

HE and Gatsby – more than just Benchmark 7

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The decisions people make about their education impact on their future career.

To enable all young people to make informed decisions and build positive futures we need to bridge the gap between education and employment.

Gatsby is helping GM Higher to play our part in this important agenda- and not just Benchmark 7!



Department
for Education

Careers guidance and access for education and training providers

**Statutory guidance for governing bodies,
school leaders and school staff**

October 2018

<https://bit.ly/2OyW6QZ>

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.

Adapting / developing our approach – 4 key focus areas

1. Working collaboratively with the CEC/ Bridge GM
2. Mapping activity to the Gatsby Benchmarks
3. Staff development/ support
4. Guidance for teachers/ managing expectations

1. Working collaboratively with the CEC/ Bridge GM

- Steering Group representation- Project & Hub level
- Central link contacts
- Hub Managers connecting locally with ECs
- Connected/ complementary planning
- Match funding for Enterprise Coordinator working with NCOP schools & colleges
- Collaborative CPD project

2. Mapping activity to the Gatsby Benchmarks

Development of the Industry Insight programme

Key principles identified:

- Linking education & outreach to the world of work
- Informed by LMI, in partnership with & employers

Key priority sectors identified:

- Digital & Creative
- Health & social Care
- Advanced Manufacturing
- Business, Financial & Professional Services

Different activity types planned:

- Large scale collaborative events- commissioned
- HEI led activity enhanced with employer encounters and LMI
- Commissioned projects- eg. Teacher CPD programme focused on employer

2. Mapping activity to the Gatsby Benchmarks

Benchmark	We did..
1. A stable careers programme	<ul style="list-style-type: none"> • Hub Managers support schools with strategic needs analysis and planning to help embed GMHigher engagement • Hub Managers collaborate with Enterprise Coordinators to ensure support is aligned & effective
2. Learning from career and labour market information	<ul style="list-style-type: none"> • Industry Insight events- informed by LMI and focused on key growth sectors with graduate opportunities • Online mentoring (Insight)- industry mentors • SACU careers portal utilised via 121 HE guidance interviews allows learners to explore careers • IAG content & resources offer information about study options
3. Addressing the needs of each student	<ul style="list-style-type: none"> • Targeted events for disabled learners, carers and looked after children • 121 HE guidance interviews enable personalised IAG • Targeted projects that challenge stereotypes- eg. Girls in STEM
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> • Curriculum connections- focused on current study areas & future options • Industry Insight activity- focused on future career options & pathways • Commissioned teacher CPD programme supports teachers to create curriculum projects linked to careers

Benchmark	We did..
5. Encounters with employers and employees	<ul style="list-style-type: none"> • Industry Insight activity embeds meaningful employer encounters • Teacher CPD project enables employer input into curriculum projects
6. Experiences of workplaces	<ul style="list-style-type: none"> • Workplace visits arranged with related employer- eg. EY • Visits embedded within summer schools- Construction, AccessHE, Fastrackers
7. Encounters with Further and Higher Education	<ul style="list-style-type: none"> • EVERYTHING WE DO!
8. Personal Guidance	<ul style="list-style-type: none"> • 121 HE guidance interviews and use of SACU careers portal-enhances (doesn't replace) schools own provision

3. Staff development/ support

- Guidance documents & training/ briefings for all staff
- Facilitated relationship building for Hub Managers and Enterprise Coordinators
- Regular updates & signposting to further information- via 'All Together' events and fortnights Team Updates

4. Guidance for teachers/ managing expectations

- Gatsby benchmark alignment highlighted at activity level across marketing material- print and online
- Joint presentations with Enterprise Coordinators for teachers via Hub Steering Group meetings
- 'GMHigher & Gatsby' guidance document
- Briefings & regular contact with Enterprise Coordinators

Benefits

- Connects to school/college priorities- increases buy in and engagement
- Encourages more strategic planning and enhances impact by connecting to wider initiatives
- Supports young people to make more informed choices
- Helps learners to connect education and employment options and consider 'Where could HE lead you in your future career'
- Employer encounters can inspire young people to achieve/ aspire for higher level careers

Challenges/ risks

- Keeping it simple for teachers
- Managing expectations
- Balancing different organisational priorities
- Maintaining focus on project objectives
- Potential duplication of existing provision
- Employer engagement

Key learning points/'top tips'

- Establish strong collaborative relationships with your local CEC lead- it takes time to build trust, understand respective priorities and identify opportunities to collaborate
- Define clear priorities and boundaries- stay focused
- Keep it simple for schools/colleges- streamline communications and planning processes
- Ensure staff are confident in explaining how it all fits together and managing expectations
- Utilise sector expertise/ work with partners to ensure accurate IAG and quality employer encounters

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