

Fulfil Your Future  
Succeed in your apprenticeship  
Progress in your career



The course aligns with and reinforces established best practices in career guidance by incorporating key aspects of the requirements and recommendations outlined by Ofsted, the Matrix Standard, and the Gatsby Benchmarks. The chart below highlights the interconnected and complementary nature of components from each.

Fulfil Your Future Core Components	Ofsted (brackets highlight the most relevant judgment criteria))	Matrix (brackets highlight the most relevant element)	Gatsby (brackets highlight the most relevant benchmark)
<p>The course’s person-centred reflective approach promotes self-awareness and self-confidence, while integrating career-specific content. It takes an “inside-out” approach emphasising self-discovery, personal alignment, and purposeful decision-making. It encourages individuals to explore who they are—skills, passions, and values—when considering external opportunities.</p>	<p>Inspectors will consider the extent to which providers contribute to apprentices’ personal development, such as by providing appropriate careers advice within the context of their apprenticeship (<i>Quality</i>)</p>	<p>The IAG provided needs to meet the needs of those receiving it and be customer-centred (<i>Delivery</i>)</p>	<p>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 (<i>Benchmark 4</i>).</p>
<p><b>Fulfil Your Future Core Components</b></p>	<p><b>Ofsted (brackets highlight the most relevant judgment criteria))</b></p>	<p><b>Matrix (brackets highlight the most relevant element)</b></p>	<p><b>Gatsby (brackets highlight the most relevant benchmark)</b></p>
<p>The course enables the apprentice to cultivate skills and self-understanding to accomplish their goals during the apprenticeship and in their employment. The content integrates the apprentice’s workplace experiences and encourages the exploration of opportunities within their current role, along with the</p>	<p>Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training</p>	<p>People who are eligible to access the IAG need to have a clear understanding of what is available. This provides help to determine if this is the appropriate service for them and they know what to expect (<i>Offer</i>).</p>	<p>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</p>

development of action plans for advancing their position.	or employment ( <i>Behaviour and Attitudes</i> ).		disadvantaged learners, young people with SEND and those who are absent ( <i>Benchmark 3</i> ).  Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks ( <i>Benchmarks 6 and 7</i> ).
---	---	--	--

<b>Fulfil Your Future Core Components</b>	<b>Ofsted (brackets highlight the most relevant judgment criteria))</b>	<b>Matrix (brackets highlight the most relevant element)</b>	<b>Gatsby (brackets highlight the most relevant benchmark)</b>
Integrates guidance, experiential learning, and employer collaboration, helping learners aspire, make confident choices, and navigate their career journey.	Providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career ( <i>Personal Development</i> ).	People who are eligible to access the IAG need to have a clear understanding of what is available. This provides help to determine if this is the appropriate service for them and they know what to expect ( <i>Offer</i> )	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 ( <i>Benchmark 5</i> ).

<b>Fulfil Your Future Core Components</b>	<b>Ofsted (brackets highlight the most relevant judgment criteria))</b>	<b>Matrix (brackets highlight the most relevant element)</b>	<b>Gatsby (brackets highlight the most relevant benchmark)</b>
Choosing this course demonstrates an organisation dedicated to cultivating a learner-centric culture that prioritises personal development. The course has been co-developed with current apprentices and apprenticeship providers. It is easily accessed on any device and can be demonstrated to learners, staff, parents and governors and employers.	Leaders' high expectations of all learners and the extent to which these are embodied in day-to-day interactions with and support for learners ( <i>Leadership and Management</i> ).	The nature of the IAG delivery will be tailored to the overall purpose and context/environment of the organisation and what it aims to achieve. Appropriate human, physical and digital resources are required to provide a framework for the effective delivery of IAG ( <i>Purpose and Resources</i> )	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 ( <i>Benchmark 1</i> ).  Every learner should have opportunities for guidance meetings with a career adviser, who could be internal (a member of provider staff) or external, provided they

		<p>The nature of the IAG delivery will be tailored to the overall purpose and context /environment of the organisation and what it aims to achieve (<i>Outcomes for Individuals</i>)</p> <p>There needs to be a clear understanding of the overall impact of the delivery of IAG which may be at cohort, service, organisation and wider benefits to ensure that the combination of offer, delivery, enablers and outcomes are supporting change (<i>Impact for organisation</i>)</p>	<p>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 (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme (<i>Benchmark 8</i>).</p>
--	--	---	---

<b>Fulfil Your Future Core Components</b>	<b>Ofsted (brackets highlight the most relevant judgment criteria))</b>	<b>Matrix (brackets highlight the most relevant element)</b>	<b>Gatsby (brackets highlight the most relevant benchmark)</b>
<p>Promotes skills that are directly applicable to current career opportunities, as well as skills that can be revisited and enhanced in response to evolving circumstances throughout the apprenticeship and employment. Delivery can be tailored to suit learner needs; it can be entirely self-directed or part of a guided programme with additional support. The course will be reviewed annually for relevance and updated as necessary.</p>	<p>Take into account not just skills needed immediately for employment, including for those already in employment, but also skills which are necessary to ensure students' progress towards employment, in necessary stages by means of further and higher education, training, work experience and increased personal independence at all levels (<i>Contribution to skills needs</i>).</p>	<p>IAG needs to continue to meet the needs of its customers, by ongoing review, evaluation and development the IAG aspects will remain 'customer focused' (<i>Continuous Improvement</i>).</p>	<p>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 (<i>Benchmark 2</i>).</p>