GATSBY GOOD CAREER GUIDANCE: THE NEXT TEN YEARS

LESLEY THAIN, THE CAREERS AND ENTERPRISE COMPANY
TOM SHIRT, GATSBY FOUNDATION

THE WORLD HAS EVOLVED; SO HAVE THE GATSBY BENCHMARKS

GATSBY BENCHMARKS

- The Gatsby Benchmarks have been updated.
- Statutory Guidance will be updated in Spring 2025.
- Implementation of the updated framework from September 2025.

"I am pleased to confirm that we will publish refreshed careers statutory guidance to include the updated Gatsby Benchmarks, in spring 2025."

The Rt Hon Baroness Smith of Malvern, Minister for Skills

EVIDENCE LED

- Senior Adviser, sector and practitioner advisory groups
- Independent academic partner: International Centre for Guidance Studies at University of Derby: survey, literature review, international interviews
- Additional commissions from British Chambers of Commerce (employer perspectives) and Youth Employment UK (young people's views).
- Significant programme of visits to schools, colleges and ITPs (staff and young people).

FEBRUARY 2023 - AUGUST 2023

- sector interviews
- literature review
- consultation survey
- international case studies
- CEC data analysis

MARCH 2023 - OCTOBER 2023

- school, college and ITP visits
- roundtables and stakeholder consultation (including young people)
- data and evidence analysis

NOVEMBER 2023 - OCTOBER 2024

- benchmark refinement
- stakeholder consultation
- report writing

NOVEMBER 2024

- report launch

GOOD CAREER GUIDANCE: WHAT WE FOUND

GATSBY BENCHMARKS

Feedback showed overwhelming support for the benchmarks and the impact they are having on young peoples' outcomes.

MASS ADOPTION

More than 90% of colleges and schools using the benchmarks

WIDESPREAD IMPLEMENTATION

Average number of benchmarks being achieved has more than tripled since 2018

TANGIBLE OUTCOMES

Young people in institutions that meet more benchmarks are significantly less likely to be NEET at age 16 and 18

There was a universal appetite for stability.

STABILITY

All eight Benchmarks remain

Two sets of Benchmarks:

1. secondary (including school sixth forms, special and alternative provision)

2. young people in colleges and ITPs

Retained much of the original wording, making changes only when there has been sufficient evidence.

The updated Gatsby are based on the latest evidence and impactful practice and they continue to represent world class provision

THE CHANGES MATTER

GATSBY BENCHMARKS

Reassertion (e.g. Careers Leaders)

Clarification (e.g. Meaningful)

Stretch (e.g. Beyond STEM)

THE CHANGES MATTER: FIVE THEMES

GATSBY BENCHMARKS

Careers in the heart of education and leadership

Inclusion and impact for each and every young person

Focusing on the use of information and data

Engagement of parents and carers

Meaningful and varied encounters and experiences

TOUR OF THE REPORT

Hard copies to every school and college, available on request

WWW.GATSBYBENCHMARKS.ORG.UK

CONTENTS

FOREWORDS 02

EXECUTIVE SUMMARY 06

1. INTRODUCTION 14

2. METHODOLOGY 20

3. SUMMARY OF UPDATES TO THE GATSBY BENCHMARKS 24

4. THE GATSBY BENCHMARKS 28

5. MAKING THE SYSTEM WORK 102

6. CONCLUSION 109

ENDNOTES 110

LIST OF APPENDICES 117

SUMMARIES FOR LEADERS

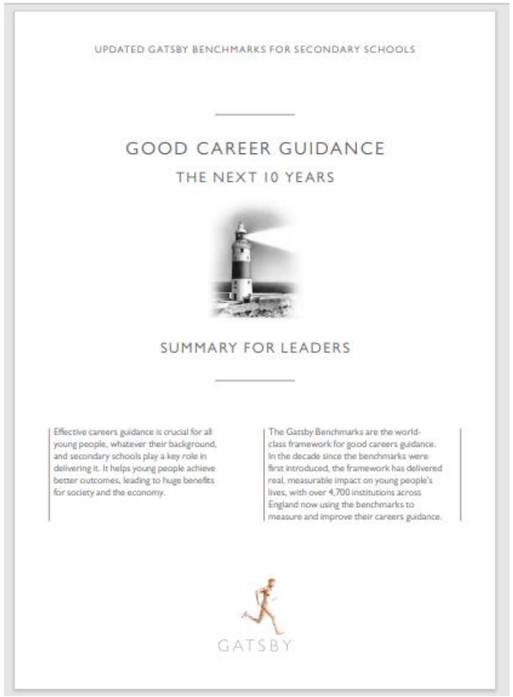
GATSBY BENCHMARKS

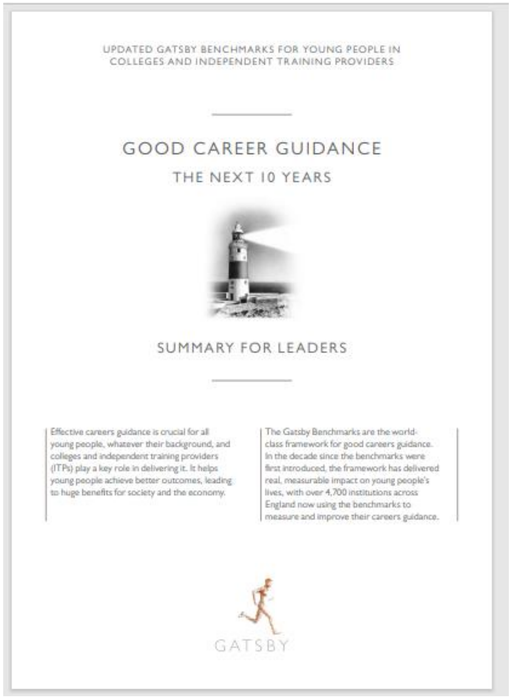
Understanding the

Updated Gatsby Benchmarks

for 2024 and beyond

School leaders





College and ITP leaders

HARD COPIES AVAILABLE TODAY

SUMMARY OF CHANGES

GATSBY BENCHMARKS

GOOD CAREER GUIDANCE

THE NEXT 10 YEARS

SUMMARY OF CHANGES

THIS DOCUMENT

Here we share the updated Gatsby Benchmarks. Changes are highlighted, along with an explanation of what's new and what has stayed the same. We hope this helps careers leaders and others get up to speed quickly and plan for when the updated benchmarks are included in upcoming statutory guidance.

Available at

WWW.GATSBYBENCHMARKS.ORG.UK

BENCHMARK 7

GATSBY BENCHMARKS

SUMMARY OF KEY CHANGES

- Terminology has been updated to better reflect the education and training landscape, with independent training providers (ITPs) now listed as a provider type, and technical education now explicitly referenced.
- Benchmark 7 for schools now specifies that young people should have encounters with the full range of provider types by age 16.
- The definition of what constitutes a 'meaningful encounter' with providers of further and higher education and training has been expanded. For example, encounters can be in-person or a combination of in-person and virtual. Encounters should be sequenced throughout the careers programme so that a young person can build up a clear picture of what is available to them and explore what it is like to develop and succeed in different environments. Young people should be provided with information about recruitment and selection processes, the qualifications providers offer, and the careers these could lead to. There should be the opportunity to meet both staff and learners.

A quality first approach to careers

Implementing the updated Gatsby Benchmarks
Careers Impact System
Modern Work Experience

THE CAREERS & ENTERPRISE COMPANY

Who are we?

We are the national body for careers education in England, supporting providers to deliver modern, 21st century careers education.

Our mission:
To help every young person find their best next step.

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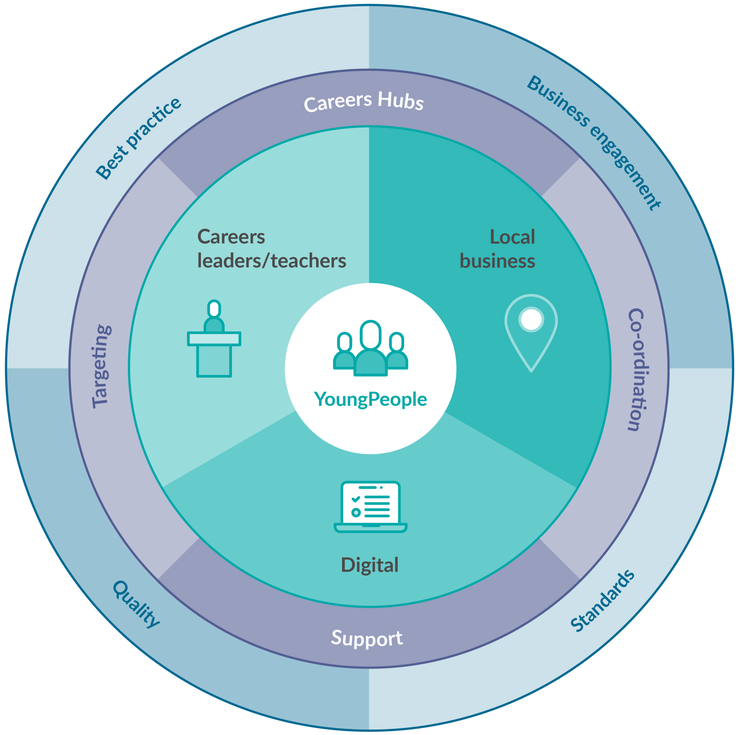
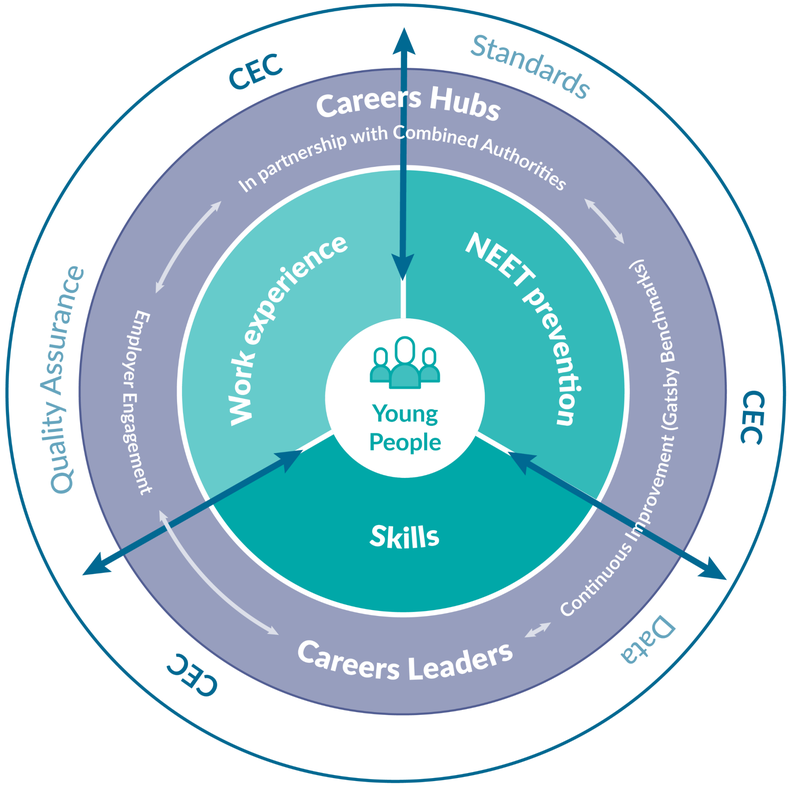
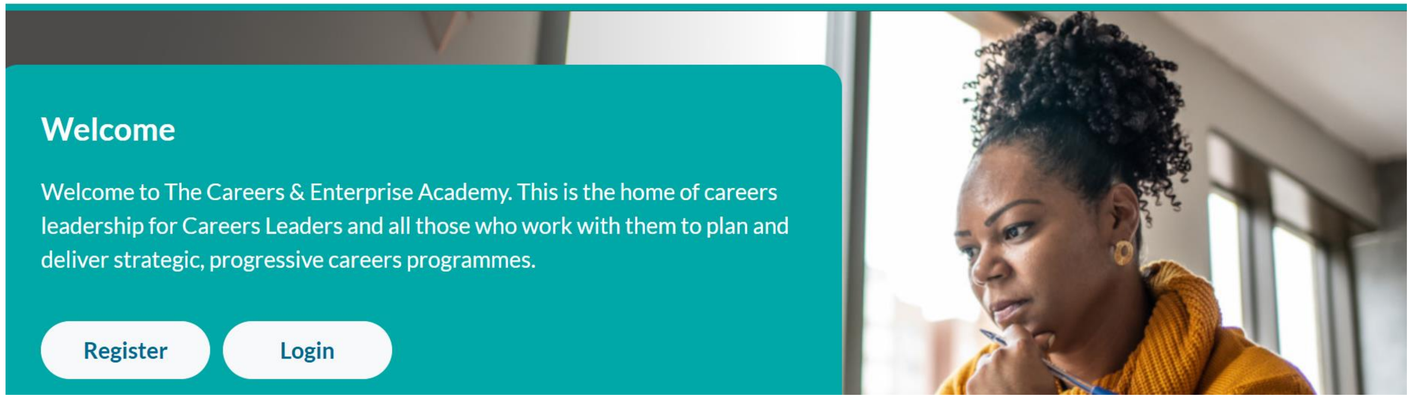
In practice...

1. A national body to secure **higher standards**
2. A powerful **Careers Leader**
3. Engagement with **business**
4. **A local area** where activity is co-ordinated to share expertise



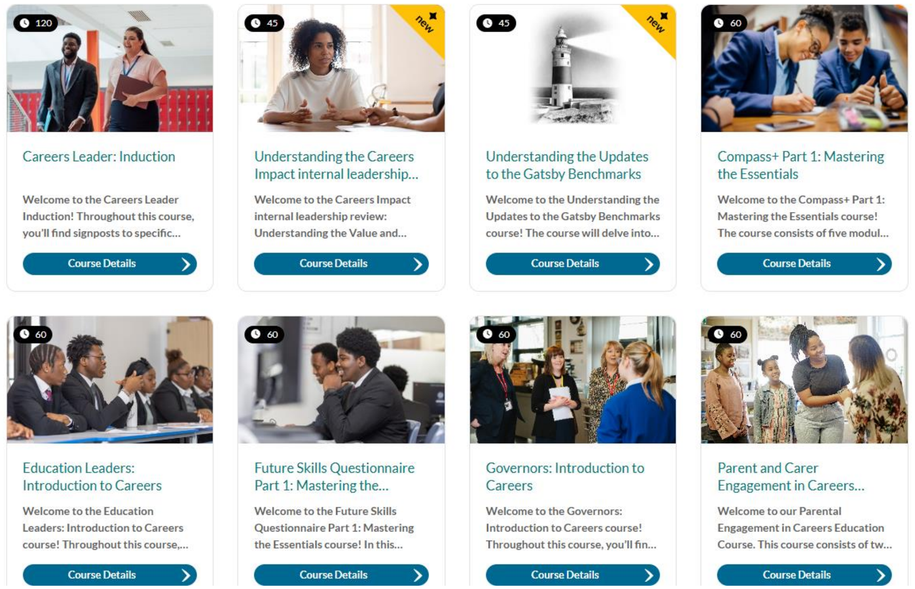


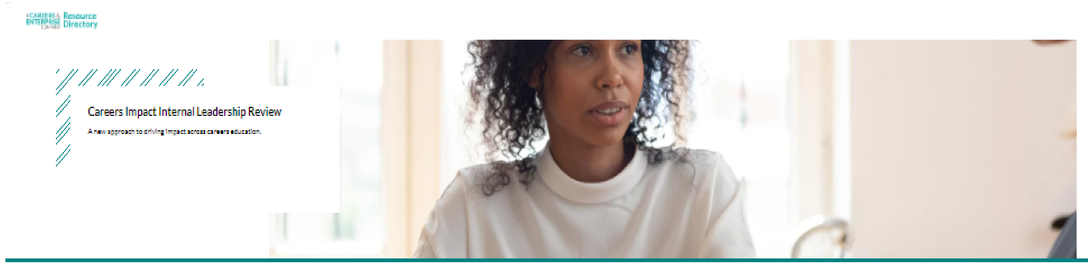
Support for implementing the updated Gatsby Benchmarks

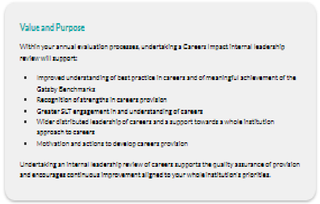


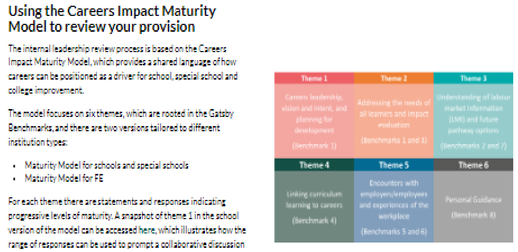
- Updated Compass evaluation tool
- Gatsby Benchmark Toolkits
- Online CPD modules
- Wider education workforce support
- Modern work experience guidance and exemplars

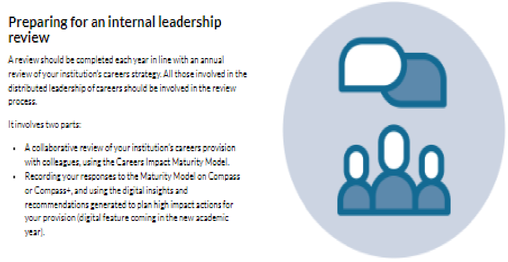
Home - The Careers & Enterprise Academy











Resource Directory Key Links:

- Careers Impact Internal Leadership Review | CEC Resource Directory
- Promoting all Pathways | CEC Resource Directory

resources.careersandenterprise.co.uk

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Standardised **continuous improvement** and **quality assurance** of careers across the system

Careers Impact System

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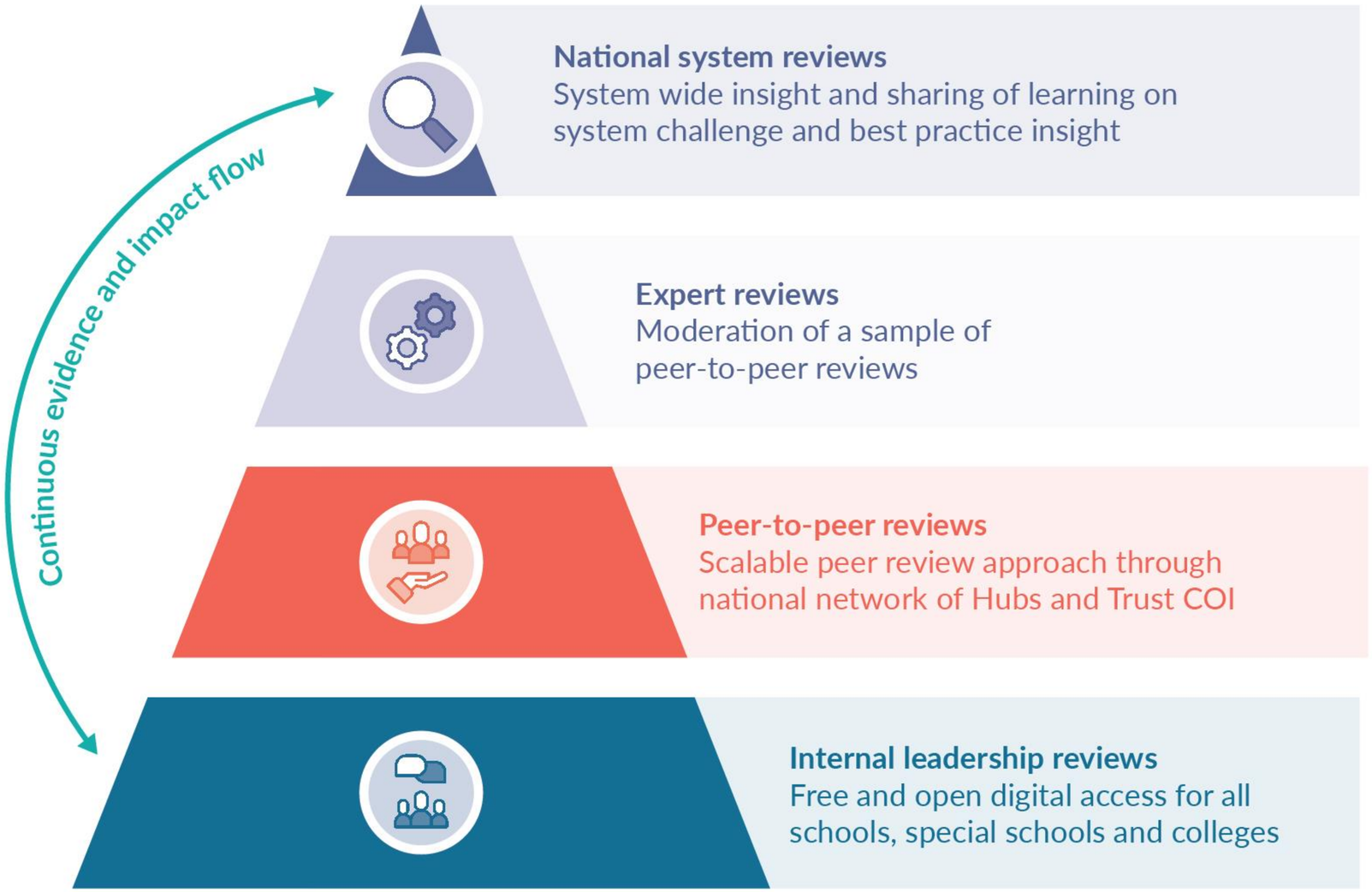

What does the **Careers Impact System** give us?

"A different way of talking about careers & careers leadership: in the realm of overall improvement"

"An opportunity to identify the actions that will create a more sustainable and embedded approach where leadership is distributed and careers is considered to be everyone's responsibility"

"A strategic focus on the impact and outcomes of careers provision, when the temptation can be to focus on the operational inputs and activities"

Careers Impact Maturity Model

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Things to notice:

- The model is split into six *themes*
- Each theme is broken down into multiple *components*
- The description of *quality* within each component improves from left to right – on a continuum of increasing maturity
- How the language of the BMs is embedded
- Where existing systems, structures and processes might feature

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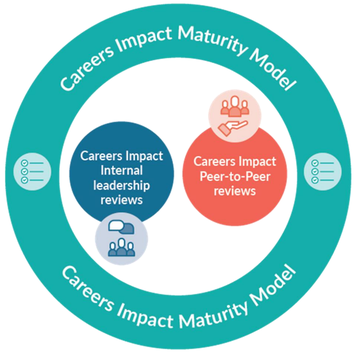
Theme 1 Careers Leadership, vision and intent, and planning for development (Benchmark 1)				
1.1 Careers leadership and distributed leadership of careers	There is a named Careers Leader.	There is a named Careers Leader who has completed – or is in the process of completing – appropriate Career Leader training. Their role is clear within the staffing structure, and they have sufficient time to fulfil their responsibilities.	Leadership of careers includes a trained Careers Leader with line management at senior leadership level. Additionally, there is sufficient capacity and resources to deliver a strategic careers development plan.	Careers leadership is supported with specific training and is embedded across the staffing structure and within school or special school development planning. Systems and processes support a shared responsibility for delivery of careers across the school or special school, enabled by clearly defined roles and responsibilities.
1.2 Leaders' vision and intent for careers	There is a school or special school vision that refers to preparing learners for their future.	The school or special school vision includes specific reference to preparing learners for their future. There may be a related vision specifically for careers. The vision, intent and priorities for the development of the careers provision are shared with the senior leadership team, governors and staff.	The vision(s) informs the priorities for the development of the careers provision as well as relevant sections of the whole school or special school development plan. Senior leaders, governors and staff understand the vision, intent and priorities for the development of the careers provision.	The vision(s) shapes the priorities for the development of the careers provision and informs all relevant areas of the school or special school development plan. Senior leaders, governors and staff understand and are accountable for achieving the vision, intent, and priorities of the careers provision, in alignment with wider school or special school priorities.

Internal leadership reviews



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Convene

All those involved in the distributed leadership of careers should be involved in the review process

Agree

The review involves colleagues reflecting on which statements in the Maturity Model best describe the practice their institution

Record

The digital feature allows institutions to record the responses collaboratively agreed during an institution's internal review. Colleagues will have access to a summary of institution's insights, showing a snapshot of indicated areas of strength and priority action areas

Act

Institution identification of highest leverage actions to drive school, special school or college improvement and to support improved student outcomes

Who should take part in an internal leadership review?

All those involved in the distributed leadership of careers should be involved in the review process

What does an internal leadership review involve?

The review involves colleagues reflecting on which statements in the Maturity Model best describe the practice their institution.

They should consider the statements and the responses which indicate progressive maturity within each of the six themes.

Colleagues should do this ahead of coming together to discuss and agree a final response for each statement that represents their institution.

The Government's vision for work experience

- Ambition to deliver **two weeks' worth of work experience** for every young person- with a focus on multiple, targeted and variable workplace experiences, totalling 10 days.
- Expect work experience to be pivotal in improving work readiness and employability
- Experiences should be aspirational and inspirational, employer-led, first hand and active (two-way employer-pupil interaction).

Expecting this to be broken down into a weeks' worth in year 7-9 and a further weeks' worth in year 10 or 11.

- **Years 7-9 –** Multiple and varied employer-led activities (individual or group, supplementing in-person with hybrid or virtual experiences where this can add value) to explore different industries and occupations, in line with Gatsby Benchmark 6.
- **Year 10-11 –** work experience placement(s) totalling one weeks' worth, in an industry matched to young people's interests and career aspirations. This should allow pupils to experience a real working environment and begin to develop work-based skills and behaviours .

Modern work experience

Modern work experience should guarantee every young person access to high-quality, multiple workplace experiences, totaling ten days' worth throughout secondary education.

Supported by The Careers & Enterprise Company, this equitable approach will facilitate a variety of experiences starting early, connecting education and young people with industry and unlocking the skills and opportunities of the future workforce.

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What is the value of modern work experience?

Modern work experience will help young people to make informed choices and improve career readiness and employability by offering multiple, variable and targeted experiences throughout their education journey.

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What is modern work experience?

A programme of modern work experience should:

- Prioritise young people who are missing out and provide targeted support
- Include experiences that are employer-led in their design
- Enable meaningful relationships between the employer and young person
- Start early, allowing access to multiple, different industries and occupations
- Be underpinned by learning outcomes, to ensure a progressive high-quality approach
- Offer meaningful experiences as defined in updated Gatsby Benchmark 6

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The solution to modern work experience

Developed by The Careers & Enterprise Company and supported by Careers Hubs, the **equalex** approach offers:

- A framework of structured learning outcomes to raise the quality of work experience for learners
- A multi-year, multi-experience model supported by the curriculum and accessible to ALL learners
- A tiered approach providing a structure offering breadth and depth of workplace experiences

equalex: A progressive approach

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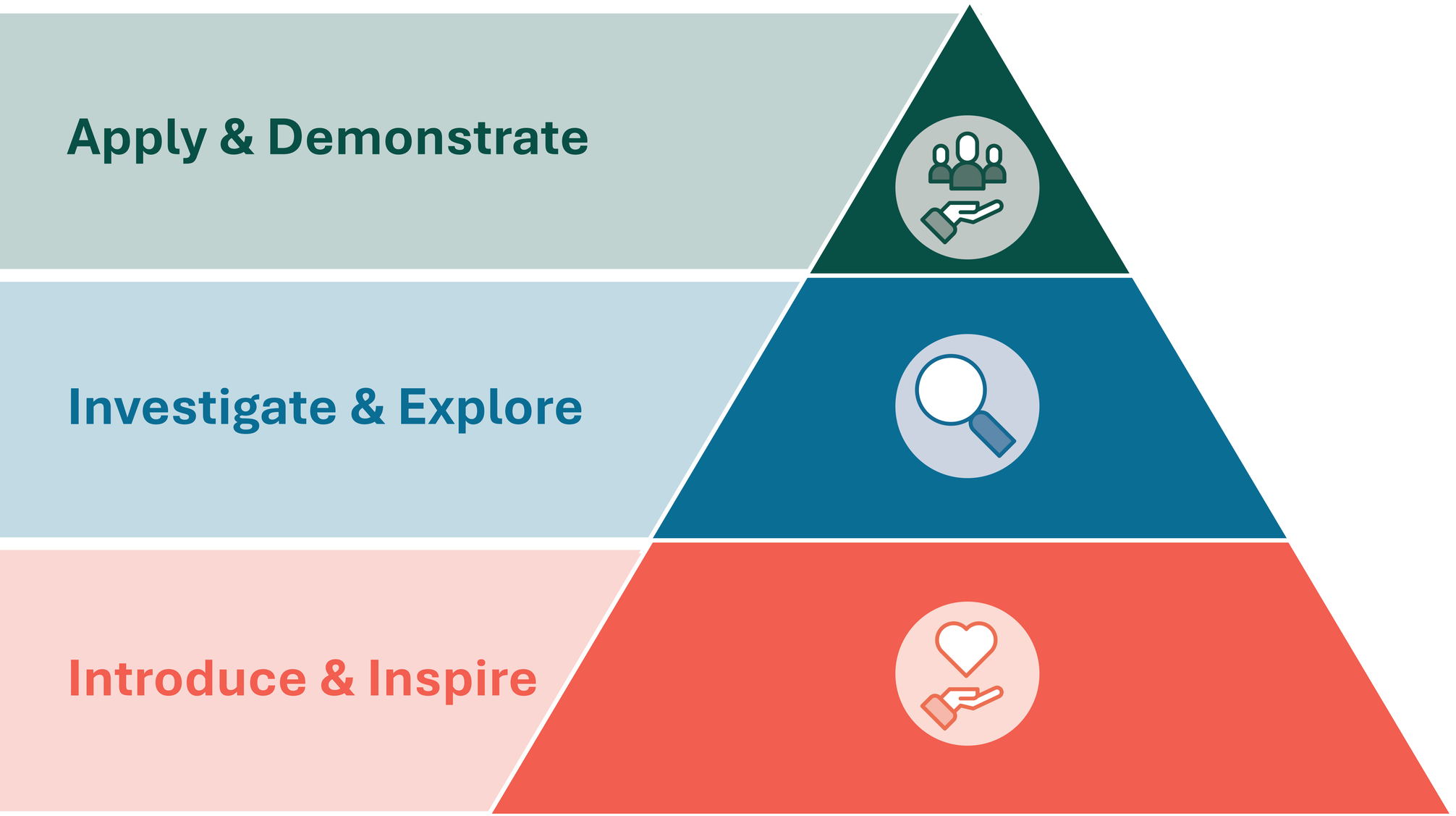

Low volume, high depth

High volume, low depth

Why take a progressive approach?

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Traditional

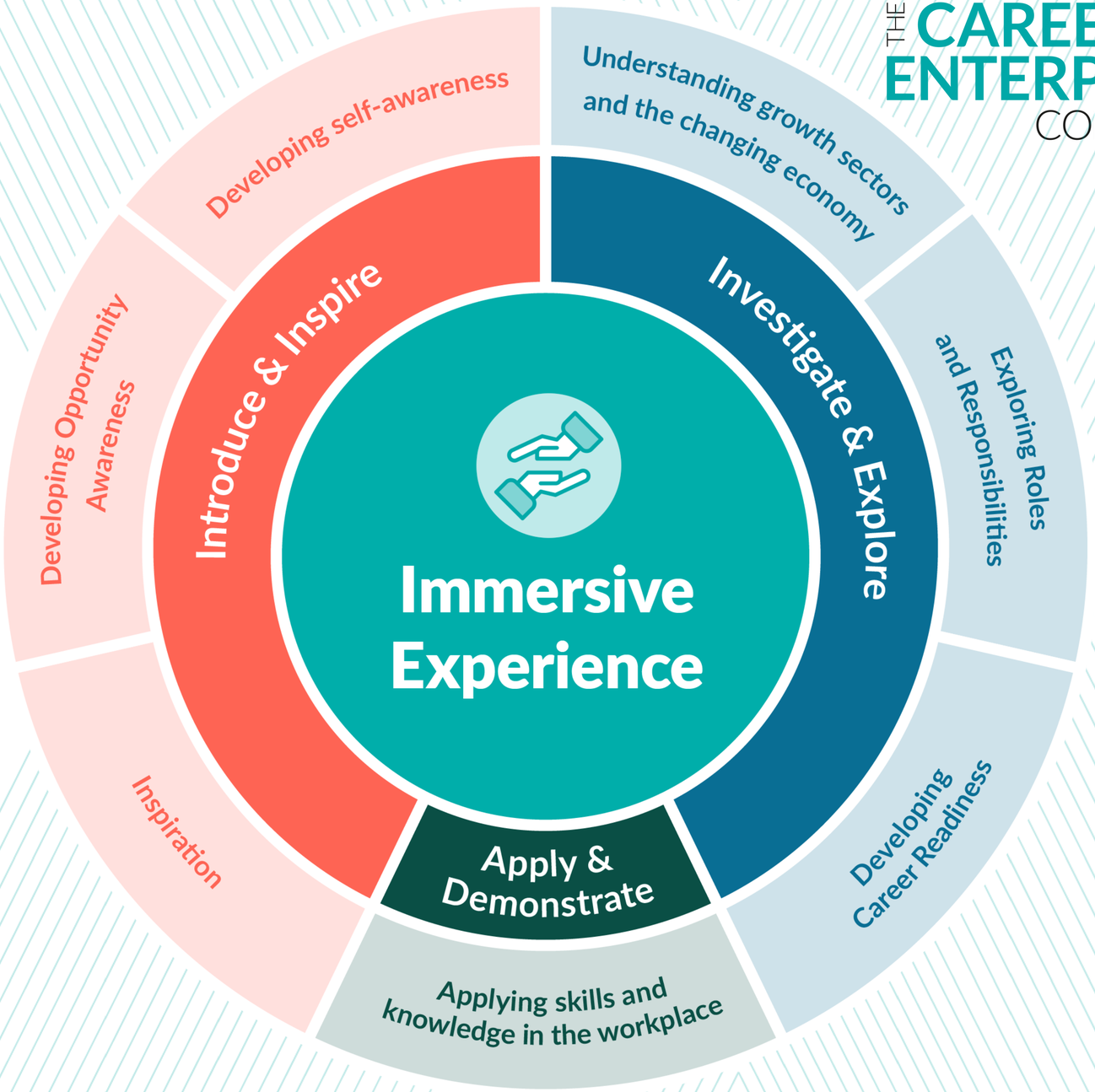
equalex

The equalex Learning Outcomes:

To meet the equalex quality standard for experiences of the workplace, students must have the opportunity to meet and evidence the learning outcomes across all 3 core themes.

We encourage innovation regarding delivery of this framework and have not provided guidelines on how the outcomes must be achieved.

Each of these learning aims and outcomes *could* be achieved via experiences of the workplace, but some can be mapped against other areas of a progressive careers programme (see learning outcomes & objectives doc).



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