



Benchmark	Criteria	Actions to meet benchmark	Evidence	Status
1. A stable careers programme Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies. CDI Framework • Grow throughout life • Manage Career Skills Builder Framework • Planning (Self Management)	Every provider should have a stable, structured careers programme that has the explicit backing of those in governance roles, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it. The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout. The careers programme should be published on the provider's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it. The programme should be regularly evaluated using feedback from learners, parents and carers, subject staff and other staff who support learners, careers advisers and employers, to increase its impact.	Individualised curriculum mapping for each learner and suitable work placements. Delivery of Pearson qualifications: • Pearson Functional Skills English Level 1 & 2 • Pearson Functional Skills English Level 1 & 2 • BSC Digital Skills Level 1 & 2 • BTEC Level 2 Certificate in Work Skills • London Institute of Banking and Finance – Lessons in Personal Finance, Award in Financial Education • Active Leaders CIMSPA Leadership Certificate • Employability workshops Level 1 – Level 3 CPD accredited • Duke of Edinburgh Award Silver and Gold • Individual CPD training courses • EQUAL internship preparation CPD courses including First Aid and COSHH Skills Builder Accelerator programme is embedded into every aspect Transferable skills across the curriculum including tutorial, life skills, internships and work placements. Learners identify career goals and aspirations. All learners interact with a range of adults both in College, at open events, networking and on work placements. Parents / carers invited to open events, parents' evenings and to have significant impact in the setting of EHCP targets. Parents / carers are also given evaluation forms of work placements. Learner voice is recognised via student council and also a student questionnaire. The responses are acknowledged and responded too. Xello delivering independent careers guidance and accessible for staff, students and parents. Attendance at Opportunities Doncaster Live and participating in virtual and on-site careers fairs	• Learner timetables • Individual Learning Journey's • Learner work and attainment of qualification • Alumni Board • Learner career goals • Learner EHCP targets • Employability folders, individual students • Website and comments board • Career development plans • Compass+ self-assessment • Enterprise Adviser support • Careers governor or board oversight • Annual careers impact report • Destination tracking for three years • Xello Profile & Portfolios • National College tracker and certificates	



		and workshops such as WorldSkills and Autism Plus Jobs Fair Alumni mentoring programme, talks, destination and case studies and guest speakers		
2. Learning from careers and labour market information All learners, parents and carers subject staff and other staff who support learners, should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information CDI Framework • Explore Possibilities • See the big picture Skills Builder Framework • Listening (Communication)	During their programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the learners in their care.	High aspirations for all learners with the expectation that all will graduate with a form of employment whether paid or unpaid. Long term goal planning takes place in EHCP annual reviews & careers meetings. Parents / carers are supported in applying for financial support via benefits and the 16-19 bursary fund. Parents have profiles on Xello and can access careers information Parents are sent regular Careers Newsletters Parents are sent LMI from HC from Doncaster CEC College priorities and opportunities align with National Skills England priorities and the South Yorkshire Local Skills Improvement Plan Parents receive regular updates from the career Development team Parents can access the college Padlet Research for BTEC Level 2 Certificate in Work Skills in job search information. Xello job search information Localised LMI from the CEC Hub, SYMCA and Doncaster Council and LMI publications available in college. Monthly focus on growth sectors in the Doncaster and South Yorkshire	• Xello Careers Programme • PSHE curriculum and tutorial • Enterprise and CDP curriculum • Parent area on Xello • Parent emails and newsletters • Global Bridge learner profiles. • Digital achievement portfolios. • Skills micro-badges attained. • Learner reflection logs. • Career development records. • Global Bridge activity reports. • Career action plans linked to learner achievements. • Global Bridge careers exploration records. • Career pathway research activities. • Learner career aspirations documented on Global Bridge. • Progression planning documentation. • Learner destination interests.	



	Focus on Green Careers and Digital and AI related occupations. Enterprise skills project – project-based learning – the set-up, production and sale of a product and learners choose appropriate channels of distribution. Employer workshops delivered in college from a range of sectors including recruitment, hospitality, catering and healthcare. Over 200+ business network Project Based Learning embedded in the curriculum. Implementing changes to the curriculum based on the SY LSIP. Alumni students delivering coaching session and LMI insights to current students e.g. Cyber Security sector and Recruitment industry All learners create and maintain a Global Bridge profile. Learners record achievements, qualifications, enrichment activities and employability skills through Global Bridge. Micro-badging used to recognise and celebrate skill development across the curriculum. Global Bridge used to support learner reflection and career planning. Staff regularly monitor learner progress through Global Bridge portfolios. Parents and carers are signposted to learner achievements and progression activity recorded through Global Bridge. Learners explore careers, progression routes and labour market information through Global Bridge. Industry opportunities and employer-led experiences shared through the platform.		
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		Learners research career sectors and record findings within their digital portfolio. Career aspirations reviewed and updated throughout the academic year.		
3. Addressing the needs of each student Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent. CDI Framework • Grow throughout life • Manage career • Balance work and life Skills Builder Framework • Adapting (Self Management)	A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.	A student's individual needs are addressed and extra support is provided at the right time to raise aspirations. Outstanding provision in SEND settings offers a person-centred approach and students with complex needs will have an education, health and care plan (EHCP) that takes into account all aspects of their lives. Transition support is tailored to what the student wants to achieve and what practical help is needed to do this. Parents and carers are fully involved in the transition planning process. Personalised transition plans for each student Assistant Principal Careers (L6 Careers Leader and completing L6 Career Guidance with CDI) meets with every student to form a personalised career and skills plan. Individual needs are addressed during risk assessment and sourcing a disability confident employer if required. Career Development & Partnerships Executive is on site to work with students to develop their career plan and also choose appropriate industry related courses. Academy and internship programme HC works with over 200 businesses to deliver career insights, employer engagements and work place visits All career meetings are recorded on Xello and shared with parents, college staff and students where applicable	• Performance Dashboards • Work placement timetable • Xello Careers • Career development plans on Xello • QA Calendar • Xello Careers Meeting notes • Harrison College Website • Personalised skills plan documents • Destination data • Xello transition plans • Preparation for Adulthood reviews • SEND destination tracking • Individual learner profiles. • Skills passports. • Personal achievement records. • EHCP review evidence. • Career planning records.	



		Alumni students delivering coaching sessions, workshops, mentor and take part in HC Conferences to support students, parents and businesses Preparation for adult outcomes, independent living goals Alumni mentoring programme, talks, destination and case studies and guest speakers Learners explore careers, progression routes and labour market information through Global Bridge. Industry opportunities and employer-led experiences shared through the platform. Learners research career sectors and record findings within their digital portfolio. Career aspirations reviewed and updated throughout the academic year. Individual learner achievements tracked through Global Bridge. Personalised employability pathways developed using learner strengths and interests. Digital profiles used during career meetings and EHCP reviews. Learners build evidence portfolios to support progression applications.		
4. Linking curriculum learning to careers As part of the provider's programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.	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.	All elements of the benchmark are in progress. Whole college teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills. Careers provision is integral to the whole curriculum and not relegated to the margins. Skills Builder is embedded in the curriculum, Skills are explicitly taught and monitored.	• Mission and values of the College. • Curriculum framework and individual schemes of work and learning outcomes. • Skills Builder and progress trackers • Tutorial program • QA Calendar • Curriculum project uploads. • Skills Builder micro-badges. • Reflection journals.	



Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths. CDI Framework • Explore Possibilities • Create Opportunities Skills Builder Framework • Creativity (Creative Problem Solving)		Skills Builder is used to monitor and track internships and employment opportunities Functional skills Maths is used for numeracy, time management and finance. Functional skills English is used for self-presentation, telling your own story, and writing occupational information. Personal Finance provides the ability to link the importance of managing money to the role of a financial planner. The tutorial programme and PBDW is used for self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence. The College has a focus on employability across all areas of the curriculum and working day as the core aim for all learners is to graduate with a form of suitable employment. Travel training is delivered both internal and external to provide learners with greater independence for employment and personal living. Xello Careers platform used to support career decisions for students, staff, parents and career Skills Builder is embedded into the curriculum planning, lessons, internships, reporting and data tracking. Digital skills lessons focusing on AI and Future workplace skills Green careers focus in briefings and with career insights All projects linked to a business with a linked business and SLT mentor	• Employer challenge activities. • Digital evidence portfolios. • Cross-curricular employability projects.	
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		Self employment and entrepreneurship explored through the enterprise academy Curriculum projects linked to employability skills and evidenced through Global Bridge. Learners earn micro-badges linked to Skills Builder outcomes. Subject-based employer projects uploaded to learner portfolios. Learners reflect on workplace skills developed in lessons		
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 part-time employment where it exists. CDI Framework • Explore Possibilities • Create Opportunities Skills Builder Framework • Speaking (Communicaiton)	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. <i>* A 'meaningful' encounter 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.</i>	All learners will engage with at least 1 internship during their time at Harrison College. All learners will engage in at least 1 internal internship during their time at Harrison College. Attendance at careers fairs, skills festivals and higher education fairs such as UCAS open days. Opportunities Doncaster Live attended each year, along with Business Showcase in Doncaster Xello Career Platform SpringPod online work experience Online Xello surveys and experience log to record and evidence encounters with employers. External businesses will be conducting CV workshops, and mock interview with all students. DWP will be conducting CV workshops, and mock interview with all students in their second year. Skills Builder online employer engagements are accessed by all students. Rolling programme of weekly workshop and seminars from local business.	• Work placement timetable • Start profile • Completed marketing videos • Partnership presentation • Employer encounter logs. • Learner reflections. • Employer workshop participation records. • Digital participation certificates. • Global Bridge experience tracker. • Employer feedback records. •	



		Over 10000 individual employer encounters since opening in 2019. Curriculum drop down weeks for Mental Health and Wellbeing, Culture and Art, STEM and National Careers Week, all heavily engaging with employers from related sectors. Padlet used for planning, before and after reflections of encounters Student reflections and feedback recorded in Padlet for staff planning Learners record employer encounters on Global Bridge. Employer talks, workplace visits and workshops logged within learner profiles. Learners reflect on what they learned from employer encounters. Employer engagement opportunities promoted through Global Bridge.		
6. Experiences of workplaces Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. CDI Framework • Manage Career • Balance life and work Skills Builder Framework • Problem Solving (Creative Problem Solving)	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.	All learners will engage with at least 1 internship during their time at Harrison College. All learners will engage in at least 1 internal internship during their time at Harrison College. All learners will participate in planning and delivering a Community Action Project each academic year. All students will participate in a range of one day or half day work place tours, workshops and careers experiences throughout their time at Harrison College. Students will have at least one employer encounter in college or virtual every 2 weeks All students will have access to and complete online work experience through Springpod	• Internship timetable. • Students in Year 2 of the study programme all engaging with internships. • Student observations. • Transition between year 1 and 2 of the study programme is supported by engagement with the Community Action Project. • Harrison College internal internship programmes, TCV and Rossington Infant School allow for skills to be developed in a workplace setting. • Tracking of quality of encounters, learner reflections, employer feedback • Global Bridge experience tracking • SpringPod • Curriculum map and project planning • QA Calendar • Padlet – Career Insights • Student reflections on Global Bridge • Employer emails and linkedin	



		All students have access to and will complete one experience through Global Bridge All curriculum projects for all students are partnered with a business and an employee from the business as mentor. Padlet used for planning, before and after reflections of encounters Student reflections and feedback recorded in Padlet for staff planning Learners record workplace experiences, internships and volunteering activity. Learners upload workplace evidence and reflections. Supervisors contribute feedback where appropriate. Workplace skills achievements recognised through micro-badges.	- Skills Builder internship and academy observations - Global Bridge - Internship records. - Workplace reflections. - Employer evaluations. - Photographic evidence. - Skills development records. - Workplace micro-badges. - Employability portfolios.	
7. Encounters with further and higher education All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace. CDI Framework - Explore Possibilities - See the big picture	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. <i>* A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.</i>	All our learners are performing at Level 2 with some being able to access Level 3 by the time of completion therefore access to further and higher education is an option for some learners. Learning modules to explore all post 16 and post 18 pathways access to apprenticeships local, regional, and national. Careers library with information on FE and HE provider including apprenticeship updates. All students will receive apprenticeship talks and information from Doncaster College and Doncaster Council All students to explore and experience information on: - T Levels - Higher Technical Qualifications (HTQs) - Supported Internships - Apprenticeships - Degree Apprenticeships	- Doncaster University /Apprenticeships link - Annual visit to University of Sheffield - Regular College and other provider visits through National Careers Week and individually organised to support students. - Student invites to higher education fairs and tours - Provider visit records. - FE and HE encounter logs. - Apprenticeship information events. - Learner progression comparisons. - Provider engagement records. - Progression planning evidence.	



Skills Builder Framework Teamwork (Collaboration)		Harrison College works closely with Doncaster college and their apprenticeship programme All students have access to FE/HE tours during National Careers Week. Harrison College has links with Sheffield Hallam who deliver inclusivity and support at university talks for our students All students attend Opportunities Doncaster and other careers fairs Alumni mentoring programme, talks, destination and case studies and guest speakers Provider engagement activity promoted through Global Bridge.		
8. Personal guidance Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and	Every learner should have at least one such interview by the end of their study programme. *The college should ensure that access to a level 6 adviser is available when needed.	Students have access to continued guidance and support to help them explore opportunities and develop skills to make effective transitions. This is delivered via tutorials, curriculum and EHCP annual reviews. Access to career development opportunities start early as possible and involve parents and families. There is consistent, ongoing support for the transition to adult life. Level 6 Careers Lead employed at Harrison College who is CDI Member and NCW Ambassador All students will receive: Initial careers meeting Annual review meeting Transition planning meeting Progression meeting before leaving college Weekly career development planning lessons Weekly briefings and planning time Career action plans maintained through Global Bridge.	- EHCP Annual reviews - Tutorial programme - Career action plans. - Guidance interview records. - Personal targets. - Learner reflections. - Careers meeting outcomes. - Destination planning records.	



embedded in the careers programme. CDI Framework • Grow throughout life • Manage Career Skills Builder Framework • Adapting (Self Management)		Learner goals reviewed following guidance interviews. Careers advisers utilise learner portfolios during guidance meetings. Progress against career goals monitored and updated regularly.		
9. Careers Impact Learners benefit from a careers programme that is regularly evaluated to demonstrate its impact on aspirations, employability skills, career readiness, Preparation for Adulthood outcomes and sustained positive destinations. The College uses data and stakeholder feedback to continuously improve careers provision.	The College will: • Monitor learner progression and destination outcomes. • Evaluate the impact of careers activities on learner confidence, aspirations and decision-making. • Track participation in careers activities and employer encounters. • Collect feedback from learners, parents/carers, employers and staff. • Measure progress in employability and essential skills. • Use destination data and learner outcomes to shape future careers provision. • Review careers provision annually against the Gatsby Benchmarks.	Track all learner destinations including: • Paid employment • Apprenticeships • Supported Internships • Volunteering • Further Education • Higher Education Monitor sustained destinations at 3, 6 and 12 months after leaving college. Use Xello to record: • Career aspirations • Career action plans • Career meetings • Destination intentions Measure learner progress through: • Skills Builder assessments • Employability reviews • Internship reviews • Employer feedback • Global Bridge Complete annual Compass+ evaluation. Conduct: • Learner voice surveys • Parent/carer surveys • Employer evaluations • Staff evaluations Use alumni case studies and destination data to inform curriculum development.	• Destination tracking reports • Destination dashboard • Xello destination data • Compass+ reports • Skills Builder progress data • Internship review documents • Employer feedback forms • Learner voice surveys • Parent/carer feedback surveys • EHCP outcome achievement data • Alumni destination records • Annual Careers Impact Report • Quality Assurance reports • Gatsby Benchmark assessments • Global Bridge engagement analytics. • Skills micro-badge reports.	



		Report careers impact annually to the Senior Leadership Team and Governors/Directors. Global Bridge • Monitor learner engagement with Global Bridge. • Track achievement of employability and essential skills micro-badges. • Analyse participation in employer encounters and workplace experiences. • Monitor progression from learner aspirations to destinations. • Use learner reflection data to evaluate confidence, preparedness and career readiness. • Track development of Skills Builder competencies through digital evidence.		
10. Parent and Carer Engagement Parents and carers play a vital role in supporting learners to make informed decisions about their future education, training, employment and independent living. Harrison College actively engages parents and carers throughout the learner journey to ensure they have access to relevant careers information, labour market information and progression opportunities. Careers information is accessible, inclusive and tailored to meet the needs of learners with SEND and their families	The College will: • Provide parents and carers with access to current careers and labour market information. • Support parents and carers to understand progression pathways available to learners. • Encourage active participation in career planning and transition discussions. • Ensure parents and carers can access careers resources and information independently. • Involve parents and carers in Preparation for Adulthood planning and destination decisions. • Offer opportunities to engage with employers, training providers, apprenticeship providers, colleges and universities	Careers Newsletters • Termly careers newsletters shared with parents and carers. • Labour Market Information updates included within newsletters. • Progression pathway information shared throughout the academic year. • National Careers Week and National Apprenticeship Week resources circulated. • Destination success stories and alumni case studies promoted. Xello Parent Access • Parent accounts created on Xello. • Parents supported to access learner career plans and progression information. • Training and guidance provided on how to use Xello effectively. • Careers resources, college information and pathway information shared through Xello. EHCP Annual Reviews	• Parent newsletters • Parent engagement records • Xello parent usage reports • Xello parent accounts • EHCP Annual Review documentation • Careers action plans • Parent attendance records at events • Careers evening registers • Progression fair attendance data • Parent feedback surveys • Apprenticeship workshop records • National Careers Week resources • National Apprenticeship Week resources • Parent communications and newsletters • Preparation for Adulthood review documents • Destination planning records	



		• Careers planning integrated into all EHCP Annual Reviews. • Preparation for Adulthood outcomes discussed at every review. • Parents fully involved in career action planning. • Progress towards employment, independent living and community participation outcomes reviewed annually. Careers Evenings • Parent information evenings delivered throughout the year. • Employer and provider presentations offered to families. • Workshops delivered on employment, apprenticeships and supported internships. • Careers team available to provide advice and guidance. Progression Events • Parents invited to progression fairs and careers events. • Attendance at local careers fairs and provider events promoted. • College-hosted progression events showcase education, employment and training opportunities. • Higher Education and Further Education providers invited to engage with families. Apprenticeship and Technical Education Information • Apprenticeship pathway information shared regularly. • Support provided to understand: ○ Apprenticeships ○ Supported Internships ○ T Levels ○ Higher Technical Qualifications (HTQs) ○ Degree Apprenticeships ○ Employment pathways		
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		• Apprenticeship providers invited to present to students and families. • National Apprenticeship Week activities promoted annually. Global Bridge • Parents and carers encouraged to view learner achievements through Global Bridge. • Career newsletters shared with links to careers resources and opportunities. • Digital portfolios used to support transition discussions and EHCP reviews. • Parents encouraged to celebrate learner achievements through the platform.		
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