

Achieving Gatsby Benchmarks through collaborative work with universities

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- Background to Gatsby benchmarks
- Overview
- Current and proposed collaborative activities
- Questions
- Discussion on progress so far on meeting the benchmarks
- Self-assessment framework

Gatsby benchmarks

- Government Careers Strategy December 2017
- Gatsby Charitable Foundation
- Careers and Enterprise Company

Obligations

- Not a legal framework
- School and college funding agreements have careers guidance requirements
- DFE Statutory Guidance states careers guidance and education should be developed in line with the Gatsby benchmarks
- Aim is for Gatsby benchmarks to be met in full by the end 2020

Ofsted - personal development

- providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
 - unbiased careers advice
 - experience of work
 - contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire

Gatsby Benchmarks

- a stable programme
- using career and labour market information
- addressing individual needs
- links to the curriculum
- encounters with employers,
- work experience
- encounters with FE and HE
- personal guidance

A stable careers programme

- Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process – *feedback from UoW staff and students*

Learning from career and labour market information

- During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options – *career path info and destinations of graduates*
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care - *links from school/college website to university information*

Addressing the needs of each student

- A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations - *ex-student profiles*
- Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.

Linking curriculum learning to careers

- Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations-

Career path information

Destinations of graduates

Graduate profiles

Encounters with employers and employees

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area – *taster sessions, work placements/visits: academic and non-academic*
- Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.
- **A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

Experiences of workplaces

- By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have –

Possibility of work experience in non-academic areas of the university as a future development

Encounters with further and higher education

- By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners –
 - *Taster days 'Inspire 2019'*
 - *Departmental visits*
 - *Graduate ambassador programme*
 - *Course ambassador programme*
 - *Talks for parents and students : university life, finance*

Personal guidance

- Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.
- Every learner should have at least one such interview by the end of their study programme.

Workshops on writing personal statements, mock interviews, mentoring in NCOP schools

Process of self-assessment

- Self-Assessment Report (SAR) based on the OFSTED evaluation schedule and assesses performance in the areas in which inspectors make key judgements
- Effectiveness of Leadership and Management, Quality of Teaching, Learning and Assessment, Personal Development, Behaviour and Welfare of Learners & Outcome for Learners
- The subheadings are derived from the grade descriptors and are stated as questions regarding performance. Strengths and weaknesses are identified followed by supporting evidence.
- The source of evidence and cross-referencing to individual action points within the Development Plan are cited.
- A Self-Assessment Report Development Plan.

Leadership and management

- *To what extent do leaders, managers and Directors collaborate with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities?*
- *How effectively do leaders, managers and Directors monitor the progress of groups of learners so that none is disadvantaged or underachieve?*
- *To what extent do learners receive thorough and impartial careers guidance to enable them to make informed choices about their current learning and future career plans and*
- *how effectively do leaders, managers and Directors monitor the progression and destinations of their learners and use this information to improve provision?*

Quality of teaching, learning and assessment

- *How do teaching and assessment methods and resources inspire, challenge and support all learners and meet their different needs, including the most able and most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding?*
- *Do all staff have qualifications, training and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect industry practice and meet employers' needs?*
- *How does teaching promote the spiritual, moral, social and cultural development of students and support them to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims?*

Personal development, welfare and behavior of learners

- *How do learners benefit from purposeful work-related learning including external work experience where appropriate to their learning programme and/or their future career plans?*
- *How do learners develop the personal, social and employability skills, including English, Mathematics and ICT skills required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims?*
- *How do learners use information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future?*

Outcomes for learners

- *Do all learners achieve, enjoy learning and make progress relative to their starting point and learning goals?*
- *Are achievement gaps narrowing between different groups of learners and do learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs?*
- *How do severely disabled learners or those with severe and complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment?*