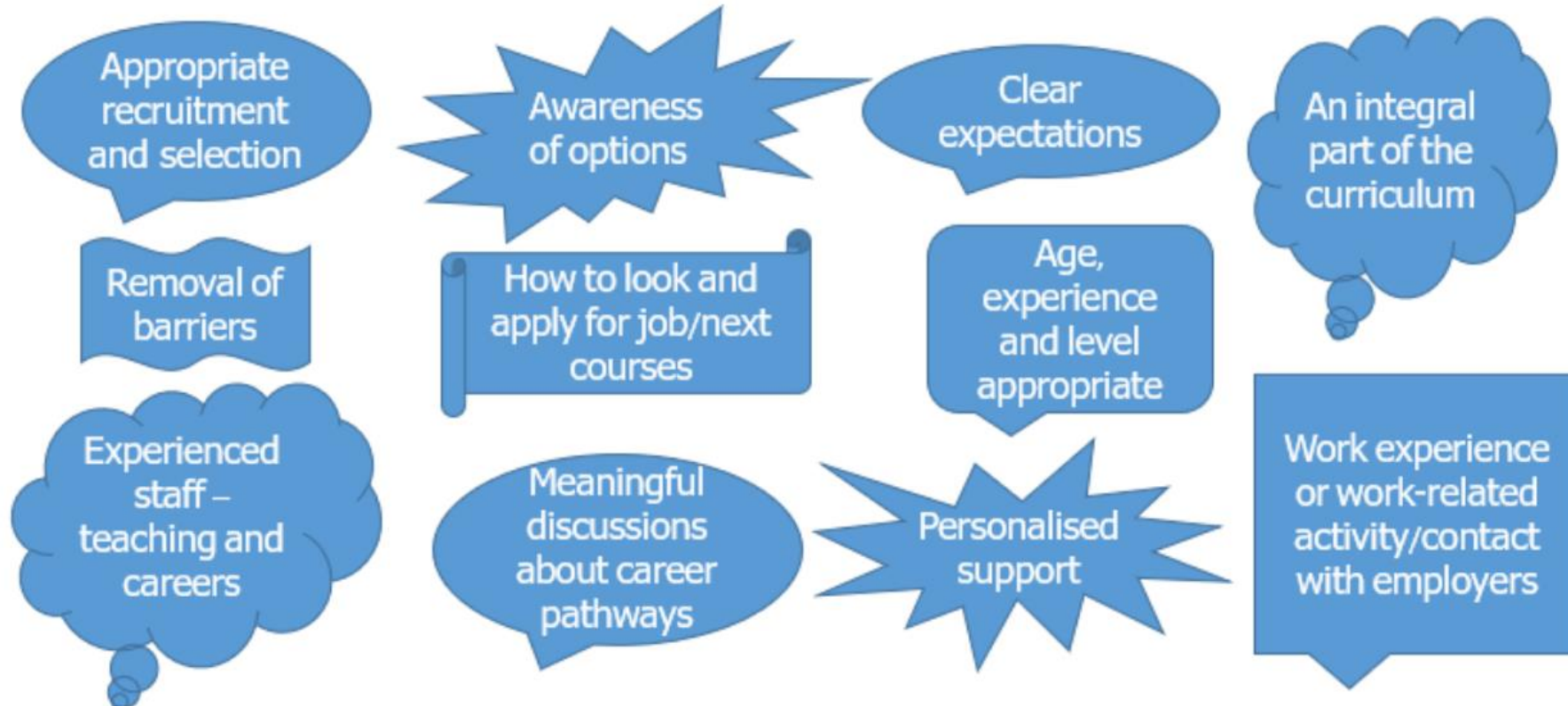
Leaders engage with their community and with employers to plan and support the education and training that learners get.

They contribute to meeting the skills needs of the economy.

All careers guidance activities should prepare the apprentice for a lifelong careers journey

Our job is to ensure Apprentices are career ready, with the skills, knowledge and behaviours they need to make informed decisions about each and every best next step throughout their working life.

What are characteristics of good CEIAG?



Benchmark 1: A stable careers programme

Provider	Employer	Learner
A published strategy and programme of activity to support	Engaged in development, implementation & evaluation / improvement of careers strategy	Programme is accessible to all learners.
Embedded careers learning outcomes	Commitment to development of individual	Learning allows apprentice or learner to be fully work (career) ready
Evaluated and regularly updated and improved	Commits time to careers events / activities to support apprenticeship development	

Key Priorities to drive a successful strategy:

- Governance - Director & SLT engagement a priority
- Written strategy informed by training provider and employer representative(s) and learner voice
- Careers Strategy aligned to training provider strategic plan and improvement plans, cross referenced – in quality cycle
- Careers provision also reflects employer(s) core values
- Progressive careers learning outcomes embedded in all aspects
- Everyone's responsibility and everyone has role to play
- Staff CPD to support careers provision – business mentor and training staff

Benchmark 2: Learning from Careers & Labour Market Information

Provider	Employer	Learner
Effective IAG / onboarding including skills scan on careers learning & knowledge of LMI – prospects, earnings etc.	Provide information about career prospects, salary information, sector and pathways in business	Conduct own research on role(s) and career prospects, matched with information provided by provider and employer
Signposting or providing LMI information	Exposure to range of roles in the sector	Develop skills their own career development
Parents & carers supported to access and understand LMI	Supports parental engagement strategies outlined by provider	

Visit our [Talking Futures](#) pages for training modules, resources, and toolkit to support with parental engagement

Benchmark 3: Addressing the needs of each student

Provider	Employer	Learner
Progressive, embedded, careers learning outcomes – differentiated / supported to meet needs of each student Examples on the CDI website	Mentor or buddy system – with a focus on personal / career development	Encouraged to reflect, keep development plan up to date and seek additional training
Supported with personal careers development plan	Provide mandatory or additional training	
Coaching offer	Support membership of sector/trade bodies	
Challenges stereotypes and provides new experiences & raises aspirations	Opportunities to develop KSBs beyond role	

Visit our [Resource Directory](#) for a range of materials designed to support working with SEND learners.

Benchmark 4: Linking Careers to the Curriculum

Provider	Employer	Learner
Progressive, embedded, careers learning outcomes – planned to be linked to occupational standards / outcomes	Engagement in regular reviews – not bolt on and ensuring careers learning outcomes are relevant to role, pipeline & progression planning	Ensure curriculum learning up to date and opportunities grasped for career development on offer
Tracking and impact measurement – learner progress	Employability skills linked to values and behaviours of business or sector	Active participation in all on offer
Part of regular reviews / tutorials or lessons – not bolt on	Feedback to learner and provider to tailor programme	
Best practice offer e.g. masterclass, enterprise, competitions, Enrichment etc		

[My Learning My Future](#) is a suite of resources designed to help you speak confidently about careers related to subjects, the pathways and skills needed by employers

Benchmark 5 & 6: Encounters with Employers & Experiences of the Workplace

Provider	Employer	Learner
Encounters with trade associations / industry bodies	Large employers – opportunities to move around departments / functions	Opportunity to explore progression routes, job roles, future opportunities within chosen industry through current employer and provider
Tutors / coaches experiences	Small employer – consider day release	
Opportunities to share with other learners	Shadowing different job roles / employees	
Utilising support businesses - Banks, Chamber of Commerce/LSIP	Suppliers / customer encounters	
Networking – suppliers, customers, different sites	Site visits	
Guest speakers, live briefs, work placement (study programmes)	Work experience for study or short programmes	

Benchmark 7: Encounters with Further & Higher Education Providers

Provider	Employer	Learner
Access to information about progression opportunities	Internal CPD opportunities	Seek opportunities to further learning throughout career
Sign-post for unsuccessful applicants	Lifelong learning – qualification opportunities	
Early leavers – positive transition to next opportunity	Provide career mentors	

The college or apprenticeship provider should have a clear and demonstrable understanding of what constitutes a meaningful encounter. For guidance on this use our [Making it Meaningful: Benchmark 7](#)

Benchmark 8: Personal Guidance

Every apprentice should have a Careers Development Plan, a working document that can be added to throughout the learner's apprenticeship and beyond

The college or apprenticeship provider should hold regular conversations to triage when careers advice is required and offer individual guidance interviews as appropriate, signposting to other agencies as appropriate

If there is risk of withdrawal from the apprenticeship, a guidance interview should be provided to prevent NEET, and support with best next step

Don't forget about the National Careers Service and local Youth Hubs (both FREE of charge and there to support)

Further Support:

A range of resources, training, a newsletter, and national community of improvement.

- [Updated Building good practice in careers education - ITP guide \(1\).pdf \(careersandenterprise.co.uk\)](#)
- **Effective approaches to careers education for apprentices:** [1849 - Apprentice Guide v8.pdf](#) A new guide focused on application of benchmarks and high-quality careers education or apprentices.
- FES Connect newsletters with links to resources and events [FES Connect](#)
- Skills Connect – new community of practice for training providers with AELP
- [FE & Skills | The Careers and Enterprise Company](#) General pages for ITP and apprenticeship resources
- [Digital Hub - Careers Induction for ITPs](#) Training for staff working with learners
- [Training providers | The Careers and Enterprise Company](#)
- [Level 7 Careers Leadership Module University of Warwick](#) Careers Leadership module for Training Providers