

# Liverpool City Region Careers Hub

To help every young person find their best step

THE CAREERS &  
ENTERPRISE  
COMPANY



LIVERPOOL  
CITY REGION  
COMBINED AUTHORITY

METROMAYOR  
LIVERPOOL CITY REGION

Liverpool City  
Region  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY

## Community of Practice Term 3

Gill Walsh Strategic Hub Lead

07716 228163

[Gill.walsh@liverpoolcityregion-ca.gov.uk](mailto:Gill.walsh@liverpoolcityregion-ca.gov.uk)



# Discussion

1. Quality Review
2. Gatsby 10 Years – Statutory guidance May 2025
3. Careers Impact Review
4. Modern Work Experience – equalex pilot
5. LCR Employer Network – new membership
6. LCR Careers Hub Conference – 4 July 2025



# Hub Overview Dashboard | Overview

Filters

No. Eligible Schools

147

Percentage in a Hub (Target: 95%)

97%

No. Schools in Hub

143

Current Academic Year FSQ

No. of Institutions	No. of Students
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26	3950
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Upgraded to Compass+

85.0%

% FSQ Completions >= 100

10.5%

Current EAs

111

% Institutions Matched this Academic Year (1-2-1 or Agile)

73.4%

% Institutions Matched this Academic Year (1-2-1)

73.4%

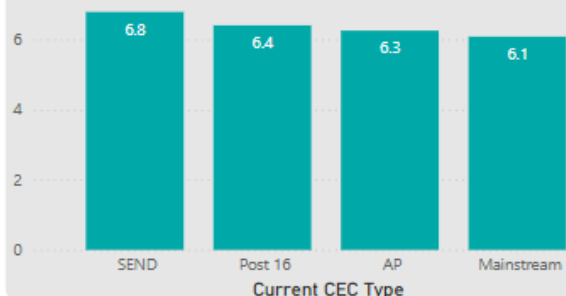
% Institutions Matched this Academic Year (Agile)

(Blank)

EANR Last Log In

Name	Last Login	Role
Gill Wood	04/04/2025	Enterprise Coordinator
Gill Wood	04/04/2025	Lep User
Gill Walsh	23/04/2025	Enterprise Coordinator
Gill Walsh	23/04/2025	Lep User
Julie Roberts	23/04/2025	Enterprise Coordinator

BM Achievement by Institution Type



BM Achievement by Institution Type

Current CEC Type	Average BM Achieved	BM5 Achievement	BM6 Achievement
AP	6.3	87.5%	62.5%
Mainstream	6.1	90.0%	71.1%
Post 16	6.4	90.0%	100.0%
SEND	6.8	84.4%	84.4%
<b>Total</b>	<b>6.3</b>	<b>88.6%</b>	<b>75.7%</b>

Floor Targets

Floor Target Status	Institutions	% Institutions
Achieving	136	95.1%
Failing	7	4.9%
<b>Total</b>	<b>143</b>	<b>100.0%</b>

National Average - Number of BM Achieved

5.9

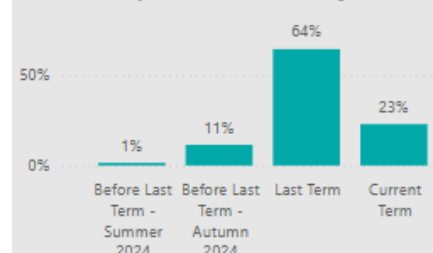
Benchmarks Required to reach target

14

Number of BMs Achieved

BM	Institutions	%
1	1	1%
2	3	2%
3	8	6%
4	12	9%
5	13	9%
6	29	21%
7	32	23%
8	42	30%

Compass Evaluation Progress



BM Achievement by FSM Quartile

Quartile	Average BM Achieved	BM5 Achievement	BM6 Achievement
1	6.1	89.5%	68.4%
2	6.6	94.7%	84.2%
3	6.1	86.4%	77.3%
4	6.3	88.1%	69.5%
<b>Total</b>	<b>6.3</b>	<b>89.1%</b>	<b>73.1%</b>

Quartile 1 = Lowest levels of FSM  
Quartile 4 = Highest levels of FSM

FSM quartiles only include institutions with FSM

Benchmark Performance

Achievement	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Achieved	74.3%	88.6%	65.0%	85.0%	88.6%	75.7%	62.9%	87.1%
Not Achieved	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	2.1%
Partially Achieved	25.7%	11.4%	35.0%	15.0%	11.4%	22.9%	37.1%	10.7%
Achievement	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
National Average	68.2%	85.0%	60.6%	81.6%	86.3%	72.9%	58.8%	77.7%
	Benchmark 1 Quartile	Benchmark 2 Quartile	Benchmark 3 Quartile	Benchmark 4 Quartile	Benchmark 5 Quartile	Benchmark 6 Quartile	Benchmark 7 Quartile	Benchmark 8 Quartile
	2	2	2	1	2	2	2	1

Establishment Name

Abbot's Lea School
Activate
All Saints Catholic High School
Alsop High School
Alt Bridge School
Archbishop Beck Catholic College
Archbishop Blanch CofE High School
Arden College
Ascent Autism Specialist College
Ashley High School
Bank View High School
Bellerive FCJ Catholic College
Birkdale High School
Birkenhead High School Academy
Birkenhead Park School



# Gatsby update

## Compass questions

## Internal Leadership Reviews

- Awaiting statutory guidance to be issued early May 2025
- Definition of BM6
- Careers Hub website updated
- Compass evaluation has been updated to include four new questions in support of the Government's ambition to provide two weeks' worth of work experience for every young person, aligned with Gatsby Benchmark 6.

As a reminder, these additional questions are not scored but will provide insight nationally and locally to direct support.

- ILR – completed 32 so far

**The four supplementary questions are:**

1. Approximately what proportion of pupils have accessed a variety of meaningful workplace experiences by the end of KS3 totalling:
2. Approximately what proportion of FSM pupils have accessed a variety of meaningful workplace experiences by the end of KS3 totalling:
3. Approximately what proportion of pupils have accessed a variety of meaningful work placements by the end of KS4 totalling:
4. Approximately what proportion of FSM pupils have accessed a variety of meaningful workplace experiences by the end of KS4 totalling:

**Response options for all four questions are:**

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-90%)
- Almost All (91-99%)
- All (100%)
- Don't know

# Good career guidance the next 10 years

## A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience



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# A quality first approach to workplace experiences

Gill Walsh  
Strategic Careers Hub Lead

[Gill.walsh@liverpoolcityregion-ca.gov.uk](mailto:Gill.walsh@liverpoolcityregion-ca.gov.uk)  
07716228163







# Challenges of traditional WEX models

1. Young people don't get enough experiences – what they do get is inequitable and varies in quality
2. Traditional models of work experience often do not reflect modern work practices or offer opportunities for skill development
3. Young people traditionally undertake work experience after making options choices; this may be too late
4. Schools recognise the potential drawbacks of running blocked work experience but are faced with many barriers
5. Planned intent, learning outcomes and evidenced application of knowledge, skills and behaviours is rare
6. Employer capacity to engage with work experience is limited – there are not enough opportunities in the system



# The Government's vision for work experience

- Ambition to deliver **two weeks' worth of work experience** for every young person- with a focus on multiple, targeted and variable workplace experiences, totalling 10 days.
- Expect work experience to be pivotal in improving work readiness and employability
- Experiences should be aspirational and inspirational, employer-led, first hand and active (two-way employer-pupil interaction).

Expecting this to be broken down into a weeks' worth in year 7-9 and a further weeks' worth in year 10 or 11.

- **Years 7-9** – Multiple and varied employer-led activities (individual or group, supplementing in-person with hybrid or virtual experiences where this can add value) to explore different industries and occupations, in line with Gatsby Benchmark 6.
- **Year 10-11** – work experience placement(s) totalling one weeks' worth, in an industry matched to young people's interests and career aspirations. This should allow pupils to experience a real working environment and begin to develop work-based skills and behaviours .



# What is modern work experience?

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**A programme of modern work experience should:**

- Prioritise young people who are missing out and provide targeted support
- Include experiences that are employer-led in their design
- Enable meaningful relationships between the employer and young person
- Start early, allowing access to multiple, different industries and occupations
- Be underpinned by learning outcomes, to ensure a progressive high-quality approach
- Offer meaningful experiences as defined in updated Gatsby Benchmark 6

# The solution to modern work experience

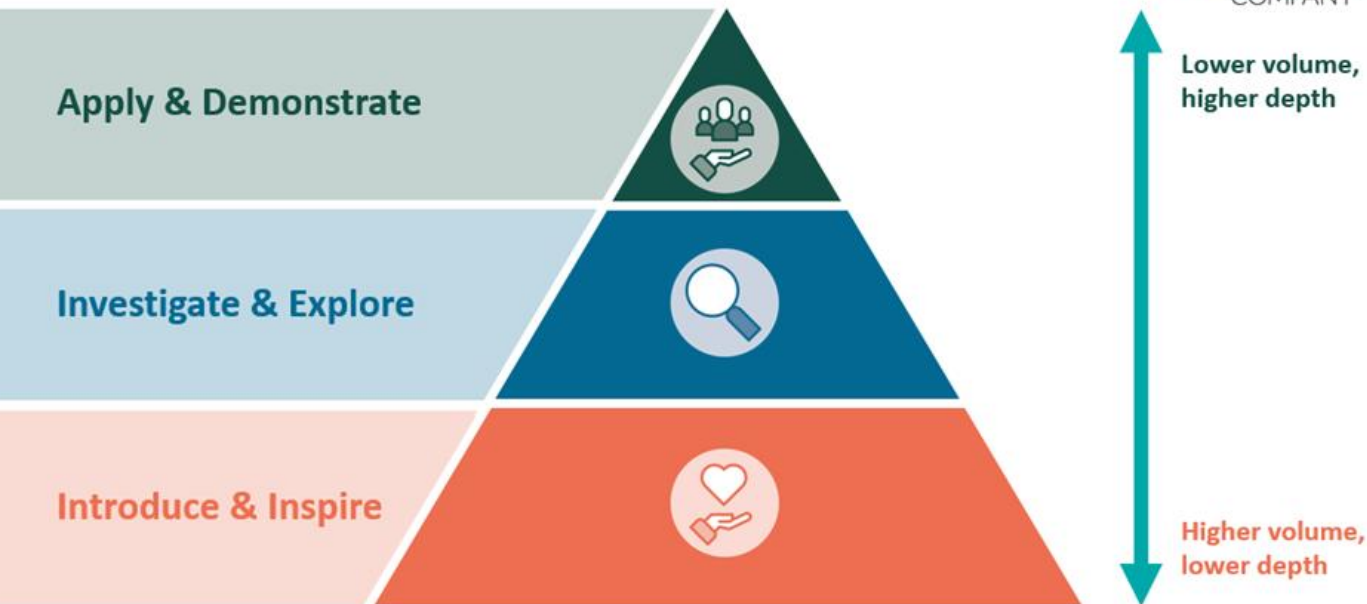
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Developed by The Careers & Enterprise Company and supported by Careers Hubs, the **equalex** approach offers:

- A framework of structured learning outcomes to raise the quality of work experience for learners
- A multi-year, multi-experience model supported by the curriculum and accessible to ALL learners
- A tiered approach providing a structure offering breadth and depth of workplace experiences

# Ensuring the quality of meaningful, multiple, and progressive workplace experiences

## Workplace experiences as a progressive programme





# Why take a progressive approach?

Traditional

equalex



# What could this look like for Sam?

## Year 8

English trip to BBC (1 day) **T1** Plus  
In school project for BBC Young Journalist  
Competition – Applied literacy & oracy skills  
(1 day) **T3**

## Year 10

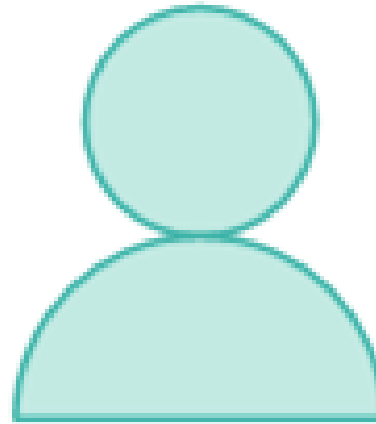
3 days x workplace exploration, 2+ x  
employers (e.g. KPMG or [Herts model](#)) **T2**

## Year 11

2 days x 1 employer in targeted sector **T3**

## Learner 1 experiences:

- KS3 – 5.5 days, KS4 5 days =  
**TOTALLING 10 DAYS**
- **3+ sectors**
- **9+ employers**



**Learner 1**

Two+ week's worth  
Multiple, progressive  
high-quality

## Year 7

3 x virtual sector visits (1 day) **T1**  
Plus  
1 x community-based project day e.g. Army  
(1 day) **T2**

## Year 9

3 x half day industry visits in groups of 8  
(1.5 days) **T1**  
Plus  
Physics trip to Jodrell Bank (1 day) **T3**

## Equalex tiers:

- **T1 – Introduce & Inspire**
- **T2 – Investigate & Explore**
- **T3 – Apply & Demonstrate**

# What are we trying to prove

- That multiple, progressive workplace experiences are purposeful and impactful pre-16
- That modern experience delivered via equalex is the policy solution
- That learning outcomes raise quality
- That Careers Hubs are efficient and effective coordinators