

- The eight aspects of high-quality careers provision based on international evidence.

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

- The national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education.

Careers education - A term used in this report to encompass all aspects of careers education - underpinned by the Gatsby Benchmark framework.

- Groups of schools, colleges, employers and providers within a local area working together to improve practice. Hub Leads oversee the work and target support to local priorities.

This insight report is based on the dedicated work and collaboration of education leaders including headteachers, principals of schools and colleges, members of SLT, teachers Careers Leaders, Careers Hubs and Enterprise Coordinators.

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Introduction

From coverage to quality

As the careers system matures and the consensus around the Gatsby Benchmarks, Careers Hubs and Careers Leaders embeds, the next phase is to ensure continuous improvement.

This means a relentless focus on the quality of provision – at the institution and system level via the Gatsby Benchmarks – and the practice level via our new Careers Impact System - a peer and expert review process.

This report summarises how the system is progressing against the Gatsby Benchmarks and how we are assuring provision. Taken together this demonstrates an important shift – from coverage to quality – from universal support to excellence everywhere.

“For both young people and adults, government should have robust procedures to assure the quality of delivery of careers guidance.

“I recommend that government now looks at ways to increase the independence of quality assurance of careers guidance in schools and

and expert review. This approach is and support, can provide unique

Context

Careers Education has been the subject of growing policy interest, including a very recent [Education Select Committee inquiry](#), an [Ofsted thematic review](#), Parliamentary debates and several reports from think tanks and interested parties. Collectively they reflect a growing consensus, including among the education community in England, that there is real progress, powered by data insight. There is also recognition that there is more to do to ensure all young people have the support they need to take their best next step.

The consensus is the right national infrastructure and framework is in place:

More than 90 per cent of schools and colleges are in a Careers Hub.

Schools, colleges, employers and local authorities are working in effective partnerships, supporting young people in their communities.

Coordinated training and development for schools is consistently raising professional standards - with more than 3,000 Careers Leaders now trained.

The focus is now on building on what we know is working. Key to this focus is leveraging the scale and coverage of the careers infrastructure to drive a new system of continual improvement and assurance – The Careers Impact System – a system built around the disciplines of peer and expert review, as recommended by Sir John Holman in his [review of careers guidance for Government in 2022](#).

The Careers & Enterprise Company (CEC), supported by the Gatsby Foundation have taken forward this recommendation by developing the Careers Impact System, which has now been rigorously piloted and tested with 82 diverse schools and colleges across the country and independently evaluated by Chrysalis Research.

CEC have now published the latest [full data](#) and an [Insight Report](#) analysis of Careers Education on progress against the Gatsby Benchmarks for the 2022-23 academic year. The [full independent evaluation report](#) on the Careers Impact System has also been published.

Gatsby benchmark performance 2022-23 at a glance

The latest evidence shows consistent improvement in the progress and performance of careers education nationally. More schools and colleges than ever are now reporting on the Gatsby Benchmarks – over 90% of the overall system.

- Progress is significant across all of the eight Gatsby Benchmarks. On average 5.5 benchmarks are now fully achieved per institution – more than half a benchmark higher than last year (4.9).
- The fastest area of growth this year has been Benchmark 6 -

Introducing the Careers Impact System

The development of the Careers Impact System was based on tried and tested educational models and principles. Peer to peer and expert review methodologies



Careers Impact System

The Careers Impact System has long-term impacts - increasing

Educational leaders believe the Careers Impact System will have distinct benefits and long-term impacts:

"I'm very, very passionate about ensuring that every child has high aspirations, and they are prepared for the future. And I think the only way we can do that is to make sure that careers is embedded throughout everything that we do here. It's not a bolt-on, it's inter-weaved with our curriculum, it's inter-weaved with our formative learning, it's inter-weaved with literally everything we do. Because careers is such an important part of what we do here, I am the first to jump at any opportunity like [the Careers Impact System pilot] because it's part of our school vision, it's part of what we do here, and we really value the careers opportunities we already have but we want to see where our next stages are. [Our Careers Leader]"

There is strong support for the approach, content and value of the

Educators in the schools, special schools and colleges that took part in the Careers Impact System pilot say the process is a

The Careers Impact System helps schools, special schools and colleges see a more complete picture of

and enhancing focus on support for disadvantaged groups

Educational leaders say the Careers Impact System has improved their understanding of what good looks like in careers education.

- 83 per cent say the Careers Impact process has helped improve their understanding of good practice in careers education – bringing together a closer connection between the role and purpose and reasoning behind each of the Gatsby Benchmarks, how progressive provision is linked to whole school improvement and strengthening outcomes for young people.
- The Careers Impact System has helped schools and colleges see a more complete picture of what good looks like in careers education.



Hall Academy, County Durham, and Careers Lead for North East Learning Trust

Being a careers leader can at times be one of the loneliest jobs in education. A lot of the time, you come against the “not my job” barrier: “I’m a maths teacher – it’s not my job to talk about careers.”

through the Careers Impact System of
and self-assessment of careers

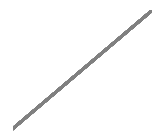
improvement and quality

There was strong evidence from the pilot that that the process provides

The Careers Impact System is driving greater ownership by senior leadership teams (SLT), anchoring careers programmes to whole school improvement strategies and plans

Educational leaders say their involvement in the process improves the visibility and appreciation of careers provision across the school.

Education for All
Education for All
Education for All
Education for All



The Careers Impact System is further professionalising the role of Careers Leaders and placing Careers Leadership more front and centre of school and college development

Education leaders say the System is having a positive effect on the learning professional development and growth of Careers Leaders:

- More than nine in ten (93%) education leaders rated their Careers Leader's ability to plan and deliver careers provision as high – up from 79 per cent prior to the pilot.
- 88 per cent had high levels of confidence in their Careers Leader's ability to drive improvements in careers programmes – up from 6
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