



# Gatsby Benchmark 1

## Three-part Step by Step Guide



# Section 3



IMPACT

A 3D rendering of a red puzzle piece standing out from a collection of white puzzle pieces. The red piece is in the foreground, slightly to the left, and is the only one of its color. The white pieces are scattered around it, some partially visible. The lighting creates soft shadows, giving the pieces a three-dimensional appearance.

# How do I evaluate the Careers Programme in my school to ensure **IMPACT?**

# Benchmark 1

## STRATEGIC CAREERS PLAN



- Setting a Vision for Careers
- Reviewing your Provision
- Agreeing your Strategic Priorities
- Action Planning

## PROGRESSIVE CAREERS PROGRAMME



A good careers programme should be:

- Progressive
- Inclusive
- Planned for intent
- Informed by data and evaluation

## IMPACT EVALUATION



- Plan
- Collect
- Review
- Act





I have completed my  
Strategic plan:

1. Establish & share our  
VISION
2. Review our current  
position
3. Agree our STRATEGY with  
KEY OBJECTIVES\_
4. Create an ACTION PLAN



I have:

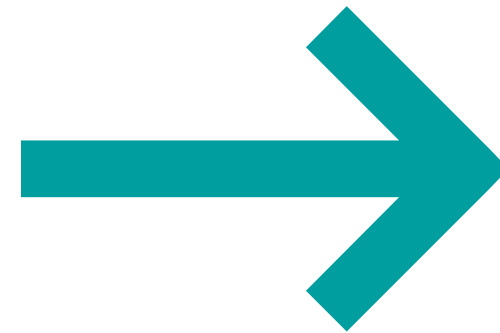
5. Developed our CAREERS  
PROGRAMME FOR YEAR 7 –  
YEAR 13
6. PRESENTED the CAREERS  
PROGRAMME to our key  
stakeholders



I now need to:

7. EVALUATE the IMPACT of  
our Careers Programme

**I now need to...**



**STEP 7:**  
**EVALUATE the**  
**IMPACT of**  
**our Careers**  
**Programme**



**The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process**

# Approach: Impact Evaluation

- Plan
- Collect
- Review
- Act

*Careers Leader Impact Evaluation Toolkit*

Careers Leader  
Impact Evaluation  
Toolkit



# COLLECTING AND REVIEWING IMPACT EVIDENCE: GUIDANCE DOCUMENT



## What are the different types of impact evidence?

| Type of Impact evidence                  | When to collect and use it   | What it tells us  | Tools   |
|--|--|---|---|
| <b>Feedback</b>                          | <ul style="list-style-type: none"> <li>• Soon after the end of career activities.</li> <li>• From students, parents, teachers, employers, activity providers.</li> <li>• When activities are new, substantial, or significant in cost/resource (as overuse can undermine engagement).</li> </ul>       | <ul style="list-style-type: none"> <li>• The initial reactions of participants about satisfaction, usefulness, enjoyment, perceived impact on next steps.</li> <li>• Different perspectives.</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Example questionnaires</a></li> <li>• <a href="#">Creative ways to gather feedback</a></li> </ul>  |
| <b>Career knowledge and skills</b>       | <ul style="list-style-type: none"> <li>• At targeted points and infrequently as these indicators improve slowly as a result of many experiences.</li> <li>• At transition points to inform choices and targeted support.</li> </ul>  | <ul style="list-style-type: none"> <li>• Progress towards learning outcomes.</li> <li>• Preparedness for next steps.</li> <li>• Gaps in knowledge and skills that can be addressed through further support.</li> <li>• Changes for cohorts and individuals in relation to career programmes.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Future Skills Questionnaire</a></li> <li>• <a href="#">Compass+</a></li> <li>• <a href="#">Skills Builder Benchmark Tool</a></li> <li>• <a href="#">Measures of personal development</a></li> </ul>  |
| <b>Education engagement</b>              | <ul style="list-style-type: none"> <li>• As needed to check how careers learning informs curriculum engagement.</li> <li>• More frequently for students at risk of disengagement or poor academic outcomes.</li> </ul>   | <ul style="list-style-type: none"> <li>• Progress in engaging students at risk of poor outcomes.</li> <li>• Impact of career programme and targeted activities on engagement with learning.</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">End of unit/ year tests</a></li> <li>• <a href="#">Termly/ annual effort grades</a></li> <li>• <a href="#">Teacher reports</a></li> <li>• <a href="#">Public exam results</a></li> <li>• <a href="#">Bespoke survey using questions on engagement</a></li> </ul> |
| <b><a href="#">Destinations data</a></b> | <ul style="list-style-type: none"> <li>• Collect intended destinations during final one or two years of school/college.</li> <li>• Actual and sustained destinations for leavers.</li> <li>• Maintain for 3 years after school.</li> <li>• Access published destinations measures annually.</li> </ul> | <ul style="list-style-type: none"> <li>• Pathways for students according to cohort, disadvantage, gender, attainment.</li> <li>• Trends year on year in relation to the career programme and wider education.</li> <li>• Suitability of pathways for groups of students.</li> </ul>                     | <ul style="list-style-type: none"> <li>• <a href="#">Compass+ data on intended and actual destinations</a></li> <li>• <a href="#">Published DfE destinations measures for 1,3 and 5 years after Key Stage 4 and for post-18</a></li> </ul>  |



## Evaluating the Evidence: Example Reflective Questions (Feedback)

- From stakeholder 'key event' feedback' what went well?
- From stakeholder 'key event' feedback' what improvements could be made to careers programme?
- What were the key positive / negatives from stakeholders including students, parents/carers, employers, staff, etc?
- What was the quality of the employer engagement activities?
- How could the quality of employer engagement be improved?
- Which employers might you re-engage next year?



THE CAREERS &  
ENTERPRISE  
COMPANY

[illegible]

## Evaluating the Evidence: Example Reflective Questions (Career knowledge & Skills)

- Do average cohort scores from FSQ show all year groups making good progress?
- Has there been progress with year on year with responses at key transition points?
- Are scores similar in FSQ by vulnerable groups including gender and disadvantage?
- Can associations be identified between career programme changes and scores?
- What should be focus on going forward according to questions with more negative responses?
- Are students aware of all routes available to them at 16/18?
- Is there an alignment of career interests with local skills needs?
-



## Education Engagement

Indicators of engagement include:

- School or college attendance
- End of unit / end of year assessment grades
- Effort grades from teachers and staff
- Behaviour referrals/rewards information
- Student perceptions of learning, interest in subjects, and self-reported behaviours such as time spent on homework
- Public examination results such as pass rates in GCSEs and Level 3 courses





## Evaluating the Evidence: Example Reflective Questions (Education Engagement)

Is there education engagement evidence to support value of embedded careers across the curriculum?

What evidence exists to show increased educational engagement following careers activities for cohorts, specific groups or for individuals?

Has a particular initiative/activity been effective in improving educational engagement?

Is the Careers Leader aware of where the need is in educational engagement so that careers activity/interventions can be planned to support cohorts, specific groups or individual students?

## DESTINATIONS DATA

Percentage of students staying in education or entering employment after Key Stage 4 = 96%

Percentage of disadvantaged students staying in education or entering employment after Key Stage 4 = 96%

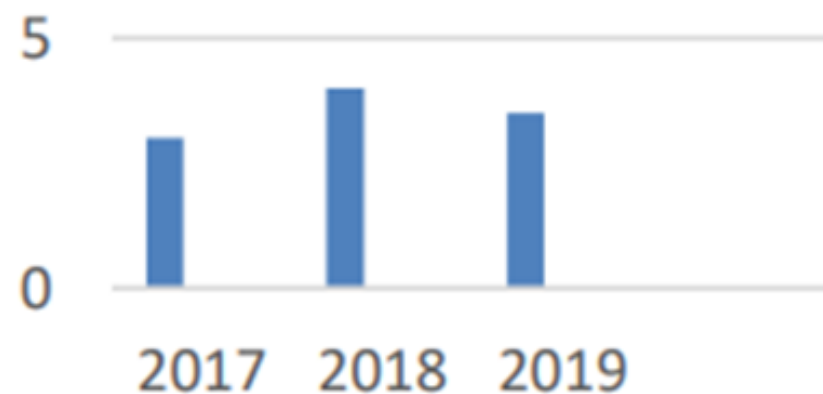
Percentage of students staying progressing onto apprenticeships after Key Stage 4 = 20%

### Destinations



■ apprenticeships ■ University  
■ Employment ■ Other

### NEET Data



## MEASURING IMPACT



### OUR IMPACT – Destination Data

Does everyone know our school's Destination Data – including prospective parents? Is it presented on our school website?

See examples below:

[Moseley School & Sixth Form](#)

[James Brindley Academy](#)

Does it include data on sixth form, FE, apprenticeships, NEET, as well as disadvantaged students?

How do I ensure that SLT and my teaching colleagues know & understand our key trends, strengths and issues to address?

Does this prove my Careers Plan is achieving what I intended in my strategic plan?

Can I link into my action plan? Assess, Plan, Do, Review – how do I now need to adapt the programme based on findings?



# DESTINATIONS

## Why track destinations?

If we deliver high quality CEIAG, students develop skills in *career management* and *employability* which in turn means students make positive transitions and achieve good destinations.

[Access Example School Destination Report for 19/20 here](#)

### For Leavers:

- Track **subjects** students go onto in **FE & HE** and **employment areas** of courses and apprenticeships
- Track **actual destinations with intended** (a useful guide to ascertain if the quality of the programme was successful) or if more needed to be done
- Cross-match intended destinations with appropriateness of provision based on our knowledge of the student and tracking of careers aspirations over the five years whilst at school
- Ensure students who were identified as being at **greater risk of NEET** take up their place at post 16
- Is there demonstrable **impact of our careers programme on destinations?**
- Identify **students / groups falling through the gaps**. What more can we do for vulnerable students/ SEND etc.?
- Are our **high attaining, disadvantaged students** following similar pathways to their peers who are more advantaged?
- What proportion of **girls achieving well in STEM GCSEs** pursue courses in STEM?
- What proportion of **girls and boys** follow the apprenticeship route?
- Are our students going into **growth sectors or chasing jobs in declining industries?**
- **Celebrate the success** of our students – success stories to share with staff, parents/carers and local community

### For current students:

- **Raise career aspirations** of students currently in school through examples of former student destinations
- **What courses and training leavers move to** – how does this compare with the local offer in school and post 16
- **Identify trends in data** that may enable **earlier identification of such students in similar circumstances** and so intervene or adapt programmes to address these gaps
- Amending the current **offer of opportunities** to students where needed
- **Compare destination data and trends around LMI** and key information from regional LMI data and growth areas, etc.
- Explore destinations figures for KS4 and post-16 students and identify **any deficits in take up of pathways, subjects or courses that could be addressed by better tailoring of the careers programme.**



## Evaluating the Evidence: Example Reflective Questions (Destination Data)

To what extent do students have an appropriate intended destination as they approach the end of school, special school or college?

Are there any cohorts, specific groups or individual students who require additional support?

Is intended level of study aligned to student attainment?

Are there gaps according to disadvantage, gender or ethnicity gaps in intended or actual pathways including technical education, higher education, STEM, etc.

Are there gaps according to disadvantage, gender or ethnicity gaps in outcomes 3 years after leaving school including technical education, higher education, STEM, etc.

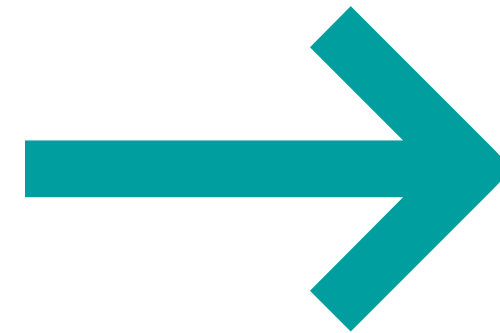
Are there trends in NEET and EET in relation to the careers programme and/or changes made to the careers programme?

# Impact Evaluation: Review

- Consider the learnings throughout the year but mark out a time towards the end of the year when you collate the evidence, analyse the results, pull out the messages, organise the information for sharing with others and use review to inform continuous improvement.
- Consider Types of Evidence and how to analyse and interpret results:
  - ✓ Quantitative data can tell you about prevalence and trends
  - ✓ Qualitative/text data is more helpful for understand experiences in more detail – answering the why and how questions
- Organise the results for different audiences
- Consider how evidence can be plotted within a SOAR analysis to inform continuous improvement and strategic careers plan going forward



**Now I can...**



**STEP 7:**  
**EVALUATE the**  
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**Programme**



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## Impact Evaluation: Act

**Celebrate successes, report on impact and progress and review planned intent and implementation of your careers provision**

- Inform planning and strategic priorities
- Consider additions, deletions and any activity that needs to move
- Identify vulnerable groups
- Consider asks of SLT/Governors
- Consider elements to be celebrated and shared with Education Leaders/Governors
- Consider what wider stakeholders (staff/parents & carers) need to know and understand



# Appendix





# Exemplar School Careers Page Websites:

<https://www.beaumontleys.leicester.sch.uk/Our-School/Careers-at-BLS/>

<https://flhs.org.uk/careers-education>

<https://www.bb-hs.co.uk/>

<https://www.southmoorschool.co.uk/ceiag-curriculum/>

<https://tggsacademy.org/careers>

<https://www.chhs.org.uk/careers/>

<https://www.jkhs.org.uk/careers>

<https://www.cardinal-heenan.org.uk/page/?title=Cardinal+Careers&pid=89>

<https://irlamandcadishead.org.uk/information/careers>

<https://www.castleviewenterpriseacademy.co.uk/general-information/careers/>

[https://www.abblanch.com/curriculum/careers\\_information\\_/](https://www.abblanch.com/curriculum/careers_information_/)

<https://www.archbishopbeck.com/careers-students.php>

<https://www.xaverian.ac.uk/college-life/your-future/>



# Exemplar School Careers Newsletters:

[Blythe Bridge High School & Sixth Form Careers Newsletter Spring 2022](#)

[Beaumont Leys School - Careers at BLS - Whats On](#)

## Online Learning Modules

Our [online learning modules](#), written in partnership with University of Huddersfield, help key education stakeholders to better understand the value of careers leadership in schools, special schools and colleges, the carers education landscape and understand the role and value of a Careers Leader.

There are separate online learning modules tailored for the following groups:

- [Careers Leaders: Induction](#)
- [Education Leaders: Careers Awareness](#)
- [Governors: Careers Awareness](#)
- [Providers: Coming Soon](#)

