Session Title:	Engaging Gatsby with the younger market
Speaker(s):	Freddie Knaggs and colleagues, Unifrog
Chair:	Annabel O
Reporter:	Jamie Graney, University of Liverpool

Speaker/Institution Bio/Information:	- UniFrog's mission:
	    o Social enterprise
	    o Level the playing field when it comes to students finding and applying to their next steps
	    o Every student should be able to move on to their best next steps
	    o Social impact comes first before all else
	 - Unifrog is an online platform that supports students' careers provision in many ways, including shortlisting universities
	 - Over 2.5k schools across the UK from Y7-13
	 - Over 105,000 teachers
	 - Around a million students using Unifrog now
	 - Working closer with HEIs
	    o Insights reporting
	    o Matching events and what we've got going on with the most relevant students on the platform
	    o Building brand awareness
	    o Networking opportunities

Overview/Aim of session:	Using our experience of working with 2,500 secondary schools and colleges across the UK, this Unifrog workshop will help you to plan effective and impactful encounters with school students aged 11-18 - in line with the Gatsby Benchmarks. With reference to the Careers & Enterprise Company's 'Make it Meaningful' framework, we'll also discuss best practice for supporting schools and colleges to meet Gatsby Benchmark 7

| Workshop Content: | - Gatsby Benchmarks
   o Key foundation of Department for Education's expectations about how English schools and colleges deliver careers provision
   o **8 key principles**
      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
- 7th benchmark – encounters with FE, HE and apprenticeships providers
- Gatsby Benchmarks are the backbone of DfE statutory guidance and policy, and are considered in Ofsted inspections
- 'Careers and Enterprise Company' – government company tasked with supporting schools to meet Gatsby benchmarks
   o Also provide 'Compass+' - online tracking system for schools to track what they're doing to meet each benchmark, scores them
   o 80% of schools across England use the 'Compass+' system
   o Gatsby 7 is the second-lowest in the latest data – schools really struggle with this
- GB7 is not just encounters with universities, it includes independent training providers and FE providers
- 29% of schools have said all of their students have had encounters with HE this year
- Pandemic's impact
   o Impacts how they have interactions/encounters with providers
   o Guidance on this on Careers & Enterprise Company's website
- Feedback from teacher champions (a real mix of location, attainment and student location)
   o Start HE engagement as early as possible – they want HEIs to be coming in from Y7 and Y8 and starting those conversations about |

	not just uni but careers and subjects straight away
	o Tailoring engagement to the school and the needs of its students – utilise pieces of data, reach out to the teachers and directly ask them
	o Make activities more collaborative with schools – plug skills gaps
	o Make workshops practical and deliver more 'taster style' sessions – makes it more meaningful and move towards workshops – actions, tasks and follow up activities
	o Link everything to careers – is there a way we can talk about the subjects going beyond university?
	o Incorporate student voices, ideally from the school's local area
	- Teachers are at the end of their tether with time, how can we help with this?
	o Make it as simple as possible, do most of the legwork for them
	o Virtual meetings are really useful and easier for planning/catch-up meetings
	o Check application data – contact school if getting lots of applications but no/low conversion
	- 'Make it Meaningful' framework from the Careers & Enterprise Company
	o What is 'meaningful'? – framework for teachers to use
	▪ Useful for us as practitioners to use as well to map our activities
	▪ Planning – Implementation – Reflection – Progression
	o **Planning a meaningful encounter**
	▪ How do you work with schools to identify the needs of students?
	▪ What happens before or after the event to ensure their learning continues and it's not just a 'flash in the pan' encounter?
	▪ How do you set objectives and intend to measure impact? Pre-set objectives which schools pick? Do you have discussions about these with teachers beforehand?
	▪ Do you plan for differentiation and accessibility?

	- *See discussion points 1 and 2* o **Implementing a meaningful encounter** ▪ How do you set expectations for students? How do you get them into that frame of mind that they're going to be doing something a bit different to their usual lessons or tutor time? ▪ Do you include parents and carers? We've talked about engaging students and teachers but what about parents and carers e.g. videos, leaflets etc. ▪ What opportunities do you provide for students to take ownership of their learning during the event? How do you bring them into that encounter with a sense of autonomy that day? ▪ Which methods are most effective for gathering feedback? Any types of surveys? Deep dives? ▪ *See discussion points 3 and 4* o **Reflecting on a meaningful encounter** ▪ What do you ask? What do you talk about? Do you share this with the school or not? ▪ *See discussion points 5 and 6* - Unifrog allows parents to tag interactions with HEIs coming up with their profile – can download materials about this etc., make it meaningful - How UniFrog has supported HE providers over the past 2 years o Reporting and looking at local authority strengths, what are students researching o What is attainment looking like? o Inform what we are doing in terms of schools activity planning o UniConnects can receive planning assistance from Unifrog too o Planning events for universities ▪ Content ● Wealth of info and content for students to absorb on the platform ● Can link up with HEIs to create guides etc. ● 'What can I do with a degree in *x*?'

Case Studies/Examples:	

Scenarios/Roundtable discussions:	1. 'Planning a meaningful encounter' discussion feedback:
	   a. Advertising activities according to each Gatsby Benchmark gets more activities and contacts booked in
	   b. Categorising student cohorts 1-5 based on POLAR data, DfE data etc.
	2. 'Planning a meaningful encounter' suggestions from schools:
	   a. Survey students, either before, during or after your sessions
	   b. Be super flexible with communications
	   c. Make use of contextual data e.g. destinations, attainment, WP metrics
	3. 'Implementing a meaningful encounter' discussion feedback
	   a. Limited opportunities to speak to parents and carers
	   b. Important to point out to parents and carers that there are many institutions of choice – good thing to collaborate with different HEIs
	   c. Some HEIs have staff dedicated to parents and carers entirely
	   d. Hiring parents as ambassadors at university events!
	   e. 'Elephant in the Room' poster – keep something memorable, and maybe odd, in schools for a while beforehand so students become curious about what it means, then bring it into your session
	4. 'Implementing a meaningful encounter' best practice ideas
	   a. Barometers of confidence – stand up if you feel confident on this etc.
	   b. Make it interactive and actionable with next steps
	   c. Content for parents
	5. 'Reflecting on a meaningful encounter' discussion feedback
	   a. Chasing schools for next session is more common than chasing students to gather feedback on the sessions we deliver

	6. 'Reflecting on a meaningful encounter' best practice ideas
	  a. Log notes in a shared space – have that consistency especially for staff turnover
	  b. Aim to plan the next encounter straight away – show that commitment to the school, take advantage

Questions and Answers:	**None – incorporated into discussion points.**
Summary/Key takeaways:	