

Personal Guidance Fund



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 the Personal Guidance Fund, improving outcomes for young people and raising standards throughout the profession.

Jan Ellis – Chief Executive, Career Development Institute



Personal guidance changes lives by inspiring young people to make the right career choices, raising aspiration and benefiting the wider society and economy. Careers England is delighted to support The Career & Enterprise Company's work to maximise the impact of personal guidance and look forward to seeing fantastic new approaches and great practice being showcased and scaled through the Fund.

Steve Stewart OBE - Executive Director, Careers England



Every student should have at least one guidance interview with a career advisor by the age of 16, and the opportunity for a further interview by the age of 18. The staff responsible for delivering personal guidance should be ‘trained to an appropriate level’ which is understood as being at Qualifications and Credit Framework level 6 or above.”

Good Career Guidance, The Gatsby Charitable Foundation

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Summary

The Careers & Enterprise Company is committed to recognising our broader role across the Gatsby Benchmarks.

The eight Gatsby Benchmarks describe all the elements of good career guidance in schools and colleges. Whereas in the past 'career guidance' was seen as synonymous with one-to-one, face-to-face meetings between a careers professional and a client, The Gatsby Charitable Foundation use the term 'career guidance' in its broadest sense to include the full range of activities and interventions (described by the benchmarks) that constitute a world-class careers programme.

The Gatsby Benchmarks are clear that the provision of such personal guidance is a key part of a careers programme and that students should receive at least two such interviews before they leave compulsory education.

Personal guidance is vital for students to focus on their future careers and set goals to achieve them. Effective personal guidance can also make a significant contribution to social mobility and the economic health of the nation.

Our aim is to demonstrate a system where all students have access to at least two guidance interventions and to support the uptake of emerging practice across the country to ensure that personal guidance has the greatest impact on young people.

The Careers & Enterprise Company will do this through a combination of the following activities:



Research to understand what current and emerging best practice in careers guidance looks like.



Investment funding for projects to develop new emerging practice and cost effective models for delivering personal careers guidance to clusters of schools and colleges. These projects will be used to develop case studies to showcase successful and affordable delivery of Gatsby Benchmark 8. We will use case studies to develop practical implementation and 'how to' guidance to support the scaling of emerging practice across all schools and colleges.



Evaluation of the case studies to identify the impact of the new approaches and make the case for further investment where appropriate.

Maximising the impact of personal guidance



This prospectus sets out how projects can apply for funding to work in partnership with us. We are investing £2.5 million in personal guidance through this fund.

1 | Introduction: Personal guidance

1.1 About The Careers & Enterprise Company

The Careers & Enterprise Company was set up in 2015 to inspire careers and enterprise provision in schools and colleges across England. Our initial remit was employer engagement (Gatsby Benchmarks 5 and 6). In the December 2017 Careers Strategy this remit was broadened to support schools and colleges across all eight Gatsby Benchmarks, with a focus on 20 Hubs.

Our role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the country.

We are committed to collaborating with others and our network is growing rapidly. We are already working with half the schools and colleges in England and through our investment funds, are on course to provide 500,000 young people with opportunities to interact with employers.

1.2 Investing in personal guidance

The Careers Strategy highlights the importance of personal guidance. We will be using £2.5 million to invest in supporting the development of 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 how groups of schools and colleges can successfully and affordably deliver Gatsby Benchmark 8.

Funding will support:

- the provision of personal guidance to young people
- staff delivering personal guidance qualified to Qualifications and Credit Framework (QCF) level 6 or above to have access to relevant continuing professional development
- staff delivering personal guidance at lower levels of qualification to be qualified to QCF level 6 or above through the bid
- staff supporting guidance to have access to relevant training and development, which may include both unaccredited learning and qualifications at the relevant QCF level
- 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 sector's professional bodies, the Career Development Institute, Careers England and others to ensure this investment helps demonstrate the impact that well-developed, sustainable personal career guidance programmes can have on young people and the wider career development sector.

2 | What we are seeking to achieve

We are aiming to evaluate and illustrate a system of personal guidance that responds to the needs of young people, builds on emerging practice, and where all students have access to at least two guidance interventions by the time they leave the education system.

We will demonstrate this through the following:

- A** Commissioning research to understand what current and emerging best practice in personal careers guidance looks like.
- B** Investment funding to develop case studies of new emerging practice and cost-effective models for delivering personal careers guidance to clusters of schools and colleges. Projects will be funded to develop case studies to showcase successful and affordable delivery of Gatsby Benchmark 8. We will use the case studies to develop practical implementation and 'how to' guidance to support the scaling of emerging practice across all schools and colleges.
- C** Evaluation to identify the impact of the new approaches and make the case for further investment where the case studies are successful.

A Commissioning research

The Careers and Enterprise Company has commissioned a 'What Works?' review of existing research and practice in personal guidance. It is hoped that this will be published in September and it will:

- set out what personal guidance is
- describe the impact that personal guidance has
- detail the current evidence and best practice for delivering personal guidance
- highlight emerging practice and areas for further research

This research will be used to inform the activities funded in the second phase of our funding, where we will explore new approaches to the delivery of personal guidance based on emerging practice and new ideas.

B Investment funding to develop case studies

This prospectus sets out how projects can apply for funding to work in partnership with us.

It is expected that all funded approaches should meet the Gatsby Benchmark requirements of ensuring that all young people get access to at least two personal guidance interviews with a qualified careers professional who is trained to an appropriate level. In line with best practice from the sector's professional bodies, qualified practitioners should hold or be working towards QCF level 6 or above.

We will invest in projects to develop case studies of new emerging practice and cost-effective models for delivering personal careers guidance to clusters of schools and colleges.

The case studies will be used to:

- share emerging practice
- showcase successful and affordable delivery of Gatsby Benchmark 8
- develop practical implementation plans for schools, colleges, providers and practitioners, including 'how to' guidance

Case studies will be promoted by The Careers & Enterprise Company and by stakeholders from across the sector. We have established a steering group to provide us with advice and feedback on the Personal Guidance Fund.

The steering group will help shape the approach to the Personal Guidance Fund to have the greatest impact on the sector and young people. The steering group will help ensure the development of the fund supports the piloting of best practice and innovative approaches. Specifically, the group will support the case studies to demonstrate personal guidance works at scale and is affordable across England. They will also support sustainable improvements in the delivery of personal guidance.

The group is made up of key stakeholders from across England. Members include the Careers Development Institute (CDI), Careers England and the Department for Education.

C Evaluation to identify impact

We will appoint an external evaluator to evaluate projects funded through the Personal Guidance Fund, in line with our theory of change. Section 5.3 sets out our approach to evaluation in more detail.

3 | Overview of the funding available

The Personal Guidance Fund will invest in projects to develop case studies of new emerging practice and cost-effective models for delivering personal careers guidance to clusters of schools and colleges.

The Fund is split into two application phases:



Phase 1—Scale and develop existing planned activity

We are inviting applications that are able to commence additional delivery and activity by the start of the next academic year (2018/19). Given the short bidding window, we expect applications to fund expansion of existing delivery plans or the addition of extra training and development opportunities for staff, in line with best practice.

Application deadline: Bidders must submit their proposal by 3pm on Friday 8 June 2018

Delivery timescale: Over two academic years from September 2018 to July 2020.



Phase 2—Develop new activities building on The Careers & Enterprise Company research

We are seeking proposals to develop new activities building on our research themes and supported by our 'What Works?' research, which we hope will be published by September. Applications must be submitted by 30 November 2018, allowing time for schools and colleges to engage in the development of proposals. We will fund setup costs from March 2019 and fund delivery over one academic year from September 2019 to July 2020.

Application deadline: Bidders must submit their application by 3pm on Friday 30 November 2018

Delivery timescale: Programme set-up from March 2019 with delivery over one academic year from September 2019 to July 2020.

Across both phases we also welcome applications from organisations to be part of our evaluation only, rather than applying for funding for additional delivery. Applications to work in partnership with us to evaluate delivery and develop case studies are welcome from organisations that want to contribute to the wider transformation of the sector.

All delivery must take place in schools or colleges, but we welcome applications from any party who is able to coordinate delivery across a group of schools or colleges, including but not limited to: schools, colleges,

Careers Hubs, local authorities, Local Enterprise Partnerships, multi-academy trusts and careers providers. Regardless of the organisation that leads a bid, all schools and colleges included within it must expressly support the proposal and have agreed to be included.

We will publish supplemental guidance as an annex to this prospectus during September that sets out our research in more detail to give further guidance on the areas we are seeking to fund and develop case studies.

Table 1: Summary of what we are trying to achieve through this funding

<p>Objective</p> <p>What are we trying to achieve?</p>	<p>Maximising the impact of personal guidance</p> <p>We aim to maximise the impact of personal guidance by helping schools and colleges build on emerging practice and adopt models which they know can be. We will also support the transformation of the planning, delivery, sustainability and impact of personal guidance activity.</p> <ul style="list-style-type: none"> • Plan and integrate the delivery of personal guidance with other Gatsby Benchmarks and with the wider provision in schools and colleges. • Illustrate emerging practice, cost-effective delivery models and ways of working to showcase successful and affordable delivery of Gatsby Benchmark 8. • Help ensure the sustainability of the sector by supporting ongoing professional development and by creating a pipeline of qualified career guidance professionals for the future. • Evaluate the impact that well-developed, sustainable personal career guidance programmes and the sector itself can have on young people. <p>Applications should set out how the funded activities and the schools and colleges involved in the delivery will support the evaluation and contribute to the wider transformation of the sector.</p>
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Table 1: Summary of what we are trying to achieve through this funding ,continued**How?**

We will fund a small number of projects that show the impact and cost of delivering personal guidance in a number of different ways, with the aim that, where these are successful and cost-effective, they can be adopted by schools and colleges. This will include a project that establishes a baseline of meeting Gatsby Benchmark 8 and ensuring the appropriate level of continuing professional development.

In these projects, we will only fund activity that is additional to delivery that is already happening in an area.

We are interested in proposals that explore ways to increase the efficiency, sustainability or impact of personal guidance activity.

Key areas might include, but will not be limited to, the following:

1. Technology

Demonstrate models of distance and blended guidance which show how technologies can be used to deliver personal guidance.

- Understand how various technology enhanced approaches impact on different outcomes and levels of satisfaction.

2. Different ways of working

Demonstrate different ways of working that improve the cost effectiveness and impact of personal guidance delivery.

- This might include innovations like conducting personal guidance outside of school hours (such as using after school careers clubs), group guidance and triage approaches.

3. Preparation and feedback

Approaches to prepare for and follow up on personal guidance activities.

- Examples could include using quantitative and qualitative career assessments and other forms of self and competence assessment prior to guidance interviews. It could also include integration with the pastoral support system within the school or college.

4. Combining personal guidance with other Gatsby Benchmarks

Demonstrate approaches to deliver quality guidance alongside other Gatsby Benchmarks.

- Examples could include linking personal guidance interviews to work experience placements as a way of stimulating career motivation.

5. Theories and approaches

Demonstrate the efficacy of using different theories and approaches to guidance and career management skills.

- Examples could include building on the evidence base that exists around theories, such as narrative career counselling, the 'chaos theory' approach to careers or approaches informed by the evidence in counselling, coaching, health or education.

Who can apply?

Any organisation bringing together a group of schools or colleges, or both, with sufficient scale to evaluate and illustrate emerging practice and a cost-effective model for delivering personal careers guidance that meets Gatsby Benchmark 8.

As a guide, we would expect the group to include at least five schools or colleges, and not have such a large number of schools or colleges that the case study is unaffordable or unmanageable.

All delivery must take place in schools or colleges, but we welcome applications from any party who is able to coordinate delivery across a group of schools or colleges, including but not limited to: schools, colleges, Careers Hubs¹, local authorities, local enterprise partnerships, mayoral combined authorities, opportunity areas², multi-academy trusts, and careers providers.

Regardless of the organisation that leads a bid, all schools and colleges included within it must expressly support the proposal and have agreed to be included.

We welcome applications from an individual college but the application must demonstrate how sufficient scale will be achieved to evaluate and illustrate delivery to scale across all schools and colleges.

In order to apply, all schools and colleges involved must confirm they have agreed to be involved in the case study and that they have:

1. appointed a named Careers Leader
2. completed the Compass self-assessment tool (schools only), or commit to completing the college Compass self-assessment tool when this becomes available
3. registered their interest in joining/have joined our Enterprise Adviser Network

Additionally, they must confirm they are making progress towards:

4. publishing details of their careers programme for employers, young people and their parents
5. publishing a policy statement setting out their arrangements for 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 (schools only)

All parties involved in a bid must be able to commit to:

- Taking part in the case study (all schools and colleges involved must demonstrate sufficient support from their leadership and management, and commit their support in writing). Schools and colleges must also agree to be involved in the evaluation and share their Compass returns.
- Sharing best practice that emerges from the case study with others.
- Participating in research and evaluation that takes place as part of this programme. This is likely to include surveys with students, visits from researchers and a willingness to take part in interviews and focus groups.

¹ A Careers Hub will be 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 within a Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area.

² 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.

Table 1: Summary of what we are trying to achieve through this funding, continued**What activities will we fund?**

The funding we will provide will support additional activity as follows:

1. Delivery of personal guidance interviews and activity

All proposals should start from a minimum standard designed to meet the requirements of the Gatsby Benchmarks.

This should mean that all students will get at least two guidance interviews by the time that they leave the education system.

- At least one personal guidance interview by age 16 carried out by a qualified person.
- A further interview by the age of 18.

This is in line with Gatsby Benchmark 8.

Interviews should be delivered by a career guidance professional trained to QCF level 6 or above, or by those working towards this level of qualification.

Activities that take place before, after or alongside personal guidance interviews may be delivered by other school or college staff who may not be careers professionals. Examples could include initial assessments or triage activity to prepare a student for the personal guidance interview. Proposals should set out how staff taking on these roles are trained and supported and how their activities will be integrated with the personal guidance.

Proposals should include a training needs analysis for all staff and roles involved in the delivery of the personal guidance activities.

The training needs analysis should recommend the following elements, which should be addressed through the funding request.

2. Upskilling of careers professionals in post to ensure that they can provide effective support

Staff delivering personal guidance with QCF level 6 or above should have access to relevant continuing professional development.

Staff delivering personal guidance at lower levels of qualification should be supported to qualify towards QCF level 6 or above through the bid.

3. Upskilling of support staff and other staff (e.g. teachers) involved in supporting guidance

Staff supporting guidance should have access to relevant training and development, which may include both unaccredited learning and qualifications at the relevant QCF level.

4. Training of new careers professionals, where there is a need

All proposals should include some funding to train future careers professionals to ensure the future pipeline of skills. In areas where delivery capacity is not constrained, training of new staff is not required but applications should set out the rationale for why this training is not required.

Where?

National (England), including schools and colleges in Careers Hubs and Opportunity Areas.

Who are we targeting?

All young people at secondary school or college with a particular focus on ensuring that disadvantaged groups of students or schools and colleges benefit from improvements in the delivery of personal guidance.

Applications should set out which young people will benefit from the additional activity within a school or college, or through the selection of particular schools or colleges.

What are we funding?

We will only fund **additional** delivery/activity. Applications will need to set out the costs of existing personal guidance provision available and how this is currently funded.

Eligible costs include programme design and implementation, activity/delivery costs, training and evaluation. Please see Section 4 for full eligibility details.

A **minimum** of 10% of the funding requested should be allocated to the education of careers professionals to train careers guidance staff to QCF level 6 and continuing professional development of the careers guidance staff that are already qualified at QCF level 6 or above.

- Applications are welcome to allocate a higher proportion of funding to continuing professional development where there is a need, particularly where there is a need to recruit and train new staff to have capacity to deliver.
- The assessment of applications will consider value for money, but we will consider the total cost of the programme, not just the elements we are funding, so we would expect programmes with significant existing delivery to have higher training and continuing professional development costs.
- Applications that are applying for evaluation only do not need to submit a funding request for continuing professional development but should set out the appropriate training and development programmes are in place and that a minimum proportion of 10% of programme costs are being spent on training and development.

The fund will not:

- cover the costs of any existing delivery, including infrastructure and staffing costs
- cover the costs of activity that is funded from other sources
- provide funding for activities or posts that are coming to an end or have come to an end in the past 18 months

The evaluation of successful applications will review in detail the costs of pre-existing delivery and failure to accurately set out the existing costs will result in termination of the grant.

Table 1: Summary of what we are trying to achieve through this funding, continued

How are we funding?	Payments will be made on a milestones basis, subject to agreement on the milestones at contract stage.
Delivery timescale	<p>Phase 1: Delivery over two academic years from September 2018 to July 2020.</p> <p>Phase 2: Programme set-up from March 2019. Delivery over one academic year from September 2019 to July 2020.</p> <p>There is no predetermined allocation of the funding over the two delivery phases. However, given the timing of the research and the longer bidding window for applications, we would expect a larger proportion of funds to be awarded in Phase 2.</p>
Grant value	<p>Up to £2.5 million</p> <p>The Careers & Enterprise Company expects to fund at least five pilot programmes, and therefore we do not expect to fund any individual proposal above £500,000.</p> <p>We welcome smaller scale bids where funded activity is already in place.</p>

3.1 What is personal guidance?

The Gatsby Charitable Foundation describes personal guidance as usually taking the form of a “one-to-one interview with a careers adviser (who may or may not be a member of school staff)”.³ The staff responsible for delivering career guidance should be “trained to an appropriate level”, which is understood as being at QCF level 6 or above.⁴ This professionalism is important because of the expertise that careers professionals bring in relation to individual psychology and trends in the labour market. Their professionalism also serves as a guarantor of the careers programmes impartiality as this value lies at the heart of the profession’s ethical standards.⁵

Gatsby’s report highlights a range of rationales for providing personal guidance, including:

- its role in personalising and tailoring career learning
- the provision of expert referral to high-quality sources of information
- the demonstrable impact that it has on young people’s careers and progression

There has also been a range of studies which have looked at the broader social, economic and policy impacts that are associated with personal guidance (although usually viewing it as a key component of a broader package of careers interventions).⁶ Such impacts have been well evidenced and can draw on an extensive literature that has demonstrated the impacts of personal guidance.^{7 8} However, there remains a need to continue to extend the evidence base and particularly to develop more evidence about how personal guidance can be deployed within the context of the English 11-19 education system.

Personal guidance can be delivered in a range of different ways. It can be informed by different theories, make use of different interview forms and be integrated with other elements of education and careers programmes in a range of ways.⁹ Research on personal guidance highlights key elements that need to be included¹⁰, for example, Gatsby emphasise the importance of a strong connection being made between personal guidance and both the wider pastoral system and the school or college’s career programme.

Although there is a body of evidence supporting personal guidance, guidance professionals still have a range of choices to make. One of the aims of this fund will be to explore how effectively different approaches to career guidance can be integrated into the England education system and what the relative efficacy of such approaches are.

³ Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: Gatsby Charitable Foundation.

⁴ Careers Profession Task Force. (2010). *Towards a Strong Careers Profession*. London: Department for Education.

⁵ Career Development Institute. (2014). [Code of ethics](#).

⁶ Hooley, T. & Dodd, V. (2015). *The Economic Benefits of Career Guidance*. Careers England.

⁷ Whiston, S.C. & Rahardja, D. (2008). Vocational counseling process and outcome. In Brown, S.D. & Lent, R.W. (Eds.), *Handbook of Counseling Psychology* (4th edn), 444-461. New York: Wiley.

⁸ Whiston, S.C., Tai, W.L., Rahardja, D. & Eder, K. (2011). School counseling outcome: A meta-analytic examination of interventions. *Journal of Counseling and Development*, 89(1): 37-55.

⁹ Yates, J. (2014). *The Career Coaching Handbook*. Abingdon: Routledge.

¹⁰ Brown, S.D., Ryan Krane, N.E., Brecheisen, J., Castellino, P., Budisin, I., Miller, M. & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior*, 62(3): 411-428.

3.2 The changing environment

The provision of personal guidance in England has been through a major transformation following the Education Act 2011, as the country has moved from a partnership system with personal guidance delivered by an outside agency (Connexions) to a school-based system.

Schools have developed a range of approaches to delivering personal guidance in response to this new system, which includes employing careers professionals, contracting personal guidance from external providers and banding together with other schools to organise personal guidance delivery. College provision has changed less, with most colleges continuing to deliver personal guidance in-house through a professionalised advice and guidance department. The efficacy of such diverse approaches to delivery in England has not been well explored and there is a need to reflect on the advantages and disadvantages of the different models that have grown up.

Despite the development of a range of new approaches in response to the changing conditions in which guidance is delivered, the evidence suggests that provision is still patchy and often inadequate. Our State of the Nation report suggests that less than half of schools (45.9%) are meeting the benchmark on personal guidance.¹¹ While we don't have statistics on colleges, anecdotal evidence suggests they are finding it very difficult to meet the benchmarks, and in particular, benchmark 8. A key outcome of this fund will be the identification of affordable approaches to the delivery of personal guidance that can be rolled out more widely.

¹¹ The Careers & Enterprise Company. (2017). State of the Nation 2017: Careers and Enterprise Provision in England's Schools. London:

4 | How to apply

The following section provides important information that clarifies whether your organisation is eligible to apply to the fund. Please read this carefully before submitting a proposal.

We welcome applications from any party who is able to coordinate delivery across a group of schools or colleges, including but not limited to: schools, colleges, Careers Hubs, local authorities, local enterprise partnerships, mayoral combined authorities, Opportunity Areas, multi-academy trusts, and careers providers. Regardless of the organisation that leads a bid, all schools and colleges included within it must expressly support the proposal and have agreed to be included.

Please note there are two application phases.



Phase 1 - Scale and develop existing planned activity

We are inviting applications that are able to commence additional delivery and activity by the start of the next academic year (2018/19). Given the short bidding window, we expect applications to fund expansion of existing delivery plans or the addition of extra training and development opportunities for staff, in line with best practice.

Application deadline: Bidders must submit their proposal by 3pm on Friday 8 June 2018

Delivery timescale: Over two academic years from September 2018 to July 2020.



Phase 2—Develop new activities building on The Careers & Enterprise Company research

We are seeking proposals to develop new activities building on our research themes and supported by our 'What Works?' research that we hope will be published by September. Applications must be submitted by 30 November 2018, allowing time for schools and colleges to engage in the development of proposals. We will fund setup costs from March 2019 and fund delivery over one academic year from September 2019 to July 2020.

Application deadline: Bidders must submit their application by 3pm on Friday 30 November 2018

Delivery timescale: Programme set-up from March 2019 with delivery over one academic year from September 2019 to July 2020.

Across both phases we also welcome applications from organisations to be part of our evaluation only, rather than applying for funding for additional delivery. Applications to work in partnership with us to evaluate delivery and develop case studies are welcome from organisations that want to contribute to the wider transformation of the sector.

We will publish supplemental guidance as an annex to this prospectus during September that sets out our research in more detail to give further guidance on the areas we are seeking to fund and develop case studies.

4.1 How to apply

Applicants have to register their interest in applying in order to download the proposal forms from our [bidding portal](#).

Applicants are advised to carefully read all chapters of this prospectus and its appendices before submitting their application. Late applications will not be accepted. Applicants will have the opportunity to ask us questions by contacting The Careers & Enterprise Company's Investment team at investment@careersandenterprise.co.uk and by registering to join events and webinars via our [website](#).

All applications must be submitted via our bidding portal. Only those submitted via the bidding portal will be accepted. Applicants who have trouble uploading their forms can contact us through the bidding portal.

Shortlisted bidders will be required to submit further due diligence information and will be expected to attend a meeting with representatives of The Careers & Enterprise Company to discuss their proposal in more detail.

Ahead of the meeting, organisations will be expected to prepare a few items, such as a project plan, a budget summary and answer any questions relevant to the assessment criteria.

Table 2: Application timelines

	Phase 1	Phase 2
Ask questions	Please note that we will not accept any content questions after 5pm on Friday 1 June 2018	Please note that we will not accept any content questions after 5pm on Friday 23 November 2018
Submit proposals	By 3pm on 8 June 2018	By 3pm on 30 November 2018
Inform shortlisted bidders	29 June 2018	20 December 2018
Submit further due diligence information (shortlisted bidders only)	By 13 July 2018	By 18 January 2019
Hold interviews	Between 16 July and 27 July 2018	Between 21 January and 1 February 2019
Notify successful applicants	10 August 2018	15 February 2019

4.2 Eligibility criteria

Pre-screen to determine eligibility (self-assessed)

Please use the pre-screen questions before filling in the proposal form.

You must be able to answer 'Yes' to all the following questions to be eligible to submit a proposal:

Your proposal

- Does your delivery achieve at least one personal guidance interaction by age 16 carried out by a qualified person, and a further interview by the age of 18, if the institutions involved in your application cover these age ranges?
- Does your proposal clearly set out the additional delivery to be funded? (not required if applying for evaluation only)
- Does your proposal include a training needs analysis for all current staff and posts to be involved in delivery and is a minimum of 10% of the funding requested allocated to continuing professional development?

We also welcome applications to be part of our evaluation rather than funding for additional delivery. Applications to work in partnership with us to evaluate delivery and develop case studies are welcome from organisations that are already delivering new approaches/emerging practice and have appropriate training and development programmes in place.

Does your proposal exclude the:

- costs of any existing delivery, including infrastructure and staffing costs?
- costs of activity that is funded from other sources or costs for activities or posts that are coming to end?

Financial health

- Are all organisations included in the application solvent?

Schools and colleges

In order to apply, all schools and colleges involved must confirm they are committed to being involved in the case study. They must also confirm that they have:

1. appointed a named Careers Leader
2. completed the Compass self-assessment tool
3. registered their interest in joining/have joined our Enterprise Adviser Network

And additionally, that they are making progress towards:

4. publishing details of their careers programme on their website for employers, young people and their parents
5. publishing a policy statement setting out their arrangements for 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 (schools only)

If you are applying in Phase 1

- Are you able to begin the additional delivery in 2018/19 academic year?
- Is your programme established?
- Does your programme have a proven track record of making a positive impact?

Organisations that do not meet our funding eligibility requirements will not be assessed further. Whilst we welcome proposals from a variety of providers, we encourage you to carefully consider the time commitment of our tender process.

4.3 Assessment process

There are three stages to the assessment process:

- I – Determine eligibility to apply (Section 4.2)
- II – Initial assessment
- III – Final assessment for shortlisted bidders

We encourage organisations to review the assessment process, and in particular, the pre-screen questions, before beginning their application process to ensure eligibility for the Fund.

Initial application process

Organisations that do not meet our funding eligibility requirements as described in Section 4.2 will not be assessed further. The next step is for us to identify a shortlist of strong applications to move forward to the final assessment. Bidders that meet the funding and relevant requirements set out above will be assessed against the criteria set out in Table 3.

We will also conduct an initial due diligence assessment, including a review of financial information provided as part of the application form, and conduct credit checks and integrity checks on the organisation and its senior staff.

The Careers & Enterprise Company's investment committee will review the highest-scoring applications, feedback from local areas, key stakeholders and the results of the due diligence assessment for shortlisting.

A more detailed timeline is set out in pages 27-28.

Final comparative evaluation for shortlisted candidates

Shortlisted applicants will be invited to meet with representatives of The Careers & Enterprise Company to discuss their proposal in more detail. This will include a review of the application submitted. In addition, we may consult with local and sector stakeholders, independent evaluators, and relevant academics on the application.

Following the interviews, assessments will be updated and presented to the relevant stakeholders for final feedback and comment. We will also conduct further financial and institutional due diligence.

Our Investment Committee will review the highest-scoring applications from the shortlisting, final feedback from relevant stakeholder, the results of the management interviews, and the results of the additional due diligence assessment to make final award decisions.

Evaluation criteria

The evaluation criteria at each stage of the three-phase process are as follows.

I. Pre-screen questions (more details in Section 4.2)

Pre-screen questions ensure the application is eligible for funding by passing basic diligence questions and is compatible with the objectives of the prospectus. We ask bidders to screen themselves against our questions, and refrain from submitting a proposal if the minimum standards are not met.

II. Initial application: evaluation criteria

We ask all applicants to set out the details of their proposal. Bidders will then be assessed against the following key dimensions. Successful candidates for funding are required to reach a minimum standard across all dimensions.

Table 3: Evaluation criteria

<p>Initial assessment criteria</p>	<p>Maximising the impact of personal guidance</p> <p>The programme achieves at least one personal guidance interaction by age 16 carried out by a qualified person, and a further interview by the age of 18, providing the institutions involved in the case study cover these age groups.</p> <p>The programme clearly identifies the disadvantaged groups of young people in schools and colleges and how they will benefit from improvements in the delivery of personal guidance.</p>
<p>The proposed impact on young people and the contribution to developing emerging practice in personal careers guidance</p>	<p>Strength of proposed programme</p> <p>The proposed programme is based on evidence and has a clear supporting rationale.</p> <p>The additional delivery will positively impact economic, social and educational outcomes of young people.</p> <p>Where the programme builds on existing delivery, current delivery scores well on measures of success or satisfaction.</p> <p>The programme will contribute to the development of emerging practice in careers guidance and support the transformation of the planning, delivery, sustainability and impact of personal guidance activity.</p>
<p>The extent to which delivery partners have the ability to deliver</p>	<p>Capacity to deliver</p> <p>The organisation sets out how delivery will be coordinated across all participating schools, colleges and delivery partners.</p> <p>The organisation has a clear project plan that sets out the role of each delivery partner and how delivery partners will collaborate and work together to achieve the project outcomes.</p>
<p>The extent to which the proposal demonstrates sustainability after the funding period</p>	<p>Sustainability</p> <p>The organisation sets out a clear plan for how delivery will be sustained after the funding period has ended.</p> <p>The organisation sets out how lessons from the project will be shared with others.</p>
<p>Assessment of the funding request compared to other organisations</p>	<p>Value for money</p> <p>The organisation's delivery costs are comparable to other organisations delivering similar activity.</p> <p>Where the organisation's application is building on existing delivery, the funding request offers good value for money.</p>

The extent to which each partner is committed to the project

Commitment

The application clearly sets out the commitment of each delivery partner to achieve the project outcomes.

The application demonstrates the commitment of each delivery partner to take part in the case study (all schools and colleges involved must demonstrate sufficient support from their leadership and management, and commit their support in writing). Schools and colleges must also agree to be involved in the evaluation and share their Compass returns.

- Participating with research and evaluation that takes place as part of this programme. This is likely to include surveys with students, visits from researchers and a willingness to take part in interviews and focus groups.

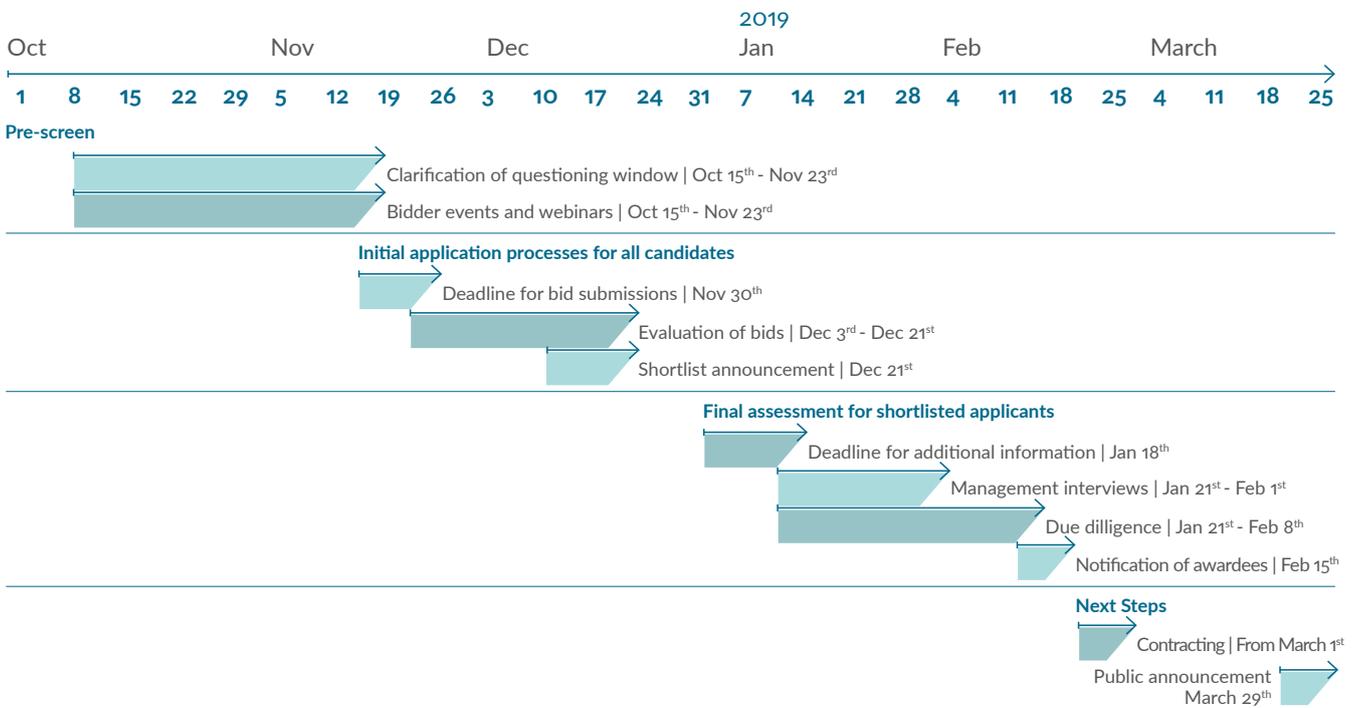
III. Final assessment for shortlisted candidates: assessment criteria

Shortlisted candidates will be invited to meet with representatives of The Careers & Enterprise Company and stakeholders (where appropriate). Bidders will be evaluated based on stop/go credit-worthiness together with additional validation of the information already collected at Stage II.

In addition, we may potentially consult with local and sector stakeholders, independent evaluators and relevant academics on applications.

Personal Guidance Timeline: Phase 2

Phase 2



5 | Contracting and payment terms

This section outlines the proposed approach to contracting and payments to successful applicants.

5.1 Contracting

The terms of the contract to govern the winning bid will be sent to shortlisted organisations.

Successful bidders for Phase 1 will be offered contracts starting from August 2018 onwards, after applicants are notified they have been successful, until 31st March 2020.

Successful bidders for Phase 2 will be offered contracts starting from March 2019 onwards, after applicants are notified they have been successful, until 31st March 2020.

5.2 Payment terms

The Careers & Enterprise Company will work with grantees to develop an appropriate payment profile over the duration of the contract. Recipients may also be able to claim start-up costs associated with setting up the programme.

All payments to recipients will be made on a quarterly basis in arrears. Recipients will be required to submit a monitoring return at the end of each quarter, setting out the number of interventions achieved in that quarter and any expenditure. Contracts will be awarded for a period of 18 months, from March 2017 to August 2018.

6 | What do we expect from successful applicants

6.1 Monitoring reports

We expect successful organisations complete monitoring reports that provide information on their delivery in order for us to:

- build a dataset which allows us and grant recipients to track progress
- collect data to create insight into the activities we are funding and support evaluation
- make payments to grant recipients

Our aim is to ensure that the reports add value to the fund beneficiaries themselves, as well as the opportunity to reflect on progress and achievement of objectives.

6.2 Case studies

We will work with all of the successful organisations we fund to compile influential and impactful case studies to share across the sector.

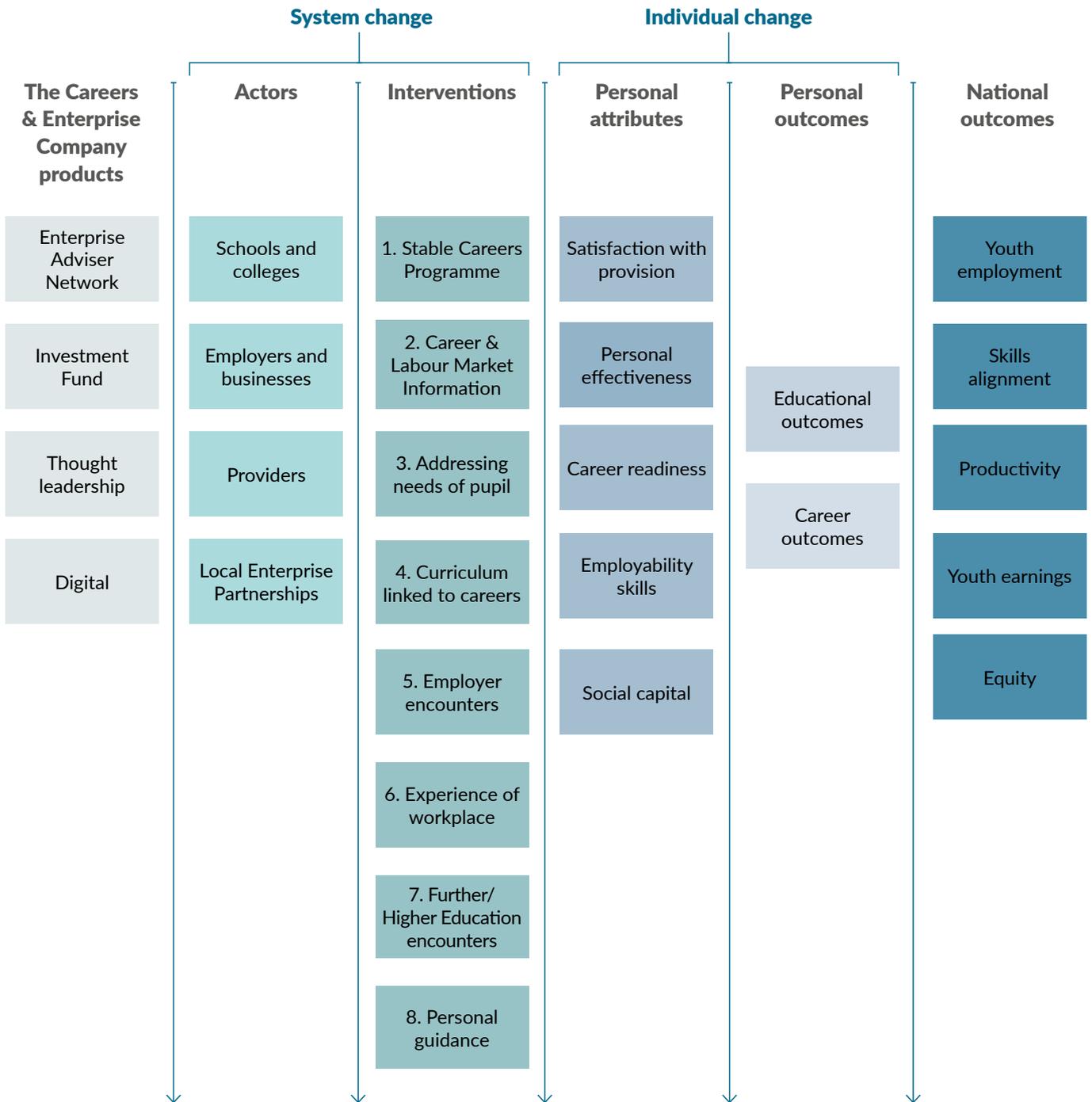
6.3 Evaluation

We have 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.

We will appoint an external evaluator to evaluate projects funded through the Personal Guidance Fund. All organisations are expected to cooperate with the evaluator. This is likely to involve:

- Asking all participants to use a standardised pre-post survey. This may need to be completed by young people, guidance staff and delivery partners and wider stakeholders.
- To encourage all delivery partners in the programme to use Compass and Tracker.
- Sharing programme data around the number of young people participating in funded activities, their progress and completion rates.
- Meeting with evaluators and being willing to be interviewed.
- Facilitating access for the evaluators to schools and colleges that have participated in the funded activity.

Figure 1: Theory of Change



Appendix A: Checklist

-  Read prospectus
-  Register to join events and webinars via our website
-  Complete pre-screen questions to ensure eligibility
-  Register interest on our procurement portal
-  Download application forms
-  Submit proposal via our bidding portal by 3pm on 8 June 2018
-  Make note of important dates relevant to the decision-making process, e.g. interview dates

Appendix B: FAQ

1. How do I apply? What is the deadline?

You have to submit complete application forms via our bidding portal. Applications close on Friday 8 June 2018 at 3pm. Late applications will not be accepted.

2. Are there any briefing events or webinars?

Please check [our website](#) for a list of briefing events and webinars that you might be interested in attending. Details of briefing events will also be posted on our bidding portal.

3. Can individual organisations apply or are you expecting collaborative bids?

Individual organisations are welcome to apply, but should bring together a group of schools or colleges, or both, with sufficient scale to evaluate and illustrate emerging practice and a cost-effective model for delivering personal careers guidance that meets Gatsby Benchmark 8.

As a guide, we would expect the group to include at least five schools or colleges, and not have such a large number of schools or colleges that the case study is unaffordable or unmanageable.

4. Will you fund companies/for-profit organisations?

We will fund any organisation(s) that is able to show the impact and cost of delivering personal guidance, regardless of their legal status. However, we will not fund the costs of any existing personal guidance delivery or any elements of an individual business' Corporate Social Responsibility/outreach programme.

5. Is my type of organisation eligible for funding?

All delivery must take place in schools or colleges, but we welcome applications from any party who is able to coordinate delivery across a group of schools or colleges, including but not limited to schools, colleges, Careers Hubs¹², local authorities, local enterprise partnerships, mayoral combined authorities, Opportunity Areas¹³, multi-academy trusts, and careers providers.

6. Can I bid as part of a consortium?

Yes

7. Is the fund an extension of previous investment funds, such as The Careers & Enterprise Fund or the Mentoring Fund?

The Personal Guidance Fund is a new fund and not an extension of previous funds. It has distinct objectives and will operate as a separate fund. Eligible organisations funded by The Careers & Enterprise Company are encouraged to apply for funding in this round.

Organisations who have applied for funding from The Careers & Enterprise Company before are encouraged to apply again, taking into consideration feedback provided on prior bids.

8. What does the funding cover?

Please see Table 1 in Section 3 of the prospectus for more details.

¹² A Careers Hub will be 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 within a Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area.

¹³ 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.

9. How much funding can I receive?

The Careers & Enterprise Company expects to fund at least five pilot programmes, and therefore we do not expect to fund any individual proposal above £500,000. We welcome smaller scale bids where funded activity is already in place.

10. Do you have a preferred method of measuring impact?

The focus of this fund is to develop case studies to showcase successful and affordable delivery of Gatsby Benchmark 8. We encourage organisations to set out the systems in place to track impact and the frequency and degree of evaluation undertaken.

11. What is Gatsby Benchmark 8?

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. Benchmark 8 sets out that:

- every student should have opportunities for guidance interviews with a career adviser
- every student should have at least one of these interviews by the age of 16, and the opportunity for a further interview by the age of 18

For the purposes of the Personal Guidance Fund, we will only fund programmes that achieve at least one personal guidance interaction by age 16 carried out by a qualified person, and a further interview by the age of 18, providing the institutions involved in the case study cover these age groups.

This should mean that all students will get at least two guidance interviews by the time that they leave the education system.

12. What is personal guidance?

The Gatsby Charitable Foundation describes personal guidance as usually taking the form of a “one-to-one interview with a careers adviser (who may or may not be a member of school staff)”¹⁴

The staff responsible for delivering personal guidance should be “trained to an appropriate level”, which is understood as being at QCF level 6 or above.¹⁵

13. Why is The Careers & Enterprise Company investing in personal guidance?

The Careers Strategy highlights the importance of personal guidance.

Personal guidance is vital for students to focus on their future careers and set goals to achieve them. Effective personal guidance can also make a significant contribution to social mobility and economic health of the nation.

Our aim is to demonstrate a system where all students have access to at least two guidance interventions and to support the uptake of emerging practice across the country to ensure that personal guidance has the greatest impact on young people.

¹⁴Gatsby Charitable Foundation. (2014). Good Career Guidance. London: Gatsby Charitable Foundation.

¹⁵Careers Profession Task Force. (2010). Towards a Strong Careers Profession. London: Department for Education.

14. What staff should deliver personal guidance?

Interviews should be delivered by a career guidance professional trained to QCF level 6 or above, or by those working towards this level of qualification.

Activities that take place before, after or alongside personal guidance interviews may be delivered by other school or college staff who may not be careers professionals. Examples could include initial assessments or triage activity to prepare a student for the personal guidance interview. Proposals should set out how staff taking on these roles are trained and supported and how their activities will be integrated into the personal guidance.

15. What is the Personal Guidance Fund?

We will be using £2.5 million to invest in supporting the development of new innovative, cost-effective models for delivering personal careers guidance to clusters of schools and colleges. These projects will develop case studies that will be used to showcase how groups of schools and colleges can successfully and affordably deliver Gatsby Benchmark 8.

16. What will the fund pay for?

We will only fund additional delivery/activity. Applications will need to set out the costs of existing personal guidance provision available and how this is currently funded.

A **minimum** of 10% of the funding requested should be allocated to continuing professional development

Applications are welcome to allocate a higher proportion of funding to continuing professional development where there is a need, particularly where there is a need to recruit and train new staff due to issues over delivery capacity.

17. Which schools and colleges are eligible for the funding?

All state funded secondary schools, sixth-form colleges and further education colleges in England are eligible, with a particular focus on ensuring that disadvantaged schools and colleges benefit from improvements in the delivery of personal guidance.

18. Which students are eligible for the funding?

All young people at secondary school or college with a particular focus on ensuring that disadvantaged groups of students benefit from improvements in the delivery of personal guidance.

19. Why do I need to complete a training needs analysis as part of my application?

We are seeking to increase the sustainability of personal guidance activity and ensure that personal guidance interviews are delivered by a career guidance professional trained to QCF level 6.

21. Why do I need to complete a training needs analysis as part of my application?

We are seeking to increase the sustainability of personal guidance activity and ensure that personal guidance interviews are delivered by a career guidance professional trained to QCF level 6 and above. By requiring all applications submit a training needs analysis for all current staff or posts to be created.

22. What is the timeframe for delivery?

The fund is split into two application phases and delivery timescales.

Phase 1

Bidders submitting an application must submit their proposal by 3pm on Friday 8 June 2018. Projects will be funded to deliver over two academic years from September 2018 to July 2020.

Phase 2

Bidders submitting an application must submit their proposal by 3pm on Friday 30 November 2018. Projects will be funded to set-up from March 2019, with delivery over one academic year from September 2019 to July 2020.

23. I am having technical difficulties when uploading my application

If you are having technical difficulties when uploading your application, please contact us through the bidding portal.

24. How will the fund be evaluated?

We will appoint an external evaluator to evaluate projects funded through the Personal Guidance Fund.

25. Are there any briefing events or webinars?

Yes, we will be holding webinars. Please register your interest via our website.

26. I have questions about my application that are not answered by the prospectus, FAQs section or other resources

If you have content questions, email our Investment Team at investment@careersandenterprise.co.uk by 5pm on Friday 1 June 2018. Questions beyond this deadline will not be answered.

27. Is there any other funding available from The Careers & Enterprise Company for schools and colleges?

Yes. We will be launching a further investment fund this Spring. The Careers Strategy established a new £5 million fund, £2.5 million of which will be distributed through a virtual wallet to be used by schools and colleges to enable employer encounters.

