

An evaluation of the North East of England pilot of the Gatsby Benchmarks of Good Career Guidance



Final Report

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March 2021

REPORT INFORMATION AND ACKNOWLEDGEMENTS

This report has been produced by the International Centre for Guidance Studies (iCeGS) at the University of Derby, with the support of the Gatsby Charitable Foundation.

The research team are indebted to the school and college staff, parents, governors and young people who participated in the research. In particular, we acknowledge the hard work, support and time that the Careers Leaders in each school and college have given to us. These individuals were inspirational. iCeGS would also like to thank the Gatsby pilot project team based at the North East LEP and Beth Jones, Professor Sir John Holman and Rob Cremona from the Gatsby Charitable Foundation who have been very helpful in shaping the evaluation and the report.

Sections of this work were produced using statistical data from the Office for National Statistics (ONS) - in particular the National Pupil Database (NPD) and the Individual Learner Record (ILR). The use of the ONS statistical data in this work does not imply the endorsement of the ONS in relation to the interpretation or analysis of the statistical data. This work uses research datasets which may not exactly reproduce National Statistics aggregates. Copyright of the statistical results may not be assigned.

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iCeGS is a research centre with expertise in career guidance and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level.

A history of the Centre is available in the book:

Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

For further information on iCeGS see www.derby.ac.uk/icegs

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Hanson, J., and Clark, L. (2020). '[Future frontiers: the impact of career coaching on year 11 students](#)'. IAEVG Conference Proceedings Career Guidance for Inclusive Society. Bratislava, Slovakia 11-13 September 2019. IAEVG: Slovakia, pp. 185-203

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EXECUTIVE SUMMARY

INTRODUCTION

Young people face a lengthening transition from education to the world of work. The average age that young people leave full-time education has been rising for over a century. As they move through this transition, they encounter a complex labour market in which the relationship between qualifications, skills, occupation and career success is often opaque and difficult to decode. Yet, within the education system they are frequently asked to make choices about subject, institution and qualifications that will exert a profound influence on their future lives. Educational and career choices clearly have profound implications for young people themselves, but the way in which they are handled by the education and employment system also has major societal implications: supporting or frustrating social mobility; aiding skills alignment or resulting in skills shortages; and contributing to young people's engagement in education and lifetime wellbeing. Therefore, there is a tradition of educational activity which seeks to do

something purposeful to support young people as they embark on their careers.

In 2013, following the dismantling of the Connexions service and the transfer of responsibility to schools and colleges for the delivery of career guidance, the Gatsby Foundation commissioned Sir John Holman to undertake research to identify, from international best practice, what good career guidance looks like. The research, in partnership with the International Centre for Guidance Studies (iCeGS), involved a literature review of best practice around the world, a review of literature describing good practice in the UK, visits to six countries to examine how they delivered career guidance and visits to five independent schools in the UK to explore how they approached it. This research resulted in Good Career Guidance (Holman, 2014) presenting eight principles, known as the Gatsby Benchmarks, that support young people to make informed career decisions:

Benchmark 1: 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, governors and employers.

Benchmark 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 best use of available information

Benchmark 3: Addressing the needs of each pupil

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.

Benchmark 4: Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths

Benchmark 5: Encounters with employers and employees

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 activities including visiting speakers, mentoring and enterprise scheme

Benchmark 6: Experience of the workplace

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 network

Benchmark 7: Encounters with further education 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

Benchmark 8: Personal guidance

Every pupil should have opportunities for guidance interviews with a career 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

A pilot was set up to explore how schools and colleges could best systematically attempt to implement the Benchmarks, evaluate how they were implemented, and identify what

impacts might result from this. The North East Local Enterprise Partnership (NE LEP) was chosen as a place to host the pilot. Sixteen education providers (including three colleges, one Pupil Referral Unit and twelve schools with and without sixth forms) took part in the pilot which ran across two academic years (2015/2016 - 2016/2017). Pilot education providers received small amounts of funding and worked with a Pilot Facilitator for these two years to implement the eight Gatsby Benchmarks.

THE EVALUATION

The evaluation is a piece of longitudinal work that is able to examine progress in implementing the Gatsby Benchmarks and explore the impacts this has on learners over time. In doing so, this evaluation is both formative (considering the process of implementation) and summative (considering impact). The evaluation began in 2016 and finished in the autumn

of 2019. The strategy used to underpin the evaluation, particularly the summative element, was an adapted Kirkpatrick model (Figure 1) and used several research approaches/data sources to explore processes and identify impacts (Figure 2):

Figure 1 Kirkpatrick model underpinning the evaluation strategy

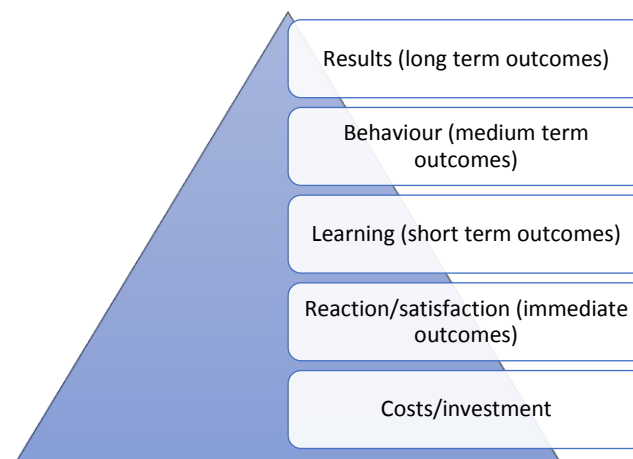
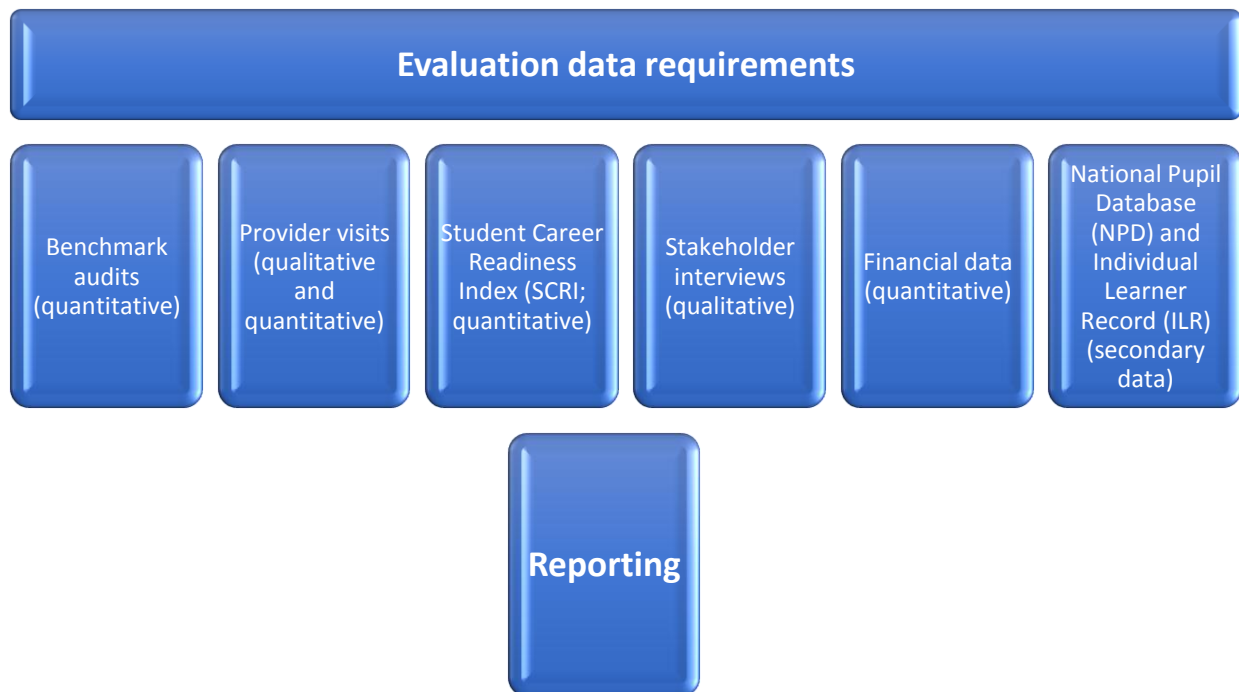


Figure 2 Overview of research approaches



Baseline measures of education provider achievement of the Benchmarks were taken in the summer of 2015 before the pilot began. In the autumn of 2016, 2017, 2018 and 2019 iCeGS collected education provider self-audits of Benchmark achievement and conducted case study visits to each of the sixteen education providers. During these visits we conducted focus groups and interviews with learners and a range of staff, the Careers Leader being the primary interviewee - Careers Leaders are the named individuals in education providers with responsibility for the delivery of the providers' careers programme. The Student Career Readiness Index (developed and validated specifically for

the evaluation) was also sent out online to the Careers Leaders in each education provider to disseminate to learners in the autumn of each year. Approximately ten interviews with varied local stakeholders, including representatives from the NE LEP, the Local Authorities, education and career-oriented organisations and local employers, were also conducted in autumn of each year. Financial data relating to the costs of implementing the Gatsby Benchmarks was sought each year and datasets from the Department for Education and the Office for National Statistics (the National pupil Database, the Individual Learner Records and Longitudinal Educational outcomes) were accessed to explore changes in

attendance, attainment and destinations from baseline in 2015 to the end of the

evaluation in 2019.

FINDINGS

1. PROGRESS, PROCESSES, ENABLERS AND BARRIERS

ACHIEVEMENT OF THE BENCHMARKS

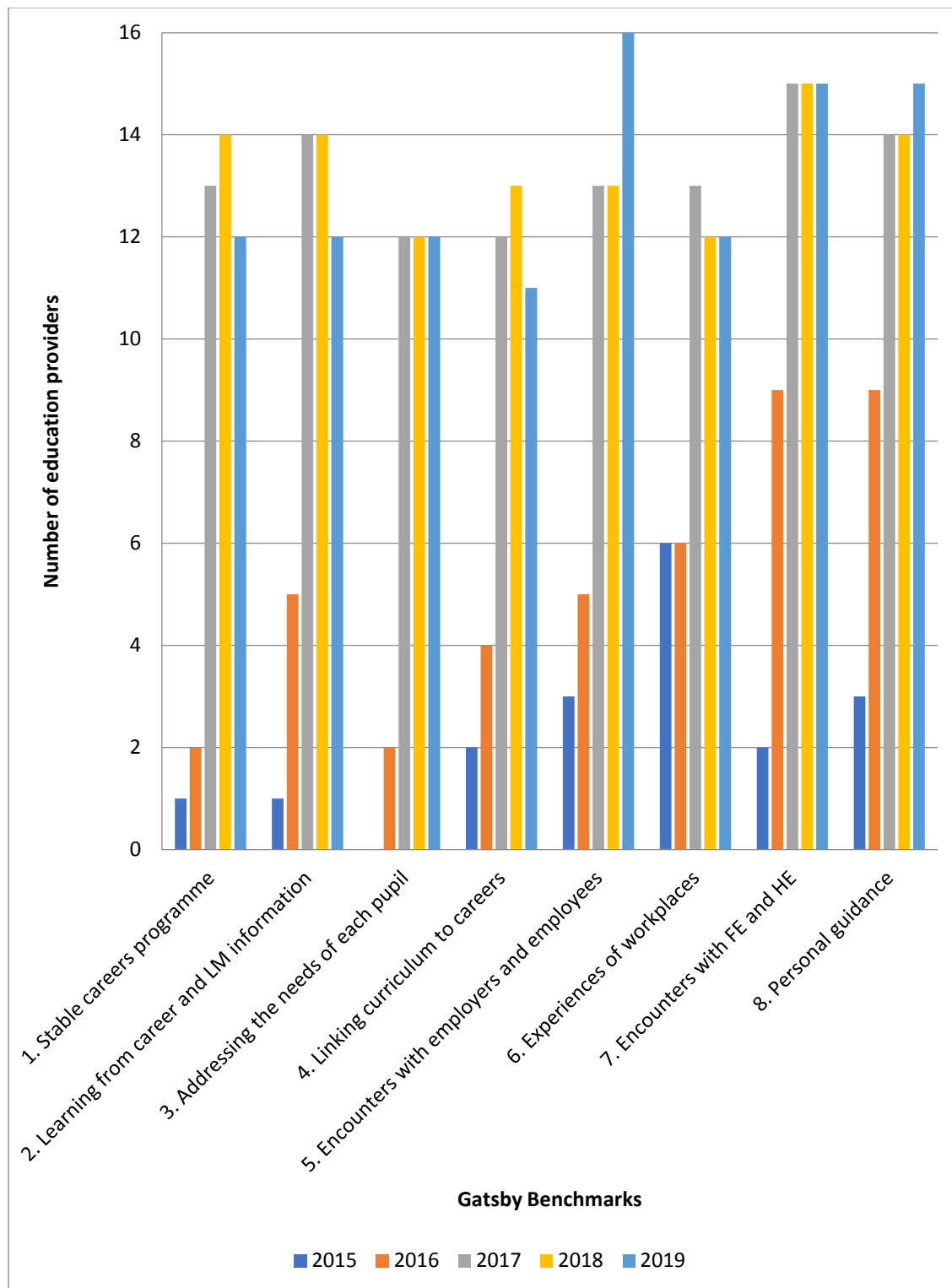
Figure 3 shows the number of education providers fully achieving each Benchmark at the audit point in each year. At the start of the pilot in 2015, three education providers had fully achieved three Benchmarks but the majority of education providers had not fully achieved any of the eight Benchmarks. However, by the end of the pilot in 2017, four providers had fully achieved all eight Benchmarks and six education providers had fully achieved seven Benchmarks. The majority of providers increased the number of Benchmarks being fully achieved by more than three. At the end of the evaluation in 2019, five education providers had fully achieved all eight Benchmarks and ten education providers had fully achieved between five and seven Benchmarks. This included schools with and without sixth forms, colleges and a Pupil Referral Unit (PRU).

The Benchmarks fully achieved by most education providers before the pilot

began were Benchmark 6 (six education providers) and Benchmark 5 and Benchmark 8 (three education providers). By the end of the pilot in 2017 every single Benchmark was fully achieved by at least 12 education providers with Benchmark 7 being fully achieved by fifteen education providers. At the end of the evaluation all sixteen education providers had fully achieved Benchmark 5 and fifteen had fully achieved Benchmarks 7 and 8.

Benchmarks 3 and 4 appear to have been the most difficult to fully achieve. Only Benchmark 5 was fully achieved by every education provider. Barriers to achieving the Benchmarks may be located in the microclimate of the education provider, for example how they choose to allocate resources and structure staff, the number of learners enrolled, the number of school/college sites, school/college values and priorities, as well as broader factors such as the geographical location.

Figure 3 Number of education providers fully achieving each Benchmark in each year of the evaluation



IMPLEMENTATION OF THE BENCHMARKS

The pilot education providers moved through several phases in their delivery of careers guidance during the evaluation. At the outset there was a phase comprised of auditing and planning, followed by a phase of delivering, testing, and reviewing. Next came a phase characterised by a better understanding of 'what works' in specific contexts and for whom, and a move towards being more strategic in the design and delivery of the careers programme. In the final year of the evaluation we saw some pilot providers moving into a phase where they were able to focus on high levels of

tailoring and personalisation as their increased knowledge, skills and abilities permitted them the time and space to deliver particular interventions for specific groups of learners. In this final phase, these education providers talked about careers as being 'who we are' and 'what we do'. It had become a core and defining characteristic - it was so integral to them, so firmly embedded in roles, processes, and functions, that education providers were unable to unpick the costs of career guidance from other elements.

Key findings for each Benchmark are outlined below:

Benchmark	Key Findings
1. A stable careers programme	Education providers were able to devise and publish career strategies and programmes easily but struggled to capture feedback from parents/carers (this was the primary reason for this Benchmark not being fully achieved by all providers). Staffing structures varied across the different kinds of education providers according to size and existing hierarchies; the key elements were strong SLT support and an invested and networked governor for careers who worked closely with the Careers Leader. From a learner's perspective it was important that their voices were heard and that they were responded to.
2. Learning from career and labour market information	Clear progress was made by all types of education providers in improving the impartiality of career guidance over the course of the evaluation.

(LMI)	<p>A wide range of sources of labour market information (LMI) were used that included free resources and commercial digital packages.</p> <p>There was an increase in the use of career and labour market information by teaching staff and by career guidance activity deliverers over the course of the evaluation which was driven by increased staff confidence and requests by Careers Leaders for it to be built into activities. The use of alumni was also beginning to increase towards the end of the evaluation.</p>
3. Addressing the needs of every learner	<p>All education providers learned how to work in partnership with a range of specialist support organisations to increase the levels of support for particular groups of learners (e.g. those at high risk of being not in education, employment or training (NEET), looked after children (LAC) and those with mental health issues). Those individuals appointed as coordinators for groups of more vulnerable learners (e.g. Special educational needs and disability coordinators (SENCOs), Pupil Premium leads) worked closely with the Careers Leader to ensure there was targeted provision.</p> <p>In challenging stereotypical thinking, all education providers tackled stereotypical thinking about 'female' job roles and from 2018 they also challenged stereotypical thinking about 'male' job roles.</p>
4. Linking careers to the curriculum	<p>Typically, there were small numbers of staff in most education providers who were initially hesitant about making links between their subjects to careers. Often (but not always) the staff who were first able to do this effectively were those in more vocational or practical subjects such as ICT and business, as well as the traditional STEM subjects. However, excellent practice was observed as early as 2017 in subjects such as English, History, and Modern Foreign Languages. When subject staff were led by committed SLT and a supportive and persuasive Careers Leader, they were able to make the links effectively and reap the rewards of more engaged learners.</p>

<p>5. Encounters with employers and employees</p>	<p>Education providers moved from working with whomever they already had contacts with, for better or worse, to planning strategically who to work with based on what their needs were regarding the Benchmarks, the quality of the activities provided and in latter stages targeting of specific groups of learners. Enterprise Coordinators, Enterprise Advisers and governors with responsibility for careers were important in shaping this and supporting the Careers Leader in ensuring the encounters were meaningful. A wide range of activities took place including group talks, assemblies, speed dating, career fairs, mentoring, mock interviews, business breakfasts, exit interviews, enterprise competitions and business game challenges, digital skill development, employability skill development programmes and real world assignments from employers for specific subjects as coursework.</p>
<p>6. Experiences of the workplace</p>	<p>This Benchmark was easier for colleges to meet than schools although all education providers found it challenging to ensure that work experiences or placements were of a high quality and offered meaningful learning. Education providers in more rural locations were more challenged because of a lack of easily accessible employers but generally learners in all education providers were reluctant to travel far to a work placement. In schools, learners were more often responsible for sourcing their own work experience, with more vulnerable learners being proffered support in finding something appropriate. Often there needed to be careful matching of learner to employer.</p>
<p>7. Encounters with FE and HE</p>	<p>All education providers excelled in meeting this Benchmark with HE institutes and FE colleges being keen to provide encounters at school/college or host activities, workshops, and whole day experiences. Strong relationships were built between pilot education providers and local destination FE and HE centres. Many of the education providers benefitted significantly from the North East</p>

	<p>Collaborative Outreach Programme (NECOP)* funding which for many meant being able to overcome the biggest challenge in meeting this Benchmark: the costs of travel.</p>
<p>8. Personal guidance</p>	<p>Colleges all adopted a triage approach in ensuring their learners had access to personal guidance. The first level of support came from personal tutors/progression coaches who worked with groups of learners to deliver employability skill training and developed relationships with them. Over time, many of these staff gained level 4 qualifications in careers guidance. When they were unable to offer the necessary level of support, learners were referred to IAG level 6 qualified career advisers.</p> <p>In schools, more providers commissioned personal guidance from external careers advisers than employed careers advisers but both models worked effectively where there were sufficient resources. In the final stages of the evaluation a small number of schools had opened up personal guidance to younger learners to support their GCSE option decision making.</p> <p>Career advisers noted that improved career guidance programmes meant they spent their personal guidance sessions actually engaged in personal guidance rather than delivering careers education.</p>

** This programme is now called Uni Connect*

The nature of the Gatsby Benchmarks themselves was a fundamental enabler for the development of high-quality career guidance provision across all education providers. The Benchmarks offered:

- Clear underpinning criteria and a self-assessment process which facilitate provider's ability to develop, monitor, review, evaluate and develop again.
- A shared language across schools, FE and HE institutes, employers and other careers providers and stakeholders.
- Increased awareness of the importance of careers in staff and learners

“The framework has allowed schools and colleges to see what they actually are doing, and in some cases made them realise they are doing more than they thought, but it has also helped to show them where their gaps are.” (Careers Policy Lead)

The key enabling factors to making progress in achieving the Benchmarks in all kinds of education providers were:

- Strong Senior Leadership support and commitment. Frequently, SLT saw career guidance provision as critical to the fulfilment of their school’s values and mission. They supported their Careers Leaders, ensured there was time for CPD for all staff and provided resources.
- Having a governor with responsibility for careers who increased accountability and often provided strategic and practical support for the Careers Leader.
- Appointing a Careers Leader who not only raised the profile of career guidance across the school/college but could also deliver a cohesive programme. The Careers Leader needed to be committed to delivering high quality career guidance and demonstrate high level skills such as planning, organisational, persuasion, negotiation, communication, evaluation and problem-solving skills which are necessary to continually develop the career guidance programme.
- Teaching staff being open to increasing their understanding of career guidance and making the links

“There needs to be a central lead at the schools or colleges, so there needs to be someone who can implement the Benchmarks and ensure that they continue to develop in achieving them; I think that person needs to have, if not attached to, accountability to the senior leadership team within the school ... there has to be that senior endorsement that ensures that it is coming from the highest possible level. I think that a governor that has responsibility for careers would be of real strength to a school or college.” (Enterprise Coordinator)

to their subjects, and then being prepared to accept responsibility for

career guidance - 'every teacher is a careers teacher'.

- An effective system for monitoring learner engagement and mechanisms for capturing reactions, feedback, learning and behaviour changes to support evaluation. By the end of the evaluation, most education providers had opted to make use of commercial digital packages for this purpose and they were valued because they greatly reduced the time spent monitoring, tracking, and evaluating. Additionally, they offered a record keeping system for learners that could be shared with staff and parents/carers. However, several education providers managed this process effectively without the use of commercial packages and the roll out of the new Compass+ tool from the CEC is likely to be of particular benefit.
- Delivering a wide range of quality activities, encounters and events that take place for all learners with increased targeting, personalisation, and depth of provision for individuals. A key set of enablers outside of the education providers involves the numerous individuals, partnerships, and organisations who education

providers worked with to fully achieve the eight Benchmarks:

- The Pilot Facilitator who created a close knit network of pilot education providers to share practice and provide support, acted a single point of contact for education providers and career guidance deliverers to facilitate partnership working, and worked with each provider to support them in developing a career guidance programme. This role and the facilitators commitment and passion was critical to the success of the pilot.
- The Enterprise Coordinators who supported education providers in achieving Benchmarks 5 and 6 (as well as Benchmark 4) by facilitating the development of relationships and partnerships with local employers.
- The Enterprise Advisers who worked strategically with education providers to develop career guidance strategies and programmes, delivered encounters and activities themselves and often introduced providers to other employers.

- The Careers Hub and Careers Hub leaders (a role that is in part a replication of the Pilot Facilitator role), who emerged after the pilot phase and supported providers by challenging and pushing them to continually develop their provision. The Virtual Wallet Scheme has provided useful financial resources.
- Careers advisers, both externally commissioned and in-house, who worked closely with Careers Leaders to support them in achieving not just Benchmark 8 but also Benchmarks 2, 3 and 4.
- The National Collaborative Outreach Programme (NCOP, now Uni Connect) which allowed schools and colleges access to funds for travel, activities, specialist programmes and events which supported achievement of Benchmark 7.
- Specialist organisations for targeted support for particular groups of learners including those at risk of becoming NEET, those with SEND, looked after children and gifted and talented learners.
- Strong relationships between schools and FE colleges and between FE colleges and HE institutes.

“I think the key is that schools are now open to working in collaboration with each other and they are more open to sharing good practice, and they are also more open to engage more freely with business and taking business advice.”
(Enterprise Coordinator)

The key challenges for schools were:

- The costs of travel (for example to employers and workplaces, events, HE institutes, FE colleges).
- Fitting the career guidance programme into an already packed curriculum.
- The time required to monitor and evaluate provision.
- Engaging parents/carers and capturing their feedback.
- Changes in school level priorities, typically because of an Ofsted review.

- Tracking learners' destinations for three years from when they leave the school.
- Evaluating provision beyond capturing reactions from learners, teaching staff, deliverers, parents/carers.

The key challenges for colleges were:

- Large cohort sizes which made Benchmarks 3 and 8 particularly challenging.
- Engaging parents/carers, possibly more challenging than in schools because learners are older and seen to be more independent.
- Ensuring all teaching staff reported the activities, events, and programmes they engaged with. This was particularly problematic in achieving Benchmark 4 although over the course of the evaluation subject teams were supporting the achievement of Benchmarks 2 through 7.
- Capturing destination data for three years - this was even more challenging for colleges than it was for schools.
- Evaluation - as with schools the evaluation which took place was typically limited to capturing reactions and then considering destinations.

"We brought together 40 organisations, including the 7 local authorities who operate in the space to link education to business.... They came together around the Gatsby Benchmarks and they've all now mapped their provision against the Gatsby Benchmarks... The LEP is neutral so it sits to serve the business needs of the region and is a vehicle for the local authorities coming together and so it's a good organisation to signpost." (Pilot Facilitator)

STAKEHOLDER PERCEPTIONS

- The Benchmarks acted as an infrastructure that the Pilot Facilitator and LEP could use to bring relevant organisations together and connect them with schools and colleges, as well as connecting schools and colleges together to share practice and provide support.
- The Benchmarks were perceived as an effective framework for reflection, action, and development. Not only could education providers use them to audit and develop their provision, but so too could those organisations who had engaged in delivering any form of career guidance provision (e.g. employers, widening participation/outreach programmes). This enabled education providers to better understand how these other organisations could help them achieve the Benchmarks.
- The Gatsby Benchmarks served as a framework for developing shared

values, strategies and language for careers education and guidance and the concepts. The language inherent to them was used consistently and coherently by all stakeholders by the end of the pilot in 2017. By the end of the evaluation this also included learners who had left school or college and, as a result of taking part in the pilot, wanted to feed back into their old schools or colleges. This really improved the ability of education providers to communicate effectively with external organisations and improved the quality of the work they did together.

The introduction of the Gatsby Benchmarks has empowered education providers and their staff by increasing their knowledge and understanding of what career guidance is and how to do it well, which in turn has given the confidence to ask for what they want or need.

CAREER GUIDANCE AND FINANCE

This part of the evaluation was the most difficult with respect to capturing valid data. In part this was because schools and colleges lacked time to complete the complex questionnaires, but it was also a consequence of their inability to share salary information. Finally, they were unable to unpick the costs of specific activities from different Benchmarks or wider initiatives. Careers Leaders' perceptions of costs suggested that Benchmark 8 was the most expensive to fully achieve, followed by Benchmarks 6 and 7 (because of the costs of travel). Depending on how the costings were

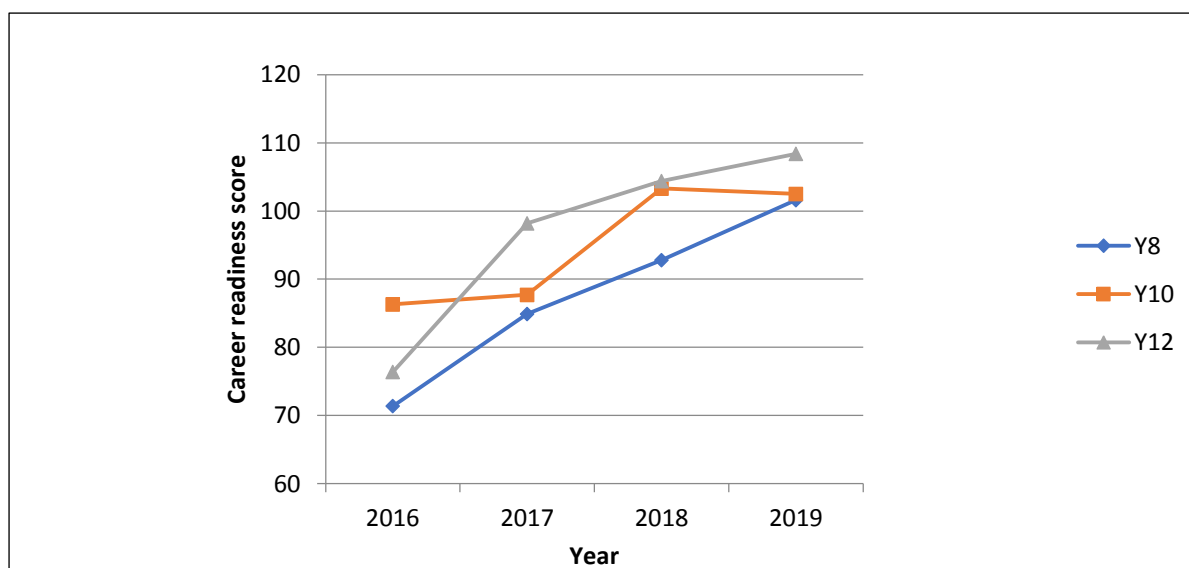
interpreted, Benchmark 1 was either the least expensive, or the most (because it encompassed the entire programme). The resources education providers spent most money on were digital packages (which typically supported the achievement of every Benchmark) and travel. Grants from NECOP and the Virtual Wallet scheme operated within the Career Hub were used by several of the pilot education providers to great effect.

"I think they [pilot education providers] are really leading the way. They are not waiting for someone to coordinate and tell them what to do. There is the expertise within the schools and colleges to really drive forward practice and innovation and I think that's what's really exciting." (Head of Education at Education stakeholder organisation)

2. IMPACTS

- Learners recalled taking part in more activities in 2017 than in 2016, in 2018 compared to 2016 and in 2019 compared to 2017.
- Career readiness scores, assessed through the SCRI in non-matched samples, showed significant increases in all year groups across the four years of the evaluation (see Figure 4).

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

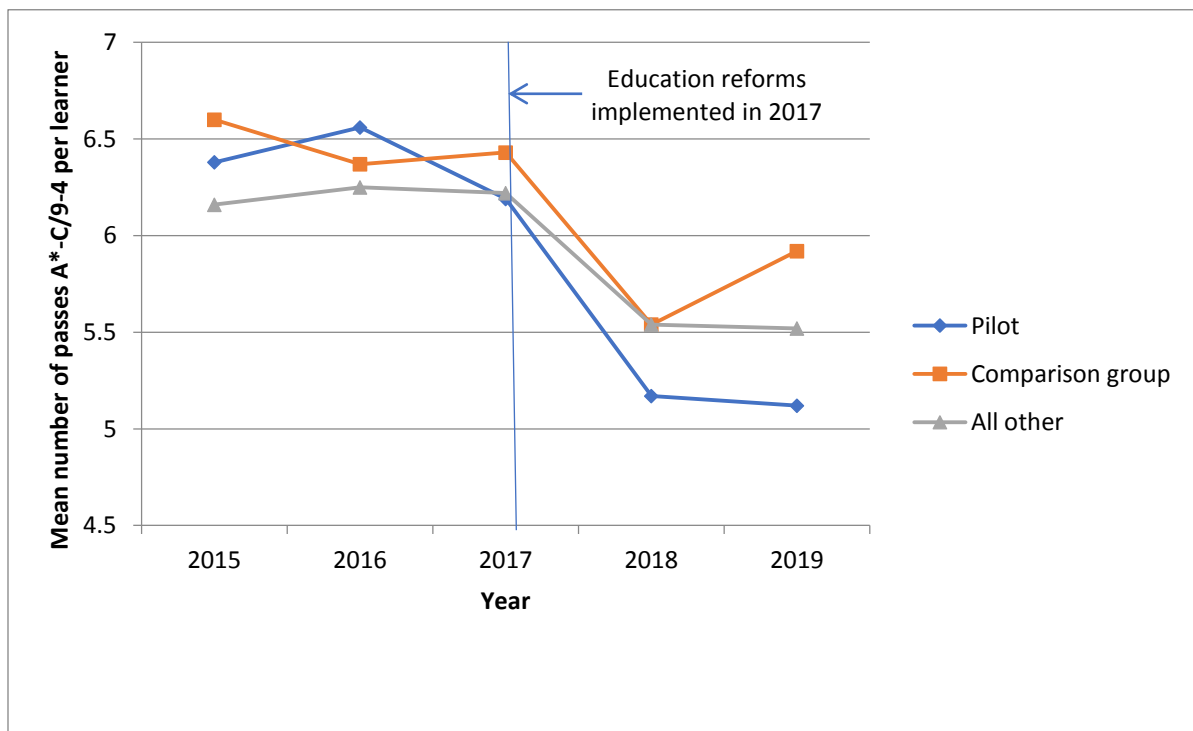


- A matched sample of learners from 2016 and 2018 also demonstrated significantly increased career readiness from 52.8 to 73.9 over the two years: a 39% increase.
- Multiple hierarchical regression analyses demonstrated that career readiness was not predicted by gender or ethnicity, but was predicted by year group, the number of activities the learners recalled taking part in, and the number of Benchmarks held by the education provider. The greater the number of Benchmarks fully achieved and the older the year group, the greater the number of activities they recalled taking part in and the greater their career readiness.
- Learners in pilot education providers showed significantly better GCSE attainment (Number of A*-C GCSE's obtained by each learner) than

learners in a locally comparable sample of education providers in 2016 (see Figure 5). However, education reforms in 2017/2018 had a significant and negative impact on attainment

across England and this was particularly evident in the pilot education providers as is demonstrated below in Figure 5.

Figure 5 Mean number of passes at A*-C/9-4 per learner over evaluation



➤ Multi-level modelling using data from pilot education providers revealed that the number of Benchmarks held by the provider was a significant predictor of the number of A*-C/9-4 GCSE's obtained by each learner, even when gender, ethnicity, SEND status, FSM status, looked after status and Ofsted rating were statistically controlled for. The greater the number

of Benchmarks held, the greater the number of GCSE passes at A*-C/9-4 were achieved by each learner.

➤ The outcomes of college learners changed over the course of the evaluation. A comparison of pilot college learners to local college learners and all other college learners in England showed that between 2015 and 2019, learners at pilot colleges

- became increasingly more likely to partially or fully achieve their learning outcomes, compared to learners at local colleges or all other colleges.
- Reliable sustained destinations data was only available up to 2017 and so meaningful analyses were not possible. Anecdotal evidence from two Careers Leaders suggested that their September Guarantee destinations data showed a decrease to no NEETs in one school and reduction in another school from approximately 50% to approximately 14%. It will be important to track destinations for several years to identify the long-term effects of improved career guidance provision.
- Teaching staff observed real changes in learner's engagement in class. This was most notable in those schools who had achieved all eight Benchmarks and had established a firm culture of "careers are who we

are" or "careers is what we do". There was a reduction in learners querying the point of particular subjects or topics because they understood the relationship between knowledge/skills and careers. They understood which careers and jobs required particular subjects, they knew the skills they were building in those subjects and how and when they would be needed. There were several examples given by teaching staff of career-related learning in class helping to reconnect disengaged learners back into learning.

- A number of employers suggested that young people were better able to articulate their career ideas and talk about themselves, and were better informed about their options as well as the types of jobs available. Young people asked them about LMI and the jobs available.

“The quality of questions kids ask in the careers lab to the business ambassadors is now much better – they used to ask ‘how much do you get paid?’, ‘what car do you drive?’. Now they ask, ‘is the job you thought you would end up doing?’, ‘have you done any other jobs?’, ‘what would you have done differently at school? They are far more thoughtful and careers related now.” (Engagement Manager at a large local employer)

- At the school/college level there was a clear culture shift in education providers with career guidance shifting from being a 'bolt on' consideration to a fundamental part of that education provider's ethos. This phenomenon was most pronounced in those education providers with the most effective Careers Leaders, who had also achieved seven or eight Benchmarks and where the goals of career guidance were aligned with the values the school or college upheld. In these education providers, career guidance was an integral part of everyday life such that:
 - There were displays and posters all around the building(s).
 - Lesson plans within subjects were monitored to ensure there were links between the curriculum and careers.
 - Teaching staff developed their own contacts and felt empowered to bring in employers to deliver subject relevant talks.
 - 'Careers conversations' between learners, and between learners and staff, took place routinely.
 - Aspirations of learners were raised.
 - The profile of the careers adviser was raised; teaching staff were more likely to refer their learners for personal guidance and learners were more likely to self-refer.
 - Learners as young as Year 8 could talk confidently about the careers they were interested in and how they might get into these careers.

- National impacts can also be seen:
 - The 2017 Careers Strategy embraced the Gatsby Benchmarks and informed the statutory guidance set out by the DfE in 2018.
 - The Careers and Enterprise Company (CEC) have rolled out Compass - a free Gatsby Benchmark evaluation tool for schools and colleges. In 2019 Compass was used by over 3800 education providers, with over 2800 having used it twice (The Careers & Enterprise Company, 2019). The CEC are also in the process of rolling out Compass + which is a free evaluation system that mimics commercial digital packages for use by Careers Leaders to track, monitor, and evaluate their learners' progress. This is likely to have a significant impact on the Career Leader's ability to do their job effectively. Additionally, they offer free training for Careers Leaders and are growing their Enterprise Adviser Networks all the time.
 - Career Hubs, also established by the CEC, now exist all over the country and offer a level of support akin to that provided by the Pilot Facilitator between 2015 and 2017.

CONCLUSIONS

The four years of the evaluation permitted the collection of a rich and complex set of data on how pilot education providers have worked towards achieving the eight Gatsby Benchmarks of good career guidance. The data indicates that all kinds of education providers can, and do, make good progress in the number of Benchmarks they fully achieve within two years. Over four years they can meet all eight Benchmarks and can personalise and tailor their career guidance programmes to meet the needs of all learners.

For this to happen, the SLT must be highly committed and support the Careers Leader and other teaching staff by finding the financial resources and time required to learn and deliver high quality encounters and activities. A governor with responsibility for careers is important to ensure accountability and offer support to the Careers Leader.

It is vital that the right person is appointed as Careers Leader. They must be committed to their role and student progression and have the skills and knowledge to drive forward the careers programme across the whole school or

college. Good Careers Leaders made use of the free training offered by the CEC and engaged with their local Careers Hub, working with them to make sure that their programme was constantly being reviewed and improved. They demonstrated a wide range of high-level skills that made them 'blended professionals'. Careers Leaders cannot deliver a high quality career guidance programme by themselves; they need the support of all the teaching and support staff, and must work closely with careers advisers, governors, Enterprise Coordinators and Advisers, widening access initiatives such as NECOP, universities, FE colleges, employers and specialist organisations that provide tailored support for particular groups of learners.

Achievement of the Gatsby Benchmarks leads to a change in the culture within an education provider; this can be seen in the increased understanding of the value of careers guidance and increased knowledge of careers by staff and

learners. Learners demonstrated increased career readiness and raised aspirations and this was observed by teaching staff and employers. The number of Benchmarks an education provider has fully achieved is important for determining a learner's career readiness and there is tentative evidence that increased Benchmarks is related to increased GCSE attainment.

Without the external support offered by a range of organisations, particularly the LEPs and the CEC, education providers would make less progress, and the positive impacts observed here would be less likely. It is important that the Gatsby Benchmarks continue to be integral to the Careers Strategy, statutory guidance and in Ofsted reviews so that all schools and colleges are encouraged and enabled to deliver high quality career guidance. In doing this, education providers and the organisations that work with them, have an observable and positive impact on learners, especially those who are most disadvantaged.

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TERMINOLOGY

There have been several different terms used in the United Kingdom to describe career-related work and there are many aspects to this work including careers information, advice, education, and guidance. The Careers & Enterprise Company have adapted traditional terminology by using the term 'career guidance' to describe the full range of interventions that support young people to make choices and develop their careers. The eight Gatsby Benchmarks encompass career guidance in secondary schools and in colleges. They use the term 'personal guidance' to describe more individualised support offered by a professional careers adviser. This is an individual with a qualification in Information, Advice and Guidance (IAG) at least at level 6 (the Qualification Certificate Framework (QCF) level 6 diploma in career guidance and development) (The Careers & Enterprise Company, 2018).

Throughout this report we refer to several roles in schools and colleges which require definition. The government's Careers Strategy (DFE, 2017) and statutory guidance for governing bodies, school leaders and school staff and further education and sixth form colleges (DFE, 2018) formalises the expectation that all schools and colleges should have a named Careers Leader in place by September 2018. Careers Leaders are responsible and accountable for the delivery of their school's or college's programme of career guidance. It is a senior role that requires the role holder to have a clear overview of the careers provision and to make sure that it meets the Gatsby Benchmarks. Throughout the report, where we refer to a member of a school or college leadership team who has this responsibility, we use the term 'Careers Leader'. Where we refer to senior members of the school leadership who may have a strategic responsibility or overview of a variety of areas within the organisation, which includes career guidance, we use the term 'senior leader'. It should be noted however, that the term Careers Leader was not explicitly adopted by the government until 2018 so had not yet been fully embedded within schools and colleges over the evaluation. Therefore, the quotations used throughout the report may not neatly align with this definition. Where we can, we have noted how the term aligns with current government parlance.

Throughout the report we use the term 'career development practitioner' to describe any individual operating to support young peoples' career decision making. Where we can be sure that an individual is qualified to level 6 of a career guidance and development programme, we use the term 'careers adviser'.

Career guidance - is used in this report to describe the range of interventions and activities aimed at supporting individuals to make and implement career decisions as described by the eight Gatsby Benchmarks.

Education provider - This term is used when describing the pilot schools and colleges. We have used the term 'education providers' to describe them collectively. Where we have made a distinction between different types of organisation, we have been explicit about whether we are referring to schools or colleges.

The pilot - The implementation of the Gatsby Benchmarks of Good Career Guidance in the North East, which was piloted over two years (2015-2017).

The evaluation – This is the evaluation of the pilot conducted by iCeGS and has taken place over four years (2015-2019). There have been five data collection points taking place from 2015 to 2019 with the final report published in 2021.

A full glossary can be found in Appendix 1.

INTRODUCTION

Young people face a lengthening transition from education to the world of work. The average age that young people leave full-time education has been rising for over a century. As they move through this transition, they encounter a complex labour market in which the relationship between qualifications, skills, occupation, and career success is often opaque and difficult to decode. Yet, within the education system they are frequently asked to make choices about subject, institution and qualifications that will exert a profound influence on their future lives. This is an issue for all young people, but it is particularly concerning if some young people who lack family networks, which provide information on education systems and the labour market, support, advice and breadth of experience, are outperformed by their more advantaged peers when building their careers.

Educational and career choices clearly have profound implications for young people themselves, but the way in which they are handled by the education and employment system also has major societal implications: supporting or frustrating social mobility; aiding skills alignment or resulting in skills shortages; and contributing to young people's engagement in education and lifetime wellbeing. Therefore, there is a tradition of educational activity which seeks to do something purposeful to support young people as they embark on their careers.

HISTORY OF THE GATSBY BENCHMARKS

In 2012 the Department for Education produced statutory guidance for schools under the Education Act 2011 to ensure that all schools and colleges were accountable for students having access to career guidance. This was a move away from the Local Authority being responsible for this provision, a responsibility that was delivered by the Connexions service (the national service providing career guidance to young people). However, this move resulted in a vacuum of provision - schools and colleges were given responsibility without funding, support and in many cases with only a very limited knowledge of career guidance. In 2013, Ofsted released a report which stated:

“The new statutory duty for schools to provide career guidance is not working well enough. Of the 60 schools visited for this survey, only 12 had ensured that all students received sufficient information to consider a wide breadth of career possibilities.” (Ofsted, 2013, p.4)

The report also stated that schools were not delivering sufficient breadth in their career guidance, that they were not working well enough with employers, that links to local employment were not explored, that learners did not understand the full range of pathways open to them and that the quality of personal guidance delivered was often too low.

At this time, the Gatsby Foundation, a charitable foundation with an interest in education and skills, with a particular focus on science and technical education, were focussed on exploring what career guidance would look like if it were good. They commissioned Sir John Holman to undertake research to identify, from international best practice, what good career guidance looked like. The research, in partnership with iCeGS, involved a literature review of best practice around the world, a review of literature describing good practice in the UK, visits to six countries to examine how they delivered career guidance and visits to five independent schools in the UK to explore how they approached it. This research resulted in Good Career Guidance (Holman, 2014) presenting eight principles, known as the Gatsby Benchmarks, that support young people to make informed career decisions:

Benchmark 1: 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, governors and employers.

Benchmark 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 best use of available information

Benchmark 3: Addressing the needs of each pupil

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.

Benchmark 4: Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths

Benchmark 5: Encounters with employers and employees

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 activities including visiting speakers, mentoring and enterprise scheme

Benchmark 6: Experience of the workplace	<i>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 network</i>
Benchmark 7: Encounters with further education and higher education	<i>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</i>
Benchmark 8: Personal guidance	<i>Every pupil should have opportunities for guidance interviews with a career 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</i>

In tandem with Sir John Holman's report, PricewaterhouseCoopers (PwC) explored the costs of implementing the Benchmarks for schools and the potential economic returns in the long term. It was concluded that the cost to the Government of every NEET (Not in Education, Employment or Training) learner was equivalent to the amount required to provide good career guidance to 208 learners (PwC, 2014). The findings in these research papers lead to there being a need to pilot the Gatsby Benchmarks.

THE GATSBY BENCHMARK PILOT

A pilot was set up to explore how schools and colleges could best systematically attempt to implement the Benchmark, evaluate how they were implemented, and identify what impacts might result from this.

The North East Local Enterprise Partnership (NE LEP) was chosen as a place to host the pilot as LEPs are increasingly being used by government as the vehicle to manage skills policy. LEPs also have strong links with both business and the education system and access to local labour market information. The North East LEP was selected to host the pilot due to its large geographical area, the number of education providers in the area, the mix of urban and rural environments, and the focus of the LEP on issues of skills supply and educational attainment which was one of the lowest in the country (NELEP, 2014). Many of these issues are exactly the kinds of policy issues that career guidance has been found to make a positive contribution to (Hooley, 2014).

Sixteen education providers were recruited to the pilot which included:

- Three FE colleges which varied in size
- One Pupil Referral Unit (PRU)
- Four secondary schools without a sixth form
- Eight secondary schools with a sixth form (this included one middle school teaching learners from Year 9 to Year 13 and two schools which taught learners from Year 2 to Year 13)

(Appendix 2 shows the full list of schools and colleges).

These schools and colleges varied:

- In the numbers of learners on roll
- Their geographical location and Local Authority
- The percentage of learners eligible for Free School Meals and Pupil Premium
- The percentage of learners with Special Educational Needs and Disabilities (SEND) or who were looked after (a child who has been in the care of their Local Authority for more than 24 hours).

The Ofsted ratings at the start of the pilot also varied and included outstanding, good and requires improvement. During the evaluation, a small number of schools had Ofsted inspections and changes to their ratings. The schools all also underwent a process of academisation.

During the pilot, education providers were provided with support to develop their careers programme in line with the Gatsby Benchmarks. This support took two main forms; firstly, a single Pilot Facilitator worked with all providers in a variety of ways and secondly, they were given financial assistance – funding was made available (not given as an open grant) of up to £6000 per provider in academic year 2015-2016, and up to £3000 per provider in the second academic year 2016-2017. The funding was distributed in consultation, and with restrictions, through the LEP.

THE CAREERS & ENTERPRISE COMPANY

A key support for education providers in the pilot, and nationally, was the Careers & Enterprise Company (CEC). The CEC was established in 2015 by the Government and has been working

with schools and colleges since then to support them in meeting the Gatsby Benchmarks. Initially, the CEC's focus was on supporting education providers to achieve Benchmarks 5 and 6 through encouraging greater collaboration between schools and employers. The CEC brokered relationships between education institutes and employers to facilitate 'meaningful' encounters with young people. This brokerage encouraged employers to speak directly to students about the opportunities available to them and the routes they can take into different careers. The CEC did this primarily through the development of the Enterprise Adviser network.

ENTERPRISE ADVISER NETWORKS

The CEC Enterprise Advisers are volunteers from business or industry, from a senior level, who work strategically and operationally with management and leaderships teams in schools and colleges. They aim to develop a careers and enterprise plan which enables learners to access local employers and organisations. Enterprise networks are comprised from Enterprise Advisers and Enterprise Coordinators. The coordinators are co-funded with Local Enterprise Partnerships (LEPs). Enterprise Coordinators work with clusters of schools and colleges in two ways: firstly, they work with schools and colleges strategically to build careers plans and, secondly, they facilitate the development of relationships between schools and local or national employers. Enterprise Coordinators oversee the Enterprise Advisers.

COMPASS EVALUATION AND TRACKER TOOLS

After the publication of the 'Good Career Guidance' report in 2014, and the inception of the CEC in 2015, the Gatsby Charitable Foundation and the CEC began to develop a self-assessment tool that education providers could use to audit their career guidance provision. The development of Compass allows schools and colleges to compare their delivery of 'good career guidance' to the eight Gatsby Benchmarks and use this benchmarking to continually develop their provision (each education provider's data is private and owned by the school or college). The Compass evaluation tool is accessible online for free and allows schools and colleges to benchmark their provision in around 30 minutes. When the evaluation of existing provision has been completed, schools and colleges can then use Tracker – this is a planning tool designed to support schools and colleges in the creation and management of their development plans, in the monitoring and tracking of what has been delivered and in the evaluation the activities which have taken place. The Compass tool overlaps with the self-audit tool developed by the

Pilot Facilitator (but is not identical), however, it serves the same purpose and allows progress to be pooled at a regional/national level for analysis of trends in performance.

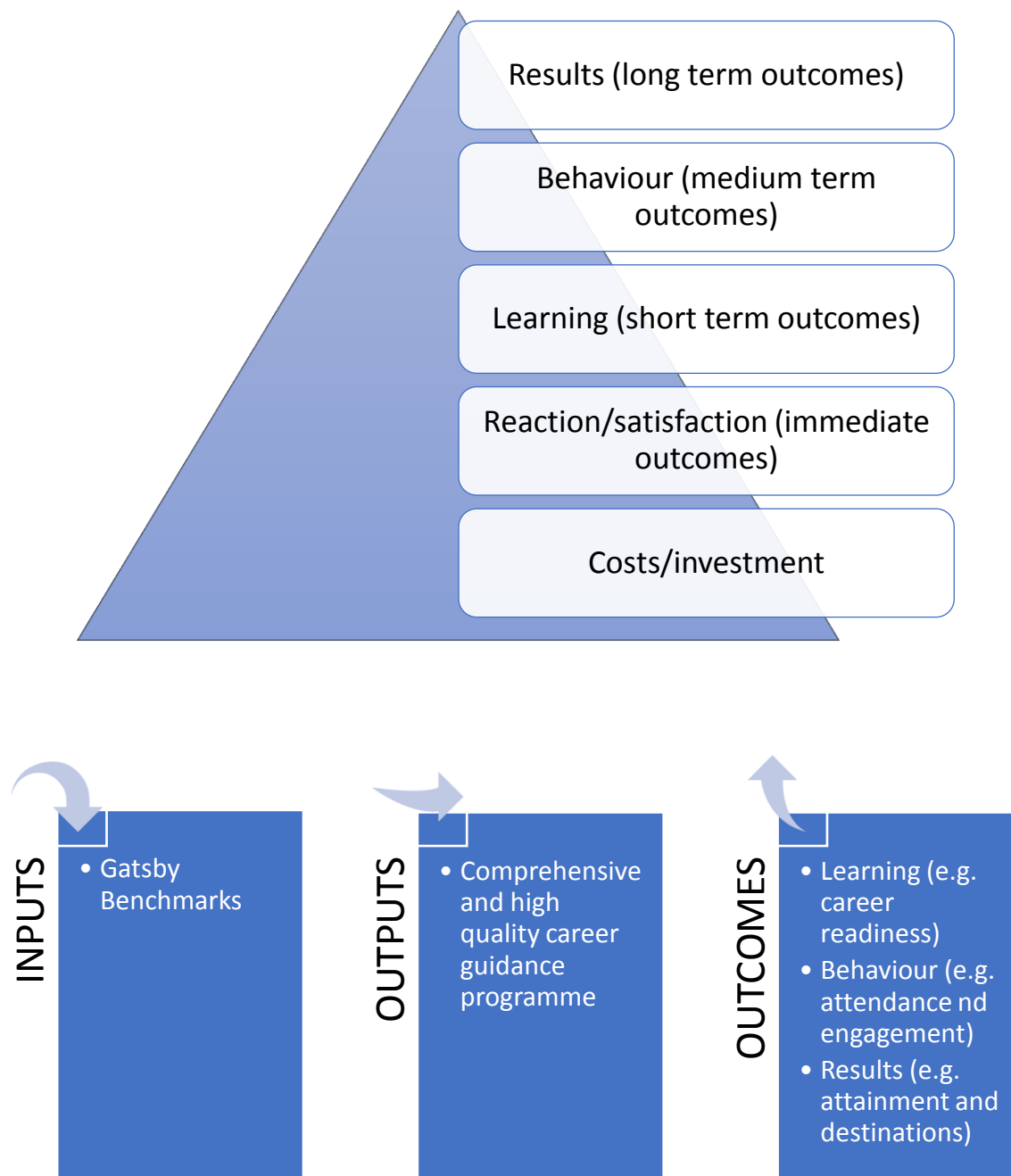
The following report will explore the progress of the pilot education providers and consider how they have used the enablers described above to help them implement the Benchmarks. It will then move on to examine the impacts of implementing the Benchmarks on the education providers themselves, staff, on learners and on the wider community.

RESEARCH METHODS

STRATEGY

The evaluation was both formative (considering process) and summative (considering impact). The strategy used to underpin the evaluation, particularly the summative element, was an adapted Kirkpatrick model (see Figure 6) which examines impact at different levels (or timeframes) for different groups of individuals and is based on a logic model for the pilot (Figure 6). This logic model considers the Benchmarks to be inputs, outputs to be the activities, events and encounters and outcomes as the different evaluation levels described in the Kirkpatrick model: short-term learning (career readiness), medium-term behaviour (e.g. engagement in the classroom) and long-term results (attainment and destinations).

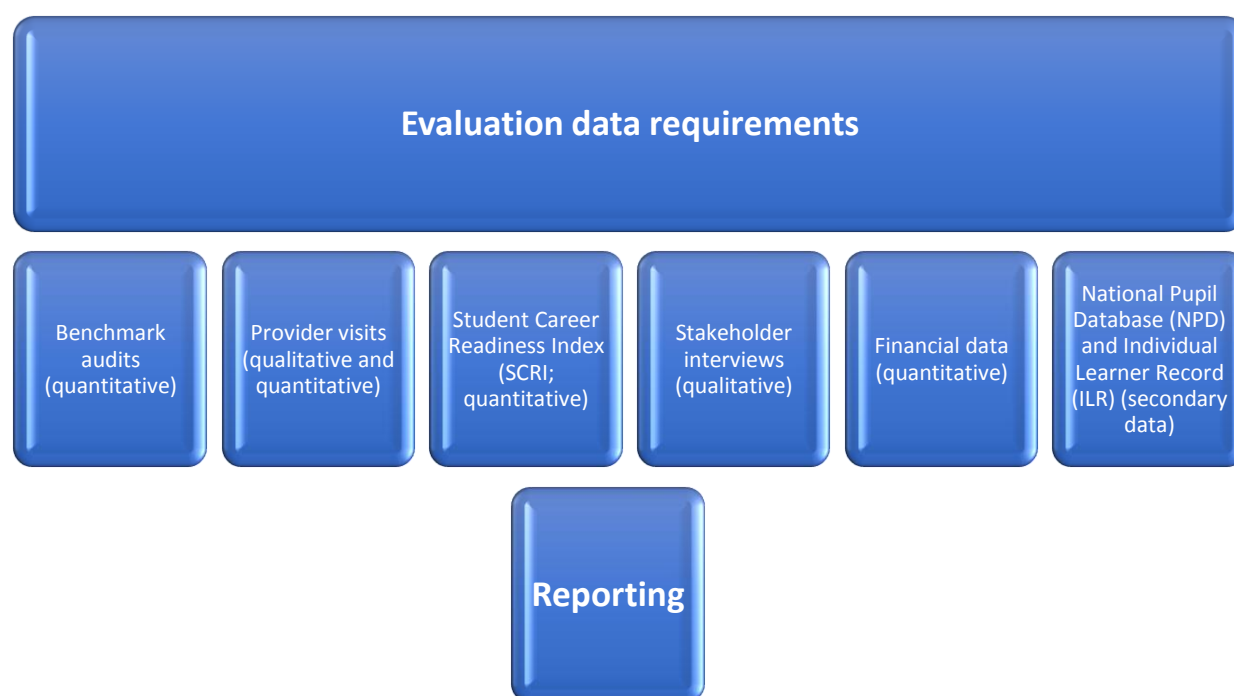
Figure 6 Adapted Kirkpatrick model of evaluation and underpinning logic model



DESIGN

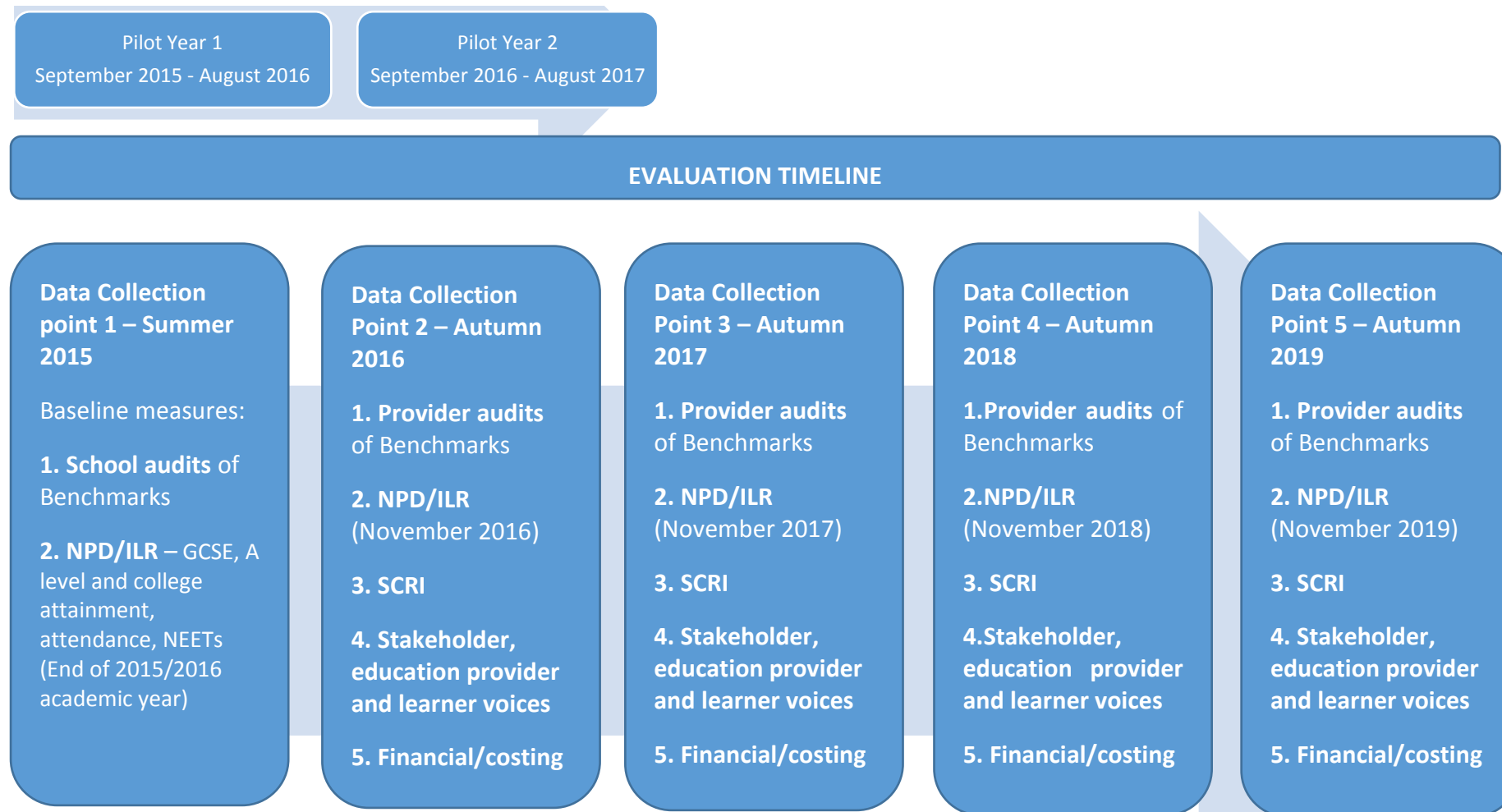
A mixed-methods longitudinal design was used employing a range of qualitative, quantitative, and secondary research approaches to answer the objectives. Figure 7 outlines the different research components.

Figure 7 Research components in the evaluation



Following the inception, the evaluation collected baseline measures (in 2015, before the pilot began) of Benchmark audits, captured using a tool designed by the Pilot Facilitator. The evaluation has also established baseline measures of learner attendance and attainment from 2015 via the National Pupil Database (NPD) and the Individual Learner Record (ILR). One year after the pilot began, in Autumn 2016, the evaluation also began to conduct visits to each of the pilot education providers, conduct interviews with stakeholders, collect financial information from education providers on spending and assessed learners' career readiness (using the Student Career Readiness Index; SCRI). This process was repeated in Autumn 2017, Autumn 2018, and Autumn 2019. The different data collection points and the data captured at each are outlined in Figure 8

Figure 8 Gatsby Benchmark pilot and evaluation timeline



METHODS AND PARTICIPANTS

This section describes the different research methods adopted for the capture of the various data used to answer the research objectives and information pertaining to the participants who took part.

EDUCATION PROVIDER BENCHMARK AUDIT DATA

As part of the evaluation, the 16 education providers were required to undertake a self-audit against criteria developed by the Gatsby Pilot stakeholder group. This auditing was conducted in 2015 before the pilot began and, in the autumn of 2016, 2017, 2018 and 2019. The audit is similar to the CEC Compass tool but does not overlap completely. The self-audit tool can be seen in Appendix 3. The audit-tool was developed before the national Compass audit tool was produced (through collaboration between Gatsby and The Careers & Enterprise Company). The decision was made early in the pilot to continue to use the self-audit for the duration of the pilot. Whilst this did not permit comparisons with schools and colleges reported on in the CEC's State of The Nation reports (who have been auditing using Compass), it did ensure continuity and consistency in the data used in the pilot and evaluation.

Education providers were asked to use the self-audit to rate their performance on each Benchmark – each Benchmark is underpinned by several criteria and the providers indicated for each criterion whether they had fully, partially, or not met it. To fully achieve a Benchmark, all underpinning criteria must be fully achieved – if not the provider reports as 'partially achieving' a Benchmark. The self-audit also permits the education provider to record evidence or explanations of why the criteria has not been achieved. This system allows an accurate comparison of progress through the duration of the pilot and beyond. The underpinning criteria for each Benchmark are provided in the findings section where we examine the progress made from baseline in 2015 before the pilot began (and can also be seen in Appendix 3).

The audit data is discussed throughout the report against each of the eight Benchmarks, in order to help the reader make the link between the quantitative data gained through the self-assessment process and the qualitative data gathered during the case study visits.

EDUCATION PROVIDER CASE STUDY VISITS

This component of the evaluation used a case study approach for each participating education provider. This method is particularly suitable for small scale research projects as it permits the exploration of particular phenomena in operational settings and the exploration of the complex relationships which exist between inputs, outputs and outcomes. In this instance it allowed the research team to explore the provision of career guidance and the relationship between the implementation of the Benchmarks and the impact that this had on the experiences of key stakeholders and organisations.

A member of the research team visited each provider for one day in each of the four years of the evaluation. The visits took place in October or November of each year and comprised a series of focus groups or semi-structured interviews with a range of participants (interview and focus group schedules are in Appendices 4 and 5). Guidance was provided to each education provider's Careers Leader to ensure a purposive sample of participants for the visit. At a minimum this included the Careers Leader, teaching staff and a member of the Senior Leadership Team. However, the research team were typically able to conduct focus groups or semi-structured interviews with additional staff members and in some cases governors and parents/carers of learners. The participants for these case study visits are shown in Table 1, by year of data collection. Specific job titles are not used because each education provider typically had different titles for broadly similar positions, for example within the senior leader category the titles included Head teacher, Vice Principle, Principle and Deputy Head. Table 1 therefore presents the broad remit of the roles held by the individuals who took part in interviews or focus groups. This has allowed for a tighter categorisation although still demonstrates that a broad range of roles are involved in education providers' delivery of career guidance. In all education providers the researchers interviewed the Careers Leader, a senior leader (holding a separate role from the Careers Leader who was often, but not always, also in a senior position) and teaching staff. Other key roles were governors (with responsibility for careers), work experience coordinators, progression coaches (a college role), pastoral care and heads of year.

Table 1 Number of education provider staff interviewed in each year of data collection

Job role	Number of individuals interviewed			
	2016	2017	2018	2019
Trust leaders/executives	0	2	1	2
Senior leaders	6	16	17	14
Careers Leaders	16	16	16	16
Internal/commissioned careers advisers (IAG level 6 or above)	2	2	6	7
Progression coaches (colleges)	2	3	4	3
Work experience coordinators	1	1	3	2
Enterprise coordinators/Industry alignment officers	0	2	2	1
Leads for gifted and talented	0	1	0	1
Progression leads/managers	1	2	5	0
Pastoral leads (includes responsibility for looked after, Pupil Premium)	9	8	5	1
Curriculum leads for foundation learning, SENCOs* and learning support assistants/mentors	1	2	3	2
Heads of year/heads of sixth form	6	6	8	2
Teaching staff (including PHSE)	61	42	38	27
Governor (with responsibility for careers)	14	12	7	6
Parents	21	14	8	4
<i>Total</i>	<i>140</i>	<i>129</i>	<i>123</i>	<i>88</i>

*Special Educational Needs Coordinator

The relative variation of staff we talked with changed over the course of the evaluation, for example the number of heads of year decreased between 2016 and 2019. Although there was some variation in the roles of broader school and college staff we spoke to, at each data point a range of staff – in terms of role and seniority – were sampled to provide us with an overview of impact across the schools and colleges. The numbers of careers advisers talked with in later years of the evaluation reflects the increasing importance of these individuals in the career guidance programme.

During the education provider case study visits the researchers also conducted focus groups with a sample of learners. The year groups and numbers of learners interviewed in each year of the evaluation are displayed in Table 2. The majority of learners who took

part in focus groups were in year groups 9 or 10 or were at college, although there was also good representation from learners in years 7, 8, 12 and 13.

Table 2 Number of learners interviewed in each year of data collection

Year group	Number of learners interviewed				
	2016	2017	2018	2019	Total
Year 7	0	9	3	0	12
Year 8	10	15	10	16	51
Year 9	14	23	14	19	70
Year 10	30	18	19	21	88
Year 11	5	22	20	9	56
Year 12	25	18	7	8	58
Year 13	18	14	16	10	58
College learners	15	18	25	16	74
<i>Total</i>	<i>117</i>	<i>137</i>	<i>114</i>	<i>99</i>	<i>467</i>

STAKEHOLDER INTERVIEWS

Approximately ten stakeholders were interviewed in each year of the evaluation (the interview schedule can be found in Appendix 6). The evaluation sought to seek views from three key groups of stakeholders: local infrastructure (e.g. LEPs and LAs), education/careers providers (e.g. the CEC, careers providers, education providers) and employers (employers, Enterprise Coordinators/Advisors). The list of interviewees have been allocated to groups which describe their broad interest area or perspective and are set out in Table 3 below. We did not interview the same individuals each year. Participants were identified with the help of the local Gatsby pilot programme facilitator to represent perspectives important to the research. Stakeholders were approached and where they were not able to participate a second individual was approached to represent that perspective. In years 2017 and 2018 of the evaluation, we focussed on the interests and perspectives of employers, employer organisations and those with an interest in employer engagement. This was to balance the views from stakeholders who were largely education or Local Authority based in the first year of the evaluation.

Table 3 Stakeholder participants

	External stakeholders	2016	2017	2018	2019
Local infrastructure	LEP representative	2	1	1	2
	Local Authority representative	2	2	2	0
Education and career organisations	Career guidance provider	2	0	1	1
	Careers & Enterprise Company representative	0	1	0	1
	Education organisation	2	0	1	0
	Widening access collaboration lead	0	1	2	2
Employers and their representatives	Enterprise Adviser	2	0	1	1
	Enterprise coordinator	1	1	0	1
	Employer	1	3	1	1
	Organisation representing employers (e.g. Chamber of Commerce)	0	0	2	1
	Parent working in a voluntary capacity on employer engagement activities	0	1	0	0
<i>Total</i>		<i>12</i>	<i>10</i>	<i>11</i>	<i>10</i>

STUDENT CAREER READINESS

The Student Career Readiness Index (SCRI) was developed as part of the overarching evaluation strategy to capture learning in students.

The SCRI was developed to sit within the impact package of research to answer the following research question, *'Do students in pilot education providers exhibit improved career readiness?'* The SCRI was designed to contextualise career readiness and it facilitated the collection of data on the number of career-related activities (linked to the 8 Benchmarks) learners recalled engaging in, as well as assessing self-reported career readiness. In addition to being able to identify whether there were relationships between activities recalled and career readiness, the SCRI also permitted the comparison of career readiness in learners across different years of the evaluation. The full survey can be found in Appendix 7. This data was primarily cross-sectional as the same learners were not targeted to take part each year, however, there was a sub-set of matched learner data which permitted longitudinal analysis.

The SCRI was designed to be a valid and reliable measure of student career readiness using a robust process of survey design. This included a review of existing and relevant measures, expert review, cognitive interviewing with learners and principal components analysis as a statistical technique to determine validity. This process resulted in a 21-item SCRI measure using a five-point Likert scale where 1 = I don't agree, 3 = neither agree nor disagree and 5 = I completely agree. Through principal components analysis, four underlying themes for composite measures of career readiness were extracted (in addition to the total career readiness measure):

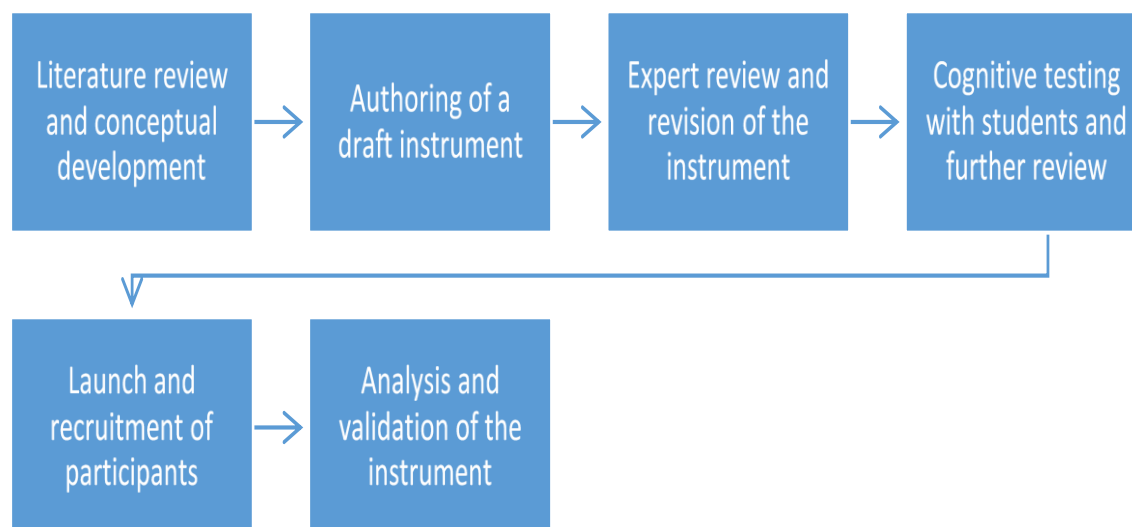
- Career planning skills
- Transition skills
- Information and help-seeking skills
- Work readiness

There are three sections within the SCRI and approximately 50 questions as part of the overall student survey. This includes items on:

- Student characteristics
- Participation in activities associated with the Gatsby Benchmarks
- Career readiness questionnaire

The survey questions can be found in Appendix 7. Figure 9 below sets out the process of survey instrument development.

Figure 9 Development of the Student Career Readiness Index (SCRI)



The SCRI survey was conducted in 2016, 2017, 2018 and 2019 (over the course of October in each year). It was originally intended for learners in Year 8, Year 11, and Year 13 – these are key decision points for learners – however, in practice, responses from learners in other year groups were also received. Education providers were given guidance on the survey data collection process and the survey was administered online using an online survey package.

NATIONAL PUPIL DATABASE (NPD) AND INDIVIDUAL LEARNER RECORDS (ILR)

The evaluation considers the impact of the pilot on longer-term learner outcomes – attendance, attainment, and destinations. This information has been accessed through two data sets which are collated by the Department for Education and accessed through the Office for National Statistics (ONS). The use of the ONS statistical data in this work does not imply the endorsement of the ONS in relation to the interpretation or analysis of the statistical data. This work uses research datasets which may not exactly reproduce National Statistics aggregates. Copyright of the statistical results may not be assigned.

The analysis of the NPD and ILR data provided a baseline measure of attainment and attendance in the academic year 2014/2015, prior to any pilot activity. The analysis uses data at the level of the learner to examine differences on several variables between the pilot education providers, a group of comparable education providers in the LEP and national averages. Comparable education providers within the North East were selected to form a 'comparator' group. These comparator schools (13) and colleges (3) were matched to the pilot education providers on geographical location/Local Authority, college/school status, Ofsted rating, size, and percentage of pupils with SEND and Free School Meals.

EDUCATION PROVIDER FINANCIAL EVALUATION

The financial evaluation aimed to gain an insight into how much resource education providers utilised to implement a career guidance programme based on the Gatsby Benchmarks. The financial evaluation approach adopted initially was based on the principles of the Standard Cost Model (SCM) approach (Nijsen & Vellinga, 2002) and used Activity-Based Costing (ABC). This can be seen in Appendix 8. This required an education provider's career guidance programme to be broken down into manageable activities that could be measured. For each activity a total cost was derived based on information relating to the amount of time (in hours) required to complete the activity (based on one academic year), and the unit cost (average wage per hour) to the education provider for allocating resource to the activity. Education providers were also asked to report on any additional costs such as transport costs and any outsourced costs such as bringing in an external careers adviser. The total of all these costs (activity-based cost + additional costs + outsourced costs) provided a total cost per Benchmark.

All education providers participating in the pilot were issued the same questionnaire in September 2016 and September 2017. The research questions were spread over eight sections to reflect the eight Gatsby Benchmarks. However, it was apparent that all education providers found this very difficult to complete for a number of reasons. Firstly, the time required to complete the survey was a stretch for staff who were already time poor. Secondly, education providers were often not able to share staff salary costs. Thirdly, there were difficulties in assigning costs to different Benchmarks when resources were utilised to achieve multiple Benchmarks. Finally, staff were not experienced in

quantifying the time they spent on different activities and so found it challenging to even estimate the number of hours spent on a single activity. Laterally, we found a further issue of approximating relative costs for individual Benchmarks, and indeed delivering an entire careers programme, was that many of the activities had become embedded into a range of roles, processes and functions that existed for many reasons (over and above the delivery of a career guidance programme). It then became impossible to isolate the time and money spent on career guidance from these other functions.

The inability of the our first survey to capture meaningful data led to the development of a second questionnaire which was designed to gather the Career Leaders' perceptions of relative costs for each Benchmark and the number of roles involved in the core aspects of designing and delivering a careers programme designed to achieve the eight Gatsby Benchmarks (see Appendix 9).

FINDINGS

The findings are structured around the research objectives. Where multiple data sources are used to answer an objective, the data sources and analyses are described and presented accordingly.

THE PROCESSES INVOLVED IN IMPLEMENTING THE GATSBY BENCHMARKS

WHAT WAS THE PROGRESS MADE BY EDUCATION PROVIDERS IN IMPLEMENTING THE BENCHMARKS DURING AND AFTER THE PILOT?

Education providers self-audit reports from summer 2015 (baseline, pre-pilot), 2016 (at the end of the first year of the pilot), 2017 (at the end of the pilot), 2018 and in 2019 (the final year of evaluation) were analysed to explore:

- Benchmark achievement over time
- Identify which Benchmarks were fully achieved by most providers
- Identify which Benchmarks were fully achieved by the least providers
- Identify the progress made by education providers over the course of the pilot and evaluation.

ANALYSIS BY EDUCATION PROVIDER

At baseline in 2015, before the pilot began, no education provider was achieving more than 3 Benchmarks:

- Three providers had fully achieved three Benchmarks
- Two providers had fully achieved two Benchmarks
- Three providers had fully achieved one Benchmark
- Eight providers had fully achieved none of the Benchmarks.

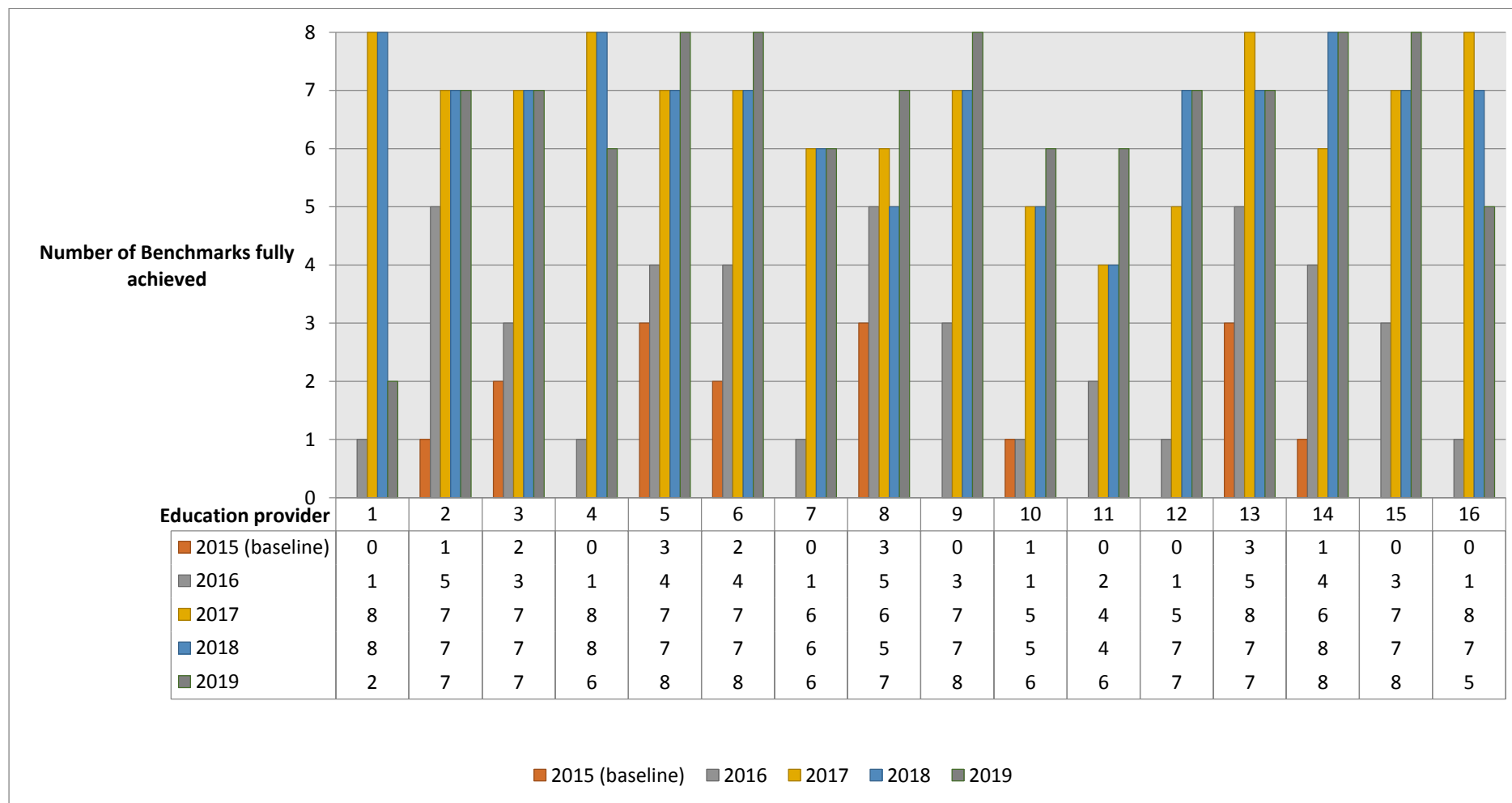
As Figure 10 shows, by the end of the first year of the pilot in 2016, all education providers were fully achieving at least one Benchmark. One provider had fully achieved two Benchmarks, three had fully achieved three Benchmarks, three had fully achieved four Benchmarks and three providers had fully achieved five Benchmarks.

By 2017, at the end of the pilot, there was a larger increase in providers fully meeting Benchmarks. At this point, four providers had fully achieved all eight Benchmarks and six had fully achieved seven Benchmarks. Of the remaining education providers, three had fully achieved six Benchmarks, two had fully achieved five Benchmarks and one had fully achieved four. Three of the education providers had moved from fully achieving one to eight Benchmarks and six providers increased the number of Benchmarks being fully met by four or five. The majority of providers increased the number of Benchmarks being fully achieved by more than three.

In 2018, one year after the pilot completed, the audits revealed a more stable level of achievement. The majority of education providers (10) had made no changes to the number of Benchmarks they were fully achieving. Two providers did increase the number of Benchmarks fully achieved (by two) but three providers also recorded a decrease in number of Benchmarks fully achieved (by one Benchmark in each case).

The final year of the evaluation (2019) saw five education providers fully achieving all eight Benchmarks (an increase of two from 2018). Five providers had achieved seven Benchmarks, four had achieved six Benchmarks and one had achieved five Benchmarks. One education provider had moved back to only fully achieving two Benchmarks after a change of Careers Leader and the implementation of a more stringent approach to auditing. This was one of three education providers to audit themselves as fully achieving fewer Benchmarks than the year before. The other reasons were a new Careers Leader who implemented a more rigorous review process and, in the other school a change in priorities due to Ofsted inspection results. This is discussed in more detail in later sections. Otherwise, providers reported stability (six providers reported no change) or improvement (seven providers reported an increase of either one or two Benchmarks being fully achieved).

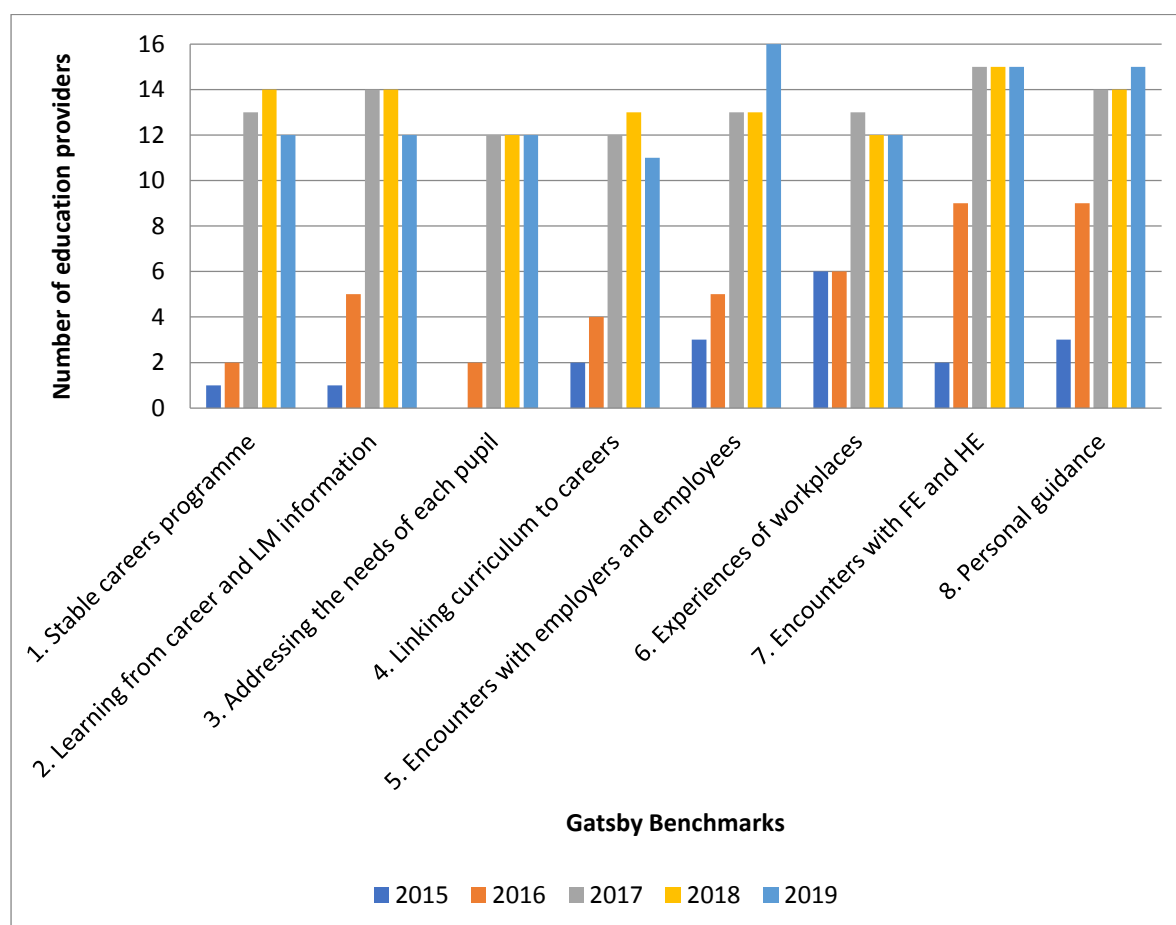
Figure 10 Number of Benchmarks fully achieved by each education provider from 2015 (baseline) to 2019



ANALYSIS BY BENCHMARK

In this section the analysis considers the number of education providers fully achieving each of the eight Benchmarks from 2015 to 2019. Figure 11 displays the number of education providers fully achieving each of the Benchmarks in 2015 (baseline) through to 2019. Before the pilot began, Benchmark 6 (Experiences of the workplace) was fully achieved by six education providers and Benchmarks 5 (Encounters with employers and employees) and 8 (Personal guidance) were fully achieved by three providers. Benchmarks 4 (linking curriculum to careers) and 7 (Encounters with FE and HE) were both fully achieved by two providers and Benchmarks 1 (A stable programme) and 2 (Learning from careers and labour market information) were fully achieved by one provider each. Benchmark 3 (Addressing the needs of each pupil) stands out as not being achieved by any of the education providers.

Figure 11 Number of education providers fully achieving Gatsby Benchmarks from 2015-2019



By the end of the first year of the pilot (2016), education providers had made most progress in achieving Benchmarks 7 and 8 with nine providers fully achieving BM7 and BM8. The number of education providers fully achieving Benchmark 2 also increased significantly from one to five. Benchmarks 4 and 5 both saw an increase of two education providers fully achieving them and Benchmark 1 saw an increase of one. The number of providers fully achieving Benchmark 6 remained constant at six. Benchmarks 3 and 4, in 2016, being fully achieved by twelve education providers and Benchmarks 5 and 6 were fully achieved by thirteen. The number of education providers fully achieving Benchmarks 2 and 8 had increased to fourteen and for Benchmark 7 all but one provider was fully achieving this.

The 2017 audit data again reveals a significant increase in the number of education providers meeting each of the eight Benchmarks. Importantly, Benchmark 1 saw an increase from two to thirteen providers fully achieving it, indicating that education providers had been able to establish a structure and process for the development and implementation of a stable programme.

In 2018, one year after the pilot had ended, there were smaller, incremental changes. Benchmark 1 was fully achieved by one more education provider (fourteen in total) and the number of education providers fully achieving Benchmark 4 increased by one to thirteen. Benchmarks 2, 3, 5, 7 and 8 saw no changes to the number of education providers fully achieving them. Benchmark 6 saw a decrease of one to twelve.

In the final year of the evaluation, 2019, Benchmark 5 was fully achieved by all sixteen education providers. Benchmark 8 was fully achieved by fifteen providers. Benchmarks 3, 6 and 7 did not change. Several Benchmarks were fully achieved by fewer education providers than the preceding year; Benchmark 1 fell from 14 to 12, Benchmark 2 fell from 14 to 12 and Benchmark 4 fell from 13 to 11. There are a number of explanations for this including changes in career leadership, senior leadership and changes in priorities and funding. These are discussed in more detail in later sections.

CONCLUSIONS

Education providers did make some progress from baseline (2015) to the end of the first year of the pilot (2016). However, greater progress in fully achieving the Benchmarks was made by all education providers between 2016 and 2017; this holds for all types of schools and all the colleges. From 2017 to 2019 progress was less extensive and more incremental. Overall, Benchmarks 5 and 7 have been the Benchmarks that most providers were able to fully achieve. Compass data collected by the CEC indicates that this is not the case nationwide - during the evaluation, many schools and colleges in the pilot indicated that the North East Collaborative Outreach Programme (NECOP, part of the National Collaborative Programme, now called Uni Connect) had been helpful in meeting BM7 but the NCOP remit limits which learners are eligible for funding which might help explain national differences. Benchmarks 3 and 4 appear to have been the most difficult to fully achieve. It is interesting that no one Benchmark was fully achieved by every school. The reasons for this are discussed in later sections but the findings do indicate that barriers to achieving the Benchmarks may be located in the microclimate of the education provider, for example how they choose to allocate resources and structure staff, the number of learners enrolled, the number of sites, school/college values and priorities, as well as broader factors such as the geographical location.

The implementation of each Benchmark, the underpinning criteria and the enablers and challenges of doing so are described and discussed in detail in following sections.

WHAT APPROACHES WERE TAKEN TO IMPLEMENT THE BENCHMARKS AND WHAT WERE THE BARRIERS AND ENABLERS TO IMPLEMENTING THE BENCHMARKS?

This section presents an analysis of each Benchmark in turn. It considers the underpinning criteria for each Benchmark and the extent to which they were achieved by the education providers, identifying those which were found to be easier or more challenging to implement. This section also considers the mechanisms used to implement the Benchmark and for each it highlights examples of good practice as well as those factors which enabled or challenged implementation.

BENCHMARK 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, governors and employers.”

The eight underlying assessment criteria for Benchmark 1 are:

1. The school/college has a structured careers programme that is written down.
2. The careers programme is published on the school/college website.
3. An appropriately trained and qualified person has responsibility for the coordination of the careers programme.
4. A senior leadership team link has responsibility for careers.
5. The school/college leadership team regularly evaluate the effectiveness of the school’s careers programme (at least every three years).
6. As part of this process schools/colleges seek systematic feedback on the careers programme from learners.
7. As part of this process schools/colleges seek systematic feedback on the careers programme from teachers.
8. As part of this process schools/colleges seek systematic feedback on the careers programme from parents.

9. As part of this process schools/colleges seek systematic feedback on the careers programme from employers.

At baseline, education providers returned self-audits (see Figure 12) which revealed that the criteria most frequently fully achieved was a member of the SLT having responsibility for careers. Conversely, the criteria least achieved were 'published careers programme' and 'seeks feedback on career programme from parents'. Feedback was more typically sought from learners.

In the 2016 audit (see Figure 13), seeking regular feedback from parents, teachers and employers was still challenging for some education providers with between two and three providers not achieving these criteria, although between six and eight providers had fully achieved them. One provider had not achieved a published careers programme and one had not appointed a suitably qualified person to be responsible for the programme.

Figure 12 Benchmark 1 underlying criteria and education providers achievement in 2015 (baseline)

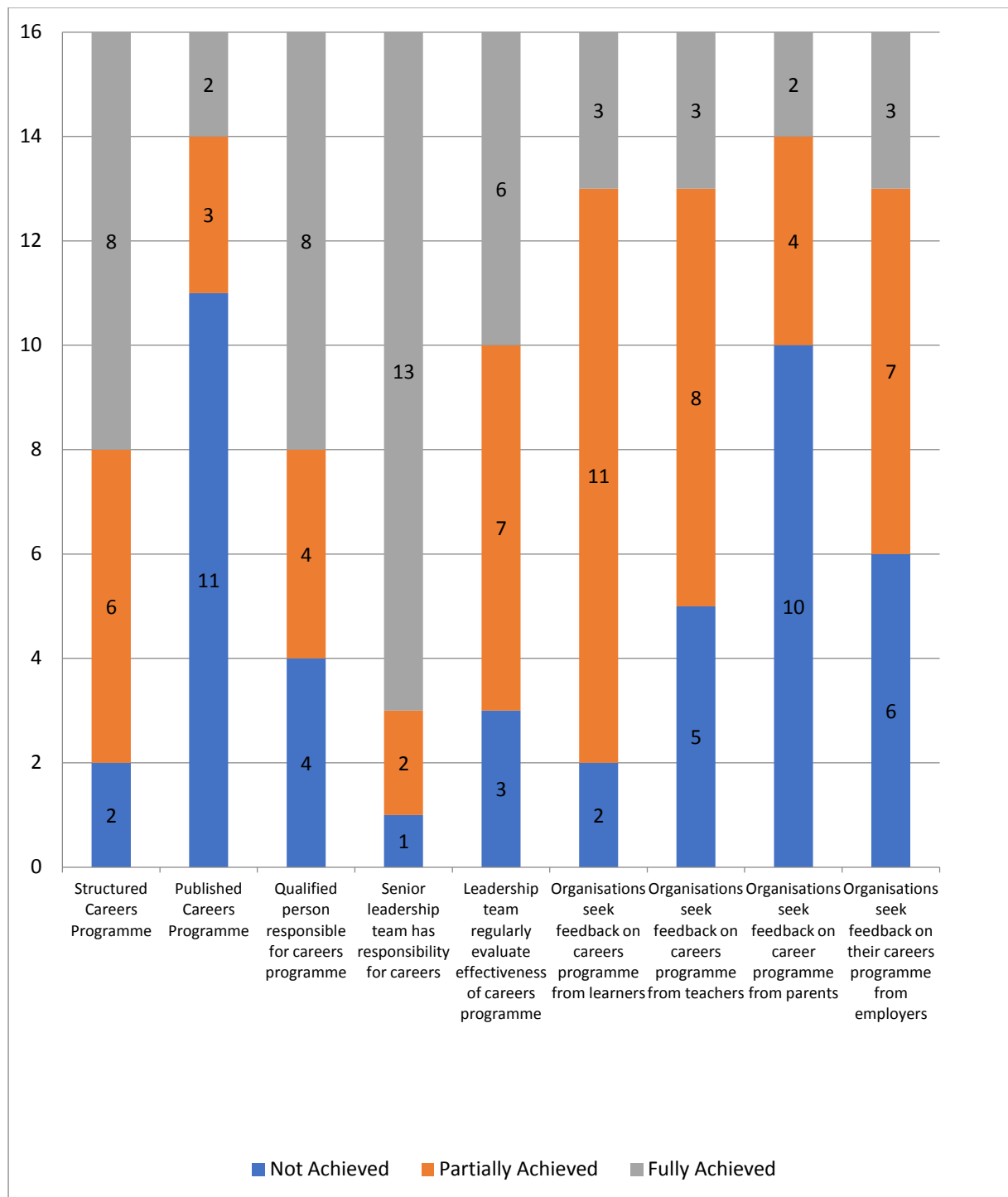
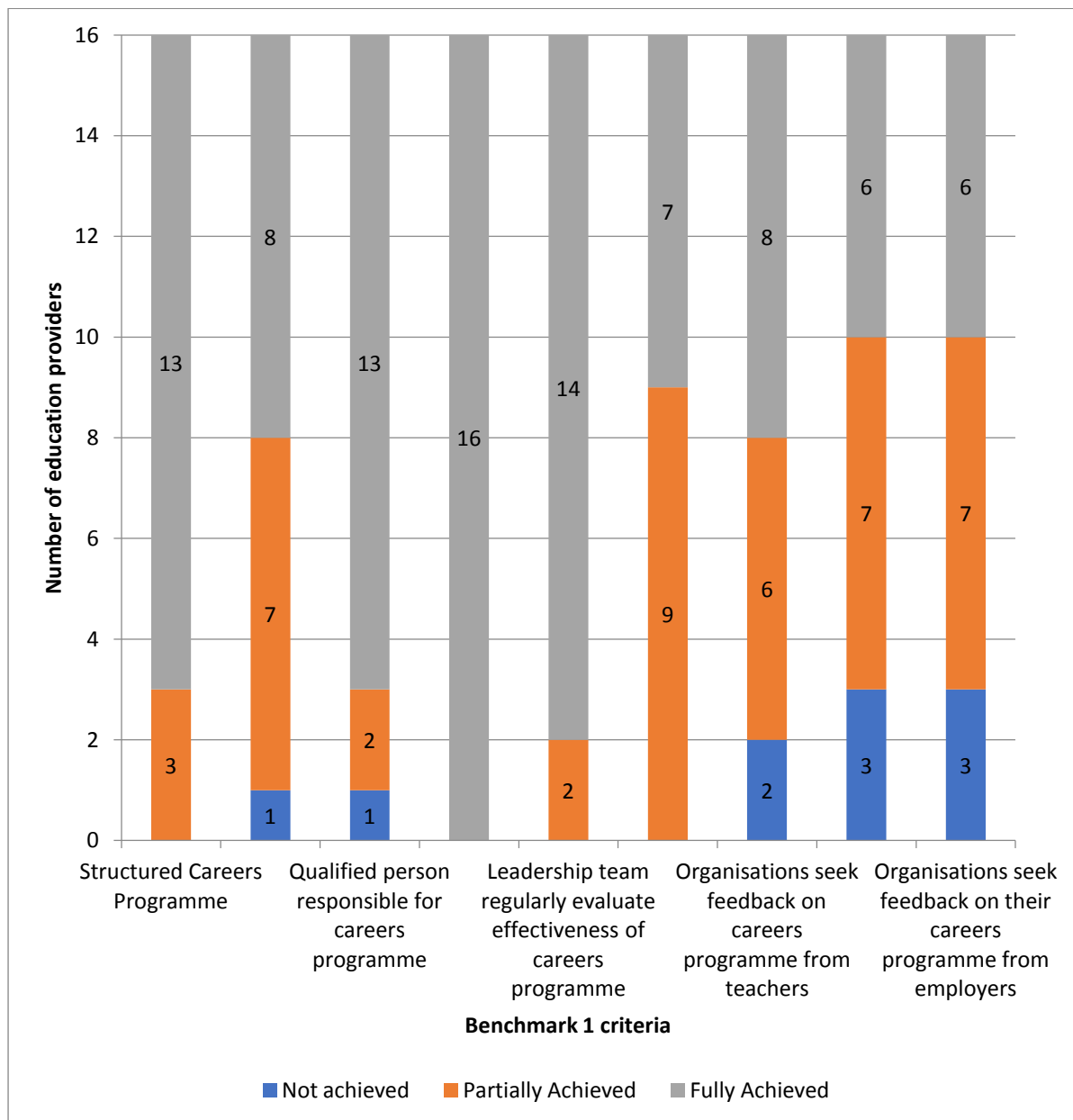


Figure 13 Benchmark 1 underlying criteria and education providers achievement in 2016



As Figure 14 demonstrates, there were marked improvements by 2017 which remained stable into 2018 with there being no change. Figure 15 reveals there was some more progress with all but one criterion being fully achieved by all education providers. The seeking of feedback from parents was still only partially achieved by three providers.

Figure 14 Benchmark 1 underlying criteria and education providers achievement in 2017 and 2018 (no change between these two years)

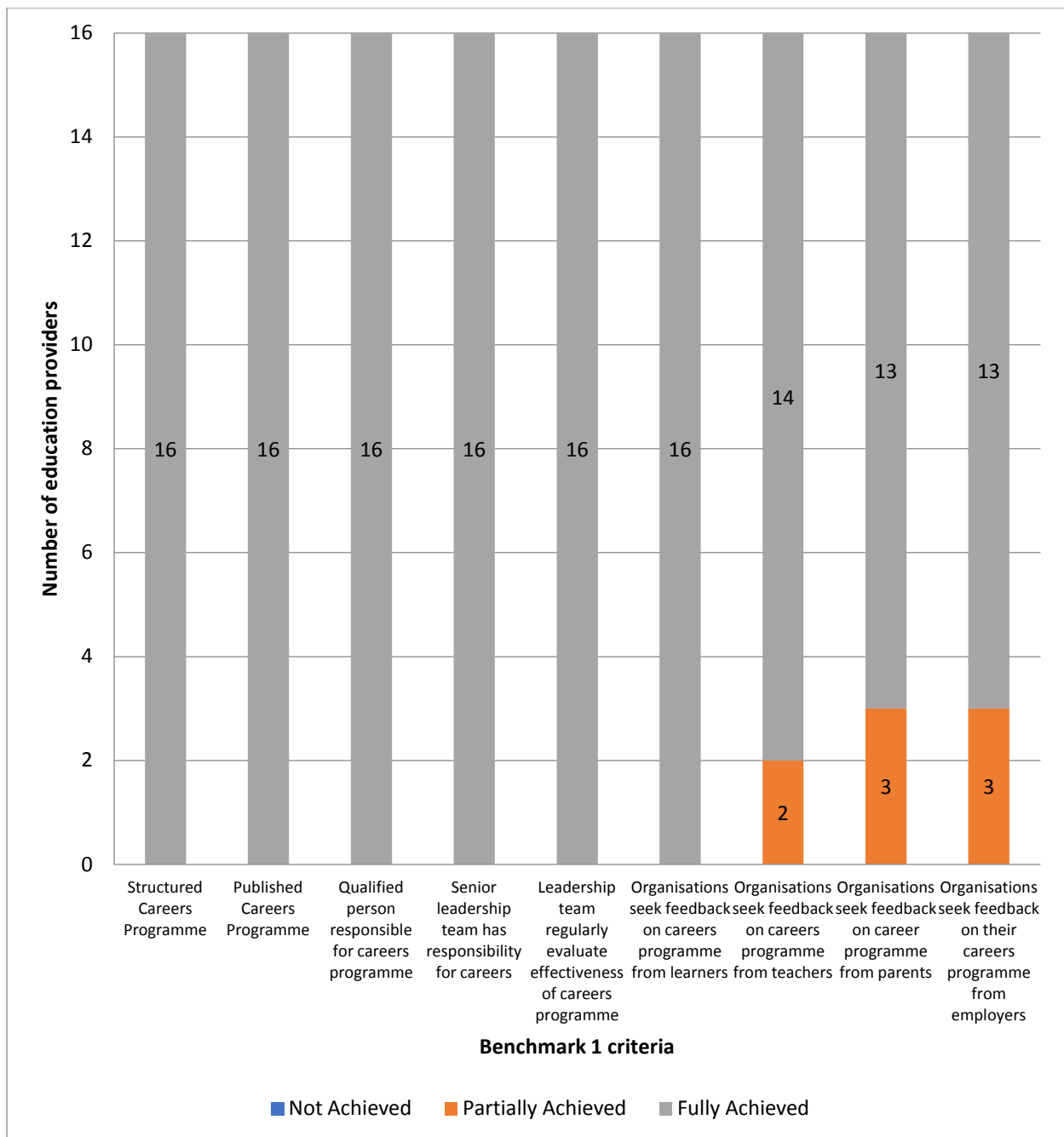
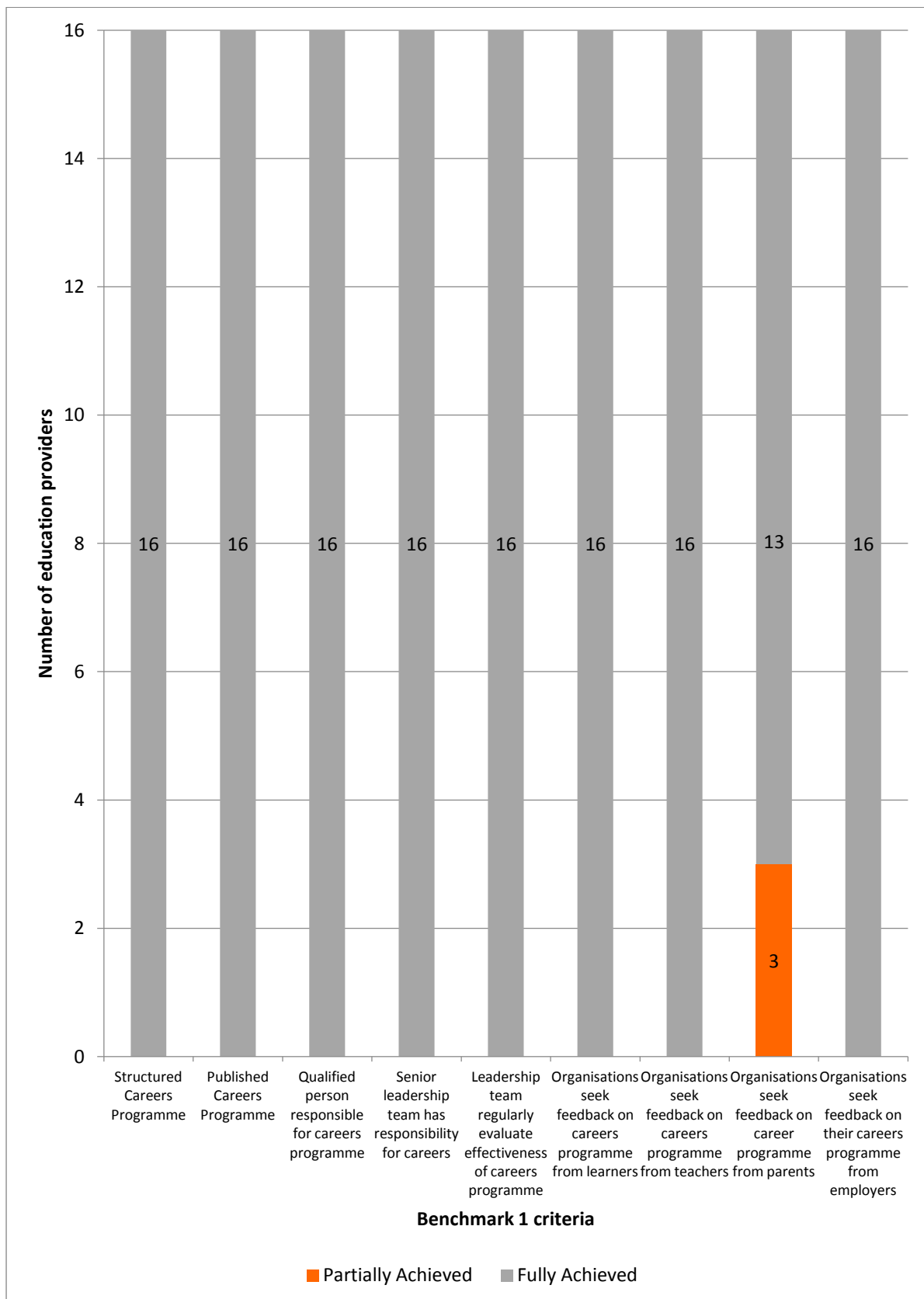


Figure 15 Benchmark 1 underlying criteria and education providers achievement in 2019



CASE STUDY VISITS – FINDINGS RELATING TO BENCHMARK 1

The report now discusses findings from case study visits with the education providers to examine how governance, leadership and management, training, careers programme structure and evaluation were implemented.

GOVERNANCE

Seven education providers reported that prior to the pilot, they did not have a governor with specific responsibility for careers, however this changed over the two years of the pilot. By 2017 all education providers reported having a governor with this portfolio. This remained the case at the end of the evaluation in 2019. The background of these governors varied but most commonly they were an employer. In two schools the governor with responsibility for careers had broadened their remit to include enterprise. The 2018 and 2019 data collection revealed that governors were significantly more involved in both the strategic planning and operational delivery of careers, working closely with the Careers Leader to support the development of new relationships, identify effective practice and move provision forward. Many governors also met regularly with the senior leader with responsibility for careers to review the policy and progress towards operational plans.

Governors with a responsibility for careers had, over the course of the evaluation, become a strong advocate for good career guidance. In every case, by 2019, governors received a regular report on progress in career guidance. Participation in the pilot was a key driver for the formalisation of this communication. Not only had it increased the formality of communication but participation in the pilot had also increased the frequency of communication, with education providers typically producing progress reports on a termly basis by 2019 (there was one instance where this information was presented monthly but also one instance of only being presented annually). Report content was focussed on progress towards the Benchmarks but in three cases it also included reviews of destination and attainment data. Those pilot providers with clear and extensive governor involvement had achieved notably more Benchmarks (between six and eight).

In summary, specific governance of careers had developed over the course of the evaluation with governors becoming better informed and taking a more prominent and active role in

both the shaping of the programme and its delivery. This was a common finding across all schools and colleges.

LEADERSHIP, MANAGEMENT AND STAFFING STRUCTURES

Every education provider had in place a member of the SLT with overarching responsibility for careers by the end of the pilot phase in 2017, and this was maintained through to 2019. In addition to a member of the SLT having overarching responsibility, all 16 education providers had put into place a Careers Leader by 2017. Reporting structure evolved throughout the pilot phase with head teachers and governing bodies taking a more active role in careers work.

Two models of Careers Leader roles developed over the pilot. The first was the 'college' model whereby there were two Careers Leaders; one strategic (a member of the SLT) and one operational (a careers adviser who typically held an IAG qualification - either the Qualification Certificate Framework (QFC) Level 6 Diploma in Career Guidance and Development or the level 7 Qualification in Career Development). All three colleges in the pilot adopted this approach, although one college had developed a Careers Leadership Committee by 2018/19 to assume the strategic function. This committee included a member of the SLT, the operational Careers Leader, curriculum directors, quality team members, the head of SEND and a curriculum manager for younger learners. Two schools also adopted the dual Career Leadership model and as with colleges their operational career leaders held relevant IAG qualifications - one held the QFC level 6 diploma and one held the QCF Level 4 Diploma in Career Information and Advice. These schools were also multi-site and one of them had opted to employ its own careers adviser rather than commission this service. In larger institutions with many more learners this model developed mainly because the role was too large for one individual. In smaller education providers, it reflected the value attached to careers by the strategic Careers Leader who wanted to be involved and support the operational Careers Leader. This model allowed the SLT to work with partners to develop the programme strategically, planning its development and resourcing.

Strategic Careers Leaders were responsible for *overseeing* the implementation of activities, monitoring and evaluation as well as developing strategies for engaging stakeholders, parents/carers, and other important partners. The operational Careers Leader took

responsibility for the day to day planning, organisation and implementing of activities, collecting monitoring information, conducting evaluation activities and in colleges and one school delivering personal guidance (as they were a qualified careers adviser - qualified to level 6). They typically worked more closely with teaching staff and used their personal guidance knowledge and skills to support staff, partnerships, and learners.

The alternative model was Career Leadership being delivered predominantly by one individual who held a senior level role. In a minority of schools employing this model (three of the five), the Careers Leader had part-time administrative support but more often the Career Leaders in this model were responsible for both strategic and operational elements of the role. In no schools (or colleges) did the Careers Leader (strategic or operational) have career leadership as a full-time role; it was delivered alongside other responsibilities, for example in one education provider, the head of sixth form also had the careers portfolio for the organisation.

The number of staff involved in career guidance activities increased over the course of the evaluation in both schools and colleges. The nature of the roles which developed varied considerably across education providers. In colleges, the delivery of careers related activities rapidly developed into the province of the operational Careers Leader. They would be supported by additional level 6 (or above) qualified careers advisers, a work experience coordinator and progression coaches (of which there would be multiple and who worked with particular groups of learners to deliver a careers and employability programme in class). In addition to this, by 2017, curriculum leads, leads for foundation learning and heads of sixth form were overseeing increased partnership working with businesses and employers to facilitate Benchmarks 4, 5 and 6.

In schools, the individuals working with the Careers Leader had an array of job titles which included director of Information, Advice and Guidance, work experience coordinator, enterprise coordinator, industry alignment officer, STEM coordinator, gifted and talented coordinator, HE champion and progression lead. By 2017, teaching staff were also typically much more engaged in delivering Benchmark 4 and in two schools were taking up roles such as 'career champion' to further engage other teaching staff (this is discussed in more detail in Benchmark 4). In addition to this, pastoral and support roles were also starting to work

closely with the Careers Leader which included those individuals with responsibility for Pupil Premium and looked after learners, SEND Coordinators (SENCOs) and learning support mentors/assistants. In schools with a commissioned personal guidance service (nine of the twelve schools in the pilot) it had become clear that the commissioned careers advisers were also a fundamental part of the 'careers team'. By 2019 these progressive steps had been maintained and if anything, more staff worked with the Careers Leader. For example, in one school the Careers Leader had created two additional roles to work with them (one focused on developing careers in the curriculum and one focused on progression). By the end of the evaluation there was a clear and definite move to the viewpoint that every teacher was a careers teacher.

PROGRAMMES AND POLICIES

As Figures 12 – 15 above show, programmes published to websites were achieved by only 2 education providers before the pilot began, however, after one year eight providers had achieved this and by the following year all education providers had. Case study visits in 2017 onwards revealed that education providers typically reviewed the policies annually or biannually although, in 2017, when there was a degree of expectation about the forthcoming Careers Strategy, some were awaiting the publication of this before reviewing. Education providers indicated that reviews had taken place following the launch of Careers Strategy in 2017 and subsequent statutory guidance in 2018 and these included explicit goals around the achievement of the Benchmarks.

The interim findings showed that some, but not all, education providers were developing strategic plans for their careers work which included key performance indicators. Where this was the case, a senior leader typically assumed responsibility for ensuring performance against the plan. This was reported to governors who in turn ensured that the necessary resources were in place to achieve the desired outcomes. By the end of the evaluation the number of education providers working strategically against performance indicators had increased with all but three providers noting this was occurring.

By 2019 all education providers had clear sections on their websites to promote their career guidance work. These typically include the Careers Policy as well as Careers Programmes and links to a variety of other useful resources. Outstanding examples of this are Harton Academy (see Sidebar 1), Park View School (see Figure 16) and St Joseph's Catholic Academy. These web pages contain contact details, advice for parents and carers as well as information about the Gatsby Benchmarks and materials which support each of these.

Colleges were vanguards in the publishing of careers programmes or 'strategic calendars' and this became an endeavour adopted by fifteen of the education providers later in the evaluation. A review in 2019 of website content for each provider revealed that every school, including the PRU, had published their careers policy and careers programme on their website. In all but one school, the policy, the programme, or both, made explicit reference to The Gatsby Benchmarks and that the policy/programme aimed to support achievement of them - see Sidebar 2 on Kenton School – or the Careers Programme of The Academy at Shotton Hall which is published on their website [Accessed 21st January, 2021 www.shottonhallacademy.co.uk].

Sidebar 1: Harton Academy Website

The Harton Academy careers web pages are easy to find and provide links to the Careers Programme for that academic year, the Provider Access Policy and the Careers policy.

<https://harton-tc.co.uk/main-school/careers-programme/>

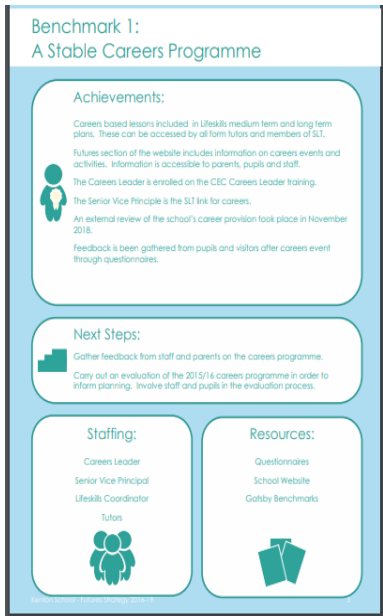
The Careers Programme can be explored in detail through links including:

- Apprenticeships and Employment LMI
- Careers guidance appointments
- CVs and Applications
- Further Education
- Gap Year and Volunteering
- Careers software
- Higher Education
- Student Finance
- Labour Market Information
- Information for parents/carers
- Transferrable Skills
- UCAS and personal statements
- Work Experience

Of the colleges, two did not publish a policy but the third had published a Statement of Service, and two colleges published their career programmes.

Prior to the development of strategic calendars and clear programmes with timetables, Career Leaders had noted that although there many activities taking place, these were not recorded in one document. Consequently, careers work was not particularly visible to staff or learners and it was difficult for the Careers Leader to have a clear understanding of the entire provision. This overview is important because it facilitates programme development through the identification of good practice and of Benchmark criteria which are not being met. Timetables or calendars of careers activities are typically split by year group for schools and by level for colleges. There may also be further sections (e.g. higher education activities, events, one-to-one guidance events such as parents' nights and enrolment events) and/or information for groups of learners (e.g. SEND, and learners on an engagement programme with challenging behaviour). Colleges noted

Sidebar 2: Kenton School Careers Programme is structured around the Benchmarks



<https://www.kenton.newcastle.sch.uk/careers-policy-guidance>

[Accessed 21st January, 2021]

that the careers calendar/programme was included in their annual report so it could be reviewed on an annual basis. This creates more sustainability for careers within the college.

Figure 16 Park View School Careers Webpage (2019)

parkviewlearning.net/useful-information/careers-and-guidance/

Useful Information

- School Performance >
- Admissions >
- School Prospectus >
- Ofsted >
- Careers And Guidance >
- Advice for Parents >
- Online Resources >
- Apprenticeships >
- Gatsby Career Benchmarks >
- Labour Market Information >
- Making Choices >
- What can I do with A Levels? >
- Writing a CV >
- Work Experience >
- Career Explorer >
- Pupil Premium and Catch-Up Premium Funding 2018 - 20 >
- Uniform >
- Policies And Statutory Information >

Careers And Guidance

Welcome to the Careers Education, Information, Advice and Guidance website from Park View School

We place a great emphasis on ensuring that students get Information, Advice and Guidance throughout their time in the school but particularly at key transition moments.

We have a dedicated, non-teaching Director of Information Advice and Guidance, Miss L. Gulliver available Wednesday, Thursday and Friday located in the library at our Church Chare site contactable via: lgulliver@parkviewlearning.net or 0191 3882248. Miss Gulliver tracks student intentions and directs them to the courses which suit their aspirations.

The PSHE programme provides suitable careers-related activities for each year group and, in Year 9 and 11, is strengthened with guidance meetings for parents/carers. All students in Year 9 and 11 are given individual interviews, which parents/carers are welcome to attend, before making final KS4 and post-16 choices.

Year 12 students attend a Higher Education convention and receive both UCAS and employment information throughout their time in the Sixth Form.

All students in the school have a named personal tutor with whom to discuss progress and future plans and a team of staff offer individual counselling and support to those who want it on GCSE and A-level results days.

Further Help and Guidance

- [Career Explorer](#)
- [Work Experience](#)
- [Writing a CV](#)
- [What can I do with A Levels?](#)
- [Making Choices](#)
- [Labour Market Information](#)
- [Gatsby Career Benchmarks](#)
- [Apprenticeships](#)
- [Online Resources](#)
- [Advice for Parents](#)
- [Provider Access Policy](#)
- [CEIAG Policy](#)

(<http://www.parkviewlearning.net/useful-information/careers-and-guidance/>. Accessed 21st January, 2021).

TRAINING AND DEVELOPMENT

By 2017 the self-assessment data indicated a 50% improvement in the number of individuals responsible for careers work who had received appropriate training (from 8 education providers fully meeting this criterion to 16 education providers fully meeting it). Although there was some turnover of Careers Leaders during the next two years, case study visits and self-audit data revealed that these new post holders also undertook relevant training, predominantly the Careers Leaders training funded by the CEC, with a smaller number taking the QFC level 6 diploma in career guidance and development.

Where other training and development was happening, it often involved introducing a wider group of education providers and colleges (beyond those involved in the pilot) to the Gatsby Benchmarks and the work happening within the pilot. There were some pockets of interesting practice, for example one education provider reported that STEM staff had received training on a range of STEM career-related projects such as 'Women into Engineering'. There were also some examples of collaborative working between education providers, for example one group of education providers were working together to improve the outcomes of learners applying through auditions for Arts-based programmes. A teacher in one education provider explained that the pilot made careers work less insular and that staff were clearer about their responsibility with regards to careers work. Another education provider had developed career-related materials to train their Newly Qualified Teacher's (NQTs) in the principles and delivery of careers work.

PROGRAMME STRUCTURE

Schools: The case study research indicates that from 2016 to 2017 (the second year of the pilot) there were significant changes in the way the careers curriculum was delivered in schools. These were maintained to 2019 and the overall delivery model remained the same, although individual subjects started to become more deeply involved as they hosted programmes and competitions (this will be discussed in depth under Benchmark 4).

Three schools had tied career guidance delivery to skills and character education. Two schools used external programmes which centred around the delivery of the skills of leadership, organisation, resilience, initiative, and communication and made explicit links between careers activities and the development of these skills. This started from Year 7.

One of these schools also produced Personal Records of Achievement which allowed learners to showcase their skills and achievements. In addition, this school used a commercial online platform which, by 2019, had been rolled out to all learners and allowed them to develop profiles and link to universities, colleges, and employers. The other school which intertwined careers and skill development did not use a commercial platform but had a Careers Leader who identified the skills in demand in their local and regional economy and encouraged learners to reflect on how these were developed through their curriculum and career guidance activities. The net result of this, from the Career Leader's perspective, was learners who were much better able to articulate their skills, abilities, and strengths.

Colleges – Colleges all followed the same model. They employed a small number of individuals who delivered general aspects of careers and the development of employability skills within group tutorials as part of the learner's curriculum and these individuals served as personal tutors/development coordinators/progression coaches. Their responsibility was as a first point of contact for the learners if they had problems, issues, or concerns about their course, their progression, or future careers. In addition to this, the operational Careers Leaders and the broader careers team delivered sessions to learners at different levels on aspects such as UCAS forms, industry placements and course change advice. These were further supplemented with more personalised trips and encounters for those learners who requested it or were appraised as in need of further support. This tailoring and personalisation became more prominent over time and was well evidenced in colleges (and schools) by 2018 and 2019. A final element of career guidance programmes in colleges was in subject learning.

PARENTAL ENGAGEMENT

Parents are one of the greatest influences on young people's career aspirations (Blenkinsop *et al*, 2006) and unless parents are fully aware of the options, including academic, technical and vocational options, they are less able to provide their child with helpful support and encouragement. To this end, education providers had adopted several approaches to try to ensure that parents were aware of the careers provision offered and were engaged in helpful career conversations with their children. Career Leaders and SLT in education providers in rural and isolated areas considered this to be particularly important as

traditionally there is less movement in and out of the area by young people transitioning to post-16 and post-18 options.

From the beginning of the pilot and throughout the evaluation, there was wide recognition that engaging parents was difficult but fundamental to improving the career outcomes for learners. By the end of the pilot in 2017, and for the following two years, education providers discussed a variety of methods they were trialling to improve parental engagement.

One provider (a college) had prepared fact sheets for parents to help them support their child's career development including how to support with UCAS applications. This had a positive impact on the numbers of parents attending open evenings in that college.

"It had a significant increase, over 250 parents came in, in fact the hall was not big enough to fit everybody in so that was really successful, and we have lot of positive feedback from parents on that" **(Head teacher, FE College, 2018)**

The other two colleges actively engaged in conversations with parents during their attendance at careers events. One college had also developed a parents' webpage and several providers were using social media (Facebook, Twitter, and Instagram) to help connect with parents and carers. Some providers described sending out trained staff to meet with parents who did not attend parent's evenings or respond to phone calls (although this was part of an overall package of care as opposed to an activity directly related to career guidance). Other schools had started to build alumni programmes which were comprised in part from parents. One school described sessions for parents and carers on career guidance which took place during a lunchtime club.

Overall, parental engagement remained a challenge for every provider in 2019 and as is often the case it was those parents who they most needed to engage with who remained elusive. However, strategies involving more visibility at parent's evenings, social media, targeting of those harder to reach families through telephone calls and personal visits, and use of alumni had helped to improve parental engagement in most education providers.

MONITORING, REVIEW AND EVALUATION

There was a mixed picture in terms of the monitoring, review, and evaluation of careers provision. At the interim evaluation point in 2017, the self-assessment data showed a marked improvement in the capturing of feedback (from all stakeholders).

The number of education providers indicating that they systematically gathered the views of learners increased from three in 2015 to all sixteen by 2017. This was maintained through to 2019. Providers used two different approaches to capture feedback from learners. The first approach was manually through surveys which were either handed out in paper format or emailed. This approach was effective but placed a heavy burden on the Careers Leader to manage the data. The second approach was to use a commercial digital package specifically developed to support careers programmes. Four different packages were used across the group of pilot education providers. One of these packages in particular was highly praised by those providers which had opted to buy it because it supported the development of individual profiles, provided LMI, allowed evaluation via feedback and saved the Careers Leaders a great deal of time in the tracking and monitoring of learners. It also facilitated the identification of learners who were struggling and served as a platform for learners to make requests for encounters with particular employers, HE institutes and so on, providing a mechanism which supported the increased personalisation and individualisation of the career programme.

Progress in gathering data from teachers was also significant from the start to the end of the pilot in 2017 (moving from three providers fully achieving this to thirteen) and this was largely maintained through to the end of the evaluation in 2019. As with capturing feedback from learners, education providers were able to use digital packages or where these were not available, they used more traditional forms. From talking with teaching staff during case study visits it was clear they felt they had a voice and that their Careers Leaders were effective in working with them. A common phrase heard from teaching staff was that their Careers Leader had an open-door policy.

The gathering of the views of parents and employers also improved, moving from two providers fully achieving these criteria of the Benchmarks in 2015 to six in 2017. By 2018 this had more than doubled to thirteen providers fully achieving these criteria. Both schools and

colleges worked to ensure there was evaluation of activities with employers and by 2019 education providers were often in their 3rd or 4th year of working with the same employers, a process which included discussions, reviews and refinement of activities. There was a great deal of reflection by Careers Leaders on the activities which were delivered by employers and other providers. All Careers Leaders considered whether activities ‘worked’ – the development of these activities and encounters is discussed in more detail under Benchmark 5 but there was a marked progression in evaluation of activities over time.

The interim findings suggested that education providers had made progress during the pilot in tracking/monitoring the activities that comprised their career guidance programmes (either through their own spreadsheets or through commercial digital packages) and had also made leaps in capturing feedback from learners, their parents, employers and teachers. However, in 2017, much of this evaluation data was a quick capturing of student reactions to individual activities as opposed to more in-depth consideration of what had been learned by students, or the influence it had on their behaviour. One exception was a school who ran an annual ‘life skills’ survey which they used to better understand the learner cohort and inform the careers provision. In terms of the evaluation of longer-term impacts there was little evidence that any providers had a systematic plan for the evaluation of careers work.

By 2019 there was stronger evidence of evaluation of long-term impact, typically through the scrutiny of progression data to determine destinations. This kind of data, however, does not capture the intermediary impacts which might occur between the reaction to an activity and long-term outcomes such as destinations. The career-related learning and the ways in which this might impact on ensuing behaviour (for example engagement in the classroom, attendance, attainment) were not assessed in 2017 and there was little more done by 2019. By 2019 Careers Leaders in schools had become adept at monitoring the development of career action plans, particularly where commercial digital packages permitted individual records to be developed, to identify those in need of further intervention. However, there was no systematic or standardised measure of career readiness, other than that captured through the Student Career Readiness Index used by the research team. Neither was there consistent analysis of attendance and attainment to inspect more medium-term impacts.

By 2019, providers were looking at destination data in relation to evaluation and three explicitly stated in their policies the additional outcome measures they used in evaluation (which did include attainment). During the case study visits, several education providers indicated that they would like to do more research on the impact but cited a lack of resources to do this, indicating it was a costly activity. For those making use of commercial digital packages which support this kind of data collection it was more feasible, however, the Benchmarks do not specify what kinds of learning and behaviour changes one might expect to see at different points in the career journey. Careers Leaders often did not know what to measure or indeed how best to measure it.

LEARNERS' VIEWS

The learners who contributed to the research through focus groups were able to describe a range of activities which they received as part of their education provider's careers programme and over time they articulated a broader range of activities which they also described in more detail. By 2019, learners as young as Year 7 and 8 could talk about what they had done, both in and out of school, as well as recount the conversations they had with teaching staff about careers and their own hopes and aspirations. From the beginning of the pilot, learners valued their careers programme and were forthcoming about ways in which their programmes could be improved, for example, in 2017, learners in one school believed that although they were asked for feedback, it wasn't acted upon. In this case their ideas around improvement included the school posting 'you said, we did' feedback to their comments. A common suggestion from both younger and older learners across education providers, and across all years of the evaluation, was for encounters with employers from a wider variety of sectors - not just those from the immediate locale. Although response rates to surveys (in all formats) were often below 50%, learners stated in the focus groups that they wanted their voice to be heard. In 2018 and 2019 there was good evidence that the majority of education providers did listen to them. Learners gave examples of activities delivered after they had communicated an interest in a particular subject, career path or employer and Careers Leaders across most, if not all, providers gave examples of activities or trips set up to meet the needs of small groups of learners (in some cases for individual learners). In addition, in response to learners suggesting their careers programmes should start earlier, there was clear evidence that schools had done this.

BARRIERS AND ENABLERS

There are several key factors which enabled education providers to fully achieve Benchmark 1 (most education providers had done so within the first year of the pilot). SLT commitment and recognition of the value and importance of a strong careers programme was vital. Without this in place, careers was not prioritised and did not have a clear profile within the school or college - a key challenge discussed by Careers Leaders in and around Benchmark 1 was not having the authority to progress elements or not having the support of the SLT. The researchers talked with many head teachers and where these individuals were also highly passionate about careers, there was more progress. The head teachers interviewed by the research team described how the development of strong careers provision supported them in meeting the schools aims or mission and by 2019 believed that careers *“is what we do”*, *“careers is who we are”* and *“we prepare our learners for their futures”*. In colleges there was a similar finding with vice-principals being keenly aware of the role their institution played in supporting their learners’ futures and indeed the local economy. They were prepared to fund development in this area as much as they could and supported the strategic Careers Leader to investigate new approaches and methods.

A positive attitude towards developing a strong careers programme needs to be further emphasised through the appointment of a governor for careers, and this works best when that governor also values careers and is keen to support the Careers Leader in both strategic and operational aspects of the work.

A key enabler is ensuring that the right individual is chosen to lead careers. The Careers Leader needs to be empowered to do their job, either through having a senior position themselves or by being firmly supported by SLT. In addition to this, the Careers Leader needs to be given sufficient time and financial resources to develop and deliver the programme; alternatively they need additional staff working with them to support them in their endeavours, for example administrative support or an individual who assumes a careers coordination role. The Careers Leader has to be able to take advantage of the training afforded to Careers Leaders and recognise that effective careers leadership requires knowledge and understanding of career guidance, leadership, and evaluation.

Effective Careers Leaders exhibited a range of attitudes, personal and transferable skills that enabled them to work strategically, write effective policies and drive their careers programme forward. Highly effective Careers Leaders believed strongly in the importance and value of careers guidance and were committed to delivering a high quality careers programme. They believed strongly in its importance for supporting their learners to attain and progress and wanted to make a difference to every learner's future. They frequently engaged in discretionary behaviour, often working over 45 hours per week, to ensure the careers programme was as high quality as possible. Although they recognised that meeting the Benchmarks was a challenge, it was perceived as achievable and they felt confident they could do so. Of considerable importance was the belief that the careers policy and programme were living documents, that the work could always be improved on and that there were always new approaches, ideas, and activities to consider. They spent time learning from other education providers, doing research and reflecting on what was working and what was not, using feedback from their colleagues, learners, employers/activity deliverers and their own observations to tweak, refine and develop each and every activity or aspect of the programme. This would be in addition to the other roles they held.

The Careers Leaders displayed excellent social and interpersonal skills, being able to negotiate and persuade colleagues to buy in to the importance of careers. They also offered high levels of support to their colleagues. These Careers Leaders, both in schools and in colleges, were described as approachable, friendly, supportive, knowledgeable, and as having an open-door policy to all. They demonstrated strong networking skills, being able to approach and work with a range of different external stakeholders and develop effective partnerships. Confidence, resilience, and self-belief were clearly important because they had to be able to ask for what they needed (both from SLT and from external stakeholders). One Careers Leader, who worked in a school where funding was limited, commented *"I beg, borrow and steal and I have to. I am not shy"*. Over the course of the pilot these Career Leaders also started to build strong careers teams by forming relationships with the careers adviser and inspiring other staff to pick up roles such as careers champions. There was recognition that although they led the work, careers was a joint endeavour and all the staff could (and should) contribute. By 2019, Careers Leaders talked about working closely with

governors, careers advisers, teaching staff, pastoral staff, SLT and external stakeholders such as the LEP, employers and activity providers.

In terms of transferable skills, these Careers Leaders were adept at planning and organising, with many of them being able to monitor hundreds of learners within the careers programme. Those Career Leaders who monitored and tracked all the learners in spreadsheets were able to use this information to identify gaps in provision, identify vulnerable learners who might need intervention, and use this information to support evaluation. A key enabler for many education providers in this aspect was the purchase of a digital package. Whilst this came at a significant cost, the advantages were perceived as outweighing the cost – as will be discussed later these packages typically supported the meeting of all eight Benchmarks and freed up a significant amount of the Careers Leaders time by automating monitoring, tracking and evaluation.

The key challenges for meeting Benchmark 1 centred around evaluation. There were two aspects: firstly, engaging parents, and secondly, evaluating more than reactions to activities. An important element of evaluation is determining what the short, medium, and long-term impacts of participation are. To identify what these might be, and therefore measure them, it is good practice to develop a logic model or theory of change. As has been noted elsewhere (e.g. Andrews, 2019), the Gatsby Benchmarks, whilst excellent in providing guidance on what to do, have less to say about what potential outcomes should be. A framework which considers these would greatly support Careers Leaders to evaluate the learning and behavioural outcomes of participation in a career guidance programme, and this would support Careers Leaders in identifying which activities or resources provide the best return on investment and results for their learners.

BENCHMARK 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 best use of the available information.

Eight criteria are assessed in self-audit tool used in the evaluation:

1. The school or college provide access to independent and impartial career guidance for pupils in Years 8-13.
2. By the end of Year 9, all learners have accessed and used information about career paths to inform their own decisions on study options.
3. By the end of Year 9, all learners have accessed and used labour market information to inform their own decisions on study options.
4. Parents are encouraged to access and use information about A) labour markets B) future study options to inform their support to their children.
5. The school/college keeps systematic records of the individual advice given to each student and subsequent agreed actions.
6. These records are shared with parents.
7. Learners have access to these records whenever they need them.
8. Learners use these records to support their career development.

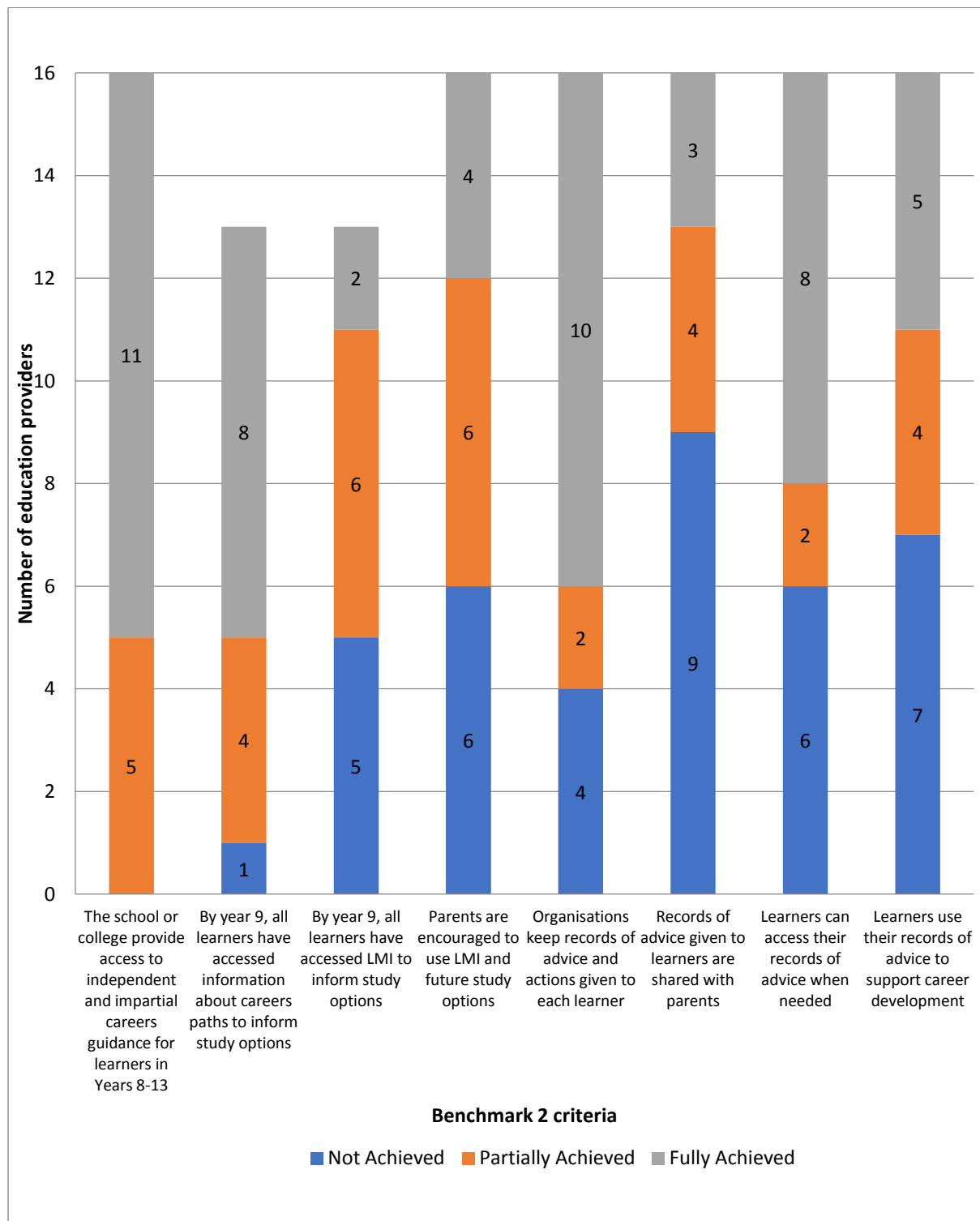
Baseline performance (see Figure 17) against Benchmark 2 was limited with just one education provider fully achieving it. Of the Benchmark's eight underlying criteria, education providers performed best against criterion 1 (impartial career guidance for pupils in Years 8-13) with eleven education providers auditing as fully achieving it, and five partially achieving it. The criterion most education providers were not reaching was criterion 6 (sharing records with parents). In total, nine education providers were 'not achieving' this criterion and just three were 'fully achieving' it. Note that criteria 2 and 3 are not applicable for colleges.

By the end of the first year of the pilot (2016), education providers had made some limited progress (see Figure 18) although several providers self-audited as not even partially meeting several criteria. Criteria 3 (by the end of Year 9, all learners have accessed and used labour market information to inform their own decisions on study options) and 6 (these records are shared with parents) were least well achieved with three providers failing to achieve these criteria and only six and four providers respectively partially achieving them.

Self-audit data from 2017 (the end of the pilot phase) revealed that all education providers had made significant progress in meeting Benchmark 2 (see Figure 19). By 2018 all education providers were fully achieving all the criteria, with the exception of criteria 7 and 8 (the capacity of learners to access, and use, their individual records), which were partially met by one education provider each. In 2019, four education providers (all schools) moved back to only partially achieving this Benchmark (see Figure 20).

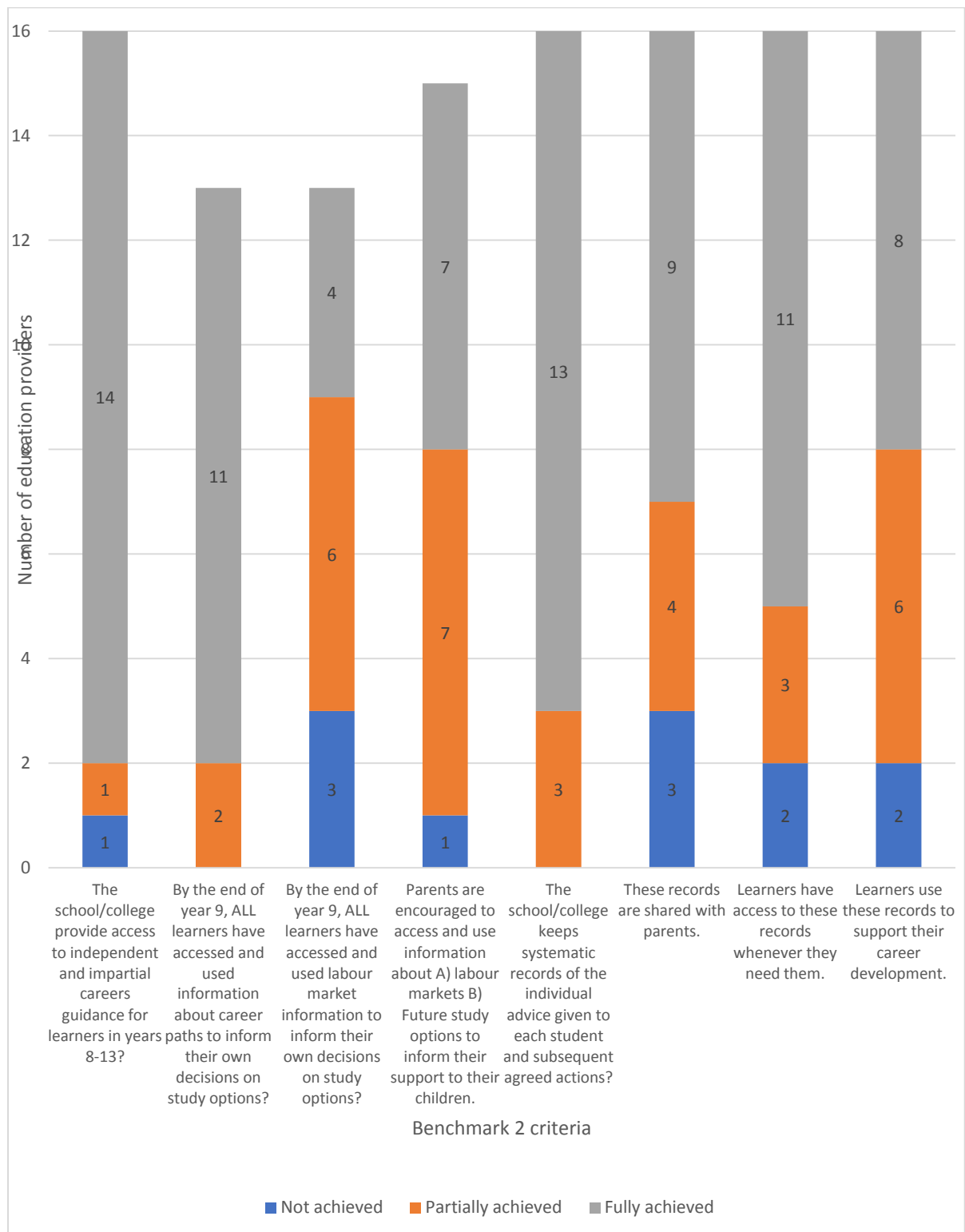
The criteria which were challenging were all concerned with the keeping, accessing, sharing and usage of records. In all schools where achievement of the criteria dropped from 2018 to 2019, the downgrading was a result of a change in Careers Leader and the instigation of more stringent reviews. On the face of it this could be considered a backward step, but it can also be considered progress. In 2018 and 2019, new Careers Leaders discussed recognising that whilst their schools had made progress over the previous two years, they felt that there were further improvements to be made. Their reviews were more stringent, and they scrutinised provision in more detail. Case study visit data, explored in more depth below, explores the other factors which have made aspects of Benchmark 2 challenging.

Figure 17 Number of education providers meeting Benchmark 2 criteria in 2015 (baseline)



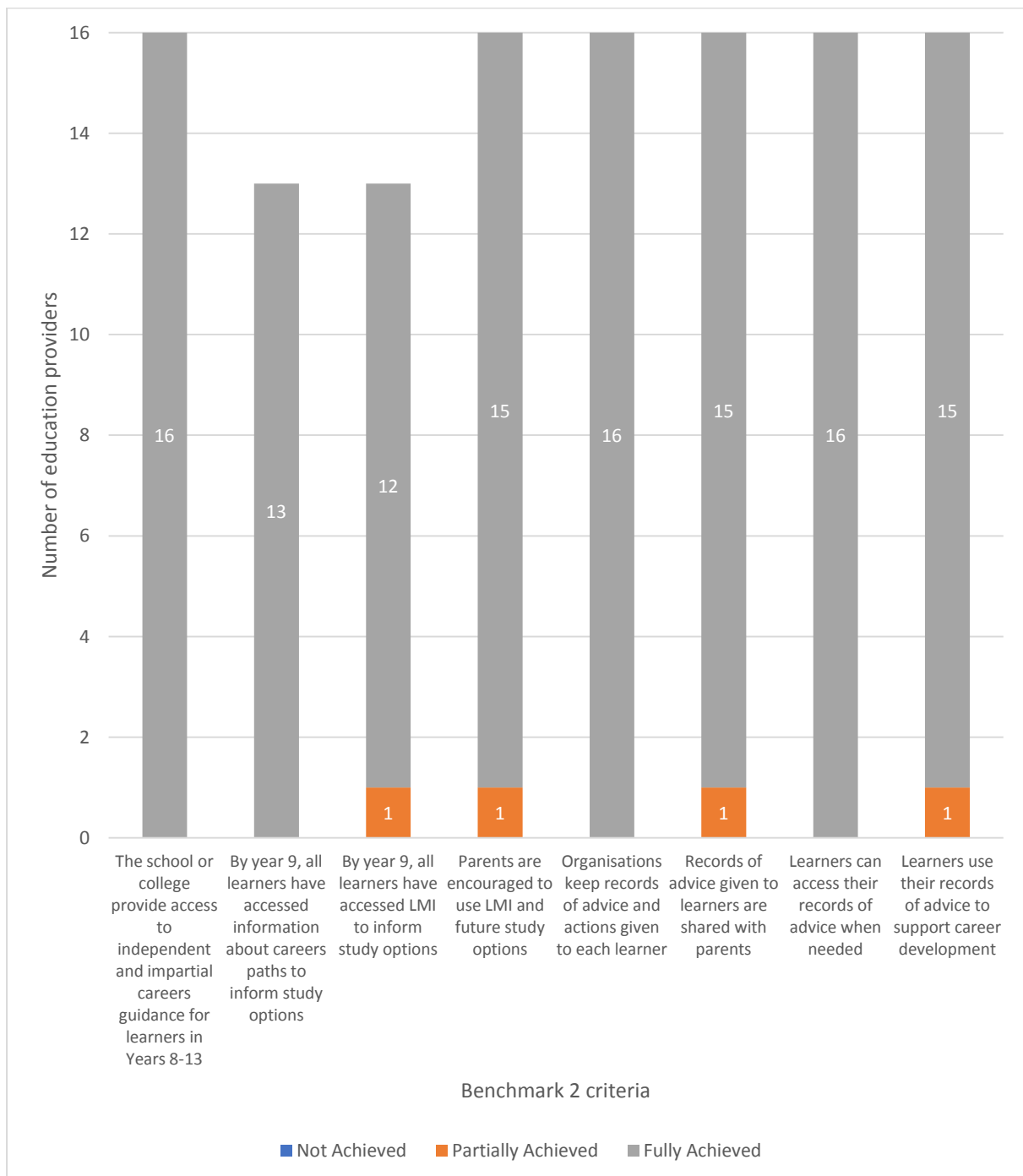
*Criteria 2 and 3 is not applicable to college providers. The total number of respondents for these criteria is therefore reduced.

Figure 18 Number of education providers meeting Benchmark 2 criteria in 2016



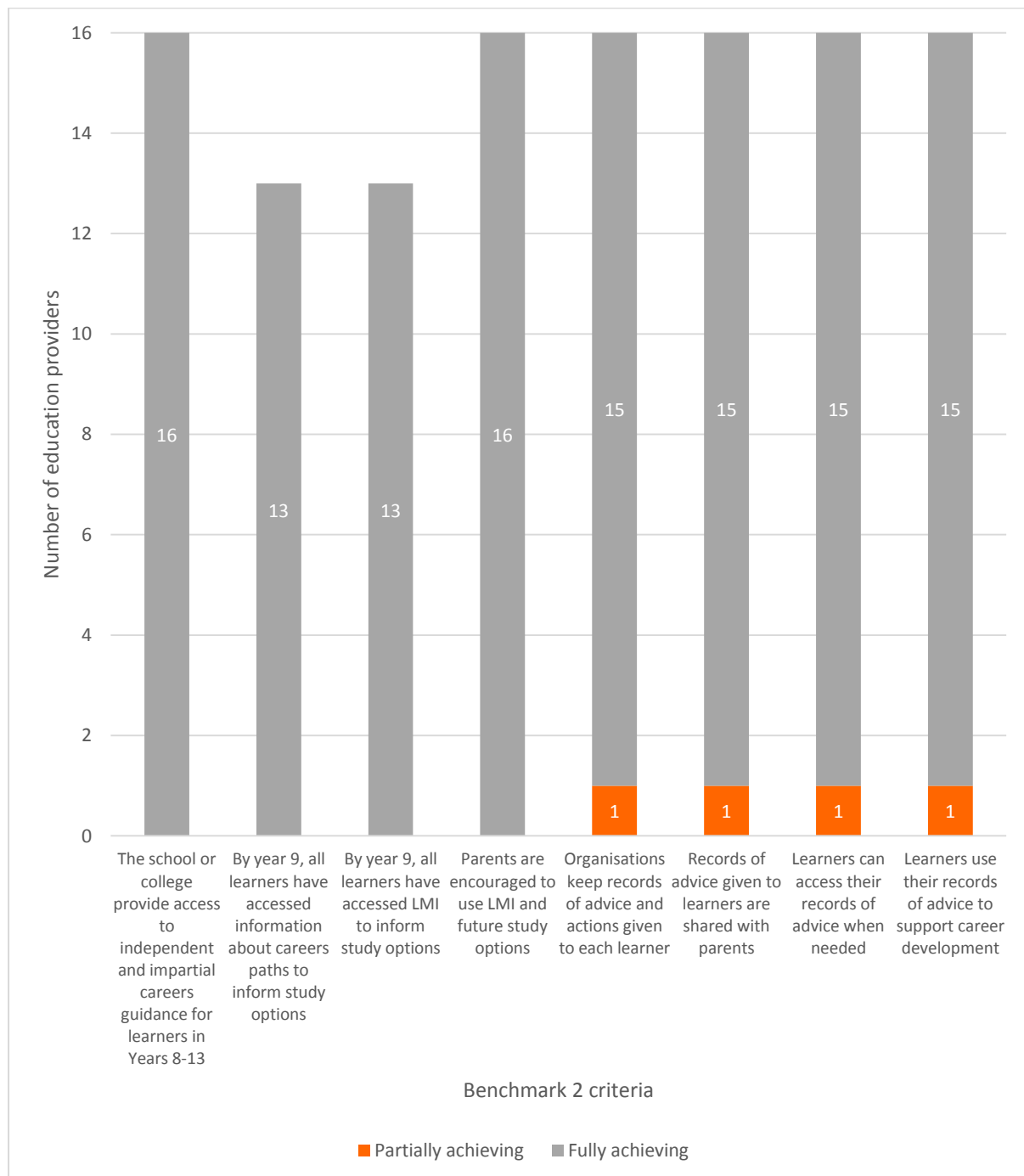
*Criteria 2 and 3 is not applicable to college providers. The total number of respondents for these criteria is therefore reduced.

Figure 19 Number of education providers meeting Benchmark 2 criteria in 2017



*Criteria 2 and 3 is not applicable to college providers. The total number of respondents for these criteria is therefore reduced.

Figure 20 Number of education providers meeting Benchmark 2 criteria in 2019



*Criteria 2 and 3 is not applicable to college providers. The total number of respondents for these criteria is therefore reduced.

CASE STUDY VISITS – FINDINGS RELATING TO BENCHMARK 2

IMPARTIAL CAREER GUIDANCE

This was a strength across all education providers from 2016 onwards, although internal staff at colleges and schools with sixth forms (not commissioned external career guidance provision) did note that there were conflicts for them in discussing progression routes away from their own institute because of an organisational desire to retain learners. This was particularly the case for colleges, however, Careers Leaders and SLT in 2018 and 2019 made it clear that it was the learner's requirements that came first.

ACCESS TO CAREER AND LABOUR MARKET INFORMATION

An interesting finding in relation to LMI was the way in which many Careers Leaders referred to the term LMI. They noted that this term could be confusing to learners and parents who were not familiar with it. To encourage engagement, many therefore opted to refer to LMI as something more familiar such as 'local job information'.

In 2016 and 2017, data gathered during education provider case study visits corroborated the findings of the self-assessment data. Staff reported positive developments in the use and availability of career and labour market information (CLMI). Between 2015 and 2017, education providers had developed a range of approaches to providing access to CLMI for their learners. Many of these were not necessarily new to the school or college but were being used more extensively, for example posters, displays, web-based materials and career notice boards to promote careers events, vacancies, and sector information. The use of alumni as a source of career information did increase during the pilot and over the whole course of the evaluation, although there was significant variation in how this was developed, managed, and experienced by both schools and colleges. This is discussed in more detail later.

During the pilot phase there was an increase in all learners accessing and using CLMI and this was maintained through the course of the evaluation. However, although there was some development in the provision of differentiated materials for learners with additional needs, providers noted this was costly and sourcing appropriate resources was challenging. This difficulty remained during 2018 and 2019 with many education providers noting that

services for learners with additional needs had been cut and they had to try to manage this deficit themselves. With the growing focus on improving career guidance for young people with SEND by the CEC, and with increased pathways such as supported internships now available for learners with SEND, there may be more options available for education providers in the future.

2018 saw a maintenance of the provision of access to CLMI. Sources of CLMI increased in variety over time – by 2018 and 2019 these included LMI for All, the National Careers Service website, commercial digital packages, the Jobs Explorer Database, North East Local Enterprise Partnership (NE LEP) materials and bulletins, UCAS career tools, National Apprenticeship Service, Education and Development Trust, materials/information from universities, FE colleges and the North East Collaborative Outreach Programme (NECOP, now called Uni Connect). Education providers typically made use of more than one source and looked at local, regional, and national pictures where relevant.

During the evaluation, education providers developed several interesting approaches to engaging learners with CLMI, for example one took the approach to accessing and understanding it has been through taking learners and sometimes parents into the community to inform them about the available opportunities. While initially challenging because of limited resources, several innovative solutions had been implemented to overcome this problem:

- One education provider ran a career guidance cycle tour, sponsored by local employers, who in return have their company advertised on the learners' helmets and bikes. For each tour, around 10 targeted learners were shown around locations such as the coast, the beach, and the Tyne Tunnel trading estate to help them understand what employment opportunities are available in the community.
- In a similar scheme to the cycle tour, one education provider involved worked with NEXUS (the Tyne and Wear Passenger Transport Company) to create a 'walking' bus tour into the community.

Other innovations in the provision of CLMI included:

- Subject-related career and labour market displays in classrooms

- Employer workshops integrated into career fairs and events
- A revision of post-16 prospectuses to include more CLMI
- Plasma screens which display CLMI
- CLMI weekly bulletins
- CLMI updates to staff
- Information about teachers' own career paths
- The use of Job Centre Plus staff to provide input on opportunities

A key change from 2017 onwards was the increased use of CLMI by teaching staff within lessons. For example, the geography department of one provider conducted learning walks for Year 8, 9 and 10 learners which involved learners thinking about different jobs which were available in the different businesses and raising awareness of not just local employment opportunities but also 'hidden' jobs within businesses.

The embedding of CLMI into lessons or activities delivered by teaching staff from 2016 onwards was facilitated by Careers Leaders who had become more proficient in making CLMI accessible. This was done by simplifying and then sharing CLMI with teaching staff in emails and weekly bulletins (this was evident in most schools). In those providers with commercial digital packages, both learners and teaching staff (who all received training) were able to access CLMI in form time or in lessons. By the last data collection point in 2019 it was clear that education providers had learned to develop extra opportunities for the access and use of this information within lessons, and encourage all individuals delivering activities to reference, use or provide access to this information. Teaching staff would build it in to lessons and where they or the Careers Leader had employers coming in, they would be encouraged to reference it.

In colleges, CLMI was an inherent part of vocational courses but staff delivering A levels in academic subjects had become more proficient at incorporating it by 2018, and in 2019 all the subject teaching staff that took part in focus groups mentioned that it was referenced during teaching. CLMI was weaved through the group tutorials as well as present in individual activities. In addition to this CLMI was used in letters home to parents, guest speaker talks and open day talks.

One major development in the pilot phase, which continued to develop through 2018 and 2019, was the use of education providers' websites to disseminate information. One education provider in 2017, for example, was working with a website developer to signpost parents and pupils to CLMI. The website included a range of infographics and CLMI videos from local businesses and careers insight videos from the BBC. Other education providers had reviewed the links on their websites to make sure that they were comprehensive. This included links to providers which offered free resources such as UCAS and iCould (a free online resource which provides access to thousands of career stories and other career related information), as well as links to paid for services. It was notable that online information was beginning to replace hard copies although many education providers had a small provision of local prospectuses in their libraries. This use of digital resources continued to grow over 2018 and 2019. In 2019 one college provider had evaluated the use of the LMI widget on their website and found that it was being accessed frequently. Feedback from learners and their parents/carers during open days confirmed that both

Sidebar 3: Business Safari

Parents of Y9 and Y11 learners were given tours around different businesses located in the community, for example, apprenticeship brokers. This scheme challenged parent's perceptions about the distance their child had to travel for work experience. Previously some parents had felt the distance to travel for the work experience was too far, when, in actuality, there were quick and easy methods of getting to their destination.

learners and their parents/carers were accessing it to make the link between courses and career prospects.

Benchmark 2 requires CLMI to be made available to parents as well as learners, and the self-audit data from 2016, 2017 and 2018 indicated that much progress had been made (from only four education providers fully addressing the criterion in 2015 to fifteen education providers fully addressing the criterion by 2018). However, in several cases between 2016 and 2017, parents/carers did express concern that they did not always feel informed either about their child's careers programme or forthcoming events. Education providers recognised that engaging parents was a challenge, and some were working hard at overcoming this, for example, by providing parent-specific areas on their websites, the provision of CLMI at parents' evenings and parents CLMI bulletins.

The case study visits had limited feedback from parents but in 2018 and 2019, what was obtained, indicated they typically received enough information to feel confident in supporting their children to make career decisions. In 2018 and 2019 there was more overt linkage to CLMI explicitly for parents on websites and several education providers discussed the communication of CLMI out to parents in newsletters. The practice one provider had adopted in 2018 was to build CLMI into learners' work, which was then shown to parents at parents evening. The education provider reported this was effective. Another provider continued to run a business safari mini-bus trip (see Sidebar 3).

ALUMNI

All education providers recognised the importance of involving alumni in delivering career-related information. This did not change over the course of the four years of the evaluation and most expressed a desire to improve this part of their provision all the way through 2018 and 2019. During the pilot phase, engaging alumni was a significant challenge for both schools and colleges because there was a tendency for learners to leave the area and education providers to lose contact with them. However, this had started to change by 2017, and during 2018 and 2019 education providers (both schools and colleges) shared a number of examples of apprentices coming back in to talk to current learners about their apprenticeships, previous learners sharing their complex career histories during talks and

parental alumni being engaged into giving short lunch time talks about their career journeys.

There were different approaches to building alumni networks. The management and coordination of alumni networks within the pilot education providers varied considerably both during the pilot phase and during 2018 and 2019. During the pilot phase (2016-2017) a minority of schools did opt to buy in a service to build alumni networks but they stated in following years that this expense could not be justified and that the resources were better distributed in other areas. In other providers, teaching staff were maintaining their own contacts with alumni. However, this introduced a lack of consistency across subjects as it was noted that some staff were more enthusiastic about this activity than others. Some education providers in 2017 had started to tackle the issue of coordinating an alumni network. By 2018 and 2019 providers had typically developed a system which was managed centrally. The extent to which the alumni networks developed did still vary significantly however, with a handful of schools managing this more effectively than the others.

The development of alumni networks was achieved through a variety of methods including the annual destination gathering activities schools and colleges are obliged to conduct, and the use of social media to form groups or track down alumni from previous years. Some education providers had been approached by alumni who offered their support and other education providers utilised ex-learners to work as role models. A key factor in the development of alumni networks for schools was the growth of a 'careers culture' over the course of the evaluation which engaged both staff and learners into the importance of careers. This careers culture was characterised by the Careers Leader and careers programme having a higher profile, all staff knowing more about careers, being confident in talking about careers and having a stronger sense of all staff being 'careers teachers'. This led to learners having many more career conversations with staff and their peers - careers became part and parcel of everyday school life and something that they wanted to share with younger learners when they left. This is evidenced by alumni starting to contact their schools and colleges and expressing a desire to support activities (see below).

Alumni worked with education providers in diverse ways. One popular approach was to use displays and posters to provide information about alumni career paths (in one education

provider, the website contains information about the career paths of alumni). Every education provider used displays and posters although in colleges this was subject-specific and not necessarily uniform across all subjects. Alumni were invited to speak at careers events and in one provider some parents of alumni had been engaged into a lunchtime career club series of talks on their career paths.

STAFF TRAINING AND EXPERTISE

There was a recognition during the pilot phase (2015-2017) from all the participating schools that teaching staff were under-confident when it came to the provision of CLMI and this was particularly the case for school teaching staff when asked about technical and vocational routes. However, education providers recognised the importance of teaching staff having access to this. To address this issue, education providers adopted several approaches:

- Encouraging staff to engage with employers during careers events
- Using Job Centre Plus staff to provide training for teachers
- Providing new staff with induction sessions on CLMI
- Staff attending specific training events to update their knowledge, for example, those provided by the NHS
- Providing teachers with weekly LMI bulletins during staff briefings

Consequently, by 2018, and through to 2019, teaching staff were significantly more confident about accessing, understanding and using CLMI in lessons and to answer learner queries.

“Now we can use [digital package] to research the labour market for jobs in a particular sector before we start on a unit of work. It’s really easy to use.” (Geography teacher, 11-18 education provider, 2018)

LEARNERS’ RECORDS

There was significant variety in the systems used for creating individual records. Colleges each had their own systems for individual learner records but, early in the pilot, the extent to which careers activities and learning was built into them was not uniform. However, by 2019 all colleges had made significant progress with the development of systems that were

easily accessible and allowed learners to view and use their records to journal activities and learning. In many schools (where resources permitted) there was a clear shift over time to the use of digital packages. Some of these packages were bought by the school to support all eight Benchmarks and so facilitated aspects such as CLMI, recording of all activities and encounters, action planning, evaluation and destination data gathering. Other schools continued to use careers diaries or journals (predominantly online) where learners would log encounters and could use them to reflect and plan and the use of these over online commercial packages was simply a question of financial resource.

Regardless of the system used, learners were able to access these records and update them as required. Access was given during form time or PHSE (Personal, Health, Social and Economic Education) and was encouraged after participation in an activity. The key change over the course of the evaluation was the recognition by Careers Leaders that learners did need space and time to engage effectively with these records and that reflection on what they had learned from activities was important in helping them to move their career learning forwards.

LEARNERS' VIEWS

During the pilot phase, the young people who participated in the focus groups had already started to note that they felt adequately supplied with relevant careers information and it was provided in a variety of formats and at various stages of education. The results of the SCRI from 2017 indicated that 62.8% of participants had accessed information about work and careers (i.e. CLMI) and were more likely to have accessed information about universities than in 2016. During this time, learners were able to provide examples of the information they had received about a range of educational and employment options including vocational, technical and academic pathways. Learners were able to describe apprenticeship options and spoke of events and visits which provided information about these options. Learners were unable to provide examples of information around self-employment, however, messages about self-employment were often embedded within innovation and enterprise activities and were not necessarily overt.

BARRIERS AND ENABLERS

The key enablers described by education providers were the range of freely available CLMI bulletins and updates provided by a range of sources. For those providers using a commercial package, a key enabler was having access to CLMI through this which meant all staff could easily access and use it in form time or lessons. Recognising that CLMI can be drip-fed through presentations, lessons, special events and encounters meant that learners had more regular access to this information. Careers Leaders who took the time to simplify the information they captured and share it with teaching staff, parents/carers and learners facilitated the understanding and use of CLMI.

Barriers revolved around developing a system of learners' records that could be accessed by learners, staff and parents/carers. This was overcome in some providers with the purchase of commercial packages. Education providers also described the difficulties of setting up an alumni programme, but this process was facilitated as time progressed and recent leavers engaged more.

BENCHMARK 3: ADDRESSING THE NEEDS OF EVERY PUPIL

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.

Seven criteria are assessed in self-audit tools used in the evaluation:

1. The school or college careers programme actively seeks to raise its students' aspirations.
2. The school or colleges careers programme actively seeks to challenge stereotypical thinking.
3. The school or college keep systematic records of the individual advice given to each learner and subsequent agreed actions.
4. These records are shared with parents/carers.
5. Learners have access to these records whenever they need them.
6. Learners use these records to support their career development.
7. The school or college collects and maintains accurate data for each learner on their education, training, or employment destinations for at least three years after they leave school.

Baseline assessments of Benchmark 3 activity (see Figure 21) revealed that the criterion fully achieved by most providers was the keeping of records of advice given to each learner (eleven providers). Interestingly only nine providers gave learners access to these records when they needed them, only five providers felt their learners were fully able to use the records to support the career development and these records were only shared with parents/carers in two providers (although four did state they were partially achieving this). Eight education providers felt they were fully delivering careers programmes which raised aspirations and challenged stereotypes (with seven providers each believing they were partially achieving this). Finally, maintaining destination data on learner destinations for

three years was only fully achieved by two education providers – although nine felt they were partially achieving it, five acknowledged they were not achieving this at all.

Figure 21 Number of education providers meeting Benchmark 3 criteria in 2015 (baseline)

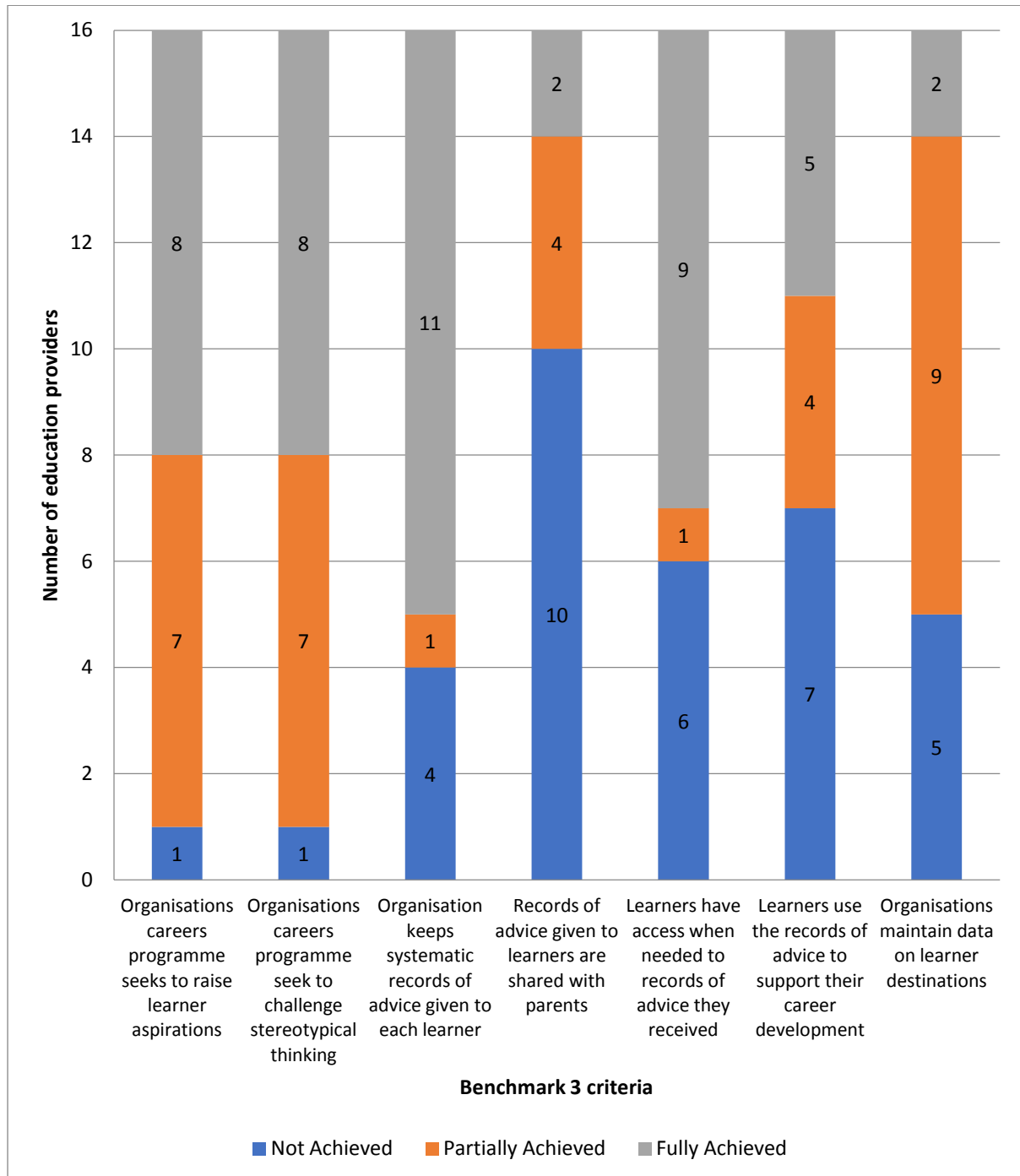
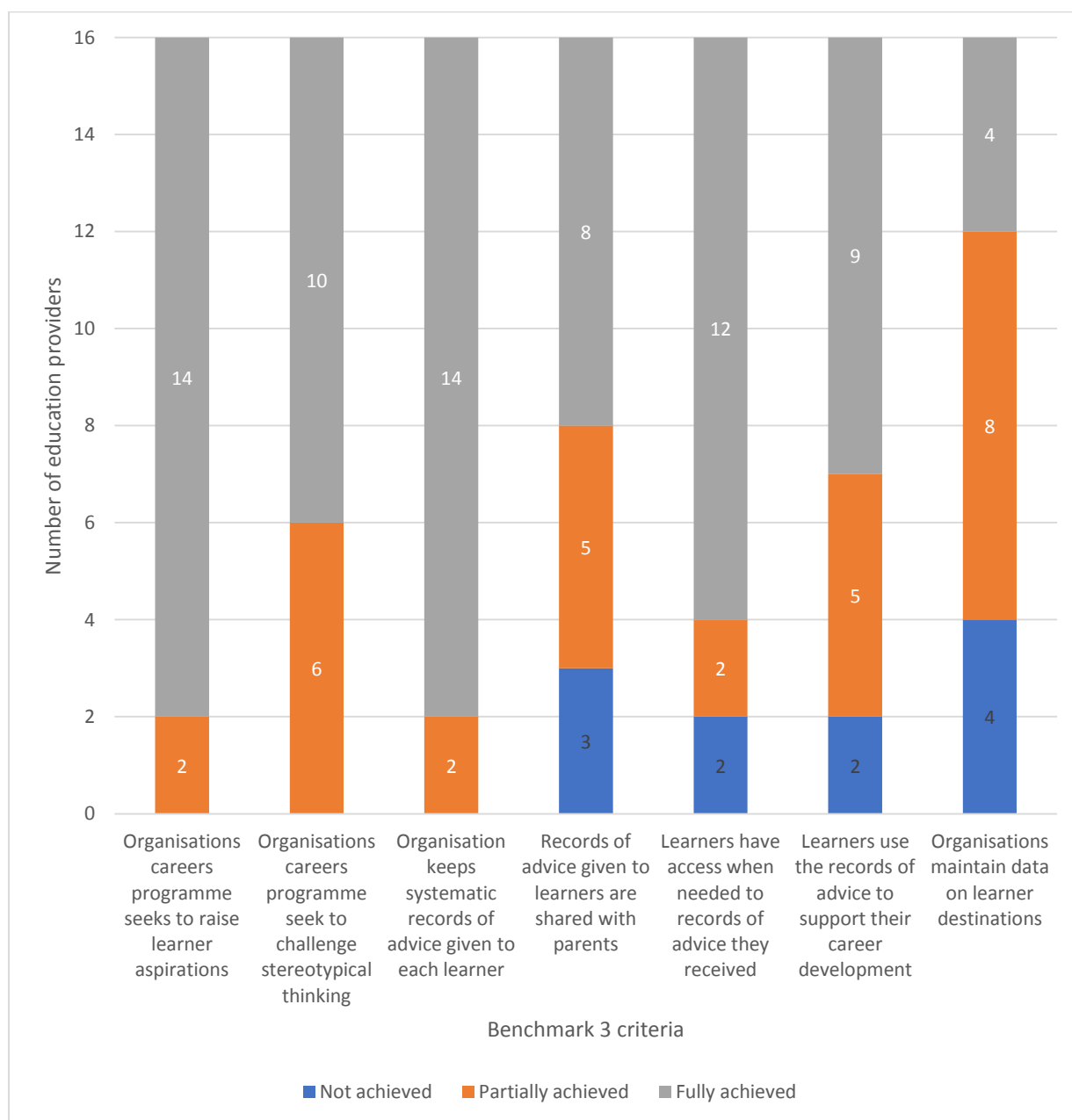


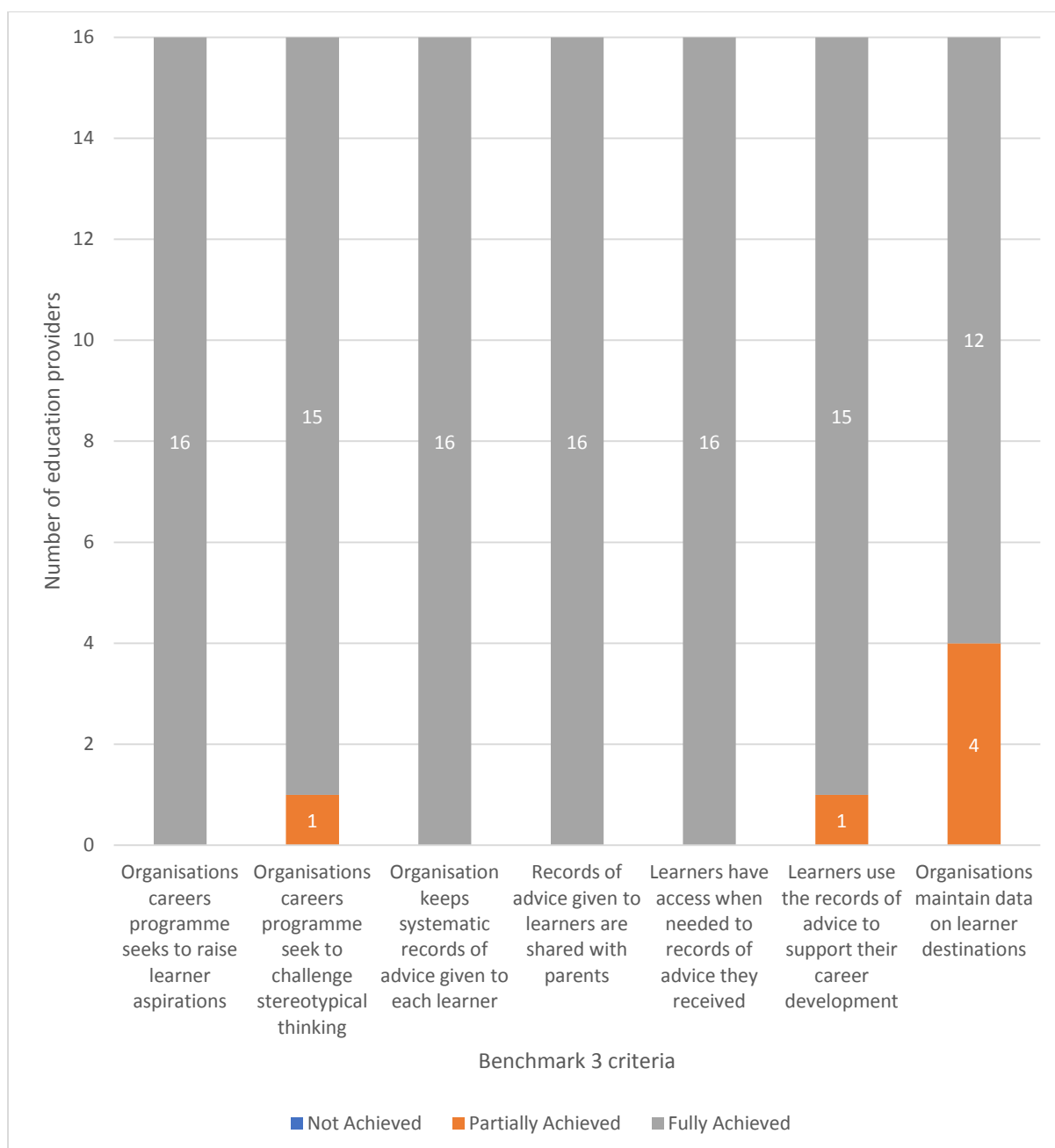
Figure 22 Number of education providers achieving Benchmark 3 criteria in 2016



By the end of the first year of the pilot (2016), each criterion was being fully achieved by more education providers than at baseline in 2015 (see Figure 22). The criteria which remained most challenging was the maintenance of destination data for learners for three years – this was the case in both schools and colleges.

At the end of the two-year pilot phase in 2017 there was another significant improvement in education providers fully achieving Benchmark 3 criteria (See Figure 23).

Figure 23 Number of education providers achieving Benchmark 3 criteria in 2017



As shown in Figure 23, all education providers in 2017 were fully achieving four of the seven criteria. In the following year (2018), all Benchmark 3 criteria were being fully achieved by all education providers except that which pertained to the maintenance of destination data of learners where four education providers (two colleges and two schools) were not able to maintain this data for all three years. By the end of the evaluation in 2019, the maintenance of destination data for three years was still the most problematic element. All education providers, whether they had fully or partially achieved this criterion, were clear that it was one of the most challenging aspects of all the Benchmarks. Not only did they query the need for education providers to maintain destinations for three years, but they also

acknowledged that it required significant resources to deliver which they felt were better directed towards other elements of a careers programme.

CASE STUDY VISITS – FINDINGS RELATED TO BENCHMARK 3

ADDRESSING THE NEEDS OF EVERY PUPIL: IDENTIFICATION AND TARGETING

The underpinning principle of Benchmark 3 is the identification and targeting of individual career development which is particularly important for groups of learners who may need additional or different support. This process requires the accurate and effective use of recording systems and the metrics which they produce to identify, monitor, and review student progress. This is a resource-intensive activity and requires a coordinated approach. Several education providers noted that the digital packages they had purchased were highly effective in facilitating this.

There were different approaches for identifying learners who required additional support. During the pilot (2015-2017), schools used performance and attendance data to identify groups of learners who might need additional support. Data on those receiving Pupil Premium and those with Education, Health and Care Plans (EHCPs) were also important sources of information. Many of these groups received ongoing mentoring and support for all aspects of their education. Later, as the Careers Leader built relationships with other school staff, Special Educational Needs Coordinators (SENCOs) and those individuals who led on pastoral care, these individuals became important allies in identifying and monitoring. Other systems discussed by education providers by the end of the pilot included an IAG (Information, Advice and Guidance) tracker built into the PHSE programme and a Pupil Engagement Coordinator tracker. Through the course of the evaluation every education provider had evolved a process for monitoring aspirations and intended destinations, ensuring that every learner had a plan. This began in Year 7 in schools and from the start of courses in colleges.

Education providers' targeted activity was aimed at the same groups of learners:

- young people with SEND

- vulnerable learners (typically identified as those receiving Pupil Premium and/or those eligible for Free School Meals)
- looked after learners
- those learners who have no career aspirations (at risk of becoming NEET)
- gifted and talented learners

A number of the school education providers had high numbers of learners on Pupil Premium, Free School Meals, looked after learners and/or who qualified for access to National Collaborative Outreach Programme (NCOP) activities (relevant in 2017 -2019 only as the programme was not launched until 2017); NCOP is a programme that aims to reduce the gap in higher education participation between the most and least represented groups in target areas where there are low levels of young participation. By the end of the pilot phase, Careers Leaders had developed effective mechanisms for monitoring these learners and noted that although they were typically caught to a great extent by the overarching careers programmes in place, it was important to have systems and processes for monitoring and identifying when and how they needed additional or targeted support. The only change from the end of the pilot to 2018 and 2019 were refinements in processes to ensure no learner was missed and the provision of additional support for transitioning by some education providers. For example, one school in 2019 had acknowledged that often these learners needed extra support when transitioning. To facilitate this, the Careers Leader had identified link individuals at destination colleges and would ensure that these learners were accompanied by a school staff member to their first visit and were met by the link college staff. This relationship building between schools and colleges was important for helping to ensure that the learners achieved sustained destinations.

All school education providers stated that there was differentiation of career guidance for different groups of learners and this became significantly more apparent over time. In 2018, Careers Leaders talked about feeling confident in the breadth of encounters they offered and had started to target smaller groups of learners for encounters that provided more depth in areas they had expressed interest in. By 2019 every school and college Careers Leader, as well as teaching staff, was able to describe multiple examples of how small

groups or even individual learners had been targeted for relevant activities (e.g. with employers or schemes such as the NHS, Caterpillar and Nissan), encounters with industry and employers, and university/college visits. For example, one college Careers Leader talked about learners in a campus who were doing land-based courses and she had arranged for a visit to a university, some distance away, that offered relevant courses. Several schools had also developed niche clubs such as a Robotics Club. This ability to tailor, personalise and target individuals was made possible by strong monitoring and tracking systems and by strong communication between the Careers Leader, other staff (form tutors, heads of year, teaching staff, pastoral care staff and SENCOs) and learners themselves. This communication was often formal through feedback systems in the evaluation of activities but often occurred informally in conversations between staff and learners. A key enabler here was that staff and learners were familiar with the Careers Leader and the Careers Leader actively encouraged feedback as well as soliciting ideas for improvements.

College education providers reported that meeting Benchmark 3 was more difficult than school education providers did, even though college education providers typically had more effective information management systems in place than school education providers, at least at the start of the pilot. During the pilot phase, college education providers indicated they had struggled to target specific groups more effectively compared to school education providers, although this was not evident by 2019.

Education providers had different mechanisms for supporting individual learners and these had seen development since the beginning of the pilot. By 2018 and 2019 these mechanisms were sophisticated and effective, with specific individuals having clear responsibilities for providing support (in both schools and colleges). In colleges, progression coaches (also referred to as personal tutors and development coaches), often further supported by learning mentors, took up this role. In several schools there was also evidence of learning mentor roles being developed to support individuals, whilst in other schools this role fell to individual tutors. Some education providers' approaches (evident in smaller schools and the smallest college) were highly differentiated to the extent that some learners received home visits from pastoral staff or mentors.

Targeted support for more vulnerable learners took several forms: special events, targeted personal career guidance and partnership working with support organisations.

Special events and programmes

Special events and programmes varied in nature depending on which learners were identified as having additional or different needs. In one school, for example, there had been recognition that younger male learners were performing lower than expected and were becoming disengaged. These learners were taken out of school to a local engineering firm and given the opportunity to engage in several work-related activities. The colleges were all offering special vocational courses for learners aged 14-16 for a specific amount of time per week (e.g. one morning per week), which learners who were struggling were directed towards. In one college, for example, they offered provision to 14 and 15-year-old learners through their Engage (pre-16) school referral service run by the Transitional Development Team. The service provided bespoke provision to help young people who were unable to remain in school. It provided intensive support on behaviour, responsibility, and social and emotional skills. Several of the schools in the pilot noted some of their learners were taking advantage of this. A key aspect of these programmes appears to be the engagement with the world of work.

Personal career guidance

In every school and college those learners with perceived greater need would be targeted for receiving a personal guidance interview early in Year 11 or at the start of their college programme. Models of personal guidance are discussed in detail under Benchmark 8.

Partnership working

Meeting the identified career guidance needs of some learners required a system of referral which could be to internal *or* external specialists. Education providers engaged with a wide range of external organisations including:

- The local Connexions service (two school education providers)
- Durham Works (a European Union funded organisation who support 16-24 year old NEETs into training and employment) (two school education providers)

- Durham County Council's Improving Progression Team (all Durham based education providers)
- Child and adolescent mental health services (CAMHS) (all schools and colleges)

In some instances, members of these groups met together, coordinated by the Local Authority (LA), to discuss how to meet the needs of learners.

The schools and colleges were located across different LAs and so the resources available to them varied, but schools had developed links with a variety of post-16 training and education providers to ensure destinations for their learners, often drawing on help from specialist support agencies to reduce the risk of the learner becoming NEET.

SEND

Those with SEND can have their specific learning needs identified at various points through their education and the support they are afforded corresponds to whether they have an Education and Health Care Plan (EHCP; delivered through the LA) or require SEND support (there is no multiagency EHC plan but instead a process of assess, plan, do and review performed by the school). Those learners with EHCPs have career guidance built into their annual review to support progression, and parents/carers are invited to these. The support for other learners with SEND can be more variable. Colleges noted that by the end of the pilot they worked closely with schools and the LA to ensure that they were aware of, and were able to meet, the needs of young people with EHCPs who were transitioning to their organisation at 16 or 18. Other differentiated support for this group of learners included:

- Additional support from teaching assistants in careers lessons.
- Additional support with work experience
- A specific careers event in South Tyneside for learners with SEND
- Additional support for learners transitioning from college into employment and in some instances providing supported internships for some learners.

However, one school noted in 2016 that at times it was difficult to differentiate careers lessons to make them accessible to all learners as the materials they were using were not accessible for all and they needed to do more work to ensure that appropriate resources

were made available. Nonetheless, by the end of the pilot in 2017 two schools had noted that their participation in the pilot had encouraged them to review the support which they provided to young people with SEND and as a result, career guidance was now more inclusive.

“We raise aspirations not just for working life but in all aspects of life!” (School governor, 2017)

Some schools noted that visits to college and encounters with members of the business community provided opportunities for learners with SEND to develop independence and employability skills. There had been development from 2017 in both schools and colleges in working with employers to provide encounters and work-related experiences for young people with SEND and this reflected the increased offering of Supported Internships by the majority of FE colleges in England since 2017. This has begun to break down stereotypical thinking about working with these young people and employers were being supported to provide work experience for them. In one provider, learners with SEND had specialist career days tailored to include provision for their specific requirements, and all had additional meetings with the careers advisor. In some cases where learners had particular support requirements, additional resources were brought in from the LA.

Colleges reported having careers advisers who were specially trained in working with young people with SEND as well as dedicated SEND programmes for learners on specific courses. These included encounters with employers, and learners on supported internships were able to spend time learning in the workplace, with the support of job coaches. Level 3 learners in colleges were able to work with learning mentors who provided additional support around work readiness skills.

VULNERABLE LEARNERS

All schools were targeting career guidance for those learners receiving Pupil Premium from 2016. The key changes over time were (1) closer monitoring of career development and (2) even more tailoring of activities and encounters within this group of learners. For example, learners' specific interests would be recorded and used to identify additional encounters in particular sectors. Vulnerable learners were supported with a range of teaching and learning activities, and careers work formed part of the overall support. One member of staff in one school explained the importance of these activities in addressing issues of social equity and justice. Learners without support at home did not automatically understand their options and there were few family role models for this group. Vulnerable learners were regularly the subject of internal referrals to learning mentors. Some sixth forms provided bursaries for learners receiving Pupil Premium.

Sidebar 4: The Academy at Shotton Hall

The Careers Leader consciously targets more vulnerable learners for enrichment activities and supports their ability to engage with these by providing transport. Learners who are looked after, have SEND, Pupil Premium or without a clear transition or career plan are prioritised for personal guidance and will have multiple sessions strategically placed throughout Years 10 and 11.

The school uses support from a not-for-profit organisation called Groundwork who deliver initiatives that inspire people to think differently about their futures.

The Careers Leader has put strong wraparound care into place for looked after learners and learners with SEND, identifying a point of contact at the learning or work destination organisation, meeting staff before transition points and running a Keep In Touch Programme.

In colleges, young carers and looked after learners were provided with case workers and intensive support programmes which include a regular programme of workshops and activities that meet their personal needs, remove barriers and raise aspirations. One college noted they also worked with external organisations such as the NNCEL (National Network for the Education of Care Leavers) to provide additional support for particular groups of learners such as care leavers who were considering progression to HE. Another college delivered a LEAP (Learn, Explore, Achieve, Progress) programme to post-16 learners which encouraged them to move back into education to develop the skills they might need to progress to FE, an apprenticeship or employment. This college also worked with an organisation called Durham Works, which specialized in working with young people at risk of becoming NEET.

GIFTED AND TALENTED

Gifted and talented learners (a term introduced by the DfE in the late 1990's to describe children who were attaining at a high level at school) were targeted in most schools, and there were two main approaches to this. Some schools used progression managers or other roles responsible for raising aspirations (e.g. HE Champions). It was noted in 2018 and 2019 that several pilot schools who had high proportions of eligible learners had been able to take advantage of NCOP funding to create an HE Champion role. Individuals in these roles developed the opportunity for encounters with a broader range of universities including Oxbridge and Russell Group institutes, and provided information regarding finance, courses, applications, accommodation and life at university (either directly or via NCOP teams who would deliver these sessions). The second approach was through programmes such as The Brilliant Club (a charity which seeks to increase the number of learners from underrepresented backgrounds progressing to highly selective universities). The provision of role models and mentoring programmes which form the core of The Brilliant Club are deemed important by widening participation practitioners for this group of learners to support their transitions and evaluations indicate these interventions are effective. The Brilliant Club was used by three different education providers and in some schools, this was funded through NCOP.

CHALLENGING STEREOTYPICAL THINKING

In all education providers challenging stereotypical thinking included tackling gender stereotypes. At the start of the pilot there was a strong focus on challenging female gender stereotypes. This was systematically tackled by all education providers through STEM events/speakers/activities which promoted women in these subjects and careers. Nissan for example delivered a 'girls in manufacturing' event which was attended by several education providers throughout the pilot and evaluation. Similarly, education providers also discussed a 'girls in STEM' activity delivered by Accenture. An interesting point raised by one Careers Leader from a school in 2016 was that:

"We are in danger of stereotyping the stereotyping work we do"

By this they meant that whilst there was a strong focus on promoting STEM careers to girls, there was little in the way of promoting careers in the Arts and caring professions such as nursing to boys. By 2017, there was much stronger evidence that education providers were aware of this and had started to challenge the perception that caring professions, for instance, were not for males. For example, in 2017 one provider stated they explicitly looked for female speakers for STEM events and male speakers for Arts and carer career events to address stereotypical thinking around these careers. This was reiterated in following years and the number of education providers doing so also increased. Examples included:

- One education provider (an 11-16 school) conducted several visits to local FE providers where learners were able to explore and try out different subjects. Girls were encouraged to explore STEM subjects and boys were encouraged to explore the arts.
- One education provider took female learners to the National Women's Conference and had been to Durham and Newcastle Universities. Two girls in this education provider had received scholarships to Durham School for Girls which had already given them access to careers fairs involving encounters with surgeons, dentists, barristers, and solicitors. This served to raise aspirations, challenge stereotypes, and build cultural capital.
- Teaching staff in one education provider described examples of how they tackled gender stereotyping in lessons, for example the ICT (Information and

Communications Technology) lead in one school discussed being challenged by Year 9 girls about careers in IT and used it as an opportunity to talk about the wide range of different opportunities available and the women who worked in them.

RECORDS: MAINTAINING, ACCESSING AND SHARING

Education providers originally found these criteria of Benchmark 3 challenging for several reasons. Firstly, they had to make decisions about what systems to use and secondly, they had to find the staff resource and commitment required to maintain accurate data. At the end of the first year of the pilot it was noted that whilst all education providers had a range of monitoring and tracking processes already, particularly in relation to learners with special educational needs and disabilities, these were not always easily adapted to careers. This resulted in a working group specifically aimed at developing an effective tracking mechanism and some providers had made some progress. However, other education providers expressed concerns that the resource required to track learners was disproportionate to the impact that it might have on programme delivery. This attitude did change over time, however. Despite the time and energy required in some education providers to monitor attendance in careers events/activities and learner career readiness (via plans and intended destinations), education providers did recognise that this not only allowed them to benchmark themselves but it also allowed parents/carers to see what was happening.

“Before Gatsby we did not have much of a careers programme, so it has been a great way to monitor and track the progress of the pupils. So, if employers or universities or any other external agencies come into assemblies, we track which pupils have attended those and then that information is available for parents to see as well” . (Careers Leader, 2017)

Some education providers opted to purchase commercial digital packages and by 2019 two colleges and six schools had done so. Where this had happened the education providers all reported immediate improvements in monitoring and, in some cases, evaluation. In addition to this, these systems allowed learners to create their own records which they could then access whenever they needed to. These systems allow the Careers Leader to oversee learners’ progress and extract data regarding attendance at activities as well as progress

with career development. One provider, for example, described how they were able to monitor and measure career readiness throughout Years 7 to 11 using the package. Data about career action plans and career profiles from the package could be extracted and used to identify those learners who did not have those next step ideas. When these learners started Year 10 they were then the first learners to receive personal guidance interviews. For Year 10 and 11 learners, regular feedback was gathered so the school could monitor what the landscape of intended destinations looked like. This was done three times through the year - in November, in February and towards the end of the year. This ensured that every learner had a plan in place. This school recorded 0% NEETs in 2018 and 2019.

Other education providers directed resources elsewhere and made use of spreadsheets, which were maintained and used to monitor the number of specialist careers interventions each learner had received (e.g. interviews, employer engagement activities, visits, and events). In these education providers, staff continued during the pilot and through to 2019 to note the difficulties in collating information from different lists for a variety of events into a cohesive and accurate system. Furthermore, these systems did not link to the records which learners keep of their own career development. One provider had established an online form which was completed through Google and collated information about learners' career-related activities.

DESTINATIONS

This was reliably the most challenging aspect of Benchmark 3 across the whole evaluation, particularly for colleges (because of their size) and some education providers acknowledged that they would always struggle with it. A very small minority of education providers financed the commissioning of an external service for this but typically they handled the collection of this data themselves with limited support for some from the LA. The activity of identifying, locating, contacting, collecting, and recording the data consumed a significant amount of time for staff. In some cases, colleges cited GDPR as a reason why they could not share their data with schools. Some providers who had developed alumni networks found this facilitated the process.

BARRIERS AND ENABLERS

The key enablers for achieving Benchmark 3 were having a comprehensive and accessible monitoring and tracking system which allowed all staff who might be involved in working with career guidance and special groups of learners to input and identify those in need. This Benchmark was achieved more easily when the Careers Leader worked well with other key members of staff such as SENCOs and those with responsibility for raising aspirations, learner development or specific groups of learners. Another key enabler was being able to access specialist support within the LA which could be used to support those learners at risk of becoming NEET and to track destinations. Again, commercial packages which work at individual learner level and provide monitoring and tracking facilities for the Careers Leader were an enabler.

The key barriers for fully achieving Benchmark 3 were reductions in funding for some LA services, GDPR which education providers stated prevented the sharing of some information, and, most notably, the time and resource required by staff to collect three years of destination data.

BENCHMARK 4: LINKING CURRICULUM TO CAREERS

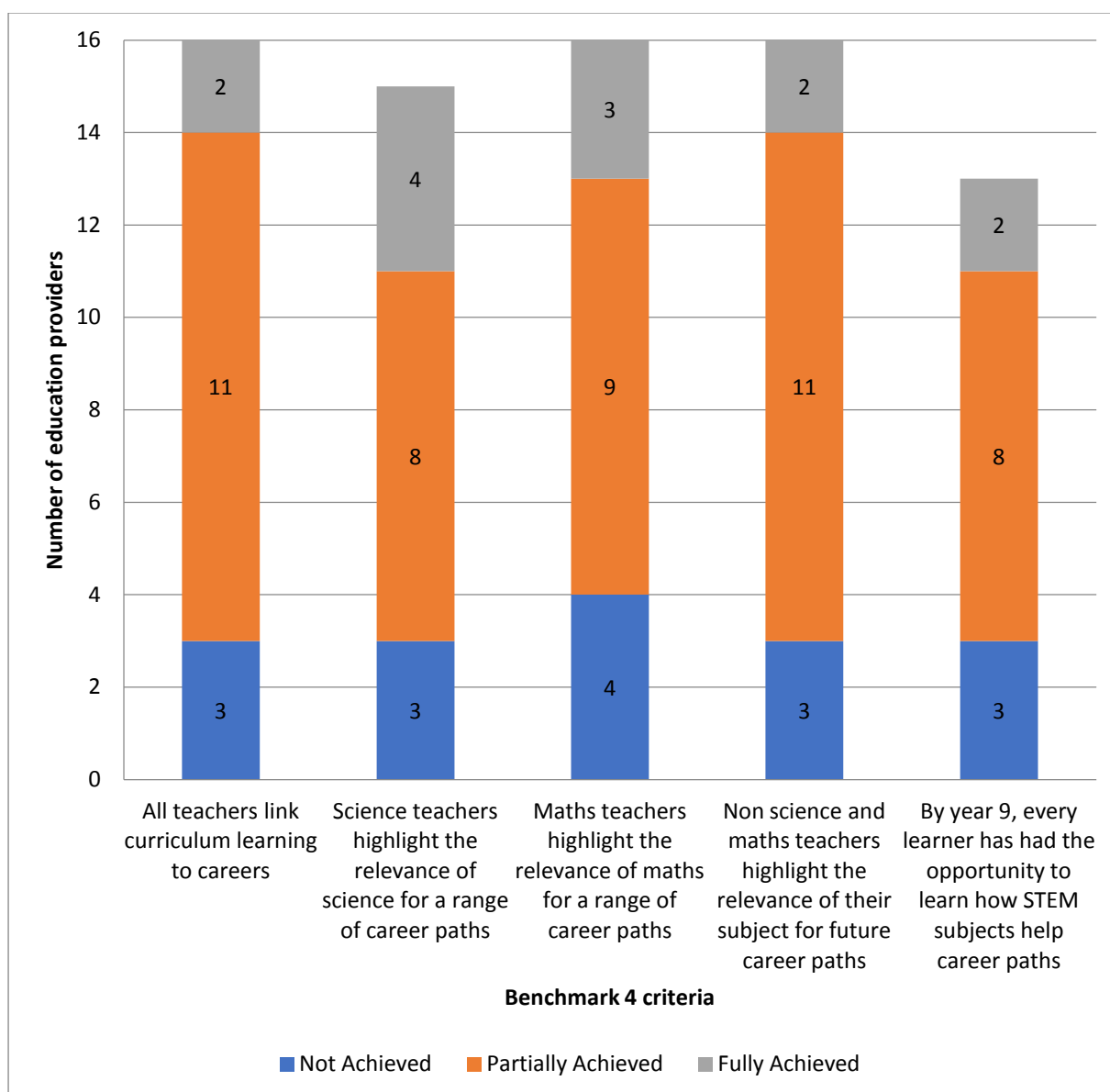
All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths (NB this Benchmark is no longer just focussed on STEM but includes all subjects within the curriculum)

Five criteria are assessed in the self-audit tool used in the evaluation:

1. All teachers link curriculum learning with careers; subject teachers highlight careers education within their subject.
2. Science subject teachers highlight the relevance of science for a wide range of future career paths.
3. Maths subject teachers highlight the relevance of science for a wide range of future career paths.
4. Non-science and maths subject teachers highlight the relevance of their subject for a wide range of future career paths.
5. By the end of Year 9, every learner should have had the same opportunity to learn how different STEM subjects help people to gain entry to a wide range of careers.

At baseline in 2015, education provider self-audits indicated that this Benchmark was challenging and fully achieved by only two providers (see Figure 24, NB – criteria 5 is not applicable to colleges who do not have Year 9 learners and criteria 2 was not applicable to one college which did not teach science subjects). Each criterion was only achieved by two to four providers – the criterion most fully achieved was the highlighting of the relevance of science for different careers by teaching staff. Typically, the two large colleges were better able to partially and fully achieve each of the criteria than the school providers.

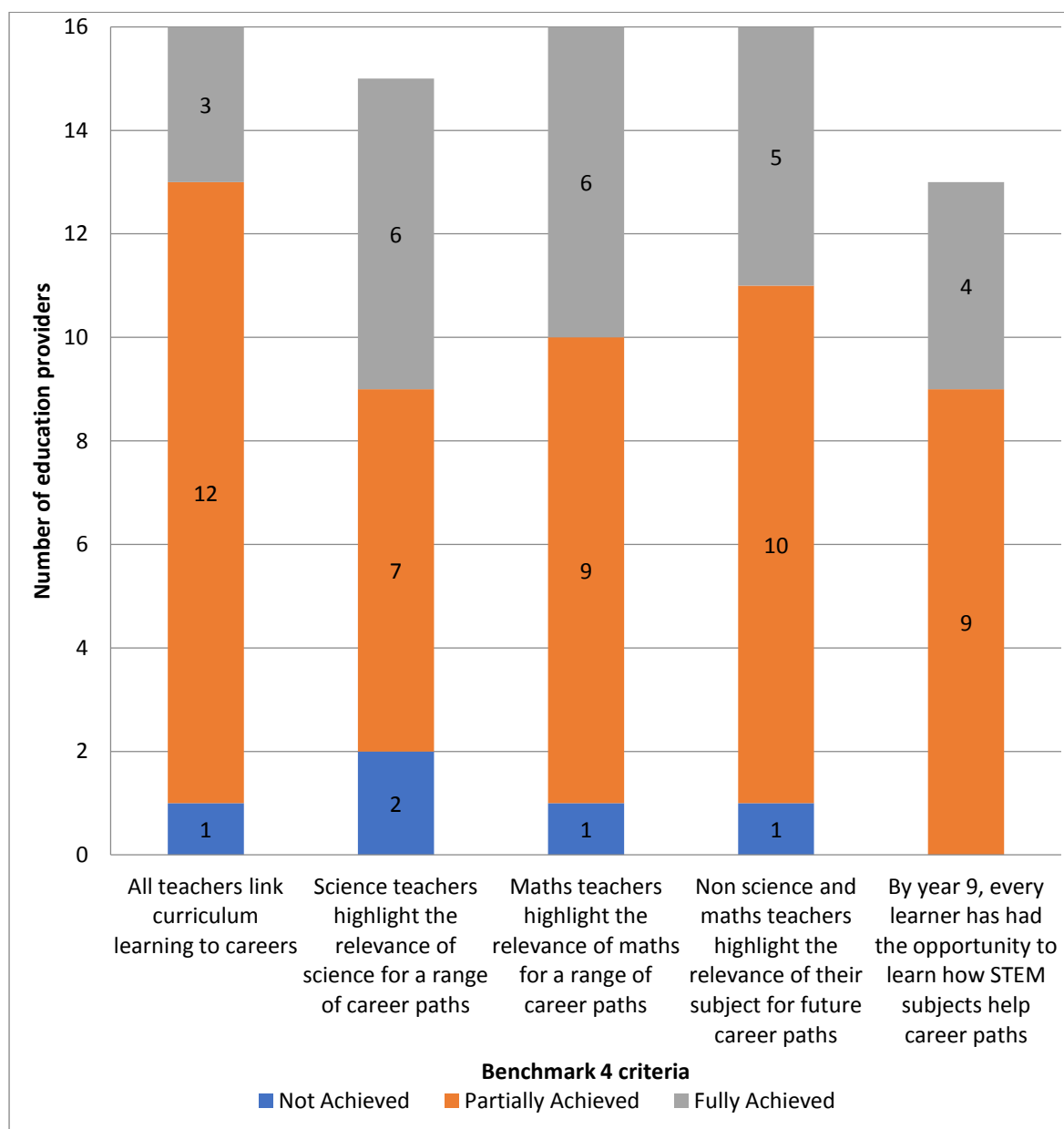
Figure 24 Number of education providers achieving Benchmark 4 criteria in 2015 (baseline)



*Criteria 5 is not applicable to college providers nor to one school which teaches learners from Year 9. The total number of respondents for this criterion is therefore reduced.

By the end of the first year of the pilot in 2016, education providers had made some progress with each of the five criteria of Benchmark 4 (see Figure 25).

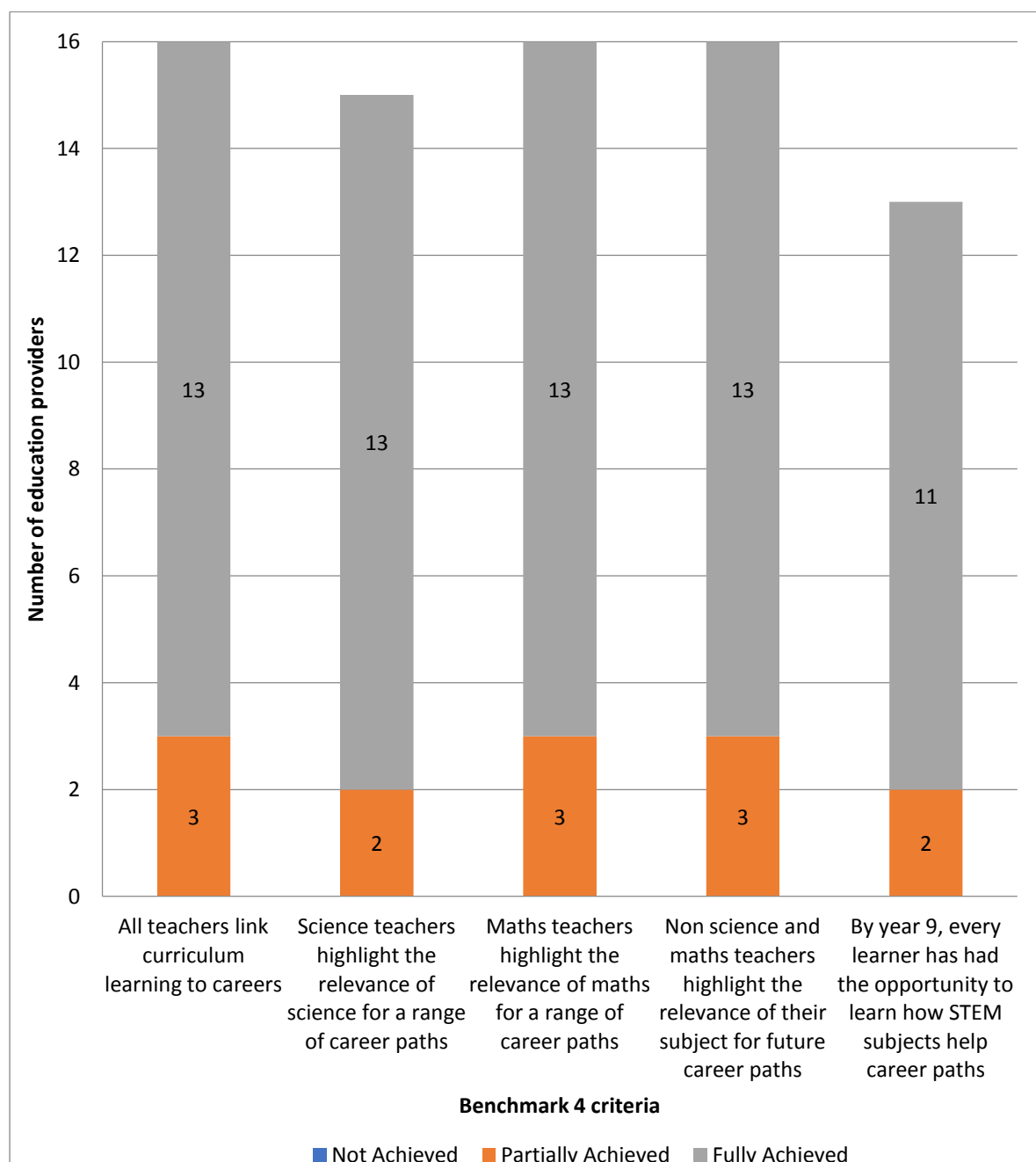
Figure 25 Number of education providers achieving Benchmark 4 criteria in 2016



**Criteria 5 is not applicable to college providers nor to one school which teaches learners from Year 9. The total number of respondents for this criterion is therefore reduced.

As with the other Benchmarks, self-audits from 2017 revealed that all providers had made significant progress (see Figure 26). In 2018, thirteen education providers were fully achieving Benchmark 4 (three schools were partially achieving it). In 2019 there was a reduction in the number of schools reporting they had fully achieved this Benchmark with eleven stating this was the case and five reporting they had partially achieved it. Again, the criterion not being fully achieved was all teachers link curriculum learning to careers.

Figure 26 Number of education providers achieving Benchmark 4 criteria in 2017



**Criteria 5 is not applicable to college providers nor to one school which teaches learners from Year 9. The total number of respondents for this criterion is therefore reduced.

CASE STUDY VISITS - FINDINGS RELEVANT TO BENCHMARK 3

A key change in the delivery of career guidance and the curriculum was the introduction of careers lessons from earlier in Key Stage 3 - Year 8. Previously this had begun later in KS3

(Year 9). All schools had given careers a more explicit profile within the curriculum by 2017. Career guidance had traditionally formed part of the PHSE (Personal, Health, Social and Economic education) subject and this was certainly the case across schools in the pilot, but the careers element had become more prominent by 2017. The ways in which schools timetabled PHSE did vary, although a typical model was that all year groups had a timetabled lesson every fortnight. In addition to PHSE, form time was also used to engage with career guidance activities. In one school, the enterprise lead (a teaching staff member, not an Enterprise Adviser) discussed using a 'careers top trumps' game during this time which helped learners think about what would be important for them in their future careers. The use of PHSE and form time to deliver career guidance was used across all schools and was still used in 2018 and 2019; the only change being the inclusion of this for younger learners.

One final way in which career guidance activities in schools were becoming apparent across the curriculum was the building in of programmes into specific subjects. An excellent example of this was the Information and Communications Technology (ICT) subject in one school offering Year 7 – 9 learners the opportunity, as part of their ICT studies, to work towards the iDEA (Inspiring Digital Enterprise Award for completing a series of mini courses in digital skills). Learners were able to develop a range of digital skills which supported employability and were also afforded the ability to showcase their work with the award. Learners responded very positively to this and made such progress they had become ready for the gold level within a year even though it was not yet available for them to undertake. The practical aspects of this programme and the clear linkage to employment served to engage the learners, in fact for one learner it helped him to become more engaged with school and improved his grades.

Explicit lessons within a wider 'personal development curriculum' framework were supplemented in schools by 'off timetable' or 'drop down' days. These days usually numbered around four across a year and were themed. In one school, for example, there was an enterprise day, a careers day, a health day and a citizenship day. These days could include trips out of school, encounters with employers, competitions/games and practical activities with technical equipment, for example. In addition to these days, schools would take groups of learners out to visit employers, universities and colleges as well as to

participate in large events - The North East Skills event was one that most schools took advantage of, for example. Many schools also offered informal curriculum activities such as clubs and societies (for example a robotics club in one school) and activities such as Duke of Edinburgh's Award or Young Enterprise.

Benchmark 4 is unique in its character because it can only be achieved by whole school buy-in and commitment, and this is reflected in the fact that only four schools and colleges fully achieved it by 2016. The fact that this Benchmark cannot be enacted by the Careers Leader alone and instead requires commitment, engagement and the development of careers knowledge in all teaching staff can be a significant challenge, particularly for schools. Colleges reported finding this Benchmark easier to achieve, primarily because so many courses had strong vocational elements and already incorporated employers and career routes. Focus groups with learners in schools during case study visits indicated that subject tutors were often their first port of call if they had questions about relevant careers however, underlining the importance of engagement by all staff.

Engaging teaching staff in linking the curriculum to careers was reported as being difficult in 2016; some staff were resistant to incorporating careers within the curriculum. This was true for most schools and occasionally by some staff in colleges. Teaching staff reported that they perceived a conflict between their curriculum teaching and the need to incorporate career guidance into their programmes of study, although others, notably STEM teachers, felt that they were able to achieve this without detriment to their subject teaching. Teaching staff in schools who did attempt to build careers into their curriculum reported that this was challenging because there were very few models of how it could be done effectively.

By the end of the first year of the pilot (2016) practice in Benchmark 4 had moved further in colleges than in schools and in STEM subjects than across the rest of the curriculum. Many of the examples of good practice that were given for this Benchmark were focused on STEM, although there were a few examples given that were drawn from other subjects. Promising initiatives included arranging for subject teachers to visit relevant industries (outset days), building links between subject heads and employers, bringing employers into class to deliver or co-deliver lessons, developing careers-specific activities linked to subject specific schemes

of work, identifying ‘careers ambassadors’ from each department and including a careers prompt on planning documents for schemes of work. Colleges reported that where programmes had a vocational focus, staff were often keen to do this.

“As I have been going around, I have been pleasantly surprised at how much careers work is going on. For example, Health and Social Care have generated a long list of guest speakers from industry, including speech therapists, paediatric nurses, health visitors, and early years practitioners”. (Careers Leader, College, 2016).

This Careers Leader also reported that the pilot had helped to focus the college’s activities and to engage subject heads in the careers programme.

At the end of the pilot in 2017, there had also been progress in schools and teaching staff were keen to describe the activities and events they had built in. Some staff felt their subjects lent themselves more readily to linking to careers, for example STEM and vocational subjects. However, this progress was patchy and not uniform across subjects (whilst less problematic in colleges it was still evident to some extent). Interestingly, there was no real pattern to be found in those subjects which had not made progress. Whilst history and languages were mooted as problematic in some schools, in others they were examples of best practice. This suggested that the ability to link curriculum with careers was more dependent on the attitude and approach of the teacher than the subject being taught.

Before the pilot, curriculum time dedicated to discussing careers was often limited to personal development lessons such as PSHE, Citizenship or RE (Religious Education) Whilst this practice was still taking place there appeared by 2017 to have been a move away from this model to one where careers was more embedded in a wider range of subjects.

The Gatsby Benchmarks emphasise the need to link careers to STEM subjects and there were many examples of how organisations were successfully linking science and maths. This often involved the support of external stakeholders such as STEM ambassadors. There had been some imaginative ways of linking maths to careers, for example code breaking, and an exploration of barcodes and their links to the retail sector.

Education providers were starting to recognise the need to draw the links between careers and a much wider range of subjects. This was evident in humanities, for example, where

geography was linked to employability skills and job and sector specific career information such as work in environmental sustainability. In history, subject staff had made links to museums and were working with staff there so that learners could study changes in work roles. In another school, a case study on the development of chemotherapy had engaged some learners with an interest in science careers. Staff had also provided sessions on medieval crime and medicine and the history of industry in the area.

One member of staff noted that young people had very little idea of the broad range of opportunities available in IT and as a result had included information in IT lessons which linked the subject to careers:

“Learners have a misconception of what computer science is. They all think it is about going and making computer games and it is not”. (Year 7 tutor, 2017)

In one school, a fall in the number of learners applying for Arts courses resulted in a project to target boys to address a gender imbalance. They linked Art to the gaming world and looked at the statistics of this type of job. The learners did not realise that much of the gaming industry was based in the UK or that there is a large company involved in this type of work in Newcastle. In another, a drama teacher had noted that her subject was close to being dropped because of low numbers. This prompted her to approach a range of organisations where drama was a key element of the careers within them and she developed encounters and activities across the curriculum. The following years saw the subject become over-subscribed. Whilst teaching staff can struggle to understand why linking their curriculum to careers is necessary, or achievable, it is clear that doing so is quite possible (with Careers Leader support and CPD) and brings increased engagement from learners (this is discussed and evidenced in more detail in later sections).

Language subjects were also starting to build careers learning into the curriculum. One school had used the opportunity of a new bridge across the River Wear to develop a writing project which involved the learners writing a newspaper article or a press release. The school shortlisted these contributions and the selected learners visited the bridge, where council staff talked to the learners about the economic developments in the area. The articles were then published on the school’s website. The student feedback was positive, and this led to the school committing to continuing the activity.

One modern foreign language teacher noted that the biggest challenge was helping the learners to understand the purpose of languages. They had focussed on the fact that being able to use a second language would help young people to access new jobs which were developing in the area. A teacher of French had organised a trip to France and many of the activities included clear links to careers.

In 2018 there was a clear change in the majority of teaching staff attitudes and ability to link curriculum with careers. College education providers noted that the introduction of T Levels had been an aid for them in achieving this Benchmark. For school providers, teaching staff were more aware of the careers policy and there was good practice across a wider range of subjects. Typically, there was no need for the linking of careers to the curriculum to be written in to job descriptions.

All education providers noted multiple avenues of support for teaching staff in 2018 which included external CPD, support from careers leaders and other careers staff and from commercial products. Nonetheless the quality and quantity of curriculum – career links across subjects was still inconsistent in some education providers.

Another issue brought up by eight school education providers (not colleges) was the shortage of time in the curriculum for careers. This was an issue for the achievement of Benchmark 4 but was discussed as a barrier more widely in meeting all Benchmarks by several education providers.

In 2018 there was an improvement in the Careers Leader's ability to monitor and track what different subjects were doing to link the curriculum to careers. Education providers reported increased mechanisms for implementing curriculum links to careers, improved methods of monitoring, and learners reported more recognition of this happening in lessons (although not uniformly, particularly in younger learners who often failed to recall that these links had been made).

Mechanisms for linking the curriculum to careers were many and varied. One popular approach was classroom or departmental displays. These were developed around two themes: relevant skills and subject-relevant career pathways. There were multiple examples of teaching staff making explicit links to skills, particularly in subjects such as English and

where there were strong skill-based programmes across the school (for example in Park View School and St Joseph's Catholic Academy – see sidebar). Career pathways associated with particular subject areas were also routinely highlighted and displayed in posters, particularly in colleges. Often, teaching staff noted that they had had careers outside of teaching and had written about these career paths and attached them to the classroom door to encourage learner conversations. Curriculum and careers linking did not just take part in the classroom though - all education providers noted instances of guest speakers being used, as well as visits out to employers and organisations. There were several examples where linking of curriculum areas to careers extended beyond the regular curriculum and into the informal curriculum. This included the provision of clubs (STEM Club, Computer Club, Railway Club, Robotics Club), volunteering activities and competitions such as the Tenner Challenge, 'Dragon's Den'-style initiatives and the Duke of Edinburgh's Award Scheme.

Monitoring of teaching staffs linkage of the curriculum to careers had become more formalised with lesson plans reviewed by the Careers Leader and schemes of work for the whole year being reviewed by the Careers Leader and SLT. In one provider, the Careers Leader had sight of every lesson plan in every subject to support staff in developing the links (as well as to monitor quality). In another provider, a

Sidebar 5: St Joseph's Catholic Academy

Every subject had posters which displayed a range of careers that used the skills or knowledge developed in that subject.

WHAT COULD YOU DO WITH ENGLISH?

Skill 1 Literacy
Nursery Nurse
Mechanic
Personal Assistant

Skill 2 Information Gathering
Research
Self-Employed
Marketing
Executive

Skill 3 Speaking
Project manager
Retail assistant
Estate Agent
Sales Manager
Bar manager

Skill 4 Analysis and evaluation
Business adviser
Social Media
Manager
Sale Personnel

CAREERS USING LITERACY SKILLS

How do your subject skills link to careers?

www.stjosephs.uk.net

WHAT SKILLS DO YOU NEED FOR DIFFERENT JOB ROLES?

Job Role Community Engagement Manager
SKILLS
Written Communication
Public Speaking
People Skills

Job Role Quantity Surveyor
SKILLS
Numeracy
Negotiation
Conflict Management

Job Role Civil Engineer
SKILLS
Leadership
Numeracy
Problem Solving

Job Role Traffic Manager
SKILLS
Logistics
Organisation
Problem Solving

CAREERS IN CONSTRUCTION AND ENGINEERING

COSTAIN

How do your subject skills link to careers?

member of staff oversaw departmental improvement plans which included the links between careers and curriculum interwoven into schemes of work. This process was less formal in colleges, but colleges did not find this Benchmark as challenging as schools. With respect to tracking, this was overseen by Careers Leaders but in larger providers such as colleges, teaching staff used centralised tracking systems to log all the encounters, experiences, activities and trips.

In the final year of data collection (2019) the decrease in the number of schools fully achieving this Benchmark was the result of two factors. Ofsted ratings had declined in two of the schools and there had been a shift in priorities of teaching staff. In another school a change in Careers Leader with a much more stringent approach to auditing meant that the school was no longer perceived to be fully achieving Benchmark 4. However, the other schools and the colleges described a range of excellent work that was taking place across subjects. As in previous years, displays and posters were popular across all providers and these often now made use of alumni. The quality of the posters by 2019 was exceptional with one school (see Sidebar 5) weaving in subjects, qualification levels and career pathways.

Teaching staff gave other examples of how they addressed the linking of their curriculum to careers. In one school education provider, an ICT Teaching staff member described how they would have an open class discussion about the content of a unit before they began, and topics and skills would be linked to careers. They made use of CLMI and local industries to highlight the relevance for all learners:

“Every unit starts off by talking about different job opportunities within that unit of work. For example, in animation we will talk about famous animators, Disney, jobs that are available in this area to do with animation, we look at websites that have tech jobs on them and how much you can get paid in that sector. We do that for every unit of work at KS3 and KS4. So, animation, office skills, photoshop, coding which is obviously a very big one, web development, I can go on and on. So, it's there and fresh in their minds. We also work with Software City in Sunderland and they're desperately trying to fill apprenticeships. Just so that they know that around this area there are jobs in the sector - you don't have to go further afield to get them.” (ICT Teaching staff, 2019)

During 2019 teaching staff across most schools described how they now used learner questions such as “when will I ever use this?” or “what is the point of knowing this?” as an opening gambit to explain which jobs required that particular knowledge set or skill. One maths curricula teacher in one school, for example, would make use of her own previous career experience to describe how specific elements were used in accounting. This had been taking place for so long in one school that learners had stopped asking these questions because they were much more aware:

“I think we used to get asked that, but I think the kids are more aware now.” (ICT teaching staff, 2019)

In 2019 there were more examples of teaching staff describing the relationships they had made with employers and organisations and how these were used to make explicit links between the curriculum and careers. For example, one school described how the Environment Agency had worked with a geography teacher to illustrate how a specific module would be applied in their organisation. In one college the subject head described how their subject included demonstrations of technical equipment by universities, trips out to university departments, visits to workplaces, alumni talks and mentoring. The mentoring and ability to work with technical equipment provided learners with significant advantages with respect to the confidence and skills required to progress in that sector.

A significant step forward that was noted in one college and one school was the involvement of businesses in the designing of subject assessments. One college had been working with Sky and this relationship was developed to include Sky providing one course with a real-world problem which the learners attempted to resolve in their assessments. In one school, the ICT subject head had worked with the local cricket club amongst others to design a project which learners completed and then presented back to the club. The approach of working with real world problems and in partnership with external organisations was highly effective in engaging learners and in encouraging a rapid increase in skills, due in large part to the impartial and honest external feedback provided to learners by these external organisations.

The promotion of digital literacy and its relationship to digital career development, as well as its use in different careers, was often provided during ICT lessons. By 2019, this

encompassed a broad range of aspects and had moved far beyond focussing on the use of social media in respect to career development. Earlier in the pilot, one education provider mentioned how several of their Year 12 learners had set up social media accounts such as twitter, however, learners still typically viewed alternate social media accounts like LinkedIn as an adult profession domain. Later in the evaluation, digital literacy was being promoted through the iDEA scheme (a scheme offering mini courses in digital literacy) and through explicit discussions and activities during class time. Digital literacy was also being promoted through the provider's use of various commercial digital packages in their career guidance programmes.

BARRIERS AND ENABLERS

For Benchmark 4 the key enablers were having an SLT and Careers Leader that were able to engage teaching staff and provide them with CPD so they felt confident in talking about careers with their learners. Teaching staff being empowered to engage with employers and outside organisations also led to improvements in this Benchmark. In colleges the introduction of T Levels was an enabler. Key barriers were persuading teaching staff that this was part of their role and supporting them to understand how they could link careers to the curriculum effectively.

BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every student 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.

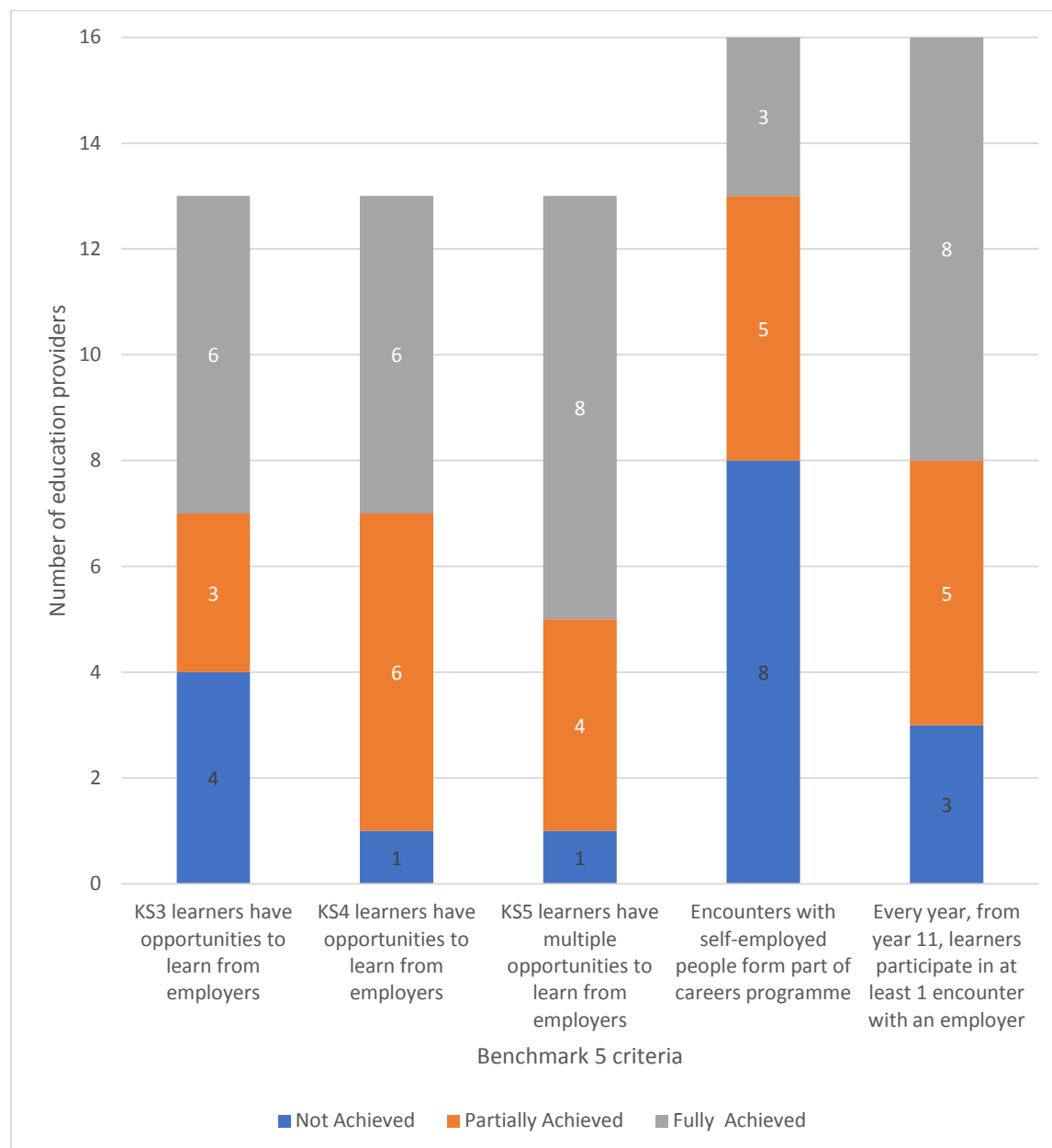
Five criteria are assessed in self-audit tool used in the evaluation:

1. Every learner in Key Stage 3 has multiple opportunities to learn from employers.
2. Every learner in Key Stage 4 has multiple opportunities to learn from employers.
3. Every learner in Key Stage 5 has multiple opportunities to learn from employers.
4. Encounters with self-employed people form part of the careers programme.
5. Every year, from age 11, learners participate in at least one meaningful encounter with an employer.

At baseline, Benchmark 5 was fully achieved by only three education providers but only one provider was not achieving it at all. The criterion which proved to be most challenging was facilitating encounters with self-employed people (see Figure 27), which eight providers were not achieving (this criterion was included by the NE LEP and is not explicit in the Benchmarks published in 2014). Note that not all criteria apply to every education provider because some providers do not have KS5 learners and colleges do not have KS3 or KS4 learners. By 2016, criterion 4 (encounters with self-employed people) was still the most challenging with five education providers not achieving this at all. There was however steady improvement over all criteria. Encounters with employers or employees in KS3, KS4 and KS5 were being fully achieved by at least eight education providers and ten education providers were ensuring that every learner from the age of 11 had at least one encounter every year. This criterion was still the one that was met by most education providers in 2017 with all but one fully achieving it. Only one or two education providers were not fully achieving multiple encounters for learners in KS3, 4 and 5 (but were partially achieving this). Encounters with self-employed people was still not being achieved at all by one provider but thirteen now reported that they were fully achieving this. This pattern did not change in

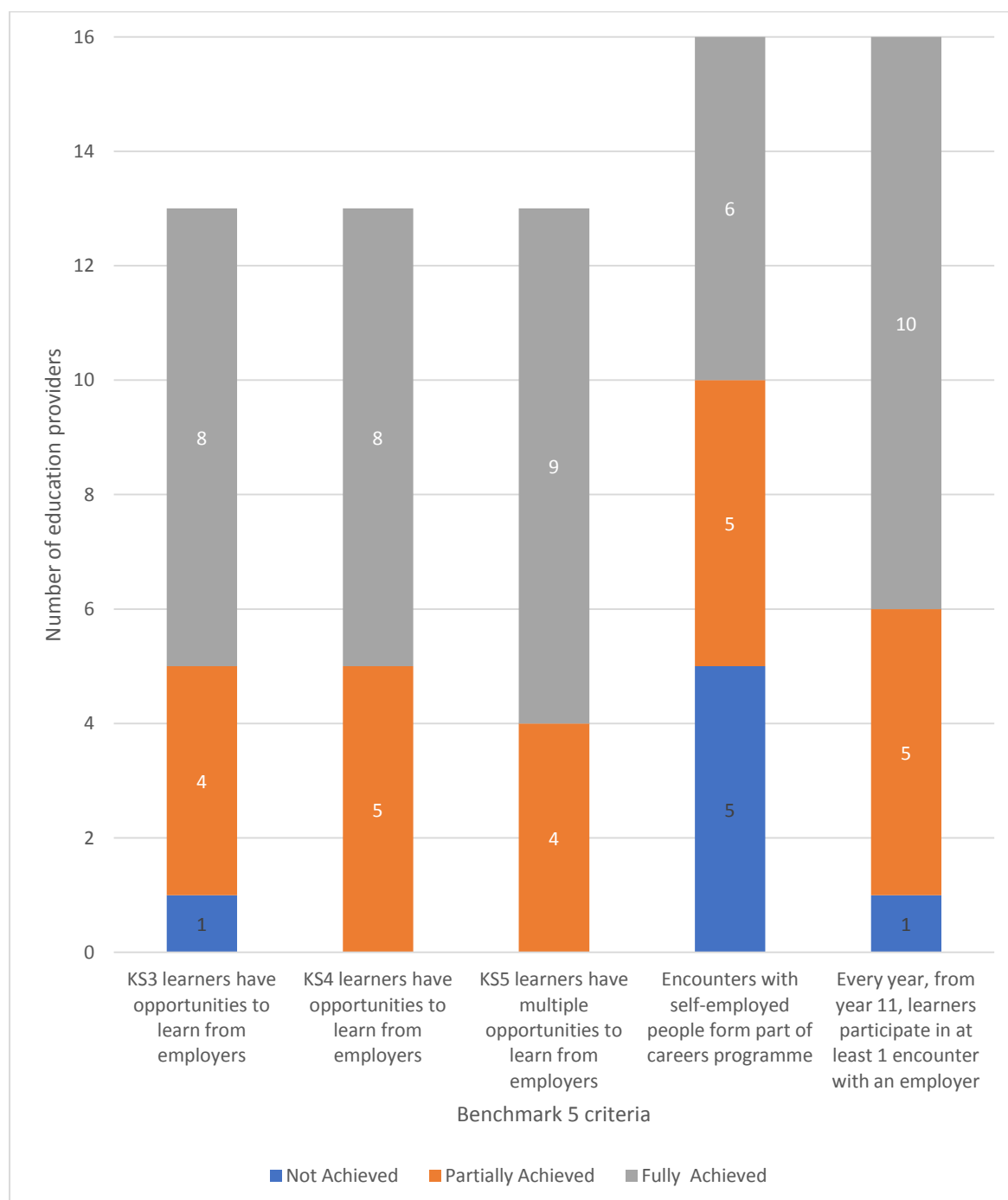
2018, however by 2019 all education providers were fully achieving this Benchmark (see Figure 30).

Figure 27 Number of education providers achieving Benchmark 5 in 2015 (baseline)



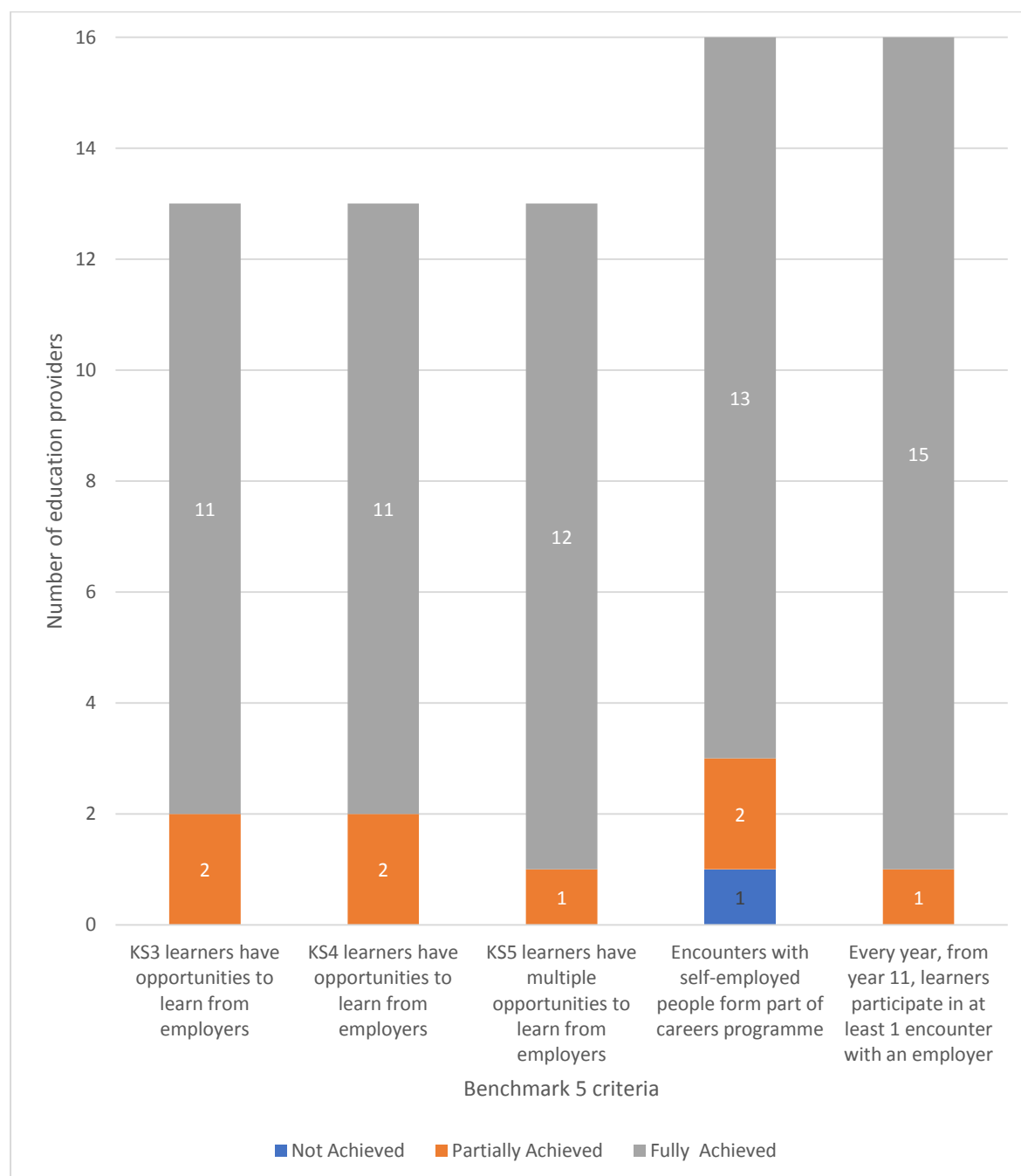
*Criteria 1, 2, and 3 is not applicable to college providers. The total number of respondents for these criteria is therefore reduced.

Figure 28 Number of education providers achieving Benchmark 5 criteria in 2016

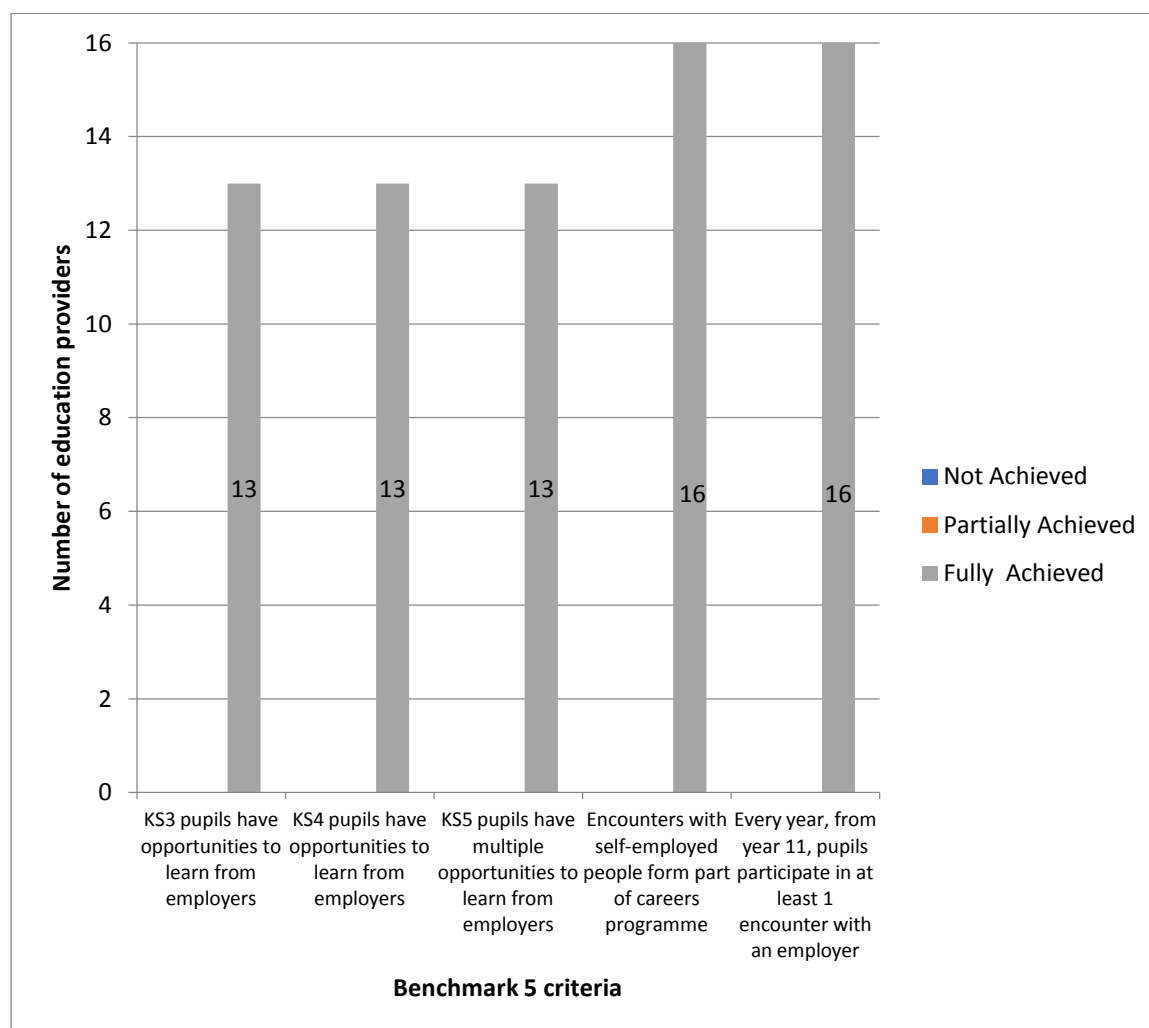


*Criteria 1, 2, and 3 is not applicable to college providers. The total number of respondents for these criteria is therefore reduced.

Figure 29 Number of education providers achieving Benchmark 5 criteria in 2017



*Criteria 1, 2, and 3 is not applicable to college providers. The total number of respondents for these criteria is therefore reduced.

Figure 30 Number of education providers achieving Benchmark 5 criteria in 2019

CASE STUDY VISITS – FINDINGS RELEVANT TO BENCHMARK 5

2016

At the end of the first year of the pilot (2016), education providers reported using a range of approaches to increase their engagement with employers. This included using staff links with Enterprise Advisers, employers, alumni, governors and parents/carers. This had led to the development of several activities including:

- Information events such as speed dating
- Competitions
- Open events

- Mentoring opportunities
- Visits to employers or from employers at events
- Free resources
- Mock interviews and CV workshops

However, education providers also reported that such links with employers were often *ad hoc* and that there was a need to approach this more strategically. Colleges generally had better-developed links with employers than schools, but these were often managed at the subject level which sometimes made it difficult to get an overview of provision across the college.

At least one school had been using enterprise education as part of its strategy to bring employers and learners together. This focus had been popular and had engaged learners in thinking about entrepreneurship as a career route.

"My daughter won this [Dragons Den] for nail art. She borrowed money from school to set up and pays it back by charging at school fun days. She has paid all of this back, is still doing this and making money. She wants to do this as a job. She keeps using her money to buy new equipment." (Parent of a Year 10 girl, School)

Employer engagement was increasingly being brokered by partners such as the Enterprise Co-ordinator based in the LEP. All the schools had worked with the Enterprise Coordinators and their involvement was regularly welcomed.

Some education providers reported that they had begun to develop shared databases of employer contacts to increase the communication about partnerships with employers to all staff. However, many providers continued to find it difficult to coordinate the various engagements that they were having with employers and to forge these into a coherent programme. This process relied on all staff in the school or college communicating with a central coordinator or having access to a central tracker (and remembering to use it). In some providers the failure of central coordination meant that the full potential of the employer links that were being built was underused and reliable evidence of Benchmark criteria being met was lost.

2017

By 2017, significant progress had been made across all education providers in achieving Benchmark 5. Education providers cited two big enablers for this: the Gatsby pilot itself which had focussed education providers on the need to improve employer engagement and the support which the Enterprise Coordinators had provided. These issues are explored in more detail below.

The conversations across education providers which had taken place because of the Gatsby pilot encouraged schools and colleges to review their provision and to develop an understanding that employer engagement could introduce very necessary resources to their organisations. The Benchmarks had become a 'rallying point' around which schools, colleges and employers could focus their efforts. In schools this was a significant step forward. For colleges, the movement was towards having a stronger central understanding of the work which took place across different subjects.

In several schools, meetings had been held so that subject leaders could share their schemes of work and discuss potential opportunities for involving employers. In another school, subject staff had been asked to complete an expression of interest sheet which asked about how employers could be linked into the classroom. One member of staff in this school commented on the fact that the more overt careers became in the curriculum, the more willing staff were to engage with employers, thus Benchmarks 4 and 5 were closely linked and mutually supportive. In four schools, new part-time roles had been created to take on the responsibility for managing employer engagement activities which existing staff members took up.

In several schools, there was at least one governor who was a local employer and in some cases this individual had also taken on the role of Enterprise Advisor. This was highly beneficial because an employer on the governing body often resulted in greater employer engagement as business people had strong networks which their schools benefited from.

The LEP continued to play an important role in facilitating relationships and partnerships. Their interest and involvement in the Gatsby Benchmark implementation pilot and the provision of the Enterprise Coordinators who were based within the LEP had been strong enablers for all education providers in building networks. For example, one school commented that the LEP had identified companies working in STEM industries for the

school to work with and provided the contact details of specific individuals who might be able to help. This kind of support meant that education providers did not have to spend time trying to get information to the correct person within a company. The Enterprise Coordinator and Enterprise Adviser roles were critical for schools, in particular, for identifying employers and developing a variety of activities.

Across education providers there were examples of how Careers Leaders and teaching staff networked with employers. One school, for example, hosted a business breakfast event for an employer network which had been helpful in introducing employers into the school environment. In another school, business breakfast events were strongly learner focussed, attracting speakers from local businesses, colleges and universities. Each speaker reflected on their own personal career story. This was a helpful way to illustrate the complexity of career transitions. These events were open to all learners, but the Careers Leader had started to target particular learners who they knew had concurrent career interests. Another school had developed its own school-centred network of alumni and businesses and was planning its own networking event to bring this group together to plan activities - for example mock interviews and careers fairs.

Other examples included one school being represented on the Sunderland Partnership, in which organisations came together to run a variety of projects and opportunities for learners to visit employers. From the businesses perspective these networks supported them in delivering corporate social responsibility targets, and for education providers it helped to connect them to employers. Both parties were able to identify the most appropriate people to talk to within each other's organisations and this reduced the time spent trying to work out who best to connect with on an individual basis (this was an activity often fraught with frustration and a key challenge for education providers before the pilot began). The Sunderland Partnership also helped education providers and employers sustain their relationships.

Several schools had close partnerships with local businesses and where this was the case there were well developed opportunities for employees to contribute to career development activities in school.

One final form of networking which enabled progress was between schools and colleges. One school, for example, was working with five other local schools to motivate Year 10 and Year 11 learners. The project involved employees working in STEM roles from local FE providers who supported vocational activities designed for a targeted group of learners.

Whilst many of education providers had an established range of activities which involved employers, there had been some innovation since the pilot began, primarily in creating encounters with sole traders or self-employed individuals. Other changes included more opportunities to meet with and talk to employers for all learners, particularly those in younger year groups (Years 7 and 8), for example via speed dating or in the case of one school the development of an enterprise programme called the 'Future Business Magnate' programme. In this programme, all Year 8 learners created a business idea and managed the accounts, the logo, the marketing, and then wrote a report. The programme included five trips out of school to meet real business people. Staff noted that some learners had chosen courses as a result of taking part and that learners who completed the programme were more independent in their learning.

There was an increase in the delivery of information regarding apprenticeships with employers talking to learners in assemblies or specific 'apprenticeship events'. One FE college reported they were working with local employers to develop a module for those interested in developing their IT skills. If effective, there were plans to roll it out to other curriculum areas.

Networks and support from the LEP had made many aspects of achieving Benchmark 5 less challenging, however several barriers were still noted by education providers. Careers Leaders noted that the time required to develop effective networks was not always available. As with Benchmark 4, some school staff noted that the curriculum did not have enough extra time in it to engage in all the employer engagement activities they wanted to. In many education providers, there was still a feeling that there was a lack of understanding by staff of business needs and the time employers had available, and vice versa. A key problem that schools in particular described was employers cancelling events/activities at short notice which left lessons unplanned. A final challenge concerned effective monitoring systems to ensure that each learner had at least one encounter each year from Year 7.

2018

There were a number of key changes across education providers in achieving this Benchmark during 2018. The main observation was that education providers had moved towards a more strategic approach in working with employers and used them to help meet some aspects of Benchmarks 2, 3 and 4 as well as 5. There was also increased evidence of targeting of employers for groups of learners. Education providers were more confident in approaching employers and outlining exactly what they needed – this was primarily done through the Careers Leaders in schools but was shared across teaching staff and the Careers Leaders in colleges. Education providers reported that their relationships with employers and other partners were more focussed – schools in particular were more selective in who they partnered with. They based decisions on who to work with on:

- Previous experience of working with them
- Their own strategic aims
- Specialist needs/targeting of particular groups of learners

All education providers were ensuring that their learners had multiple interactions with employers *every year* – these routinely took place with learners from Years 7 and 8 and in older year groups these interactions were often tailored/targeted in response to learner requests/feedback, such as events in different education providers focusing on the RAF and the health and social care sector.

There had been a clear move by education providers to personalise and tailor employer encounters and make them more meaningful – in several instances school education providers had consulted the learners in an effort to understand what made encounters meaningful to them. There were several elements which contributed to an encounter being meaningful:

- preparation (of the learner and the employer by the Careers Leader or other member of staff)
- the opportunity for individual research and conversations between learner and employer/employee
- the opportunity for long-lasting learning

- the opportunity for reflection after the encounter

To support learners and employers to make these encounters meaningful, education providers were preparing learners and employers with respect to expectations and learning outcomes. For example, one provider encouraged learners to generate questions in advance of the session, another provided a quiz where learners had to get the answers from employers – this opened up dialogue particularly if learners were reticent in approaching them.

In one school provider the Careers Leader believed that ‘meaningful’ constituted an encounter that provided an opportunity for the learner to engage in individual research and conversations with employers to allow it to be more personalised. When this happened, they believed it facilitated clarification of learners’ aspirations. In this provider, learners concurred with this, stating that encounters were meaningful when they obtained information that was individually relevant and helpful.

Other education providers indicated an encounter was meaningful when there was a long-lasting impact on the learner.

“A meaningful encounter is one that makes a difference – it doesn’t have to change their entire life but if it makes them think differently about something or has struck a chord.”

(Careers Leader, 2018)

Learners indicated that interactive sessions were more interesting than talks and this was particularly true for younger learners, so it seems that long-lasting learning is more likely to occur when there is an interactive element in the encounter. Learners also expressed an interest in hearing about the challenges of careers as well as the positives.

Careers Leaders noted that what often helped to make encounters meaningful was a follow-up conversation with a careers adviser, the Careers Leader or other member of staff. Whilst some learners were able to find meaning immediately, others needed to reflect on the encounter or discuss it with someone else.

Education providers reported making extensive use of Enterprise Advisers to facilitate encounters – there were a few examples of these relationships not working effectively but

more often Enterprise Advisors provided introductions to other organisations and networks as well as significant input from their own.

Examples of effective relationships with an Enterprise Adviser included:

- An Enterprise Adviser who was a senior oncologist who enabled their school to engage with a network of medical professionals that engaged academically high attaining students.
- Special initiatives/programmes such as The Edge (Business in Classrooms)¹ and Ford NGL (Next Generation Learning)²
- Use of non-teaching staff in the organisation to help demonstrate career pathways and 'hidden' jobs. Learners conducted interviews with non-teaching staff which were then presented to other learners in a range of formats.

Employers had been involved in a wider range of activities, examples of which include:

- Talks
- Workshops
- Tasks in specific lessons
- Mentoring
- Assemblies
- Mock interviews
- Speed dating
- Careers carousels and fairs
- Exit interviews
- Employability skill development programmes
- Business breakfasts
- Enterprise competitions and business game challenges
- Financial workshops and challenges
- Google expeditions (an app that allows teachers and learners to explore the world of work through virtual reality)

¹ <https://www.edge.co.uk/news/edge-news/the-business-of-teaching>

² <https://fordngl.com/>

- This is Creative Enterprise (TICE)

The barriers which education providers continued to face in fully meeting this Benchmark were the lack of curriculum time for employer engagement activities and employers cancelling sessions at short notice.

Education providers with commercial digital packages were able to make effective use of these for monitoring/review and evaluation. One provider recommended the development of a free tool which all schools should have access to (since this, the CEC have developed and begin trialling a free tool called Compass + designed to offer such functionality - <https://www.careersandenterprise.co.uk/schools-colleges/compass-plus>). They believed that Ofsted should be asking for evidence of multiple meaningful encounters – for it to be credible they needed to be able to create accurate monitoring information for all events, activities, and encounters. Commercial digital packages that included the capacity of monitoring and evaluation were effective but expensive and not all providers were able to resource this; other education providers reasoned that commercial digital packages were the most effective tools to resource because they not only facilitated monitoring and evaluation but could also support the achievement of several Benchmarks and supported evaluation activities. There were several examples provided by education providers of the impact of employer engagement including improved:

- learner confidence
- communication skills
- engagement in career lessons and activities
- understanding of the range and scope of different jobs

2019

All education providers were now fully achieving this Benchmark and continued to do so effectively. The key changes centred around increased breadth of encounters, including increased exposure to apprentices and apprenticeship providers, increased tailoring/personalisation and improved evaluation (setting of aims and objectives for every activity and removal of activities if they were not seen as effective). For example, one Careers Leader noted:

“Staff, student and employer feedback is gathered to determine whether an encounter has been meaningful and then encounters are removed and replaced if not. For example, we may host a careers fair where a whole year group can speak to five employers, but this may not be as meaningful as a smaller group of learners getting to spend 30 minutes with one employer”. **(Careers Leader, 2019)**

The Careers Leader at the PRU noted they had been able to significantly improve their work for this Benchmark:

“Employer encounters come in a range of guises including apprentices coming into school, careers fairs and employer-led workshops. We offer bespoke encounters with employers linked to the student’s careers aspirations. We also offer encounters when learners are struggling in school”. **(Careers Leader, 2019)**

All Careers Leaders noted that meaningful was an individual and subjective phenomena – whilst a ten-minute talk from one employer might be meaningful for one learner, it may not be for others, who might need to hear about routes into a career, the prerequisite qualifications required and how those are accessed. One Careers Leader stated:

“It is the school’s job to recognise what student’s need as a meaningful encounter”. **(Careers Leader, 2019)**

Consequently, there was a significant growth in the breadth or range of different encounters Careers Leaders facilitated which was accompanied by continuing personalisation/tailoring of encounters to also add depth and meaning for learners. A school Careers Leader noted that:

“The research suggests that one-to-one encounters are often the key to having meaningful encounters but sometimes the school has to work with larger groups through talks and assemblies. In these cases it can be the speaker presenting new information that opens learners’ eyes. We had an ex-student come in who now works at Siemens as an engineer but did a completely different degree to start with and her story was inspirational. For those learners who don’t have cultural capital at home, it becomes about breadth of encounters to give them a wider range of reference points.” **(Careers Leader, 2019)**

The Careers Leader in the PRU noted that they had started the pilot with a blanket approach to Benchmark 5 but encounters were now guided by learners needs and interests. In another school the Careers Leader identified learners who needed a more intimate encounter with an employer. For this reason, Nissan had come into the school several times, conducting a whole year group assembly, and working with a group of just twelve learners to discuss apprenticeships.

As in 2018, there was increased evidence that Careers Leaders facilitated the meaningfulness of encounters by ensuring that encounters were followed up with further exploration of the business via individual research and group discussion.

Another key change was the increasingly strategic approach all education providers were taking to achieving this Benchmark:

“We continue to offer lots of encounters but we do this in a much more systematic and strategic way to ensure they are meaningful, as opposed to just ticking a box to say we have achieved something. We have built up a strong network of local employers who support us to achieve this Benchmark.” (Careers Leader, 2019)

In colleges there was a strong view that their work around Benchmark 5 was an existing strength although there was good evidence that teaching staff had further developed the range of employer encounters which included multiple industry visits, master classes, workshops and speakers within lessons. Teaching staff were supported to achieve this in one college by student development managers and by the careers team in another. A focus for colleges was using encounters to broaden learner’s horizons and encourage them to consider leaving the area if the career they wanted was better developed in a different region. The key challenge for college Careers Leaders was maintaining an accurate record of all the encounters which took place although in one college the development of a strategic Careers Leadership team was helping to resolve this.

Networks continued to be an important enabler. Careers Leaders discussed regional LEP meetings, careers hub events, Newcastle careers meetings, South Tyneside Careers, Future Business Magnates, Business In The Community, Business Durham, working with Enterprise

Advisers and working with the (externally commissioned) careers adviser to develop relationships and partnerships.

Examples of activities given were:

- Dragon's Den-style enterprise events
- Career speed-dating, for example with Business in the Community support
- Digital skills pilot with Accenture
- Build My Skills programme run by ESH Group
- Interview techniques /mock interviews and transferable skills workshops
- Careers fairs and carousels
- Working with parents and alumni to provide careers role models and career case studies
- Career insight talks in assemblies or curriculum classes
- Mentoring schemes
- Workplace visits
- Enterprise competitions and business games
- Specialist sector-themed careers days e.g. public service, energy
- STEM talks from Newcastle University
- Specialist subject project working e.g. music production, solar powered car engineering, IT, marketing

BARRIERS AND ENABLERS

Key enablers for achieving Benchmark 5 in schools were the LEP, the Enterprise Coordinator and the Enterprise Advisors who were able to facilitate the establishing of contacts. In colleges, teaching staff took on more of this role. A further enabler was when education providers became more confident and able to articulate what they needed from employers. Key barriers were education providers and employers not being able to understand the differences in how each other worked (timescales, resources), employers not being able to engage learners adequately and employers cancelling at short notice.

BENCHMARK 6: EXPERIENCES OF WORKPLACES

Every student 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.

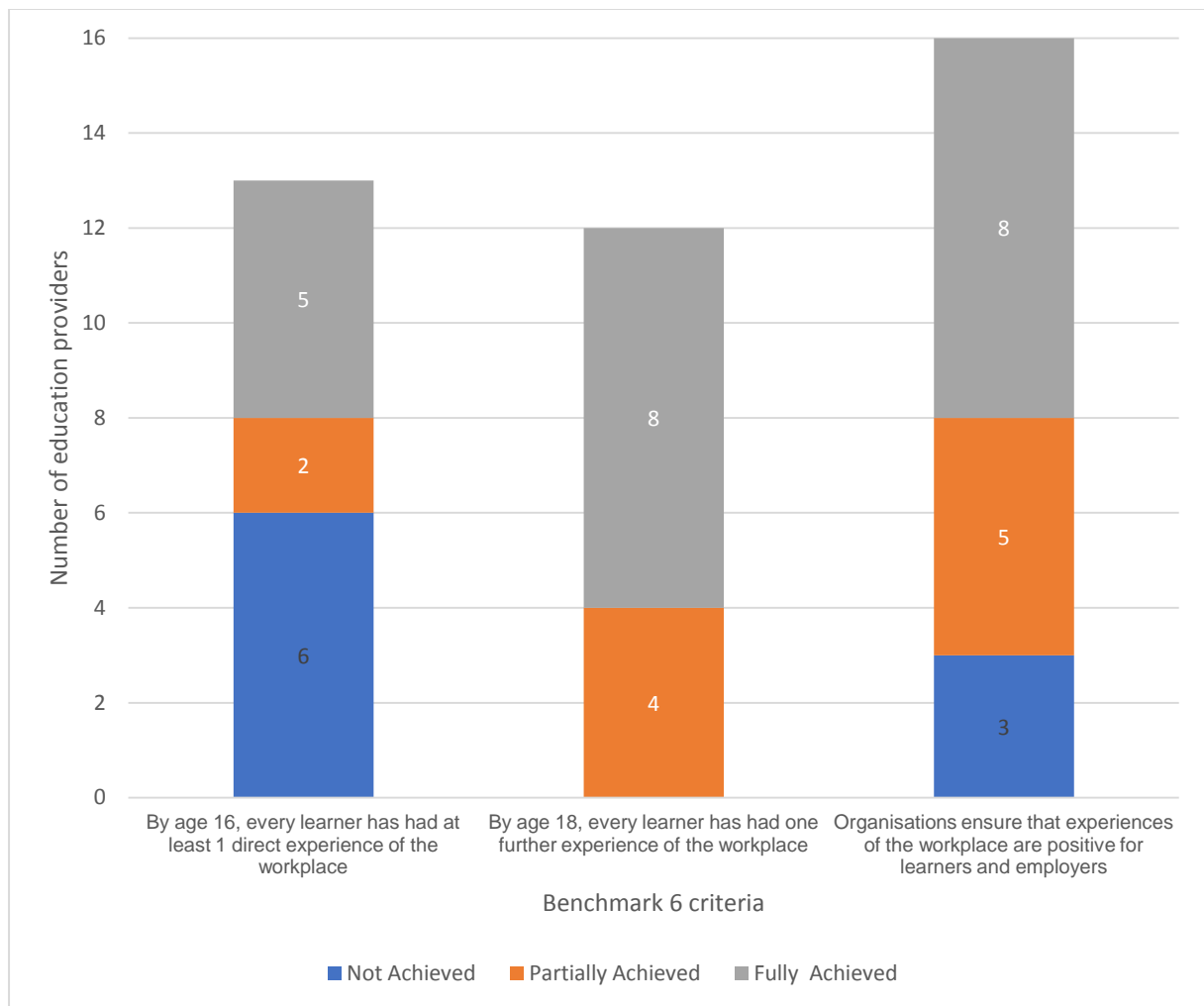
Three criteria are assessed in the self-audit tool used in the evaluation:

1. By age 16, every learner has had at least 1 direct experience of the workplace.
2. By age 18, every learner has had one further experience of the workplace.
3. Organisations ensure that experiences of the workplace are positive for learners and employers.

At baseline (2015), six out of thirteen schools were not ensuring that their learners had had at least one experience of the workplace by age 16 but of the twelve applicable education providers all had at least partially ensured that every learner was having a workplace experience by the age of 18 (see Figure 31). In ensuring that these experiences were positive, eight education providers had fully achieved this, five had partially achieved it and three had not achieved this at all.

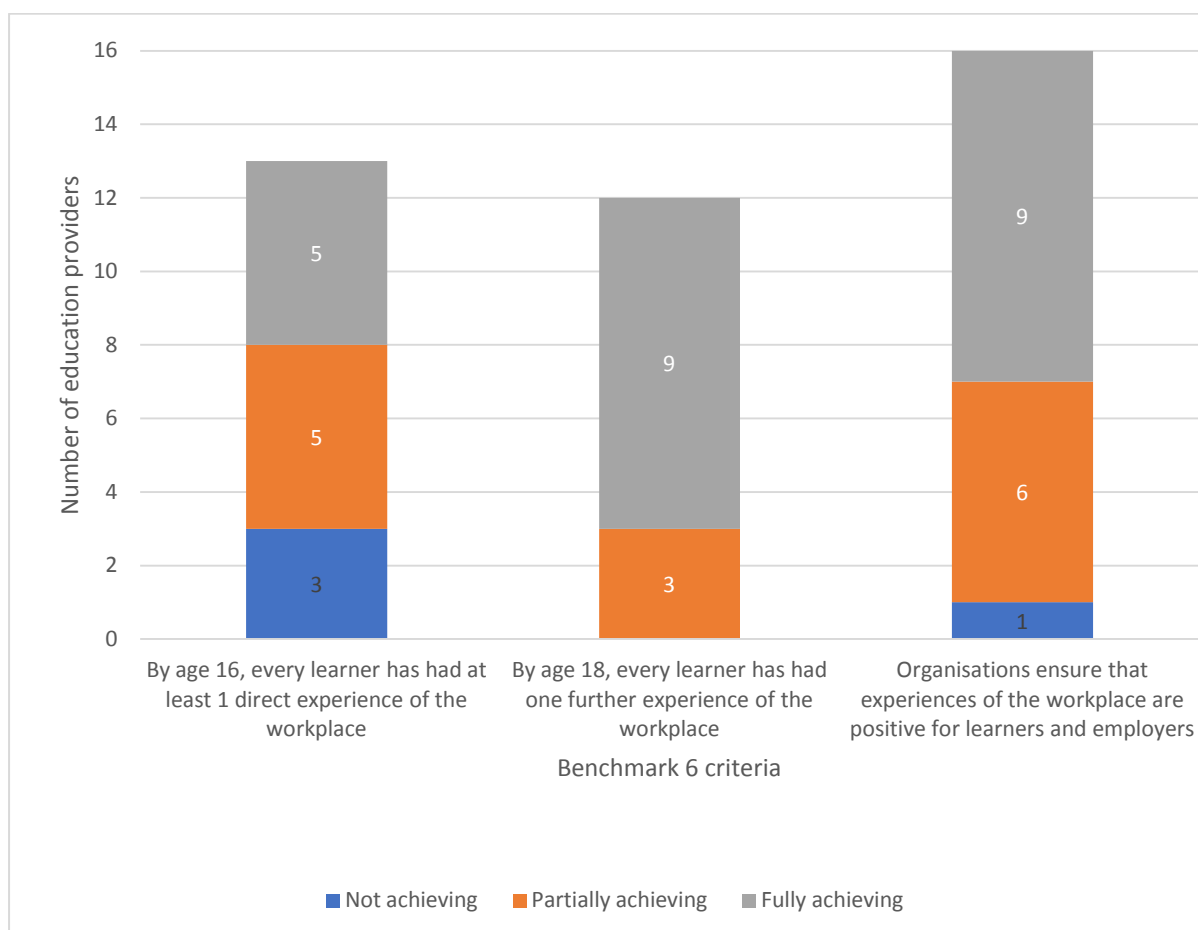
By the end of the first year of the pilot (2016) – see Figure 32 - the number of education providers not achieving criterion 1 (by age 16 every learners has had an experience of the workplace) and criterion 3 (the organisation ensures these experiences are positive for learners and employers) had dropped to three and one respectively. One more education provider was fully achieving criterion 2 (by age 18 every learner has had a further experience of the workplace).

Figure 31 Number of education providers achieving Benchmark 6 criteria in 2015 (baseline)



*Criteria 1 and 2 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

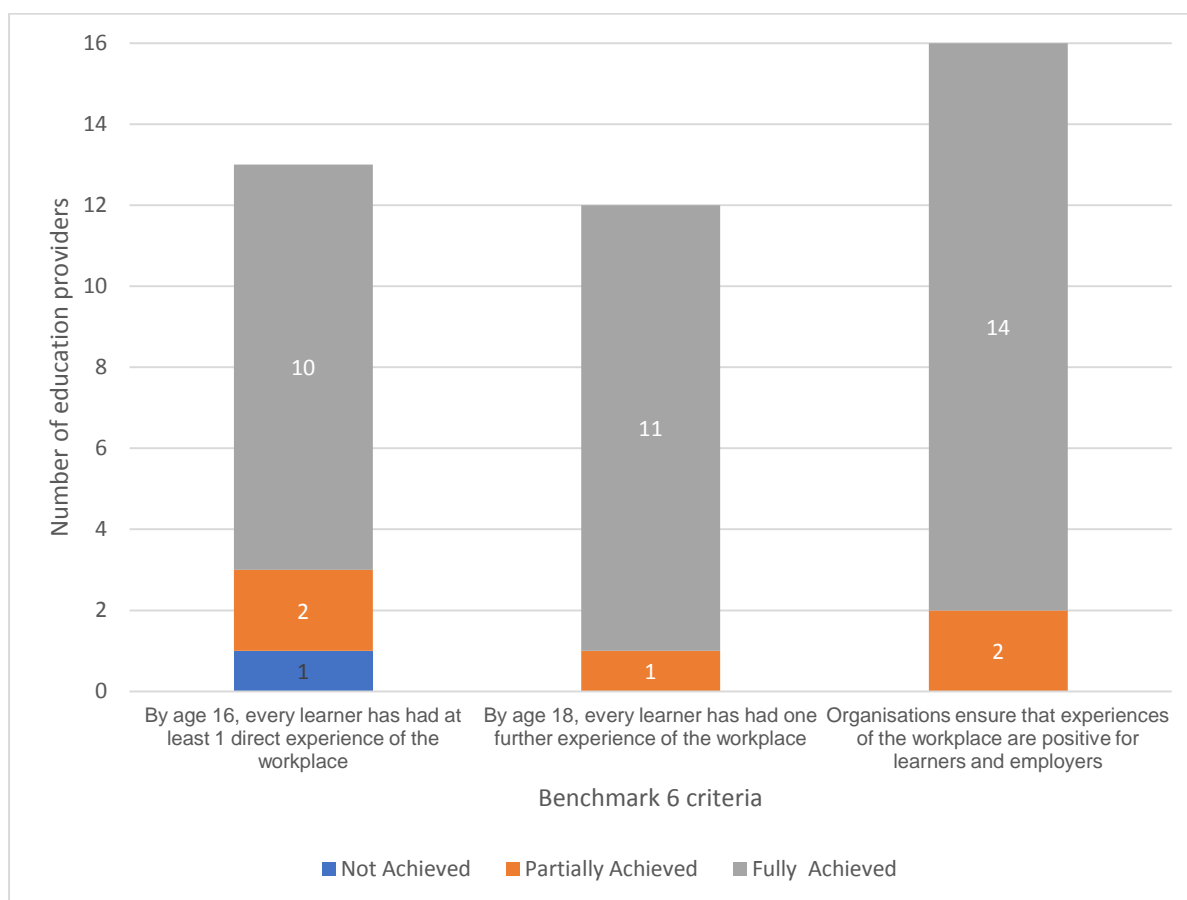
Figure 32 Number of education providers achieving Benchmark 6 criteria in 2016



*Criteria 1 and 2 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

In 2017, education providers again made some progress (see Figure 33). One school was not achieving the provision of an experience of a workplace by age 16. In 2018 the only change was for the school not achieving the first criteria to move to partially achieving it. By the end of the evaluation in 2019, there was no change to education providers' audits of ensuring the experiences were positive or to every learner having a further experience of the workplace by the age of 18. However, one school had stopped offering work experience to their Year 10 learners and therefore had moved from fully achieving to not achieving this criterion.

Figure 33 Number of education providers achieving Benchmark 6 criteria in 2017



*Criteria 1 and 2 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

CASE STUDY VISITS – FINDINGS RELEVANT TO BENCHMARK 6

Initial visits to education providers revealed that colleges were able to meet this Benchmark much more readily, due largely to the fact that so many of their courses already included work placements or other forms of work experience built into the curriculum. But as one interviewee explained, the engagement in the Gatsby pilot had helped to grow this substantially:

“We’re really pleased and proud of the increase in the number of the students who have gone out on to high quality work experience by a about 64 – 67% in the last academic year. That is really pleasing and is because of our improved strategic approach to work experience which is being influenced by the Gatsby project and because of the way we resource it as a college.” (Director of Curriculum, College, 2019)

Schools however reported that they were concerned about their progress towards meeting this Benchmark with some schools offering work experience only to a minority of their learners in 2016.

Schools' lack of progress was largely due to the requirement within Benchmark 6 for schools to provide *all* young people with at least one meaningful experience of a workplace before the age of 16. As a result of changes to the statutory duties placed on schools around work-related learning (Education Act 2011) and changes to the requirements for post-16 study programmes, some schools had recently made changes to the delivery of work experience and moved it from Key Stage 4 into Key Stage 5 (at the expense of pre-16 work experience). Four schools in the pilot offered virtually no structured experiences of workplaces at all in Key Stage 4 although in all education providers with post-16 provision there was some element of work experience. Where schools did not offer structured work experience at Key Stage 4 this featured on their development plans. In one school which had recently removed work experience from the Key Stage 4 offer, parents had expressed their concern and asked for it to be re-established. Through a successful bid to the Gatsby pilot's innovation fund, the school had started working with Northumbria University to explore alternatives to the traditional one-week work experience placement that would still give learners experience of the workplace but in a more meaningful way.

By 2017 several education providers were citing the Gatsby Benchmark pilot as the catalyst for reviewing their approach to a whole range of employer engagement and work experience activities. In schools with sixth forms, there was a renewed effort to provide experiences of workplaces for all learners rather than this being an optional activity. The traditional block work experience (i.e. completing work experience during a specific time period, often in a one week block) was still in effect for younger learners (nine of the education providers still offered this type of activity in Year 10) but there was a recognition that this model was not necessarily the most effective way to provide learners with insights into the world of work. The block work experience was being supplemented by single visits to workplaces for projects or through curriculum subjects to targeted groups of learners. There were two examples of schools who had previously dropped work experience programmes for Year 10 but re-introduced it. In one school the traditional block placement was adopted but the other opted for a more bespoke approach with work experience being

built into world of work week. Learners spent two days in workplaces as well as taking part in employer-led activities. Some schools were linking their need to provide meaningful work experience placements with extra-curricular activities such as the Duke of Edinburgh's Award. Partners used to support work experience included the LEP, the CEC, Business in the Community and externally commissioned services to complete health and safety checks. A small number of schools had used an externally commissioned service – this approach is discussed below.

Case study visits in 2018 suggested there was a growing recognition across school education providers that the traditional model of block week work experience was difficult to:

1. Resource, both in terms of staff time to manage the process and financially (education providers often pay for external companies to complete health & safety checks and one has used an external provider to source placements)
2. Give up curriculum time for
3. Find placements for that are personally relevant (i.e. in sector or industry the learner is interested in), and
4. Ensure that these placements are meaningful for the learner (i.e. provide opportunities for learning about the job or career and/or skill development)

In previous years, the majority of school providers had conducted work experience in this format at KS4, KS5 or both, but had also often supplemented this with single visits to workplaces for projects or through curriculum subjects and/or targeted work experience for some groups of learners.

In 2018, there were further changes to provision – Table 4 outlines each education providers' approaches at KS4 and KS5 (where applicable). Learners were typically responsible for sourcing their own placements. One provider only offered work experience to KS4 learners if they had reached level 2 of KS4 and one offered it for those harder to reach learners (these were supported to find their placements). In this education provider it was recognised that these more vulnerable learners were not getting all the opportunities that other learners were.

Table 4 Approaches to work experience in KS4 and KS5 for education providers in 2018

Provider Type	Work experience KS4	Work experience KS5	Work place visits or shadowing
School	Only those who have made it to level 2 in KS4	No	Yes for KS4 and 5
School	Yes in small groups they attend 3 days at a workplace combined with 1 day at a college and 1 at a HE	N/A	Yes for KS4 in different curriculum lessons
School	Yes	As part of vocational subjects learners do work placements	Workplace visits as part of curriculum for KS4
School	Yes, organised by learners	Yes, organised by learners	Limited
School	No	Yes and supported heavily by Careers Leader	Yes for KS4
School	No	N/A	Yes, several and these are heavily managed by school to ensure the encounters are meaningful
School	Recently reintroduced	Yes	Some
School	Yes, placement found by learner	Yes, organised by learner	Yes and also use Google Encounters (use of virtual reality headsets)
School	Some traditional work experience for harder to reach learners	Yes compulsory	1 Week of visits out to different employers for KS4
School	No		Some learners visit workplaces as part of their curriculum subjects
School	No	No	Yes KS4 World of Work week which incorporates two days at work place and structured sessions to prepare and reflect on learning
PRU	No	N/A	Yes – there are multiple opportunities
College	No	Yes organised by parents and employment broker and supported through personal development tutors. Massive increase in this since T levels	Yes
College	No	Yes	Yes
College	No	Yes	Yes

These vulnerable learners were accompanied by a member of staff to support the learners in getting to the workplace and to support them in participating in workplace activities. If the learners did not want to engage in a work placement, they instead did some work experience within the school. Sidebar 6 offers another example of how vulnerable learners were able to engage in experiences of the workplace.

Three schools had opted to deliver a week-long programme that included a range of activities such as preparatory work, two-three days in a workplace, shadowing employees, days at FE colleges and universities and time to reflect on what has been learned (see Sidebar 7). This was perceived to be a more effective use of resources and which ensured quality experiences.

Sidebar 6: Vulnerable learners

All learners can visit workplaces; one school with high numbers of vulnerable learners has developed strong relationships with several employers who they can rely on to provide interesting and appropriate workplace encounters (e.g. Nissan). Learners can do an external work placement if they demonstrate they can behave appropriately. The school have worked hard to build up relationships with employers who are now confident in being able to offer places. This bank of employers and placements stretches across sectors and skill sets and this includes alternative training providers who the school have worked with before. Some of these placements run over an academic year.

The school matches learner interests with available placements and these can be used to motivate and reconnect learners to the world of work who may be disengaging with educational study.

In schools with sixth forms there was continued use of work experience with it often becoming compulsory rather than an optional activity. Careers Leaders had become involved in making the places of work more personally relevant. In education providers where there were vocational or technical courses, learners typically encountered workplaces as part of the curriculum, and the introduction of T Levels had significantly increased the number of learners in FE colleges who experienced work placements.

Sidebar 7: World of Work Week

Recognising that block work placements were difficult for some learners to arrange and attend, that some learners only attended one or two days and that many placements were not of great quality, Kenton School, Castle View Academy and Churchill Academy have implemented a 'World of Work' week. In Castle View for example, Year 10 learners are divided into smaller groups and complete three days work experience at a local workplace, one day at an FE college and one day at a university.

There was an increase in school education providers building more work shadowing and workplace visits in to either replace or supplement block work experience. This approach was perceived to be more effective and useful for school education providers because:

1. It required less resourcing
2. It required less time out of the curriculum
3. The school could more easily control the quality of the encounter
4. It was easier to ensure all learners experienced the workplace

Learners were quick to recognise the value of these encounters and whilst some learners did report favourably on work experience done in blocks, it was less consistent and many had ended up in family businesses or doing tasks where they were not learning about career paths or developing skills relevant to their desired future careers.

In the final year of data collection, education providers were maintaining the same approaches to delivering experiences of workplaces although one school had stopped offering work experience to Year 10 learners because the new Careers Leader had a different contract to their predecessor and did not have a full time role which reduced their capacity to manage this process. There was generally an increase in workplace visits through enrichment activities and in curriculum lessons so younger learners were starting to experience workplaces. One interesting approach was the use of virtual reality simulations of workplaces through the Google Encounters app in two schools to supplement work experience and workplace visits.

For some schools who continued to deliver block placements, there was recognition that the relationships, partnerships and contacts which had been established with businesses and employers in previous years helped to secure quality placements. To facilitate placements for every learner, one school was informing parents of the importance of work experience and emphasising their role in supporting their child through the process.

The range and quality of work experience placements in colleges was also benefitting from improved relationships and support networks. Colleges reported that they were better able to match their learners' interests to appropriate placements. For example, one college described a relationship with a semi-professional football club in which learners worked on coaching, physiotherapy, and media opportunities. There was an increase in colleges of learners taking up industry placements across different curricula and this was being managed carefully by curricula leaders and work experience coordinators who were cognisant of the need to consider, select and match learners to employers carefully. Different learners have different needs and different employers work differently – it was important for the college staff to understand the subtle nuances of these and be careful in who they matched. In another college, A-level science learners had one hour a week with a 'work experience' lecturer from their first week on the course. This hour was spent

developing employability skills and then applying them when organising a one-week of work experience for themselves. Science learners were also encouraged to take advantage of the Nuffield Foundation summer placements which aim to support progression, particularly into university. In other curricula areas, the college's Enterprise Adviser had helped with the arrangement of work experience for learners on construction courses by using his contacts in that industry. Lecturers in colleges saw the value of work experience and encouraged their learners to seek opportunities during weekends and holidays.

MANAGING WORK EXPERIENCE

Education providers described several approaches to managing and coordinating work experience. In colleges there were work experience coordinators who worked with subject leads as well as progression coaches. Schools varied in their approach. Some schools employed a member of staff specifically for this purpose and the role involved supporting employer engagement, the alumni network, as well as work experience. In other schools, the Careers Leader fulfilled this role. In either model there was recognition that several tasks are required to make work experience successful:

- Network building and sustainment
- Linking curriculum areas to suitable and relevant employers
- Health and safety checking
- Administration around employer liaison and the co-ordination of placements
- Supporting more vulnerable learners to source placements

Careers Leaders and work experience coordinators indicated that the delivery of quality work placements required robust systems for recording and monitoring to ensure that all learners engaged and received their entitlement. A small number of schools commissioned support from external organisations, however, this approach was expensive and not always effective (one school noted the Careers Leader had ended up finding placements for a large number of learners anyway so they would not continue to buy in the service). Another school was 'shopping around' for less costly options. One school purchased access to a national programme for learners in the sixth form which was comprised of four pillars:

1. Workplace visits

2. Work experience
3. Employer mentoring
4. Master classes which take place within employer's workplaces. The topics included networking, knowing yourself, preparing for interviews and work and personal branding

This programme had helped to improve and develop relationships with employers but came at a cost to the provider of £75 per learner.

The majority of schools operated a system in which the learners identified their own work experience placement. There were two reasons given for this. Some schools did not have the resources available to take this process over, others, which was more often the case, believed the task of identifying and approaching employers was part of the learner's journey and often resulted in young people gaining confidence and developing effective communication skills. Schools did note that the disadvantage of this approach was that some learners were disadvantaged by this model, particularly if their families lacked social capital. Where this was the case, there was often a lack of family contacts in technical, professional, or managerial roles and learners were unable to capitalise on family connections to secure 'good quality' work experience placements. One school in Sunderland noted that the Sunderland Partnership had started to tackle this problem and ensure that there was more equity in the types of work experience placements which were offered to all young people.

Another disadvantage with work experience was the lack of engagement by some learners who either did not want to, or felt they were unable to, attend external placements. To tackle this, schools described providing a great deal of individual support to help learners to either find a way of getting to a placement or developing work experience for them in the school. One school had started to explore how they could use the school as a workplace to support students from Year 7, with learners shadowing non-teaching staff to give them an insight into what work was like. All aspects of school life were considered, for example, Year 10 learners were able to work in the catering department, running a buffet style afternoon experience which the learners were involved in designing, catering and serving to staff and parents and in the evening.

Several schools noted that they still had further developments to make in the management and coordination of work experience and spoke of creating new posts to centrally coordinate work experience across the organisation.

MONITORING, REVIEW AND EVALUATION

Monitoring the number of experiences of workplaces which young people had was problematic in some schools due to the time required and the need for a system which could be accessed and used although often the entire process was undertaken by just one individual. For example, in one school the work experience co-ordinator undertook a range of tracking for the learners which included work placements, parent permission, risk assessment and liability insurance. If learners organised experience themselves, they still undertook the same process. In colleges this was usually undertaken by the work experience coordinator, with input from subject heads and progression coaches. One college had implemented a commercial package to handle the tracking, journaling and evaluation of a placement from both learner and employer perspective and this appeared to be highly effective and time efficient.

At the start of the pilot, few schools provided examples of evaluating work experience effectively other than to explore learner feedback. In some schools this feedback had been used to underpin the decision not to stop offering work experience. Between 2016 and 2019 evaluation of work experience using feedback from learners did improve in both schools and colleges (although colleges had less distance to travel than schools). Employer and parental feedback also began to be captured. A parent in one school noted the positive outcome for their child:

“On day one he was in tears but by Friday he was totally engaged. He had been taken under the wing of someone and he grew, had responsibility and really enjoyed it. It was real-life and it was really beneficial. He wanted to continue. It did masses for his self-esteem”.

(Parent of Year 10 learner, 2019)

Another noted that:

“Because they had done Build my Skills my daughter was well-prepared to approach employers and have the conversations. The work experience was a great success”. **(Parent of Year 11 learner, 2018)**

Although there continued to be a lack of evidence of a systematic evaluation of the impact of work experience in schools (colleges monitored this more effectively because of additional staff resourcing), most schools indicated that they understood the value of work experience in terms of developing learner confidence and employability skills. Work experience was also seen as one way of helping learners with career decision-making. One school noted the value of work experience in providing learners with a documented portfolio of experience in a workplace.

BARRIERS AND ENABLERS

Despite the development in the provision of work experience, schools did note some barriers. Most schools noted that learners were often very reluctant to travel far to work placements. This was particularly problematic in rural areas because of isolation and a lack of variety in scope or size of employers. Learners in rural communities needed to travel considerable distances to placements. One school noted that growing up in an isolated community could sometimes cause young people to worry about speaking to people outside their communities. The isolation of a community could also make it difficult to find placements which suited the academic levels and interests of all learners.

In relation to the work experience itself, a barrier was being able to find placements for all learners. The issues which contributed to this were both employer-led (not enough opportunities, reluctance on the part of the employer, no understanding of what a quality placement involves) and learner-led (reluctance to engage). This was more problematic for schools with high numbers of vulnerable learners and for schools in isolated areas.

Two schools noted in several different phases of data collection that making time in the curriculum was a barrier, as was the time required to organise work experience to ensure that they provided meaningful work experience for all learners.

For those schools who opted to use visits out to workplaces, a barrier was resourcing transport. This was a barrier to all visits out of school for most, but not all, schools and

indeed for some colleges when taking learners to activities or events. Many of the education providers involved in the pilot had minibuses and some were able to use these as often as possible (for example the PRU), but others did not.

Enablers were having enough staff resource to manage the process and having relationships with local employers and Enterprise Advisors to create placement opportunities. Likewise, having a governor who was a local businessperson was perceived to be an advantage to delivering work experience. A governor with responsibility for business or employer engagement may advocate for the activity with other governors and may also contribute their own links with companies as a useful resource to the school.

BENCHMARK 7: ENCOUNTERS WITH FE AND HE

All students 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.

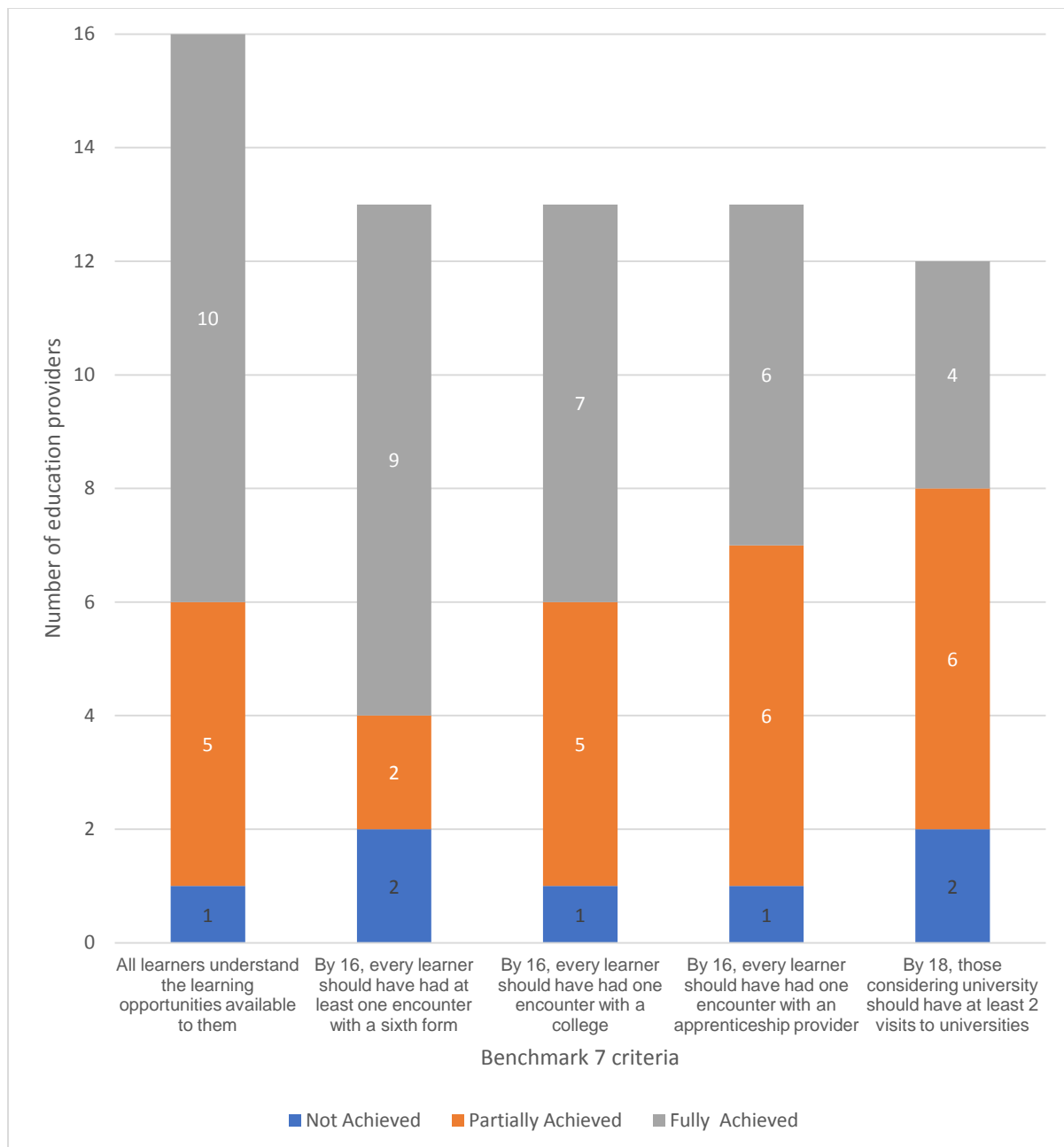
Five criteria underpin Benchmark 7:

1. All learners understand the full range of learning opportunities that are available to them.
2. By age 16, every learner should have had at least one meaningful encounter with a sixth form.
3. By age 16, every learner should have had at least one meaningful encounter with a college.
4. By age 16, every learner should have had at least one meaningful encounter with an apprenticeship provider.
5. By age 18, all learners who are considering applying for university have had at least two visits to universities to meet staff and learners.

At baseline in 2015, two education providers were fully achieving Benchmark 7 with criterion 1 (all learners understand the full range of learning opportunities that are available to them) being the one which most providers had fully achieved (see Figure 34). Conversely criterion 5 (by 18 all learners who are considering applying for university should have at least two visits to universities) was achieved by the least number of education providers.

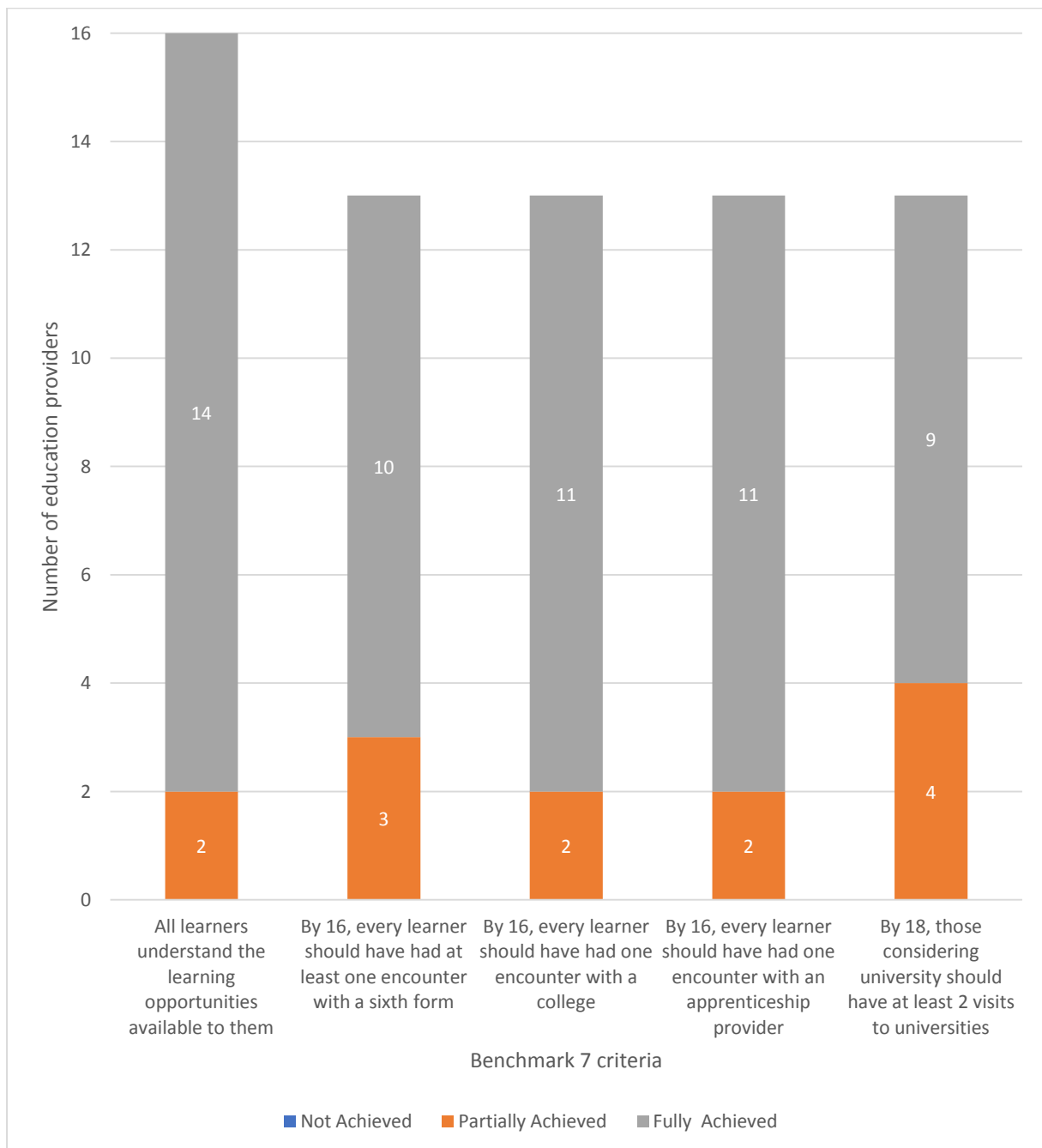
By 2016 all education providers were at least partially achieving every criterion (see Figure 35). Criteria 5 was still achieved by the least number of providers. 2017 saw further, steady progress with all but one provider fully achieving each criterion (see Figure 36) and by 2019 all education providers were fully achieving this Benchmark except one school.

Figure 34 Number of education providers achieving Benchmark 7 criteria in 2015 (baseline)



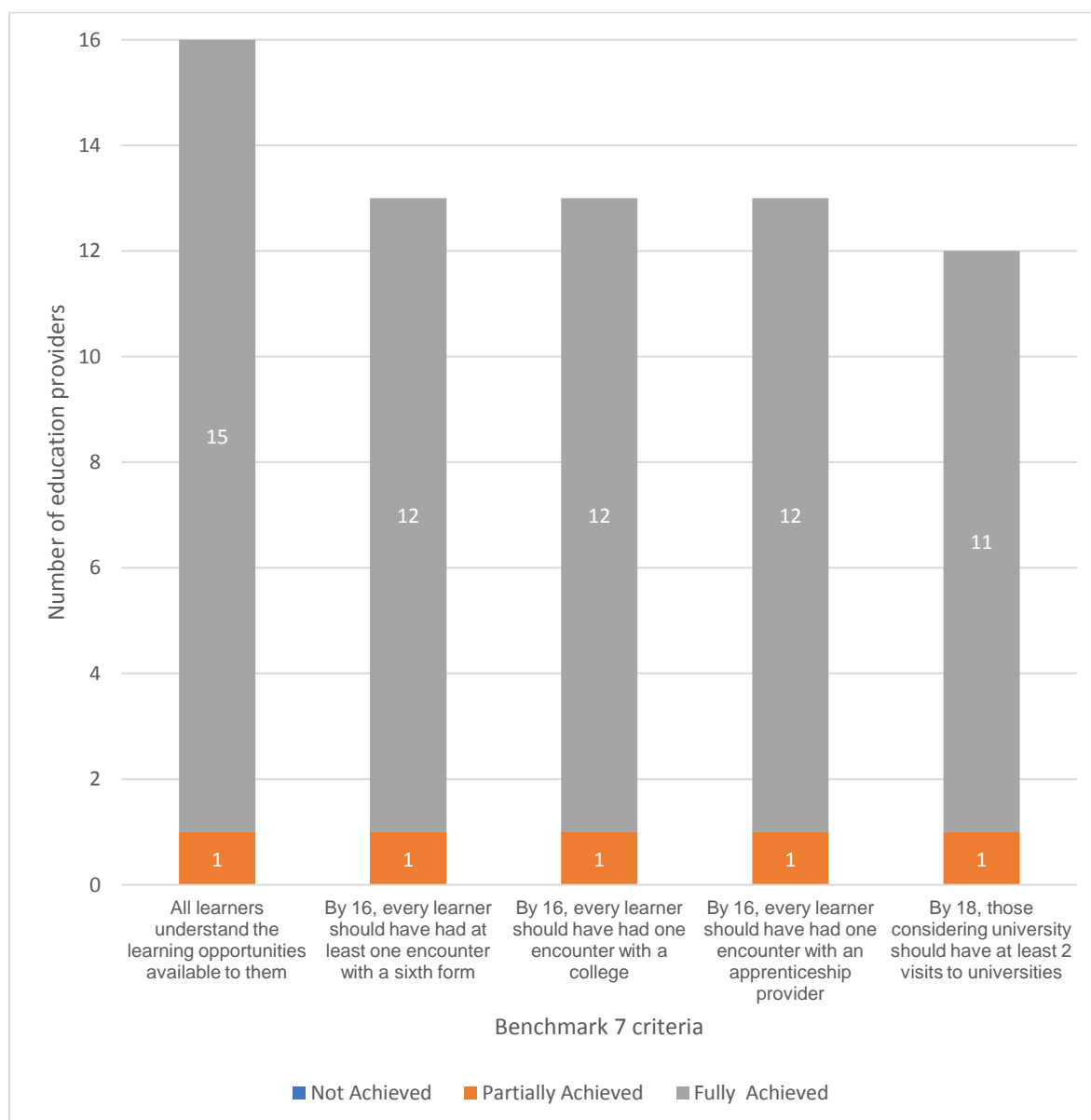
*Criteria 2, 3, 4 and 5 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

Figure 35 Number of education providers achieving Benchmark 7 criteria in 2016



*Criteria 2, 3, 4 and 5 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

Figure 36 Number of education providers achieving Benchmark 7 criteria in 2017



*Criteria 2, 3, 4 and 5 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

CASE STUDY VISITS – FINDINGS RELEVANT TO BENCHMARK 7

This Benchmark saw the biggest increase in achievement between baseline and 2016. In most schools, in 2016, a range of education options were discussed with learners, although there was significantly more information about university being shared than further education. Some providers were broadening this information to include organising a range of talks, visits and other kinds of experiences, and colleges were also increasing encounters

with universities. Education providers in 2016 were able to give many examples of activities and visits to and from providers of FE and HE programmes. Partners and partnerships had already begun to play an important role in delivering these experiences, and the structures which were developed as a result of the pilot had increased and improved communication regarding opportunities for visits and awareness-raising activities. The pilot appeared to have raised all stakeholders' awareness of the need for impartiality in their information and advice. This was a challenge for schools with sixth forms and colleges as they competed in the marketplace for learners, however, the pilot had highlighted a real commitment to overcome this challenge through genuine partnership.

Most schools reported that they had a very good relationship with the local FE colleges regardless of whether they had a sixth form. Most Careers Leaders and SLT explicitly expressed the idea that it was important to support students to choose post-16 provision which was '*in their [the student's] best interests*'. To achieve this aspiration, schools had started to invite colleges in to present information about their provision during talks and careers events.

Colleges were cognisant that they were invited into schools more often but noted that this was not routine across all schools. Colleges recognised the importance of acknowledging the work that they did in local schools. For example, they have offered sessions to Year 8 learners, linking careers and labour market information to growth sectors in the local area, often taking in employers drawn from the college's own contacts. They also described work with Year 11 learners and sixth form learners applying to college, raising the profile of careers linked to opportunities in the North East region. One college's school liaison manager had identified a lack of understanding in schools of alternatives to A levels, and a need to educate both staff and learners in schools about apprenticeships and BTECs. This was an excellent example of how partnership activity can impact on a range of Benchmarks through one co-ordinated activity.

Higher education was promoted across all education providers as an opportunity, with representatives from HE attending options evenings and staff from local universities running workshops and other events and inputs into the curriculum. There was good support from the local network for collaborative outreach. One issue highlighted across the area was the

tendency for learners to consider the universities in the North East (including those in Yorkshire) over and above those in other parts of the country. There was also a tendency to 'look to the south' rather than to explore the options over the border in Scotland and this did potentially limit options.

By the following year, more progress had been made in fully achieving all aspects of this Benchmark, with education providers indicating that being involved in the Gatsby Benchmark pilot had continued benefits around the development of strategies to improve learners' access to information about FE, HE and vocational post-16 provision. It also facilitated encounters with, and visits to, providers. There were examples in Benchmark 3 (Addressing the needs of each pupil) of targeted groups of learners (e.g. those in receipt of Pupil Premium or those identified as gifted and talented) engaging in activities and encounters to improve their access to FE and HE. What was clear from 2017 data was the value that education providers placed on their relationships with post-16 and post-18 providers. One middle leader described the impact of learner's contacts with providers:

'As teachers we can drone on all day, but they pay attention to students - the school had students from local universities come into school the other day and it was very well received.' **(Geography teacher, school, 2017)**

One staff member noted the importance of visits to FE and HE education providers in supporting their own understanding of different routes:

'We went on a brilliant day at Newcastle College for a showcase event for a range of technical careers-aviation, digital etc. There is a massive amount of knowledge that we need to keep abreast of so that we can inform students.' **(Teaching staff, school, 2017)**

Schools noted that although their provision in this area had often been good, participation in the pilot had resulted in a marked increase in the amount and scope of the information being provided into their school as they recognised the importance of educating their learners about all options and pathways and in widening access for some learners into FE and HE.

Most education providers spoke of stronger relationships between schools, colleges and universities - many noted that their network of contacts was continuing to improve as a

result of the project. The geographical locations of universities that school and colleges worked with was starting to increase, as was the type of universities they worked with - and many schools noted working with a wider range of Russell group universities. Many organisations described a developing relationship with the regional widening participation organisations (NERAP: The NE Raising aspiration project and NECOP) which provided funding and access to a broad range of widening participation activities for those learners living in the relevant postcodes.

Most education providers spoke of an increased range and number of universities attending careers fairs. Several schools and colleges were offering subject-specific fairs, however, this occurred primarily in STEM subjects and careers. Schools with sixth forms had many opportunities for their students to interact with both staff and learners within their own provision and there were examples provided of sixth form learners providing mentoring support to younger learners, and progression events and parents evenings where sixth form staff were present. Schools without sixth forms made a concerted effort to provide access to post-16 providers and where this happened, the provision of information and opportunities to learners appeared to be more balanced. Schools without sixth forms were providing a higher number of opportunities for learners from lower age ranges to have visits and experiences of FE and HE providers. The expansion of networks also extended to vocational and technical education providers.

For many schools and colleges, the issue was not about providing opportunities for learners to visit providers, because they were already highly committed to this provision. Rather the issue was about matching learners' interests to appropriate providers. They had developed several approaches to tackle this problem. One school, for example, asked students to apply for visits with a maximum of three options allowed. In other schools, subject teachers were responsible for organising visits to providers related to their own subjects and this often related to subject attainment and enhancement programmes. One popular example was trips for learners studying STEM subjects in Years 10 and 11 to the Centre for Life in Newcastle which houses NHS and Newcastle University research functions as well as a visitor centre.

By 2017 there was an increase in the age range of learners visiting FE and HE providers and younger learners had increased opportunities to engage with FE and HE providers. One school noted that Year 7 pupils all had visits to the local FE college:

'It gives some of the students a wider view rather than our school or our 6th form. It isn't the right place for everybody'. (Head of Year 7, 2017)

Several examples were given of universities approaching schools with a specific project in mind and they would provide a description of the type or number of students who could attend. This was often project- or subject-specific. An example provided was a university library offering a session on developing research skills. This session also introduced learners to the role of the librarian.

Colleges placed more emphasis on providing information at open events so that learners could make their own arrangements to visit universities.

There was a notable change between 2016 and 2017 in schools' attitudes to the promotion of vocational and technical routes. One staff member noted that previously, vocational routes were appropriate for the less able but that this was changing. As a result, some schools were changing their emphasis on developing practical skills alongside vocational abilities to support learners' applications. This included more volunteering and work experience which enhanced learners' understanding of vocational learning. There was also an increase in the number of apprenticeship providers which visited schools and colleges, with more assemblies, careers fairs and workshops focusing on apprenticeships. One parent noted that this was very important in helping her to support her child.

"You could write off these pathways if you didn't understand all of the options!" (Parent, 2017)

Schools and colleges had started to find new ways of promoting opportunities to learn about and apply for apprenticeships. One school for example used the televisions placed around the school and school social media accounts to promote events and visits around apprenticeships, the head teacher noted that this would not have happened three years ago. One school had funded a member of staff to work with local vocational providers to develop a vocational learning hub at their school. The hub aimed to include opportunities

for learners to undertake foundation level vocational subjects and opportunities to develop vocational and employability skills. Universities had started to promote degree apprenticeships, and this had been important in raising learners' awareness of how the range of vocational options linked together to provide a viable progression pathway.

The excellent progress made by all education providers between baseline and 2017 was continued into 2018. Encounters with FE and HE were continuing to take place with younger learners across all schools, with five school providers reporting that Year 7 and Year 8 learners had encountered HE. In addition to this, encounters with apprentices/apprenticeship offerings had increased further with one provider explicitly noting they had brought in the government funded Apprenticeship Support and Knowledge programme (ASK) to talk with learners. Whilst school providers without sixth forms had previously had relationships with colleges, schools with 6th forms were now reporting the existence of strong relationships with colleges too, despite the competition for learners. As with encounters with employers, encounters with HE and FE providers were also being built further into curriculum learning in school providers when staff were working towards Benchmark 4.

The geographical locations of universities that all education providers interacted with had increased further - two school providers noted they were working with two Scottish universities (Stirling and Herriot Watt) as well as universities in Leeds, Oxford and Cambridge. One college was working with a university in Dundee and in general colleges described more visits to universities, inviting universities in for special events and of holding UCAS application support sessions. Those education providers with eligible learners reported working with the local NCOP consortia to gain access to funding for transport and widening participation activities. Five providers stated they now had an HE champion role funded through the scheme.

One school provider had previously utilised the Gatsby funding to pay for the transport costs associated with providing learners with access to University summer schools - for this isolated school in particular, an additional resource was necessary to offset high transport costs.

In the final year of data collection, schools were continuing to grow the provision of encounters for younger learners and all providers were working on making their provision towards Benchmark 7 'bigger and better' by attempting to:

1. Look further afield for different FE and HE providers to deliver workshops/talks or visit and consider a wider range of more prestigious HE providers to visit or invite in
2. Improve awareness of alternative routes to HE
3. Improve knowledge and advice around apprenticeships
4. Develop more targeted encounters and support both through curriculum encounters and centrally
5. Make use of NCOP funding to deliver more activities and encounters

In the first instance, schools (those without sixth forms) talked about arranging visits out to FE colleges in their local area (e.g. Newcastle, Sunderland, Durham) but also broadening out to Scarborough, Yarm and even further afield. Learners were also being made aware of alternative paths or routes into HE.

In engaging with HE institutes, all education providers described extending the range of institutes they worked with, either in terms of status or geographically. The universities they had worked with included Oxbridge, Russell Group institutes and universities located in Scotland (Stirling, Dundee, Herriot Watt) and South England (Southampton). Schools had begun to take whole year groups out to visit HE providers and all providers continued to have strong links with local universities such as Newcastle, Teesside, Sunderland, Northumbria and Durham. One college noted that some local universities had been so keen to work with them that they have been unable to capitalise on all the opportunities. All education providers noted that working with HE providers was easily achieved because HE providers were typically very keen to come into school or college and talk to learners and the increased provision of widening access programmes across all universities facilitated a range of interesting encounters. The Link School (PRU) had started to explore university encounters through Work Discovery in Sunderland (a programme which aims to help young people prepare for work through organised events, and by giving them the tools they need for employment) which involved a number of learners visiting several campuses and having

the opportunity to speak with tutors. They were looking to embed this further so that visits happened every term for all learners and not just once a year for a proportion.

Providing advice and guidance around apprenticeships had continued to improve, with schools noting that alumni who had gone on to do apprenticeships were now coming back into school to talk with current learners. Another school had their sixth form numbers capped and were therefore conscious that they needed to support other providers more proactively; they sent learners to colleges to explore courses and had apprenticeship providers come in to talk to Year 11 learners.

Targeting of specific groups of learners was particularly well done in colleges because subjects spent time delivering encounters to their own learners, but there was also evidence that Careers Leaders were considering all learners across the college and ensuring that their sometimes highly specialised courses were catered for. However, there was also good evidence of this happening in schools, for example gifted and talented learners were encouraged to explore Russell Group and Oxbridge universities in most schools and one Careers Leader had Newcastle University in to raise Year 7 aspirations around STEM careers. Opportunities for targeting occurred frequently in the curriculum as well. In one school, sixth form learners had their tutor groups assigned based on their intended destinations (developed over their years in school and taking part in the career guidance programme) so that those wishing to apply to university were in one group, those interested in apprenticeships were in another, and so on. Tutor time was then spent supporting learners in highly relevant ways, although learners were supported to explore alternatives if they wanted to.

The majority of education providers in the pilot had worked with NERAP and NECOP in some way to develop their provision towards Benchmark 7. This took several forms:

- Funding for travel
- Participation in the Future Me programme
- Widening access activities from third party organisers such Medical Mavericks
- NECOP delivered activities including mentoring and advice on all aspects of university life.
- HE Champion roles in schools

- The use of commercial products for facilitating encounters with FE and HE providers

Several colleges and schools noted that they had purchased an online application which allowed learners to explore and apply for courses at FE, HE and Vocational learning providers. The application allowed learners to collate information about their experiences and achievements to support the development of personal statements. There are number of notable advantages in using this package which included:

- Streamlining of the application process
- Improvement in learners' ownership of the process
- Encouraging learners to start the UCAS application process early
- Tracking and monitoring of learners' progress by staff (there was little evidence of this in providers without this or a similar package in evaluation)
- Engaging learners in CV building and writing personal statements

BARRIERS AND ENABLERS

The main barrier to providing learners with full access to experiences of FE, HE and vocational learning providers was time. Visits to providers takes time away from other curriculum activities and whilst most education providers recognised the value of this type of experience, they also recognised that visits take away valuable curriculum time. Over the course of the evaluation, education providers compensated for this by linking visits to curriculum subjects, however, this still required significant time to organise and manage. Most curriculum subject teachers noted they were already pressed for time. This Benchmark therefore required very good resourcing and central co-ordination for visits and encounters to be available and effective. Interestingly, different pathways required different levels of input to support - one member of staff at a school suggested that securing an apprenticeship opportunity for a learner was more time-consuming than helping with a university application for example. This might be a result of teachers needing to develop their knowledge and understanding of apprenticeship application processes. Once these are as familiar as the UCAS processes, which are well-known by teachers who may themselves have used this process themselves, this may become less of a barrier.

A secondary barrier for some education providers was transport. Whilst a small minority of schools stated that transport was readily available (or the funding to pay for it was), the majority struggled with this.

Key enablers were the fact that local universities were enthusiastic about working with schools and colleges to recruit learners, that they had an array of widening access initiatives and that there were two widening access programmes (NERAP and NECOP) supporting them. Similarly, there was a willingness of FE colleges to work with schools - schools and colleges were often well networked and open to working with each other. Despite the incentives for schools to retain learners into their own sixth forms, there had been a shift in pilot schools with sixth forms towards supporting their learners to find the most appropriate pathway. Additionally, commercial packages facilitated monitoring, tracking and evaluation.

BENCHMARK 8: PERSONAL GUIDANCE

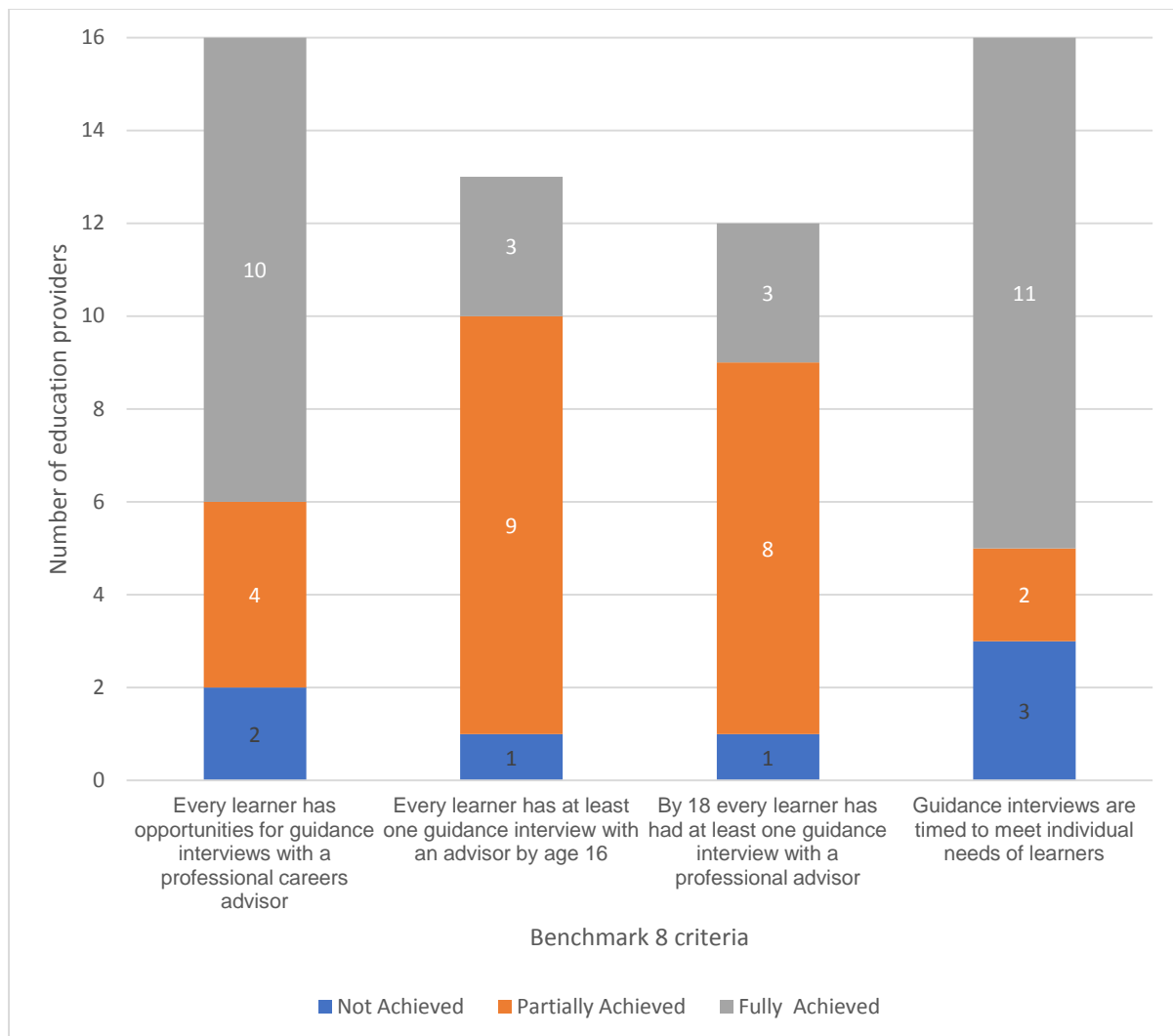
Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs.

Four criteria underpin Benchmark 8.

1. Every learner has opportunities for guidance interviews with a professional careers adviser
2. Every learner has had a least one guidance interview with a professional careers adviser by the age of 16
3. College: Every learner has had at least one guidance interview with a professional careers adviser by the age of 18
4. Guidance interviews are at times to meet the individual needs of learners

At baseline in 2015, self-audits suggested this Benchmark 8 was being fully achieved by three education providers (see Figure 37). Education providers were largely ensuring that every learner had the opportunity to have a guidance interview with a professional and that these interviews were timed to meet their individual needs (ten and eleven providers respectively). Education providers were largely partially achieving the remaining two criteria (having at least one guidance interview by the age of 16 and another by the age of 18).

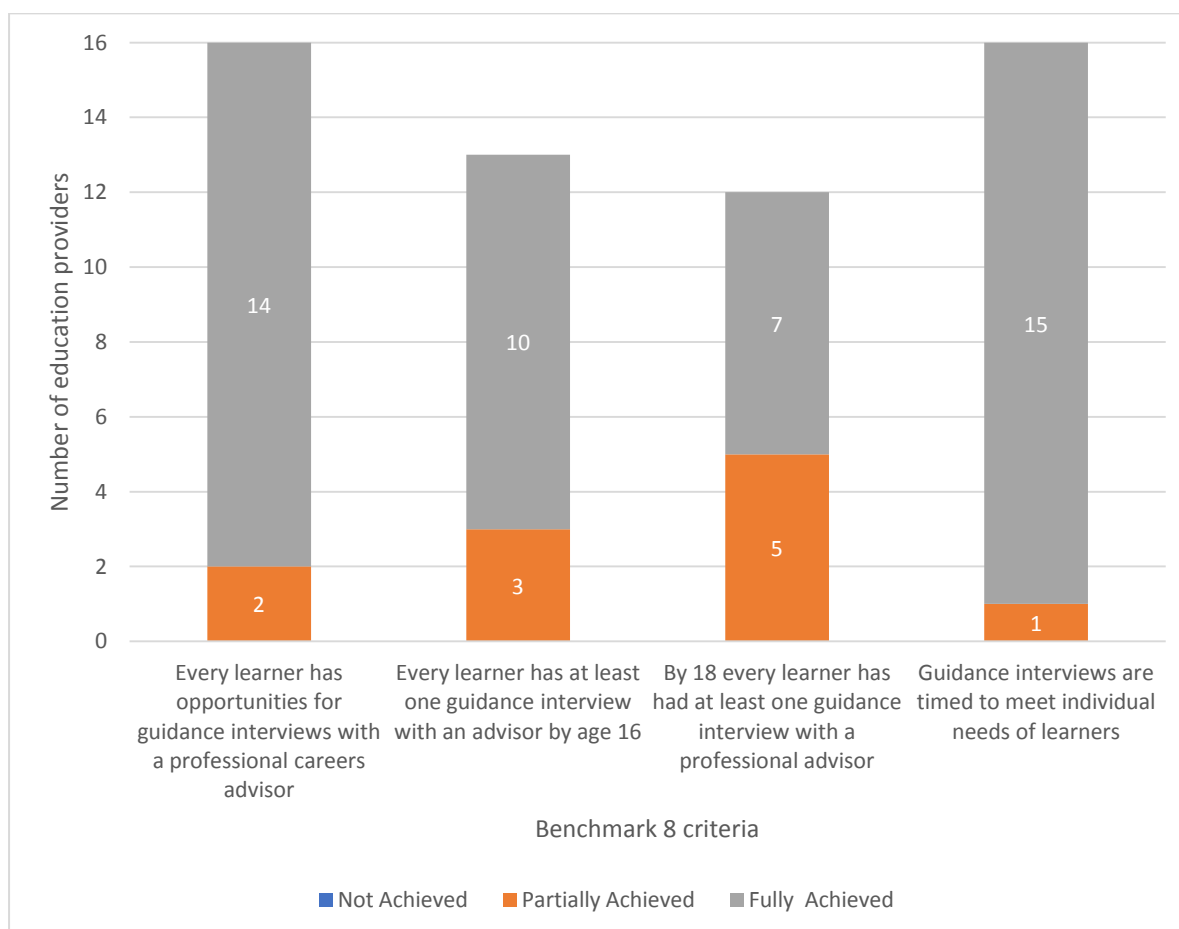
Figure 37 Number of education providers achieving Benchmark 8 criteria in 2015 (baseline)



*Criteria 2 and 3 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

Within one year all sixteen providers had moved to at least partially achieving each criterion (see Figure 32). In 2017 there were further positive shifts (see Figure 38).

Figure 38 Number of education providers achieving Benchmark 8 criteria in 2016



*Criteria 2 and 3 is not applicable to all providers. The total number of respondents for these criteria is therefore reduced.

In the following year (2018) fifteen providers were fully achieving criterion 1 (every learner has opportunities for guidance interviews), all thirteen were fully achieving criterion 2 (every learner has at least one interview by the age of 16) and criterion 3 (by 18 every learner has had at least one interview) and fifteen were fully achieving criterion 4 (guidance interviews are times to meet the individual needs of learners). By the final year of the evaluation this Benchmark was fully achieved by fifteen providers. One college felt they could not say they were providing every learner with a personal guidance interview with a level 6 qualified professional careers adviser by the age of 18.

CASE STUDY VISITS – FINDINGS RELEVANT TO BENCHMARK 8

Schools had made good progress on this Benchmark since 2015 and within the first year of the pilot, nine schools had moved to fully achieving this Benchmark. By 2019 all but one college were fully achieving it.

SCHOOL APPROACHES TO PERSONAL GUIDANCE

Across the evaluation it was found that schools took a range of approaches to delivering Benchmark 8 – the model adopted by 2016 did not typically change over the course of the evaluation so for this Benchmark progress by year is not discussed. Rather the analysis focuses on discussing the models adopted and then considering the fundamental aspects of Benchmark 8 and identifying what changes did take place over time.

Case study visits in 2016 found that a minority (three) of school education providers had employed a careers adviser or given the role to an existing member of staff (teaching or support) but the majority commissioned this service from an external provider (four had service level agreements with Connexions, eight commissioned this service from an independent company and some had services from both Connexions and an independent company). Over the course of the evaluation, the model used by any given school typically remained stable. Changes did take place but were related to:

- Referral - this improved significantly over the course of the evaluation with Careers Leaders, teaching staff and learners all making use of referral systems. By 2018 and 2019 the careers adviser(s) had a higher profile within the school or college, were known by staff and by learners and were more accessible and more visible.
- Number of days bought in/number of advisers - this increased in several providers
- The length of interviews typically increased in schools and in colleges, although in colleges, interviews were more likely to vary in length depending on the needs of the learner.
- The years in which learners were offered advice changed, predominantly in 2018 and 2019, with Year 10 learners, particularly more vulnerable learners, being

targeted as Year 11 was felt to be too late for the guidance to have maximum impact. Two schools had opened up the service to even younger learners to support them in making their GCSE option choices.

EXTERNAL COMMISSIONING

Where external commissioning occurred, schools were generally attentive to the qualifications which advisers had and whether or not they were registered practitioners. Certainly by 2018 and 2019 all schools were able to provide information on the careers advisers who worked with the learners, often because the Careers Leader had developed strong working relationships with them. In schools with externally commissioned provision, groups of learners most in need were identified for individual personal guidance and the provision to the rest of the learner population was variously through self-referral, drop-in sessions or through attendance at careers events and parents' events. Commissioned services were largely devoted to learners who were in the process of option choice or transition in Year 11 at the start of the pilot, however, two schools described opening this service up to younger learners who were making GCSE option choices in Year 8.

Three schools noted an increase in the number of days or number of advisers they bought in to provide personal guidance over the course of the evaluation. This occurred for several reasons. Sometimes Careers Leaders tracking interviews recognised that not all learners in Year 11 or in sixth form were able to see a careers adviser. In other instances, schools had increased the time of personal guidance interviews (for example one school increased the interview length from 30 to 45 minutes) and other schools had opened up personal guidance sessions to younger learners before they made their GCSE choices. Others recognised that some of their learners needed multiple sessions.

CONNEXIONS, SUPPLEMENTARY SUPPORT MECHANISMS AND BLENDED DELIVERY

A blended approach was adopted by some schools whereby they commissioned specialist career guidance from the Local Authority for young people with special educational needs or those considered vulnerable (Pupil Premium, looked after children) or at risk of NEET, and personal guidance was then offered to most learners with level 6 Career Development and Counselling advisers, with support from other staff not qualified in this way. In these scenarios, heads of sixth forms or SLT provided guidance for post-18 education options.

The Local Authority Connexions Service was one service used for more vulnerable learners. In another school, extra support for looked after children was delivered by the Education Support for Looked After Children (ESLAC) team. Several examples were provided of other forms of external personal guidance provision - for example, one school promoted the National Careers Service to learners so that they could access support online. One school involved local FE providers in delivering personal guidance to learners. One school used 'One Point' (a service provided by Durham County Council which offers a range of different support service for families) to support learners who were considered in need of additional personal support.

INTERNAL PROVISION

At the start of the pilot, schools which had opted to employ an adviser varied in the extent to which they considered the qualification levels of those providing personal guidance. In two schools the member of staff delivering careers was either unqualified or only qualified to level 4 in IAG. However, by 2019 one employed careers adviser was IAG level 7 qualified. In schools which used an internal member of staff, provision took more of a triage style approach – it was layered and included initial guidance from staff who are not qualified personal guidance practitioners but who identified needs and often made referrals for more in-depth guidance to the careers adviser. Schools using this model only needed one qualified member of staff who could then also provide support to a variety of other activities such as work experience. The schools using this approach also had members of the SLT or heads of sixth form interview every learner in Year 11 or Year 12 to explore their aspirations and thinking around future careers and progression routes. This was not used as a substitute for professional personal guidance but as a supplement to help identify learners needs and tailor support.

IMPARTIALITY

Careers Leaders in 2019 all talked of encouraging their learners to explore all possible pathways, even in colleges where learners were enabled to explore universities, despite the college offering similar provision. Although schools without sixth forms might seem to be less conflicted regarding post 16 destinations, one Career Leader spoke about the need to manage her own feelings when talking with her learners about progression. She described

situations where learners had expressed interest in destinations that she felt would not provide the most effective learning environments for them and how remaining impartial was a challenge. It seems that the ability to gently challenge or question a learner's thinking is a skill required by staff other than the careers adviser.

COLLEGE APPROACHES TO PERSONAL GUIDANCE

In colleges the picture was quite different, largely due to the much larger cohorts of learners they worked with. Colleges adopted a triage system with progression coaches (individuals employed to deliver employability skill development and serve as a personal progression tutor) or similar (personal tutors or development coaches) being a first point of contact for all queries or issues. This system remained in place for the duration of the evaluation. Whilst progression coaches were not necessarily IAG qualified, particularly at the start of the pilot, they did have experience in delivering employability and careers work to their groups of learners and also therefore had relationships with them. By 2019 progression coaches were more likely to hold IAG qualifications (typically to level 4). Where progression coaches did not have the knowledge or ability to resolve issues the learners were then referred to a careers adviser. The number of careers advisers varied across the colleges, depending on their size, and in the early stages of the evaluation (2016-2017) there were moments when waiting lists to see advisers meant some learners did not necessarily see a professional adviser at the times they needed. One college had attempted to deal with this problem by organising a system of an 'on duty' qualified adviser who could be accessed by phone or drop in during college opening hours.

By 2019, all colleges had increased the number of IAG level 6 (or above) qualified careers advisers they employed. This triage model worked well by the end of the evaluation but meant that blanket approaches to delivery of guidance interviews were not always achieved. Colleges nonetheless felt confident that all learners were able to access qualified professional advisers and had support from progression coaches as well as the Careers Leader. The number of learners making the most of these opportunities increased over the course of the evaluation with drop-in and open-door policies being popular, particularly at points of decision-making and transition.

ACCESS TO QUALIFIED CAREER GUIDANCE PRACTITIONERS

The Career Development Institute (CDI) recognise a level 6 IAG qualification as the minimum level required to denote professional status. By 2017 all education providers, with only one exception, provided their learners with access to qualified careers advisers and all of these were at least level 6 qualified (several were level 7). Across the 15 education providers with qualified staff, four staff had level 4 qualifications, eleven staff had level 6 qualifications and six staff had level 7 qualifications.

By the end of the evaluation in 2019, all education providers provided access to level 6 or 7 qualified careers advisers; many also had level 4 qualified staff in their employ and/or had staff working towards level 4. The typical number of days per week that schools commissioned from external providers was 2-3. Internal members of staff would spend at least one day a week delivering personal guidance sessions (their roles always included other aspects of careers such as coordinating, planning, monitoring, and evaluating). Careers advisers were present at parents' evenings, options events, and other events where parents are in attendance. Generally, careers advisers are significantly more visible within the school/college.

PREPARING LEARNERS FOR PERSONAL GUIDANCE

There was limited evidence early in the pilot of education providers preparing learners specifically for their careers interviews (the purpose of the interview, what will happen in the interview, what questions they might be asked) however this preparation was much more noticeable in 2019. All colleges prepared their learners, and in schools there was increased familiarity with career guidance generally as well with the careers adviser who was more visible. The careers adviser working with the PRU described a bespoke approach they had developed for delivering personal guidance to their learners. These learners required a session which introduced the careers adviser to them and described the nature of the sessions and their purpose. This also served to increase familiarity with the adviser which increased the likelihood of the learners engaging with them. In addition to this, these learners did not receive the traditional 45-60 minute interview session that learners in other schools typically received. Rather they had multiple sessions which were much shorter in nature and which gradually moved the learner through the process of considering options and forming plans.

The use of a commercial package by several education providers was seen as helpful in supporting the guidance process and provided staff with an opportunity to review learners' progress prior to the interview. One college used a personalised annual 'career ladder' which identified an initial goal with their tutor and then this could be used as the basis for an extended guidance interview with one of the careers advisers.

An interesting finding from 2019 was the change in readiness of learners when attending their personal guidance interview. Preparation for such an interview is critical to the interview being as effective as possible (Everitt, Neary, Delgado-Fuentes & Clark, 2018) and the findings here emphasise this point. Careers advisers who took part in the research talked about personal guidance sessions often being comprised of career education and information giving when the pilot started. However, they talked enthusiastically about how the content of interview sessions changed during the evaluation because learners came for their interviews:

- With a better awareness of themselves, their strengths and weakness and their values and interests
- With a better knowledge of education, training and employment routes
- With ideas of possible careers they were interested in

Consequently, personal guidance interviews were comprised from personal guidance as opposed to the provision of career education such as the difference between academic and vocational routes. This meant that sessions were more productive and, felt the careers advisers, more effective.

MONITORING, REVIEW AND EVALUATION OF PERSONAL GUIDANCE

Education providers developed other systems for monitoring the quality of personal guidance:

- Through observations of practice, however this was problematic when conducted by unqualified staff members and was noted as a particular barrier in one school
- Feedback sought from learners using feedback sheets or commercial packages

- A review of destination data to determine changes in progression routes as a consequence of guidance

BARRIERS AND ENABLERS

Key enablers for the delivery of personal guidance were availability of financial resources, ensuring the advisers were accessible and visible and the achievement of the other seven Benchmarks (this allowed personal guidance interviews to be about personal guidance rather than education and information sharing). Key challenges were providing personal guidance interviews for every learner in large education providers although it was generally felt that a triage model did ensure all learners had the personal guidance they needed. It was also challenging to evaluate the longer-term learning and behaviour changes which occurred as a consequence of personal guidance interviews.

SUMMARY OF BENCHMARK IMPLEMENTATION

In summary, Benchmarks 5, 7 and 8 were achieved by most education providers and Benchmark 4 by the least. Benchmarks 1, 2, 3 and 6 were implemented by the majority of education providers. Different models existed for the structuring of career guidance delivery and for the leadership and management of it; these factors varied according to the nature and size of the education provider. There has been a general shift over the course of the evaluation from education providers getting to grips with the Benchmarks and what is required to implement the fundamentals, to taking a proactive role in shaping the strategy and content of provision, to delivering high quality, personalised and tailored career and personal guidance. Those schools and colleges achieving all eight Benchmarks demonstrated a clear shift in culture within the school or college that was manifested through:

- Strong alignment of careers guidance with the schools or colleges underlying strategy and values – ‘careers is what we do, it is who we are’
- Senior leadership committing to, and valuing, career guidance and, as a consequence, the profile of career guidance and the career guidance team being raised
- Significant increases in understanding by all staff in education providers of the importance of career guidance and the benefits it brings to learners and staff

- Increased (and accepted) responsibility across all staff for career guidance - 'every teacher is a careers teacher'
- A wide range of quality activities, encounters and events that take place for all learners with increased targeting, personalisation and depth of provision for individual learners
- 'Careers' becoming part of daily life. This is demonstrated through careers posters and displays around the building/campus, and in a significant increase in 'careers conversations' between learners and between learners and staff

Some of these features serve as both enablers and as outcomes of achieving all eight Benchmarks, for example, the education provider has to commit fully and strongly believe in the importance and value of careers guidance for the Careers Leader to be empowered to deliver a high quality provision. Others, such as the 'career conversations' are more of an outcome which are achieved by the raised profile of careers, more activities and increased knowledge and ability in staff.

BARRIERS AND ENABLERS IN IMPLEMENTING THE BENCHMARKS

Enabling factors were:

- The Benchmarks themselves as they provide:
 - a) Clear underpinning criteria and a self-assessment process which facilitate provider's ability to develop, monitor, review, evaluate and develop again.
 - b) A shared language across education providers, FE and HE institutes, employers and other careers providers and stakeholders.
 - c) An increased awareness of the importance of careers in staff and learners

"It makes you look at how you could improve [careers education]. It doesn't take a lot always. It makes you look at it from a different angle. It gives you a framework." (Careers Leader, 2018)

"The framework has allowed schools and colleges to see what they actually are doing, and in some cases made them realise they are doing more than they thought, but it has also helped to show them where their gaps are." (Careers Policy Lead, 2017)

“Gatsby helps people appreciate what needs to be done, because where we were a few years ago the schools were not sure what to do ... and this was a real concern. Gatsby has provided the framework and the North East Pilot has provided a support structure to show [schools and colleges] how to do it, the [LEP] will broker links, and show how to get support.” (Youth Employability and Skills Adviser, 2018)

“Because of the Gatsby Benchmarks they [education providers] now seem to be more receptive and are trying to get involved with STEM” (Training Manager, 2018)

- The Pilot Facilitator who was instrumental in empowering education providers to understand what each Benchmark required and who to work with to facilitate that – this allowed them to transform their provision (this is explored in more detail in a later section).
- The LEP where Enterprise Coordinators and Enterprise Advisers were vital in supporting education providers to identify, develop and manage partnerships with various employers and communities to facilitate implementation of Benchmarks 5 and 6.
- The pilot support network, and then Careers Hubs which replaced the network, which significantly enabled development. The cross-institutional meetings for education provider staff involved in the pilot allowed them to share achievements, challenges, ideas and innovations in relation to realising the Benchmarks. The colleges involved were also pleased that a sub-group had been set up to support the implementation of the Benchmarks in college only settings, thus providing them with more tailored support. The role of the Pilot Facilitator was also crucial in providing more remote support across the whole network of education providers. He had collected examples of Benchmark implementation from across the 16 institutions and was able to share detailed examples with an education provider when they made contact regarding a Benchmark challenge they were facing. The formal support network reduced isolation and created opportunities for innovation and problem solving:

“The role can be a lonely one and the pilot partnership has allowed professional conversations to take place. It has kept me going at times. People in school don’t always understand all of the thinking behind careers work.” (Careers Leader, school, 2017)

Two stakeholders highlighted that some education providers were now also supporting each other to achieve the Benchmarks:

“Because it is so new there is a sense of community in the pilot schools and they are not afraid to ask each other how they are achieving certain Benchmarks. So, it is good to see schools sharing good practice with other schools. When it is done well you can see how it is going to completely flourish, but obviously different schools are at different stages at the moment.” **(Project Coordinator, NECOP, 2017)**

“I think the key is that schools are now open to working in collaboration with each other and they are more open to share good practice, and they are also more open to engage more freely with business and taking business advice.” **(Enterprise Coordinator, 2017)**

The creation of careers hubs by the CEC continued the networking element and also provided some additional funding through the Virtual Wallet scheme offered by Careers Hubs which allowed education providers to resource activities, transport or commercial packages which helped achieve various Benchmarks.

- The creation of the Careers Leader role which:
 - a) Cemented the importance and the role of career guidance provision into education providers culture and provided more support to staff
 - b) Gave oversight of the entire programme to one individual which facilitated a joined up, cohesive approach
 - c) Facilitated monitoring and evaluation
- Careers Leaders who are passionate about providing high quality career guidance and who demonstrate a wide range of personal attributes and transferable skills to a high level to manage the various aspects of their role (leadership, management, coordination, planning, strategic development, negotiation, persuasion, relationship management).
- Institutional leadership and infrastructure which were critical to schools and colleges making progress. SLT who were committed and fully understood the importance and value of careers drove the development of careers provision. They did this by

empowering the Careers Leader and by making sufficient funds available to resource it. SLT support must be accompanied with an appropriate infrastructure that allows Benchmark implementation to occur:

“... A Careers Leader is permanently employed within the school and that is a valuable resource to have ... because it allows for things not to be a one-off and to have a sustained and lasting impact.” (Test Facilities Director, 2017)

“One of the pilot schools ... prior to involvement was very poor at careers work, what we are seeing now is a dramatic improvement in career engagement and ... Gatsby has had an encouraging influence on them getting into a much better place surrounding career guidance. There is a senior member of staff who now manages it, they have a career guidance specialist, a designated governor, and materially the number of young people who become NEET has radically reduced from where they were to when they got involved in the pilot.” (Youth Employability and Skills Adviser, 2018)

“There needs to be a central lead at the schools or colleges, so there needs to be someone who can implement the Benchmarks and ensure that they continue to develop in achieving them; I think that person needs to have, if not attached to, accountability to the senior leadership team within the school ... there has to be that senior endorsement that ensures that it is coming from the highest possible level. I think that a governor that has responsibility for careers would be of real strength to a school or college.” (Enterprise Coordinator, 2016)

This highlights the importance and value of distributing accountability for career guidance throughout an education provider’s leadership and governance structures. This can also be important for ensuring that self-auditing does not become a tick box exercise but serves as a mechanism for education providers to evidence their provision and reflect on how it needs to be developed.

- A stable careers programme which has been used to:
 - a) Help fulfil strategic aims in education providers
 - b) Begin careers education with younger learners in Years 7 and 8

c) Take a more strategic approach in the development of partnerships/relationships with employers, colleges, universities and training providers

- The use of commercial products/applications which typically facilitated monitoring, review and evaluation across all Benchmarks.

A range of barriers were identified by Career Leaders and other relevant staff during the research. Barriers described by schools were:

- The lack of time to deliver careers activities because of curriculum requirements. This became less of a barrier over time for some Careers Leaders who were particularly savvy in combining activities or encounters which supported the achievement of more than Benchmark at a time.
- Ofsted reviews creating changes in priorities – this meant that several schools were in a state of flux because of Ofsted reviews and time and money was often taken away from career guidance as a result.
- Finding funding, particularly for transport out to events/encounters. This was particularly challenging for isolated schools or colleges.
- Being part of a three tier school system – for schools which are middle schools (i.e. have learners from Year 9) there can be a need to ‘play catch’ up with some learners as they may not have experienced the levels of career guidance that the school wanted them to.
- Ensuring that learners all have meaningful experiences of workplaces, again this was particularly challenging for education providers in isolated or small communities.
- Capturing destinations data for three years; not only was this a very time-consuming activity but there were doubts about the reliability and validity of the data they did manage to collect.
- Engaging parents/carers and in particular, getting their feedback
- The administration elements of careers provision – even with commercial applications/products this was a time-consuming task that usually required input from more than one individual.
- Multiple and competing initiatives - the majority of education provider staff members, at both strategic and operational levels, described having to respond to several different

external initiatives on top of their regular workloads. This led to difficulties in deciding what work to prioritise and where to focus energy and resources. This sometimes reduced the time available to be invested into the implementation of the Benchmarks. Similarly, three wider stakeholders reported that the pilot was only one of several strategic regional initiatives that they were involved in supporting, which led to issues associated with thinking and operating in silos. These stakeholders expressed a desire to see external initiatives better co-ordinated, ‘joined up’ and ‘pulled together’, although it was not clear who should be responsible for doing this:

“There is a huge amount of work going on in terms of what the LEP themselves are doing, through their Local Ambitions programme and there are also other external initiatives, but one of the issues with these is that they are not joined up.” (Careers Policy Lead, 2017)

“Obviously I’m part of the STEM networks, and I am aware of the STEM Ambassador Programmes and various other different ones. What I find at the moment is that there are so many, and I think that’s what the problem is, because they are not joined up ... I think they all need to be pulled together.” (Director and Enterprise Adviser, 2017)

- Evaluation – this was done via capturing reactions from learners, employers or staff but rarely moved beyond this to consider what learning had occurred, whether that resulted in any behaviour change and then whether there were longer term outcomes such as changes to attainment. There was a focus on destinations however and some schools indicated on their websites that this formed part of their evaluation of their career guidance provision. Stronger evaluation requires clear outcomes to be delineated for career guidance which they can evaluate against and use this information to consider which activities or encounters provide the best return on investment.

Colleges reported a smaller number of barriers compared with schools - this could be a result of only three colleges taking part in the pilot (compared to thirteen schools) and the three colleges reporting very similar experiences. Their barriers typically revolved around the increased number of learners on roll compared to schools:

- Large cohort sizes which made achieving Benchmark 3 and Benchmark 8 challenging. Targeting small groups and providing one to one guidance for all learners at key points was difficult logistically and financially.
- Engaging parents/carers. As schools found, engaging parents/carers was difficult and, in some cases, more so, as learners were often older and viewed less as children and more as independent adults by parents/carers.
- Ensuring all subject staff reported on all the career guidance activities that were delivered within their subjects. Colleges are typically much larger institutes with more learners studying a greater range of subjects. Consequently, there are more staff to coordinate, support and monitor.
- Capturing destination data for three years. This was more difficult for colleges than for schools due to larger numbers of learners and many learners not progressing to other education providers where following up can be easier.
- Evaluation - as with schools the evaluation which took place was typically limited to capturing reactions and then considering destinations. Again, increased numbers of learners meant that evaluation required significant amounts of manpower even if a robust digital package was being used to support the process.

WHAT ARE THE PERCEPTIONS OF STAKEHOLDERS THROUGHOUT THE PILOT PROCESS?

This section focuses on charting the views of the stakeholders over time and what the key changes have been in their work with education providers, as well as the enablers, challenges and impacts they have perceived. Stakeholders are external to the education providers - local employers, employees, representatives of the LEP, the CEC, local authorities, STEM organisations, representatives from Business in the Community and from widening participation partnerships.

THE GATSBY BENCHMARKS AS INFRASTRUCTURE

During the first year of the pilot it became apparent that the Pilot Facilitator and project administrator's roles in the LEP, and development of a network map of all career guidance stakeholders in the locale, allowed the project team to act as a central hub through which communication passed, allowing them to connect the different parties to each other. This view was strongly supported by the Enterprise Coordinators who also resided within the LEP. It gave the team a good insight into how they could facilitate collective working, for example with respect to linking business to education the Pilot Facilitator commented:

“We brought together 40 organisations, including the 7 local authorities who operate in the space to link education to business.... They came together around the Gatsby Benchmarks and they’ve all now mapped their provision against the Gatsby Benchmarks... The LEP is neutral so it sits to serve the business needs of the region and is a vehicle for the local authorities coming together and so it’s a good organisation to signpost”. **(Pilot Facilitator, 2016)**

The Benchmarks provided a structure to draw them back together as it offered a forum for sharing practice:

“I did attend one of the events with all of the Gatsby schools and it was clear that it was really positive to get all the schools talking about subjects within the framework. I think that was probably the biggest impact in trying to sort of share their best practice if you like. There are a lot of really good teachers in schools doing some really good things but it’s how you actually share that across the piste so that every young person gets that opportunity and it

isn't just reliant on being in a particular school or with a particular teacher. I think the pilot is sharing the enthusiasm that those really passionate about careers have, that expertise."

(Representative from the NE Raising Aspirations Partnership, 2017)

This continued throughout the project - one stakeholder commented that this forum approach continued to support schools and Careers Leaders both locally and regionally. More recently (in data collected in 2018 and 2019) the events had attracted head teachers and senior leaders.

"Head teachers are in the meetings and the development sessions and reinforcing the messages. These being supported and endorsed by heads and SLT. In the pilot we saw snippets of this but not as globally as it is now." **(Enterprise Coordinator, 2019)**

The Benchmark framework served as an infrastructure for the whole career landscape. It not only provided standardisation and consistency, goals and actions, but also a platform for people to come together and have meaningful conversations. It became the core, underpinning driver for the development of a new community where individuals from all the different interested parties were linked and networked and in 2016 there was a growing sense of enthusiasm, connectedness, of working together to provide a joined up approach.

"I suppose the support that the facilitator is giving to the pilot is good so they are constantly in contact, they're all networked, they're all talking to each other, they're all coming to events." **(Enterprise Coordinator, 2016)**

"We have also been linking in with the pilot that has been happening in the NE, the Gatsby pilot. Looking at the model of linking with the career enterprise advisor, the business advisor that is going out and linking that through with the work we were doing with the STEM ambassador programme so that those conversations with schools around those skills gaps is a bit more of a joined up conversation. It is usually disjointed; these organisations are now coming together having one conversation." **(STEM organisation representative, 2016)**

"It's very much my role to try and make sure that all of the different groups are identified, and the ones who are not identified but emerge, are connected. And not just locally, but nationally." **(Pilot Facilitator, 2016)**

The Gatsby Benchmarks continued to play this role as an infrastructure throughout the evaluation and, in fact, it extended to include non-pilot schools and colleges locally and regionally. It had also started to attract primary schools mid-way through the evaluation who wished to develop their career guidance and has led to a current pilot in the North East LEP testing a series of Benchmarks for primary schools.

By the final year of the evaluation, stakeholders perceived that the Benchmarks had grown from being a focused activity to offering a holistic approach to engage with education more strategically.

“Employer engagement in education is not new, but what is new and innovative is how the Benchmarks provide employers with a structure of how to engage. [Employers] are probably as close to being a school governor with responsibility for careers without being a governor. It offers a critique and works at a strategic level.” (Enterprise Coordinator, 2019)

A FRAMEWORK FOR DEVELOPMENT

The Benchmarks were perceived from 2016 by stakeholders as a simple, easy-to-understand framework for exploration, innovation, and provider improvement. In the establishment phase, all participating education providers felt driven to achieve all eight Benchmarks. Career leaders and the staff that worked with them began to move into a management phase of implementation where the Benchmarks were then used to support monitoring, review and development.

As the pilot progressed and the Benchmarks became mainstreamed within education providers, a greater number of teachers became involved in the delivery. Initially, the Career Leader was tasked with the implementation but by 2019 this had become the responsibility of a greater number of staff.

“I think it is really starting to come together, it can’t be one-off activities outside the curriculum. It is the same with whole school involvement where more of the staff are getting on board... There are a lot more schools with career champions and have departmental champions.” (Careers Hub Facilitator, 2019)

DEVELOPING SHARED VALUES, STRATEGIES AND LANGUAGE FOR CAREERS EDUCATION AND GUIDANCE

The LEP placed the Benchmarks at the centre of the regional economic development strategy, which provided a basis from which to develop shared values and approaches with a wide range of individual and organisational stakeholders. The Benchmarks introduced a set of concepts and language that were being used across a range of sectors and settings in the North East. There appeared to be consistency and coherence in how different stakeholders referred to the Benchmarks, which suggested that shared understanding was embedded by the second year of the pilot. Additionally, the Department for Education (DfE) recognised the potential impact of the Benchmarks early in the pilot and embedded the Benchmarks in the 2017 Careers Strategy. The project coordinator of NECOP described how the Benchmarks were seen as part of the Careers Strategy by the Government:

“I think with the pilot schools it is extremely significant in providing that all round support, and I think it will provide a strong and good standard of careers advice across all schools, especially with regards to the new Careers Strategy that is coming out – the fact that it is a statutory requirement for all schools to provide this CEIAG. It is really helpful for schools and I think that’s what they have been crying out for all this time because having a framework to work towards helps everyone.” (Project Coordinator, NECOP, 2017)

Furthermore, one education provider that operated on multiple sites noted that the Benchmarks had provided a framework for consistency and standardisation of careers work across all sites. This was also reported to be the case across pre-16 and post-16 provision on the same site.

The final interviews with stakeholders provided several examples whereby young people who had been involved in the early pilot years of the Benchmarks were now contributing to the employer engagement activities. A number of young apprentices were working with their old schools, sharing their experiences with younger students.

“Employers now have employees on their books that they first encountered in activities that took place because of the Benchmarks. In fact, we have a couple of volunteers who come out and represent their employers and were on the other side of the table 3-4 years ago at

school and benefited from Gatsby driven activities. They are now working for companies and coming back out and taking part in Gatsby activities. It is a virtuous circle - 'I did this and now I am doing it as a volunteer.' ” **(Engagement Manager at large local employer, 2019)**

These examples present positive role models for young people, contribute to real aspirations, and build informal ‘alumni’ networks between schools and employers.

By the end of the pilot, employers were emphasising how the Benchmarks had provided a common language allowing schools and employers to have shared communication. This focused on contributions which both could see as helping to achieve the Benchmarks.

“It’s a very structured approach. You know exactly, it gives you a starting point to engage in conversation. Schools and business are worlds apart. The language we use is worlds apart. I just think the Benchmarks give you a common ground to deal with and to engage in conversation and to broach those language barriers, if you like, between the two”.

(Apprenticeship Education Lead, 2019)

THE BENCHMARKS AS A PERFORMANCE TOOL FOR REFLECTION AND ACTION

In the early stages of the evaluation, the Pilot Facilitator described the Benchmarks as an outlet for the pressure schools and colleges face from performance tables, attainment, and destinations data. With school leadership teams spending more time discussing destination data, discussions had also started to focus on how to improve this data and the answer always came back to a planned, well rounded, organised approach to career guidance. High quality, impartial careers guidance forms part of the grade descriptors Ofsted use when assessing education providers on the personal development, behaviour and welfare of their learners, thus Gatsby was a means of helping them both improve destinations data collation and increase their likelihood of achieving at least ‘good’ from Ofsted. The Pilot Facilitator cited one conversation he had with a head teacher in his first meeting with him regarding the Gatsby Benchmarks:

“If this was a year ago, we probably wouldn’t have this meeting because I wouldn’t have seen you. But I have spent so much time this year looking at destination data, thinking about careers from an Ofsted point of view, analysing our curriculum, looking at how we promote

alternative routes so 6th form, apprenticeships, universities, traineeships, higher and degree apprenticeships, that I am starting to write this kind of messaging into my assemblies, I'm starting to commission external people to support the delivery of this and I'm putting it in the newsletters to parents.” (Pilot Facilitator, 2016)

Thus, the pilot was creating opportunities for education providers to be able to do career guidance and do it well. This shift in attitudes was noted by other external stakeholders as well:

“I definitely think there’s an attitude change.... I think it’s easier to talk about the benefits of careers guidance since Gatsby and people are more open to it.” (Representative from the Centre for British Teachers (now Education Development Trust), 2016)

Related to the achievement of the Gatsby Benchmarks are the myriad of career guidance quality awards³ that education providers can apply for. The Pilot Facilitator noted that education providers who had spent time collating evidence of their careers provision for external validation (i.e. external careers quality awards) felt the Benchmarks helped improve the comprehensiveness of their careers programme, a point also picked up on by an Enterprise Coordinator for the NE LEP in 2016 who had had conversations with staff from non-pilot education providers:

“We were speaking at an event and the lady that was responsible for careers asked if they could meet with us because they were quite interested in Gatsby. What was really quite nice and encouraging is that the school, despite having an [external careers quality award] and an extensive portfolio of evidence, she still wanted to complete Gatsby. She wanted to look at the Gatsby Benchmarks 4, 5 and 6. What she said was that although she had this thick portfolio of evidence that related to this [quality] award, what it didn’t do was really dig deep and get her to focus on the whole school... what she was doing was really minimal....”.
(Enterprise Coordinator, 2016)

The education providers were not the only stakeholders to make use of the Gatsby Benchmarks as a tool for development, reflection, and action. Whilst education providers

³ In 2017 in England there was a change from multiple awards to a single Quality in Careers Standard

had been able to use it to identify their needs, external stakeholders and career guidance providers had also been able to audit and use those findings to develop what they already provided.

“In our local authority training we started to think about how schools are using the Gatsby Benchmarks and the asks emerging. Does that have an impact on the service we can offer? Is there an opportunity there to do more guidance? Is there an opportunity to offer a different kind of provision that would really meet the needs of schools?” (Pilot Facilitator, 2016)

Other examples of the Benchmarks being used as a developmental tool included STEM learning who noted that by October 2016, the number of schools registered on their site and able to gain access to their resources, had increased significantly since 2015. STEM Learning had developed a strong way of working with the Enterprise Coordinators and Enterprise Advisors in the NE where they were firmly linked into schools through the STEM Ambassador programme. Further to this, off the back of the Gatsby pilot, they had run a pilot of their own with one of the education providers taking part in the Gatsby pilot. Working with five SMEs they were able to run a one-week placement programme where a teacher from the school went to a different SME each day. Similarly, NERAP (North East Raising Aspirations Partnership) saw a 70% increase in the activities they delivered in 2015-2016. They had also developed a new portfolio of online resources designed to increase a young person’s preparedness for interventions which they did not want to do without teacher involvement. The Pilot Facilitator ran an event to link in lead teachers from schools within the pilot to develop the resources. This facilitated representation of key stakeholder groups and developed strategic linkages across the region. Additionally, the Pilot Facilitator was also a resource in his own right, using his knowledge and experience to help design activities that would be delivered in schools. A large local employer with a significant portfolio of career guidance activities delivered in schools developed new activities as result of the Benchmarks and was looking more widely at their whole approach and the other work they are doing:

“Looking at the Benchmarks and the guidelines, how can we help, even though the school might not be aware of them or follow them, because we know it’s good practice, because of all my experience I think they’re great. Anything we can do to help schools we work with to

reach some of those targets. So, it's helped us look at what we can do with other schools."

(Local employer, 2016)

By 2017, the Benchmarks were being perceived by wider stakeholders as a framework which enabled education providers to systematically, and continuously, audit and develop their careers education and guidance. Stakeholders commented on how the Benchmarks had given education providers focus and confidence to develop careers activities:

"The process of how we use the Benchmarks in schools in terms of self-assessment and self-evaluation ... not only helps schools to understand what it is they are doing as far as good practice, as well as what they need to do to go forward to address any potential gaps. It's been very well received." **(Enterprise Coordinator, 2017)**

The NECOP project coordinator also highlighted how the Benchmarks were useful to the education providers in helping to them develop their careers education and guidance:

"I think the framework, templates, examples of good practice are things that everyone feeds from, particularly with regards to LMI. Anything that is a good signposting tool or a good framework table would be helpful, especially for those who are new in the sector." **(Project coordinator, NECOP, 2017)**

However, in 2018, one Enterprise Adviser pointed out that the existence of the Benchmarks alone might not lead to schools and colleges successfully achieving them, and that the role of external partners was likely to be fundamental in sustaining progress:

"It would be a mistake to think that the progress made so far would be sustained by schools and colleges alone [if there wasn't an Enterprise Coordinator at the LEP or enterprise advisers work with those coordinators] or via only digital support." **(Company Director and Enterprise Adviser, 2018)**

The 2019 interviews with stakeholders continued to emphasise how the Benchmarks provided a holistic approach which offered employers and education providers a joint agenda. It also enabled them to challenge education providers if the employers felt the activities would not be beneficial.

“It became what can we do to meet Gatsby, we challenge them about why they are doing it and in that way. Pre Gatsby, I knew I was being used as a babysitter, doing sessions with Year 7. We would push back now, if it doesn’t support the Benchmarks and it is just to amuse Year 7s we won’t do it”. **(Engagement Manager from a large local employer, 2019)**

DEVELOPING STRATEGIC WORKING

At the 2016 data collection point, the Enterprise Advisor Network Initiative had matched schools with enterprise advisors at a strategic level and those partnerships concentrated on developing a consistent, stable programme of events that met Benchmarks 5 and 6 (and in some cases 4). Even in larger education providers, who already had a considerable provision, there was a move towards a more strategic approach.

“I’ve always said that we need to be more proactive and strategic rather than reactive and I think it will help us to be that way.” **(Local employer and Enterprise Adviser)**

Within the pilot the above quoted local employer and Enterprise Adviser had done significantly more strategic work with the school she was connected with, as opposed to what she had done with schools outside of the pilot. Her organisation had developed new activities and the pilot had helped focus these and the other work she was doing, with it being mapped against the Benchmarks. Her organisation was already engaged with the school before the Gatsby Benchmark pilot began but the pilot had facilitated the development of better activities; it had provided an impetus to develop and deliver activities around what the schools identified as their weakness which wouldn’t have been as focussed or strategic otherwise.

This strategic, longer term approach to the planning and delivery of career guidance was likely to become important in another way. The removal of Connexions had led to a fractured and patchy provision whose viability was often reliant on a small number of enthusiastic individuals:

“It is a core of really enthusiastic individuals that make it all happen” **(Local employer, 2016)**

A significant problem with this was that it did depend on *individuals* going above and beyond which meant that when those individuals left, the provision became weakened or removed altogether.

“I used to liaise with a guy in Siemens called Dave. Dave cherry picked schools, 2 or 3 key schools, he put all his effort into those schools. He put loads of money into those schools, he refurbished labs and did scholarships and everything, that’s how he spent their engagement money and the schools used to say to me “Oh we don’t need to liaise with any employers, we’re in with Siemens”. And I thought ‘you aren’t, you are in with Dave’. And when Dave retired they had nothing.” (Local employer, 2016)

The Gatsby Benchmarks have encouraged education providers to be less dependent on one individual, or even on one employer. Instead the focus has shifted onto what needs to be done, so even if an individual leaves, or a whole organisation goes, the education provider will still know what they need to do and that it is important.

An area identified in the 2019 interviews was how education providers were working together and in some cases colleges with other colleges. There were several examples where colleges were working with younger children in Year 7 and 8.

“Obviously all the colleges in the Northeast are competing for students, well they are working collaboratively, and they have a model that when they go out to do any school engagement they also go with at least two from the college group and they present the entire North East College offer. I think it just shows that this is what has really driven them to think about the needs of the individual student and put that first before driving up student numbers”. (Careers and education stakeholder representative, 2019)

DEVELOPING STAFF KNOWLEDGE AND CONFIDENCE

Embedding the Gatsby Benchmarks into education provider culture and into day to day conversations and activities occurred across all education providers. This was always underpinned by SLT commitment and support. All education providers reported that the Gatsby Benchmarks were known by staff across the organisation although it was clear that there were still differences across teaching staff in relation to confidence, ability and the extent to which it was embedded into their sessions, even at the end of the evaluation. In

most education providers this was presented as ‘some subjects lend themselves to being linked to careers’ more easily than others. Thus, vocational type subjects such as business typically reported strong links. However, in one school all teaching staff were required to send their teaching plans to the Careers Leader for feedback on the embedding of careers and in this provider, staff were more confident and able. This particular education provider had a culture where staff supported each other’s practice. They received CPD in many different areas, including careers guidance and were able to request more if they wished.

Other education providers across the pilot were able to provide examples of activities for staff CPD. One school had trained staff and created an information pack (funded by the Innovation Fund) on how to incorporate careers into lessons, which they had shared. Creating content such as this alongside the Careers Hubs should ensure that the practice of embedding the Gatsby Benchmarks is being spread across the other schools in the area.

By 2019 stakeholders were reporting that knowledge of the Benchmarks was extensive, with most staff being aware of them.

“It has moved up a notch, everyone knows what the Gatsby Benchmarks are and they need to be trying to achieve them and working towards them, they know about the statutory guidance and the elements that they need to put together”. **(Careers Hub Facilitator, 2019)**

“Gatsby Benchmarks are common vocabulary. I no longer have to go into schools and explain the Benchmarks, they are common parlance now”. **(Engagement Manager, 2019)**

GATSBY AS AN EMPOWERING TOOL

Over the course of the evaluation every external stakeholder noted that schools and colleges had grown in confidence in relation to working with partners and delivering high quality career guidance provision. By 2018 they noted a clear difference between those education providers who took part in the pilot and NE education providers who did not, in terms of their confidence and their provision. Pilot education providers demonstrated a significant increase in their knowledge and networks and were more confident in their abilities (many acted as ‘ambassadors’ at regional or national level events and had a careers provision that was far more substantial than non-pilot education providers). One stakeholder who also encountered education providers from the rest of the country

suggested that education providers from out with the NE were even farther behind NE non-pilot schools in these aspects.

One of the stakeholders during the 2019 interviews noted that education providers from the pilot were innovators and maximised all the opportunities which came their way.

“I think they are really leading the way. They are not waiting for someone to coordinate and tell them what to do. There is the expertise within the schools and colleges to really drive forward practice and innovation and I think that’s what’s really exciting.” **(Head of Education, 2019)**

INSTITUTIONAL SPREAD OF THE BENCHMARKS

In the second year of the pilot, it was clear that awareness of the pilot and the Gatsby Benchmarks had spread beyond the pilot education providers and stakeholders. This had led to interest from non-pilot secondary and primary schools who wanted to know how they could use the framework of Gatsby Benchmarks in their own setting:

“We are getting responses from primary schools asking about how the Benchmarks can be used in their schools to get initial employer contact to inspire future careers. It’s clear that young people in the primary phase form mind-sets which affect their career aspirations.” **(Youth Employability and Skills Adviser, 2017)**

“I think [the Benchmarks] will only have impact if Benchmarks for primary schools are developed and put in place ... I think there is a real need, particularly in upper primary, to get some of that awareness raised and aspiration-building done, not least with the parents of those kids as well.” **(Company Director and Enterprise Adviser, 2017)**

HOW HAVE PARTNERS AND PARTNERSHIPS SUPPORTED THE IMPLEMENTATION OF THE BENCHMARKS?

This section draws on data collected from education providers during visits to look at how they have worked with the hubs, EAs, LEP, LA, employers, and other career guidance providers. It also draws from data from stakeholders.

The role of partners and partnerships in the education providers making progress in achieving the Benchmarks can be seen at both a strategic level and operationally in the work done towards each Benchmark, as has been described earlier in previous sections. In this section we explore in more detail the partners and partnerships that were important and identify the ways in which they have contributed.

INITIAL PILOT PARTNERSHIPS

One aspect of the Gatsby pilot which has been valued by the education providers and their staff has been the opportunity to come together as pilot education providers to share good practice, provide support and signpost to worthwhile activities and events in an educational landscape where previous structures had been dismantled. Both schools and colleges noted that they had not engaged in much collaboration before the pilot began and for colleges in particular, this was because of a sense of competition between them. However, they recognised that the opportunity to work together had been highly valuable.

THE CAREERS HUB

The Careers Hub formed in the North East in the summer of 2018 was able to take the pilot partnerships developed by the Pilot Facilitator and develop them further. Careers Hubs benefit from a 'Hub Lead' to help coordinate activity and build networks; this role recreated that of the Pilot Facilitator. Education providers described the hub leader as critical to their career guidance provision because he encouraged them to scrutinise what they did and strive for more. The hub leader's requirement for the creation of action plans and then the delivery of relevant actions was important in driving work forward and stopping education providers from becoming complacent.

THE LEP, ENTERPRISE COORDINATORS AND ENTERPRISE ADVISORS

The LEP's remit focuses on regional economic development and education providers and stakeholders see the LEP's as non-threatening organisations; they are therefore an apt choice to home Enterprise Coordinators and Advisers. The pilot operated a local approach which education providers and stakeholders felt could be built upon as the LEPs were connected nationally and could therefore share practice.

In each year of data collection education providers gave examples of the support which the Enterprise Coordinators had given in helping them to develop links with business. Staff in schools and colleges are time pressured, so not having to identify relevant organisations to work with and then identify the right individual to contact was a valuable support for them. In addition, the LEP and Enterprise Coordinators and Advisors were recognised for their importance around driving practice in Benchmark 5 (Encounters with employers and employees) and Benchmark 6 (Experiences of workplaces). In the pilot phase, education providers shared their responses to the audit against Benchmarks 5 and 6 with the Enterprise Coordinator who was also based in the LEP. This information was then used to identify which companies to introduce to the education provider based on their aims and support needs. The actions and tasks from the auditing process were then discussed with both the Enterprise Adviser and the education provider after the initial matching process had taken place. Over time there was increasing recognition that employer activity also made a large contribution to Benchmark 4 (linking curriculum learning to careers), was critical to Benchmark 3 (addressing the needs of every learner) and contributed to Benchmark 2 (learning from labour market and careers information).

By 2017 and beyond, Enterprise Advisors were largely seen as partners by Careers Leaders. There were one or two instances of enterprise advisors not being able to work effectively with schools and around half of the education providers began relationships with new Advisors during the four-year evaluation. However, in the main, Enterprise Advisors were seen as important strategic and operational allies for Careers Leaders. Their work together typically involved developing plans and introductions to businesses, employers or other organisations who could support them in achieving aspects of various Benchmarks. Key enablers for effective partnerships were the Enterprise Advisor being able to make time for the school or college, being able to work within the school or colleges timeframes and having access to relevant contacts. Strong community awareness, networking and communication skills were important. In some schools the Enterprise Adviser also delivered encounters, but this was not seen uniformly across the pilot providers.

NETWORKS WITH EMPLOYERS

Education providers noted over the course of the evaluation that they had improved relationships with a greater number of employers, and wider networks. In 2016, education providers described an increase in working in partnership with businesses and employers to achieve Benchmarks 5 and 6. However, these relationships were still in their infancy and there were frequent comments regarding lack of understanding of each other's needs and timetables. Additionally, there was a pervasive fear in schools that events, encounters, or activities would be cancelled or poorly delivered. However, as the evaluation progressed, education providers became confident about approaching organisations to develop working partnerships and more confident in being clear about their needs. Increased knowledge and understanding of the Benchmarks, what worked in their context and what their needs were, meant that education providers would approach employers and be able to articulate precise requirements. There was often a good deal of proactive management, particularly in schools, of activities, encounters or events - they would set the agenda, review what would be delivered beforehand, capture feedback and review whether it should be delivered again.

Networks of employer contacts continued to improve and there was evidence that most were becoming more 'strategic' about who they seek out to work with. Longer term partnerships were evident by 2017 and this particularly common where enterprise advisors worked in large organisations or where there was a long standing relationship with a large business such as ESH Group, Caterpillar, Nissan and Accenture who routinely engaged with schools and colleges in the area delivering a wide range of activities and encounters.

WIDENING ACCESS COLLABORATIVE PARTNERSHIPS

Education providers benefitted from working with NERAP and NECOP – as beneficiaries of the funding and activities they provided for schools and colleges, as well as being involved in the collaborative partnership itself. This partnership had facilitated the achievement of Benchmark 7 for most schools and all colleges, and in the majority of cases had permitted tailoring of encounters and specialist activities to address the needs of individuals or small groups of learners.

OTHER PARTNERS

In achieving Benchmark 3, education providers worked with many organisations to deliver tailored and specialist support. The local Connexions service was used to support more vulnerable learners. Schools had strong relationships with services such as Durham Works, Durham County Council's Improving Progression Team, youth work and specialist training providers in order to support learners at increased risk of becoming NEET and to track destinations. The PRU worked with the Department for Work and Pensions (DfWP) who delivered a specialist employability programme with their learners and which was highly valued by the school because their learners would pay more attention to the information from the DfWP than from school staff, perhaps because they are perceived as experts in that field whereas a teacher may not be. Schools without sixth forms typically had strong relationships with local colleges which facilitated progression to sixth form centres and supported progression into vocational routes. Additionally, colleges also offered specialist programmes for younger learners who are disengaging from school. Several of the pilot schools had learners taking part in these programmes. Education providers also widened existing relationships with organisations such as Child and Adolescent Mental Health Services (CAMHS), Youth Offending and the National Network for the Education of Care Leavers (NNCEL) to include them in career guidance provision.

HOW HAS THE INNOVATION AND DEVELOPMENT FUND BEEN USED TO SUPPORT EFFECTIVE IMPLEMENTATION OF THE BENCHMARKS? WAS IT USED EFFECTIVELY?

This section will briefly outline what the money was used for and consider the extent to which schools and colleges felt this was beneficial.

The Pilot Facilitator emphasised that it was important for education providers to have a small allocation of funding to engage with the Benchmarks in the first instance because providers were being asked to engage close to the start of the 2015 academic year with a novel framework. Education providers agreed that the financial support available through the pilot had helped to facilitate their engagement, but most felt the funding was secondary to their aim to do the right thing for learners.

“The money did have a sway but it was more about development. It was a bit stagnant. The members of staff wanted to give students something new”. (**Head of Careers, College, 2019**)

Schools spent the additional funding on a variety of activities. One education provider involved in the pilot used innovation fund support for staff to create a booklet on how to incorporate careers into curriculum-based lessons so that it could be disseminated to other education providers. This assisted in the implementation of the Benchmarks being spread to the other education providers in the region. Another education provider explained how it used the start-up funding to develop innovative approaches to delivery, for example, by using Lego as a tool in the delivery of careers work and by making more use of technology. One provider used this fund for level 6 training in IAG qualifications. Some providers reported that finding it difficult to decide what to spend the fund money on and suggested that in future the funding might be released after the initial audits in any similar future pilots.

WHAT ARE THE ASSOCIATED COSTS OF IMPLEMENTING AND MAINTAINING ACHIEVEMENT OF THE GATSBY BENCHMARKS?

The methods used for this part of the evaluation have been outlined in the methods section (the Standard Cost Model (SCM) approach (Nijssen & Vellinga, 2002) which used Activity-Based Costing (ABC)). However, the data we were able to capture using this approach was unreliable and lacked validity - only half of the education providers were able to return some data and frequently costs for different activities or resources were not assigned to individual Benchmarks but were assigned more than once (against every Benchmark they applied to). Furthermore, staff were not experienced in quantifying the time they spent on different activities and could not state with any accuracy how many hours they spent on different activities. It was impossible to accurately isolate the time and money spent on different Benchmarks and this became even more apparent later in the evaluation as career guidance activities became embedded into roles, processes and functions that existed for many reasons (over and above the delivery of a career guidance programme).

The inability of the first survey to capture meaningful data led to the development of a second questionnaire used from 2018 which was designed to gather the Career Leader's perceptions of relative costs for each Benchmark and the number of roles involved in the core aspects of designing and delivering a careers programme designed to achieve the eight Gatsby Benchmarks (see Appendix 9). Questions were designed to elicit information on:

- Dedicated budgets
- Grants
- Senior leadership time
- Other staff time
- Models of delivery for Benchmark 8
- Perceived approximate levels of spending on each Benchmark

In 2018 nine education providers completed this survey and in 2019 twelve education providers responded; in both years this included schools without sixth forms, schools with

sixth forms, colleges and the PRU. The survey was completed by the Careers Leader(s) from each education provider.

CAREERS PROVISION BUDGETS

Three of nine respondents did not have a dedicated careers budget - one college, one school without a sixth form and one school with a sixth form (see Table 5) for number of respondents who did have a dedicated budget).

Table 5 Respondents and number who have a dedicated careers budget

Provider type	Number of respondents to survey	Number of respondents with a dedicated careers budget	Dedicated budget range
2018			
School (no sixth form)	3	2	£3000-£7500
School (sixth form)	3	2	£6500-£8500
College	3	2	£5000-£15,000
2019			
School (no sixth form)	5	2	£6675 -£7500
School (sixth form)	5	2	£7500-£12,000
College	3	2	£15,000

Dedicated budgets ranged from £3000 (school provider) per academic year to £15,000 (college provider). The size of dedicated budgets was a reflection primarily of the number of learners enrolled but was also a function of the needs of the learners, for example, one school without a sixth form, despite having a relatively small number of enrolments, had a very high number of vulnerable learners and so had a larger career guidance a budget of £7500.

GRANTS

IN 2018, three of the nine responding education providers had made use of grants to support careers provision (two schools without a sixth form and one school with a sixth form) which ranged from £3000 to £6000 per academic year (average = £ 4666). All of these

providers' use of grants had come about since joining the Gatsby pilot. By 2019, all twelve responding education providers were making use of grants to support careers provision (three colleges, four schools without a sixth form and five school with a sixth form) which ranged from £900 to £10000 per academic year (average = £ 3600). The two sources of grants were NECOP (the North East Collaborative Programme - now referred to as Uni Connect - a widening access initiative based on collaborative partnerships across the different regions of England and overseen by the Office for Students) and the virtual wallet scheme operated by the LEP and Careers Hubs. The NECOP grants were only available to schools and colleges with NECOP learners enrolled so some schools and colleges were able to benefit quite significantly from this (for example, one school without a sixth form had such a high percentage of NECOP learners they were able to receive £10,000 from NECOP). The virtual wallet scheme offered £1000 to education providers if an action plan was produced and agreed with the carer hub leader.

SENIOR LEADERSHIP/STAFF TIME

In 2018, seven of the nine providers reported that SLT involvement in careers provision had increased in time since joining the pilot. Two providers – one school and one college - reported that it had stayed the same. With respect to other staff's time, all but one of the nine providers stated they had increased the hours spent on careers. The one remaining provider stated that the time spent by other staff on careers provision had stayed the same (this provider was fully achieving only four of the 8 Benchmarks). Education providers utilised significantly more internal staff members' time than external. External/commissioned staff time had stayed the same from 2016 in three of the four providers who used this to meet their provision and in the other provider it decreased from 0.4 of a role to 0. Typically, where external staff provision decreased, internal roles increased. Internal staff roles increased dramatically after the pilot began in all but two of the providers (where it remained the same). Increases were typically double or treble the original amount, for example one college increased its provision from 5.3 (this was split across four different roles) to 16.2 (split across five different roles). Only two providers stated they employed new staff on to their pay role which suggested that where internal staff roles had increased it was due to existing staff taking them over.

The 2019 survey findings revealed that four of eleven providers had increased SLT involvement in careers provision since 2018, five providers (1 college, 2 schools without a sixth form and 2 schools with a sixth form) reported that it had stayed the same and two providers (schools with sixth form) reported that it had decreased due to their role merging with another. With respect to other staff's time, six of nine responding providers stated they had increased the hours spent on careers while three providers reported that they had stayed the same (two schools without sixth form and one school with a sixth form). Education providers continued to utilise significantly more internal staff members' time than external. Six of the nine responding providers did not use external/commissioned staff either before or after the evaluation

DELIVERING PERSONAL GUIDANCE

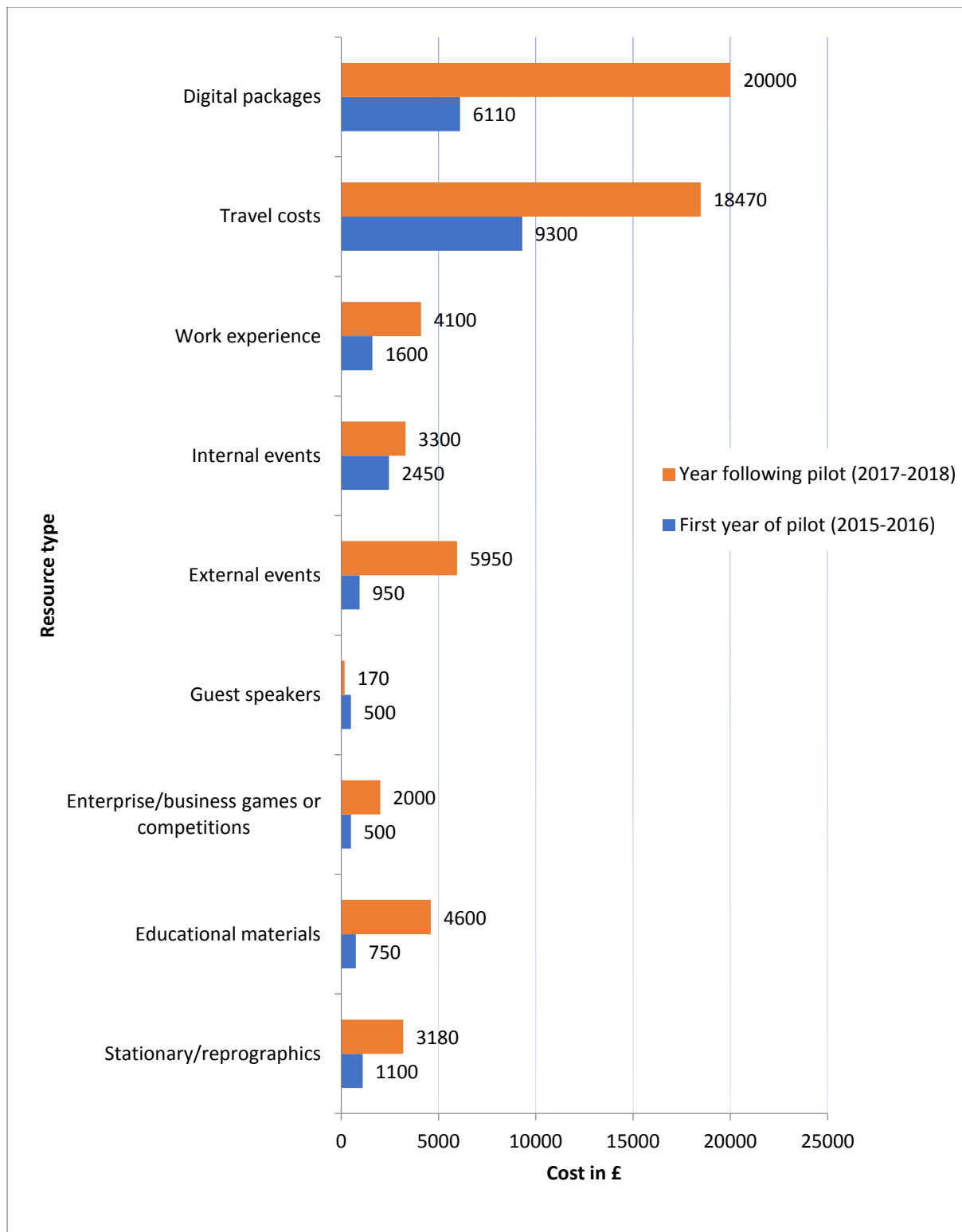
The 2018 survey findings showed that four of the nine responding providers commissioned personal careers guidance from an external source for 2-3 days a week. One provider used a part time internal professional careers advisor and four providers had a full time internal professional career advisor. In 2019, six of the twelve responding education providers commissioned personal careers guidance from an external source while four providers had a full time internal professional career advisor. However, it was known from case study visits that the predominant model for school (not college) providers was to use commissioned sources which reflects findings from the Careers and Enterprise Companies 'What Works in Personal Guidance' (Everitt, Neary, Fuentes & Clark, 2018).

SPENDING ON RESOURCES

Respondents (nine) in 2018 gave approximate spending on a number of non-staff resources typically involved in careers provision (Figure 39) for the first year of the pilot (2015-2016) and over the course of the year after the pilot (2017-2018). Only a small number of respondents were able to provide detailed spending for all the different resources, however we feel there is value in presenting this indicative, albeit tentative, data. It is also important to recognise this data comes from education providers achieving different numbers of Benchmarks and that this is a comparison of two years of activity working towards the Benchmarks, not what full implementation of the Benchmarks looks like.

In the academic year 2015-2016 (the first year of the pilot) the data from education providers suggests that the greatest expense was travel followed by digital applications/packages, whilst guest speakers and enterprise competitions/business games were the smallest expense. Figure 39 displays average spending on each resource type in the first year of the pilot (academic year 2015-2016) compared with 2017-2018. It is important to note that this data reflects the spending of nine very different education providers (some with very large numbers of learners on roll) and is not indicative of spend per learner. Consequently, spending is significant for some resources because of larger colleges whose resourcing costs were far greater. Figure 39 shows that the most significant increases in spending appear to be on digital packages, for travel out to events/activities and for external events. There have been increases in money spent on stationary/reprographics, educational materials, enterprise competitions/business games, internal events and work experience. In the academic year 2017-2018 (the year following the end of the pilot) the greatest expenditure was on digital applications/packages followed by travel and the smallest was on guest speakers. These findings are of course tentative and need to be considered with caution due to the small sample size, the difficulty providers had in reporting financial information and with the above reminder that the providers will have achieved different numbers of Benchmarks. Nonetheless, they tally with the qualitative data captured during the case study visits over the four years of the evaluation. As education providers grew their networks, they were more able to make use of local businesses, employers and employees as well as parents and alumni to deliver talks and activities free of charge. This was accompanied by a growing recognition that digital packages were extremely effective for monitoring, evaluation and in supporting the achievement of various other elements of the Benchmarks. As such they provided a worthwhile investment.

Figure 39 Average spending on non staffing resources in 2015-2016 and 2017-2018 by responding education providers



RANKING THE BENCHMARKS

Respondents (nine in 2018 and twelve in 2019) ranked the 8 Benchmarks from what they perceived to be 1st (most expensive) to 8th (least expensive). Findings for 2018 and 2019 are shown below in Table 6. Benchmark 8 was perceived to be the most expensive with Benchmarks 1, 5 and 7 all being perceived as the next most expensive. Benchmarks 3 and 5 shared fifth place, Benchmark 4 at 7th place and Benchmark 2 was perceived to be the least expensive. Benchmark 8 was certainly likely to be more expensive for colleges.

Table 6 Benchmarks ranked from most to least expensive (n=9 in 2018 and n=12 in 2019)

Ranking 2018	Ranking 2019	Benchmark
1 st	1st	BM8 Personal guidance
=2 nd	8th	BM1 Stable careers programme
=2 nd	3rd	BM6 Experiences of the workplace
=2 nd	2nd	BM7 Encounters with FE and HE
=5 th	=5th	BM3 Addressing the needs of every pupil
=5 th	4th	BM5 Encounters with employers
7 th	7th	BM4 Linking the curriculum with careers
8 th	=5th	BM2 Career and labour market information

In 2019 there were some changes in perceived expense. Benchmark 8 was still perceived to be the most expensive Benchmark to fully achieve, with Benchmark 7 perceived to be the second most expensive, Benchmark 6 perceived as the third most expensive, Benchmark 5 being the fourth most expensive, Benchmarks 2 and 3 sharing joint fifth place, Benchmark 4 holding seventh place and Benchmark 1 the least expensive. However, some providers did indicate that if Benchmark 1 was considered in its entirety - i.e. the cost of designing and delivering a full careers programme - it could be considered to be the most expensive which illustrates in part why collecting data on the costs of fully achieving the Benchmarks is so challenging. There are significant differences in how individuals perceive or interpret the different Benchmarks and the ways in which staff time and resources are assigned to them. In 2018 the education providers who responded considered Benchmark 1 to encompass the entire career programme and as such, the cost of delivering a stable

careers programme included all the staff time, all the resources and any other costs. In 2019 education providers appeared to consider the costs of Benchmark 1 as pertaining to the design of the programme and policy rather than the delivery of the entire programme. Nonetheless, the data collected suggests that education providers typically perceived Benchmark 8 to be the most expensive to fully achieve, with Benchmarks 6 and 7 reliably being seen as the next most expensive. In the case of Benchmark 6 this is likely because of the costs of health and safety checks and the time it took for staff to coordinate work experience. With respect to Benchmark 7 the costs refer to the expense of travel since universities and colleges routinely offer free activities, talks and events to schools.

An interesting point to raise here is where/how to assign different resources, for example, digital packages. Alongside the costs of travel, these were the most expensive resource. Case study data suggested that most digital packages provided learners with individual records that could be used by them and shared with staff and parents/carers. They also provided Careers Leaders with a platform for monitoring and evaluation and supported teaching staff in their endeavours to link careers with the curriculum. Furthermore they offered career and labour market information and career action planning for use by learners and their personal guidance advisers. In some cases these digital packages also supported work experience by offering a system for creating a diary and logging time spent in placements. It becomes impractical to consider costs per Benchmark when resources, activities and staff time are used in such a way that they facilitate the achievement of multiple Benchmarks and this, we found, was routinely the case in most, if not all, education providers by 2019.

THE IMPACTS OF IMPLEMENTING THE GATSBY BENCHMARKS

DO LEARNERS IN PILOT EDUCATION PROVIDERS EXHIBIT IMPROVED CAREER READINESS?

This section looks at level two of the Kirkpatrick model of evaluation outcomes – learning. It considers the SCRI data from 2016 to 2019, looking at cross-sectional changes as well as longitudinal changes in a smaller, matched subsample. The data is also explored in relation to predictors of career readiness, using multiple hierarchical analyses to identify variables which that predict career readiness.

THE SAMPLE

There were 1150 responses to the survey in 2016, 2185 responses in 2017, 1204 responses in 2018 and 1387 responses in 2019 (see Table 7). Most respondents were in Year 8, 11 or 13 as was requested from education providers.

Table 7 Sample size across the evaluation by year group

	2016	2017	2018	2019
Year 7	8	7	1	43
Year 8	287	726	460	197
Year 9	99	4	2	192
Year 10	14	21	8	325
Year 11	347	730	489	329
Year 12	126	154	9	144
Year 13	220	472	230	157
Other	49	71	5	0

Fifty-two percent of respondents each year were female, forty-six percent were male, and the remaining participants preferred not to say or self-identified (see Table 8).

Table 8 Sample sizes across the evaluation by gender

Gender	2016	2017	2018	2019
Male	532	974	546	629
Female	604	1181	636	708
Prefer not to say	16	28	11	22
Other	0	24	12	21

Table 9 Sample sizes across the evaluation by education provider

Education provider	2016	2017	2018	2019
College 1	92	180	0	0
College 2	0	0	0	0
College 3	0	81	99	3
School without a sixth form 1	124	214	224	259
School without a sixth form 2	162	133	109	0
School without a sixth form 3	31	96	64	0
School without a sixth form 4	3	7	1	1
School with a sixth form 1	5	36	19	87
School with a sixth form 2	180	321	254	31
School with a sixth form 3	62	143	27	0
School with a sixth form 4	281	417	163	226
School with a sixth form 5	94	138	237	127
School with a sixth form 6	70	314	2	170
School with a sixth form 7	41	78	1	71
School with a sixth form 8	17	0	1	2
School with a sixth form 9	1	51	9	0

Responses were not equally distributed across education providers (see Table 9). Typically, school learners were more likely to respond than college learners.

NUMBER OF ACTIVITIES

Analyses first considered the number of activities which learners remembered taking part in over the course of the evaluation (see Table 10). The first part of the SCRI asked learners to indicate if they remembered taking part in a range of career guidance related activities which were linked to the Benchmarks. Where learners indicated remembering taking part, this was counted as a score of 1 and where they indicated they did not take part, or did not remember taking part, this was counted as a 0. These scores were totalled. Older learners recalled taking part in more activities than younger learners in all years of the evaluation. The mean number of activities did vary over time although obvious patterns cannot be discerned other than a general tendency for learners in most year groups to report higher numbers in 2018 compared to other years.

Table 10 Number of career related activities recalled across the evaluation by year group

Year Group	2016	2017	2018	2019
Year 7	6	4.4	1	4.2
Year 8	4.9	4	5.3	6.1
Year 9	3.6	4.7	3.5	6.3
Year 10	7.4	5.3	8.6	6.6
Year 11	8.4	7.6	8.6	8.6
Year 12	8	7.8	8.8	7.6
Year 13	8.9	8.6	9.3	8.5
Average	7	6.6	7.5	7.2

A one-way ANOVA was conducted to explore the impact of year of evaluation on total activities completed. Descriptive statistics are shown in Table 11 and reveal that the highest mean number of activities recalled was in 2018 and the lowest in 2017. The ANOVA revealed there was a statistically significant main effect of year of evaluation - $F(3, 5836) = 24.3, p = .00$. Further analyses (Tukey post-hoc tests) revealed that the significant differences existed between the following years

- Respondents from 2019 completed a significantly higher number of activities than respondents from 2017 ($p = .00$).
- Respondents from 2018 completed a significantly higher number of activities than respondents from 2016 ($p = .04$), 2017 ($p = .00$) and 2019 ($p = .04$).

- Respondents from 2017 completed a significantly lower number of activities than respondents from 2016 ($p = .00$), 2018 ($p = .00$) and 2019 ($p = .00$).

There were of course differences in number of respondents from different kinds of education providers, and in respondent characteristics (for example academic attainment, engagement in education, entitlement to free school meals or pupil premium which were not recorded). Additionally there were differences in the number of Benchmarks held by these providers and differences in the number of activities recalled by learners from these different kinds of education providers. However, having interrogated the data using regression analyses (see the section below), it is apparent that these differences in recall of number of activities are a function of two things: the age of the learner and the number of Benchmarks held by the education provider. Full details of the regression analyses are presented later.

Table 11 Descriptive statistics for number of activities by year of evaluation

Evaluation Year	N	Mean	Standard Deviation
2016	1163	7.2	3.3
2017	2209	6.6	3.3
2018	1090	7.5	3.7
2019	1378	7.2	2.5
Total/average	5840	7	3.2

SCRI SCORES

The SCRI is comprised from 21 items with a Likert response scale which offers the following responses:

- I don't agree (1)
- I slightly agree (2)
- I somewhat agree (3)
- I mostly agree (4)
- I completely agree (5)

- I don't know (0)

These responses are entered into SPSS as numeric values (shown in brackets against the response category). From this, scores can be calculated for total career readiness and for each of the four underlying factors. Total career readiness scores can range from 0 (no career readiness) to 105 (completely career ready). The four underlying factors can range thus:

- Career planning and management skills - 10 items (score of 0 - 50)
- Information and help seeking skills - 5 items (score of 0 - 25)
- Transition skills - 4 items (score of 0 - 20)
- Work readiness - 2 items (score of 0 - 10)

TOTAL CAREER READINESS

Looking first at total career readiness (see Table 12), mean scores increased each year, rising from 74 in 2016 to 104.4 in 2019. There were some variations in trends for the different year groups, but the overall trend was for each year of the evaluation to show an increase in career readiness each year. The highest career readiness scores were reported by Year 13 learners in 2019, the lowest by Year 7 learners in 2016.

Table 12 Mean SCRI scores across the evaluation by year group

Year Group	2016	2017	2018	2019
Year 7	64.7	90.5	78	92.2
Year 8	71.4	84.9	92.8	101.6
Year 9	78.2	64.2	80	98.1
Year 10	86.3	87.7	103.3	102.5
Year 11	74.9	95.7	96.6	108
Year 12	76.4	98.2	104.4	108.4
Year 13	74.6	103.8	105.2	111.7
TOTAL	74	94.4	96.8	104.4

A one-way ANOVA was conducted to explore the impact of evaluation year on total career readiness scores. Descriptive statistics for this analysis are presented in Table 13.

Table 13 Descriptive statistics for career readiness by year of evaluation

Evaluation Year	N	Mean	Standard Deviation
2016	1160	74.1	25.2
2017	2203	94.4	26.3
2018	1207	96.8	25
2019	1391	104.4	21
TOTAL	5961	93.3	26.7

The ANOVA showed there was a statistically significant difference in mean career readiness scores between evaluation years: $F(3, 5957) = 337, p = .00$. Tukey post-hoc tests revealed that:

- Respondents from 2019 had significantly higher career readiness scores than respondents from 2016 ($p = .00$), 2017 ($p = .00$) and 2018 ($p = .00$).
- Respondents from 2018 had significantly higher career readiness scores than respondents from 2016 ($p = .00$) and 2017 ($p = .02$).
- Respondents from 2017 had significantly higher career readiness scores than respondents from 2016 ($p = .00$).

This shows that the overall trend of increasing total career readiness was statistically significant and that the increase in each year of the evaluation was also statistically significant.

CAREER PLANNING AND MANAGEMENT SKILLS

Table 14 shows that the mean career planning and management skills scores increased each year, rising from 36 in 2016 to 57.3 in 2019. All year groups showed an increase in mean career planning and management scores from 2016 to 2019.

Table 14 Mean career planning and management skills scores

Year Group	2016	2017	2018	2019
Year 7	29.3	49.5	52	51
Year 8	33.4	46.9	50.4	57
Year 9	38.7	36	38.5	54.7
Year 10	45.2	47	55.3	56.3
Year 11	36.2	51	51.3	59.1
Year 12	36.6	52.7	55.1	59
Year 13	36.7	54.6	55.2	59.7
Other	29.7	57.8	53.6	0
TOTAL	36	50.7	51.7	57.3

Table 15 Descriptive statistics for career planning and management by year of evaluation

Evaluation Year	N	Mean	Standard Deviation
2016	1163	35.7	18
2017	2209	50.7	15.1
2018	1210	51.7	14
2019	1391	57.3	11.1
Total	5973	49.5	16.4

A one-way ANOVA was conducted to explore the impact of programme year on career planning and management skills scores (see Table 15 for descriptive statistics). There was a statistically significant difference between programme years: $F(3, 5969) = 485.7, p = .00$.

Tukey post-hoc tests revealed:

- Learners from 2019 had significantly higher career planning and management skills scores than learners from 2016 ($p = .00$), 2017 ($p = .00$) and 2018 ($p = .00$).
- Learners from 2018 had significantly higher career planning and management skills scores than learners from 2016 ($p = .00$).
- Learners from 2017 had significantly higher career planning and management skills scores than learners from 2016 ($p = .00$).

These results show that career planning and management skills increased significantly each year of the evaluation.

INFORMATION AND HELP SEEKING SKILLS

Table 16 shows the mean information and help seeking scores by year group for each year of the evaluation. All year groups other than Year 7 (which had a very small number of responses) show a steady increase over the years of the evaluation.

Table 16 Mean information and help seeking skills scores

Year Group	2016	2017	2018	2019
Year 7	20.0	21.7	17	24
Year 8	18.7	21.9	23.3	25.1
Year 9	19.5	17.5	21.5	24.4
Year 10	20.6	21.3	24.1	25.3
Year 11	19.2	23.2	23.5	26
Year 12	19.7	23.6	25.1	25.9
Year 13	19.1	24.5	24.9	26.3
TOTAL	19.1	23.1	23.7	25.5

The mean information and help seeking skills scores increased each year, rising from 19.1 in 2016 to 25.5 in 2019.

A one-way ANOVA was conducted to explore the impact of evaluation year on information and help seeking skills scores. Descriptive statistics can be seen in Table 17 below. There was a statistically significant difference between programme years: $F(3, 5957) = 362.8, p = .00$.

Table 17 Descriptive statistics for information and help seeking by year of evaluation

Evaluation Year	N	Mean	Standard Deviation
2016	1160	19.1	4.7
2017	2203	23.1	5.4
2018	1207	23.7	5
2019	1391	25.5	4.1
Total	5961	23	5.3

Tukey post-hoc tests revealed:

- Learners from 2019 had significantly higher information and help seeking skills scores than learners from 2016 ($p = .00$), 2017 ($p = .00$) and 2018 ($p = .00$).
- Learners from 2018 had significantly higher information and help seeking skills scores than learners from 2016 ($p = .00$) and 2017 ($p = .00$).
- Learners from 2017 had significantly higher information and help seeking skills scores than learners from 2016 ($p = .00$).

Again, these results show a steady and significant increase in each year of the evaluation.

TRANSITION SKILLS

Mean transition skills scores increased each year (see Table 18), rising from 12 in 2016 to 15.5 in 2019. Learners in Year 10 upwards had a higher mean transition skill score each year than learners in lower years.

Table 18 Mean transition skills scores

Year Group	2016	2017	2018	2019
Year 7	9.7	12.8	0	12.5
Year 8	12.1	11	12.9	13.6
Year 9	13.1	8.2	15	13.4
Year 10	14.3	14.3	17.3	15
Year 11	12.7	15.6	15.8	16.5
Year 12	12.9	16	17.3	16.9
Year 13	11.8	18	18.7	18.7
TOTAL	12	14.7	15.3	15.5

A one-way ANOVA was conducted to explore the impact of programme year on transition skills scores (descriptive statistics are shown in Table 19). There was a statistically significant difference between programme years: $F(3, 5969) = 64, p = .00$.

Table 19 Descriptive statistics for transition skills by year of evaluation

Evaluation Year	N	Mean	Standard Deviation
2016	1163	12.3	6.4
2017	2209	14.7	6.4
2018	1210	15.3	6.2
2019	1391	15.5	5.8
Total	5973	14.5	6.3

Tukey post-hoc tests revealed:

- Learners from 2019 had significantly higher transition skills scores than learners from 2016 ($p = .00$) and 2017 ($p = .00$).
- Learners from 2018 had significantly higher transition skills scores than learners from 2016 ($p = .00$).
- Learners from 2017 had significantly higher transition skills scores than learners from 2016 ($p = .00$).

The increases were significant between 2016 and 2017, and between 2017 and 2018, but did were not significant between 2018 and 2019.

WORK READINESS

In 2016, 2018 and 2019 the mean work readiness skills scored remained the same at 6 (see Table 20). It was slightly lower in 2017 at 5.6. Work readiness scores fluctuated more across year groups than other career readiness factors. Year 7 increased until 2018 and then decreased in 2019 to pre- 2016 levels. Year 8 scores showed a decrease between 2016 and 2017, then increased before decreasing again. Years 9 to 11 showed an initial decrease followed by an increase in 2018 but then decreased again in 2019. Years 12 and 13 fluctuated between 6 and 6.9 showing initial decreases in 2017 followed by small increases. Whilst Year 12 scores decreased again in 2019 Year 13 scores increased in 2019. These

variations may be more apparent for work readiness as this factor is comprised from only two items in the SCRI whereas the other three are comprised from four or more items.

Table 20 Mean work readiness scores by year group across the evaluation

Year Group	2016	2017	2018	2019
Year 7	5.6	6.4	9	4.7
Year 8	7	5.0	6	5.8
Year 9	6.7	2.5	5	5.5
Year 10	6	5.0	6.5	5.8
Year 11	6.7	5.7	5.8	6.3
Year 12	6.9	6	6.8	6.5
Year 13	6.8	6.3	6.3	6.8
TOTAL	6	5.6	6	6

A one-way ANOVA was conducted to explore the impact of programme year on work readiness scores. Descriptive statistics are presented in Table 21. There was a statistically significant difference between programme years: $F(3, 5969) = 64, p = .00$. Descriptive statistics are displayed in Table 67 and show that over the years of the evaluation mean work readiness scores initially decreased but then remained the same at 6.

Table 21 Descriptive statistics for work readiness by year of evaluation

Evaluation Year	N	Mean	Standard Deviation
2016	1163	6.8	1.9
2017	2209	5.6	2.8
2018	1210	6	2.7
2019	1391	6	2.8
Total	5973	6	2.7

Tukey post-hoc tests revealed:

- Learners from 2019 had significantly higher work readiness scores than learners from 2017 ($p = .00$).

- Learners from 2018 had significantly higher work readiness scores than learners from 2017 ($p = .00$).
- Learners from 2016 had significantly higher work readiness scores than learners from 2017 ($p = .00$), 2018 ($p = .00$) and 2019 ($p = .00$).

These findings are not in line with those of the other career readiness factors. Work readiness does differ from these factors in that it is only comprised from two items which may account for this. However, the two items which comprise 'work readiness' are "I will be successful at job interviews" and "I will be able to change jobs if I don't like the one I have in the future". These two items differ from the other items in the SCRI (see Appendix 7) being as they are focussed on skills they will not have yet enacted. The other items refer to proximal skills that the learners are likely to have developed as part of their career programme, for example "I can assess my strengths and weaknesses" and "I have considered whether university is right for me". Consequently, they may have acknowledged, as their self-awareness increased, that they were less confident about their ability to enact these skills.

LONGITUDINAL ANALYSES

Education providers were tasked each year to obtain SCRI responses from their learners, but specific learners had not been targeted for responses each year. Nonetheless, within the overall sample from all years of the evaluation we were able to match some learners' responses from multiple years. Recall that school providers were asked to concentrate their SCRI returns on Years 8, 11 and 13. The majority of responses were from learners in these years which lead to there being no matches from 2016 and 2017 and no matches between 2017 and 2018. However, 137 learners' responses were matched from 2016 to their responses in 2018. This permitted repeated measures/paired sample analyses to be conducted where students responses in 2016 are compared to their responses in 2018.

The 2016/2018 matched sample of one hundred and thirty seven learners was comprised of 72 females and 65 males. One hundred and twenty-nine of the matched sample classified themselves as white, one classified themselves as mixed/multiple ethnic groups, four as Asian/Asian British (including Chinese), two as another ethnicity and one preferred not to

say. Eighty-eight of the learners in the matched sample were in Year 9 in 2018, 41 were in Year 11, 3 were in Year 12 and 5 were in Year 13. Initial analyses revealed that there were no statistically significant differences between learners with respect to gender. The small number of learners in ethnic groups other than white, and in Year groups other than Year 9 and 11 prevented comparisons of these sub-groups in analyses. Further analyses examining changes over time in participation of activities and in career readiness therefore do not consider these variables.

PARTICIPATION IN ACTIVITIES

Table 22 displays the percentages of matched learners who reported they had or had not taken part in several different career activities. This shows there is a trend for learners to be more likely to report they have undertaken the activities in 2018 compared to 2016. The most significant increase was in 'I have completed work experience' which rose from 16% to 84%. The two activities which did not show an increase were meeting someone from the world of work which decreased by 2% and visiting a university which remained the same. The mismatch between learner recall and Careers Leader's reporting could suggest a possible need for increased space and time for learners to actively reflect on these encounters and integrate their learning from these into career development thinking, in addition the data did not explore the *number* of employer encounters i.e. we cannot distinguish between a student who has had one encounter or a student has had four encounters. .

Table 22 Percentage of matched learners who reported undertaking careers activities in 2016 and 2018

	Yes		No or Don't Know	
	2016	2018	2016	2018
I have talked to a current apprentice.	13	26	87	74
I have accessed information about apprenticeships.	27	43	73	57
I have completed work experience (not a part time job).	16	84	16	12
I have visited a university	46	46	54	54
I have accessed information about universities.	47	50	53	50
I have visited a college or currently attend a college.	26	40	74	60
I have met someone from the world of work (while at school or college).	77	75	22	25
I have accessed information about colleges or currently attend a college.	25	41	75	59
My school or college has a careers programme.	41	55	59	45
I can access information that my school or college keeps about me e.g. the advice that I was given about subject choices or my future career.	47	50	53	50
I have accessed information about work and careers.	46	72	54	28
There is information about my school or college careers programme online.	31	38	69	62
I have learnt about careers in my science lessons.	15	19	85	81
I have visited a workplace and the visit was organised by my school or college.	33	46	66	54
I have had an interview with a careers adviser.	20	25	80	75

A series of McNemar statistical tests were run to examine whether the number of learners who reported they had taken part compared to not taken part/did not know in each of the activities changed from 2016 to 2018. Significant increases were found for nine of the activities (see Table 23). As the descriptive statistics suggested, the most significant increases were found for completing work experience, accessing information about work and careers, accessing information about college or university and accessing information

about apprenticeships. Significant increases were also found in the number of learners talking with a current apprentice, visiting a college/university, visiting a workplace, recognising there the careers programme is online and that they can access their own careers information online.

Table 23 Significant increases in percentages of respondents participating in careers activities from 2016 to 2018

	2016 % yes	2018 % yes	p value
I have talked to a current apprentice	13	26	.014
I have accessed information about apprenticeships.	27	43	.008
I have completed work experience (not a part time job).	16	84	.000
I have visited a college or currently attend a college.	26	40	.020
I have accessed information about colleges or currently attend a college.	25	41	.009
My school or college has a careers programme.	41	55	.036
I can access information that my school or college keeps about me e.g. the advice that I was given about subject choices or my future career.	47	50	.013
I have accessed information about work and careers.	46	72	.000
I have visited a workplace and the visit was organised by my school or college.	33	46	.029

CAREER READINESS

Mean career readiness scores for 2016 and 2018 are presented below in Table 24. The overarching trend was for scores for career management and planning, transition skills, help and information seeking skills and total career readiness to increase from 2016 to 2018. Work readiness and transition skill showed the smallest increases. We tested these changes in the for statistical significance using a paired sample t-test (results are shown in Table 25). The increase in career planning and management skill scores between 2016 and 2018 were

statistically significant ($t = -12.386$, $p = .000$) as was the increase for information and help seeking skills scores ($t = -7.723$, $p = .000$) and the increase in total career readiness ($t = -9.437$, $p = .000$).

Table 24 Mean SCRI scores for matched learners in year 1 (2016) and year 3 (2018) by gender, education provider and year group

	Career management and planning skills		Transition skills		Help and information seeking skills		Work readiness		Total career readiness score	
	2016	2018	2016	2018	2016	2018	2016	2018	2016	2018
Mean	21.16	37.01	12.17	12.47	14.43	19.42	5.08	5.57	52.77	73.96
SD	9.50	9.27	5.42	4.82	5.19	4.82	2.87	2.93	15.63	18.84

With respect to the cross-sectional data presented earlier, there are significant increases in career readiness between 2016 and 2018. This was not uniform across all four factors, rather the increase was primarily due to significant increases in career planning and management skills and in information and help seeking skills. There was little change in transition skills or in work readiness.

Table 25 Career readiness in 2016 and 2018 t-test results

	t	df	Sig.
Career planning and management skills	-12.386	112	.000
Transition skills	-.466	114	.642
Information and help seeking skills	-7.723	117	.000
Work readiness	-1.531	121	.128
Total career readiness	-9.437	105	.000

MULTIPLE HIERARCHICAL REGRESSION ANALYSES

In this final analysis the antecedents of career readiness were explored using regression analysis techniques. We examined whether demographic variables (age, gender, ethnicity) influenced career readiness and exploring whether education provider attended was influential. Career guidance in the Gatsby Benchmarks pilot is delivered as a range of school or college-based interventions which aim to prepare young people for post education transitions and their careers. We also therefore looked at the possible influence of number of Benchmarks held and number of activities recalled on career readiness. A total of 5784 cases were used in the analysis; this included all respondents from 2016 through to 2019.

Table 26 shows the mean age, number of activities recalled, number of Benchmarks held by education provider and career readiness for the sample (N = 5784). The relationships between these variables were explored through a Pearson Correlation analysis (see Table 26). Significant, positive correlations were found between career readiness and the number of Benchmarks held by the education provider ($r = .269, p < .000$) and between career readiness and number of activities recalled ($r = .338, p < .000$). Other significant associations were found between year group and the number of activities recalled ($r = .429, p < .000$) and between the number of activities recalled and the number of Benchmarks held by the education provider ($r = .105, p < .000$).

Table 26 Means, standard deviations and Pearson correlation coefficients

Variable	M	SD	1	2	3
1. Year group	10.30	1.94			
2. Number of Benchmarks	5.81	1.93	.007		
3. Number of activities	7.08	3.28	.429**	.105 **	
4. Career readiness	93.36	26.69	.153**	.269**	.338 **

** indicates $p < .001$ (two tailed)

The remaining independent variables were categorical (gender, ethnicity, education provider attended). Education provider was removed from further analyses because of significant variations in response rates and some providers having no responses at all (although number of Benchmarks held by the education provider was retained - see below). Ethnicity as originally measured was converted to a two-category variable (white, BME) variable due to low sample sizes from some ethnic groups. A one-way ANOVA did not reveal any statistically significant differences in career readiness scores by gender or between white and BME ethnic groups. This cross-sectional analysis does not consider distance travelled by individuals across the evaluation so cannot comment on whether males/females or different ethnic groups were disproportionately benefitted.

Hierarchical regression analyses were conducted to test for direct effects of the independent variables explored in the earlier section on the dependent variable career readiness. Preliminary analyses showed that the data was distributed normally and that the independent variables had linear relationships with career readiness. The tolerance results suggested that there was no multicollinearity (tolerance scores were all above 0.663 - Pallant (2016) recommends that cut off points should be above 0.10). The normal probability plot of the regression standardised residual and scatterplot produced by SPSS showed that the data lay in a largely straight line along the diagonal and the residuals were appropriately distributed with most of the scores concentrated in the centre. There were no outliers in the sample.

A three-stage hierarchical multiple regression was conducted with career readiness as the dependent variable. Year of data collection was entered as a control measure at stage one. At stage two, gender (male, female, prefer not to say, other) and ethnicity (white or non-

white) of learners were entered as a set of dummy variables with 'male' and 'white' as the reference category. At stage three, number of Benchmarks fully achieved (at the point of data collection) by the education provider and number of activities recalled by the learners were entered. The variance accounted for by each stage is presented in Table 27 below.

Table 27 Three stage multiple regression model with variance in career readiness explained

Model	Adjusted R Squared	R square change	F Change	Sig.
1	.123	.123	811.8	.00
2	.151	.15	37.5	.00
3	.238	.237	331.6	.00

A hierarchical multiple regression analysis revealed that in model one, year of data collection contributed significantly to the regression model $F(1,5782) = 811.8, p = .00$ and accounted for 12.3% of the variation in career readiness. Introducing the year group, gender and ethnicity variables in model two explained an additional 2.8% of variation in career readiness which was again significant $F(5,5777) = 37.5, p = .00$ and adding number of Benchmarks fully achieved and number of activities recalled at stage three explained a further 8.8% of the variation in career readiness which was also significant $F(2,5775) = 331.6, p = .00$.

When all five independent variables were included in model three, neither year group, age or gender were significant predictors of career readiness. The most important predictors of career readiness were number of Benchmarks fully achieved by education provider (beta = .09) and number of activities recalled (beta = .30) with more Benchmarks and more activities associated with greater career readiness. Together the five independent variables accounted for 23.8% of the variance in career readiness (see Tables 28 and 29).

Table 28 Variance accounted for in career readiness

R	R ₂	Adjusted R ₂	SE of the Estimate	Change Statistics		
				R ₂ Change	F Change	Sig. F Change
.351	.123	.123	24.99	.123	811.857	.000
.388	.151	.150	24.60	.028	37.502	.000
.488	.238	.23	23.30	.088	331.664	.000

Table 29 OLS multiple hierarchical regression analysis of career readiness

Model	Entered variables	Unstandardised coefficients		Standardised coefficients	t	sig.
		B	Std. Error	Beta		
1	(Constant)	71.560	.833		85.945	.000
	Year of data collection	8.846	.310	.351	28.493	.000
2	(Constant)	62.357	1.140		54.714	.000
	Year of data collection	8.928	.306	.354	29.176	.000
	Year Group	2.147	.167	.156	12.869	.000
	BAME	-1.870	1.284	-.018	-1.456	.145
	Female (Dummy Variable)	.192	.658	.004	.292	.770
	Prefer Not To Say Gender (Dummy Variable)	-7.816	2.960	-.032	-2.641	.008
3	(Constant)	48.114	1.300		37.004	.000
	Year of data collection	7.422	.329	.294	22.535	.000
	Year Group	.318	.175	.023	1.816	.069
	BAME	-1.231	1.218	-.012	-1.010	.313
	Female (Dummy Variable)	.822	.624	.015	1.317	.188
	Prefer Not To Say Gender (Dummy Variable)	-5.714	2.806	-.024	-2.036	.042
	Other (Dummy Variable)	-6.260	3.190	-.023	-1.962	.050
	Number of Benchmarks held	1.340	.181	.097	7.388	.000
Number of activities	2.482	.104	.305	23.775	.000	

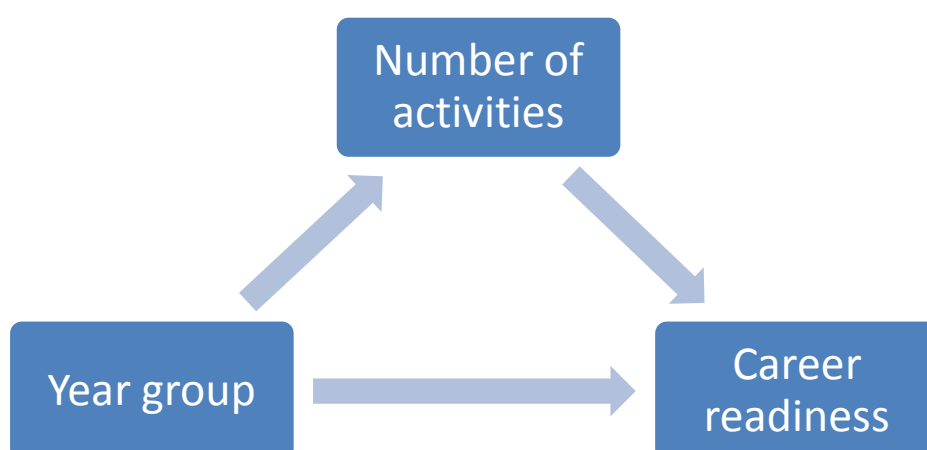
Further testing was conducted to clarify the exact nature of the relationships between the predictor variables and career readiness. Specifically, the differences between models 2 and 3 suggested that although year group had some influence on career readiness, its primary influence might be indirect, via the number of activities done. Adding this latter variable into the model at step 3 reduced the B coefficient for age from 2.147 to .318. Furthermore, there was a strong, positive and significant correlation between year group and number of activities.

This suggested that there may be a mediation effect, this is a hypothesized causal chain in which one variable affects a second variable that, in turn, affects a third variable. In this case the causal chain would begin with year group which in turn effects the number of activities a learner has taken part in which in turn effects career readiness:

Year group → Number of activities → Career readiness

To test whether the effect of year group on career readiness was mediated by number of activities, a mediation analysis was conducted using Hayes Process v3.3 macros (in SPSS). The mediation model illustrated below in Figure 34 was tested.

Figure 40 Mediated model tested using Hayes Process



There was no significant direct effect of year group on career readiness ($b = .2468$, $s.e. = .1466$, $p = .0923$), meaning that year group did not influence career readiness directly. Year group was, however, a significant predictor of number of activities ($b = .4443$, $s.e. = .0172$, $p = .000$) indicating that older students were more likely to have undertaken more activities. The indirect effect ($IE = 1.1972$) was statistically significant: $95\%CI = (1.0236, 1.3928)$. These results show that there is total mediation of the effect of year group on career readiness by the number of activities undertaken, that is to say year group influences career readiness indirectly because it influences how many activities the learner will have taken part in. It is this latter factor (number of activities) which directly influences the learner's career readiness.

To summarise, career readiness increased significantly from 2016 to 2019. Multiple hierarchical regression analyses suggested that neither gender nor ethnicity were related to career readiness. The primary predictors of career readiness were the number of career related activities done (which increased with year group) and the number of Benchmarks fully achieved by the education provider attended by the learner. These findings suggest that attending a school or college which has fully achieved a greater number of Benchmarks, and being able to participate in a greater number of career guidance activities associated with those Benchmarks, will significantly increase career readiness.

LEARNER OUTCOMES: ATTAINMENT, ATTENDANCE AND DESTINATIONS

This section describes the attainment, attendance (Key Stage 4 only) and destinations of learners at pilot education providers, compared to learners from a local group of matched comparison providers and learners at all other education providers in England. The data is taken from the National Pupil Database (NPD), the Individual Learner Record (ILR) and from Longitudinal Education Outcomes (LEO) government data sets pertaining to post-16 and post-18 destinations available from www.gov.uk. Data from the NPD and the ILR is at the individual learner level. LEO destination data is at the education provider level.

This section is presented in the following format. Firstly, the NPD data for attendance and attainment at KS4 is described, followed by KS5 attainment. This is followed by ILR data pertaining to college learner outcomes. Finally, destinations by education provider post-16 and post-18 are described.

In each sub-section we first describe the sample, making reference to total number of learners and numbers by education provider category, gender, SEND status, ethnicity and where possible Free School Meal status. We then present the inferential statistical results.

NPD

THE SAMPLE AT KS4

The KS4 national sample, which included all learners in Year 11 in England who sat exams in 2015, 2016, 2017, 2018 and 2019, was comprised from 3,023,765 learners. There were 1,472,682 females and 1,551,083 males in total. There were more males than females in each academic year (see Table 30).

Table 30 Gender split across entire KS4 sample 2015-2019

Academic year	Female	Male
2015	48.7%	51.3%
2016	48.7%	51.3%
2017	48.8%	51.2%
2018	48.7%	51.3%
2019	48.7%	51.3%

The KS4 sample was comprised from 54% White British learners, 12.2% white English learners, 6.6 Asian (Indian, Pakistani or Bangladeshi) learners and approximately 4% learners of Black origin. The remaining 22% of learners were distributed evenly across a wide range of ethnic groupings, each less than 1%. Percentages of learners identified as being SEN, SEND or having an EHCP are outlined below for each Academic year in Table 31.

Table 31 Percentage of learners with SEN 2015-2019

Academic year	No SEN	SEN or SEND
2015	75.9%	24.1%
2016	76.6%	23.4%
2017	76.5%	23.5%
2018	76.4%	23.6%
2019	76.4%	23.6%

The number of learners who were eligible for Free School Meals or who had been looked after or adopted are presented below by academic year in Table 32.

Table 32 Percentage of learners in each year who were either ever eligible for FSM, who were adopted or had been looked after

Academic year	FSM/looked after/adopted
2015	25.2%
2016	25.6%
2017	25.3%
2018	25.1%
2019	24.6%

ATTENDANCE

Attendance outcomes were examined from the NPD for KS4 learners. The number of authorised, unauthorised and total number of absences is available for each of the academic years in the evaluation. Mean scores for pilot education providers, local comparison education providers and all other education providers are tabled below by academic year (see Table 33). Authorised absences occur when the school has agreed with the reason for

not being at school – if the learner is too ill or if there is an unexpected family situation for example. Unauthorised absences are any absences that the head teacher has not given permission for or where an explanation has not been provided by the parent.

Table 33 Mean authorised, unauthorised and total absences by education provider group and academic year (KS4 only)

Academic year	Category of education provider	Unauthorised absences	Authorised absences	Total absences
2015	Pilot	5.25	11.84	17.08
	Comparison group	5.51	11.49	17.00
	All other	5.84	13.84	19.68
2016	Pilot	5.73	12.61	18.34
	Comparison group	7.00	10.37	17.37
	All other	5.88	13.63	19.51
2017	Pilot	6.15	11.48	17.63
	Comparison group	6.43	11.41	17.84
	All other	6.02	13.50	19.51
2018	Pilot	6.95	11.33	18.28
	Comparison group	8.17	12.13	20.30
	All other	6.43	13.50	19.93
2019	Pilot	8.77	12.085	20.85
	Comparison group	6.95	12.069	19.02
	All other	6.90	13.496	20.39

Graphical representations of the means for authorised absences (Figures 41 and 42) show different patterns for the three sample groups of education providers (pilot, local comparison group, all other secondary schools in England included in the NPD). The pilot education providers demonstrated an increase in authorised absences from 2015 to 2016 followed by two years of reduced authorised absences. There is a small increase in the final year of the evaluation. The local comparison group of providers however show a decrease between 2015 to 2016, followed by two years of increased authorised absences and then a

very slight reduction between 2018 and 2019. The remaining education providers in England included in the NPD demonstrate a higher rate of authorised absences across the entire evaluation but this rate remained largely stable over time. A two way ANOVA revealed there was a significant difference between the 'all other' category and the pilot and comparison categories and a significant interaction effect, with each category of education providers displaying a different pattern of authorised absences over time.

Figure 41 Authorised absences over academic years 2015-2019 by education provider category

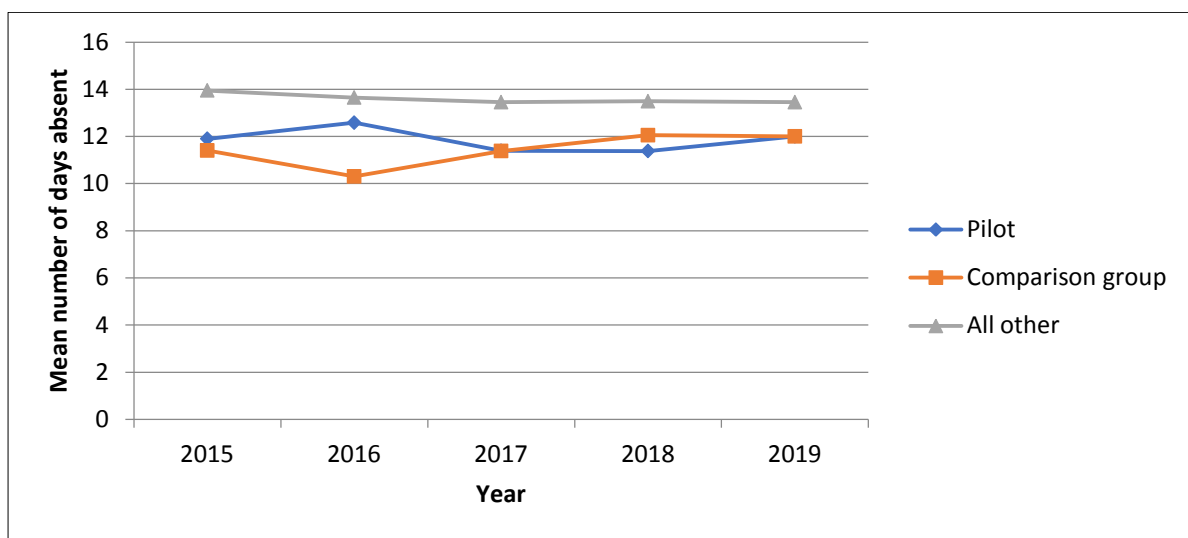
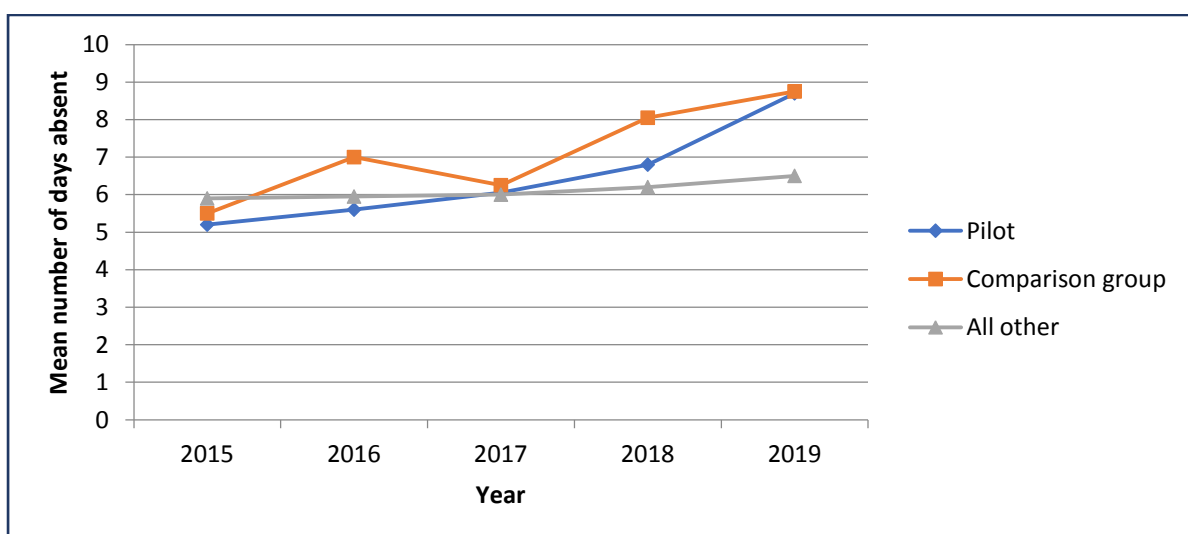


Figure 42 Unauthorised absences over academic years 2015-2019 by education provider category



A two way ANOVA revealed that academic year had a significant effect on number of unauthorised absences (these increased significantly over time) and there was also a significant effect of education provider category with comparison group providers recording the greatest number of unauthorised absences followed by pilot education providers and finally all other education provide (see Table 34).

Table 34 Two way ANOVA results for mean authorised absences by academic year and education provider category

Source	df	F	Sig.
Academic year	4	.651	.626
Category of education provider	2	99.235	.000
Academic year * Category of education provider	8	2.228	.023

The pilot and comparison groups both recorded significantly higher unauthorised absences than the 'all other' group. There was a significant interaction effect between academic year and category of education provider with respect to number of unauthorised absences with the pattern of results across time being different for each group (see Figure 42 above).

The data reveals that there were some differences in absences in KS4 over the course of the evaluation between the pilot education providers, the local comparison education providers and all other providers in England included in the NPD. Unauthorised absences increased over time as a consequence of the factors described earlier. Authorised absences show a more varied, fluctuating pattern over time for both the pilot and comparison education providers. However, between 2016 and 2018 the pilot education providers recorded a lower number of authorised absences than the comparison group did.

ATTAINMENT IN KS4

The next step in the analyses was to look at attainment outcomes across the five years of the evaluation to identify whether there were significant changes over time in the three different categories of education provider (pilot/comparison group/all others).

There are several contextual factors which need to be borne in mind when considering these analyses. Firstly, between 2015 and 2016, the pilot education providers were systematically attempting to implement the Benchmarks and we have assumed that other education providers were not. However, the CEC's State of the Nation report in 2017 indicates that nearly six hundred secondary schools in England had completed their Compass Benchmark self-assessment tool meaning they were familiar with the Benchmarks and had begun to consider how to develop provision. They will have been delivering career guidance that met the Benchmarks in some way. The 2017 State of the Nation report by the CEC indicated that over 79% of responding schools reported they were fully achieving at least one of the Benchmarks and 50% indicated they were fully achieving two. The number of schools and colleges engaging with the Gatsby Benchmarks, the Compass self-audit process, Careers Hubs and other career guidance support tools has increased steadily from 2017 when the Career Strategy was released and 2018 when the statutory guidance was published. This means that after 2016/2017 the local comparison education providers or all other providers in England cease to function well as control group comparisons.

A second contextual factor was the change in the English education system. In 2017 there was a change to the national curriculum, at GCSE and A level, to the way in which GCSEs and A levels were assessed and to the grading systems used. This had two consequences for the evaluation. Firstly, it meant that some attainment outcomes used in the interim evaluation were no longer available in later releases of the NPD. Secondly, the changes in the curriculum and how GCSEs and A levels were assessed had a significant impact on the attainment of learners across England.

Despite the changes in outcome measures reported in the NPD, there were several measures which were available for each of the five years of the evaluation and could be compared including:

1. Number of A*-C/9-4 passes (equivalents included)
2. Total number of GCSE and equivalent qualifications achieved
3. Total number of level 1 GCSE and equivalents qualifications
4. Average GCSE and equivalents new style point score

The change in curriculum and assessment had a significant impact on attainment across the country which is illustrated below in the number of A*-C/9-4 passes (equivalents included) achieved by learners (descriptive statistics are presented below in Table 35 and illustrated in Figure 43). Table 35 shows that the mean number of passes at A*-C/9-4 each year by learners initially shows an increase before decreasing substantially in 2017/2018 after the change in curriculum and assessment. However, as is discussed later, multilevel analyses looking only at the pilot education providers demonstrated there was an impact of Benchmark achievement on attainment (see Tables 38-40).

Table 35 Mean number of passes at A*-C/9-4 by education provider type and academic year

ACADEMIC YEAR	Category of education provider	Mean	Std. Deviation	N
2015	Pilot	6.38	3.76	2639
	Comparison group	6.60	3.63	2043
	All other	6.16	3.87	617837
	Total	6.16	3.87	622519
2016	Pilot	6.56	3.87	2552
	Comparison group	6.37	3.69	1993
	All other	6.25	3.89	605092
	Total	6.25	3.89	609637
2017	Pilot	6.19	3.74	2478
	Comparison group	6.43	3.63	1947
	All other	6.22	3.76	588457
	Total	6.22	3.76	592882
2018	Pilot	5.17	3.42	2245
	Comparison group	5.90	3.43	1944
	All other	5.54	3.54	584710
	Total	5.54	3.54	588899
2019	Pilot	5.12	3.26	2189
	Comparison group	5.92	3.23	1827
	All other	5.52	3.50	605991
	Total	5.52	3.50	610007

N = number of learners

Figure 43 Mean number of passes at A*-C/9-4 by education provider type and academic year

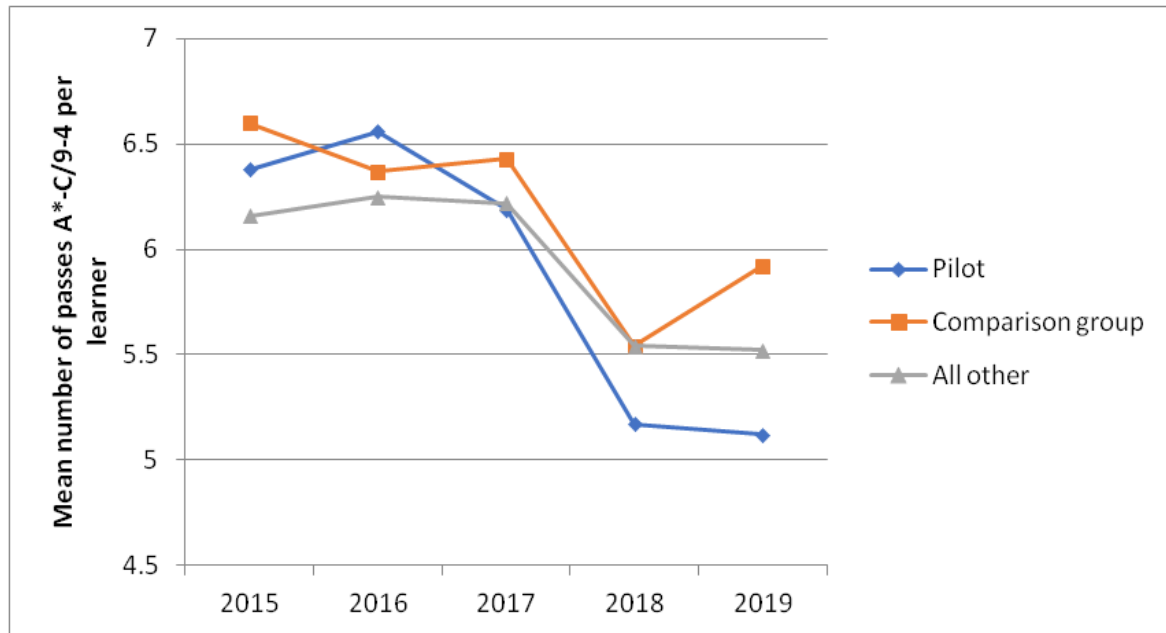


Figure 37 shows the different trajectories taken by the three categories of education providers over the course of the evaluation. A two way ANOVA was run to identify whether there was an effect of academic year on number of A*-C/9-4 passes, an effect of category of education provider and an interaction effect with the effect of academic year being different for different categories of provider. The table below (Table 36) shows that both main effects and the interaction effect were significant, meaning that over time mean number of passes changed significantly, that the three categories of education providers had significantly different mean number of passes per learner and that the effect of academic year on mean number of passes was different for each category of education provider.

Table 36 Two way ANOVA test results for number of passes A*-C/9-4

Source	df	F	Sig.
Academic year	4	140.460	.000
Category of education provider	2	34.298	.000
Academic year * Category of education provider	8	10.493	.000

Post hoc tests revealed significant differences between each year and between the pilot and comparison group, and between the comparison and all other group. The pilot education providers showed a significant increase in number of passes at A*-C/9-4 from 2015 to 2016 that was not observed in the comparison group of education providers (giving rise to a significant interaction effect). However, for the pilot providers there was a significant decrease in number of passes at A*-C/9-4 in 2017 that was not seen in the two other groups of providers. Another decrease from 2017 to 2018 was observed but this was apparent for all education providers. Attainment remained more stable between 2018 and 2019.

Analyses of every attainment measure at KS4 showed the same pattern of results - an initial increase between 2016 and 2017 for pilot education providers, followed by a significant reduction in attainment from 2017/2018 for all learners with a levelling off by 2019 (the descriptive statistics and results from the two-way ANOVA's for each of these outcome measures of attainment can be seen in Appendix 10). The pattern of findings illustrated above was found in learners with and without SEND and in learners who were FSM/looked after or adopted. That is to say that the changes over time in the three groups of education providers were the same regardless of whether the learners were reported to be SEND or not and regardless of whether they were entitled to FSM, had been looked after or were adopted. However, the pattern of outcomes was marginally different for males compared to females when looking at the number of passes A* - C/9-4. The two figures below (Figures 38 and 39) illustrate this. Whilst females show another decrease in number of passes in the pilot providers between 2018 and 2019, males do not. They show an increase. We cannot know the reason for this but one possible influence which may have contributed to improved male performance could be related to the fact that males tend to perform less well than females (during the evaluation timeframe over 70% of females typically achieved a C/4 or higher grade whereas this was true for less than 65% of males, Joint Council for

Qualifications). Researchers have mooted a number of possible explanations for male underperformance including males being less motivated, having less positive attitudes towards school, spending less time doing homework, having more disruptive behaviour in class, having lower expectations, working less hard and being more easily distracted (Hutte, 2004). It may be that having concrete links made between what they are doing in school and future careers, and having a better sense of their own potential careers helps to increase motivation, re-engage them with subjects and the classroom and improves attitudes towards school which in turn lead to improved GCSE performance. Teaching staff provided several accounts of perceiving boys to be more engaged in class in the final two years of the evaluation - this is certainly an area for further investigation.

Figure 44 Mean number of A*-C/9-4 passes by academic year and category of education provider for females

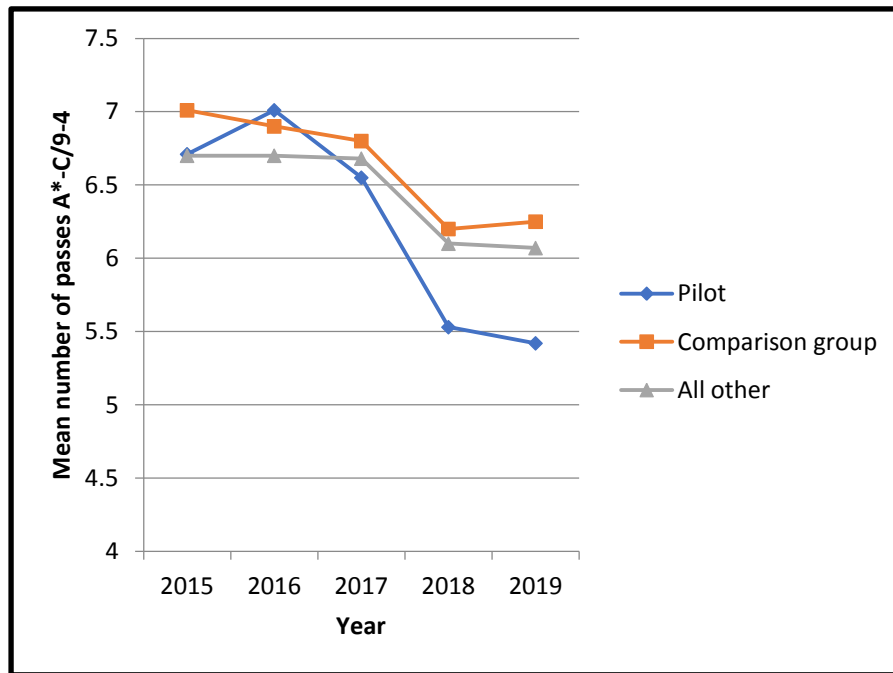
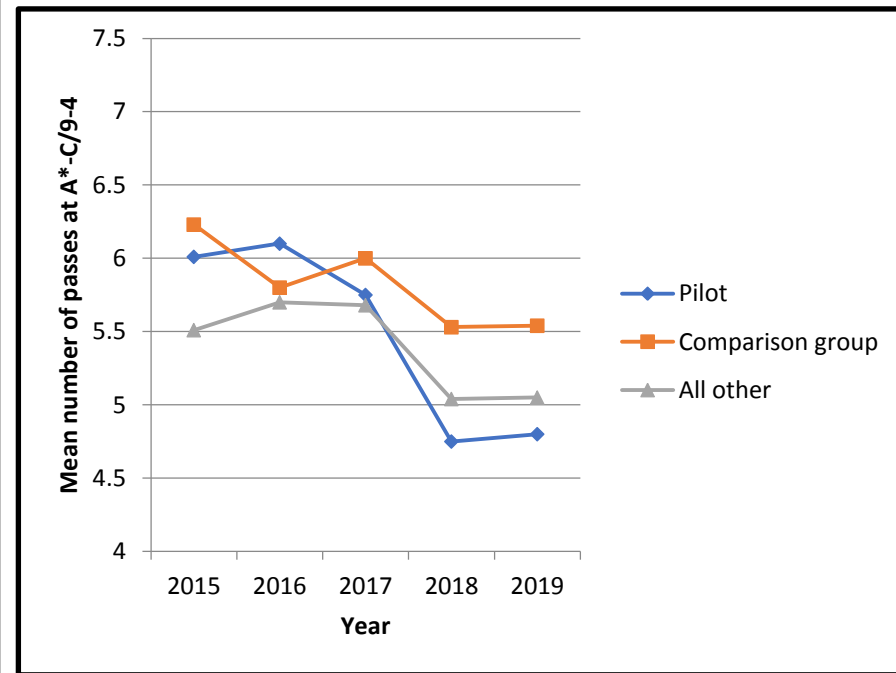


Figure 45 Mean number of A*-C/9-4 passes by academic year and category of education provider for males



The overall finding of reduced attainment post 2017 is attributable to the changes in the curriculum and its assessment and illustrates that any positive influences engaging with good career guidance can have on attainment are not strong enough to mitigate such wide sweeping alterations to an education system. However, we wondered if attainment within the pilot education providers was uniformly influenced by this change in 2017. Only one pilot education provider did not see a fall in the number of A*-C/9-4 passes in 2017. Between 2017 and 2018 only two providers saw an increase in total number of passes A*-C/9-4 suggesting the changes in the curriculum had broadly similar effects for most education providers and this may have masked any changes to attainment related to career guidance provision. In order to test for a relationship between career guidance provision and attainment, firstly Pearson correlations were run for each academic year between the number of Benchmarks held by the provider and the number of passes at A*-C/9-4. The results of these Pearson correlation coefficients are tabulated below (Table 37).

Table 37 Pearson correlation coefficients between number of Benchmarks held by education provider and KS4 attainment outcomes, by year of the evaluation

Attainment outcome	Number of Benchmarks held by education provider				
	2015	2016	2017	2018	2019
No. of passes at A*-C/9-4	-.028	.066**	.203**	.285**	.308**

** Correlation is significant at the 0.01 level (1-tailed).

The table reveals that over the course of the evaluation, significant, positive relationships began to appear between the number of Benchmarks held by the provider attended by the learner and the number of passes they earned. In order to explore this relationship further a series of multi-level regression models were constructed and tested to see if the number of Benchmarks held by the education provider would be able to explain unique variance in attainment. Each measure of attainment was tested individually with the following individual level variables entered in turn:

- Gender (female or male)
- Ethnicity (white or not white)
- SEND status (is SEN or not)
- Entitled to FSM, has been looked after or adopted (yes or no)

Ethnicity was entered as a binary variable because the ethnic diversity of learners in the sample was highly constrained (over 80% were reported as being White British and over 90% were reported as being white and of European ethnicity, predominantly from the United Kingdom or Ireland).

Having controlled for these variables, level 2 (institutional level) variables were entered; firstly, Ofsted rating was entered (outstanding, good, requires improvement or inadequate) and then number of Benchmarks held by the education provider was entered. This was followed by the level 3 variable academic year. After controlling for all the individual level variables and Ofsted rating, it was found that number of Benchmarks held by the education provider accounted for a significant amount of unique variance in the total number of A*-C/9-4 GCSEs or equivalents earned by each learner. Statistical results are below in Tables 38-40. Table 40 reveals the changes in the variance as each variable was added and whether the addition of the variable was able to account for unique variance. SEND status was able to account for the biggest change in variance explained followed by FSM/looked after/adopted status. However, after these variables were added, the number of Benchmarks held by the education provider was the next strongest predictor, accounting for a larger change in deviance than gender, ethnicity, Ofsted rating or academic year. This suggests that those education providers fully achieving more Benchmarks are likely to see their learners achieving more A*-C/9-4 passes at GCSE regardless of the learners gender or ethnicity and regardless of the Ofsted rating of the education provider.

Table 38 -2LL statistical output from MLM prediction of number of A*-C/9-4 passes

Statistical output	Result
-2 Log Likelihood	43381.892
Akaike's Information Criterion (AIC)	43421.892
Hurvich and Tsai's Criterion (AICC)	43421.990
Bozdogan's Criterion (CAIC)	43583.096
Schwarz's Bayesian Criterion (BIC)	43563.096

Table 39 Fixed effects for the predictor variables of number of A*-C/9-4 passes

Source	Numerator df	Denominator df	F	Sig.
Intercept	1	15.914	980.314	.000
Gender	1	8592.851	55.926	.000
Ethnicity	1	7977.944	1.527	.217
SEND status	1	8569.257	1051.902	.000
FSM/looked after/adopted	1	8552.011	532.756	.000
Ofsted rating	3	40.917	10.097	.000
Number of Benchmarks	7	253.983	11.452	.000
Academic year	3	4965.384	56.560	.000

Table 40 KS4 Number of passes A*-C/9-4 Multi level model with deviance, change in deviance, residual and school level variance at each step.

Model	Deviance (-2LL) df	Change in deviance, df	Significant change when variable entered?	Residual variance	School level intercept variance
Unconditional model (no variables added)	58458.29			11.81	1.36
Gender	58339.612	118.678, df 2	Yes, p = .0000	11.68	1.35
Ethnicity	58339.247	.365, df 2	No	11.68	1.34
SEND (yes/no)	44308.699	14,030.913 df 3	Yes, p = .0000	10.02	1.03
FSM/looked after/adopted (yes/no)	43838.308	470.391 df 4	Yes, p = .0000	9.49	0.77
Ofsted grading	43763.983	74.325 df 7	Yes, p = .0000	9.41	0.52
Number of Benchmarks	43550.272	213.711 df 14	Yes, p = .0000	9.21	0.09
Academic year	43383.417	166.855 df 18	Yes, p = .0000	9.02	0.16

ATTAINMENT IN KS5

Analyses of attainment in KS5 were unfortunately impacted in the same way as those of KS4 with changes to the number of education providers purposefully implementing Gatsby Benchmarks during the evaluation and changes to the assessments of A levels and outcome measures reported in the NPD. The KS5 data from the NPD included attainment data from

12,439,252 learners between 2015 and 2019. Table 41 shows the number of KS5 learners in each academic year.

Table 41 Learners in the KS5 sample by academic year

	Frequency	Percent
2015	1264622	10.2
2016	1683988	13.5
2017	3243994	26.1
2018	3162050	25.4
2019	3084598	24.8
Total	12439252	100.0

The sample was comprised from 49.8% females and 50.2% males. Across the academic years of the evaluation the characteristics of the sample are shown in Table 42.

Table 42 Gender percentages by academic year

Year	Female	Male
2015	52.5%	47.5%
2016	52.3%	47.7%
2017	48.9%	51.1%
2018	48.9%	51.1%
2019	49.0%	51.0%

Table 43 shows the percentages of learners in each academic year with a recorded SEND - the percentage of learners with a recorded SEND varied from a low of 29% in 2018 to a high of 42.7% in 2016.

Table 43 SEND status percentages by academic year

	SEND	No recorded SEND
2015	32.6%	67.4%
2016	42.7%	57.3%
2017	29.1%	70.9%
2018	29.0%	71.0%
2019	29.5%	70.5%

At KS5 there were several measures of attainment which were available in the NPD across the evaluation:

- Total point score of candidate entries for A levels
- Total point score of candidate entries for general qualifications
- Total point score of candidate entries for technical qualifications (not available 2015)
- Total point score of candidate entries for all level 3 qualifications (not available 2015)
- Number of A*/A grades achieved at A level (not available 2015)
- Number of B grades achieved at A level (not available 2015)

Mean scores for each of these measures are tabulated below (Table 44) by year of evaluation. There were some obvious changes to the ways in which points were awarded to A levels and applied qualifications in 2015-2016 and post 2016. Further to this, as with the KS4 attainment outcomes, there was a decrease in attainment from 2017 onwards. This is likely to reflect changes in AS levels contribution to A levels and the change in the way in which qualifications were permitted to be assessed (coursework v exams).

The next step was to explore the relationships between academic year and category of education provider on the above measures of attainment.

Table 44 Mean attainment scores by academic year for KS5

Academic year		Total point score of candidates entries for A levels	Total point score of candidates entries for applied general qualifications	Total point score of candidates entries for technical level qualifications	Number of A*/A grades achieved at A level	Number of B grades achieved at A level
2015	Mean	102.39	127.63			
	SD	248.19	241.63			
2016	Mean	45.91	10.91	5.41	.27	.29
	SD	62.90	30.24	21.75	.75	.65
2017	Mean	11.05	6.19	4.04	.05	.07
	SD	33.32	23.51	19.35	.33	.33
2018	Mean	9.67	1.26	.58	.05	.07
	SD	30.62	8.17	6.58	.32	.34
2019	Mean	9.44	3.17	1.44	.05	.06
	SD	30.38	14.65	10.33	.34	.31

KS5 TOTAL POINT SCORE OF CANDIDATES ENTRIES FOR A LEVELS

Point scores are calculated by the government per entry. The first analysis in this section considers total point scores per entry for A levels by academic year and category of education provider - mean scores are detailed below in Table 45.

Table 45 Mean total point score of candidate entries for A levels by category of education provider and academic year

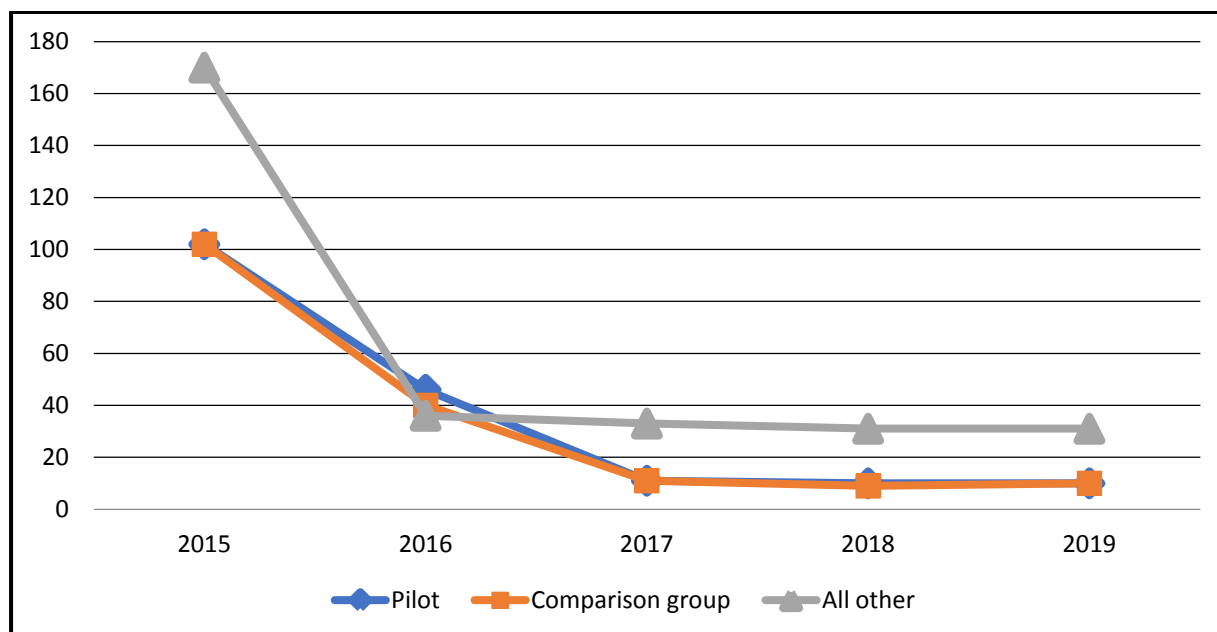
Academic year	Category of education provider	Mean	Std. Deviation	N
2015	Pilot	102.39	248.19	8037
	Comparison group	102.78	260.21	4995
	All other	169.98	324.88	1251590
	Total	169.29	324.29	1264622
2016	Pilot	45.90	62.89	6436
	Comparison group	40.04	60.84	6087
	All other	36.11	58.97	1671465
	Total	36.16	59.00	1683988
2017	Pilot	11.05	33.32	9154
	Comparison group	11.16	35.72	6195
	All other	33.43	55.93	3228645
	Total	33.33	55.87	3243994
2018	Pilot	9.67	30.62	9232
	Comparison group	8.91	31.39	6442
	All other	31.78	53.74	3146376
	Total	31.67	53.67	3162050
2019	Pilot	9.44	30.38	8885
	Comparison group	9.84	32.71	6234
	All other	30.56	51.87	3069479
	Total	30.45	51.81	3084598

N = number of learners

There were clear changes between 2015 and 2016 and then from 2017 onwards reflecting changes to assessment of A levels during that timeframe. A two way ANOVA revealed that there was an effect of academic year on total point score with points falling significantly each year. There was an effect of category of education provider with both pilot education providers and local comparison group achieving significantly fewer points than 'all other' providers. Additionally, as is detailed in Figure 46 below, there was a significant interaction

effect with 'all other' providers points score levelling off in 2016 whilst the pilot and comparison education providers recorded another decrease between 2016 and 2017.

Figure 46 Mean total point score of candidate entries for A levels by category of education provider and academic year



All other measures of attainment at KS5 showed similar changes over time for the three groups of education providers (please see Appendix 11 for details of descriptive and inferential statistical output). As with KS4 the KS5 attainment outcome data was explored to see if there were relationships between the number of Benchmarks held by the education provider and the different attainment outcomes described above. However, unlike KS4 attainment outcomes, there was no relationship. There are an array of possible explanations. One possibility involves the age of the learner when the pilot began. Given that the relationship between number of GCSE passes and number of Benchmarks increased each year of the evaluation, the number of years the learners have been engaged with high quality career guidance good be important. Those learners who sat their GCSE's in the 2018/2019 academic year, and whose GCSE passes were most strongly related to the number of Benchmarks held, would have been in Year 8 during the first year of the pilot (2015-2016). This means they engaged with career guidance designed around the

Benchmarks from an earlier age than may have occurred previously. Those learners sitting A levels were less likely to have been engaging with such career guidance from Year 8. Another possible explanation is that the career guidance was more beneficial to those learners who are less likely to follow an academic route in their post-16 education.

ILR

The ILR contains information pertaining to learners enrolled in English Sixth form colleges and FE colleges. The ILR dataset used here contained learners registered on all courses offered, from 2015 to 2019. The total number of registrations was 48,620,565. Some of these registrations are duplicate entries as learners may be entered more than once in an academic year. The demographics of the sample are based on only one count of each learner in each year. These are presented below in Tables 46 - 48.

Table 46 Gender splits in learners in the ILR 2015-2019

Academic year	Frequency/%	Female	Male	Total
2015	Frequency	318663	331031	649694
	%	49.0%	51.0%	100.0%
2016	Frequency	302413	314239	616652
	%	49.0%	51.0%	100.0%
2017	Frequency	304152	321757	625909
	%	48.6%	51.4%	100.0%
2018	Frequency	323932	347300	671232
	%	48.3%	51.7%	100.0%
2019	Frequency	665282	785722	1451004
	%	45.8%	54.2%	100.0%

Table 47 SEND status of learner sin the ILR 2015-2019

		Special educational needs		
		Not applicable/not known	No special educational needs	Special educational needs
2015	Frequency	5617	454	
	%	92.5%	7.5%	0.0%
2016	Frequency	249569	145577	3038
	%	62.7%	36.6%	0.8%
2017	Frequency	296390	236908	6469
	%	54.9%	43.9%	1.2%
2018	Frequency	317180	293837	9777
	%	51.1%	47.3%	1.6%
2019	Frequency	571475	792556	30636
	%	41.0%	56.8%	2.2%
Total	Frequency	1440231	1469332	49920
	%	48.7%	49.6%	1.7%

Note: Blank cells indicate under 10 learners

Table 48 Ethnicity splits in the ILR 2015-2019

Ethnicity	2015	2016	2017	2018	2019	Total
White (British)	73.8%	73.9%	73.7%	72.8%	72.8%	73.3%
White (Irish)	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
White (Gypsy/traveller)	0.2%	0.1%	0.2%	0.2%	0.1%	0.1%
White (any other background)	6.3%	5.9%	6.0%	5.9%	4.8%	5.6%
Mixed/Multiple ethnic group (White and Black Caribbean)	1.4%	1.5%	1.5%	1.6%	1.5%	1.5%
Mixed / Multiple ethnic group - White and Black African	0.4%	0.5%	0.5%	0.5%	0.6%	0.5%
Mixed / Multiple ethnic group - White and Asian	0.7%	0.7%	0.7%	0.8%	0.8%	0.8%
Mixed / Multiple ethnic group - Any	0.9%	0.9%	0.9%	1.0%	1.1%	1.0%

Other Mixed / multiple ethnic background						
Asian / Asian British - Indian	1.6%	1.6%	1.6%	1.6%	1.8%	1.7%
Asian / Asian British – Pakistani	2.7%	2.8%	3.0%	3.2%	3.6%	3.2%
Asian / Asian British - Bangladeshi	1.2%	1.3%	1.2%	1.3%	1.4%	1.3%
Asian / Asian British - Chinese	0.6%	0.5%	0.5%	0.5%	0.3%	0.4%
Asian / Asian British - Any other Asian background	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
Black / African / Caribbean / Black British - African	2.7%	2.8%	2.8%	3.1%	3.3%	3.0%
Black / African / Caribbean / Black British - Caribbean	1.4%	1.4%	1.4%	1.5%	1.5%	1.4%
Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	0.6%	0.7%	0.7%	0.8%	0.8%	0.7%
Arab	0.5%	0.5%	0.6%	0.6%	0.7%	0.6%
Any other	1.3%	1.2%	1.2%	1.3%	1.3%	1.3%
Not provided	1.8%	2.0%	1.7%	1.7%	1.6%	1.7%

The number of cases in each academic year by category of education provider is in Table 49.

Table 49 Number of learners in the ILR by category of education provider and academic year

		Category of college			Total
		Pilot	Comparison group	All other	
Academic year	2015	61389	14138	10631935	10707462
	2016	51442	29305	10241023	10321770
	2017	56758	43738	9873375	9973871
	2018	68775	59824	9268773	9397372
	2019	64860	10656	8129224	8204740
Total		303224	157661	48144330	48605215

Learners referenced in the ILR can be registered on a range of courses and qualifications including A levels, apprenticeships, traineeships and higher apprenticeships. Grading systems for each course/qualification do of course vary, so an attainment outcome that was applicable for all learners was limited to whether the learner achieved their outcomes for each academic year. Using this outcome meant that learners could be classified as achieving their outcomes, partially achieving their outcomes, not achieving their outcomes, continuing study or outcome unknown. The number of learners in each of these outcome categories, by academic year and category of college, is shown in Table 50. This table includes the results of a crosstabs analysis which highlights the number of learners you might expect to find in each category if there are no significant patterns or relationships. Standardised residuals are included to demonstrate which cells show the greatest discrepancies between observed and expected frequencies.

Of interest is the observed number of learners achieving their outcomes compared to the expected number of learners achieving their outcomes for the pilot and comparison categories of learners. With the exception of 2016, there is a pattern of increasing numbers of learners achieving their outcomes in pilot education providers compared to those who would be expected to achieve their outcomes if there was no effect of academic year. Standardised residuals increase each year (with the exception of 2016).

A chi square analysis was conducted to identify whether changes in the number of learners achieving their outcomes each academic year changed over time and whether these

changes were similar in the pilot group, the comparison group and all other group. Chi square test results were significant for each academic year ($p < .000$ in each year, see Table 51). The number of learners achieving their outcomes increases in pilot education providers to a greater extent than in comparison education providers. The standardised residuals, which demonstrate the difference between observed and expected frequencies, for achieved outcomes are plotted in Figure 41. This highlights the increasing discrepancy between the number of learners who achieved their outcomes and the number of learners who were expected to for pilot education providers. Whilst the local comparison category of education providers also shows an increase in the number of learners achieving outcomes compared to the number who were expected to, it is to a lesser extent. When looking at the 'all other' category of education providers Figure 41 shows that learners attending these education providers were less likely than expected to achieve their outcomes.

Table 50 Number of learners by outcome type, academic year and education provider category (table includes observed frequencies, expected frequencies and standardised residuals)

Year	Category of education provider	Cells	Achieved	Partially achieved	Not achieved	Un-known	Study continuing
2015	Pilot	Count	38709	329	11589	191	10571
		Expected Count	34695	334.3	13279.8	256.2	12823.5
		Standardized Residual	21.5	-.3	-14.7	-4.1	-19.9
	Comparison group	Count	8008	<12	2664	12	3454
		Expected Count	7990	77.0	3058.4	59.0	2953.3
		Standardized Residual	.2	-8.8	-7.1	-6.1	9.2
	All other	Count	6004813	57984	2302007	44480	2222651
		Expected Count	6008844	57901.7	2299921.8	44367.8	2220899.2
		Standardized Residual	-1.6	.3	1.4	.5	1.2
2016	Pilot	Count	29359	276	11676	86	10045
		Expected Count	27893	274.9	11944.9	184.9	11143.6
		Standardized Residual	8.8	.1	-2.5	-7.3	-10.4
	Comparison group	Count	16863	230	4787	77	7348
		Expected Count	15890	156.6	6804.7	105.3	6348.2

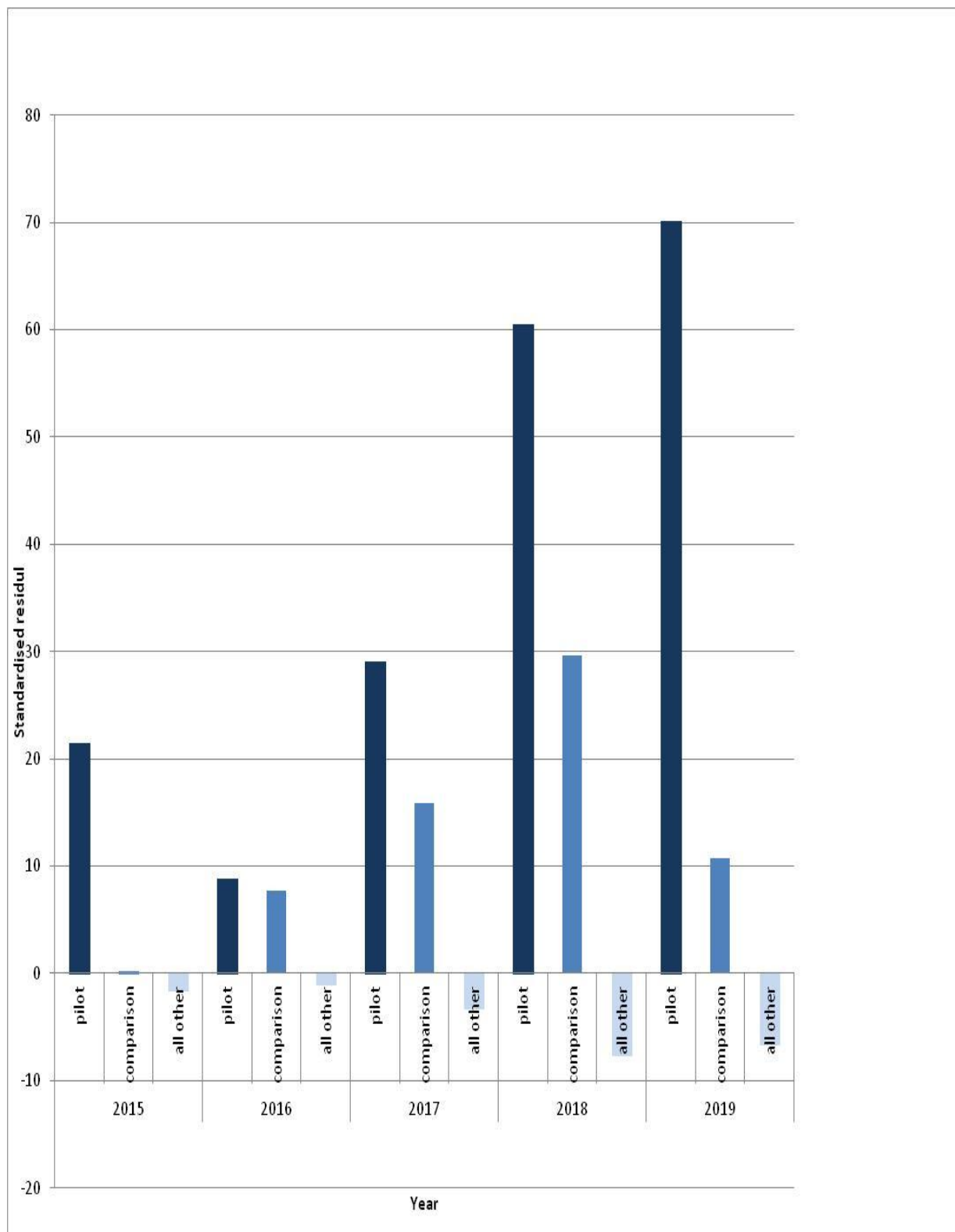
		Standardized Residual	7.7	5.9	-24.5	-2.8	12.5
	All other	Count	5550606	54649	2380269	36938	221856 1
		Expected Count	5553044	54723.5	2377982. 4	36810.8	221846 2.2
		Standardized Residual	-1.0	-.3	1.5	.7	.1
2017	Pilot	Count	35832	222	9169	395	11140
		Expected Count	30737	260.4	12469.0	231	13060
		Standardized Residual	29.1	-2.4	-29.6	10.8	-16.8
	Comparison group	Count	26134	<10	10106	<10	7492
		Expected Count	23686	200.7	9608.7	178.3	10064
		Standardized Residual	15.9	-14.0	5.1	-13.1	-25.6
	All other	Count	5339366	45538	2171860	40261	227635 0
		Expected Count	5346908	45300	2169057	40250	227185 7
		Standardized Residual	-3.3	1.1	1.9	.1	3.0
2018	Pilot	Count	50298	254	8870	356	8997
		Expected Count	38441	283	14490	449	15109
		Standardized Residual	60.5	-1.8	-46.7	-4.4	-49.7
	Comparison group	Count	38847	<10	12183	76	8718
		Expected Count	33438	246.9	12604	390	13143
		Standardized Residual	29.6	-15.7	-3.8	-15.9	-38.6
	All other	Count	5163504	38532	1958973	60931	204683 3
		Expected Count	5180768	38255	1952930	60523	203629 5
		Standardized Residual	-7.6	1.4	4.3	1.7	7.4
2019	Pilot	Count	50439	224	8579	19	5599
		Expected Count	36968	242.8	13438	422	13788
		Standardized Residual	70.1	-1.2	-41.9	-19.6	-69.7
	Comparison group	Count	6909	<10	1658	<10	2087
		Expected Count	6073	39.9	2207.8	69.3	2265
		Standardized Residual	10.7	-6.3	-11.7	-8.1	-3.7
	All other	Count	4619101	30484	1689727	53373	173653 9
		Expected Count	4633407	30425	1684317	52902	172817 1

		Standardized Residual	-6.6	.3	4.2	2.0	6.4
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Table 51 Chi square results of Academic year by category of education provider and level of outcome achieved

Chi-Square Tests				
Academic year		Value	df	Asymptotic Significance (2-sided)
2015	Pearson Chi-Square	1348.557	8	.000
	Likelihood Ratio	1461.690	8	.000
	Linear-by-Linear Association	641.093	1	.000
	N of Valid Cases	10707462		
2016	Pearson Chi-Square	1105.382	8	.000
	Likelihood Ratio	1178.504	8	.000
	Linear-by-Linear Association	100.916	1	.000
	N of Valid Cases	10321770		
2017	Pearson Chi-Square	3449.013	8	.000
	Likelihood Ratio	3875.726	8	.000
	Linear-by-Linear Association	1441.017	1	.000
	N of Valid Cases	9973871		
2018	Pearson Chi-Square	11346.814	8	.000
	Likelihood Ratio	12332.020	8	.000
	Linear-by-Linear Association	7493.458	1	.000
	N of Valid Cases	9397372		
2019	Pearson Chi-Square	12393.776	8	.000
	Likelihood Ratio	13977.797	8	.000
	Linear-by-Linear Association	9124.469	1	.000
	N of Valid Cases	8204740		
Total	Pearson Chi-Square	20778.900	8	.000
	Likelihood Ratio	21701.113	8	.000
	Linear-by-Linear Association	13659.641	1	.000
	N of Valid Cases	48605215		

Figure 47 Standardised residuals of observed versus expected frequency of learners achieving their outcomes 2015 - 2019, by education provider category.



DESTINATIONS

Individual level data were not used for these analyses due to high levels of missing data for the education providers involved and where data was available it only provided intended destinations and September Guarantee information. Instead this section uses Longitudinal Educational Outcomes (LEO) data published by the government at education provider level for KS4 and KS5. Data was available for KS4 and KS5 2015 leavers, 2016 leavers and 2017 leavers.

Looking first at KS4, the percentage of learners who sustained a destination for 6 months, by pilot education provider and academic year, is shown in Figure 48 and comparison education providers are shown in Figure 49. Those providers who achieved 94% or more sustained destinations in 2017 were also those education providers who achieved 6 or more Benchmarks in 2017.

Figure 48 KS4 Pilot education providers - % of learners with sustained destinations 2015-2017

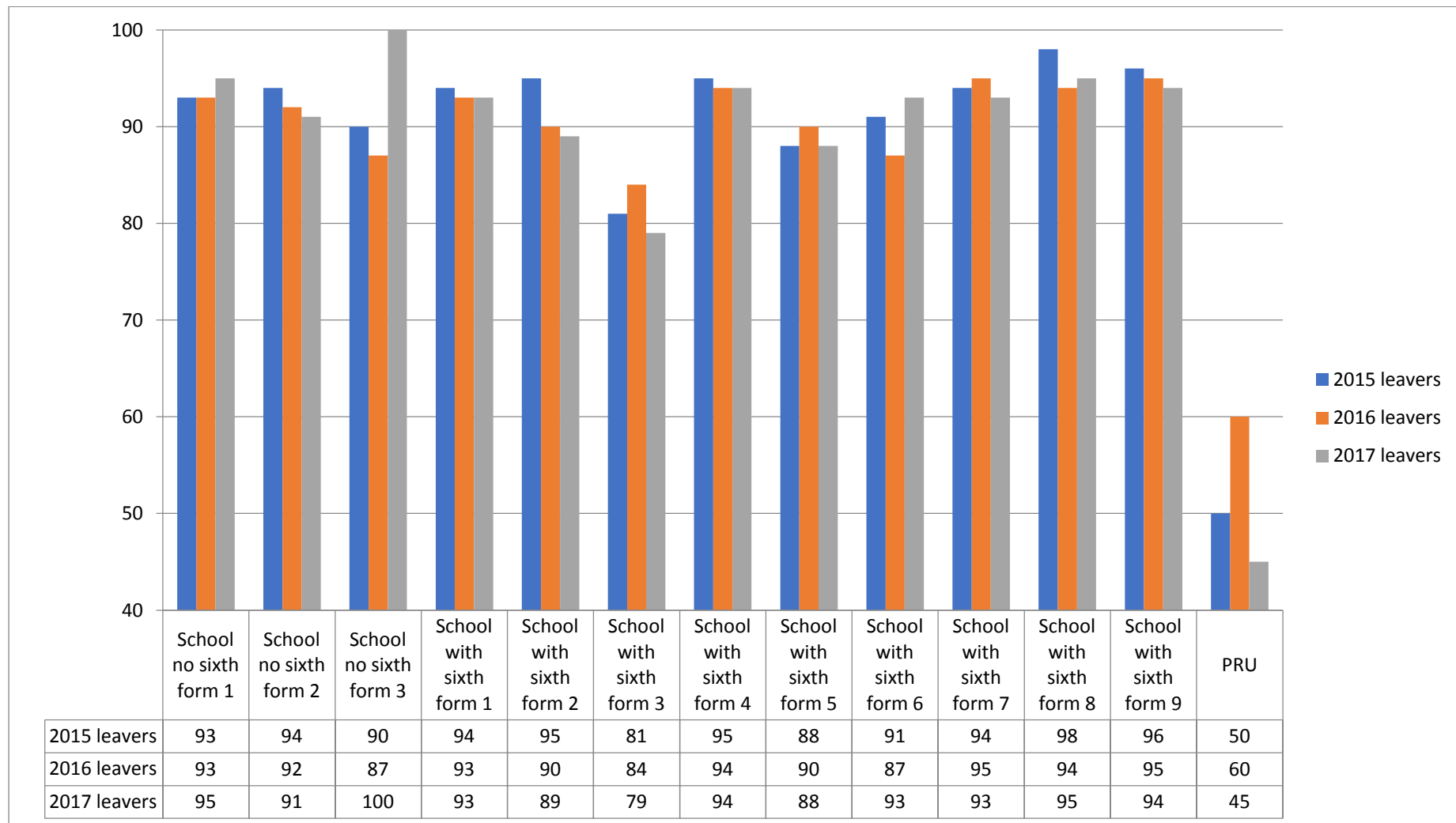
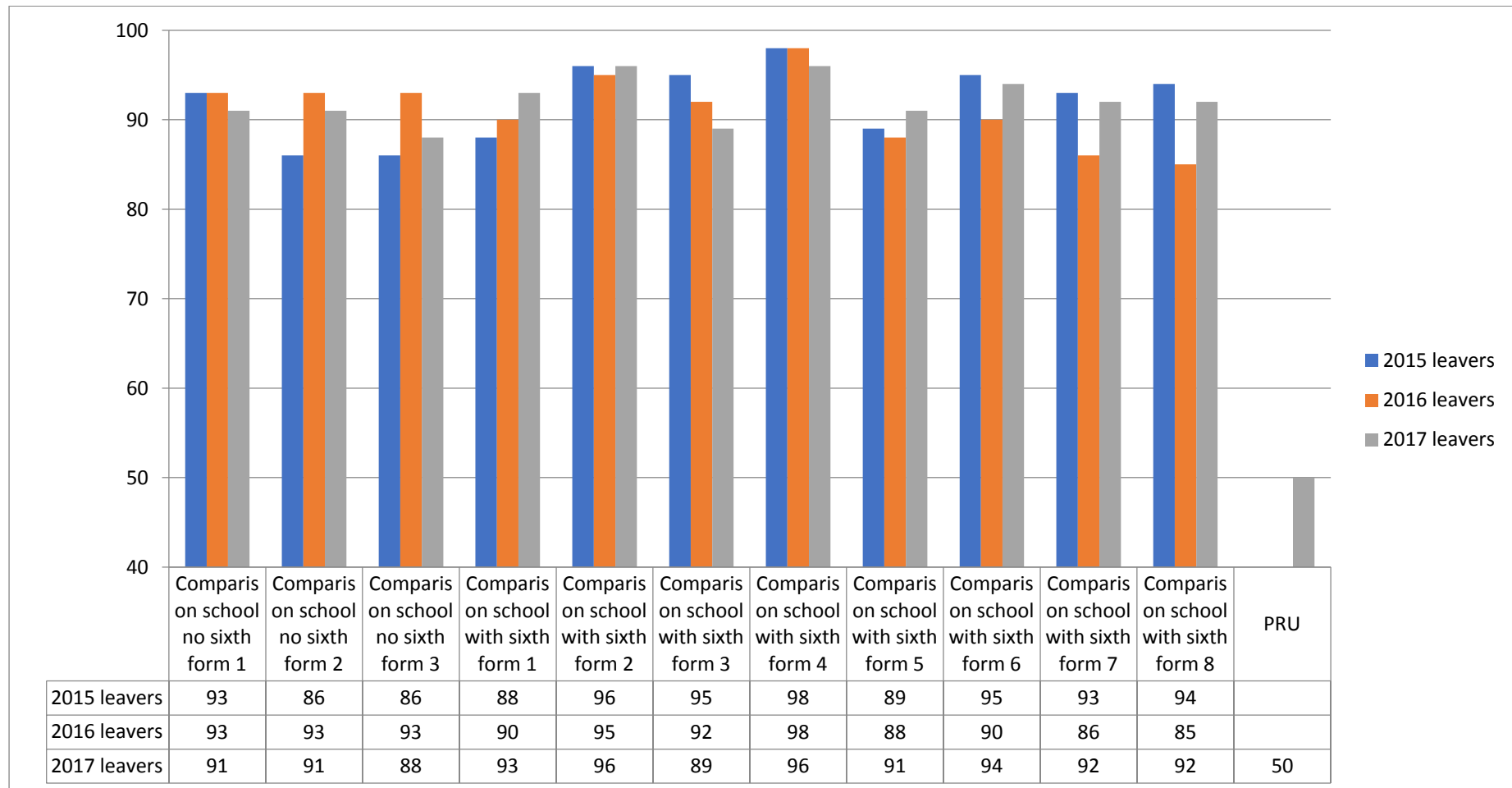


Figure 49 Comparison education providers - % of learners with sustained destinations 2015-2017 (NB PRU data suppressed for 2015-2016)



NB PRU data is Suppressed for 2015 and 2016 due to very small numbers of learners

The data pertaining to percentage of learners achieving a sustained destination post KS4 2015-2017 reveals no obvious overall pattern in either the pilot nor the comparison categories of education providers. Whilst some education providers, in either category, report their highest percentage of learners in sustained destinations in 2015, others do so in 2016 and some do in 2017. Notably one pilot education provider recorded a 100% sustained destination record in 2017. Variations for each education provider between academic years are typically small, with only one education provider (in the pilot category) recording an increase of more than 10% from any one year to the next.

The data released by the government allows for a more detailed examination of the type of destinations sustained by KS4 leavers. The KS4 destinations (percentages of the year group) are shown below in Tables 52-55 for pilot and comparison category education providers. Both categories of education provider typically show a small decrease between 2015 and 2017 in all destinations except employment/training, although the comparison category do show a small increase between 2015 and 2017 in the percentage of leavers sustaining a destination in FE. KS5 sustained destinations show small fluctuations over time but in either category of education provider the overwhelming majority of learners have sustained destinations in HE. The data did not reveal patterns between number of Benchmarks held and destinations of KS5 learners.

Table 52 KS4 Percentage of learners in sustained destinations by year of leaving and education provider - Pilot education providers

PILOT EDUCATION PROVIDERS	Apprenticeship %			FE provider %			Sixth form (state funded) %			Sixth form (college) %			Other education destinations %			Employment and/or training %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
School no sixth form 1	10	11	9	39	50	56	33	32	25	Supp.	Supp.	0	Supp.	Supp.	1	Supp.	3	4
School no sixth form 2	12	11	4	80	82	38	Supp.	3	43	0	0	0	Supp.	0	1	4	8	4
School no sixth form 3	9	8	0	44	55	0	8	9	0	27	24	0	0	0	1	5	2	0
School with sixth form 1	10	7	3	30	30	46	50	57	31	0	0	0	5	3	3	5	4	10
School with sixth form 2	6	7	10	48	51	59	37	Supp.	9	0	0	0	0	0	3	3	Supp.	9
School with sixth form 3	5	4	2	19	22	23	63	53	49	Supp.	0	0	Supp.	2	1	Supp.	4	5
School with sixth form 4	9	12	6	58	58	48	33	32	34	Supp.	Supp.	0	Supp.	Supp.	1	2	5	6
School with sixth form 5	8	7	5	27	40	38	56	42	38	0	0	-	1	2	1	6	4	5
School with sixth form 6	8	9	2	51	43	34	35	45	48	Supp.	Supp.	0	Supp.	Supp.	4	Supp.	2	4
School with sixth form 7	5	8	4	28	34	30	61	57	55	Supp.	Supp.	0	Supp.	Supp.	0	Supp.	2	4
School with sixth form 8	7	13	4	35	31	35	57	64	51	0	Supp.	0	0	Supp.	2	4	2	4
School with sixth form 9	6	6	7	23	26	22	69	67	63	Supp.	Supp.	0	Supp.	Supp.	1	2	2	2
Mean	7.9	8.6	4.6	40.2	43.5	35.8	45.6	41.9	37.2	4.5	4	0	1.2	1.2	1.6	3.9	3.5	4.8
PRU	ND	Supp.	3	ND.	21	28	ND	0	0	ND	0	0	ND	0	0	Supp	31	13

ND - No data available. Supp. - Data is suppressed because there are fewer than 11 learners.

Table 53 KS4 Percentage of learners in sustained destinations by year of leaving and education provider - Comparison education providers

COMPARISON EDUCATION PROVIDERS	Apprenticeship %			FE provider %			Sixth form (state funded) %			Sixth form (college) %			Other education destinations %			Employment and/or training %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
School no sixth form 1	12	11	6	70	56	66	11	29	13	4	3	0	0	0	1	4	5	6
School no sixth form 2	10	8	10	46	50	40	31	32	37	Supp.	2	1	Supp.	0	1	3	3	3
School no sixth form 3	20	8	4	86	81	72	0	0	4	0	0	0	0	0	1	3	5	8
School with sixth form 1	4	6	8	45	51	61	28	19	21	12	17	0	1	0	0	4	1	3
School with sixth form 2	3	6	5	16	20	21	76	71	66	0	0	0	1	1	1	2	4	4
School with sixth form 3	5	10	3	32	41	40	53	51	42	Supp.	Supp.	0	Supp.	Supp.	0	3	Supp.	4
School with sixth form 4	3	8	3	Supp.	29	26	71	65	67	0	Supp.	0	0	Supp.	1	Supp.	3	1
School with sixth form 5	13	9	4	39	41	38	43	40	43	0	0	0	2	0	1	4	7	4
School with sixth form 6	9	10	5	35	35	52	53	55	33	Supp.	Supp.	0	Supp.	Supp.	0	Supp.	4	4
School with sixth form 7	5	5	6	18	22	29	62	64	55	Supp.	Supp.	0	Supp.	Supp.	0	4	4	2
School with sixth form 8	6	11	6	25	43	44	59	45	26	0	0	0	2	0	2	3	3	13
Mean	8.2	8.4	5.5	41.2	42.6	44.5	44.3	42.8	37.0	2.3	3.1	0.1	0.9	0.1	0.7	3.3	3.9	4.7
PRU	Supp.	Supp.	8	Supp.	Supp.	82	Supp.	Supp.	21	Supp.	Supp.	0	Supp.	Supp.	0	Supp.	Supp.	3

ND - No data available

Supp. - Data is suppressed because there are fewer than 11 learners

Table 54 KS 5 Percentage of learners in sustained destinations by year of leaving and education provider - Pilot education providers

PILOT EDUCATION PROVIDERS	Apprenticeship %			FE provider %			HE provider %			Employment %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
College 1	9	10	1	33	17	12	Supp.	22	5	32	30	28
College 2	13	8	1	27	Supp.	12	Supp.	26	10	27	23	22
College 3	14	10	20	14	14	6	50	43	26	23	19	19
School with sixth form 1	6	4	2	9	4	3	58	65	30	15	18	30
School with sixth form 2	20	13	14	20	Supp.	2	51	56	43	16	22	20
School with sixth form 3	16	21	9	16	6	6	49	31	33	12	8	15
School with sixth form 4	6	10	1	8	4	3	70	70	76	4	11	9
School with sixth form 5	9	10	4	14	Supp.	8	39	40	36	31	23	22
School with sixth form 6	14	14	15	Supp.	0	11	46	49	47	24	23	4
School with sixth form 7	7	4	9	7	4	3	64	65	48	12	12	13
School with sixth form 8	12	14	1	24	8	3	23	55	56	18	13	15
School with sixth form 9	12	Supp.	1	Supp.	Supp.	3	64	81	70	17	12	14
Mean	11.5	10.7	6.5	17.2	7.1	6.0	51.4	50.3	40.0	19.25	17.9	17.6

ND - No data available

Supp. - Data is suppressed because there are fewer than 11 learners

Table 55 KS 5 Percentage of learners in sustained destinations by year of leaving and education provider - Comparison education providers

Comparison education providers	Apprenticeship %			FE provider %			HE provider %			Employment %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
College 1	13	11	14	24	17	16	37	32	15	25	21	24
College 2	30	33	1	Supp.	Supp.	18	36	24	13	18	16	17
College 3	9	8	11	Supp.	10	10	43	44	24	23	24	24
School with sixth form 1	ND	12	0	ND	7	2	ND	52	68	ND	17	9
School with sixth form 2	6	4	3	12	4	7	65	68	61	14	14	11
School with sixth form 3	9	8	0	17	3	6	36	63	56	29	16	17
School with sixth form 4	11	8	1	11	4	8	77	75	63	5	6	8
School with sixth form 5	5	11	3	14	Supp.	4	59	58	49	17	12	14
School with sixth form 6	4	Supp.	6	12	Supp.	7	58	61	49	14	Supp.	22
School with sixth form 7	15	26	0	17	Supp.	4	56	33	46	10	19	21
School with sixth form 8	10	10	4	Supp.	10	9	71	44	22	Supp.	13	29
Mean	11.2	12.9	3.9	15.3	7.9	9	53.8	50.4	42.4	17.2	15.8	17.8

ND - No data available

Supp. - Data is suppressed because there are fewer than 11 learners

IMPACT ON LEARNERS AS PERCEIVED BY TEACHING STAFF AND STAKEHOLDERS

Teaching staff are a valuable source of evidence because they are able to observe learners on a daily basis and are engaged in making links between the curriculum and careers. Teachers were able to give several examples of changes in specific learners that occurred from engaging in career-related activities and this was particularly evident in boys. Overall, there was a positive change in learner's attitudes, aspirations, and behaviour in and out of class. Learners' aspirations have been raised and they have increased understanding of progression routes and what those qualifications will enable them to achieve in the long term. There was also clear evidence that challenging gender role stereotypical thinking was working and that offering encounters with FE and HE was important.

"The kids are really enthusiastic about talking to their parents themselves about what they want to do. I think the careers programme has given them that arsenal of skills to go out and have those conversations and develop their independence, their forward thinking, their resilience to have those conversations. I think that's been really worthwhile." (English teacher, 2019)

"I think there has been a huge shift in student attitudes over the last four years. So that for me has been really exciting to see. The fact that we're all talking about it and we talk a lot about going to university, and we have a lot of universities coming into school." (Business teacher, 2019)

"I've found a shift in their attitudes. A lot of them used to be very much dispirited - just wanting to go on the dole or not knowing what they wanted to do. Whereas now they seem a lot more driven, a lot more inspired to try and do something." (PHSE teacher, 2019)

"I have seen a massive change in aspirations. We've always had a lot of boys who want to be engineers and they would naturally be gravitating towards Nissan and Caterpillar, but the big shift that I have seen in their attitudes has been they would want to go into engineering at college and they would be expecting to get a job when they were 18. And that was where their qualification would end. Now, because of the introduction of the Nissan and Caterpillar university degree level apprenticeships, they are all so enthusiastic about the idea that they might be able to go and get a degree in engineering. And that aspirational change is a huge

shift - so many of them were massively intimidated by the idea of university because they were scared of the debt and they didn't really have an understanding of that having a massive impact on the rest of their lives. And for many of them being the first generation, first in their family to go to university. And now we are seeing that there are so many more students where university is something they're really super keen and enthusiastic about. That has been a huge shift in attitudes and aspirations." (PHSE teacher, 2019).

"It isn't necessarily that we get them to all stop thinking they want to be an engineer, they're still enthusiastic about that because it is a very natural progression for them, with their access to the two facilities, but it's now that they want to have a degree and they recognise that it might mean they don't work there forever, they might go on and do something else because they are upskilled." (Maths teacher, 2019).

"I've noticed a huge change, I'm really chuffed about this, girls in tech. So the last few years in computer science we've had no girls. This year we have FIVE! And they're really keen and really interested and I think that's because we've been doing trips to Hello World at Teesside university which is aimed specifically at girls." (ICT teacher, 2019)

"A lot of the girls have been talking about the higher level degree through engineering and they're really enthusiastic. Last week when I had them doing their applications for sixth form and college they were all on the Nissan website wanting to see if there is anything out yet, really keen." (PHSE teacher, 2019)

"And even going into the armed forces there's a few kids but all of them want to go in at a level where they will have a degree qualification they aren't just going in wanting to be squaddies, they want to be much higher up and have the skills associated. So that's hugely different, that sort of realisation that there is more to them, they've got more to offer, that's there much more on offer to them." (Careers Leader, 2019).

"A lot more proactivity in students - I have seen massive changes. Change in attitudes and engagement with career planning, self-referring to the careers adviser." (English teacher, 2019)

Further interviews with stakeholders explored whether these observed changes in attitudes, knowledge and aspirations were observed by employers and other external stakeholders. During the final stakeholder interviews, participants were in fact able to verify these changes and identified a range of impacts they had observed, although they were often cautious suggesting destination and longitudinal data would provide a more accurate picture. They were able to identify specific soft skill such as confidence.

“Builds their confidence in communicating with adults, professional adults who aren’t their teachers, who aren’t people who are care givers or you know, in that kind of role. It’s really important in building their confidence and awareness. I think we’re seeing students who actually now are a bit more savvy as to what they should expect from those schools in terms of careers education.” **(Career and education stakeholder representative, 2019)**

A number of employers suggested that young people were better able to articulate their career ideas and talk about themselves and their intentions. Additionally, they were better informed about their options as well as the types of jobs available. They also suggested young people were asking about LMI and jobs available as well as having a better understanding of the world of work, specifically being able to articulate what is available, and the skills, knowledge and attitudes they would need.

“The quality of questions kids ask in the careers lab to the business ambassadors is now much better – they used to ask ‘how much do you get paid’, ‘what car do you drive’, ‘have you ever killed anyone’. Now they ask, ‘is the job you thought you would end up doing’, ‘have you done any other jobs’, ‘what would you have done differently at school? They are far more thoughtful and careers related now”. **(Engagement Manager at a large local employer, 2019)**

“You know, so they’ll come up to you. Nobody knows what we do and some of them will come up to me at a big careers event and say, “What are you doing?” and as soon as they hear what we do they’re like, “No, I don’t want to do that.” I think there is more of that. I’ve seen a bit more of that, which is great. You know, they seem to be better informed and know what options they want to consider and in the routes, so the routes to take those opportunities, you know.” **(Apprentice Education and Engagement Lead, 2019)**

In summary, both internal and external stakeholders have noted changes in the knowledge and understanding that young people have of careers and themselves. Teaching staff have noted that learners' aspirations have been raised, that they are more engaged in class, better understand how the curriculum related to future careers, what different progression pathways involve and that these options are possible for them. Learners also demonstrated increased proactivity in career planning. Employers have noted that young people appear to have more nous and are clearer on their own expectations and career aspirations. They described learners' self-confidence in talking with people outside of their family, friends and schools or colleges and there is some evidence that they appear to be more work ready.

SUMMARY OF IMPACTS ON LEARNERS

In summary, learners have demonstrated increased career readiness and there are tentative findings that learners who attend education providers who have achieved a greater number of Benchmarks are also likely to have attained a greater number of GCSEs at A*-C/9-4 level. College learners at pilot providers were more likely than other college learners to achieve their course outcomes. The impact on attendance is more varied, however, between 2016 and 2018 the pilot education providers recorded a lower number of authorised absences than the comparison group did. Finally, NEET numbers for KS4 learners are typically very small (due to the Raising of the Participation Age (RPA to 17 in 2013 and to 18 in 2015), however, those providers who achieved 94% or more sustained destinations in 2017 were also those education providers who achieved 6 or more Benchmarks in 2017. This pattern was not discernible from KS5 data. Education provider staff and other stakeholders working with learners over the course of the evaluation noted increased knowledge of careers and labour market information as well as increased engagement and raised aspirations.

WHAT IMPACTS HAVE THERE BEEN NATIONALLY?

POLICY CONTEXT

The policy context has moved on considerably since the pilot began in 2015. At that point less than two thirds of year eleven students were receiving career guidance but as has been shown in Hanson et al (2019), and has been described earlier in this report, many of the pilot schools and colleges were able to make good progress quite rapidly in improving their career guidance provision. Since the publication of the original report in 2014, the Gatsby Benchmarks have become very influential. They have been widely discussed in policy circles and have been publicised to head teachers and Careers Leaders in schools (DfE 2017 and 2018).

In 2017 the Government published its Careers Strategy – an ‘official implementation plan’ which set out what expected of schools by 2020. The Careers Strategy was introduced with the intention of making Britain a ‘fairer society’ (DfE, 2017), improving social mobility by unlocking a child’s potential and affording every child the opportunity to build a rewarding career. The Careers Strategy addresses the need for students to have genuine encounters with employers, FE and HE, through bringing together the education, business and public sectors of society. Through this transformation of careers provision, education providers can build a rapport with employers and other organisations and pupils are afforded the opportunity to have “genuine and meaningful encounters with them” (King, 2018, pp. 1).

The Careers Strategy (2017) and the statutory guidance for governing bodies, school leaders, school staff, FE and sixth form colleges in 2018, outlined the key actions that should be met by schools and colleges by 2020 as shown in Figure 50

Figure 50 Requirements and expectations of schools

Requirements and expectations of schools

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
Ongoing (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.
From January 2018 to end 2020	<ul style="list-style-type: none"> Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	<ul style="list-style-type: none"> Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018 (legal duty came into force on 1 September 2018)	<ul style="list-style-type: none"> Every school must publish details of their careers programme for young people and their parents.

Source: DfE (2018) *Career guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff*. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schols_statutory_guidance_final.pdf

In order for schools and colleges to meet these key actions, a number of supports were put into place. These are now discussed.

THE CAREERS & ENTERPRISE COMPANY

Since 2017 the CEC have broadened their focus to all eight Benchmarks; their work with education providers, employers and other stakeholders has moved beyond the facilitation of achievement of Benchmarks 5 and 6. It now encompasses research into ‘what works’ across a range of activities and aspects of career guidance, funds to support innovative work in primary schools and in personal guidance, the development of an employability and career management psychometric for young people (Future Skills; derived in part from the

SCRI), a range of tool kits for Careers Leaders and employers and specialist provision for colleges in recognition that they face different challenges in implementing the Benchmarks. They have also funded and coordinated training for Careers Leaders and been instrumental in the setting of careers hubs. The key aspects of their work are explored below.

COMPASS

The Compass evaluation tool has been used to gauge the provision of career guidance across schools and colleges in England since 2016 and for the last three years the CEC have reported on this progress in achieving the eight Benchmarks in their State of the Nation reports. These reports show that since the introduction of Compass, there has been a significant shift in schools and colleges knowledge, understanding and attitudes toward careers provision. Over 2,800 schools and colleges have now completed the Compass tool twice and show improvement on all the Gatsby Benchmarks. Those schools and colleges who have completed Compass twice have achieved a mean average of 3.2 out of 8 benchmarks, which is an increase of over 50% since 2017 (State of the Nation, 2019, NB 2020 figures were significantly impacted by Covid-19 meaning the number of education providers completing compass was reduced). In addition, there are at least two million young people now receiving an encounter with an employer every year - engaging with the Benchmarks is becoming normal for all schools and colleges. The Compass tool is seen by schools and colleges as both a tool for measuring progress and for driving action such as training Careers Leaders, investing in career guidance and Careers Leaders, using online audits regularly and joining a careers hub.

More recently (late 2019), the CEC have also launched Compass+ which is a system for schools and colleges to use for benchmarking, managing, tracking, and reporting on their careers programme. The key benefits for Careers Leaders are that it reduces the time required for planning, it supports them in becoming more strategic, it facilitates targeting, permits effective monitoring, and allows collaboration amongst colleagues. It's core features are that it displays recent Benchmark results and how they compare to past scores, allows the Careers Leader to create careers activities and explore how they will impact on evaluation results, track individuals progress and identify those in need of intervention, and has a space for storing contacts as well as a tool for locating potential providers. It is

available for all secondary schools, special schools, sixth-forms and PRUs in England. Compass+ is powered by existing MIS' and integrated with Compass (www.careersandenterprise.co.uk).

If Compass + has the full utility of the digital packages described by education providers, this free resource could be one of the most valuable resources for Careers Leaders to date.

CAREERS LEADERS AND HUBS

The Careers Strategy (2017) and following statutory guidance in 2018 made it a formal requirement for schools to have a named Careers Leader. This role involves leadership, management, coordination, and networking. The Careers Leader must now take responsibility for the delivery of a school's careers programme (this entails the planning, delivery, monitoring and evaluation of the careers programme) that meets the expectations set out in the Gatsby Benchmarks and is published on the school website. It is typically a senior role for schools but may be split into strategic and operational functions in colleges, as has been described here. The Careers Leader networks with external partners (employers, career guidance providers, personal guidance professionals, FE and HE institutions) and coordinates the efforts of staff, for example Teaching staff, pastoral staff, careers teachers and SENCos. Amongst other actions, Careers Leaders need to ensure that the destinations of their young people are tracked (The Careers & Enterprise Company and Gatsby Charitable Foundation, 2018). This longer term, outcome focused activity is important for the strategic and continual development of the careers programme.

To be able to discharge their role effectively, the Careers Leader:

“should have influence across the school and buy-in from the Governors and senior leadership team... from September 2018, every school should appoint a named person to this role.” (DfE, 2018. **Statutory guidance for governing bodies, school leaders and school staff**)

As such the Careers Leader is often a member of the Senior Leadership Team (SLT) as this provides them with the authority to influence strategy and implementation. In Multi Academy Trusts (MATs) an alternative model is to appoint a Careers Leader for more than one school. What these three models have in common is the creation of a single point of

contact, responsibility and accountability for the quality, development and delivery of a stable careers programme.

The CEC have recognised the importance of networks in developing careers provision and have backed the development of Careers Hubs. The interim evaluation of the Gatsby Benchmarks suggested that the initial pilot network played a substantial role in supporting Careers Leaders to develop their careers programme. The CEC funded LEPs who developed bids to establish Careers Hubs and 20 were launched in 2018. A further 18 new hubs were announced in a second wave in 2019 and two existing hubs were expanded. In 2020 a third wave was launched and now a total of 171 colleges and 2094 schools are in Careers Hubs. Careers hubs are groups of up to 40 schools and colleges who meet regularly to share practice and work together to implement the Gatsby Benchmarks to improve career-related outcomes for young people. The CEC supports hubs and their constituent schools and colleges by providing:

- A 'Hub Lead' to help coordinate activity and build networks
- Access to bursaries for individual schools and colleges to train Careers Leaders
- Central Hub Fund of equivalent to £1k per school or college

(www.careersandenterprise.co.uk)

More than 2,265 schools and colleges (45%) are now in Careers Hubs, and all schools and colleges in 11 different LEP areas are now within Careers Hubs (The CEC, 2020). Data collected by the CEC suggests that being part of a Careers Hub is beneficial for schools and colleges in their endeavours to fully achieve the Gatsby Benchmarks, for example schools and colleges who are part of the longest standing hubs perform above the national average (achieving on average 4.8 Benchmarks - The CEC, 2020) and have made particular progress against Benchmarks 2 (learning from career and labour market information), 5 (encounters with employers) and Benchmark 8 (personal guidance) (The CEC, 2020).

ENTERPRISE NETWORK: COORDINATORS AND ADVISORS

There are now over 3600 Enterprise Advisers working with over 4000 education providers (The CEC, 2020) and these individuals have had a positive impact on careers provision for schools and colleges. In 2018 the CEC reported that 50% more pupils than before the

network was created who have had an encounter with organisations and/or businesses. 94% of schools would recommend networking with an enterprise advisor (CEC annual report, 2018).

CONCLUSIONS

The four years of the evaluation permitted the collection of a rich and complex set of data on how pilot education providers have worked towards fully achieving the eight Gatsby Benchmarks of good career guidance. The data indicates that all of the education providers were able to make good progress in the number of Benchmarks they fully achieved and typically, where Benchmarks were not met in their entirety, this was a consequence of only one or two criteria not being completely achieved. The education providers were able to make good progress in only two years, regardless of the nature of their institute, their Ofsted rating, and the number and kind of learners enrolled.

The pilot education providers moved through several phases in their delivery of careers guidance during the evaluation. At the outset there was a phase comprised of auditing and planning, followed by a phase of delivering, testing and reviewing. Next, a phase characterised by a better understanding of 'what works' in specific contexts and for whom, and a move towards being more strategic in the design and delivery of the careers programme. In the final year of the evaluation we saw pilot providers entering a fourth phase - becoming increasingly able to focus on high levels of tailoring and personalisation as their increased knowledge, skills and abilities permitted them the time and space to deliver particular interventions for specific groups of learners. In this final phase these education providers talked about careers as being 'who we are' and 'what we do'. It had become a core and defining characteristic - it was so integral to them, so firmly embedded in roles, processes and functions, that education providers were unable to unpick the costs of career guidance from other elements.

The pilot education providers progress was significant but not easily come by. The Career Leaders within these institutes worked diligently to design, deliver, monitor and review their career programmes and the evidence from these staff and other stakeholders makes it clear that this progress was achieved through strong SLT support, the commitment of all other teaching staff and networking and partnership working. Working alongside other education providers with the Pilot Facilitator was pivotal and gave schools and colleges the knowledge, support, confidence and partners they needed to deliver the Benchmarks. The development of the hubs was critical in sustaining this progress and encouraging education providers to

continue to develop their provision. Hub facilitators play an important role in the development of an education providers career guidance provision. Working closely with Enterprise Coordinators and Advisers, and developing effective working relationships with educational organisations, local employers, self-employed individuals, universities, further education colleges and apprenticeship providers has also been shown to be important. Additional funding from NECOP and the virtual wallet scheme in the Career Hubs provided resources for most of the pilot education providers and supported activities such as travel and delivery of high quality activities and encounters.

The importance of working in partnership to deliver the Gatsby Benchmarks should not, however, detract from the importance of the Career Leader role and the individual(s) who inhabit it. Those providers who made the most progress and were achieving seven or eight Benchmarks had Career Leaders who were high performing and acted like 'blended professionals' (Whitchurch, 2009) often seen in higher education providers. Blended professionals work to develop a 'third space' in their organisations that links the school or college with partners and external stakeholders to reconcile the educational and student developmental role of the school or college with the need for them to be entrepreneurial. These Careers Leaders were strongly supported by their SLT and teaching colleagues, making these individuals important for success.

The impacts on learners of this success in achieving the Gatsby Benchmarks was observed by teaching staff who noted learners were often more engaged and had stronger knowledge and understanding of potential careers and progression pathways as well as raised aspirations and more positive attitudes towards school and their futures. Likewise, careers advisers delivering personal guidance found that the learners had greater knowledge of themselves and their options so personal guidance sessions were able to focus on the delivery of personal guidance rather than careers education more broadly. Local employers noted learners increased nous, confidence and career plans. The learners self reported career readiness increased significantly over the four years of the evaluation and was found to be determined by the number of Benchmarks held by the education provider and the number of career guidance activities they recalled taking part in. Patterns in the attendance data did not necessarily support teachers' observations of increased engagement. However, despite the significant (and negative) impacts of changes to the GCSE curriculum, the data

showed that a significant predictor of how many GCSE's learners could achieve at A*-C/9-4 was the number of Benchmarks held by the school. This was the case even when controlling for learner gender, ethnicity, SEND status, FSM status, looked after status and adopted status, as well as the school's Ofsted rating. The greater the number of Benchmarks held, the greater the number of A*-C/9-4 grades achieved. The ILR data showed that learners at pilot colleges were more likely to achieve their outcomes than learners at local comparison colleges and all other colleges in England. Continuing to follow the LEO data for schools and colleges will allow us to explore the impacts of increased career readiness and GCSE attainment on learner destinations.

In moving forward, the support offered by the Careers Hubs, the LEPs and their Enterprise Advisors and Coordinators, and the learning and resources proffered by the CEC, will be critical in helping all schools and colleges achieve the Benchmarks and realise the many positive impacts observed in this evaluation. These impacts have been felt by learners, by their teachers, by the Careers Leaders, by the SLT, by external stakeholders and by the local employers and wider community. As one Careers Leader told us:

"I want to say thank you to them. Without Sir John Holman and the Gatsby Foundation investing in all the research they did with you [iCeGS] in all the different countries, without their backing, we wouldn't be able to support our students the way that we can. We are bettering the students' lives and post [school] lives because of them. I am very grateful. I don't think Sir John Holman and Lord Sainsbury realise, because of the research and the Benchmarks, the impact they have had on the most vulnerable and disadvantaged students in Sunderland." (Careers Leader, 2019).

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www.careersandenterprisecompany.co.uk

www.edge.co.uk/news/edge-news/the-business-of-teaching

www.fordngl.com/

APPENDICES

APPENDIX 1 GLOSSARY

Career and labour market information (CLMI)	Information concerning conditions in, or the operation of, the labour information (LMI) market such as data on employment, wages, standards and qualifications, job openings, working conditions
Career Development Institute (CDI)	The professional Association for the career development sector
Career development practitioner	Qualified individuals who provide activities and services which assist individuals or organisations seeking support to affect a wide range of career transitions.
Career management skills (CMS)	Career management skills (CMS) are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers.
The Careers & Enterprise Company (CEC)	A publicly funded organisation which was established to provide strategic coordination for schools and colleges, employers, funders, and careers programme providers.
Careers co-ordinator	An individual employed by a school or college to co-ordinate a range of interventions aimed at supporting learners to develop career management skills
Careers education	A curriculum intervention which helps learners develop career management knowledge and skills.
Careers Leader	The individual with responsibility for ensuring the delivery of a

	school or college careers programme.
Careers strategy	A government document which sets out a vision for school and college-based career guidance in England.
Connexions	A UK governmental information, advice, guidance and support service for young people aged 13 to 19 (up to 25 for young people with learning ceased to be a national service, following changes to the delivery of careers in England and the establishment of the National Careers Service by the Coalition government. Some local authorities have however retained its branding.
Digital literacy	The capabilities required for living, learning, and working in a digital society
Duke of Edinburgh Award	A youth awards programme which recognises young adults for completing a series of self-improvement exercises
Education health and care plan (EHCP)	A document which brings together the education health and social care needs of a young person into one legal document.
Employability skills	The transferable skills needed by an individual to make them 'employable'
Enterprise Adviser (EA)	Individuals who provide support to school and college leaderships and careers teams to develop a careers plan and to create opportunities with their business contacts in the area for their school or college's students. Enterprise Advisers are part of the Enterprise Network which is a programme arranged by the CEC.
Enterprise Coordinator (EC)	A trained professional who works with schools and colleges to build careers plans and make connections to local and national employers. The Enterprise Coordinator sits within the LEP and oversees Enterprise Advisers as part of the CEC

	programme.
Further Education (FE)	FE is distinct from the higher education (HE) offered in universities and other academic institutions. It can offer education from entry to higher level qualifications such as awards, certificates, diplomas and other vocational, competency-based qualifications. FE colleges may also offer HE qualifications such as HNC, HND, foundation degree or PGCE. The colleges are also a large provider of apprenticeships.
Future Me	A programme of engagement funded by the Office for Students to improve their access to higher education delivered by the North East Collaborative Outreach Programme which is a consortium of all of the universities and colleges in the North East region.
Gatsby Benchmarks	A series of eight standards of quality career guidance in schools and colleges developed by the Gatsby Foundation.
Higher Education	HE is. Post 18 education usually at universities and colleges.
Information, Advice and Guidance (IAG) qualifications	<p>A set of qualifications at different levels which enable individuals to deliver different career guidance functions. Those referred to in this report are:</p> <ul style="list-style-type: none"> • The Qualification Certificate Framework level 4 (NVQ) diploma in advice and guidance • The Qualification Certificate Framework level 6 diploma in Career Guidance and Development • The Qualification Certificate Framework level 7 Qualification in Career Development
Local Enterprise	Voluntary partnerships between local authorities and the private


Partnerships (LEP)	sector, set up in 2011 by the Department for Business, Innovation and Skills to help determine local economic priorities and lead growth and job creation within local areas.
National Careers Service (NCS)	A publicly funded careers service for adults and young people aged 13 or over. Services include providing information, advice and guidance on learning, training, career choice, career development, job search and the labour market.
National Pupil Database (NPD)	The national pupil database (NPD) contains detailed information about pupils in schools and colleges in England
North East Collaborative Outreach Programme (NECOP)	The National Collaborative Outreach Programme (NCOP, now called Uni Connect) is a national programme comprised of 29 regional, collaborative partnerships between universities, colleges and other local partners to offer activities, advice and information on the benefits and realities of going to university or college.
Not in Employment, Education or Training (NEET)	Young people between the ages of 16 and 24 who are not in education, employment and/or training
North East Raising Aspiration Partnership (NERAP)	NERAP is a group of all the universities in the North East of England working together to support young people to think about their futures and how higher education can help them reach their goals.
Newly Qualified Teacher (NQT)	Newly qualified teachers are those who have gained Qualified Teacher Status but have not yet completed the statutory twelve-month programme known as the "induction for newly qualified teachers"
National Vocational	A work-based qualification that recognises the skills and

Qualification (NVQ)	knowledge a person needs to do a job.
Special Educational Needs Coordinator (SENCO)	The teacher responsible for coordinating SEND provision in schools.
Special Educational Needs and Disabilities (SEND)	A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support
Sixth Form	2 years of post-GCSE academic education, where students (typically between 16 and 18 years of age) prepare for their A-level (or equivalent) examinations.
Science, Technology, Engineering and Mathematics (STEM)	A broad term that groups together these academic disciplines, typically used within educational policy and curriculum choices.
Teach First	A charitable organisation which aims to address educational disadvantage in England and Wales through the delivery of an employment-based teaching training programme
Young Enterprise	A not-for-profit business and enterprise education charity in England & Wales.

APPENDIX 2 PARTICIPATING EDUCATION PROVIDERS

- Berwick Academy, Berwick
- Bishop Auckland College, Bishop Auckland
- Castle View Enterprise Academy, Sunderland
- Churchill Academy and Sixth Form (previously known as Churchill Community College), Wallsend
- Dukes Academy (previously Northumberland Church of England Academy), Ashington
- East Durham College, Peterlee
- Excelsior Academy, Newcastle
- Greenfield Community College, Newton Aycliffe
- Harton Academy (previously Harton Technical College), South Shields
- Kenton School, Newcastle
- King Edward VI School, Morpeth
- Park View School, Chester le Street
- St Joseph's Catholic Academy, Hebburn
- Sunderland College, Sunderland
- The Academy at Shotton Hall, Peterlee
- The Link School, Sunderland

APPENDIX 3 SELF-AUDIT TOOL

Career Benchmarks Pilot: Audit of Practice		North East Local Enterprise Partnership 
Name of School / College:		
Designation:		
Age Range Covered:		
Address and Contact Details:		
Local Authority Area:		
Total Number of Pupils on Roll:		

Number of Pupils on Roll Pre-16:	
Number of Pupils on Roll Post-16:	
Most Recent Ofsted Grade (and date):	
Name of Headteacher / Principal:	
Name of School / College Lead for Pilot:	
Email address of School Lead for Pilot:	

Benchmark 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, governors and employers.

	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school / college has a structured careers programme that is written down?				
The careers programme is published on the school / college website?				
An appropriately trained and qualified person has responsibility for the coordination of the careers programme?				

A senior leadership team link has responsibility for Careers?				
The school / college leadership team regularly evaluate the effectiveness of the school's careers programme (at least every three years)?				
As part of this process schools / colleges seek systematic feedback on the careers programme from students?				
As part of this process schools / colleges seek systematic feedback on the careers programme from teachers?				
As part of this process schools / colleges seek systematic feedback on the careers programme from parents?				
As part of this process schools / colleges seek systematic feedback on				

the careers programme from employers?				
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Benchmark 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

CHARACTERISTICS	Not	Partially	Achieved	Evidence to support judgement
	Achieved	Achieved		
The school / college provide access to independent and impartial careers guidance for pupils in Years 8-13?				
By the end of year 9, all students have accessed and used information about career paths to inform their own				

decisions on study options. (if not all, then what proportion?)				
By the end of year 9, all students have accessed and used labour market information to inform their own decisions on study options. (if not all, then what proportion?)				
Parents are encouraged to access and use information about a) labour markets b) future study options to inform their support to their children				
The school / college keeps systematic records of the individual advice given to each student and subsequent agreed actions?				
These records are shared with parents.				
Students have access to these records				

whenever they need them.				
Students use these records to support their career development				

Benchmark 3: Addressing the Needs of Each Pupil

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.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school / colleges careers programme actively seeks to raise its student's aspirations.				
The school / colleges careers programme actively seeks to				

challenge stereotypical thinking.				
The school / college keeps systematic records of the individual advice given to each student and subsequent agreed actions.				
These records shared with parents.				
Students have access to these records whenever they need them.				
Students use these records to support their career development.				
The school / college collects and maintains accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.				

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
All teachers link curriculum learning with Careers; Subject teachers highlight careers education within their subject.				
Science subject teachers highlight the relevance of science for a wide range of future career paths.				
Maths subject teachers highlight the relevance of maths for a wide range of future career paths.				
Non science and maths subject				

teachers highlight the relevance of their subjects for a wide range of future career paths.				
By the end of Y9 <u>every</u> pupil has had the opportunity to learn how different STEM subjects help people gain entry to (and be more effective workers within) a wide range of careers. (if not every pupil, then what proportion?)				

Benchmark 5: Encounters with Employers and Employees

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 activities including visiting speakers, mentoring and enterprise schemes.

CHARACTERISTICS	Not	Partially	Achieved	Evidence to support judgement
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	Achieved	Achieved		
Every pupil in Key Stage 3 has multiple opportunities to learn from employers.				
Every pupil in Key Stage 4 has multiple opportunities to learn from employers.				
Every pupil in Key Stage 5 has multiple opportunities to learn from employers.				
Encounters with self-employed people form part of the careers programme				
Every year, from age 11, pupils participate in at least one meaningful				

encounter with an employer				
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*A 'meaningful' encounter is one in which an the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace

Benchmark 6: Experiences of Workplaces

Every pupil should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
By the age of 16 every student has had at least one direct experience of the workplace (for example through work visits, work shadowing, or work experience), other than through part-time or holiday jobs.				
Sixth Forms / Colleges: In Years 12 and				

Year 13 or by the age of 18, every student has had one further experience of the workplace (for example through work visits, work shadowing, or work experience), other than through part-time or holiday jobs.				
Schools / Colleges ensure these are positive experiences for a) Students b) Employers				

Benchmark 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.

CHARACTERISTICS	Not	Partially	Achieved	Evidence to support judgement
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	Achieved	Achieved		
All students understand the full range of learning opportunities that are available to them (including academic and vocational routes and learning in schools, colleges, universities and the work place).				
By the age of 16 (or end of Y11) every student should have had at least one meaningful encounter with a sixth form. This includes opportunities to meet staff and students. * (if not every pupil, then what proportion?)				
By the age of 16 (or end of Y11) every student should have had at least one meaningful encounter with a college (if not every pupil, then what proportion?)				
By the age of 16 (or end of Y11) every				

<p>student should have had at least one meaningful encounter with an apprenticeship provider. This includes opportunities to meet staff and students.</p> <p>(if not every pupil, then what proportion?)</p>				
<p>By the age of 18, all students who are considering applying for university have had at least two visits to universities to meet staff and students.</p>				

*A meaningful encounter is one in which the student has an opportunity to explore what it is like to learn in that environment.

Benchmark 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.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every pupil has opportunities for guidance interviews with a professional careers adviser * (if not every pupil, then what proportion?)				
Every pupil has had at least one guidance interview with a professional				

careers adviser by the age of 16.				
Sixth Form / College: Every pupil has had at least one guidance interview with a professional careers adviser by the age of 18. (if not every pupil, then what proportion?)				
Guidance interviews are timed to meet the individual needs of learners.				

*By professional we mean advisers that are professionally qualified to give careers guidance

APPENDIX 4 INTERVIEW SCHEDULE FOR SCHOOL AND COLLEGE STAFF

What is your name?

What is your job title?

What is your role/contribution in regards to careers education and guidance in your school/college?

How long have you been involved in careers education and guidance?

Experiences of implementing the Benchmarks

1. Which overarching outcomes have been achieved through implementing the benchmarks so far – for students, for staff, for parents? Any others?
2. Are any of the outcomes achieved to date different from those you originally set out to achieve?
3. What would you say were the main developments in/ changes to your career provision last year (2018-19)? What factors influenced these developments?
4. Are there any further developments/changes that you are planning to make to your school's/college's career provision this year (2019-20)
5. Can you tell me about these further developments and the time frame for conducting them?
6. Do you think there will be any challenges in achieving these further developments?
7. How have Careers Hubs and Enterprise Coordinators/Advisers helped the school/college? Have your relationships with these changed over time?
8. How have the National Careers Service and the Job Centre Support for schools programme helped?
9. Have any actions been taken to upskill staff to help deliver the careers programme?

A, probe: about the GB framework as a whole, knowledge of education landscape (apprenticeships, higher technical etc), knowledge of local/national employment (LMI, employers), embedding careers in the curriculum (e.g. signposting to resources), CPD relating to careers (e.g. CL training, staff training)

B. probe: the above themes in relation to Career Leaders, SLT, governors, teaching staff, support staff

The Gatsby Benchmarks

The questions below have been designed to explore your understanding of each of the Benchmarks and to help you consider how your school/college is meeting these. I am also going to ask you some questions about how your role and practice contributes to the school/college's implementation of the Benchmarks.

BM1: A stable careers programme

“Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.”

1. Last year (2018-19) what changes did you make to your careers programme as a result of using the Gatsby Benchmarks?
 - a. Governor
 - b. New strategy, mission, policy or partnerships
 - c. Recruited staff or changed the roles of individuals
 - d. Careers leader undertaken training
 - e. Money, staff time, careers software or ICT equipment
 - f. Curriculum time
 - g. Monitoring/tracking
2. What did you do last year to promote understanding of the careers programme with:
 - a. Students
 - b. Parents
 - c. Teaching staff
 - d. Governors
 - e. Employers

BM2: Learning from career and labour market information

“Every student, 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 best use of available information.”

1. How was labour market information used with students and parents last year? Can you give me some examples?
2. What changes have you made to your career and labour market information provision in terms of:
 - a. Scope and variety
 - b. Timing
 - c. Sources
 - d. Events
 - e. Partners
 - f. Introducing information
 - g. Digital career management skills
 - h. Supporting staff to use LMI
3. In what ways has the school/college changed/developed its involvement of alumni in relation to BM2?

BM3: Addressing the needs of each student

“Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s/college’s careers programme should embed equality and diversity considerations throughout.”

1. Last year, what did the school/college do to attempt to raise career aspirations for students?
2. What changes have been made to the way the school/college tailor the career planning needs of different types of students? For example, what has the school/college been doing to tailor career advice and support for the following:
 - Students eligible for free school meals
 - Students with Children in Care status

- Students with SEND
 - Students at risk of becoming NEET
 - Gender in relation to stereotyping of careers
3. How is the career readiness of each student measured/monitored and how is this information used to help address different needs?
 4. Last year, what did the school/college do to challenge stereotypical thinking about careers and career paths with students? How were these decisions made?
 5. How does the school/college work with other external services, to further support the careers guidance needs of students in particular 'at risk' target groups?
(for example, students receiving support through the student referral service)

BM4: Linking curriculum learning to careers

“All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.”

1. Last year, what changes were made to the linking of curriculum subjects to careers?
 2. How is this being monitored?
 3. What good examples of practice took place last year?
 4. What remains challenging about implementing this BM?
-
5. What responsibilities do curriculum staff now have in making links between their subject and related careers?
 6. How do curriculum staff know about this expectation to make links to careers during their classes? How are they supported?
 - Is it in their job description?
 - Have they been offered CPD/training?
 - Have lesson plan templates been adapted?
 7. How are links between curriculum subjects and career development communicated in institutional documents?

8. How are links between curriculum subjects and career development communicated to students?
9. How are links between curriculum subjects and career development communicated to parents?
10. How are links between curriculum subjects and career development communicated to employers?
11. How informed are school/college staff about local, regional and national skills shortages for example in STEM careers?
 - How do they know about this?
 - How are they and the school/college responding to the skills agenda?

BM5: Encounters with employers and employees

“Every student 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.”

1. How is the school/college interpreting the term ‘meaningful encounter’ in relation to student encounters with employers?
2. What did employer encounters look like in your school/college last year? How did these links with employers come about?
3. Last year, what changes did you make to the way your students had encounters with employers and employees?
 - a. Did you develop new ways of monitoring/tracking the number of employer encounters received by individual students? Please explain how this works.
 - b. How did you ensure a spread of employers into the school/college?
 - c. Have you changed the way employer encounters are reported to governors?
 - d. Have you recruited staff or changed the roles of individuals in order to manage employer encounter work more effectively or provide more time for leadership of careers work.
 - e. Have you developed a new strategy, mission, policy or partnerships to drive employer encounters in your organisation?

- f. Do any staff now engage in employer networks such as the LEP or local business hubs?
 - g. Have you created or joined any new networks which involve employers, business or strategic thinking about local skills needs? Have you created any formal or informal partnerships to support employer encounters? How are parents involved in delivering this?
 - h. Have you given more time during the curriculum to facilitate employer encounters? How does this work in practice?
4. Last year, what activities were employers specifically involved with? How were employers briefed about their role?

BM6: Experiences of workplaces and work-related learning providers

“Every student 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.”

1. Last year, what changes did you make to students’ experiences of work places and work-related learning providers?
 - a. What, where and when were workplace visits delivered? Who got them?
 - b. What, where, when were work shadowing opportunities delivered? Who got it? How much did they get?
 - c. What, where, when was work experience delivered? Who got it? How much did they get?
 - d. Did you recruit staff or change the roles of individuals to manage work experience more effectively? Was more time provided for leadership of work experience/work place visits/work shadowing? Did you externally commission any part of work experience/visits/shadowing (e.g. health and safety checks?)
 - e. Was more money or staff time allocated to work experience/visits/shadowing activities?)
 - f. Any examples of informal experiences of the workplace through activities that involve work simulation?

- g. Did you develop new ways of monitoring/tracking students experiences of work places?

2. Why did you make these changes?

3. How were experiences of workplaces tailored and individualized for learners?

BM7: Encounters with further and higher education

“All students 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.”

1. Last year, what changes were made to the offering of encounters with further education and higher education?

- a. Were staff recruited or the roles of individuals changed in order to support work with further and higher education providers?
- b. Was more money or staff time allocated to manage or facilitate such encounters activities?)
- c. What, where, when were students provided with opportunities to visit FECs/HEIs or speak with staff from these organisations?
- d. What widening participation activities were engaged with last year?
- e. Were new ways of monitoring/tracking students’ encounters with further, higher and work-based learning providers implemented? How were impacts on students assessed?
- f. How was impartial information on FE and HE disseminated? Did you increase the range of materials available? Was information added to your website? Did you increase the geographical range of the establishments which you provide information for?

2. Did you talk to students about Higher Technical Qualifications (such as HND) qualifications (or bring someone else in to)?

3. In what ways did you work with colleges or higher education providers? Was this successful?

4. How were such encounters individualized for learners?

BM8: Personal guidance

“Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs.”

1. Last year, what changes were made to the way your students accessed personal guidance?

- a. Did you recruited staff or change the roles of individuals in order to manage personal guidance more effectively?
- b. When, what and how did students receive personal guidance?
- c. Did any staff receive training or gain qualifications to deliver personal guidance/ or to deliver it more effectively?
- d. Did students receive opportunities to learn about the guidance process which helps them to prepare questions and ideas to discuss?
- e. If your organisation did not directly employ a qualified (Level 6) guidance practitioner, did you commission this from an external provider? How did you identify who to commission? How did you judge quality of external provision? Who managed this process?
- f. Was more money, staff time, training or equipment allocated for personal guidance?)
- g. How did you monitor the quality of the personal guidance provided? What quality frameworks did you use? Did you develop new ways of monitoring/tracking the number of personal guidance encounters received by individual students?

2. Last year, what careers guidance qualifications were held and by whom?

APPENDIX 5 FOCUS GROUP SCHEDULE FOR LEARNERS

Introductions

Please say your name and what year you are in.

[Interviewer summary: Number of boys and girls and their year groups]

Thinking about your local/personal context

1. What does the term 'career' mean to you?
2. Do you think you will continue to live around here when you leave school/college? Why/why not?
3. Who or what are your biggest influences when you're thinking about your future?
(Benchmark 2)

Thinking about your future

1. How much time do you spend thinking about your future?
2. What do you think your future will look like? Why?
3. What do you want to do when you finish school/college?
4. What do you think/hope you will be doing in 10 years' time (i.e. before you turn 30)?
5. What do you think you need to do to get there?

The careers programme in school / college

1. *Last year*, what type of activities in school/college helped you to learn/think about careers
(Benchmark 1)?
2. Did you do any activities that helped you learn about your employability or career skills?
3. Were you offered any activities to help you explore and understand local and national career/employment opportunities?
4. Were you shown how to access information that tells you about areas of employment that are growing and where there might be high numbers of jobs opportunities?
5. Were you given help to write a CV?
6. Were you given help to prepare for job interviews?
7. Were you supported to prepare your own careers action plan?
8. What parts of the school/college's careers provision were particularly helpful to you? Why?
(Benchmark 1)

9. When you were outside of school/college last year, what types of activity/information helped you to learn and think about careers and your future? (Benchmark 1) **E.g.** talking to parents, volunteering or talking to people whilst attending clubs and extra-curricula activities.
10. Did you use (or are using) things such as websites, leaflets, books or job vacancy information (or other items) to support you in thinking about your career? Which? Why? Were they helpful? (Benchmark 2) **E.g.** listening to speakers who visited school / college or talked to alumni.
11. Can you think of a subject where class teachers have talked to you explicitly about related careers and job opportunities? (Benchmark 4) Can you give examples? Was this helpful? How?
12. Did you see/meet any employers when they visited school/college? What happened? What did you learn? Was this helpful to you? (Benchmark 5)
13. What does a meaningful encounter with an employer look like for you?
14. Have you done any work experience/workplace visits/work shadowing? Which? Why? What was it like? What did you learn? How did it make you think about your future? (Benchmark 6)
15. Who organised these experiences of the workplace? (school/colleges, parents or anyone else)?
16. Have you had or are you doing any part-time work? (Benchmark 6)
17. How did this come about? What are you getting out of it? Has it helped you learn anything about work places?

FOR SCHOOLS ONLY:

1. Have you met anyone from or visited any colleges? (Benchmark 7)
2. Tell us about these
3. Who has organised these?
4. What happened during your visit? Did you meet staff and students?

FOR COLLEGES ONLY

1. Have you had any talks from the college (or other colleges) about what courses you can do here after this one?

18. Have you met anyone from or visited any universities? (Benchmark 7)

19. What information and advice have you been given about other education and training routes, for example, apprenticeships, HNDs, internships?) (Benchmark 7)
20. What experiences of employers, colleges and universities have been most important in helping you think about your future?
21. What support have you received with making decisions about your future from school/college? (Benchmark 8)
22. Have you had a personal guidance/careers interview? When? What happened? Was it helpful?
23. Do you feel like careers info and advice you might have had has been tailored to your own situation/needs? Or does everyone seem to get the same?
24. If you wanted career information or advice where would you go for help first? (Benchmark 8)
25. What could school/college do to improve the help they provide through their careers provision?

APPENDIX 6 STAKEHOLDER INTERVIEW SCHEDULE

Note: This is a semi-structured interview schedule designed for all stakeholders. It may be that some of the questions on it will not be appropriate for all stakeholders. Interviewers will also ask follow up questions where something which is important to the participant is not addressed on the schedule.

Date of interview

Name of interviewer

About you and your organisation

1. What is your name?
2. What is your job title?
3. What is the name of your organisation?
4. How are you/your organisation involved in supporting schools and colleges in career guidance?
5. How long have you/your organisation been involved with supporting schools and colleges with career guidance activities?
6. Understanding this initiative
7. How has your interaction with schools and colleges involved in the pilot changed since they began using the Benchmarks at its inception (in Sept 2015)?
8. What has been happening with schools and colleges in the last year or so in particular?
9. How do you work with schools and colleges now compared to when the pilot began in 2015?
10. What do you think the impact of implementing the Benchmarks in schools and colleges has been on
 - a. Young people
 - b. Schools/colleges
 - c. Local organisations
 - d. Employers
 - e. The community/region

APPENDIX 7 STUDENT CAREER READINESS INDEX

Section A: About you

1. Date of birth
2. School/College
3. Year group
 - Year 7
 - Year 8
 - Year 9
 - Year 10
 - Year 11
 - Year 12
 - Year 13
 - College year 1
 - College year 2
4. Gender
 - Male
 - Female
 - Other [Please specify]
 - Prefer not to say
5. Ethnicity
 - White
 - Mixed/multiple ethnic groups
 - Asian/Asian British (including Chinese)
 - Black/African/Caribbean/Black British
 - Other ethnic group
 - Prefer not to say
6. Do either of your parents have a degree?
 - Neither of my parents have a degree
 - One of my parents has a degree
 - Both of my parents have a degree
 - Don't know
 - Prefer not to say

7. Do you currently have a part-time job?

- Yes
- No

Section B: Your experience of career education and guidance

Please tick agree, disagree or do not know for each of the following questions:

	Agree	Disagree	Don't know
1. I have talked to a current apprentice			
2. I have accessed information about apprenticeships			
3. I have completed at least five days of work experience			
4. I have visited a university			
5. I have accessed information about universities			
6. I have visited a college			
7. I have met someone from the world of work (while at school)			
8. I have accessed information about further education colleges			
9. My school has a careers programme.			
10. I can access information that the school keeps about me e.g. the advice that I was given about subject choices			
11. I have accessed information about work and careers.			
12. There is information			

about my schools careers programme online.
13. I have learnt about careers in my science lessons
14. I have visited a workplace
15. I have had an interview with a careers adviser

Section C: How ready are you for your career?

Please check the box that best represents how much confidence you have in your own ability for each of the following statements

How much confidence do you have that you can	I don't agree	I slightly agree	I somewhat agree	I mostly agree	I completely agree	I don't know.
1. I can find information online about jobs I am interested in						
2. I will be successful at job interviews						
3. I will be able to change jobs if I don't like the one I have in the future						
4. I can seek help and support with my future education and career when I need it						
5. I can choose a career that fits with my interests						
6. I know what I need to do if I am having trouble with my school work						
7. I can decide what my ideal job would be						
8. I can find out information about colleges and universities						
9. I can learn new skills throughout my life						

10. I have considered whether university is right for me
11. I have considered whether moving straight to work after school is right for me
12. I can write a good C.V.
13. I can choose a career that will allow me to live the life I want to lead
14. I can assess my strengths and weaknesses.
15. I have considered whether an apprenticeship is right for me
16. I will continue to work for my career goal even when I get frustrated or hit a barrier
17. I can decide what is most important to me in my working life
18. I will continue to work at my studies even when I get frustrated
19. I can choose a career that fits with what I am good at
20. I can work effectively with different sorts of people
21. I can make a plan of my goals for the next five years

APPENDIX 8 FINANCE SURVEY

The following questions are designed to establish the costs faced by schools in delivering against these benchmarks and activities.					
Benchmark 1					
<i>A stable careers programme</i>					
Questions:					
1. Which of the following staff, are involved in the delivery of the schools Career Guidance Programme (CGP)? (tick where appropriate).	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support
2. How many hours are required by each staff category to design a structured CGP?	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support
3. How many hours are required by each staff category to review and update a structured CGP?	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support

4. How many hours are required by each staff category to oversee the delivery of the schools structured CGP?	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support
5. How many hours are required by each staff category to publish the schools CGP on the school's website?	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support
6. What is the average hourly rate of pay of each staff category ?	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support
	£/hr	£/hr	£/hr	£/hr	£/hr
7. Are there any additional costs associated with the delivery of the career programme?	Additional cost type.eg. printing material	cost amount (£)			
Please identify and list each cost type and amount.					

8. In order to achieve this benchmark does your school have to outsource any of the above or any other activities? Please list activities that are outsourced.	Outsourced activity	cost amount (£)			
Benchmark 2					
<i>Learning from career and labour market information</i>					
1. Which of the following staff, are involved in the following activities: (tick where appropriate).	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support/Other (please specify)
Collating career path (future study options) and labour market information?					
Distributing career path (future study options) and labour market information?					
Supporting Pupil access to and use of career path (future study options) and labour market information?					
Encouraging parents to access and use career path (future study options) and labour market information?					

2. How many hours are required by each staff category to:	SLT	Careers Leader	Administration	Careers Advisor(s)	IT Support/Other
	Hours	Hours	Hours	Hours	
Collate career path (future study options) and labour market information?					
Distribute career path (future study options) and labour market information?					
Support Pupils to access and use career path (future study options) and labour market information?					
Encourage parents to access and use career path (future study options) and labour market information?					
3. What is the average hourly rate of pay of each staff category ?	Careers Leader	Administration	Career Adviser(s)	Other (please specify)	
	£/hour	£/hour	£/hour	£/hour	
4. Are there any additional costs associated with the provision of career and labour market information. Please identify and list each cost type and amount.	Additional cost type	cost amount (£)			
	e.g. software Licencing				
	e.g. computers				
	e.g. travel costs				

5. In order to achieve this benchmark does your school have to outsource any of the above or any other activities? Please list activities that are outsourced.	Outsourced activity	cost amount (£)			
Benchmark 3					
<i>Addressing the needs of each pupil</i>					
<i>Embedding equality and diversity considerations throughout</i>					
1. Which of the following staff, are involved in the following activities: (tick where appropriate).	Careers Leader	Administration	IT Support	Other (please specify)	
Maintaining a career guidance record for each pupil.					
Enabling pupils access to their own career guidance records					
Tracking pupil destination information for at least three years					
2. How many hours are required by each staff category to:	Careers Leader	Administration	IT Support	Other (please specify)	
	Hours	Hours	Hours	Hours	
Maintaining a career guidance record for each					

pupil.					
Enabling pupils access to their own career guidance records					
Tracking pupil destination information for at least three years					
3. What is the average hourly rate of pay of each staff category ?	Careers Leader	Administration	IT Support	Other (please specify)	
	£/hour	£/hour	£/hour	£/hour	
	Additional cost type	cost amount (£)			
4. Are there any additional costs associated with addressing the needs of each pupil? Please identify and list each cost type and amount.	e.g. software Licencing				
	e.g. specialist equipment				
5. In order to achieve this benchmark does your school have to outsource any of the above or any other activities? Please list activities that are outsourced.	Outsourced activity	cost amount (£)			

Benchmark 4					
Linking curriculum learning to careers.					
STEM subject teachers to highlight the relevance of STEM subjects for a wide range of career paths.					
	SLT member	Careers Leader	Careers advisor(s)	Class based teachers	Other (please specify)
1. Which of the following staff, are involved in the following activities: (tick where appropriate).					
Maintaining skills/knowledge about the link between subject and careers through CPD.					
Linking curriculum learning to careers.					
Developing networks with external organisations (e.g. Employers, Universities, College's etc.)	SLT member	Careers Leader	Careers advisor(s)	Class based teachers	Other (please specify)
	Hours	Hours	Hours	Hours	Hours
2. How many hours are required by each staff category to:					
Maintain skills/knowledge about the link between subject and careers through CPD.					
Link curriculum learning to careers.					
Develop networks with external organisations	SLT member	Careers	Careers	Class based	Other (please

(e.g. Employers, Universities, College's etc.)		Leader	advisor(s)	teachers	specify)
	£/hour	£/hour	£/hour	£/hour	£/hour
3. What is the average hourly rate of pay of each staff category ?					
4. Are there any additional costs associated with linking curriculum to careers? Please identify and list each cost type and amount.	Additional cost type	cost amount (£)			
	e.g. Travel /subsistence				
	e.g. stationary/printing				
	e.g. conference				
5. In order to achieve this benchmark does your school have to outsource any of the above or any other activities? Please list activities that are outsourced.	Outsourced activity	cost amount (£)			
Benchmark 5					
<i>Encounters with Employers</i>					
<i>Providing students with multiple opportunities</i>					

<i>to learn about work, employment and the skills that are valued in the workplace.</i>					
1. Which of the following staff, are involved in the following activities: (tick where appropriate). Arranging at least one meaningful encounter per year with an employer for every pupil aged 11 or over.	Careers Leader	Administration	Other (please specify)		
2. How many hours are required by each staff category to: Arrange at least one meaningful encounter per year with an employer for every pupil aged 11 or over.	Careers Leader	Administration	Other (please specify)		
	Hours	Hours	Hours		
3. What is the average hourly rate of pay of each staff category ?	Careers Leader	Administration	Other (please specify)		
	£/hour	£/hour	£/hour		
4. Are there any additional costs associated with enabling an employer encounter?	Additional cost type	cost amount (£)			
	e.g. Travel				

Please identify and list each cost type and amount.	/subsistence				
	e.g. stationary/printing				
	e.g. External fees				
5. In order to achieve this benchmark does your school have to outsource any of the above or any other activities? Please list activities that are outsourced.	Outsourced activity	cost amount (£)			
Benchmark 6					
<i>Experiences of workplaces</i>					
<i>Every pupil to have first hand experience of the work place through work visits/ work shadowing and or work experience.</i>					
1. Which of the following staff, are involved in the following activity: (tick where appropriate).	Careers Leader	Administration	Careers adviser(s)	Other (please specify)	
Arranging at least one work experience for every pupil by the end of year 11.					

2. How many hours are required by each staff category to:	Careers Leader	Administration	Careers adviser(s)	Other (please specify)	
	Hours	Hours	Hours	Hours	
Arrange at least one work experience for every pupil by the end of year 11.					
3. What is the average hourly rate of pay of each staff category ?	Careers Leader	Administration	Careers adviser(s)	Other (please specify)	
	£/hour	£/hour	£/hour	£/hour	
4. Are there any additional costs associated with enabling workplace experience? Please identify and list each cost type and amount.	Additional cost type	cost amount (£)			
	e.g. Travel /subsistence				
	e.g. External speaker				
	e.g. External fees				
5. In order to achieve this benchmark does your school have to outsource any of the above or any other activities? Please list activities that are outsourced.	Outsourced activity	cost amount (£)			

Benchmark 7					
<i>Encounters with further and higher education</i>					
<i>Pupils to understand the full range of learning opportunities available to them; academic and vocational routes; schools; colleges; universities; workplace.</i>					
1. Which of the following staff, are involved in the following activity: (tick where appropriate).	Careers Leader	Administration	Other (please specify)		
Encouraging a meaningful encounter with providers of the full range of learning opportunities (both academic and vocational) including sixth forms, colleges, other apprenticeship providers and universities.					
2. How many hours are required by each staff category to:	Careers Leader	Administration	Other (please specify)		
Encouraging a meaningful encounter with providers of the full range of learning opportunities (both academic and vocational) including sixth forms, colleges, other apprenticeship providers and universities.	Hours	Hours	Hours		
3. What is the average hourly rate of pay of	Careers Leader	Administration	Other (please		

each staff category ?			specify)		
	£/hour	£/hour	£/hour		
4. Are there any additional costs associated with providing an encounter with further and higher education? Please identify and list each cost type and amount.	Additional cost type	cost amount (£)			
	e.g. Travel /subsistence				
	e.g. Printing materials				
	e.g. External fees				
5. In order to achieve this benchmark does your school have to outsource any of the above or any other activities? Please list activities that are outsourced.	Outsourced activity	cost amount (£)			
Benchmark 8					
Personal guidance					
All pupils to have the opportunity for a guidance interview with a careers adviser.	Careers Leader	Administration	Careers adviser(s)	Other (please specify)	
1. Which of the following staff, are involved in					

the following activity: (tick where appropriate).					
Arranging at least one structured interview for every pupil by the age of 16.	Careers Leader	Administration	Careers adviser(s)	Other (please specify)	
	Hours	Hours	Hours	Hours	
2. How many hours are required by each staff category to:					
Arrange at least one structured interview for every pupil by the age of 16.					
	Careers Leader	Administration	Careers adviser(s)	Other (please specify)	
	£/hour	£/hour	£/hour	£/hour	
3. What is the average hourly rate of pay of each staff category ?					
4. Are there any additional costs associated with providing personal guidance	Additional cost type	cost amount (£)			
Please identify and list each cost type and amount.	e.g. Travel /subsistence				
	e.g. coaching/mentoring				
	e.g. External fees				
5. In order to achieve this benchmark does your school have to outsource any of the above	Outsourced activity	cost amount (£)			

or any other activities? Please list activities that are outsourced.		

APPENDIX 9 REVISED FINANCIAL SURVEY

1. Do you have a dedicated budget for careers (in addition to staff salaries)?

Yes/No

2. If yes, how much was your budget for the last academic year 2018/2019 (not including staff salaries)?

3. Have you made use of grants in the past academic year?

Yes/No

4. Has this changed since implementing the Gatsby Benchmarks?

Yes/No

5. If you have made use of extra grants, approximately how much extra funding have you typically been able to secure in one academic year?

6. For which Benchmark is cost the biggest challenge in implementation?

7. Could you Rank the Benchmarks from most expensive to implement to least?

1 (most)	
2	
3	
4	
5	
6	
7	
8 (least)	

8. Have you increased senior level staff time allocated to careers over the last academic year?

- Yes
- No, it has stayed the same
- No, it has decreased

9. How much has SLT time allocated to careers changed since you began the pilot?

10. Have you increased other staff time allocated to careers over the last academic year?

- Yes
- No, it has stayed the same
- No, it has decreased
-

11. How much has other staff time allocated to careers changed since you began the pilot?

12. Approximately how much internal staff (i.e. on the pay roll) time was allocated to the provision of careers before you took part in the pilot? (e.g. 1 full time role, 0.6 of a role, 1.5 of a role)

13. Approximately how much external/commissioned staff time was allocated to the provision of careers before you took part in the pilot? (e.g. 1 full time role, 0.6 of a role)

14. Approximately how much internal staff time is now (academic year 2018/2019) allocated to careers? (e.g. 1 full time role, 0.6 of a role)

15. Approximately how much external/commissioned staff time is now (academic year 2018/2019) allocated to careers? (e.g. 1 full time role, 0.6 of a role)

16. During the pilot (academic years 2015/2016 and 2016/2017), did you employ any new staff onto your pay roll to support careers work?

- Yes
- No

Role 1:

Role 2:

Role 3:

17. If yes, please provide details on job title(s), whether the contract is FT, PT, short term and number of days a week they are employed for if not FT

18. During the last two years, have you employed any new staff onto your pay roll to support careers work?

- Yes

- No

Role 1:

Role 2:

Role 3:

19. How do you deliver Benchmark 8 (personal guidance)?

- Internal professional careers advisors (full time)
- Internal professional careers advisors (part time)
- Externally commissioned

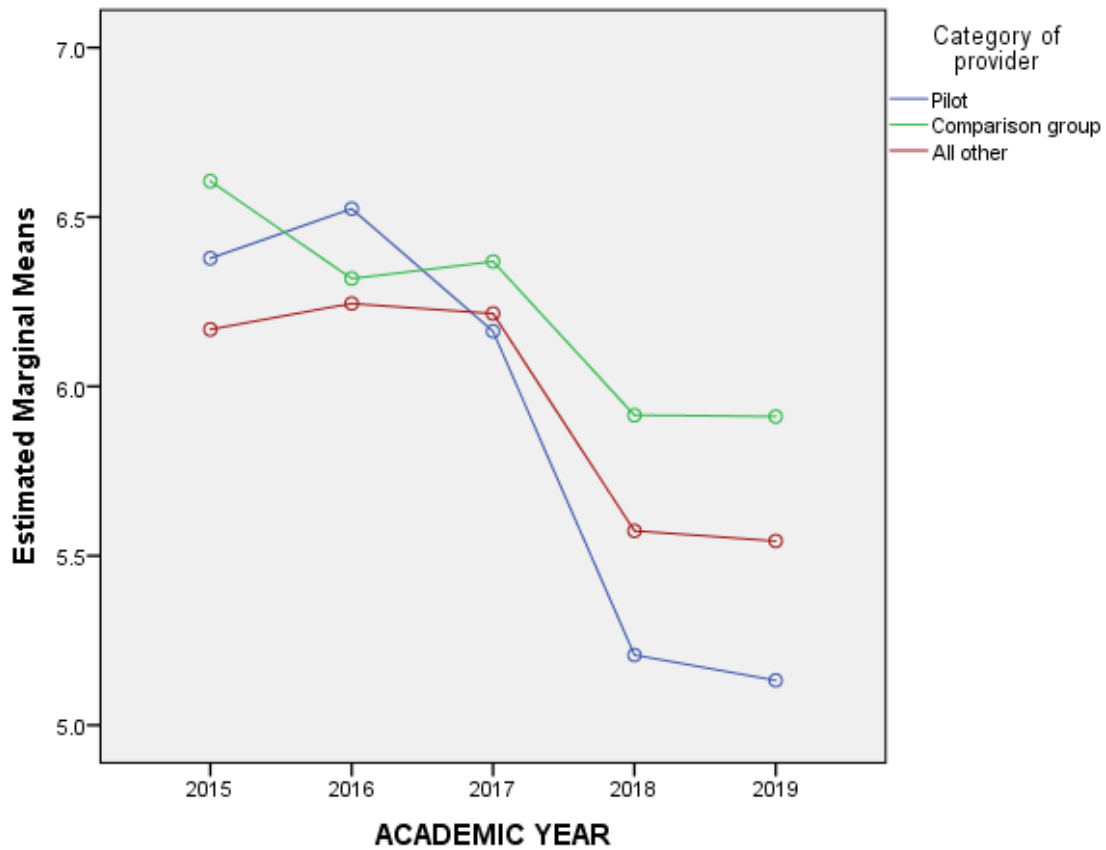
If external how many days per week?

APPENDIX 10 ATTAINMENT AT KS4: TWO WAY ANOVA RESULTS FOR MEASURES OF ATTAINMENT

TOTAL NUMBER OF LEVEL 2 GCSE AND EQUIVALENTS PASSES

Mean number of level 2 GCSE and equivalents passes by category of education provider and academic year

ACADEMIC YEAR	Category of education provider	Mean	Std. Deviation	N
2015	Pilot	6.38	3.77	2639
	Comparison group	6.61	3.64	2043
	All other	6.17	3.88	617837
	Total	6.17	3.88	622519
2016	Pilot	6.52	3.88	2552
	Comparison group	6.32	3.70	1993
	All other	6.25	3.90	605092
	Total	6.25	3.90	609637
2017	Pilot	6.16	3.75	2478
	Comparison group	6.37	3.62	1947
	All other	6.22	3.77	588457
	Total	6.22	3.77	592882
2018	Pilot	5.21	3.41	2245
	Comparison group	5.92	3.42	1944
	All other	5.57	3.53	584710
	Total	5.57	3.53	588899
2019	Pilot	5.13	3.24	2189
	Comparison group	5.91	3.22	1827
	All other	5.54	3.49	605991
	Total	5.54	3.49	610007



Two way ANOVA F test results for category of education provider and academic year for level 2 GCSE and equivalents passes by category of education provider and academic year

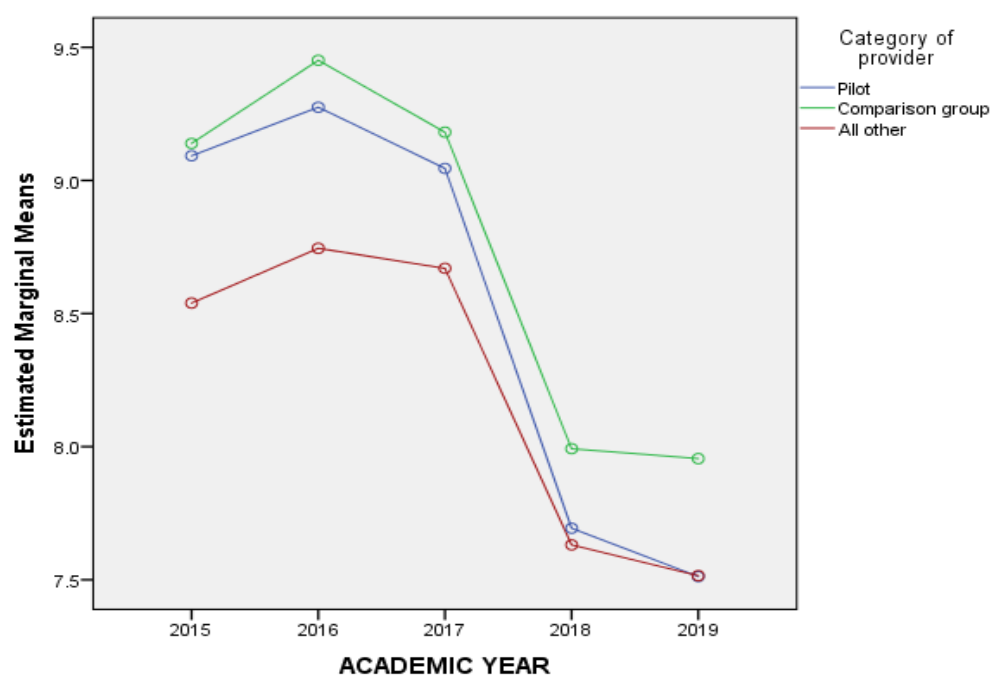
Source	df	F	Sig.
Academic year	4	129.097	.000
Category of education provider	2	28.561	.000
Academic year * Category of education provider	8	10.402	.000

TOTAL NUMBER OF LEVEL 1 GCSE AND EQUIVALENTS QUALIFICATIONS

Mean number of total level 1 GCSE and equivalents passes by category of education provider and academic year

Academic year	Category of education provider	Mean	Std. Deviation	N
2015	Pilot	9.09	2.61	2639
	Comparison group	9.14	2.31	2043
	All other	8.54	2.88	617837
	Total	8.54	2.87	622519
2016	Pilot	9.28	2.56	2552
	Comparison group	9.45	2.10	1993
	All other	8.75	2.82	605092
	Total	8.75	2.81	609637
2017	Pilot	9.05	2.29	2478
	Comparison group	9.18	2.01	1947
	All other	8.67	2.72	588457
	Total	8.67	2.72	592882
2018	Pilot	7.69	2.10	2245
	Comparison group	7.99	2.09	1944
	All other	7.63	2.59	584710
	Total	7.63	2.58	588899
2019	Pilot	7.51	2.15	2189
	Comparison group	7.96	1.88	1827
	All other	7.52	2.56	605991
	Total	7.52	2.56	610007

Mean total number of level 1 GCSE and equivalents passes by category of education provider and academic year



Two way ANOVA F test results for category of education provider and academic year for level 1 GCSE and equivalents passes by category of education provider and academic year

Source	df	F	Sig.
Academic year	4	663.877	.000
Category of education provider	2	255.105	.000
Academic year * Category of education provider	8	13.218	.000

AVERAGE GCSE AND EQUIVALENT POINT SCORE PER ENTRY

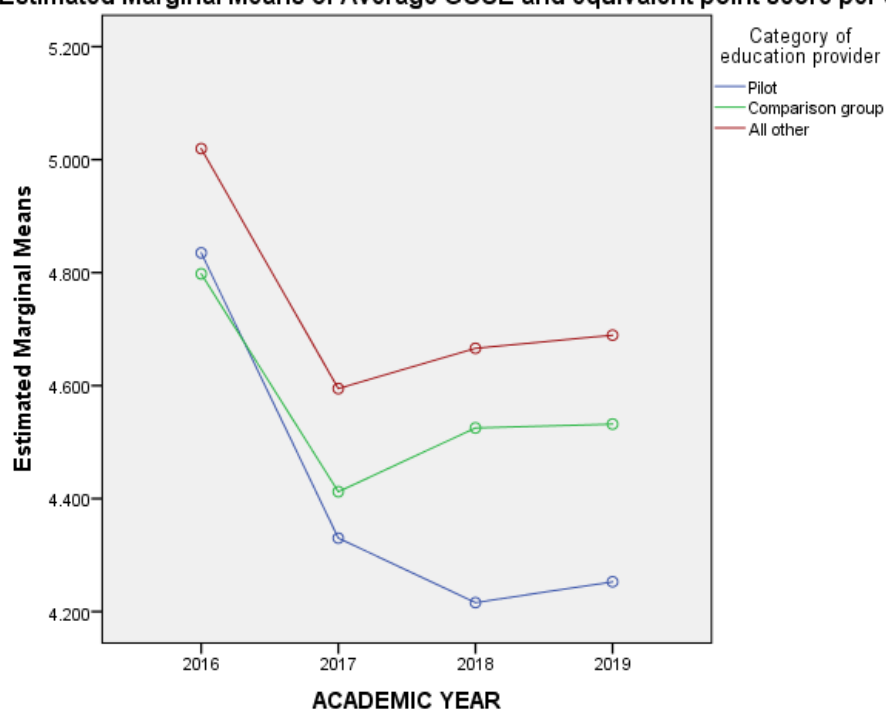
Mean average GCSE points by education provider group and academic year

Academic year	Category of education provider	Mean	Std. Deviation	N
2016	Pilot	4.83	1.36	2511
	Comparison	4.79	1.42	1977

	All other	5.01	1.56	587328
	Total	5.01	1.56	591816
2017	Pilot	4.33	1.61	2431
	Comparison	4.41	1.67	1926
	All other	4.59	1.79	570027
	Total	4.59	1.79	574384
2018	Pilot	4.21	1.75	2212
	Comparison	4.52	1.76	1914
	All other	4.66	1.88	563951
	Total	4.66	1.88	568077
2019	Pilot	4.25	1.77	2138
	Comparison	4.53	1.76	1811
	All other	4.68	1.89	584131
	Total	4.68	1.89	588080

Mean average GCSE points by education provider group and academic year

Estimated Marginal Means of Average GCSE and equivalent point score per entry



Two way ANOVA F test output for average GCSE points style

Source	df	F	Sig.
Academic year	3	133.142	.000
Category of education provider	2	196.990	.000
Academic year * Category of education provider	6	6.606	.000

APPENDIX 11 KS5 ATTAINMENT

TOTAL POINTS FOR APPLIED GENERAL QUALIFICATIONS

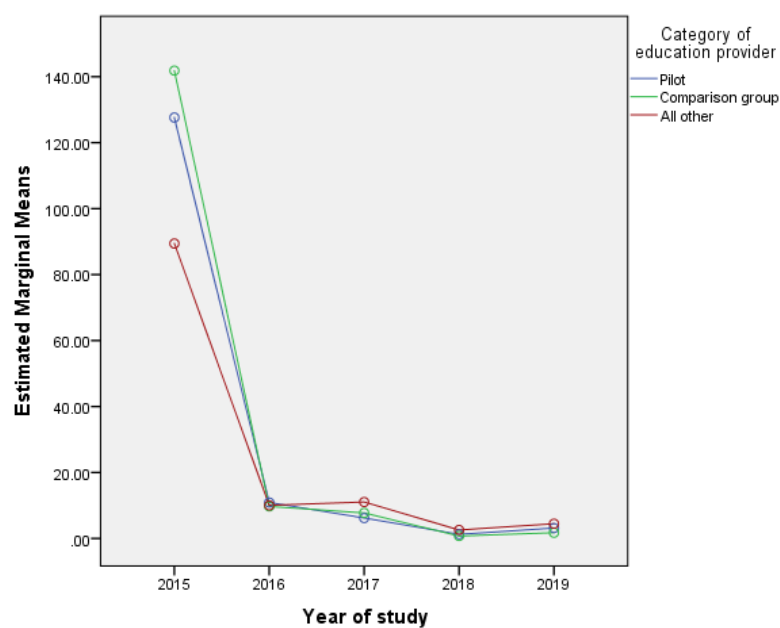
Mean total points for applied general qualifications

Academic Year	Category of Education provider	Mean	Std. Deviation	N
2015	Pilot	127.63	241.62	8037
	Comparison group	141.85	246.69	4995
	All other	89.43	206.05	1251590
	Total	89.88	206.52	1264622
2016	Pilot	10.90	30.24	6436
	Comparison group	9.70	29.08	6087
	All other	10.03	29.32	1671465
	Total	10.03	29.33	1683988
2017	Pilot	6.19	23.50	9154
	Comparison group	7.75	26.97	6195
	All other	11.05	31.17	3228645
	Total	11.03	31.14	3243994
2018	Pilot	1.26	8.17	9232
	Comparison group	.73	6.63	6442
	All other	2.57	12.80	3146376
	Total	2.57	12.78	3162050
2019	Pilot	3.17	14.65	8885
	Comparison group	1.74	11.30	6234
	All other	4.50	17.41	3069479
	Total	4.46	17.40	3084598

Two way ANOVA F results for academic year, category of education provider and total points for applied qualifications

Source	df	F	Sig.
Academic year	4	15430.29 9	.000
Category of education provider	2	408.274	.000
Academic year * category of education provider	8	589.160	.000

Mean total points for applied general qualifications by academic year and education provider



TOTAL POINTS FOR TECHNICAL QUALIFICATIONS

Mean total points for technical qualifications by academic year and category of education provider (not available for 2015).

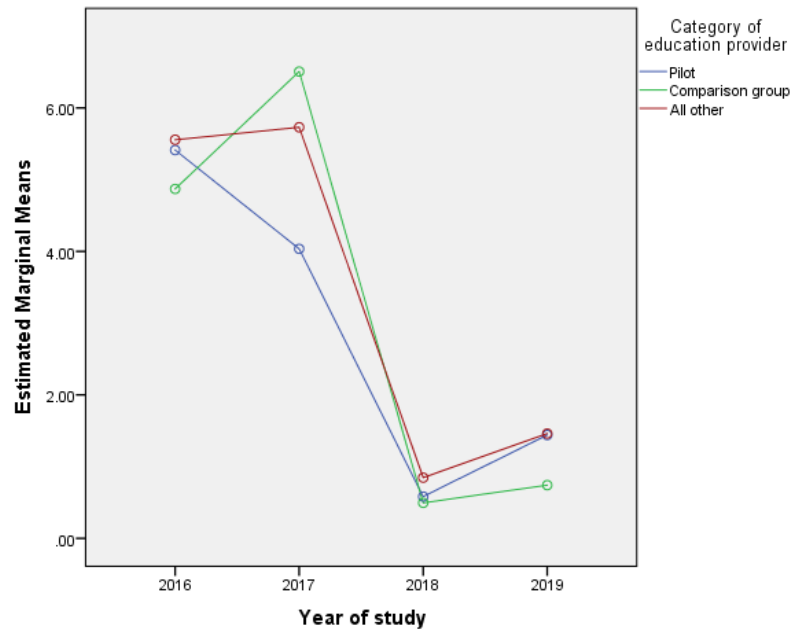
Academic year	Category of education provider	Mean	Std. Deviation	N
2016	Pilot	5.4125	21.75408	6436
	Comparison group	4.8712	21.01183	6087
	All other	5.5560	21.92173	1671465

	Total	5.5530	21.91790	1683988
2017	Pilot	4.0357	19.34929	9154
	Comparison group	6.5075	26.01688	6195
	All other	5.7308	22.87618	3228645
	Total	5.7275	22.87360	3243994
2018	Pilot	.5823	6.58217	9232
	Comparison group	.4944	7.05775	6442
	All other	.8462	7.75187	3146376
	Total	.8447	7.74739	3162050
2019	Pilot	1.4403	10.32719	8885
	Comparison group	.7419	8.37746	6234
	All other	1.4616	10.61708	3069479
	Total	1.4600	10.61225	3084598

Two way ANOVA F test results for academic year and education provider category by total points for technical qualifications.

Source	df	F	Sig.
Academic year	3	778.295	.000
Category of education provider	2	19.702	.000
Academic year * category of education provider	6	15.552	.000

Mean total points for technical qualifications by academic year and education provider category



NUMBER OF A*/A GRADES ACHIEVED AT A LEVEL

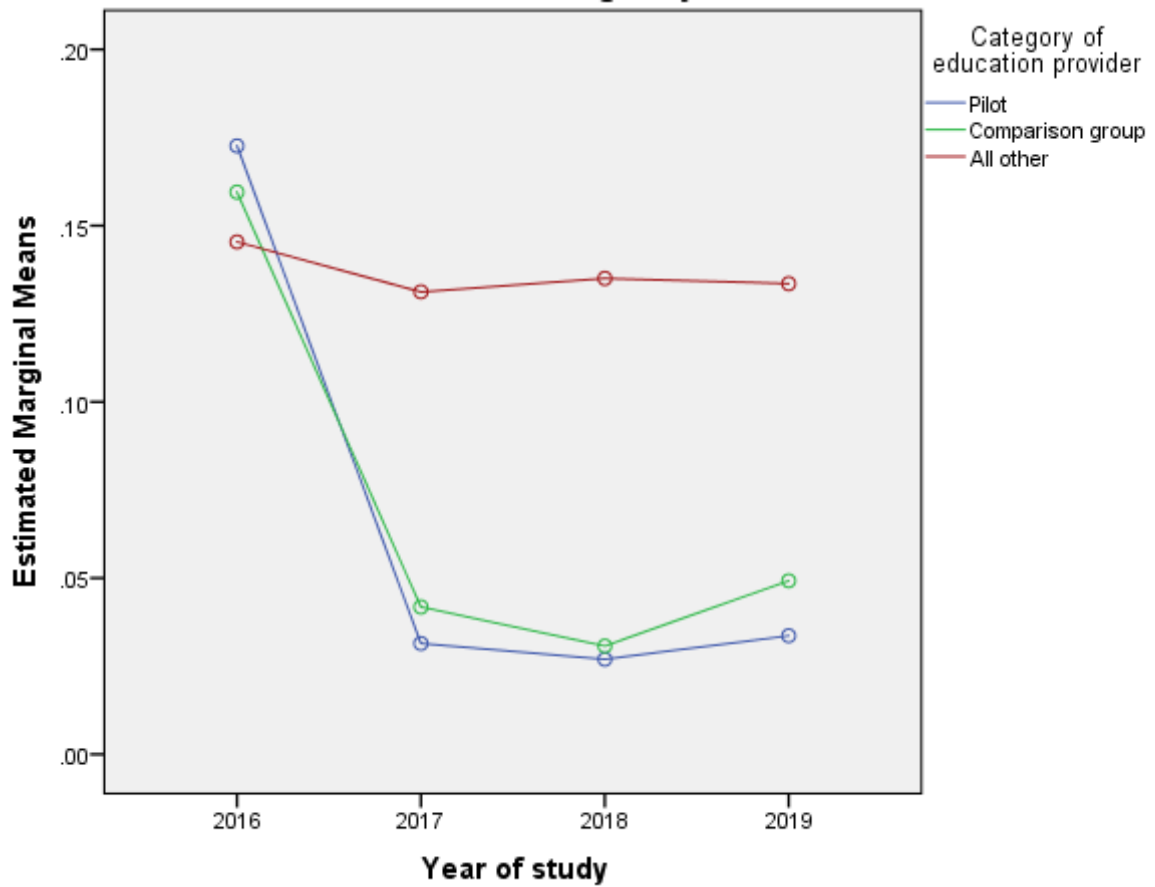
Mean number of A*/A grades achieved at A level by academic year and education provider.

Year of study	Category of education provider	Mean	Std. Deviation	N
2016	Pilot	.27	.748	6436
	Comparison group	.24	.721	6087
	All other	.23	.702	1671465
	Total	.23	.702	1683988
2017	Pilot	.05	.333	9154
	Comparison group	.06	.362	6195
	All other	.21	.668	3228645
	Total	.21	.667	3243994
2018	Pilot	.05	.318	9232
	Comparison group	.05	.323	6442
	All other	.21	.677	3146376
	Total	.21	.676	3162050
2019	Pilot	.05	.339	8885
	Comparison group	.07	.410	6234
	All other	.21	.670	3069479
	Total	.21	.669	3084598

Two way ANOVA F test results for number of A*/A levels by academic year and category of education provider.

Source	df	F	Sig.
Academic year	3	316.700	.000
Category of education provider	2	742.040	.000
Academic year * category of education provider	6	128.394	.000

Mean number of A*/A grades achieved at A level by academic year and education provider.



NUMBER OF B GRADES ACHIEVED AT A LEVEL

Mean number of B grades achieved at A level by academic year and education provider.

Year of study	Category of education provider	Mean	Std. Deviation	N
2016	Pilot	.29	.65	6436
	Comparison group	.25	.60	6087
	All other	.23	.58	1671465
	Total	.23	.58	1683988
2017	Pilot	.07	.33	9154
	Comparison group	.07	.35	6195
	All other	.22	.57	3228645
	Total	.22	.57	3243994
2018	Pilot	.07	.34	9232
	Comparison group	.06	.30	6442
	All other	.22	.58	3146376
	Total	.22	.58	3162050
2019	Pilot	.06	.31	8885
	Comparison group	.07	.35	6234
	All other	.22	.58	3069479
	Total	.22	.58	3084598

Two way ANOVA F test results

Source	df	F	Sig.
Academic year	3	416.071	.000
Category of education provider	2	930.315	.000
Academic year * category of education provider	6	195.405	.000

Mean number of B passes at A level by academic year and education provider category

