

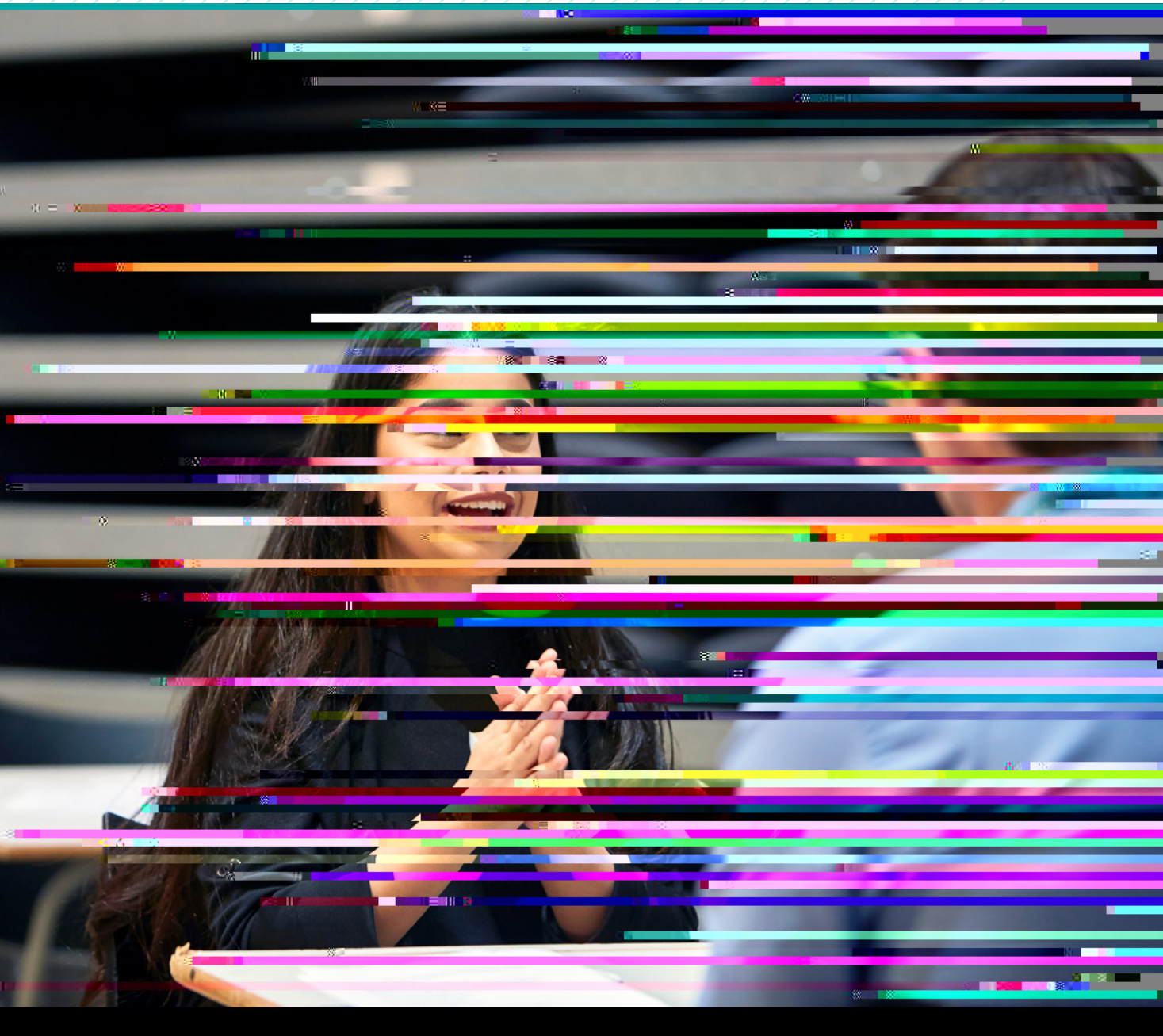
ACKNOWLEDGEMENTS

Careers and enterprise provision in England's colleges: Detailed Gatsby Benchmark Results in 2019.

Acknowledgements

the Gatsby Charitable Foundation and the Department for Education for helpful comments on earlier drafts. Thanks to Andrew Webster and Shelley Maher for supporting the development

Our thanks go to all of the colleges that have completed Compass and particularly those who provided case studies for this report.

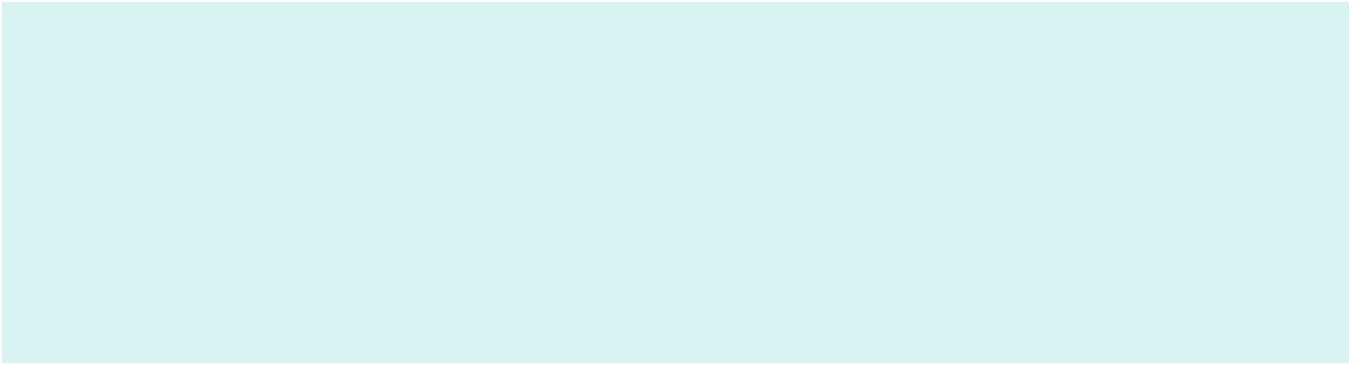


Foreword

As a College Principal and Local Enterprise Board Member, I know very well the impact good support has in the raising of aspirations and local workforce development. Accurate and timely intervention is vital to ensure all young people have the opportunity to thrive and contribute

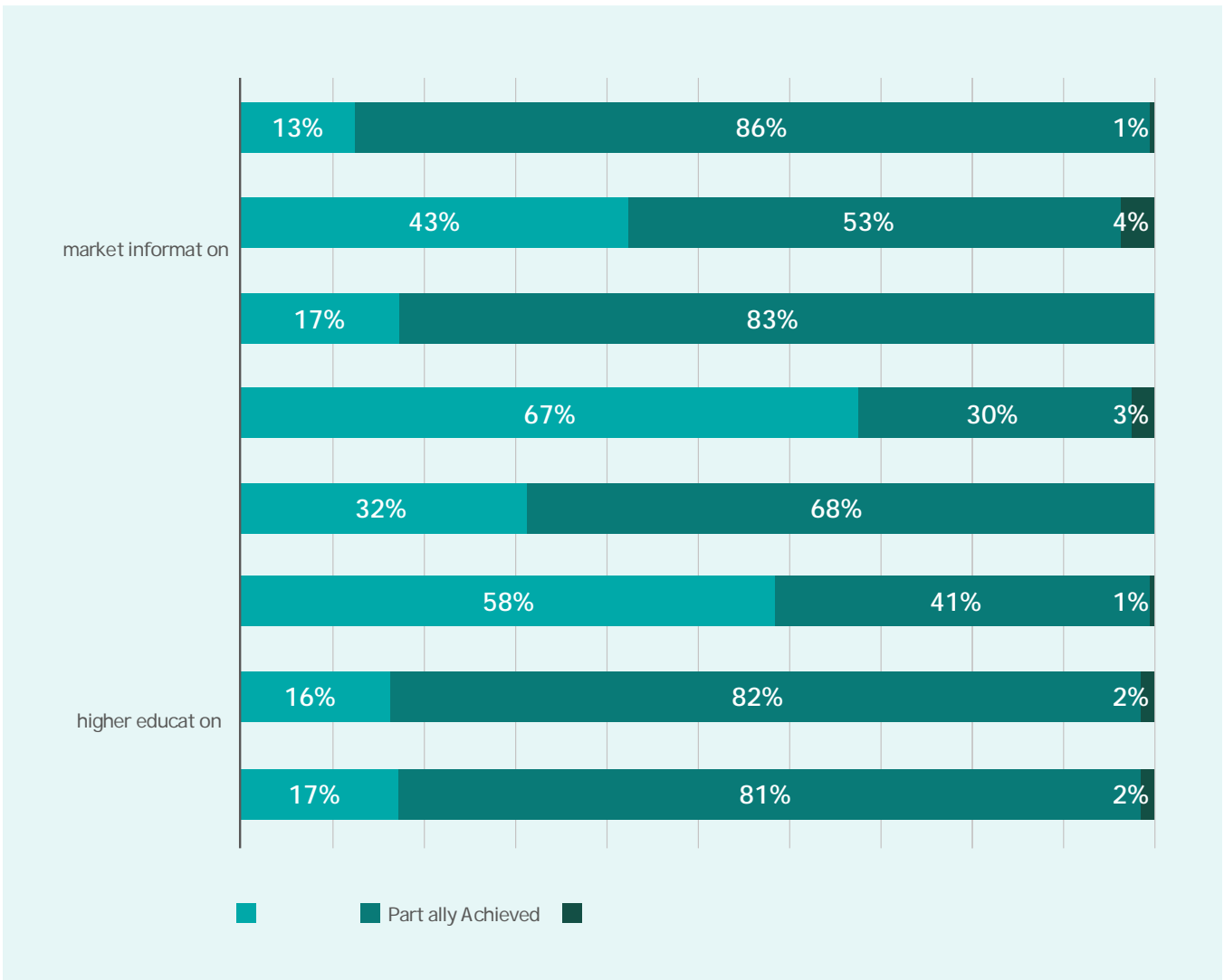
The introduction of Gatsby Benchmarks has been a welcome addition to focus both young and old minds on the best ways to enable effective Careers and Enterprise education. I welcome their inclusion in the Ofsted portfolio of measures for schools and colleges. For my own college, it has enabled our Careers Leader to specifically base the standards on the best practices in the sector

Executive summary

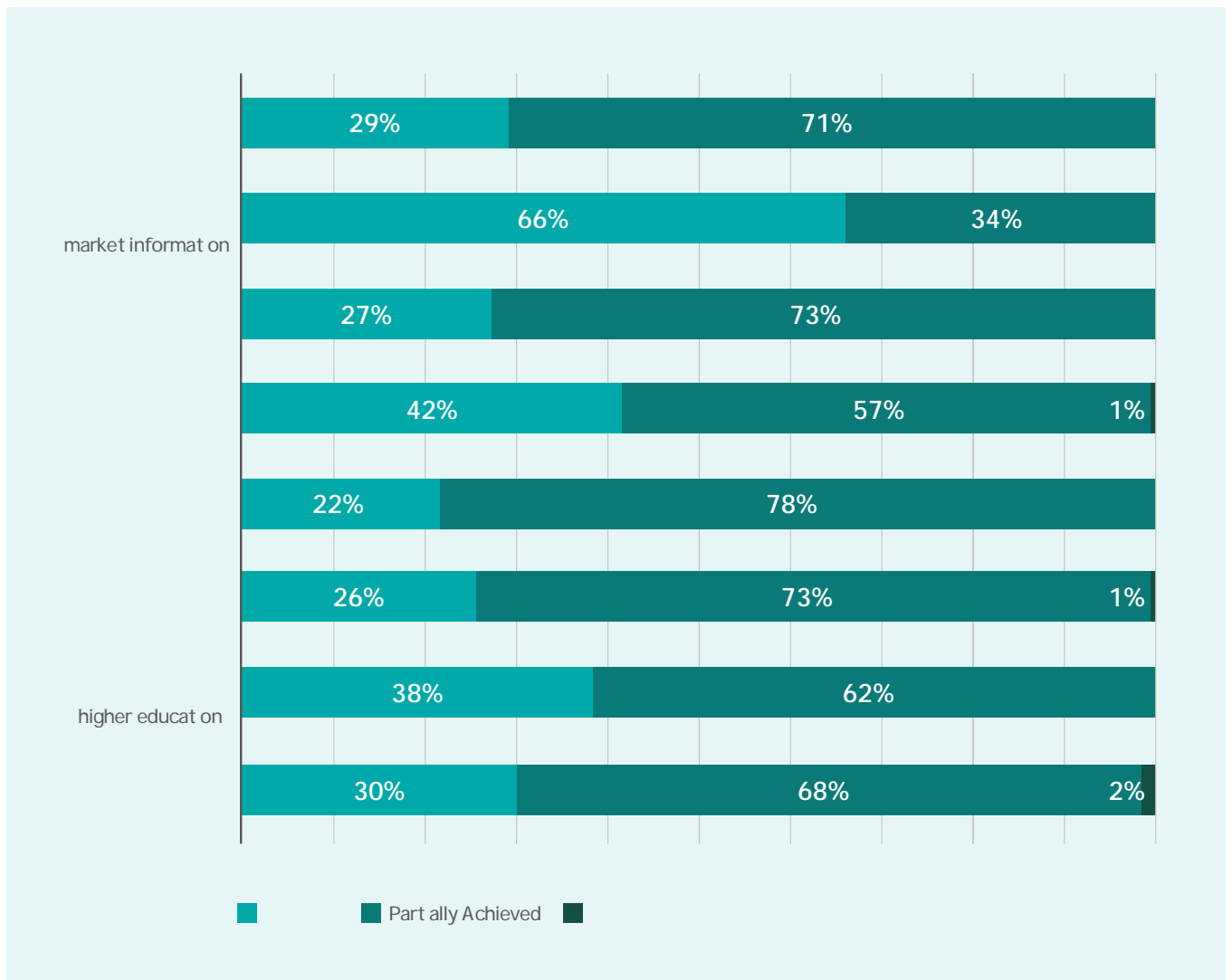


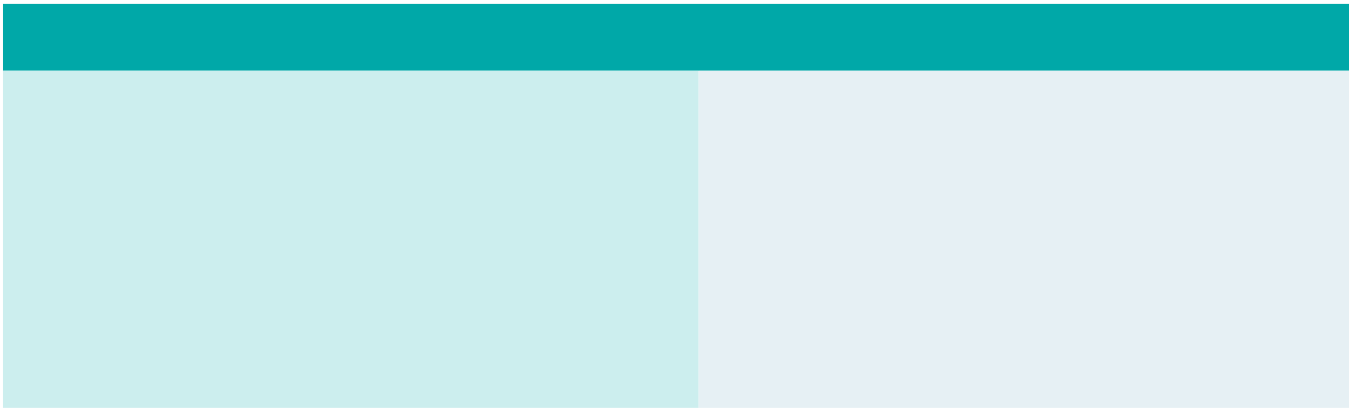


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This year's State of the Nation shows that careers education is improving everywhere, as young people are benefiting from a new world-class approach to careers guidance.

- 1 | Over 2,800 schools and colleges have completed Compass twice. They show improvements on every dimension of careers support.
- 2 | At least 2 million young people are now receiving an encounter with an employer every year.
- 3 | Progress can be seen across the country. Schools and colleges serving disadvantaged communities are among the highest performers.
- 4 | In total, over 3,800 schools and colleges have now completed Compass.
- 5 | Over the next year, the impact of the Careers Strategy looks set to continue.

This report

The sections that follow present the results for each benchmark separated for the different types of post-16 providers. The responses to each of the detailed sub-benchmark questions are presented just for

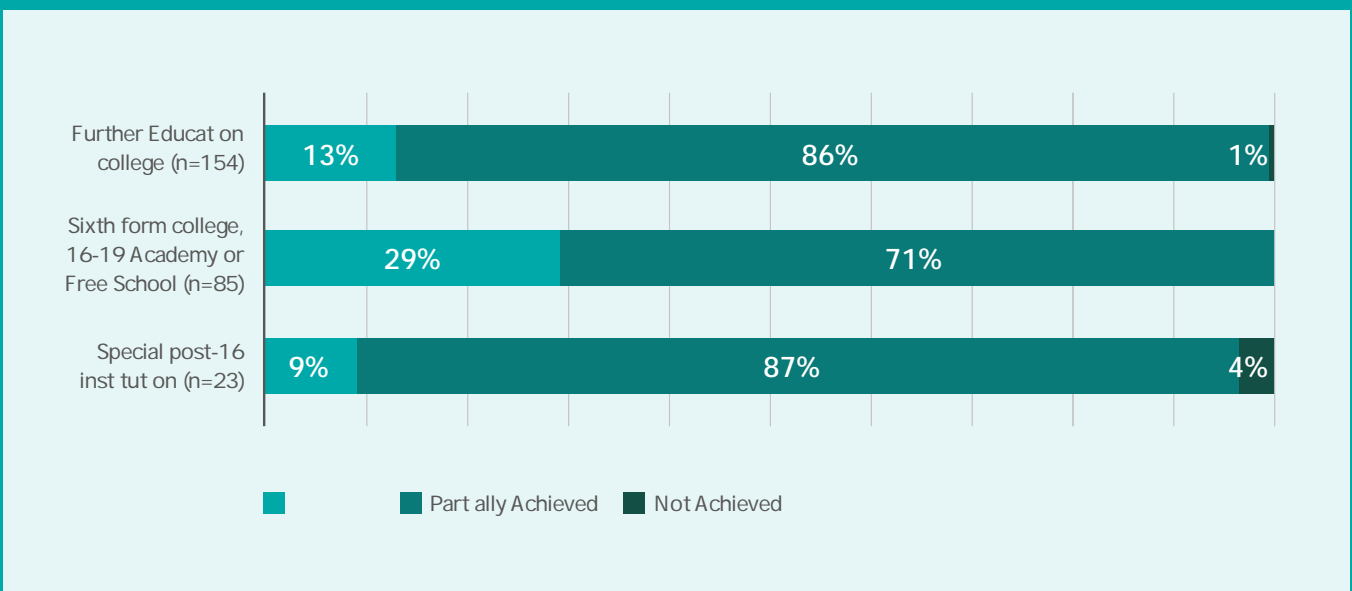
Further Education colleges and Sixth form colleges, 16-19 Academies and Free schools. The report then summarises the key findings and highlights next steps

1 | Benchmark 1 – A stable careers programme

Benchmark 1 is important because it provides the foundation for the other benchmarks, ensuring that careers activities are coordinated within a coherent

To fully achieve the benchmark, colleges must meet 18 sub-benchmark requirements which is more than for any other benchmark. Chart 3 shows considerable variation between college types. Sixth form colleges and 16-19 Academies and Free schools were most likely to fully achieve Benchmark 1 in 2018/19. Special post-16 institutions were the least likely to fully achieve Benchmark 1.

Chart 3: Benchmark 1 – A stable careers programme: Achievement by college type, 2018/19



The Department for Education's statutory guidance set out an expectation that from September 2018 colleges would have a named Careers Leader to lead the careers

form colleges and schools completing Compass have a Careers Leader in place. There were also positive

Over 90% of colleges reported that they have a careers programme that is written down and that has the explicit backing of senior leadership. The programme was approved by governors in 63% of colleges and 77% of Sixth form colleges and schools highlighting this as an

was targeted at different audiences varied from 75% of colleges targeting information at learners to 39% aiming information at other agencies.

The vast majority of colleges (90%) evaluate their programmes at least once every three years. Feedback was more likely to be sought from learners (85%) than college staff (73%), employers (57%) or parents/

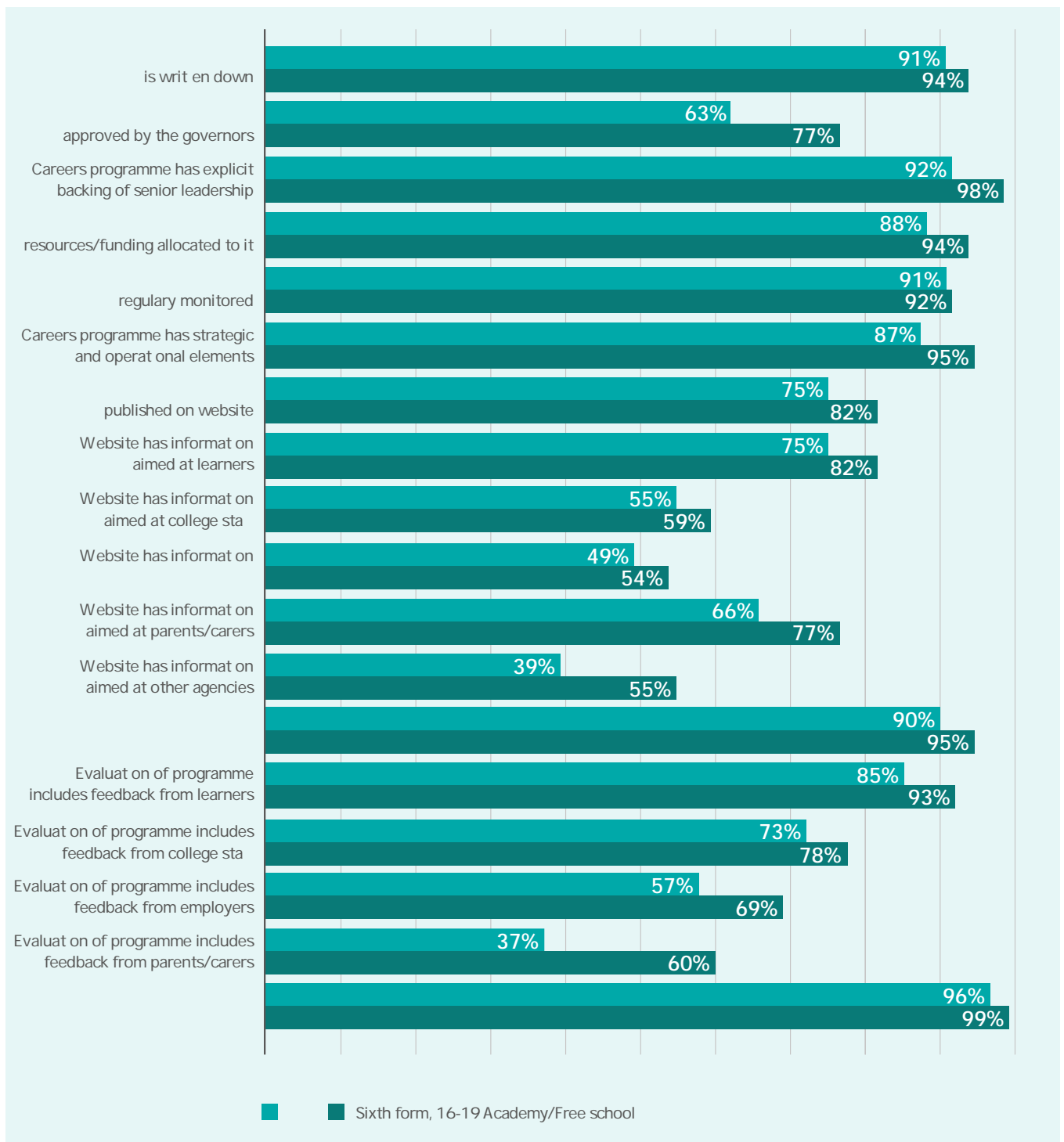
The main tasks holding colleges back from achieving Benchmark 1 are related to engaging with college staff, employers and parents/carers on feedback and the website. These are relatively straightforward tasks

practised across colleges.

Sixth form colleges and 16-19 Academies and Free schools were more likely to target website information at different stakeholders and to seek feedback from parents/carers, staff and employers.



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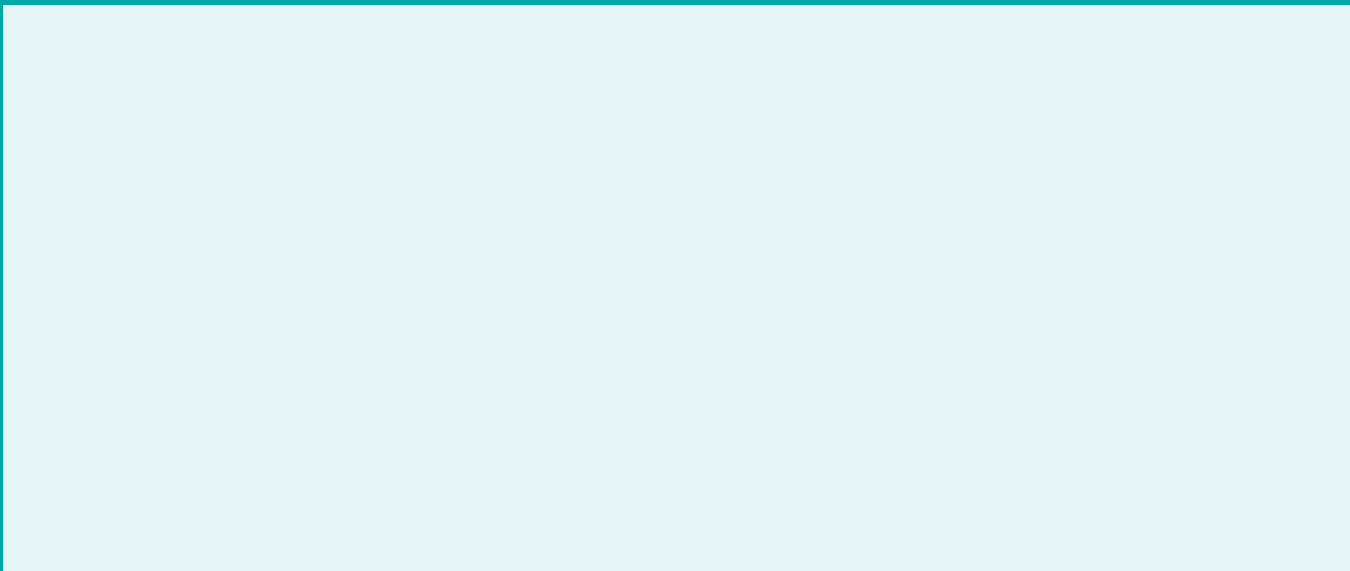


Benchmark 2 ensures that young people are making career choices based on up-to-date information about career pathways, study options and labour market opportunities. The benchmark also states that, where

access labour market information (LMI), study options and career paths to support the decision-making of their sons and daughters. Making use of this information can help to challenge stereotypes, r

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The achievement of Benchmark 2 was highest among Sixth form colleges, 16-19 Academies and Free schools whose learners are more likely to have positive destination outcomes than those of other

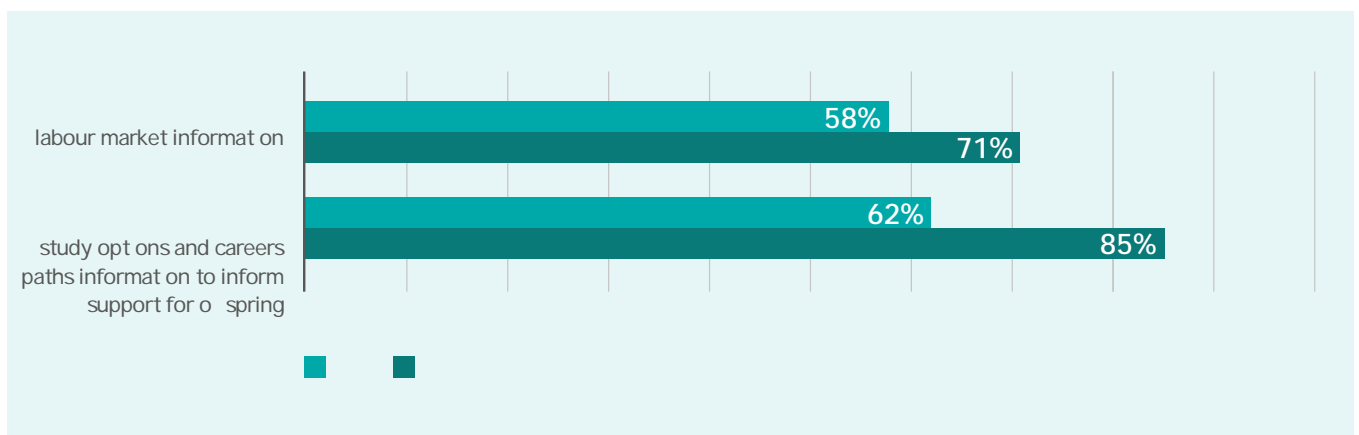
colleges and schools fully achieving Benchmark 2, considerably fewer FE colleges achieved the benchmark (43%) and a minority (5%) did not achieve either of the sub-benchmarks. Special post-16 institutions were the least likely to provide access to labour market information and study options. Bearing in mind the destination outcomes of learners from different post-16 providers, there is potential for improvements in Benchmark 2 to make a substantial difference to outcomes for young people.

schools, over three-quarters of learners use up-to-date LMI and information about career paths during their

a lower proportion of learners access this information.

information to support their sons and daughters. FE colleges may benefit from sharing good practice and resources to improve on these areas.

Figure 12: Labour market information and study options and careers paths information to inform support for progression





It is encouraging to see that careers provision in
Barnet, Brent, Ealing, Enfield, Haringey, Havering, Hillingdon, Islington, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond upon Thames, Sutton, Westminster, Waltham Forest, Wandsworth, and Whitehall have a careers leader and careers programme in place

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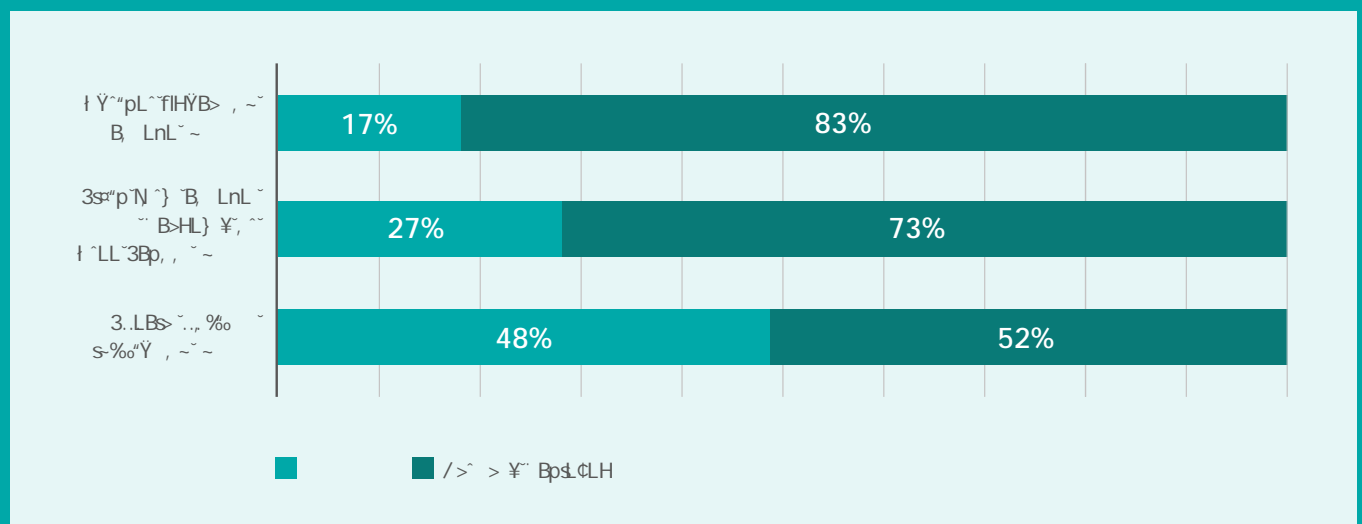
3 | Benchmark 3 – Addressing the

support need to be tailored to the careers programme should embed

In addressing the needs of each learner, Benchmark 3 is about maintaining high aspirations for all learners, positive destinations and collaborative working to address the needs of vulnerable learners including those with SEND. Benchmark 3 is one of the most number of sub-benchmarks and requires infrastructure

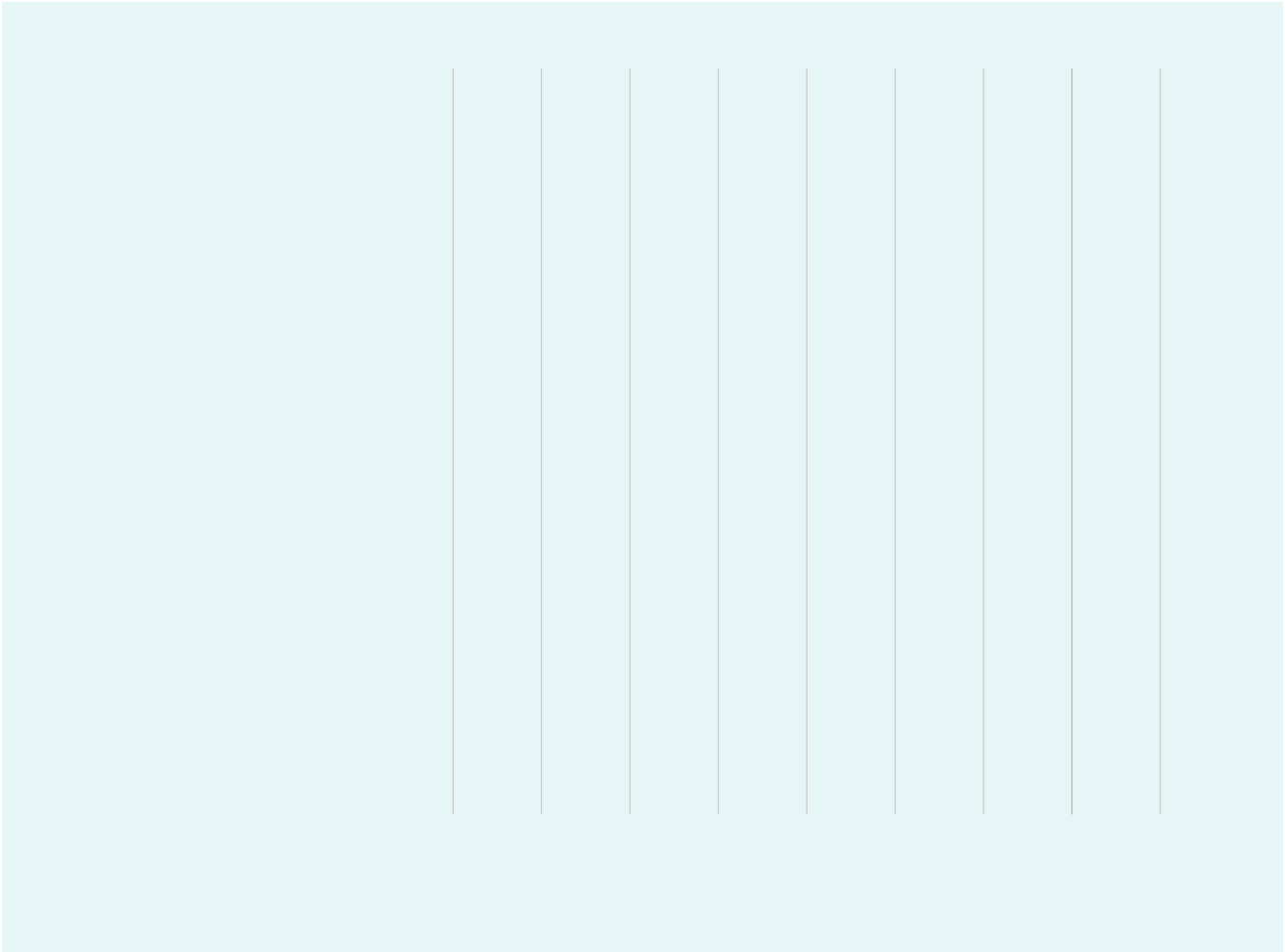
Special post-16 institutions are the highest performers on this benchmark, reflecting their focus on supporting the additional needs of learners with SEND and tailoring provision. 27% of Sixth form colleges also achieved this benchmark. FE colleges were least likely to fully achieve Benchmark 3.

Figure 3: Benchmark 3 – Addressing the needs of each learner





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Case Study

The Manchester College

With over 5,000 post 16 learners across multiple campuses, The Manchester College is one of the largest Further Education colleges in the UK. Despite its size, the college's Careers Plan focuses on ensuring that every student has meaningful encounters with employers and develops career management skills. The Careers, Employability and Welfare Department leads the careers programme and in 2019, the college achieved all eight Gatsby Benchmarks.

The college achieved its success in career guidance by setting out the long-term goals, identifying the changes needed to achieve them and creating a whole college approach to careers. The college is highly collaborative, working closely with two other colleges to create a Further Education trio within the Manchester Careers Hub. It regularly reviews progress through termly Compass completions and is continuously developing.

Achieving Benchmark 3 involved numerous strands of development. To raise aspirations and challenge stereotypes, there was a revived focus on targeting specific groups and individuals with bespoke careers activities and informing them about progression to further study, training, including apprenticeships or employment. Careers advisers, curriculum staff and achievement tutors provide tailored personal guidance at significant points which is aspirational and motivational in theme and delivery. The college offers tutorials and activities to actively challenge stereotypical thinking and raise aspirations,

Records are kept from the first point of contact, or from the point of transition, on an Action Planning System (APS) which was developed in-house. The system is used to record student participation in career interventions such as labour market information workshops, employer talks and careers fairs by using electronic scanning equipment linked to students' ID badges. Students have access to their records and action plans to support their career development.

The Careers Department works proactively with the Local Authority on the progression of SEND and vulnerable students, including learners in Pupil Referral Units, Princes Trust projects, supported internships and Go Learn courses. 220 students with additional learning support needs were recorded on APS during the last academic year.

The Department monitors and analyses student progression data on education, training and employment destinations via a contracted company and also UCAS destination reports. Management information systems within the college also track student retention and attendance and are linked with APS.

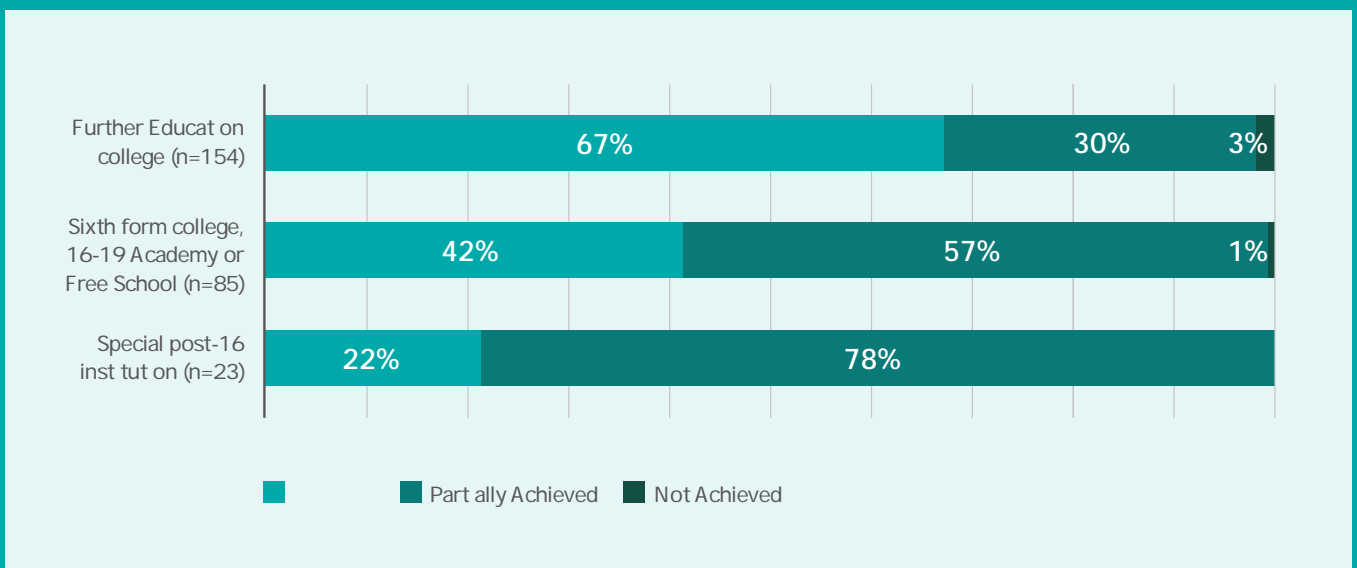
Over half of 16-18 year olds at Level 1 (54%) and Level 2 (53%) progress to a higher level of study at the college. 46% of 16-18 year olds studying at Level 3 leave the college to an external destination. Feedback from students is gathered on a regular basis, and students comment on the effectiveness of the career guidance they have received; and how the careers programme has influenced their career decisions.

4 | Benchmark 4 – Linking curriculum learning to careers

Further Education colleges are the strongest performers in this benchmark, with 67% of colleges achieving the benchmark. This is an area where FE colleges are the strongest, reflecting the emphasis within 16-19 study programmes on linking learning with careers both within vocationally-oriented specific occupations. Colleges often have employer engagement teams to support these activities. Special post-16 institutions were least likely to achieve Benchmark 4 which may reflect different curriculum

varies considerably across colleges types. This is an area where FE colleges are the strongest, reflecting the emphasis within 16-19 study programmes on linking learning with careers both within vocationally-oriented specific occupations. Colleges often have employer engagement teams to support these activities. Special post-16 institutions were least likely to achieve Benchmark 4 which may reflect different curriculum

Figure 4: Benchmark 4 – Linking curriculum learning to careers (2015/16)

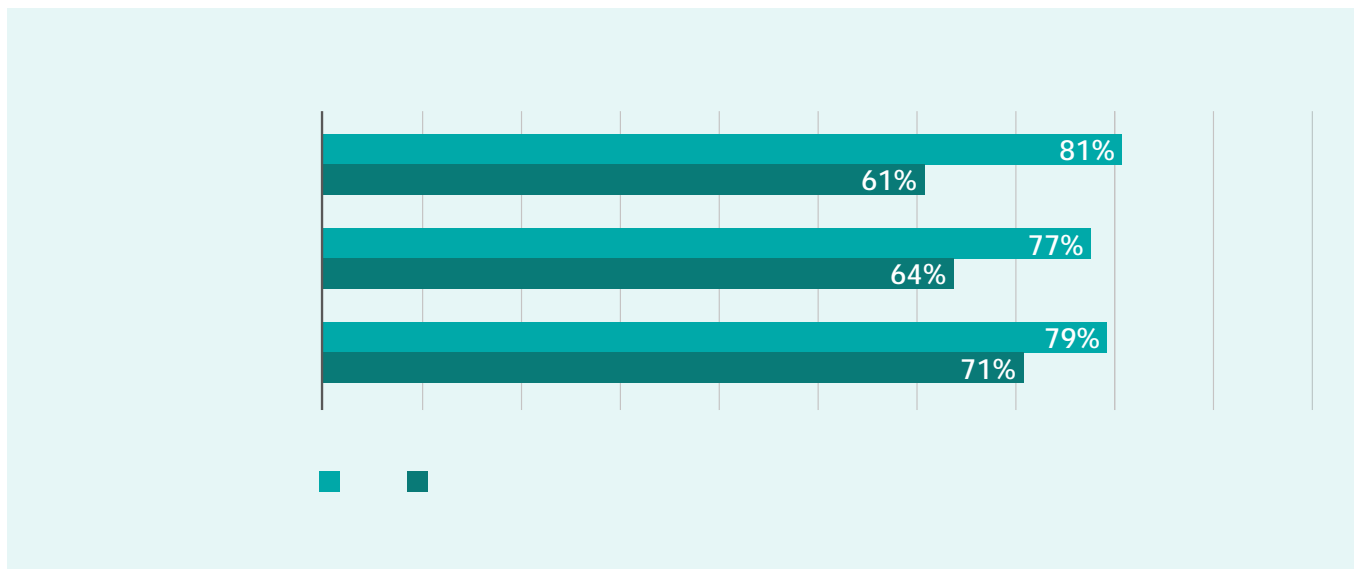


learners learn about the relevance of their subject

schools on these sub-benchmarks.

a similar proportion of either the same experience for

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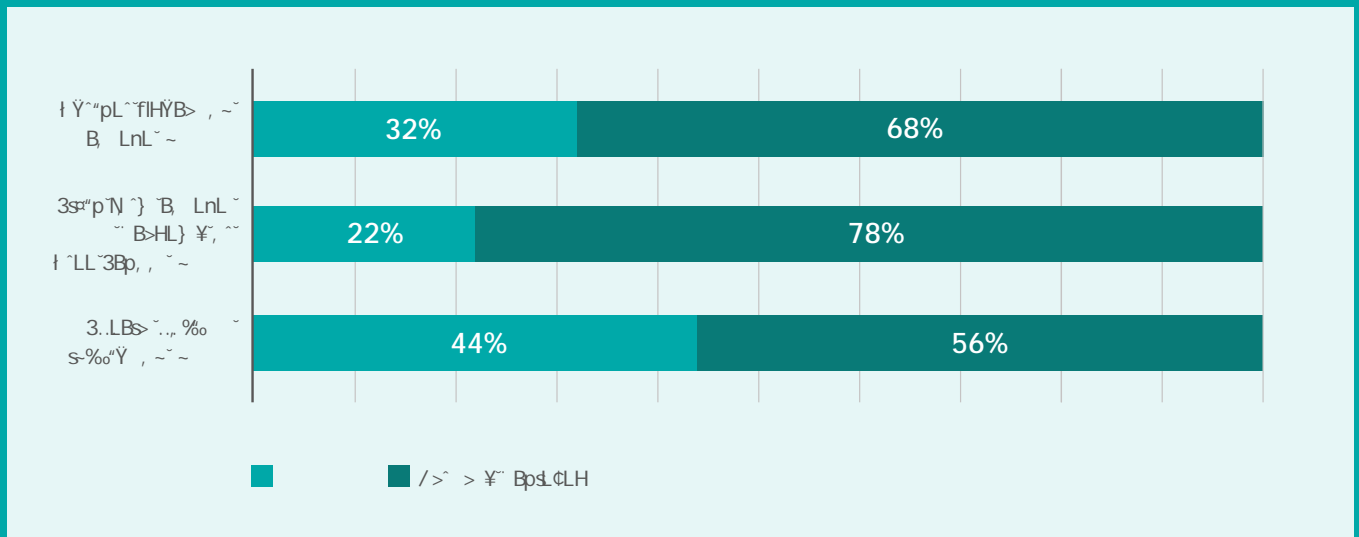


5 | Benchmark 5 – Encounters with employers and employees

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Benchmark 5 requires that learners have regular encounters with employers and employees, which research shows are associated with better labour market outcomes. Activities may include careers fairs, careers talks, enterprise competitions, employer mentoring and mock assessment centres. Special post-16 institutions performed the strongest on this benchmark, followed by FE colleges.

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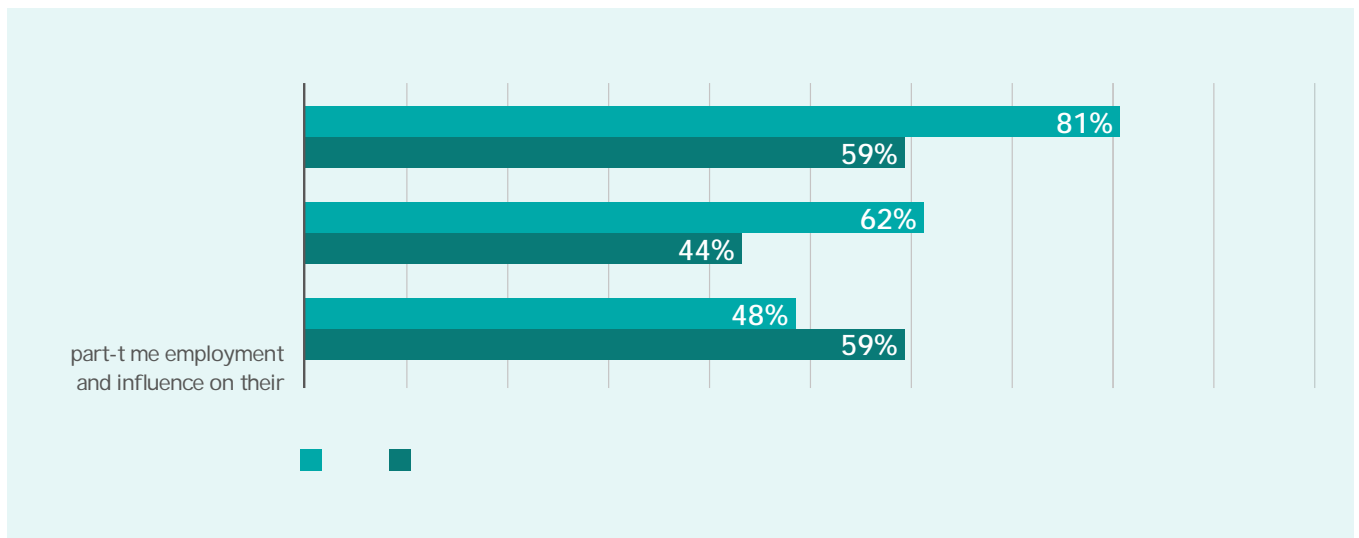


learners have at least one encounter every year through reporting in 2017/18 that all or most learners have an encounter every year ensure an additional encounter for every learner during their time at college and 62% manage to achieve this.

Sixth form colleges and 16-19 Academies and Free schools were substantially less likely to offer employer encounters.

Just under half of FE colleges record and take into account learners' part-time employment and the influence this has on their development. Sixth form colleges were more likely to take account of learners' part-time employment.

Figure 14: The percentage of FE colleges that record and take into account learners' part-time employment and the influence this has on their development, by college type, 2017/18



14. This figure was not reported in State of the Nat on 2018 as there were too few colleges to split between different types. The figure was calculated through



There was marked variation in workplace experiences

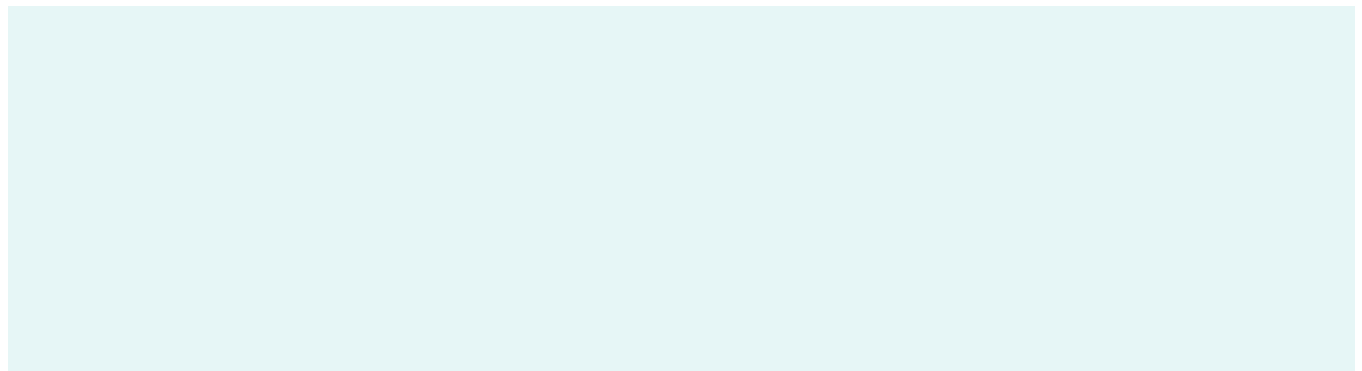
16 providers (74%) enabled the majority of learners to have experiences of workplaces. The majority of FE colleges (58%) also met the benchmark, compared

16-19 Academies and Free schools were least likely to have workplace experiences.

Over half of FE colleges report that the overwhelming majority of their learners experience a workplace by the time they finish their programme of study. A further

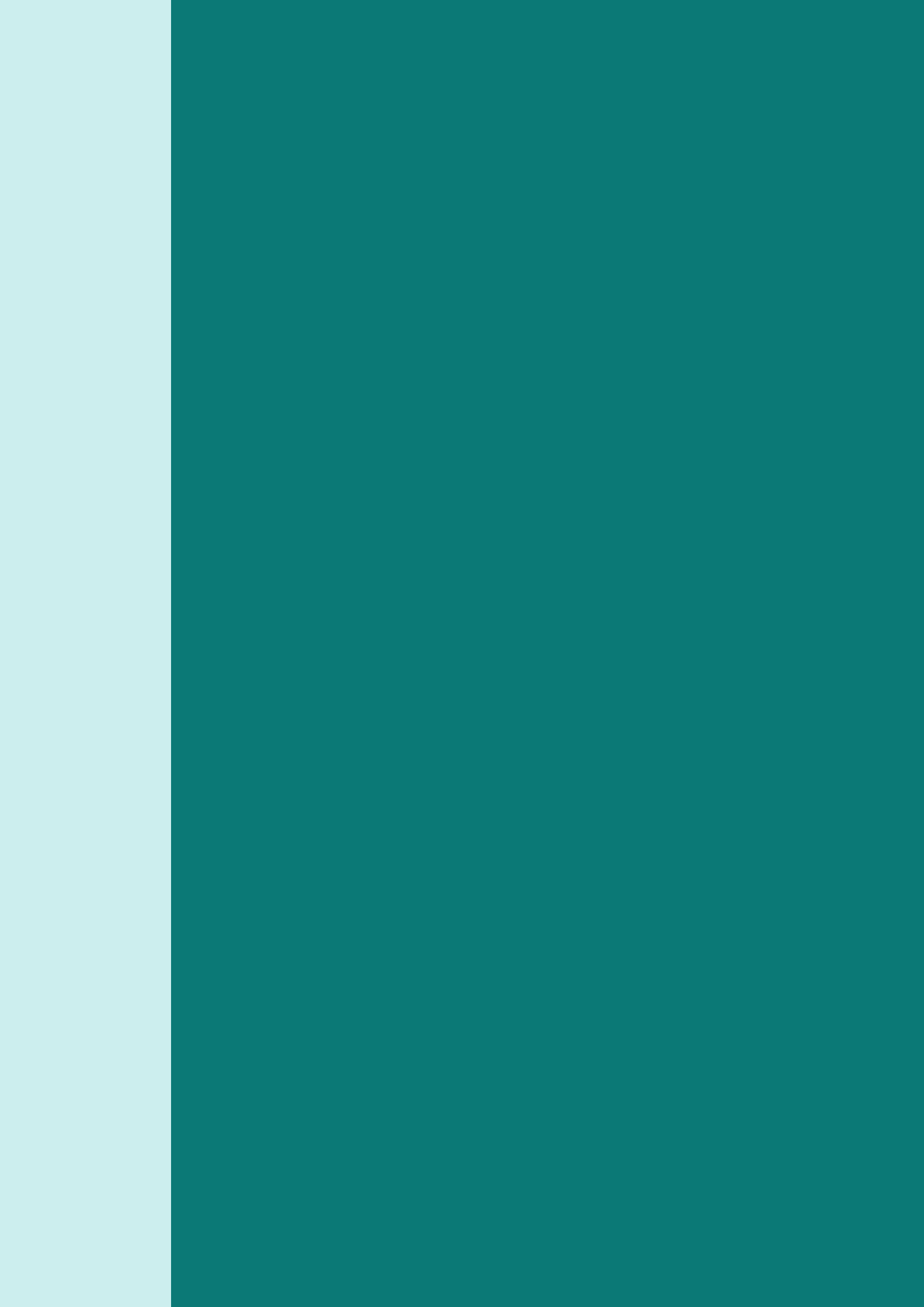
three-quarters of learners have a workplace experience.

This proportion seems low given the requirement for 16-19 study programmes to include work experience. Feedback from the sector has highlighted the challenge of delivering workplace P f w ver ha



15. Based on new analysis of 2018 State of the Nation data.

16. Department for Education and Education and Skills Funding Agency (2019). *16-19 study programmes: guidance (2019-2020 academic year)*.

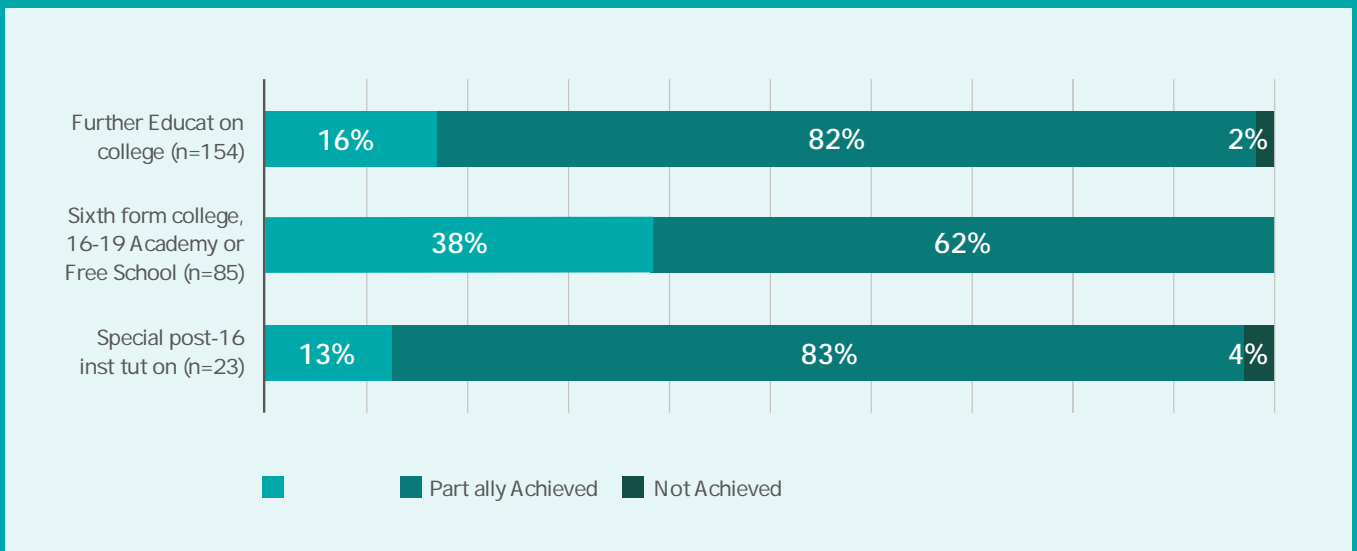


7 | Benchmark 7 – Encounters with

All learners should understand the value of apprenticeships, further education and higher education, and how to access them. This includes both academic and vocational routes.

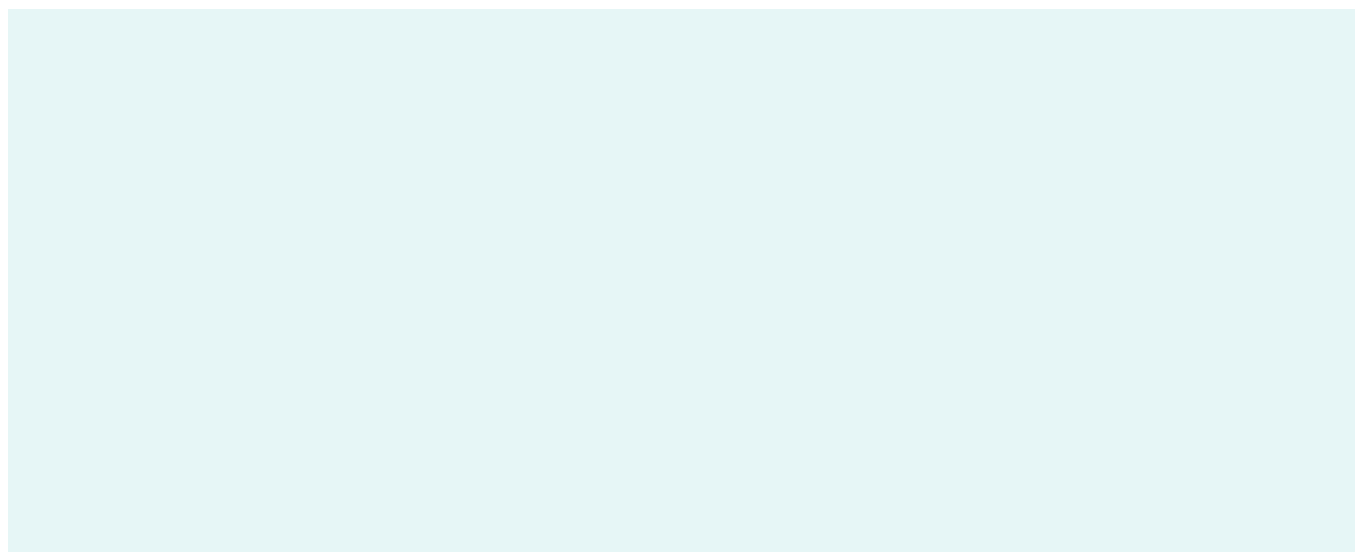
Benchmark 7 requires colleges to provide a broad range of information and experiences with providers of apprenticeships, further education and higher education. While the overwhelming majority of colleges are providing some of these opportunities (as shown by the partial achievement in Chart 15), full achievement was variable across provider types. Sixth form colleges, and 16-19 schools were most likely to report encounters with apprenticeship providers, FE providers and universities (38%). Full achievement of the benchmark was considerably lower in FE

Chart 15: Benchmark 7 – Encounters with providers of apprenticeships, further education and higher education (2019-20)



FE colleges reported that learners were more likely to have meaningful encounters with a range of universities (41%) than FE providers (36%) and apprenticeship providers (27%). This does not necessarily mean that learners are more likely to have meaningful encounters with FE providers than with universities or apprenticeship providers.

Figure 1: Learners' encounters with FE providers, universities and apprenticeship providers



The Careers & Enterprise Company has a big job to do. We are working with our partners to ensure that every young person has the opportunity to gain the skills and experience they need to succeed in the world of work. This report shows really good progress by our partners in meeting their targets.

Our Careers Leader – a pivotal leadership role to drive the success of our careers and enterprise work. We are working with our partners to ensure that every young person has the opportunity to gain the skills and experience they need to succeed in the world of work. This report shows really good progress by our partners in meeting their targets.

8 | Benchmark 8 – Personal guidance

Every learner should have

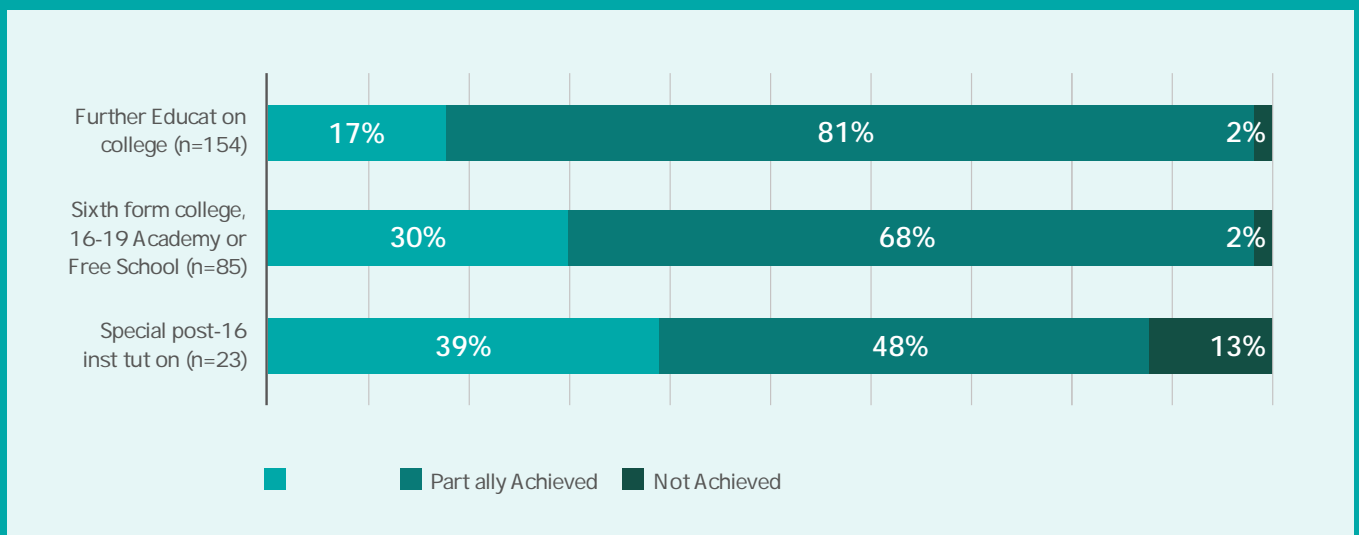
at least one personal guidance interview with a qualified careers adviser while at school. Benchmark 8 requires that a further interview is made available to learners whenever a significant study or career choice is being made. The sub-benchmarks measure both the offer and the take-up of guidance interviews.

According to the Gatsby Benchmarks and Government guidance, all learners starting college at 16 years should have had at least one personal guidance interview with a qualified careers adviser while at school. Benchmark 8 requires that a further interview is made available to learners whenever a significant study or career choice is being made. The sub-benchmarks measure both the offer and the take-up of guidance interviews.

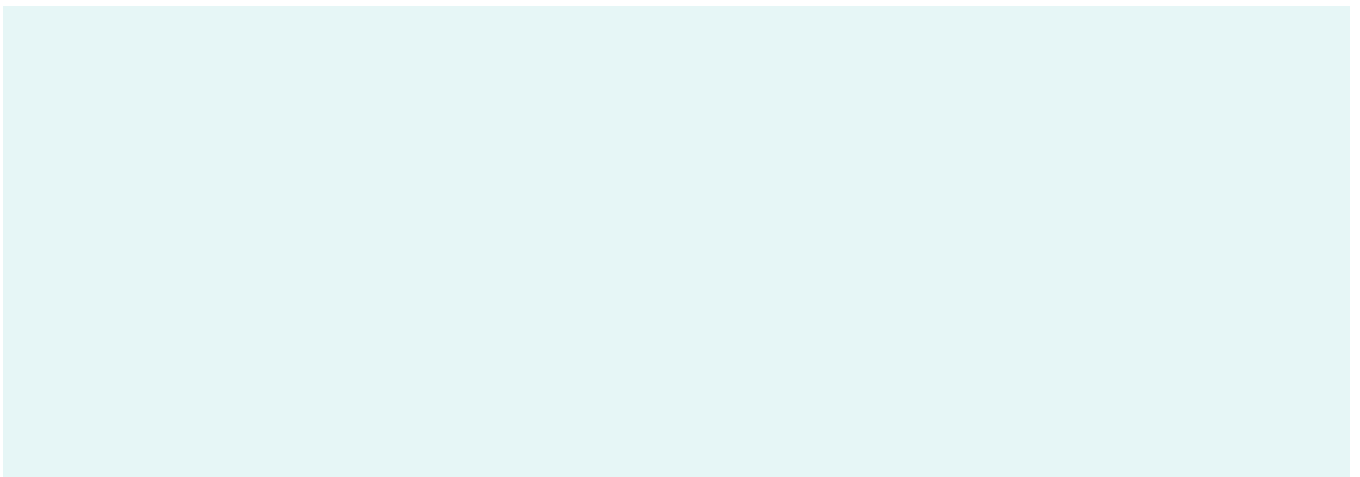
Access to qualified career guidance was highest in Special post-16 institutions and Sixth form colleges

as they reflect the size of these providers with FE colleges

Figure 8: Access to personal guidance by provider type



The vast majority of FE colleges (94%) reported that an interview with a qualified careers adviser was made



Summary and next steps

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