

# GATSBY GOOD CAREER GUIDANCE BENCHMARKS FROM THE UK

**John Holman**



# OUTLINE

---

- 1 International perspectives
- 2 The Gatsby benchmarks: how do we know this approach works?
- 3 How to get the most out of a benchmarks-driven approach
- 4 Can we afford not to do this?
- 5 Questions and discussion

# OUTLINE

---

1 **International perspectives**

2 The Gatsby benchmarks: how do we know this approach works?

3 How to get the most out of a benchmarks-driven approach

4 Can we afford not to do this?

5 Questions and discussion

# CAREERS INTERNATIONALLY, 2020

---



Gatsby Foundation in England



Fundación Bertelsmann in Spain



Hong Kong Jockey Club Charities Trust



# 2014 - WE VISITED SIX COUNTRIES WHERE CAREER GUIDANCE IS CONSIDERED TO BE GOOD

---



The Netherlands



Germany



Hong Kong China



Finland

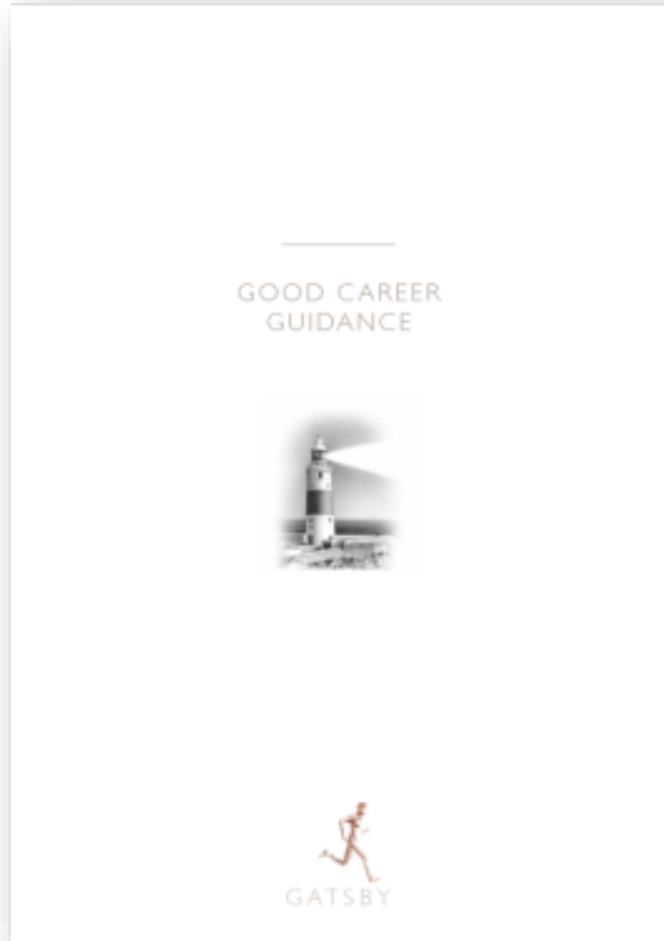


Canada



Ireland

# THE EIGHT GATSBY BENCHMARKS FOR ENGLAND



1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning and careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

# THE BENCHMARKS

---



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

# THE BENCHMARKS ARE MEASURABLE

---

## 1. A STABLE CAREERS PROGRAMME

1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.

1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area.

1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.



# OUTLINE

---

1 International perspectives

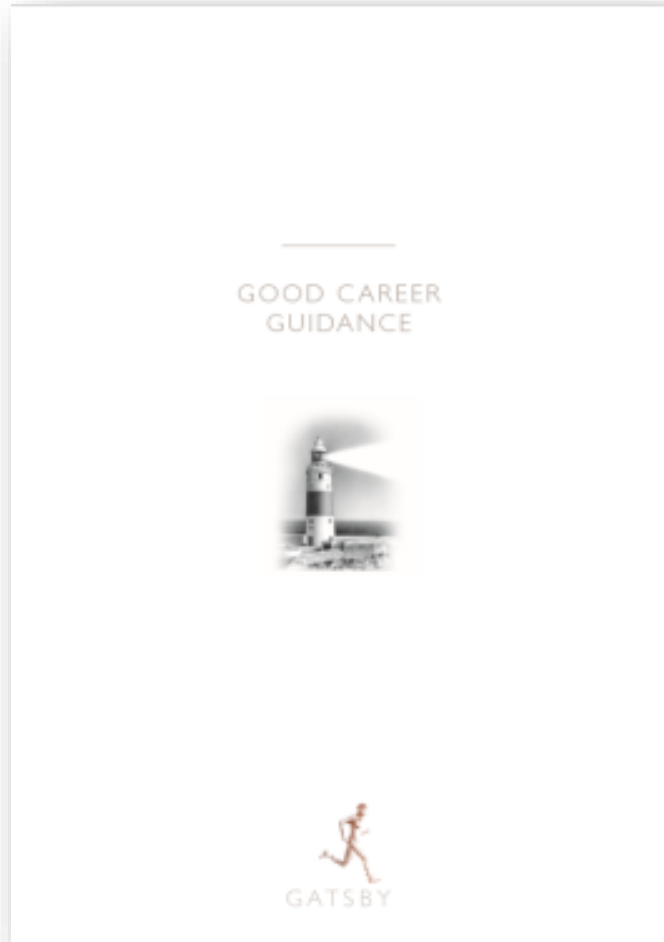
2 The Gatsby benchmarks: how do we know this approach works?

3 How to get the most out of a benchmarks-driven approach

4 Can we afford not to do this?

5 Questions and discussion

# THE EIGHT GATSBY BENCHMARKS FOR ENGLAND



1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning and careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

# IN ENGLAND .....



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

December 2017



## Careers guidance and access for education and training providers

Statutory guidance for governing bodies,  
school leaders and school staff

January 2018



# The Career Benchmarks Pilot 2015-2017



# PROGRESS AFTER TWO YEARS

---

North East Pilot: Starting Points vs End Points			
Number of Benchmarks	Number of Schools / Colleges achieving Benchmarks Sept 15	Number of Schools / Colleges achieving Benchmarks Sept 16	Number of Schools / Colleges achieving Benchmarks Sept 17
0 Benchmarks	<b>8</b>		
1 Benchmark	<b>2</b>		
2 Benchmarks	<b>4</b>		
3 Benchmarks	<b>2</b>		
4 Benchmarks	<b>0</b>		
5 Benchmarks	<b>0</b>		
6 Benchmarks	<b>0</b>		
7 Benchmarks	<b>0</b>		
8 Benchmarks	<b>0</b>		

# PROGRESS AFTER TWO YEARS

---

North East Pilot: Starting Points vs End Points			
Number of Benchmarks	Number of Schools / Colleges achieving Benchmarks Sept 15	Number of Schools / Colleges achieving Benchmarks Sept 16	Number of Schools / Colleges achieving Benchmarks Sept 17
0 Benchmarks	<b>8</b>	<b>0</b>	
1 Benchmark	<b>2</b>	<b>6</b>	
2 Benchmarks	<b>4</b>	<b>2</b>	
3 Benchmarks	<b>2</b>	<b>4</b>	
4 Benchmarks	<b>0</b>	<b>1</b>	
5 Benchmarks	<b>0</b>	<b>3</b>	
6 Benchmarks	<b>0</b>	<b>0</b>	
7 Benchmarks	<b>0</b>	<b>0</b>	
8 Benchmarks	<b>0</b>	<b>0</b>	

# PROGRESS AFTER TWO YEARS

North East Pilot: Starting Points vs End Points			
Number of Benchmarks	Number of Schools / Colleges achieving Benchmarks Sept 15	Number of Schools / Colleges achieving Benchmarks Sept 16	Number of Schools / Colleges achieving Benchmarks Sept 17
0 Benchmarks	8	0	0
1 Benchmark	2	6	0
2 Benchmarks	4	2	0
3 Benchmarks	2	4	0
4 Benchmarks	0	1	1
5 Benchmarks	0	3	1
6 Benchmarks	0	0	3
7 Benchmarks	0	0	8
8 Benchmarks	0	0	3



# CHANGES IN CAREER READINESS DURING THE PILOT IN NORTH EAST ENGLAND

---



At the end of the pilot (autumn 2017), students reported significantly higher total career readiness scores than those sampled in autumn 2016 (in non-matched samples). This holds for all Year groups evaluated – Year 8, 11 and 13.



# MEETING EMPLOYERS INCREASES MOTIVATION TO STUDY

---



New evidence\* indicates that employer talks to Year 11 students result in:

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

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

# OUTLINE

---

1 International perspectives

2 The Gatsby benchmarks: how do we know this approach works?

**3 How to get the most out of a benchmarks-driven approach**

4 Can we afford not to do this?

5 Questions and discussion

# GETTING THE MOST OUT OF A BENCHMARKS-DRIVEN APPROACH

---



## 1. The importance of data

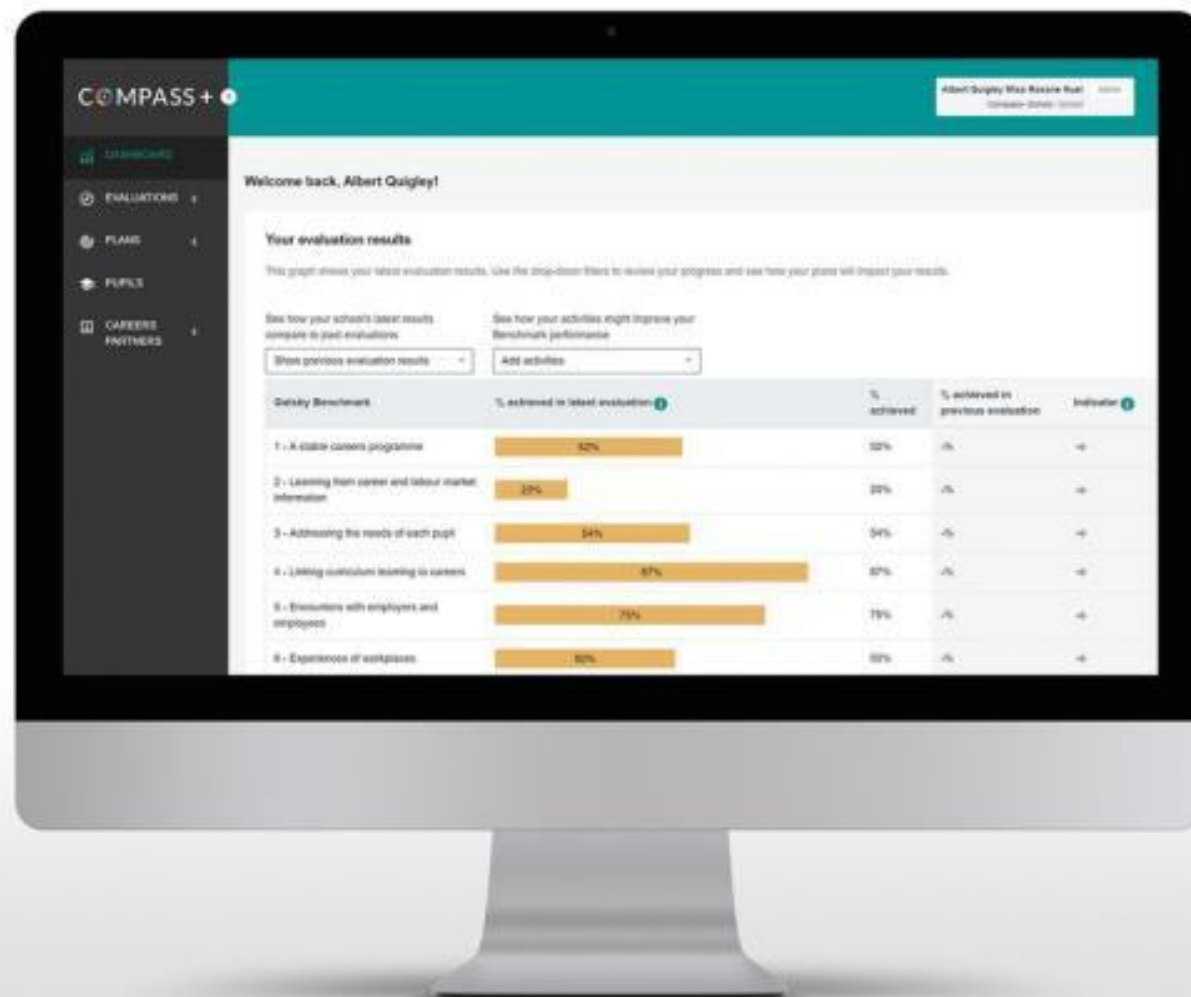
## 2. The power of networks

- Careers Hubs – schools/ colleges working together
- Enterprise Adviser networks

## 3. The crucial role of Careers Leaders – backed by senior leaders

# COMPASS +

THE CAREERS LEADER DASHBOARD



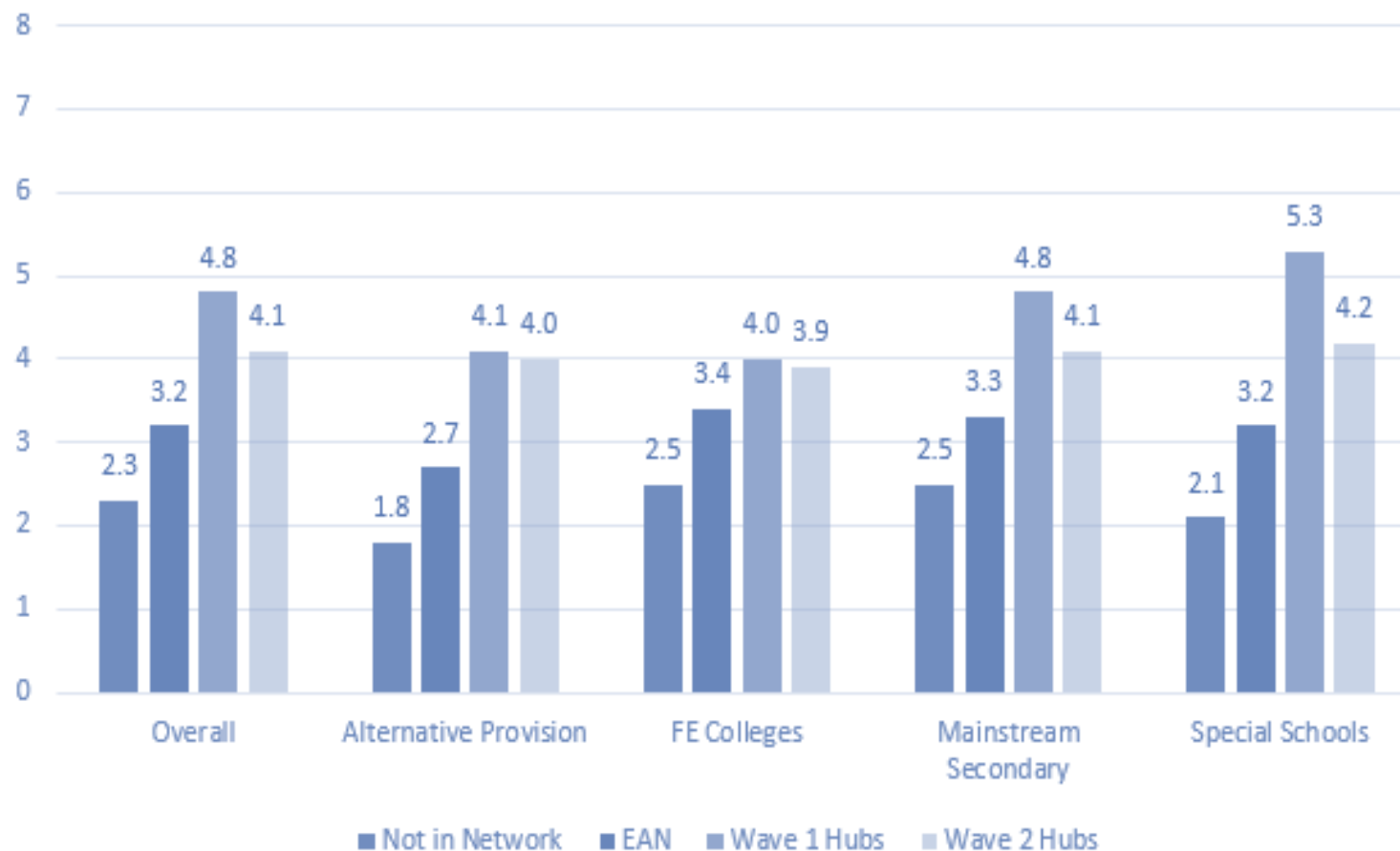
# GETTING THE MOST OUT OF A BENCHMARKS-DRIVEN APPROACH

---



1. The importance of data
- 2. The power of networks**
  - **Careers Hubs – schools/ colleges working together**
  - **Enterprise Adviser networks**
3. The crucial role of Careers Leaders – backed by senior leaders

## 2. FASTER PROGRESS IN NETWORKS



# GETTING THE MOST OUT OF A BENCHMARKS-DRIVEN APPROACH

---



1. The importance of data
2. The power of networks
  - Careers Hubs – schools/ colleges working together
  - Enterprise Adviser networks
- 3. The crucial role of Careers Leaders – backed by senior leaders**

### 3. CAREERS LEADERS MAKE A DIFFERENCE



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



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



# OUTLINE

---

1 International perspectives

2 The Gatsby benchmarks: how do we know this approach works?

3 How to get the most out of a benchmarks-driven approach

4 Can we afford not to do this?

5 Questions and discussion

# CAREER GUIDANCE AND...

---

## social mobility

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

# BENEFITS OF GOOD CAREER AND LIFE DEVELOPMENT ARE SEEN IN .....

---



- Better motivation
- Better study choices
- Fewer disengaged young people
- Lower unemployment – schools achieving all 8 benchmarks have 10% fewer unemployed alumni.

# COST-BENEFIT STUDY BY PWC



<1%

The percentage of a school's budget required to implement all the benchmarks in a medium-sized school outside London.

## THE SCHOOL SURVEY SECTION 4

13. The questions in the school survey were derived from the benchmarks. The results of the survey show how a representative sample of English schools measures up against each of the benchmarks.

14. The results show that schools are generally a long way from fulfilling all the benchmarks: no school fills more than five of the eight. But in many cases, schools partially fill them and by doing a little more they could get there.

## COSTS AND BENEFITS SECTIONS 5

15. We commissioned an assessment of costs and benefits from PwC. They used the Standard Cost Model to estimate the cost of implementing each benchmark in a range of schools of different sizes and locations in England (Section 5.1). This work involved breaking down each benchmark into a set of tasks and estimating how long each task would take, and who would carry it out. From this, they estimated the cost of implementing all the benchmarks in an 'average' school. Aggregating the school costs across England gives an estimate of the cost of implementing them across the whole system.

16. The cost of implementing all the benchmarks in a medium-sized school outside London is estimated at £51,637 in the first year and £46,676 per year thereafter. This is equivalent to £54 per pupil from the second year onwards. This is less than 1% of schools' budgets.

17. These estimates work on the assumption that schools would be starting from scratch with career guidance. In reality, all schools are already doing some careers work so the actual costs are likely to be lower.

18. The estimated cost of implementing all the benchmarks across England is £207 million in the first year and £173 million per year thereafter.

19. PwC assessed the benefits of improved career guidance in terms of higher skills and qualifications, leading to higher earnings, and reduced likelihood of being out of employment, education or training (OxSET), leading to lower costs to the Exchequer (Section 5.2).

20. Comparing the costs with the benefits, PwC estimates that, for example, if one more pupil is prevented from becoming OxSET, the avoided cost to the Exchequer would be enough to provide career guidance to the benchmark level for 280 pupils (Section 5.3).

21. In addition to the longer term economic benefits, shorter term benefits accrue during pupils' school careers, including better motivation and higher attainment (Section 5.4). Schools should consider these when deciding the priority they give to career guidance in the school budget.

- If one more student is encouraged to attain an undergraduate degree, this would be enough to offset the costs of providing the benchmarks to **985** students;
- If one more student is prevented from becoming unemployed, the avoided cost to the government would be enough to provide the benchmarks to **280** students.

# OUTLINE

---

1 International perspectives

2 The Gatsby benchmarks: how do we know this approach works?

3 How to get the most out of a benchmarks-driven approach

4 Can we afford not to do this?

**5 Questions and discussion**