

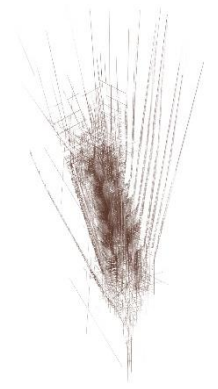


EMBEDDING THE GATSBY BENCHMARKS IN TO CAREERS PROGRAMMES



GATSBY

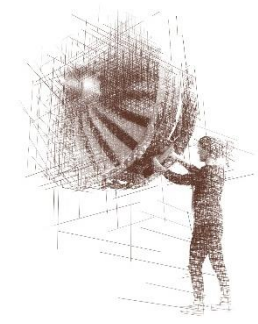
THE GATSBY FOUNDATION



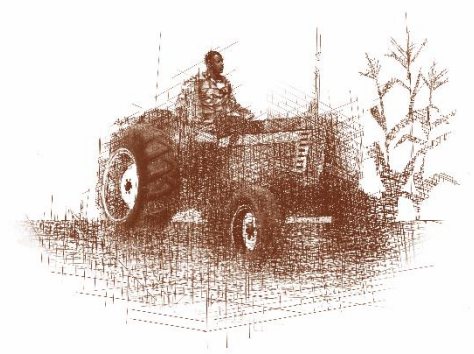
PLANT SCIENCE



NEUROSCIENCE



EDUCATION



AFRICA

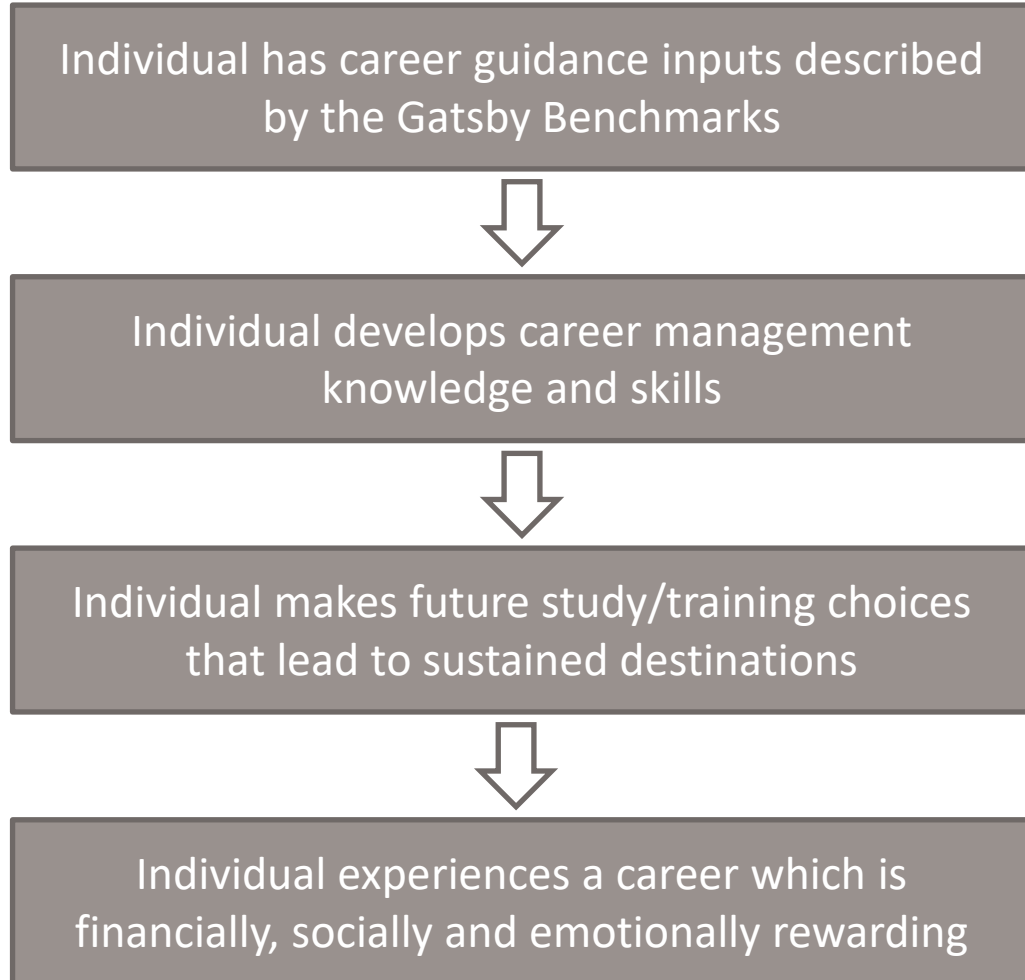


PUBLIC POLICY



ARTS

-
1. Why is career guidance important
 2. Where we are now
 3. Getting the most out of a benchmarks-driven approach
 - a. Making the case to leadership
 - b. The impact of Covid
 - c. Tackling challenging benchmarks
 4. Looking forward: engaging parents
 5. Questions



social mobility

“If young people know more about the range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs.”

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WHERE WE ARE NOW: THE BENCHMARKS

Our work suggests that there is no single ‘magic bullet’ for good career guidance: it is about doing a number of things, identified in our benchmarks, consistently and well.

IN ENGLAND...



Careers strategy: making the most of everyone's skills and talents

December 2017



Skills for Jobs: Lifelong Learning for Opportunity and Growth

January 2021

CP 338



Careers guidance and access for education and training providers

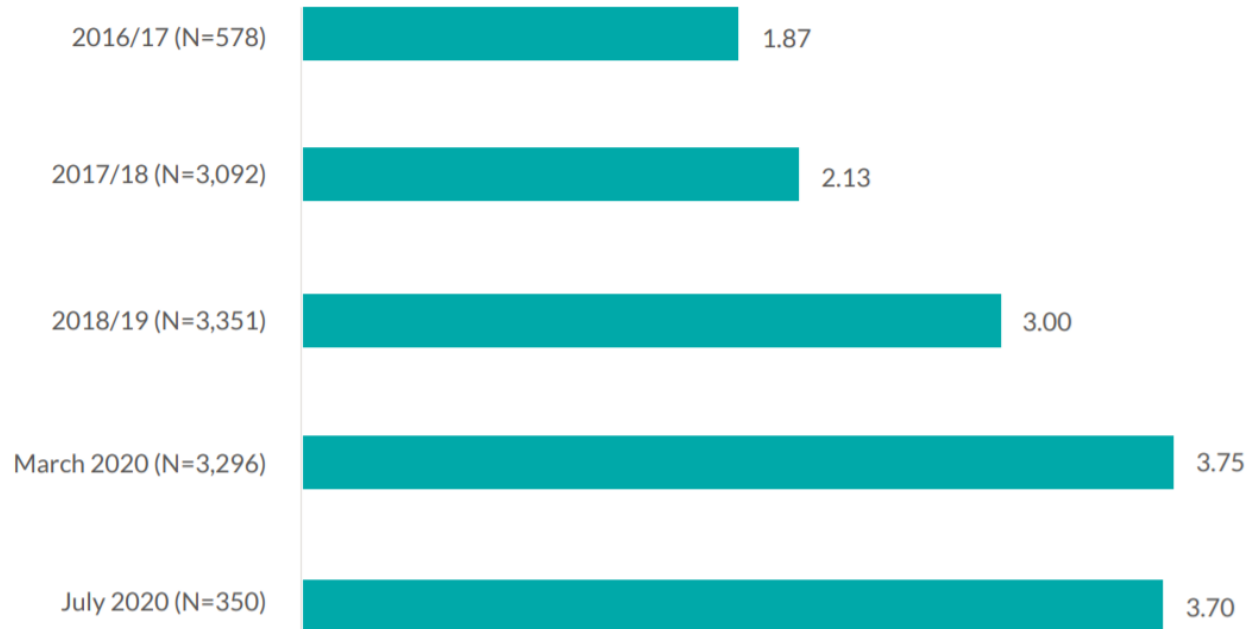
Statutory guidance for schools and
guidance for further education colleges
and sixth form colleges

July 2021

LATEST ANNUAL REPORT FROM THE CAREERS & ENTERPRISE COMPANY

CAREERS EDUCATION IN SCHOOLS AND COLLEGES 2020

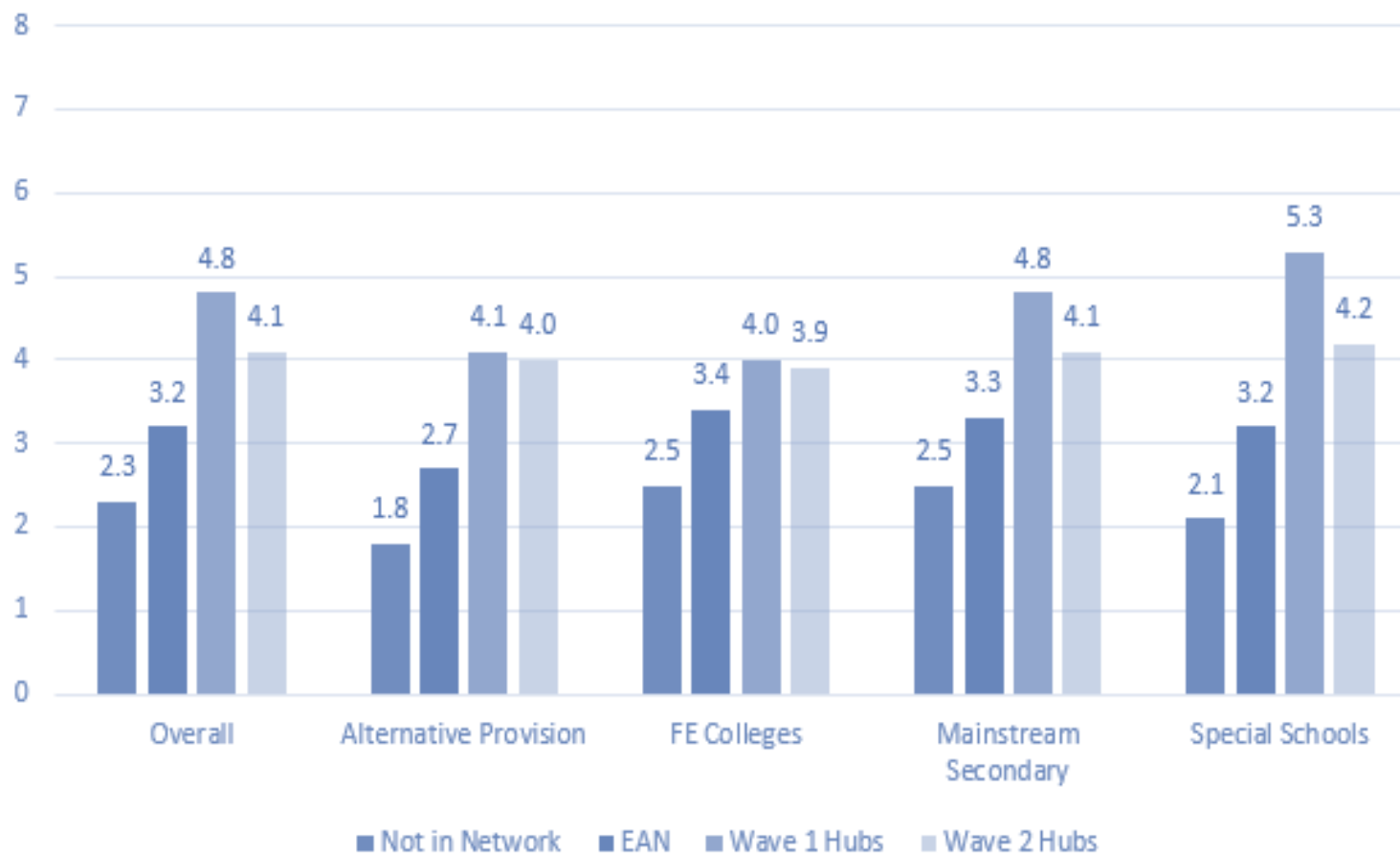
Average number of benchmarks fully achieved nationally, 2016-2020



3.3 million secondary aged school and college students are benefiting from regular and meaningful employer encounters – an increase of 70 per cent in two years.

From a standing start in 2015 there are now more than 4,000 schools and colleges engaged in the careers education network – 81 per cent of the state funded sector.

FASTER PROGRESS IN NETWORKS



CEC (2020). Careers education in England's schools and colleges: Working together for young people's futures.

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MAKING THE CASE TO LEADERSHIP: KEY ENABLERS FROM THE NORTH EAST PILOT

REGIONAL SUPPORT

- The regional facilitator
- Support networks with other schools and colleges
- Making use of regional schemes, projects and networks

INSTITUTIONAL LEADERSHIP AND INFRASTRUCTURE

- Careers Leaders
- Explicit commitment from senior leadership

Hanson, J., Moore, N., Clark, L., Neary, S. (2021) 'An evaluation of the North East of England pilot of the Gatsby Benchmarks of Good Career Guidance'. Derby: University of Derby

- The more time that Careers Leaders have allocated to their Careers work, the more benchmarks the school/ college achieves.
- Schools/ colleges with a trained Careers Leader achieve significantly more Benchmarks than those without.

Careers Leaders in Secondary Schools (2019). Gatsby and CEC. Survey of 750 Careers Leaders.



Careers Leadership in Colleges:

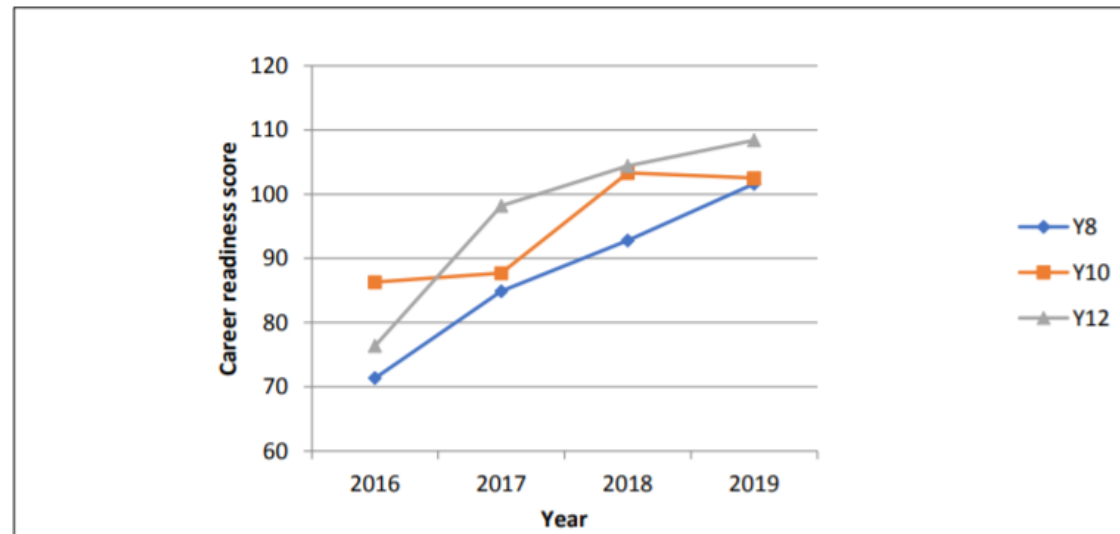
Supporting learners
through a 'whole
college' approach

June 2021

CAREER GUIDANCE IMPROVES STUDENT CAREER READINESS

At the end of the North East pilot evaluation (2019), students reported significantly higher total career readiness scores than those at the beginning of the pilot (2015). This holds for all Year groups evaluated – Year 8, 10 and 12.

Figure 4 Career readiness scores in non-matched samples 2016-2019



Hanson, J., Moore, N., Clark, L., Neary, S. (2021) 'An evaluation of the North East of England pilot of the Gatsby Benchmarks of Good Career Guidance'. Derby: University of Derby

MEETING EMPLOYERS INCREASES MOTIVATION TO STUDY

Employer talks to Year 11 students result in:

- Changes in attitudes - 7% changed their future plans; 20-28% reflected on their choices
- Motivation to study harder – average 9% increase in weekly revision hours
- Improved GCSE attainment - the equivalent of one student in 25 beating their predictions by one grade
- Lower achievers and less engaged learners responded best to the intervention

Education & Employers report '*Motivated to Achieve*' (June 2019)

THE BENCHMARKS IMPROVE POST-16 DESTINATIONS

-
- For every Benchmark achieved the likelihood of students being in a sustained destination increases by 1.5%. This effect increases in the most disadvantaged schools
 - If all eight benchmarks are achieved there is a 13% increase in the likelihood of a student being in a positive destination, compared to those achieving no benchmarks.
 - Uptake of apprenticeship pathways is 16% higher in the 39% of schools who provide information on apprenticeships to all students compared to the 6% of schools who provide the information to just a few students.

COMPASS +

THE CAREERS LEADER DASHBOARD

Compass+ is our tool to help you benchmark, manage, track and report on your school's careers programme. Compass+ is available for all secondary schools, special schools, sixth-forms and PRUs in England.

All eligible schools can now upgrade to Compass+. [Log in](#) to your Compass Classic account and complete the onboarding process to upgrade.

WHY CAREER GUIDANCE MATTERS IN A COVID-19 WORLD

72% of school leaders say careers guidance is more important than ever since the pandemic.

(Survey of senior leaders in England by Pye Tait, September 2020)

Students who feel they have good levels of support from their teachers are happier (5.7/10) than those who feel they do not (3.8/10).

(Unifrog, October 2020)



“Throughout this guidance, the department encourages schools and colleges to consider using digital resources and online communications to deliver virtual careers experiences **if activities cannot be delivered in person**. It is important to make sure the activities are **high quality and meaningful** for students.”

Statutory guidance, 2021

Meaningful experiences toolkit

Developed by Forum Talent potential. Create meaningful learning experiences in partnership with local employers. This valuable toolkit is designed to help students make better choices about their futures.

[Read more](#)

Making it meaningful

Our overview and check list help Career Leaders ensure each encounter or experience is meaningful for all participants.

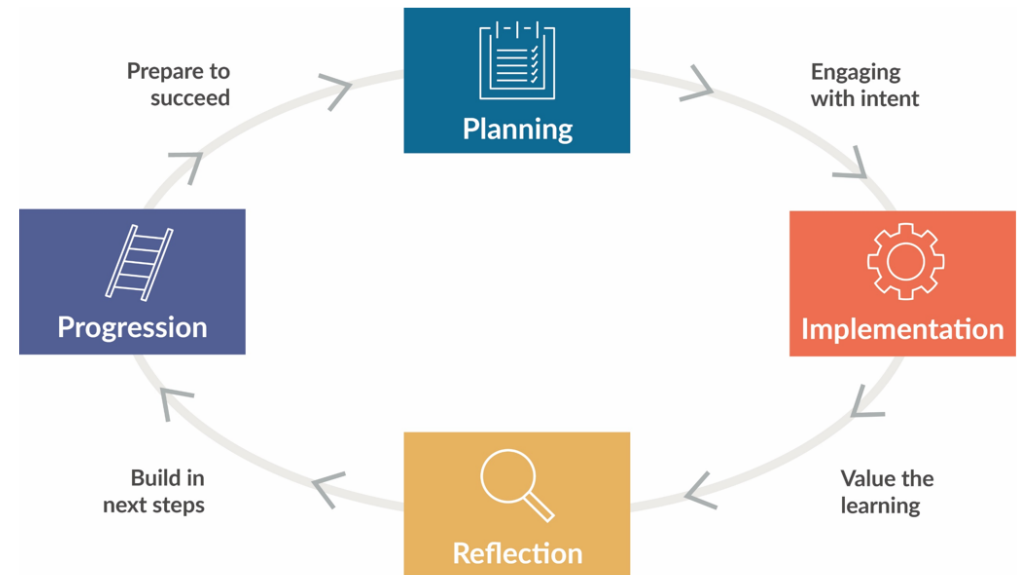
[Read more](#)

BM6: How to meet Gatsby Benchmark 6 more meaningfully and deliver positive student outcomes

Watch this webinar and following the accompanying resource to support planning and delivery of meaningful experiences of the workplace

[Read more](#)

A continuous cycle to ensure improved outcomes and impact of careers encounters



CHALLENGING BENCHMARKS: BM7

Research with Careers Leaders and students explored information shared about choices, and school-college interactions:

- Students **hear about A-levels more often** than any other education option (weekly)
- **Students are hungry for more information** about technical education options:
1 in 5 students dissatisfied with the information provided about higher technical qualifications, 1 in 6 for T-levels
- The majority of **schools believe in the value of encounters with colleges** for the benefit of all students
- Schools and colleges cite **logistical challenges** as the major barrier to delivering encounters in line with Gatsby Benchmark 7
- Some colleges do report **distrust** of schools, and 15% of schools admit to limiting colleges' access to their students.



Encounters with further and higher education:

Practical ideas from schools and
colleges for achieving Gatsby
Benchmark 7


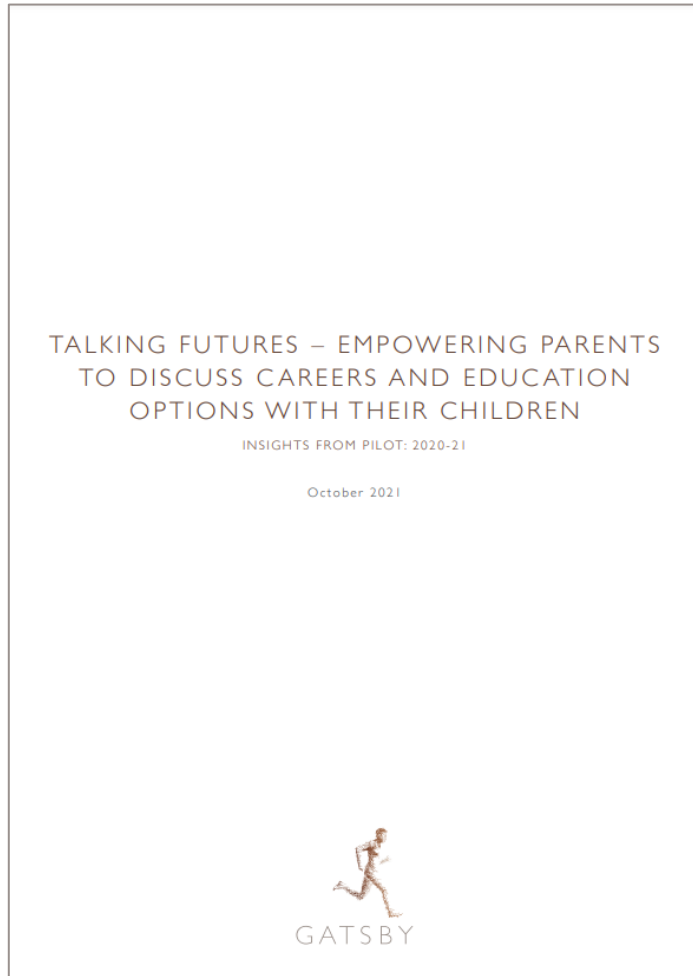
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WHAT DO PARENTS THINK?

- Want **more information** on careers and education choices from their school/college
- **Start having these conversations with their children earlier** than schools/colleges provide this information
- Prefer **face-to-face conversations** with someone who knows their child well
- Parents rely on their **own experiences** to inform discussions about education and career options with their children.


PARENTS AND CAREER GUIDANCE: COVID-19 CHANGES


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- It **remains important for parents to be informed** about their child's education and career choices (unchanged since lockdown)
 - A **quarter feel more closely involved** with their child's career and education since lockdown (versus 1 in 5 who are feeling less involved)
 - However **more parents are not feeling informed to help with future education and careers choices**. With less than half of parents receiving information about careers and choices during lockdown.
 - But **experiences varied significantly**. For example, ~30% of parents are feeling more negative about the future, but 20% of parents are feeling more positive. Therefore some need more support, and others will have greater enthusiasm to capitalise on



Browse all our resources or see curated lists for specific audiences below:

- Careers Leaders >
- Education Leaders >
- Governors >
- Employers >
- Further Education >
- Training Providers >
- Trusts >
- SEND >
- Primary >






Gatsby Benchmarks

We've collected a range of resources that are a perfect match for each benchmark


[Benchmark resources](#)



Careers Leader training

All Careers Leaders require Outstanding training. Our training catalogue includes all the information you need to secure the right training for you and your role.


[Access the training here](#)



Digital Tools

With our free Compass+ tool you can benchmark, manage, track and report on your school's careers provision at individual student level.

[Visit Compass+](#)



COMING SOON Talking Futures: Parental Engagement

Resources and support in collaboration with the Gatsby Foundation.

Parents have a strong influence on young people's decisions but need good information on careers and education options to empower them to hold well-informed conversations.

Coming Soon

QUESTIONS?

BETH.JONES@GATSBY.ORG.UK



GATSBY