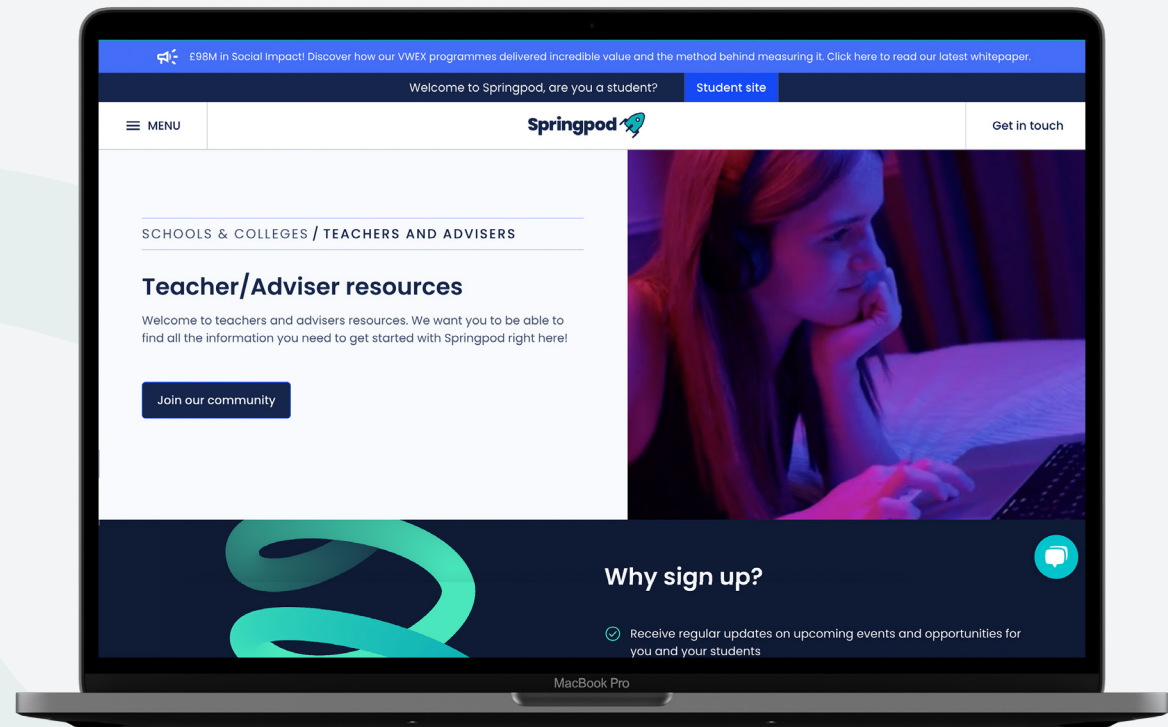




Helping you meet the **Gatsby Benchmarks** – Colleges and ITPs



Quick links!



Benchmark	Summary	Springpod Experiences
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	Springpod experiences are flexible, accessible and scalable, meaning they can be easily embedded into a careers programme so all learners benefit. Learners can move from exploring careers and universities to applying for opportunities. Each experience is underpinned by learning outcomes and our equalex mapping guide and CDI framework guide evidence how pupils can work their way through progressive and sequenced experiences appropriate to their needs. Parent and carer guides offer easy-to-follow guidelines on how Springpod can add value to careers education. Staff can track engagement via our reporting dashboard to evaluate impact and identify areas of improvement.
2. Learning from career 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 best use of available information.	We have the latest LMI information across all of our experiences. Working with our employer partners, we are able to bring this information to life for learners through engaging webinars, tasks and activities. Through experiential learning, they gain important information to inform their decision-making and hear directly from employers about growth sectors, pathways and skill needs for that industry. Learners with special educational needs can access our targeted programme where the content is appropriate to their needs. We share suggested follow-up activities so learners can reflect upon and discuss their experiences with qualified advisers.

Benchmark	Summary	Springpod Experiences
3. Addressing the needs of each young person	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 for advice and support need to 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.	Learners can choose from a wide range of programmes so that they can experience an industry or subject of choice. Our programmes are flexible and self-led, meaning participants can work at their own pace with support from staff when needed. Content is carefully planned to take into account different learning styles. Our SEND programme has been created to make Springpod accessible for all. Our experiences can demystify job roles and address any barriers that learners face when exploring their options. We showcase a variety of roles, sharing success stories from relatable role models. Our content aims to tackle misconceptions and stereotypical thinking around career pathways. Our virtual delivery model means that no learner faces barriers linked to geography or opportunity. Everyone is able to link with employers, no matter their background or personal circumstances. Our new AI Interview Coach embedded in programmes provides learners with a safe environment to practice their interview skills and receive constructive feedback to help them improve. Our experiences are increasingly being used by alternative provisions, charitable organisations, hospital schools, virtual schools or secure settings. We have seen some innovative delivery of Springpod in community spaces targeting those young people not in education, training or employment. Our testimonials and case studies demonstrate the impact on individual learners and the vital role of careers advisers and leaders in encouraging their participation.

Benchmark

Summary

Springpod Experiences

4. Linking curriculum learning to careers

As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subjects for a wide range of future career paths.

Our work experience programmes connect what is learnt in the classroom to real-world skills that will be needed in the workplace.

We have developed easily shareable **job sectors** that staff can use to encourage learners to explore pathways related to curriculum areas. Each experience showcases the knowledge and skills essential to that sector and demonstrates subject relevance. Our integrated Career Readiness Skills illustrate how these competencies apply across a variety of career paths

Our **university subject spotlights** allow learners to think about what career options might be available from a wide range of subjects.

Springpod delivers staff CPD to ensure all staff are aware of the value of virtual experiences to their subject area.



Benchmark

Summary

Springpod Experiences

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 could include learners' own part-time employment where it exists.

Learners have the opportunity to engage in multiple work experience programmes with a diverse range of employers. Our [equalex](#) mapping guide explains how Springpod can be used as part of a multi experience and progressive programme.

Each Springpod experience begins with clear and concise information outlining what participants can expect and the benefits they will gain. Opportunities for two-way interaction are available through our safeguarded ambassador platform, where learners can engage with industry professionals or submit questions to employer partners following webinars. Reflective activities are embedded throughout, encouraging learners to consider the knowledge and skills they've acquired and identify next steps in their career exploration.

Springpod experiences focus on developing key career readiness skills while providing insights into career pathways, labour market information (LMI), and industry expectations. Colleges and ITPs can use these virtual experiences to better prepare learners for in-person placements. By participating in Springpod programmes, learners gain confidence, feel more enthusiastic about upcoming placements, and develop a clearer understanding of which opportunities align with their interests, ultimately increasing their chances of securing a suitable placement.

Our programmes allow T Level learners to use Springpod programmes as part of their remote work taster activities (Note the maximum hours allowed as remote in [T Level Industry Placement Guidance](#)). Learners can develop the skills and/or gain experience to help them prepare for their placement. Learners complete tasks and activities relevant to their T Level subject and they can be completed at a time that suits their programme.

Our Virtual to Reality programmes give pupils the chance to apply for in-person experiences. Employers can use Springpod's virtual experiences to support a fairer selection process by recognising those who have shown genuine interest and engagement. This helps create a more equitable application journey for in-person opportunities.

Benchmark	Summary	Springpod Experiences
6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	Springpod is committed to providing progressive experiences for all, with virtual programmes designed to support learners as they work towards securing in-person opportunities. Our Getting Started Guide for Teacher and Advisers includes practical suggestions on how virtual experiences can support careers education, encouraging learners to use these experiences to secure in-person, meaningful placements. Our virtual programmes open doors to new opportunities, introducing learners to roles and companies they may not have previously considered or thought were out of reach. We aim to spark inspiration, enrich in-person experiences, and support learners as they navigate decisions that can often feel overwhelming. Learning outcomes and purpose are shared with learners, and we continually evaluate the impact of our programmes using data from before and after surveys. Our work experience programmes offer insight into the day-to-day realities of a wide range of careers, allowing learners to explore different workplaces and complete tasks based on real-world activities. Virtual experiences offer the added benefit of exposing learners to modern work practices, including time management, meeting deadlines, and working in remote or hybrid environments. While each programme varies, many include opportunities for feedback and interaction with employers in a safeguarded setting. By combining in-person and virtual experiences, we help ensure that all learners can access opportunities that match their interests, regardless of geographical location or logistical constraints. Our Virtual to Reality programmes give pupils the chance to apply for in-person experiences. Employers can use Springpod's virtual experiences to support a fairer selection process by recognising those who have shown genuine interest and engagement. This helps create a more equitable application journey for in-person opportunities.

Benchmark	Summary	Springpod Experiences
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.	Springpod programmes offer insight into all pathways. Programmes include pathway information and include case studies with relatable role models. Our university subject spotlights help learners experience a taste of what university life could be like. They can explore subjects in depth and develop their academic skills and super-curricular knowledge to inform their subject choices and strengthen their applications. Our partnership with UCAS allows students to explore subject spotlights and work experience within their UCAS hub account.
8. Personal guidance	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings 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 scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SEND CO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	We provide careers advisers with the information they need about how learners use Springpod. This enables them to provide tailored, personalised guidance. We encourage learners to reflect and discuss their experiences with a careers adviser. Our partnerships with careers professionals allow us to gather continuous feedback, which we use to improve and develop our programme to support their guidance roles. Careers advisers widely recommend Springpod experiences in meetings with learners, often as an action point for further research. Our testimonials and case studies demonstrate the impact on individual learners and the vital role of careers advisers and leaders in encouraging their participation.