Implementation Plan
In response to the government’s Careers Strategy
Foreword from Christine Hodgson, Chair of The Careers & Enterprise Company and Claudia Harris, CEO of The Careers & Enterprise Company

The government’s Careers Strategy presents an opportunity for schools, colleges, independent learning providers, universities, employers and businesses to come together and build on the remarkable momentum that is growing in the careers space to transform the support we offer to young people.

Work by The Gatsby Charitable Foundation has laid out a blueprint for best practice which has galvanised efforts by educators and employers alike. Leading business organisations have come together behind the need to provide young people with multiple high-quality encounters with the world of work. 1,800 schools have diagnosed their performance against the Gatsby Benchmarks through the Compass self-assessment tool. 125 Enterprise Coordinators are working with over 2,000 schools, colleges and Enterprise Advisers (senior business volunteers) to build on strengths and fill gaps in careers provision. Providers of high-quality support to young people such as Career Ready, Envision and Future First are expanding their provision across England. Work in the North East has allowed us to deepen our understanding of what a strong local delivery system looks like.

As a consequence of this effort, the ship is already starting to turn. In the last two years, on average schools and colleges that are part of the Enterprise Adviser Network are reporting 50% more employer encounters for their pupils. Performance against the Gatsby Benchmarks has improved in schools across the country. And a set of schools have emerged which are delivering at this world class standard and can lay out the path to success for others. When we release our new Compass for colleges in the autumn, we hope to see similar progress.

The language has also changed. We find that employers are less likely to describe their concerns about the skills gap and much more likely to move to action and start to address this. The discussion about what good looks like has moved beyond a debate about careers guidance versus employer engagement to a recognition that both are needed and an understanding of the importance of a structured approach. The critical role of Careers Leaders in schools and colleges, championed by organisations such as Teach First and the Career Development Institute (CDI) has been recognised and these roles are now celebrated and endorsed.
Research has the potential to end frustration and spur action. That is what The Gatsby Charitable Foundation’s work has done, now supported further in the government’s Careers Strategy.

At The Careers & Enterprise Company we are proud to play a role in this. This implementation plan sets out our approach to delivering the Careers Strategy. It is based on feedback from educators, employers, the leading employer bodies, providers of career programmes, the careers guidance community, Enterprise Coordinators, and Local Enterprise Partnerships. We have spoken to over 400 people in the last 3 months. This is not the end of the engagement process. We would welcome feedback on the approach at any point up until March 23 and will continue to work closely with you as we develop the final plan and bidding documents that will be published through April.

The goal of this work is to improve outcomes for young people across England and we will measure impact relentlessly. We will look at employability skills and personal attributes; destinations and effective transitions from school and college and longer term local labour market measures. This is laid out in our theory of change in the ‘Measuring Success’ section of this paper.

The government’s Careers Strategy is fast-paced. We welcome this. We think it is urgent to build on the momentum that is growing in this country to help all young people achieve the futures they deserve and set up our economy to flourish and thrive.
“We are delighted that the Gatsby Benchmarks are at the heart of the government’s Careers Strategy. These Benchmarks are based on best practice from across the world. Whilst challenging, the pilot in the North East has demonstrated that the Benchmarks are achievable and that regardless of the starting point, all schools can make positive progress towards them. We look forward to working with The Careers & Enterprise Company to support schools to achieve good career guidance.”

Sir John Holman – Senior Adviser, The Gatsby Foundation

“Schools and colleges across the country recognise the value of the Gatsby Benchmarks and are already starting to make progress towards them. We support this plan and will work with The Careers & Enterprise Company to implement it and ensure that young people get the support they need to transition to the world of work.”

Carl Ward – President, Association of School and College Leaders

“Businesses across England stand ready to support and prepare young people for the world of work. We welcome the Careers Strategy and look forward to supporting The Careers & Enterprise Company in implementing this plan.”

Neil Carberry – Managing Director of People & Infrastructure, Confederation of British Industry

“Professional careers guidance is at the core of the Gatsby Benchmarks. The Career Development Institute welcomes the broadening of The Careers & Enterprise Company’s role and looks forward to working with them to deliver this implementation plan, improving outcomes for young people and raising standards throughout the profession.”

Jan Ellis – Chief Executive, Career Development Institute
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Introduction

This document sets out how The Careers & Enterprise Company plans to implement the elements of the government’s Careers Strategy for which it is responsible.\(^1\) It does not cover the full breadth of actions in the Careers Strategy as many of the activities are being implemented by other organisations such as the Department for Education, National Careers Service and employers directly. By sharing the approach, we intend to enable the many stakeholders involved in delivering high-quality careers support to start to plan their work. The goal of this plan is to transform the careers support we offer to young people.

We have developed this plan with input from over 400 people since the Careers Strategy was published by the government on December 4, 2017. These include representatives from our Headteacher Advisory Group, Employer Advisory Group, leading employer bodies, providers of career programmes, the Careers Development Institute (CDI), Enterprise Coordinators and Local Enterprise Partnerships.

As we implement this plan, we will measure impact and outcomes for young people relentlessly. We will look at encounters with employers and progress against the Gatsby Benchmarks as key input metrics. We will also look at outcome metrics including employability skills and personal attributes; destinations and effective transitions from school and college; and longer term local labour market measures. This is laid out in our theory of change in the ‘Measuring Success’ section of this paper.

This Implementation Plan is still not a final version and we would welcome feedback until March 23. After that we will integrate feedback and publish a final version in April. We will also use the content from that published version in the bidding documents that will be published in April to support delivery this year and next.

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Overview of the plan

We have divided our plan into three sections:

A) Roll out everywhere - employer engagement:

In the three years since The Careers & Enterprise Company was established, we have focused on improving employer engagement in schools and colleges. We have done this through our Enterprise Adviser Network in partnership with Local Enterprise Partnerships, and through our investment fund. In Opportunity Areas (the twelve areas identified by the Department for Education as having the greatest need and lowest social mobility), we have also established a network of Cornerstone Employers. These are a combination of local and national businesses committed to working with schools and colleges to help create meaningful work encounters and demonstrating thought leadership support to drive other employers and businesses to do the same.

The Careers Strategy makes clear that this approach is on track and provides additional funding so that more young people can benefit from high-quality employer encounters. Specifically, it asks for the Enterprise Adviser Network to be made available to all schools and colleges in England by 2020; it establishes a new £5 million fund, £2.5 million of which will be used on enabling employer encounters; and it requires us to triple the number of Cornerstone Employers to 150.

B) Scale up - Gatsby Benchmarks and Careers Leaders:

Since October 2015, The Gatsby Charitable Foundation has piloted a new approach in the North East Local Enterprise Partnership based on the Gatsby Benchmarks as set out in 'Good Career Guidance':

This includes the Enterprise Adviser Network and employer engagement (Gatsby Benchmarks 5 and 6) but also extends the support being offered to schools and colleges across all the Gatsby Benchmarks.

The government’s Careers Strategy asks The Careers & Enterprise Company to scale up this model by establishing 20 ‘Careers Hubs’ across the country, based on the model piloted in the North East.
The Careers Strategy also expects every school to identify a Careers Leader by September 2018. A £4 million fund will be available to enable the development of new training programmes and provide bursaries to pay for at least 500 schools and colleges to train their Careers Leaders. Some of these bursaries will be focused on the Careers Hubs following the finding from the North East that Careers Leaders in schools and colleges were a key part of the pilot success. Some bursaries will also be made available to schools and colleges that are not within the Careers Hubs.

Test and share best practice:
There are some areas where the Careers Strategy sets out a need to try new approaches and understand more about what works.

This includes:

- the importance of engaging young people with careers in Science, Technology, Engineering and Maths (STEM)
- targeted support for specific groups of disadvantaged young people, including those with Special Educational Needs and Disabilities
- careers activities in Primary Schools

The Department for Education has asked The Careers & Enterprise Company to support work on each of these areas.

The Careers Strategy also highlights the importance of personal guidance. We will be using £2.5 million of the £5 million fund to invest in supporting the development of new innovative, cost effective models, for delivering personal careers guidance to clusters of schools. These projects, and the resulting case studies, will be used to showcase how groups of schools can successfully and affordably deliver Gatsby Benchmark 8.

Delivery will be underpinned by a digital offering – including our Compass and Tracker tools and our new resource, ‘Find an Activity Provider’.3

3. All our digital tools are freely available from The Careers & Enterprise Company website at http://www.careersandenterprise.co.uk.
A) Roll out everywhere – employer engagement

The case for employer engagement and the current offer

Research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.\(^4\)\(^5\)

In the Careers Strategy, the government calls on schools to ‘offer every young person seven encounters with employers, with at least one encounter taking place each year from years 7-13’. This is in line with the requirement set out in the Gatsby Benchmarks.

Today, this support is only happening in approximately 40% of the 578 schools that completed the Compass tool as part of our ‘State of the Nation’ report, published in October 2017.\(^6\) This is the result of some schools not yet making encounters available to all their pupils and some schools prioritising older year groups over younger ones.

![Figure 1: Year groups, during which the overwhelming majority (76-99%) in that year group have at least one meaningful encounter with an employer or employee, n=578](image)

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5. A **meaningful encounter** is defined by The Gatsby Foundation as: ‘one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace’
The Careers & Enterprise Company already supports schools and colleges in three main ways:

The Enterprise Adviser Network

The Enterprise Adviser Network connects schools and colleges with employers, businesses and careers programme providers to create meaningful encounters with the world of work for young people. Enterprise Coordinators, who we co-fund with the Local Enterprise Partnership, work with clusters of 20 schools and colleges to build careers plans and make connections to local and national employers and businesses. Every school or college in the Network is also supported by an Enterprise Adviser, a senior business volunteer, who works with individual schools and colleges to help unlock relationships with other local employers and businesses and provide help in developing an effective careers strategy.

According to an independent evaluation published in November 2017:

- The Enterprise Adviser Network is in over 2,000 schools and colleges
- On average schools and colleges are now reporting 50% more employer encounters for their pupils than they were at the start of the Enterprise Adviser Network
- Schools and colleges each report that they are working with 3 new employers as a result of being part of the Network

The growth and diversity of the Enterprise Adviser Network can be seen in Figures 2, 3 and 4.

Investment Funds

Our investment funds help careers programme providers scale up successful careers and enterprise activities and create new opportunities to introduce young people to the world of work. Our grants provide initial funding that sustainably takes proven programmes into areas of need, rapidly increasing the best provision where it will have the most impact. According to an independent evaluation, which we will be publishing in the next month, our investment has had the following impact:

- 380,000 encounters for young people
- 24,000 activities delivered including mentoring, enterprise competitions and employer-led talks and learning
- 3,500 new employer volunteers engaged as a direct result of funding
- 75% of funding directed towards Cold Spots

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Cornerstone Employers

Cornerstone Employers are a combination of local and national businesses committed to working with schools and colleges to help create meaningful work encounters and demonstrating thought leadership support to drive other employers and businesses to do the same. This could include providing senior staff to act as Enterprise Advisers, connecting staff volunteers to careers activity providers, delivering Continuing Professional Development (CPD) sessions for teachers and collaborating with other businesses to drive the greatest possible impact in an area. To date, we have focused this work in the twelve Opportunity Areas. We have:

- Over 50 employers signed up, ranging from micro-businesses to multi-national corporations
- Support from leading organisations and employer bodies, including Confederation of British Industry (CBI), British Chambers of Commerce (BCC), Federation of Small Businesses (FSB), Chartered Institute of Personnel and Development (CIPD), Business in the Community (BiTC), Institute of Directors (IoD), and Employment Related Services Association (ERSA)

![Figure 2: Growth of the Enterprise Adviser Network](image-url)
The Careers & Enterprise Company

Figure 3: Business sizes for Enterprise Advisers (based on 1,889 Enterprise Advisers)

- Self-employed (no employees): 12%
- Micro business (1-9 employees): 14%
- Small business (10-49 employees): 16%
- Medium-sized business (50-249 employees): 15%
- Large business (250+ employees): 43%

Figure 4: Top sectors for Enterprise Advisers (based on 1,889 Enterprise Advisers)

- Professional Services, Business and Legal Services: 16%
- Manufacturing and Advanced Manufacturing: 12%
- IT, ICT, Digital and Communications Activities: 9%
- Financial and Insurance Service: 9%
- Construction: 8%
- Education: 8%
- Health, Community and Social Work Activities: 4%
- Accommodation, Hospitality and Food Services: 4%
- Public Administration, Government and Defence: 3%
- Other: 22%

Breakdown of Enterprise Advisers by gender

- 52% Female
- 48% Male
Next steps following the publication of the Careers Strategy

To achieve more high-quality employer encounters, over the next three years we will deliver the following:

Provide all schools and colleges with access to an Enterprise Adviser

By 2020, all schools and colleges will have access to an Enterprise Adviser. We will do this by expanding our existing network of Enterprise Coordinators from 125 to approximately 200 in partnership with the Local Enterprise Partnerships. This is in line with our current roll out plans. If you are a school or college that does not yet have an Enterprise Adviser and have not registered your interest, then please visit: https://www.careersandenterprise.co.uk/schools-colleges/sign-your-school

Launch a new investment fund to support employer encounters

We will launch a new investment fund to support employer engagement in schools and colleges, targeting disadvantaged pupils. This will use £2.5 million of the £5 million new fund announced in the Careers Strategy with the other £2.5 million focussing on personal guidance (see Section C). This funding will be available to some schools and colleges in Careers Hubs and some in other areas.

The approach to distributing funding to schools and colleges will follow the ‘virtual wallet’ approach we have piloted in the Opportunity Areas in 2017.

We will share full details of how to apply to access this funding in a document known as a ‘fund prospectus’ which will be published in April 2018. This prospectus will set out the application process for providers of employer encounters to access funding, as well as how schools can receive a 'virtual wallet'. 
How will the ‘virtual wallet’ work?

‘Virtual wallets’ allow schools and colleges to make the decision about which activities they want the investment fund to support. Programmes are assessed by The Careers & Enterprise Company to test their effectiveness and ability to be scaled up. Those that are successful in this process will be made available to schools and colleges through a ‘local catalogue’ – a list of all programmes in their area to choose from. Schools and colleges, which will be allocated funding on a per pupil basis, will then decide which activities they want for their young people, essentially ‘spending’ the funding through a ‘virtual wallet’.

Schools, colleges, Local Enterprise Partnerships, employers and other supportive parties are encouraged to contribute to the fund.

Triple the number of Cornerstone Employers

We will build our network of Cornerstone Employers to 150. We will continue to target Opportunity Areas but will also look to employers and businesses to make the commitment to become a Cornerstone Employer in other areas – for example, those identified as Cold Spots. If you are a business that would like to get involved, please visit: https://www.careersandenterprise.co.uk/employers/get-involved-business
B) Scale up - Gatsby Benchmarks and Careers Leaders

The case for the Gatsby Benchmarks and Careers Leaders and the current offer

In 2014, The Gatsby Charitable Foundation published the Gatsby Benchmarks. These are based on international best practice and identify a set of clearly defined approaches.

The eight Gatsby Benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

 Whilst schools and colleges across England have begun adopting the Gatsby Benchmarks and making progress against them, we can see from our 'State of the Nation' report that there is still some way to go before the benchmarks are universally met.
However, we have reason to be optimistic. From 2015 to 2017, The Gatsby Charitable Foundation ran a pilot in partnership with the North East Local Enterprise Partnership to rigorously test the eight Gatsby Benchmarks using a ‘hub’ model.

The results were positive. By the end of the pilot:

- 85% of schools and colleges fully achieved six or more of the Gatsby Benchmarks
- 3 schools achieved all eight benchmarks
- Thanks partly to the initiative and broader support, the rates of young people who are NEET for the entire North East region has nearly halved since 2015 – falling from 23.4 to 13.5%

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**Figure 5: Benchmarks achieved, partially achieved and not achieved - nationally, n=578**
Key learnings from the evaluation included the:

- Importance of recruiting a Hub Lead (known as the ‘pilot facilitator’) who supports schools and colleges to deliver against the Gatsby Benchmarks. The Hub Lead also coordinated activity, built local networks e.g. with employers, businesses and higher and further education providers, and was responsible for reporting oversight, stakeholder engagement and evaluation.

- Need for a named Careers Leader in each school and college who is responsible for the delivery of their programme of career advice and guidance.

- Benefits of using an audit tool (later developed into the Compass tool) to audit current performance and track progress over time.

- Power of having lead schools as beacons of best practice and local partnerships to help schools, colleges, and businesses to learn from each other and address common challenges.

Next steps following the publication of the Careers Strategy

Scale up the North East Pilot with 20 new ‘Careers Hubs’

The 20 ‘Careers Hubs’ will work with, and alongside, our existing Enterprise Adviser Network.

What is a Careers Hub?

A ‘Careers Hub’ is a group of between 20 and 40 schools and colleges located in the same geographic area, working with universities, other education and training providers, employers and career professionals to ensure the Gatsby Benchmarks are delivered in each school and college and that careers outcomes are improved for all young people.

Schools and colleges within a Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area.
**Figure 6: Key components of a Careers Hub**

- The number of Enterprise Coordinators will depend on the number of schools in the Hub. This is likely to include existing Enterprise Coordinators and Enterprise Advisers.
The key components are:

- A new Hub Lead working with existing Enterprise Coordinators, all trained in how to deliver the Gatsby Benchmarks. The Hub Lead supports schools and colleges, each with an Enterprise Adviser, to deliver against the Gatsby Benchmarks. The Hub Lead also coordinates activity, builds local networks e.g. with employers, businesses and higher and further education providers, and is responsible for reporting oversight, stakeholder engagement and evaluation.

- A small Central Hub Fund to support the hub in delivering its goals.

- Some schools and colleges within the Hub will also receive ‘virtual wallets’ to fund employer engagement and Careers Leaders training bursaries.

By establishing the 20 ‘Careers Hubs’ across the country, we will be able to test the model piloted in the North East at a much wider scale, covering around one-seventh of the country.

A key part of the Careers Hub programme will be testing and evaluating whether being part of a Careers Hub helps schools and colleges to meet the Gatsby Benchmarks and ultimately improves a range of outcomes for the young people in the local area.

We recognise that many schools and colleges will not become part of a Careers Hub. That is why resources such as the investment fund and Careers Leader training bursaries will also be available to some schools and colleges outside of the Hubs.

What is the process to become a Careers Hub?

Who can bid?

- The standard model will be for Local Enterprise Partnerships and Combined Authorities to coordinate bids in partnerships with named schools and colleges.

- However, in any geography where the Local Enterprise Partnership or Combined Authority does not wish to coordinate a response, we will welcome bids from other groups of 20-40 schools and colleges who wish to come together.
How will hub bids be evaluated?
The bids will be assessed against:
   a. Strength of leadership and plan
   b. Need of the area
   c. Plans for wider benefit

First, we will look at leadership locally. This will include the governance behind the bid and engagement of key local stakeholders from business, education and the third sector. This could include local employer bodies like the Chambers of Commerce. We will also look at the strength of the planning including the delivery plan, timelines and link to the current Enterprise Adviser Network.

Second, a proportion of the assessment will be based on the need of the area. We will look at a set of objective metrics to inform this including: Cold Spots and Opportunity Areas. We will then look to the bidder to make a case based on local need. It might be that there are other indicators of need not captured by Cold Spots or the Opportunity Area analysis. Or, some Local Enterprise Partnerships may not be ‘cold’ on the ‘Cold Spots’ analysis but have smaller sub-regions that are high need.

To allow true testing of the model, we will be looking to achieve a diversity of Careers Hubs.

Third, we will look at the plans to use the Careers Hub for wider benefit in the local area. The North East Pilot was an intensive pilot of 16 schools and colleges but now includes over 140 schools and colleges through learning initiatives and collaboration. In a similar way, we will want to see plans for sharing learnings and building an effective community of practice.

The prospectus inviting bids for the Careers Hubs will be published in April but we encourage interested areas to start engaging key local stakeholders now. We have included a list and contact details of The Careers & Enterprise Company Regional Leads in Appendix B.
What does success look like?

A strong evaluation and learning ethic is central to testing the effectiveness of the approach. The Careers & Enterprise Company has built a 'theory of change' to describe the ambitious improvements we would like to make, how the key actors will need to change, what outcomes we would like to see for young people and the intended results for the changes we are making. More details can be found in the ‘Measuring Success’ Section of this document.

Success in the Careers Hubs will be measured:

- Initially, by progress made against the Gatsby Benchmarks
- Then, evidence about impact on young people’s attributes including career readiness
- In the longer term, by improved educational and career outcomes including destinations
Careers Leaders training and bursaries for 500 schools and colleges

Building on the work undertaken by Teach First and the Career Development Institute, the government’s Careers Strategy expects every school to identify a Careers Leader by September 2018.

To support this, in partnership with the Gatsby Charitable Foundation, we have written a guide for schools on careers leadership. This will be followed by a separate guide for colleges. The guide for schools sets out clearly what Careers Leaders should do, a job specification and the different ways in which schools are organising careers leadership, and the benefits of the role.

Over the summer, we will be producing online tools to supplement the guide and support the work of the newly appointed Careers Leaders.

The government has provided £4 million to fund the development of new training programmes. This funding will also be used to provide bursaries for at least 500 schools and colleges to train their own Careers Leaders and build momentum behind this enhanced role.

Some of these bursaries will be available for schools in the Careers Hubs and some outside of the Hubs. We will be releasing further information in April on how schools and colleges can apply.

We will also be releasing a prospectus for training providers in April. This prospectus will set out the training specification that providers will need to meet, and how they can apply to become an agreed provider for this training. Once we have selected training providers, the first training will be piloted in 2018/19 academic year.
Digital tools and Gatsby resources

The Careers Strategy identifies technology as increasingly important in supporting schools and colleges with their careers provision and connecting with employers, businesses and providers.

Our digital offering, including our Compass and Tracker tools and our new resource, ‘Find an Activity Provider’, are designed to support schools and colleges in evaluating their careers activity against the Gatsby Benchmarks and identify how to improve their careers provision.8,9,10

Schools and colleges can also gain formal accreditation of their careers programme through the Quality in Careers Standard - the national quality award for careers education, information, advice and guidance. The Quality in Careers Consortium is working with The Careers & Enterprise Company and Gatsby Charitable Foundation to more fully align to the benchmarks and to incorporate Compass into its processes by June 2018.

Also available online is The Gatsby Benchmark Toolkit which sets out for each Benchmark what good looks likes, why it matters, what it means in practice and offers top tips to schools and employers.11 In addition, the Gatsby Charitable Foundation has produced a handbook, ‘Reaching the Gatsby Careers Benchmarks: A handbook for secondary schools’. The handbook contains helpful information and case studies drawn from the North East pilot to help schools implement the benchmarks.

8. Compass can be accessed through the Schools Hub: https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool
9. Tracker can be accessed through the Schools Hub: https://www.careersandenterprise.co.uk/schools-colleges/tracker-planning-tool
10. Find an Activity Provider can be accessed through the Schools Hub: https://www.careersandenterprise.co.uk/find-activity-provider
The Careers Strategy sets out that new approaches should be tested and evaluated to identify best practice in careers provision. The approach to these programmes is currently being developed, working with experts in each sector to ensure we are building on what works.

Our work will include an expansion of The Careers & Enterprise ‘What Works’ series, developing toolkits where appropriate to be used by schools, as well as training for Enterprise Coordinators. These programmes will cover:

- the importance of engaging young people with careers in Science, Technology, Engineering and Maths (STEM)
- targeted support for specific groups of disadvantaged young people, including those with Special Educational Needs and Disabilities (SEND)
- careers activities in Primary Schools

Further details of these programmes will be set out later in the year.

In addition to these activities we will be using £2.5 million of the £5 million fund to invest in personal guidance, recognising our broader role across the Gatsby Benchmarks. This funding will support the development of new innovative, cost effective models, for delivering personal careers guidance to clusters of schools and colleges. These projects, and the resulting case studies, will be used to showcase successful and affordable delivery of Gatsby Benchmark 8.

Funding will support:

- the provision of personal guidance to young people
- the training and ongoing Continuing Professional Development (CPD) of career guidance professionals
- the development of a pipeline of qualified career guidance professionals for the future

We will be engaging career guidance professionals and careers organisations through the Career Development Institute, Careers England and others to ensure that this investment helps demonstrate the impact that well-developed, sustainable personal career guidance programmes can have for young people and the wider career development sector.
The Careers & Enterprise Company has built a ‘theory of change’ to describe the ambitious improvements we would like to make, how the key actors will need to change, what outcomes we would like to see for young people and the intended results for the changes we are making. All current evaluation activity is developed in line with the theory of change to ensure that we adhere to our intention for evaluation to be strategic, robust, consistent, proportionate and influential. We also ensure that our evaluation benefits from impartiality by appointing independent evaluators. A priority for our evaluators is to conduct primary research with key stakeholders to understand their experiences of our interventions and impacts they have seen with regards to individual and system change.

**Figure 7: The Careers & Enterprise Company’s ‘theory of change’**
The Company collects indicators for each level of the theory of change and these allow us to measure progress towards the intended outcomes.

- **Interventions:** Our independent evaluations monitor the scale and reach of interventions. Our Compass tool monitors national progress towards achieving the Gatsby Benchmarks. We publish the progress made against each benchmark annually.

- **Personal Attributes:** The Education Endowment Foundation is running two randomised controlled trials on our programmes, co-funded by the Bank of America Merrill Lynch, to evaluate impact on personal attributes. We have also developed an evaluation tool to measure progress against personal attributes which looks at: personal effectiveness, career readiness, employability and social capital. The tool is designed to be used with a young person and uses validated scales. It is in trial ahead of an initial launch in Autumn 2018.

- **Personal outcomes:** We are launching work to start tracking education and career outcomes including destinations.

- **National outcomes:** We use administrative datasets to monitor national outcomes. This data is used for our annual Cold Spots analysis which helps to inform our priorities across the country.
Key upcoming dates

- 23 March 2018: Closing date for feedback on the implementation plan
- April 2018: Publish final implementation plan incorporating feedback
- April 2018: Publish Careers Leaders training providers prospectus (including Training Provider specification)
- April 2018: Publish Careers Hub prospectus
- Spring 2018: Publish personal guidance fund prospectus
- Spring 2018: Publish employer engagement fund prospectus
- Summer 2018: Announce successful providers for Careers Leaders training, location of Careers Hubs, employer engagement programmes and personal guidance programmes
- September 2018: All schools and colleges expected to appoint a named Careers Leader
- September 2018: Careers Hubs established and begin activity

Get in touch

We would welcome your views on our implementation plan and will use any feedback to inform our final plan - to be published April 2018.

Please send your comments to careers.strategy@careersandenterprise.co.uk
Appendix A – Glossary

**Careers Hubs** – A group of between 20 and 40 schools and colleges located in the same geographic area, working with local stakeholders from education, business and the third sector to ensure the Gatsby Benchmarks are delivered in each school and college and that careers outcomes are improved for all young people.

**Careers Leaders** – Individuals responsible and accountable for the delivery of their allocated school’s programme of career advice and guidance. It is a senior role that requires the person doing it to have a clear overview of the school's careers provision and to make sure that the school meets the Gatsby Benchmarks by the end of 2020.

**Cold Spots** - Areas of the country where young people are most in need of careers support. They have been identified through the analysis of ten data sources that tell us about: the barriers that young people experience in their careers; where there are high levels of engagement between education and employment; whether young people’s career decisions are informed by the opportunities available; and whether they are gaining positive outcomes in terms of their education and employment. The Careers & Enterprise Company uses this Cold Spots data to inform its priorities.

**Compass** – A free digital tool for schools and colleges to evaluate their current careers provision against the eight Gatsby Benchmarks best practice. Available through The Careers & Enterprise Company website.
Cornerstone Employers – An employer, large or small, that invests time and resource to benefit schools and young people. A Cornerstone Employer has four key roles:

- Connecting schools and colleges to employers
- Creating meaningful work encounters
- Delivering employer mentoring
- Promoting social mobility and supporting equal opportunity

Enterprise Adviser – Senior business volunteers who work closely with a local school or college to help develop a practical careers plan.

Enterprise Coordinator – A trained coordinator who works with a cluster of local schools and colleges to develop a strong careers and enterprise plan and connects them with employers and careers programme providers.

Find an Activity Provider – A free digital tool that allows schools and colleges to search for partner companies to help deliver careers plans.

Gatsby Benchmarks – Developed by Sir John Holman and The Gatsby Charitable Foundation, the Gatsby Benchmarks are a blueprint of what good careers provision looks like. There are eight Gatsby Benchmarks in total and they are based on national and international research and determine all the elements of an excellent careers programme. The Gatsby Benchmarks are at the heart of the government’s Careers Strategy, with an expectation that all schools will begin working toward the benchmarks, meeting them in full by the end of 2020.
Local Enterprise Partnership - Locally-owned partnerships between local authorities and businesses. They play a central role in determining local economic priorities and undertaking activities to drive economic growth and the creation of local jobs.

Opportunity Area - Twelve areas identified by the Department for Education as having the greatest need and lowest social mobility. The twelve areas are: Blackpool, Oldham, Scarborough, Bradford, Doncaster, Stoke-on-Trent, Derby, Fenland & East Cambridgeshire, Norwich, Ipswich, Hastings and West Somerset.

Tracker - A digital careers planning tool that helps schools and colleges to record activities and identify how to improve Gatsby Benchmark scores.
Appendix B – Regional Leads

LEP Regions Map

KEY:
Region – Regional Lead
Opportunity areas

Cold spots key
- 7 indicators
- 5 indicators
- 4 indicators
- 3 indicators
- 2 indicators
- 1 indicator

Norwich
Ipswich
Scarborough

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North East Midlands – Abdul Bathin
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Area managers
North - Clare Hutchinson
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South - Will Morlidge
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No. Local Enterprise Partnership No. Local Enterprise Partnership No. Local Enterprise Partnership No. Local Enterprise Partnership

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