

Institution: University of Derby		
Unit of Assessment: 23		
Title of case study: Developing and embedding effective careers guidance for young people in England		
Period when the underpinning research was undertaken: 2013–2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
1) Professor Tristram Hooley	1) Professor of Career Education	1) Oct' 2009–Feb' 2017 (1.0), March 2017–present (0.2)
2) Dr Jo Hutchinson	2) Principal Researcher	2) Feb' 2005–June 2017
3) Vanessa Dodd	3) Researcher	3) Sept' 2014–Dec' 2018
4) Dr Claire Shepherd	4) Researcher	4) April 2015–July 2017
5) Dr Siobhan Neary	5) Head of iCeGS	5) May 2005–present
6) Dr Jill Hanson	6) Senior Researcher	6) August 2016–present
7) Nicki Moore	7) Senior Lecturer	7) July 2009–present
8) Dr Julia Everitt	8) Researcher	8) Aug' 2017–Aug' 2019
9) Dr Katy Vigurs	9) Associate Professor	9) March 2017–May 2019
Period when the claimed impact occurred: 2014–2020		
Is this case study continued from a case study submitted in 2014? No		
1. Summary of the impact (indicative maximum 100 words)		
<p>The International Centre for Guidance Studies' (iCeGS) research has variously critiqued, challenged and changed the careers policy and practice landscape, while simultaneously influencing UK and international education policymakers. In response to the de-regulation of careers provision in England, following the 2011 Education Act, our research established a framework for how evidence-led careers guidance should be organised. This has resulted in the design and national adoption of the Gatsby Benchmarks in school/colleges and the requirement to appoint Careers Leaders. All schools/colleges in England are statutorily required to implement these by 2020: to date, this policy has impacted on the practice of 4,000 institutions.</p>		
2. Underpinning research (indicative maximum 500 words)		
<p>Following a period of funding cuts and the shifting of responsibility for career guidance from local authorities to schools, iCeGS' research has explored the consequences of these changes and developed the evidence base on what social and education benefits good careers guidance can provide. In particular, research led by Hooley [3.1] demonstrated the importance of careers provision for young people in making informed decisions concerning educational and professional trajectories.</p> <p>Research from iCeGS has focused on examining and developing effective careers provision and providing examples of best practice for policymakers as well as schools and Further Education colleges, nationally and internationally. Research led by Hutchinson [3.2], comprising of a two-year case study accompanied by a national survey examined good careers practice in the context of STEM within schools. The research examined the conditions required for all pupils to learn about careers and the drivers behind schools' commitment to providing these conditions. The research reports that effective career guidance is supported by the integration of careers activities in the wider curriculum, senior leader buy-in and direction of career guidance and responsibility for delivery and the delegation of delivery throughout the school. Research led by Hooley [3.3] produced an evidence-based review of careers provision in the English education system. In the review, the research produced eight areas of provision for evidence based career guidance and identified three organisational strategies that could be used to implement this. Building on the theme of a whole school approach to guidance, iCeGS researchers, led by Hooley and Hutchinson, conducted research on behalf of the Gatsby Charitable Foundation. This research,</p>		

including a literature review, primary data collection (surveys and case studies) and international collaborations, developed a set of benchmarks for best practice for schools and colleges in England [3.4].

Subsequent iCeGS research examined the practical implications of a whole school approach to implementing career guidance and explored the staffing implications of delivery. Research led by Hooley examined current approaches to achieving this through dedicated teaching support. This research [3.4] based on both primary and secondary data evaluated Teach First's 'Careers and Employability Initiative'. Findings illustrated the benefits of a named member of staff with strategic oversight and industry knowledge to ensure effective careers provision. Further research led by Hooley developed our understanding of a specific careers leadership role. Initially, desk-based research [3.5] provided an evidence-based definition of the careers leader responsibilities and advocated for future professionalisation of the role. Subsequent research [3.6] by the team empirically evaluated the careers leader model through primary research engaging with a range of secondary schools in England.

In 2016 Neary and the iCeGS team were further commissioned by the Gatsby Charitable Foundation to conduct a longitudinal evaluation of the impact of the Benchmarks in the North East of England. The final research report will be published in Winter 2020/2021.

3. References to the research (indicative maximum of six references)

University of Derby researchers are indicated by black, underlined text:

3.1 Hooley, T., Marriott, J. and Sampson, J.P. (2011) *Fostering College and Career Readiness: How Career Development Activities in Schools Impact on Graduation Rates and Pupils' Life success*. Derby: International Centre for Guidance Studies, University of Derby.

3.2. Hutchinson, J. (2013) *School Organisation and STEM Career-Related Learning*. York: National STEM Centre.

3.3. Hooley, T., Marriott, J., Watts, A.G. and Coiffait, L. (2012) *Careers 2020: Options for Future Careers Work in English School*. London: Pearson.

3.4. Hooley, T., Dodd, V. and Shepherd, C. (2016) *Developing a New Generation of Careers Leaders*. Derby: International Centre for Guidance Studies, University of Derby.

3.5. Andrews, D. and Hooley, T. (2017) "... and now it's over to you": recognising and supporting the role of careers leaders in schools in England', *British Journal of Guidance & Counselling*, 45 (2), 153-164. DOI: <https://doi.org/10.1080/03069885.2016.1254726>

3.6. Hooley, T. and Andrews, D. (2019) 'Careers Leadership in Practice: A Study of 27 Careers Leaders in English Secondary Schools', *British Journal of Guidance and Counselling*, 47(5), 556-568. DOI: <https://doi.org/10.1080/03069885.2019.1600190>

Papers 3.1, 3.2, 3.3 and 3.4 have been cited in policy documents supporting the developments in career guidance in England. Papers 3.5 and 3.6 have been double blind peer reviewed.

External funding awards and contracts

Project Lead	Funder	Project	Dates	Contract Value
Dr Jo Hutchinson	Gatsby Charitable Foundation	Gatsby School Career Provision	February 2013 to May 2014	GBP65,073.00

Project Lead	Funder	Project	Dates	Contract Value
Professor Tristram Hooley	Teach First	Evaluation of Teach First Careers and Employability Initiative	June 2015 to July 2016	GBP21,975.00
Dr Siobhan Neary	Gatsby Foundation	Gatsby Benchmarks Pilot evaluation in the North East	December 2016 to November 2020	GBP191,950.00
Dr Siobhan Neary	Careers and Enterprise Company	Personal Guidance. What Works?	April 2018 to August 2018	GBP26,000.00
Dr Jill Hanson	Careers and Enterprise Company	Evaluation of the Personal Guidance Fund	August 2019 to December 2020	GBP41,375.00

4. Details of the impact (indicative maximum 750 words)

Agenda Setting: The Gatsby Benchmarks

iCeGS' research has shifted the way in which career guidance is thought about in England. It has increased understanding of the economic and social benefits of good careers guidance and its practical delivery through a 'new' professionalised workforce of Career Leaders. These concepts have also been adopted in Wales and Hong Kong, both of whom are now integrating the standards within their education system [5.9b; 5.9d].

Research carried out by iCeGS in 2014 for the Gatsby Charitable Foundation underpinned the Good Career Guidance Report [5.1a; 5.1b; 5.10, Ti]. Primary research and literature reviews conducted as part of this study built on previous iCeGS research on the value of a whole school approach to careers provision, to provide both the rationale and key components of the eight Gatsby Benchmarks for good career guidance (Gatsby Benchmarks). These benchmarks offer schools and colleges a robust framework for the delivery and evaluation of the career guidance offered to young people.

Influencing Government Policy: The Department for Education Careers Strategy

The Gatsby Benchmarks have subsequently been endorsed at the highest level of educational policy. The Department for Education Careers Strategy, published in December 2017, has made it a statutory requirement that every school and college in England should apply the Gatsby Benchmarks by 2020 writing that:

"We will use the eight Benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence." [5.2, p. 7.]

The Gatsby Benchmarks were identified in a House of Lords debate on careers education for students as a significant contributor in supporting young people's life choices. Baroness Bottomley of Nettlestone, a champion for social mobility commented: *"I have huge confidence in the Gatsby benchmarks – at last, we have a measure to assess progress"* [5.8].

Alongside developing the Gatsby Benchmarks, iCeGS' research has directed the practical implementation of the Benchmarks. Research from iCeGS on the benefits and practicalities of a whole school approach to careers provision has been included in the Department for Education Statutory Guidance to the Careers Strategy [5.3a and 5.3b].

The strategic implementation and facilitation of a whole school approach to careers provision is organised by a dedicated Careers Leader. This senior member of staff has responsibility for industry and school relationships. This post was established as a result of the 2017 Careers Strategy. All schools and colleges should have a named careers leader by September 2018. In creating this new role, The Careers & Enterprise Company (CEC) drew exclusively and extensively from iCeGS research to conceptualise the organisational position and training requirements for career leaders [3.4], resulting in a series of guides for secondary schools and colleges [5.3a; 5.3b; 5.5; 5.6; 5.10, Tiii]. To date, 2400 teachers have accessed training for Career Leaders [5.7]. In research conducted by the CEC, 77% of respondents identified their role as having an impact on both the education and careers outcomes for young people and 72% identified careers education as a top priority for the new academic year, 2020/2021 [5.7].

The adoption of the Gatsby Benchmarks illustrates the impact of iCeGS research on the way in which career guidance is delivered in English schools and this in turn has the potential to influence the career trajectories of every school/college student [5.10, Tii]. Recent research [5.4a] evaluating the pilot implementation of the Gatsby Benchmarks in the North East of England has identified a number of positive benefits from the Benchmarks, including teaching staff reporting a newfound confidence and clearer understanding of how career related activity in their subject areas can enhance student attainment. One teacher from the pilot evaluation reported:

"In 2016, the pilot education providers showed an increase in the number of A, B and C grades achieved at GCSE compared to the NE comparator education providers and other education providers nationally." [5.4a, p.12.]

Additionally, in the UK the benchmarks are being adapted for a primary context and are currently being piloted in the North East of England [5.4b].

There has been significant interest in the benchmarks from other countries [5.7]. The Bertelsmann Foundation in Spain have recently adapted the benchmarks which have been applied in 68 educational institutions in Madrid, Catalonia and Andalusia [5.9a]. Schools in Hong Kong have adopted the benchmarks through the CLAP for Youth @JC project where they are evaluating how schools are meeting the benchmarks [5.9b]. There has also been interest in Norway to explore how the Benchmarks can be adapted for their context [5.9c] and Wales has adopted both the standards and career leaders as part of their recent curriculum review [5.9d].

5. Sources to corroborate the impact (indicative maximum of 10 references)

5.1 Group of items evidencing the Gatsby Benchmarks:

5.1a *The Gatsby Foundation Good Career Guidance Report* (2014). Available at:

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf> (Accessed: 10-08-2020).

5.1b *The Gatsby Foundation Good Career Guidance Report Appendices* (2014). Available at:

<https://www.gatsby.org.uk/uploads/education/reports/pdf/sir-john-holman-good-career-guidance-appendices.pdf> (Accessed: 10-08-2020).

5.2 *Department for Education Careers Strategy* (2017). Available at:

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents> (Accessed: 10-08-2020).

5.3 Group of items on the UK Department for Education's approach to career guidance:

5.3a *Department for Education Statutory Guidance – Careers Guidance and Access for Education and Training Providers* (2018). Available at:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> (Accessed: 10-08-2020).

5.3b *Department for Education Statutory Guidance – Guidance for Further Education Colleges and Sixth Form Colleges* (2018). Available at:

<https://www.gov.uk/government/publications/careers-guidance-for-colleges--2> (Accessed: 10-08-2020).

Group of items on the pilot implementation of the Gatsby Benchmarks in the North East:

5.4a Hanson, J., Vigurs, K., Moore, N., Everitt, J. and Clark, L. (2019) *Gatsby Careers Benchmark North East Implementation Pilot: Interim Evaluation (2015-2017)*. Derby:

International Centre for Guidance Studies, University of Derby. Available at:

<https://derby.openrepository.com/handle/10545/623538> (Accessed: 10-08-2020).

5.4b North East Local Enterprise Partnership (2019). Available at:

<https://www.northeastle.co.uk/news/north-east-pilot-programme-to-raise-career-aspirations-of-primary-schools-pupils> (Accessed: 10-08-2020).

5.5 Careers and Enterprise Company. (2018) *Understanding the Role of the Careers Leader: a guide for secondary schools*. Available at:

<https://www.careersandenterprise.co.uk/our-research/understanding-role-careers-leader-guide-secondary-schools> (Accessed: 10-08-2020).

5.6 Careers and Enterprise Company. (2018) *Understanding the Role of the Careers Leader: a guide for colleges*. Available at:

<https://www.careersandenterprise.co.uk/our-research/understanding-role-careers-leader-guide-colleges> (Accessed: 10-08-2020).

5.7 Careers and Enterprise Company. (2020) *Careers Education in England's schools and colleges 2020: Working together for young people's futures*. Available at:

<https://www.careersandenterprise.co.uk/our-research/careers-education-englands-schools-and-colleges-2020> (Accessed: 12-11-2020).

5.8 House of Lords, Careers Education for Students (2018). Available at:

<https://hansard.parliament.uk/Lords/2018-09-06/debates/93FB7039-9CBE-4058-AABA-659546E318E0/CareersEducationForStudents> (Accessed: 10-08-2020).

5.9. Group of articles evidencing the international impact of the Gatsby Benchmarks and career leadership

5.9a Fundación Bertelsmann, Spain (2018, website can be translated from Spanish into English). Available at:

<https://www.fundacionbertelsmann.org/es/home/zona-de-prensa-raiz/zona-de-prensa/notas-de-prensa/2018/gatsby-foundation-presenta-su-modelo-de-orientacion-academico-profesional-de-referencia-en-inglaterra-en-el-espacio-bertelsmann>

(Accessed: 10-08-2020).

5.9b GCDF Master forum and Master workshop series, Hong Kong (2019). Available at:

http://www.scs.cuhk.edu.hk/cuscs/gcdf_forum/programme.html (Accessed: 10-08-2020).

5.9c FE News (2020). Available at: <https://www.fenews.co.uk/press-releases/41914-england-s-schools-exporting-world-class-careers-education> (Accessed: 10-08-2020).

5.9d A strategy for careers leadership in Wales (2019). Available at:

<https://www.qwegogledd.cymru/a-strategy-for-career-leadership-in-wales/> (Accessed: 10-08-2020).

5.9e Hearne, L. and Neary, S. (2020) 'Let's talk about career guidance in secondary schools! A consideration of professional capital of school staff in Ireland and England', *International Journal of Educational and Vocational Guidance* [Online]. Available at: <https://doi.org/10.1007/s10775-020-09424-5> (Accessed: 16-11-2020).

5.10 Group of testimonials corroborating the team's impact on career guidance.

Ti. Testimonial from the lead author of The Gatsby Foundation Good Career Guidance Report (23-10-2019).

Tii. Testimonial from DfE, policy lead for careers provision (04-11-2019).

Tiii. Testimonial from acting CEO of the Careers and Enterprise Company (CEC) (08-11-2019).

Tiv. Testimonial from the Chief Executive of the Career Development Institute (CDI) (26-03-2020).