

Gatsby Career Benchmarks

● RGS-IBG work supporting good career guidance in schools

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 pupils, parents, teachers and employers.	<ul style="list-style-type: none">– Every school 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 school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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No specific support; School led activity

2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, 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 the best use of available information.	<ul style="list-style-type: none">– 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.– Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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- Online Career profiles and video clips provide pupils with access to a range of professional routes
- Year 9 *Going Places with Geography* events at the Society explore the benefits of geographical study at GCSE, A Level and onto university and highlight how the skills obtained link into different careers
- Year 12 *Going Places with Geography* event provides young people with information about the relevance and benefits of studying geography in Higher Education and the wide range of careers that studying geography opens up
- The Society encourages use of the #ChooseGeography hashtag to highlight and profile professional, academic and personal opportunities that have come about through the study of and interest in geography
- The Society uses its communications and social media channels to profile and share relevant data about positive prospects and outcomes for geographers, such as high levels of undergraduate completion rates, high National Student Survey satisfaction scores and above average graduate employment rates and earnings. Schools are encouraged to share and use these resources

<p>3 ADDRESSING THE NEEDS OF EACH PUPIL</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> – A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. – Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. – Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
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- *Geography Ambassador* visits into schools are designed to provide positive role models from those currently studying the subject at university or from the workplace. *Geography Ambassador* presentations increase awareness of the value of studying geography to further study and the careers open to geographers
- Year 12 *Geography at University* workshops are designed to inspire students to consider Higher Education routes in order to raise their aspirations and reach their full potentials
- For those interested in teaching the Society's *Geography Initial Teacher Training Scholarships* reward those with outstanding geographical subject knowledge and skills who are planning to enter the teaching profession

<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p>	<p>– 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.</p>
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- The Society's curriculum resources make links to geographers working in the relevant field, to support integrated learning, e.g. the profile of an Ordnance Survey surveyor included with a unit of work on mapping skills
- Career profiles outline to pupils the routes of entry into different professions or sectors, how profiled individuals made progress in their career, and the role geography played in this, including how they continue to apply it in their day to day work
- *Schools lectures* given by university researchers and professionals explicitly link advances in knowledge and application of skills in their professional practice to the GCSE and A-Level curriculums (as appropriate to the audience), to support curriculum-linked careers learning.
- The majority of the Society's curriculum resources draw upon 'real world' research, data and problems to inform student learning, developed in partnership with academic researchers and geographers in the workplace.

<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p>Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.</p>	<p>– Every year, from the age of 11, pupils should participate in at least one meaningful encounter^a with an employer.</p> <p><small>*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.</small></p>
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- Year 12 *Going Places with Geography* events allow pupils the opportunity to meet and question professional geographers from a wide range of careers (e.g. construction, environment, government, business, media, not-for-profit and retail).



- *School member lecturers and A Level study days* provide pupils an opportunity to engage with a range of leading geographers and hear how their research is applied to key challenges
- *Ask the Geographer/Ask the Expert* podcasts allow students to engage with the latest geographical research and seek answers from a range of leading geography researchers and practitioners

6 EXPERIENCE OF WORKPLACES	Every pupil 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"> – 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. – By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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- *Professional Geography Ambassadors* can be booked for schools visits or experienced at Society events. These individuals span a range of companies, drawing upon the Society's network of Chartered Geographers (individuals holding independent accreditation for their use of geography in the workplace), and others across the public, private and not-for-profit sectors. They provide pupils with the opportunity to learn more about specific job roles, how to obtain them and how to excel within them.

7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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.	<ul style="list-style-type: none"> – 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. – 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. <p><small>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</small></p>
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- *School/Higher Education partnerships* are designed to support university geography departments to either strengthen their existing or developing new local partnerships with schools. This could be through teacher subject knowledge update events, lecturers for local 6th form students or hosting geographical reward days for GCSE/A level students.
- *Geography Ambassador* visits allow students to discuss entry routes into Higher Education and can provide exposure to a range of different institutions as often visits are conducted by ambassadors from different universities
- Year 12 *Geography at University* workshops are designed to offer students a chance to experience university style seminars and obtain greater awareness of the geographical topics covered and merits of degree level study

8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	– 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.
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No specific support

Find out more:

- **Events for schools:** www.rgs.org/schools/school-student-events/ [Includes *Going Places with Geography*, *A-Level Study Days*, *Geography at University*, *Geography Ambassador hosted events*, *Schools Lectures*, *CPD events for teachers*...]
- **Studying Geography in school and at university:** www.rgs.org/studygeography
- **Geography Ambassadors:** www.rgs.org/ambassadors
- **Curriculum resources for Schools:** <https://www.rgs.org/schools/teaching-resources/>
 - **Resources specifically relating to Careers including career profiles of geographers:** www.rgs.org/schools/teaching-resources/going-places-with-geography-brochure/
 - **Going Places with Geography video:** www.youtube.com/watch?v=27p2k1oot80
- **Geography Initial Teacher Training Scholarships:** www.rgs.org/scholarships
- [#choosegeography](#)